

## Achievement Standard

<b>Subject Reference</b>	Education for Sustainability 3.4		
<b>Title</b>	Analyse the impact that policies have on a sustainable future		
<b>Level</b>	3	<b>Credits</b>	5
		<b>Assessment</b>	External
<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 2020	<b>Date version published</b>	17 November 2016

This achievement standard involves analysing the impact that policies have on a sustainable future.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Analyse the impact that policies have on a sustainable future.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse in depth the impact that policies have on a sustainable future.</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse the impact that policies have on a sustainable future.</li> </ul>

### Explanatory Notes

- 1 This achievement standard is aligned with *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to learning objective 8.2 in the *Teaching and Learning Guide for Education for Sustainability*, Ministry of Education, at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- 2 *Analyse the impact that policies have on a sustainable future* involves:
- analysing how political, cultural, environmental, social and/or economic forces have shaped at least two policies in the context of sustainability
  - explaining how the policies have been put into practice
  - explaining the extent to which policies achieve intended outcomes
  - drawing conclusions, based on evidence and examples, about the impact of the policies in relation to aspects of sustainability. The impact of policies will be based on an analysis of the practices developed to implement them.

*Analyse in depth the impact that policies have on a sustainable future* involves:

- drawing informed conclusions, based on evidence and examples, about why the policies had their impacts in relation to aspects of sustainability.

*Critically analyse the impact that policies have on a sustainable future* involves:

- discussing the extent to which the implementation of the policies meets their intent
- drawing insightful conclusions, based on evidence and examples, about the extent to which the policies contribute to a sustainable future.

- 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 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 *Policies* are intended to influence and guide decisions, and achieve strategic outcome(s) for an organisation. The policies analysed may have been developed by government, or by private sector organisations and groups. Policies may be:
- local, national or international
  - from a single organisation (e.g. a local business) or a selection of similar organisations (e.g. two supermarket companies).
- 6 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/>.

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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