

National Certificate of Educational Achievement

2011 Assessment Report

Education for Sustainability Level 2

- 90812 Describe world views, their expression through practices and activities and the consequences for a sustainable future**
- 90814 Describe aspects of sustainability in relation to a sustainable future**

COMMENTARY

Few candidates showed they had an understanding of all aspects of sustainability. Without this understanding, many candidates struggled to demonstrate the interdependent nature of the various aspects, and how this relates to strong sustainability. The commentaries, assessment reports, assessment schedules, and annotated exemplars from previous years contain relevant information and references to aid future candidates in this subject. Successful candidates carefully selected questions that best suited their learning, and showed evidence of planning their answers before beginning to write. In writing their answers, successful candidates tended to structure their paragraphs by making a general statement, which they then explained, and illustrated with examples. Candidates must read the examination questions carefully, and be aware that the stimulus material provided may not reflect the specific topics, issues, or contexts they studied during the year.

STANDARD REPORTS

90812 Describe world views, their expression through practices and activities and the consequences for a sustainable future

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- provided some illustrative examples to demonstrate a basic understanding of two world views; these were described rather than explained or discussed
- showed a basic understanding of key terms such as beliefs, values, behaviours, and practices
- assumed the marker would know the details of the example they referred to
- referred briefly, but appropriately, to the stimulus material.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- rarely used the planning page to plan their response
- provided irrelevant or very generalised examples, or quoted from the stimulus material without an underlying linking explanation
- wrote answers that were very brief and/or did not cover both parts of the question
- showed a misunderstanding of world views generally, for example Marxism equated with Capitalism.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- showed in-depth understanding of world views including an understanding that there can be variation within a world view

- suggested possible consequences for a sustainable future
- supported sustainability concepts with relevant evidence.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- used their analytical, synthesising, and evaluation skills in their discussion of world views
- included accurate and detailed supporting evidence in their discussions
- compared and contrasted world views and their impact on a sustainable future
- extrapolated possible consequences or scenarios for a sustainable future.

OTHER COMMENTS

The temptation to provide rote-learned answers was challenged by the requirement for candidates to refer to the stimulus material provided. A few candidates wrote well informed, comprehensive answers, but too many seemed content to write brief answers, which made it much more difficult for them to cover all of the required parts of the standard. A number of candidates copied large chunks of the stimulus material rather than weave it into a discussion of, or comparative reference to, the world views. It is important that prospective candidates are made aware that copying material is not appropriate at this level and that they should select a quote from the stimulus material to illustrate a point in their discussion of world views.

90814 Describe aspects of sustainability in relation to a sustainable future

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- showed some understanding of the aspects of sustainability and a sustainable future
- referred to specific case studies or evidence that was relevant to the question, either directly or by implication
- showed evidence of interpreting the questions correctly, including a valid interpretation of the cartoon.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- presented answers that lacked in planning and/or depth
- showed little or no understanding of the key sustainability terms used in the questions, for example biodiversity
- did not demonstrate any understanding of “aspects of sustainability”
- rewrote resources and gave no evidence of learned knowledge

- showed evidence of misinterpreting the intent of the questions and/or provided information that was irrelevant and inaccurate.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- made good use of the planning pages and wrote well structured, coherent answers
- clearly related their learning to the context of the questions
- explained at least two aspects of sustainability, and selected relevant illustrative evidence.

ACHIEVEMENT WITH EXCELLENCE

No candidates achieved Excellence this year.

OTHER COMMENTS

The cartoon interpretation (Question One) was generally well done. However, some candidates spent more time critiquing it from an English language perspective rather than as a statement on consumerism and global inequality. Many candidates were unable to apply their interpretation to any case studies or examples they had studied, choosing instead to write very generalised responses.

A significant number of candidates achieved poor grades mainly because they showed evidence of not reading the question carefully. It is important that candidates preparing for this standard are able to break a question down into its constituent parts to more fully appreciate what they must cover in their response.

For example, in Question Three, it is expected that a candidate would have initially outlined at least one biodiversity challenge before discussing ways in which their named group(s) have responded to the challenge, and what impact these responses may have on a sustainable future, with respect to at least two aspects. Their reference to the stimulus material should have been in the light of examples or case studies. A vague reference to a replanting programme shows neither an understanding of biodiversity nor an aspect of sustainability in relation to groups, organisations etc.