

## Achievement Standard

<b>Subject Reference</b>	Education for Sustainability 3.1		
<b>Title</b>	Evaluate a personal action that contributes towards a sustainable future		
<b>Level</b>	3	<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 evaluating a personal action that contributes towards a sustainable future.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Evaluate a personal action that contributes towards a sustainable future.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate in depth a personal action that contributes towards a sustainable future.</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate a personal action that contributes towards 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 8.4 in the *Teaching and Learning Guide for Education for Sustainability*, Ministry of Education, at <http://seniorsecondary.tki.org.nz>.
- Evaluate a personal action that contributes towards a sustainable future* involves:
  - carrying out research and/or a practical investigation to develop and inform a plan for a personal action in relation to a current sustainability issue, including:
    - an outline of the importance of the issue with reference to aspects of sustainability
    - analysis of a range of possible actions
    - a time-frame and steps of action
    - rationale for how data is to be gathered and analysed
    - ethical considerations
    - expected outcomes.
  - undertaking the personal action in accordance with the plan and modifying the plan as necessary to reflect required changes

- drawing conclusions about:
  - the validity and reliability of the data
  - the effectiveness of the plan in relation to expected outcomes
  - an explanation of any modifications made to the plan
  - how the action contributed to a sustainable future based on aspects of sustainability addressed in the plan.

*Evaluate in depth a personal action that contributes towards a sustainable future* involves:

- analysing aspects of sustainability and their connections in relation to the personal action
- drawing informed conclusions about how the personal action changed own attitudes or behaviours in relation to a sustainable future based on the aspects of sustainability.

*Critically evaluate a personal action that contributes towards a sustainable future* involves:

- drawing insightful conclusions, using qualitative and/or quantitative evidence, about how the outcomes of the action contribute towards a sustainable future. Insightful conclusions may include innovative and imaginative connections, aspects of systems thinking, exploration of less obvious implications, and/or use of higher level thinking skills such as analysis or synthesis.

- 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:
- 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 impact on environments to contribute to a sustainable future.
- 6 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).

**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