

2023 NCEA Assessment Report

Subject:	Education for Sustainability
Level:	Level 3
Achievement standard(s):	90831, 91736

General commentary

The two Education for Sustainability external assessments at Level 3 are submitted as reports with the understanding that the 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.

There were some instances of material copied verbatim from web sources without acknowledgement of sources: all sources, must be properly referenced. A comprehensive analysis, required to achieve with Excellence, does not necessarily warrant a wordy or lengthy report. Succinct, cogent, and balanced reports that include relevant, supporting evidence are encouraged.

Report on individual achievement standard(s)

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

Assessment

This assessment is a digitally submitted report.

Commentary

Most candidates utilised the recommended report format for this assessment and selected appropriate policies to analyse. More successful reports demonstrated knowledge and understanding of the formal definitions of the aspects of sustainability.

There remains a degree of misunderstanding around what constitutes a policy. A clear definition of what constitutes a policy is provided in the standard. Policies can be drawn from all four aspects of sustainability.

As per the other Education for Sustainability standards, there was a significant drop in candidates enrolling in and attempting 90831 in 2023. Despite this, accruing knowledge of policy development within a 'sustainability frame', as both a learning process and a summative assessment opportunity, continues to be a valuable undertaking considering current global environmental challenges.

Grade awarding

Candidates who were awarded **Achievement** commonly:

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

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

- identified at least two forces that shaped the two policies
- explained how forces shaped 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
- analysed with insight the extent to which both policies have potential to achieve a sustainable future
- included Māori concepts and values relating to the environment in the analysis.

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

- attempted to identify what shaped two policies
- described the relationship between the policies and the aspects of sustainability
- attempted to explain the impact of the policies on the aspects of sustainability.

Achievement standard 91736: Analyse how different worldviews, and the values and practices associated with them, impact on sustainability

Assessment

This assessment is a digitally submitted report.

Commentary

Most candidates utilised the recommended report format for this assessment and selected appropriate worldviews to analyse. Candidates who achieved with Merit or Excellence demonstrated understanding not only the values and practices of these worldviews, but also their impact on a variety of aspects of sustainability. When Māori concepts are being explored, macrons should be used where necessary.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- analysed values and practices of worldviews
- showed the relationship between values and practices and aspects of sustainability, although generally focused heavily on environmental aspects

- drew conclusions about present and future consequences of worldviews, but links to sustainability were sometimes implied or thin on the ground.

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

- wrote well about the practices and values, and their ties to aspects of sustainability
- analysed present and future consequences of practices and values effectively
- drew informed conclusions with respect to similarities and differences between worldviews in relation to aspects of sustainability
- showed some integration of Māori concepts.

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

- wrote fluent reports with an effective layout and clear headings
- drew complex conclusions with respect to similarities and differences between worldviews in relation to aspects of sustainability
- drew insightful conclusions of the worldviews with respect to aspects of sustainability, including shifts over time and conflicting values within worldviews
- included excellent and meaningful integration of Māori concepts throughout their reports.

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

- submitted incomplete or plagiarised reports
 - included few or no links to aspects of sustainability
 - wrote descriptively but with little analysis, particularly for the final part of the report, where they need to consider past and future impacts on sustainability.
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