

Subject: Education for Sustainability

Level: 3

Standards: 90831, 91736

Part A: Commentary

The two Education for Sustainability external assessments at Level 3 are submitted as portfolios with the understanding that a candidate is provided with a sustained period of significant learning to undertake the analyses. The benefit of a sustained period of learning was evidenced in most candidates' reports. The portfolio assessment specifications provided clarity around what is required.

There were some instances of material copied verbatim from web sources which did not acknowledge their sources: all sources must be properly referenced. A comprehensive analysis, required for an Excellence-level grade, does not necessarily warrant a wordy or lengthy report. Concise, succinct, cogent, and balanced reports that meet the requirements of the standard are encouraged.

Part B: Report on standards

90831: Analyse the impact that policies have on a sustainable future

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified the forces that shaped two policies
- explained the relationship between the two policies and aspects of sustainability
- explained the practices associated with the two policies
- provided conclusions based on evidence and examples of the impact of the policies on aspects of sustainability.

Candidates who were awarded **Not Achieved** commonly:

- did not choose two policies to analyse
- could not identify the forces that shaped two policies
- did not explain the relationship between the policies and the aspects of sustainability
- drew inaccurate conclusions.

Candidates who were awarded **Achievement with Merit** commonly:

- identified at least two forces that shaped two policies
- explained how forces shaped the two policies within the context of sustainability

- evaluated in depth the extent to which the policies achieved their intended outcomes
- included reference to Māori concepts and values relating to the environment.

Candidates who were awarded **Achievement with Excellence** commonly:

- discussed the ability of both policies to achieve their intent
 - demonstrated insight in their analysis of the extent to which both policies have potential to achieve a sustainable future
 - included Māori concepts and values relating to the natural environment in the analysis.
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91736: Analyse how different worldviews, and the values and practices associated with them, impact on sustainability

Grade awarding

Candidates who were awarded **Achievement** commonly:

- wrote effectively about values and practices
- analysed aspects of sustainability, although focused heavily on environmental sustainability
- compared the two worldviews, but did not consider future and present consequences.

Candidates who were awarded **Not Achieved** commonly:

- submitted portfolios that were incomplete or plagiarised
- wrote descriptively with little analysis
- contained few or no links to aspects of sustainability.

Candidates who were awarded **Achievement with Merit** commonly:

- explained in detail the practices and values, and their links to aspects of sustainability
- analysed future and present consequences, and compared worldviews.

Candidates who were awarded **Achievement with Excellence** commonly:

- produced organised reports, with an effective layout and clear headings
- explored in detail and drew insightful conclusions around complexities of worldviews with respect to aspects of sustainability
- included meaningful integration of Māori concepts throughout their reports.