

Assessment Report

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Level 3 Education For Sustainability (EFS) 2018

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90831: Analyse the impact that policies have on a sustainable future

Part A: Commentary

The portfolio method of examination provides candidates with a lengthy time-period to accrue content, evidence and examples for analysis from a wide range of contexts to support the two policies. The preferred report style presentation leads candidates to write both succinctly and in a structured manner. Most candidates were well prepared for this examination.

Part B: Report on standards

Candidates who were awarded **Achievement** commonly:

- analysed the impact that policies have on a sustainable future
- identified the forces that have shaped at least two policies
- explained the relationship between these policies and the aspects of sustainability
- drew conclusions based on evidence and examples on the impact of the policies on the aspects of sustainability.

Candidates whose work was assessed as **Not Achieved** commonly:

- provided limited analysis of the impact that policies have on a sustainable future
- failed to identify the forces that have shaped at least two policies
- provided limited or no explanation of the relationship between the policies and the aspects of sustainability
- failed to draw conclusions based on evidence and examples on the impact of the policies on the aspects of sustainability.

Candidates who were awarded **Achievement with Merit** commonly:

- analysed in depth the impact that policies have on a sustainable future
- used at least two forces per policy, e.g. political, cultural, environmental, social, and/or economic
- explained how forces have shaped at least two policies in the context of sustainability
- evaluated in depth the extent to which these policies achieve their intended outcomes.

Candidates who were awarded **Achievement with Excellence** commonly:

- critically analysed the impact that policies have on a sustainable future

- provided an analysis which included discussion on the ability of both policies to achieve their intent
- provided insight via the analysis on the extent to which both policies achieve a sustainable future
- provided an analysis which included Māori Concepts and Values relating to environment.

Standard specific comments

Candidates are encouraged to utilise a referencing system such as APA or ACS to both avoid plagiarism and provide evidence of solid secondary data supporting the policies analysis. Convincing answers showed familiarity with the chosen policies, convincing evidence and an ability to compare and contrast one policy with the other. Some candidate's responses lost conviction because they were too long and became too formulaic. Policies need to be chosen carefully and where a policy is a lengthy legislative tool such as a statute, care needs to be taken to encapsulate the key components of the entire policy. This can prove challenging. It is also ideal if schools broaden the teaching resources for students rather than rely upon the same policies each year.

91736: Analyse how different world-views, and the values and practices associated with them, impact on sustainability

Part A: Commentary

The portfolio method of examination provides candidates with a lengthy time-period to accrue content, evidence and examples for analysis from a wide range of contexts to support the two worldviews. The preferred report style presentation leads candidates to write both succinctly and in a structured manner. Most candidates were well prepared for this examination.

Part B: Report on standards

Candidates who were awarded **Achievement** commonly:

- analysed the values associated with different world-views and how these values are expressed in various practices
- used evidence to explain the relationship between these values and practices, and aspects of sustainability
- drew conclusions about the present and future consequences of the different world-views for sustainability.

Candidates whose work was assessed as **Not Achieved** commonly:

- limited analysis of the values associated with different world-views and how these values are expressed in various practices
- limited evidence to explain the relationship between these values and practices.

Candidates who were awarded **Achievement with Merit** commonly:

- drew informed conclusions, based on evidence and examples, about the similarities and differences of the world-views in terms of their impact on aspects of sustainability.

Candidates who were awarded **Achievement with Excellence** commonly:

- drew insightful conclusions about the complexities associated with different world-views (and their related values and practices) and how these complexities impact on aspects of sustainability.

Standard specific comments

Candidates are encouraged to utilise a referencing system such as APA or ACS to both avoid plagiarism and provide evidence of solid secondary data supporting the worldview analysis. Convincing answers showed familiarity with the worldviews, convincing evidence and an ability to compare one worldview to another. Some candidate's responses lost conviction because they were too long and became too formulaic.

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2018 is the first year that reports are available for.

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