

Assessment Report

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Level 2 Education For Sustainability (EFS) 2018

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90841: Demonstrate understanding of aspects of sustainability in different contexts

Part A: Commentary

The (3) resources [A, B, C] provided opportunity for candidates to draw evidence from a wide range of contexts in Task 1a. Task 1b provided ample opportunity for candidates aspiring for an Excellence grade. Most candidates attempted all

components of the task and the examination provided sufficient opportunity for candidates to demonstrate their knowledge across the range of aspects of sustainability covered in this standard. However, it is to be noted that the space provided for answers was too limited for some candidates. Task 1a requires additional space for candidates to articulate their answer. Many candidates needed to use the extra space at the rear of the exam script. Most candidates were well prepared for this examination focused on the aspects of sustainability contributing to a sustainable future however the Maori concepts/values were not consistently well understood and sometimes added to the candidates' scripts at the end of their writing in an irrelevant manner. Candidates are encouraged to use the correct terminology, with definitions, in their explanations.

Part B: Report on standards

Candidates who were awarded **Achievement** commonly:

- examined fully how aspects of sustainability apply within the contexts.

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

- attempted to explain how aspects of sustainability apply in a context.

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

- examined fully how aspects of sustainability apply within the contexts.
- explained consistently the interrelationships among aspects of sustainability.

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

- explained and/or explained comprehensively the wider implications of the interrelationships among aspects of sustainability.

Standard specific comments

It is pleasing to observe a larger cohort of candidates both drawing on their own knowledge and also providing evidence of enhanced competence when considering the wider implications of the interrelationships between the aspects of sustainability that may or may not contribute to a sustainable future.

Some candidates are writing responses that are too long and too wordy. In many cases where additional pages were used, the quality of the response was not enhanced by the extra pages. Candidates can often fare better with a concise,

succinct answer that is well-planned and thoughtful supported by both the resource material and evidence and examples from their own learning.

91733: Demonstrate understanding of initiatives that contribute to a sustainable future

Part A: Commentary

The examination provides ample opportunity for those students aspiring for Merit and Excellence grades. The initiatives provided were both current and interesting.

The description of the Resource Booklet at the top of page 3 within the exam script would have benefitted from listing Resources B and C as per Resource A with a full description alongside. I would suggest referring to (2) of the (3) resources provided more appropriate along with evidence from their own learning when responding to Task (a)(i). Clarity could be improved for candidates in Task (b) with a stronger focus on evaluation of initiatives for a sustainable future with integration of the concept of kaitiakitanga in their response.

Part B: Report on standards

Candidates who were awarded **Achievement** commonly:

- drew conclusions about the relative effectiveness of each initiative, with reference to at least TWO aspects of sustainability.
- evaluated the two initiatives with limited use of the given resources.

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

- drew limited or unclear conclusions about the relative effectiveness of initiatives.

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

- evaluated which of the initiatives was more effective when applied to another context or issue. Reference was given to wider implications and contribution to a sustainable future.
- provided informed conclusions, supported by evidence and examples.

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

- drew detailed conclusions about which initiative was more effective when applied to another context or issue.
- provided in-depth discussion about the wider implications for a sustainable future using examples and evidence to consider the wider implications of each initiative, and their respective contributions to a sustainable future.

Standard specific comments

A number of candidates are writing responses that are too long or too wordy. In many cases where additional pages were used, the quality of the response was not necessarily enhanced by the extra pages. Candidates can often fare better with a concise, succinct answer that is well-planned and thoughtful supported by both the resource material and evidence and examples from their own learning.

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2018 is the first year that reports are available for.