

Achievement Standard

Subject Reference	Education for Sustainability 2.5		
Title	Develop a collaborative response that promotes a sustainable future, in relation to a current issue		
Level	2	Credits	4
		Assessment	Internal
Subfield	Science		
Domain	Environmental Sustainability		
Status	Registered	Status date	20 November 2014
Planned review date	31 December 2019	Date version published	17 November 2016

This achievement standard involves developing a collaborative response that promotes a sustainable future, in relation to a current issue.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Develop a collaborative response that promotes a sustainable future, in relation to a current issue. 	<ul style="list-style-type: none"> Develop in depth a collaborative response that promotes a sustainable future, in relation to a current issue. 	<ul style="list-style-type: none"> Comprehensively develop a collaborative response that promotes a sustainable future, in relation to a current issue.

Explanatory Notes

- 1 This achievement standard is aligned with *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to learning objective 7.2 in the *Teaching and Learning Guide for Education for Sustainability*, Ministry of Education, at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- 2 *Develop a collaborative response that promotes a sustainable future, in relation to a current issue* involves:
- explaining the current issue and how it relates to aspects of sustainability
 - developing a response to the current issue that promotes a sustainable future, including evidence of:
 - working co-operatively with peers

- interacting with stakeholders
- systems thinking
- future thinking
- data collection
- measurement methods.
- drawing conclusions about:
 - the processes used to generate the response taking account of different values and perspectives (group members and stakeholders)
 - how to determine the effectiveness of the response for promoting a sustainable future.

Develop in depth a collaborative response that promotes a sustainable future, in relation to a current issue involves:

- drawing informed conclusions about the effectiveness of the processes used to generate the response and making recommendations for future response development.

Comprehensively develop a collaborative response that promotes a sustainable future, in relation to a current issue involves:

- evaluating the strengths, weaknesses, opportunities and threats associated with the response
- drawing justified conclusions about the wider implications of the response and how it promotes a sustainable future.

- 3 *A sustainable future* requires the development of ways of thinking and acting to meet the needs of the present generation without compromising the ability of future generations (of all living things) to meet their own needs. In Aotearoa New Zealand, a sustainable future reflects, wherever possible, consideration of Māori concepts and values relating to the environment, which may vary between hapū and between iwi.
- 4 The aspects of sustainability are selected from:
- environmental
 - social
 - cultural
 - economic.

These terms are defined and explained in the *Teaching and Learning Guide for Education for Sustainability*, Ministry of Education, at <http://seniorsecondary.tki.org.nz/index.php/Social-sciences/Education-for-sustainability/Key-concepts/Aspects-of-sustainability>.

- 5 Examples of current local sustainability issues can be derived from the context elaborations found in the *Teaching and Learning Guide for Education for Sustainability*, Ministry of Education, at <http://seniorsecondary.tki.org.nz>.
- 6 *A response* that promotes a sustainable future may include:
- a strategic plan
 - a vision statement
 - an art work, drama or dance
 - a technological artifact.

- 7 Systems thinking is an approach to thinking that considers any element or thing to be part of a complex set of relationships between many parts that constitute a system with a particular purpose, for example, plants are part of ecosystems and schools are part of communities. To understand that element or thing, it is necessary to understand the system which it is part of in a holistic manner, and not in an isolated, unrelated way.
 - 8 Future thinking involves envisioning possible and preferable futures and the enablers and constraints that may impact on realising these futures.
 - 9 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
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Replacement Information

This achievement standard replaced AS90815.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233