

National Certificate of Educational Achievement

2011 Assessment Report

Education for Sustainability Level 3

- 90830 Compare and contrast initiatives in relation to a sustainable future**
- 90831 Describe policies and practices, their development and contribution to a sustainable future**

COMMENTARY

This was the third year for the assessment of level 3 portfolios. Although the number of candidates submitting portfolios increased in both external achievement standards in 2011, the total number of candidate entries remains relatively low. Of concern is the high number of non-submission of portfolios from the entry cohort. The overall pattern of achievement remains relatively static for both achievement standards, with the candidature achieving across all grades.

A significant number of candidates did not provide supporting evidence and verifiable references within their portfolio submission.

STANDARD REPORTS

90830 Compare and contrast initiatives in relation to a sustainable future

ACHIEVEMENT

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

- integrated a range of evidence and research in order to compare two initiatives
- included clear references for sources of information and/or quotes for both initiatives
- presented a clear understanding of the initiatives in terms of sustainability e.g. environmental and social aspects for both initiatives
- compared suitable initiatives that were developed and happening in response to a need, not businesses or ideas
- presented the similarities and differences as a comparison that related to a sustainable future.

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 a report containing limited referenced evidence to support descriptions
- listed features of each initiative without noting similarities or differences
- showed a narrow understanding of the issue or the initiative
- provided insufficient detail of the initiative
- showed little or no understanding of linking the initiative to a sustainable future.

ACHIEVEMENT WITH MERIT

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

- presented a portfolio of evidence with a range of clearly referenced resources that supported the analysis
- presented a detailed breakdown of how and why the initiatives were similar, and their impact for sustainability
- discussed the differences between the initiatives and how they contributed to a sustainable future.

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:

- developed relevant and clear criteria in order to make a judgement on the differences and similarities of the initiatives
- used the criteria to determine how the similarities contributed to a sustainable future
- compared the differences within the criteria to judge the relationship to sustainability
- justified a judgement on the initiatives based on the success of implementation and intent.

OTHER COMMENTS

Candidates did not always select initiatives that provided sufficient information to identify strengths and weaknesses in order to analyse their similarities and differences. A large number of candidates did not recognise that businesses have initiatives within their organisation that are not set up just for profit, but also respond to a specific opportunity.

90831 Describe policies and practices, their development and contribution to a sustainable future

ACHIEVEMENT

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

- identified two relevant policies and described subsequent practices clearly e.g. candidates provided examples of practices that have been implemented through policies
- integrated a range of evidence to support an analysis of at least two distinct policies and practices
- presented a range of research sources that can be clearly verified through accurate referencing
- presented an understanding of the issue the policies address, and the social, environmental, political, and/or economic influences on the development process e.g. described current scientific thinking on the causes and effects of climate change
- demonstrated understanding of the historical background of the developmental process and the purpose of the policy.

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 only one distinct policy
- provided no evidence of research
- demonstrated a limited understanding of an historical development of both policies
- demonstrated limited understanding of the relationship between policies and practices within a sustainability context

- showed a misunderstanding what the practices were and how they linked with a sustainable future
- provided a class response and did not show their understanding of how the policies contributed to a sustainable future.

ACHIEVEMENT WITH MERIT

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

- provided reasons why the policy was developed in response to an issue or to improve the environment, society and/or the economy e.g. explained why it is important to protect ecosystems in relation to the causes and effects of climate change
- demonstrated understanding of how specific practices fulfilled the intent of the policy
- presented evidence on success or failure of practices on outcomes for a sustainable future.

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:

- linked the reasons why the policy was created to the practices that were implemented
- critiqued data showing the outcomes of practices
- discussed the implementation of practices from the policy
- related the policy and subsequent practices to relevant criteria based on environmental, social, cultural, and economic outcomes.

OTHER COMMENTS

Several candidates experienced difficulty in identifying specific policies, and/or policy actions or practices, from overarching protocols or acts.

Many candidates failed to provide evidence of research into the history of the policies. Work done as a task in class can contribute to the analysis of a specific policy, but candidates would need guidance to ensure that the task was appropriate for the second policy selected by individual candidates. In this situation, candidates must be sure they have addressed the Merit and Excellence criteria, especially if they choose to answer one policy only.