

Achievement Standard

Subject Reference	Education for Sustainability 3.3		
Title	Analyse how different worldviews, and the values and practices associated with them, impact on sustainability		
Level	3	Credits	4
		Assessment	External
Subfield	Science		
Domain	Environmental Sustainability		
Status	Registered	Status date	20 November 2014
Planned review date	31 December 2018	Date version published	20 November 2014

This achievement standard involves analysing how different worldviews, and the values and practices associated with them, impact on sustainability.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Analyse how different worldviews, and the values and practices associated with them, impact on sustainability. 	<ul style="list-style-type: none"> Analyse in depth how different worldviews, and the values and practices associated with them, impact on sustainability. 	<ul style="list-style-type: none"> Critically analyse how different worldviews, and the values and practices associated with them, impact on sustainability.

Explanatory Notes

- This achievement standard is aligned with *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to learning objective 8.3 in the *Teaching and Learning Guide for Education for Sustainability*, Ministry of Education, at <http://seniorsecondary.tki.org.nz>.
- Analyse how different worldviews, and the values and practices associated with them, impact on sustainability* involves:
 - analysing the values associated with different worldviews and how these values are expressed in various practices
 - using evidence to explain the relationship between these values and practices, and aspects of sustainability
 - drawing conclusions about the present and future consequences of the different worldviews for sustainability.

Analyse in depth how different worldviews, and the values and practices associated with them, impact on sustainability involves:

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

Critically analyse how different worldviews, and the values and practices associated with them, impact on sustainability involves:

- drawing insightful conclusions about the complexities associated with different worldviews (and their related values and practices) and how these complexities impact on aspects of sustainability. The complexities may include shifts over time, conflicting values within worldviews, different views about sustainability.

- 3 *Sustainability* involves 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, sustainability 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 A *worldview* represents perspectives, ideologies or theoretical positions. Worldviews may be selected from:
- from different historical periods, e.g. Māori pre- and post-European, pre- and post-industrial
 - from two cultures/belief systems/civilisations, e.g. indigenous (e.g. Aboriginal, Māori), spiritual (e.g. Buddhism, Judaeo-Christian), political/economic (e.g. Capitalist, Marxist).
- 6 *Impact on sustainability* refers to practices that promote or disrupt aspects of sustainability. The practices that impact on sustainability could be enhancing, preventative, mitigating or remedial.
- 7 Assessment Specifications for this achievement standard can be accessed through the Education for Sustainability Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.

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