

National Certificate of Educational Achievement

2013 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

The use of relevant recent local, national and international evidence of significance by a small number of candidates was refreshing. These included examples such as riparian planting near a local marae, coal mining on the Denniston Plateau and exploratory deep-sea oil drilling off the coast of New Zealand.

Candidates who made effective use of the planning pages generally translated their notes into well-structured responses that clearly demonstrated understanding.

Comments made in assessment reports from previous years remain relevant and applicable.

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:

- wrote full sentences
- made relevant reference to the resource material provided
- described at least two pieces of evidence or supporting examples from their own learning
- described in some detail the beliefs and practices of two world views, but were unable to effectively extrapolate potential consequences of these practices on 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:

- rarely used the planning page provided
- offered little insight into the learning they had done during the year
- described only one world view
- made little or no reference to the resource material provided
- wrote very short essays that did not reflect the standard expected at Level 2.

ACHIEVEMENT WITH MERIT

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

- explained the various beliefs and practices of two world views
- referenced the stimulus material effectively
- demonstrated in-class learning relevant to the world views they wrote about
- supported their explanation with examples

- attempted to justify their choice of one world view over another in terms of 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:

- wrote coherent responses directly related to the question posed
- demonstrated an ability to extrapolate information from the stimulus material and use it in a new situation
- supported their argument with examples from their learning
- demonstrated an ability to compare and contrast the two world views in terms of possible sustainable future scenarios.

OTHER COMMENTS

Candidates' knowledge of two world views tended to be unbalanced. The standard requires candidates to have a sound understanding of two world views, including some of the practices and behaviours of each. Candidates who had access to people with differing world views tended to have a stronger understanding of these world views and wrote in more detail about their experiences.

A number of candidates tried to complete this paper using only the stimulus material provided and did not provide any evidence of prior learning. The resources provided do not provide enough information for a candidate to do this.

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:

- described at least two aspects of sustainability in relation to two contexts provided
- provided some basic supporting evidence from their own learning
- made reference to the stimulus material
- attempted to describe links between two or more aspects of sustainability within at least one context.

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:

- attempted only one part of the question
- wrote very short answers
- re-wrote the resource material rather than extrapolated from it
- demonstrated little understanding of the aspects
- were unable to draw on relevant in-class learning in their answers.

ACHIEVEMENT WITH MERIT

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

- answered both parts of the question effectively
- wrote well-constructed paragraphs consisting of a general statement, which candidates then went on to explain and illustrate with examples or supporting evidence
- demonstrated a sound understanding of aspects
- demonstrated an understanding of the interdependence of at least two aspects.

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:

No candidates achieved Excellence this year.

OTHER COMMENTS

A number of candidates misinterpreted the resources provided; in particular the Putting a Price on Nature resource. Candidates appear to see activities as either 'good' or 'bad' where in reality very few activities are either all 'good' or all 'bad'. Candidates need to be able to look at the positive and negative impacts an activity has on sustainability, for example dairy farming. Graphic organisers can help with this -

<http://efs.tki.org.nz/Curriculum-resources-and-tools/Aspects-of-Sustainability-a-graphic-organiser>

In general, candidates' understanding of both social and economic sustainability were weaker than their understanding of environmental and cultural sustainability. There is useful material available for teachers and students on this topic on pages 12-13 in *Strong Sustainability for New Zealand: principles and scenarios* (Nakedize, 2009)

<http://sites.google.com/site/strongsustainability/strong-sustainability-for-new-zealand>

An understanding of economic ideas such as the index of sustainable economic welfare, genuine progress indicator (GPI) versus gross domestic product (GDP), and steady state economics are important when considering sustainability; as is an awareness that social well-being, and therefore sustainability, is influenced by a range of factors such as health, personal relationships, safety, standard of living, material affluence, equality, freedom, achievements, community connectedness, future security, environment and services. The senior secondary guidelines also contain useful material to aid student and teacher understanding around these aspects of sustainability

<http://seniorsecondary.tki.org.nz/Social-sciences/Education-for-sustainability>.