

## Achievement Standard

<b>Subject Reference</b>	Education for Sustainability 2.1		
<b>Title</b>	Undertake a personal action, with reflection, that contributes to a sustainable future		
<b>Level</b>	2	<b>Credits</b>	6
		<b>Assessment</b>	Internal
<b>Subfield</b>	Science		
<b>Domain</b>	Environmental Sustainability		
<b>Status</b>	Registered	<b>Status date</b>	20 November 2014
<b>Planned review date</b>	31 December 2018	<b>Date version published</b>	20 November 2014

This achievement standard involves undertaking a personal action, with reflection, that contributes to a sustainable future.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Undertake a personal action, with reflection, that contributes to a sustainable future.</li> </ul>	<ul style="list-style-type: none"> <li>Undertake a personal action, with in-depth reflection, that contributes to a sustainable future.</li> </ul>	<ul style="list-style-type: none"> <li>Undertake a personal action, with critical reflection, that contributes to a sustainable future.</li> </ul>

### Explanatory notes

- This achievement standard is aligned with *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to learning objective 7.4 in the *Teaching and Learning Guide for Education for Sustainability*, Ministry of Education, at <http://seniorsecondary.tki.org.nz>.
- Undertake a personal action, with reflection, that contributes to a sustainable future* involves:
  - developing a plan for a personal action in response to a current local sustainability issue, including:
    - an outline of the importance of the issue with reference to at least one aspect of sustainability
    - a time-frame and steps of action
    - how data is to be gathered
    - what measurement methods will be used.
  - undertaking the personal action in accordance with the plan and modifying the plan as necessary to reflect required changes

- drawing conclusions about:
  - the validity of the data collection and measurement methods
  - the effectiveness of the plan, including an explanation of any modifications made
  - how the action contributed to a sustainable future based on the aspect(s) of sustainability addressed in the plan.

*Undertake a personal action, with in-depth reflection, that contributes to a sustainable future* involves:

- drawing conclusions about whether the personal action changed own attitudes or behaviours in relation to the sustainability issue.

*Undertake a personal action, with critical reflection, that contributes to a sustainable future* involves:

- evaluating own response to the personal action using supporting evidence and examples, including one or more of:
  - stating supported opinions or judgements
  - considering implications
  - projecting future impacts
  - evaluating options
  - suggesting alternatives and next actions for personal and social responsibility.
- drawing conclusions about the strengths, weaknesses, opportunities and threats associated with the action in relation to the aspect(s) of sustainability.

- 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 aspect(s) 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 The *personal action* that contributes towards a sustainable future may be enhancing, preventative, mitigating or remedial. It reflects the notion of taking responsibility for our choices and decisions and in particular taking positive actions that lessen our negative impact on environments to contribute to a sustainable future.
- 6 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>.

- 7 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
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### 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