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# 2

91733



917330



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Tick this box if you  
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## Level 2 Education for Sustainability 2022

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

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of initiatives that contribute to a sustainable future.	Demonstrate in-depth understanding of initiatives that contribute to a sustainable future.	Demonstrate comprehensive understanding of initiatives that contribute to a sustainable future.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

**You should attempt BOTH parts of the task in this booklet.**

Pull out Resource Booklet 91733R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (✂). This area may be cut off when the booklet is marked.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

**Excellence**

**TOTAL**

**07**

ASSESSOR'S USE ONLY

Plan your answers in the box below. Your planning will not be marked.

**PLANNING**



Resource Booklet 91733R contains resources describing initiatives by small and large organisations that promote sustainable practices and outcomes:

- **Resource A** – Upcycling initiative: Chip Packet Project NZ
- **Resource B** – Composting initiative: Blue Borage.

Refer to BOTH resources in response to the following task.

### TASK

- (a) (i) Explain the importance of initiatives focused on striving for a sustainable future. Refer to TWO of the four aspects of sustainability (environmental, social, cultural, economic).

Aspect 1: Initiatives focussed on social sustainability are important because they can improve the living standards of the homeless and impoverished like in Resource A where the donation of foil blankets reduces the discomfort of the homeless. ~~It is also vital to educate~~ This makes it somewhat more bearable living on the streets which increases the chance of making it out of poverty.

Aspect 2: Resource B contributes ~~to~~ to a sustainable future by improving the environmental aspect of sustainability ~~to~~ through their composting initiative which reduces the methane emitted by organic waste. Since methane is a powerful greenhouse gas, it contributes to climate change. A reduction in this will help stop droughts, sea level rise, floods, etc which will prevent environmental destruction.



- (ii) Evaluate how effectively the two initiatives described in Resources A and B have achieved, or are likely to achieve, their purpose and therefore contribute to a sustainable future. In your answer, refer to the Māori concepts of kaitiakitanga and/or manaakitanga.

Initiative 1 (Resource A): While this initiative is bound to have some positive effect, it won't likely have a significant impact on many societal-status-wise. An upcycled foil blanket may keep homeless and children in unheated homes warmer, but it will struggle to raise many out of poverty. One aspect of their goals they will achieve however, is a great reduction in potato chip bags as one single blanket uses many upcycled bags. Regardless, both show manaakitanga (kindness) to the less fortunate) and kaitiakitanga (reducing potato chip bag litter in the environment).

Initiative 2 (Resource B): Given enough time, The Blue Borage initiative could have a profound effect on future environmental sustainability. The business ~~is~~ is relatively small for now, but given time to grow and extend its reach towards many, the prevention of methane emissions will stack up over time and could one day have a noticeable impact on climate change. The initiative is practicing the values of kaitiakitanga by acting as guardians for the environment as well as being teachers to others so that such cultural values can spread.



- (b) Evaluate how ONE of these initiatives could apply to **another** sustainable future-based context or issue drawn from your own studies. The context could include themes similar to those provided in the resource material.

Resource A has the opportunity to expand its initiatives towards other upcycling projects. If enough work is ~~put~~ put into it, many every-day waste products can be used to make a new, more valuable product. The CPPNZ could additionally consider things such as clothing and other wearable fabrics from waste products. This would be ~~even~~ even more beneficial for the impoverished as it gives them a better chance of rising out of poverty without having to worry about potentially expensive clothing. The real possibilities are greater than that even. Waste products ideally could be used to address issues outside of social sustainability such as that of environmental, cultural, and economical outputs. One example of this in the local area is the use of discarded plastic bottles (milk, fizzy, etc) as plant pots with which to grow and harvest vegetables. This may improve environmental sustainability by reducing ~~reliance~~ reliance on greenhouse gas-costly, commercial, agriculturally grown produce. Additionally, it would draw in CO<sub>2</sub> gas through photosynthesis, reducing the effects of climate change bit by bit. This could also effect economical sustainability positively by selling upcycled products so that a profit can even be turned.



## Excellence Exemplar 2022

Subject	Education for Sustainability		Standard	91733	Total score	07
Q	Grade score	Annotation				
1	E7	The candidate has provided consistently comprehensive evaluations of initiatives and their relative contribution to a sustainable future. The concepts of kaitiakitanga and manaakitanga were discussed. Comprehensive conclusions were drawn, including regular use of resource material and evidence of using material from previous studies.				