

# 2024 NCEA Assessment Report

<b>Subject:</b>	Education for Sustainability
<b>Level:</b>	2
<b>Achievement standard(s):</b>	90814, 91733

## General commentary

Candidates who effectively integrated all four aspects of sustainability into their responses performed well. These responses were well-structured, focused clearly on the questions asked in the paper, demonstrating a thorough understanding of the standard's requirements. In contrast, pre-prepared answers that took a broad, generalised approach to sustainability often failed to meet the criteria. Some responses were overly long and descriptive rather than analytical.

To achieve success, candidates should aim for concise, cogent, and well-balanced answers. Strong responses demonstrate a deep understanding of sustainability by making meaningful connections, critically examining key aspects, and providing clear, well-supported explanations.

## Report on individual achievement standard(s)

### **Achievement standard 90814: Demonstrate understanding of aspects of sustainability in different contexts**

#### Assessment

The examination focused on sustainability issues in three different contexts: cobalt mining; outdoor air pollution; the tipping points of climate change – deforestation.

#### Commentary

Candidates were engaged by the resource materials, which stimulated strong discussion points. The planning sheet was utilised by most candidates.

Knowledge and more importantly understanding of the formal definitions of the aspects of sustainability appears lacking. It is in the interest of candidates to understand these formal definitions to apply this understanding to the explanation.

Again, there was a significant decline in the number of candidates enrolling in and attempting the assessment. Despite this, accruing knowledge of the aspects of sustainability as both a learning process and a summative assessment opportunity continues to be a valuable undertaking considering the multitude of global environmental challenges.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- provided an explanation of how practices included in the resource booklet contributed to a sustainable future
- referred to at least two contexts and two aspects of sustainability
- referred to Māori values and concepts Manaakitanga and Kaitiakitanga.

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

- provided an in-depth explanation of how practices included in the resource booklet contributed to a sustainable future
- referred to at least two contexts and two aspects of sustainability
- included Māori values and concepts Manaakitanga and Kaitiakitanga in their explanation.
- provided an explanation of how the inter-relationships between two or more aspects of sustainability contribute to a sustainable future.

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

- examined the effectiveness of both policies in achieving their intended objectives
- provided a thoughtful analysis of the potential of both policies to contribute to a sustainable future
- integrated Māori concepts and values related to the environment into the analysis.

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

- attempted to identify the factors that shaped two policies
- attempted to explain the relationship between the policies and the aspects of sustainability
- attempted to draw conclusions based on evidence and examples of the impact of the policies on the aspects of sustainability.

---

## Achievement standard 91733: Demonstrate understanding of initiatives that contribute to a sustainable future

### Assessment

The 2024 examination comprised one question with two distinct parts. It focused on initiatives by organisations that promote sustainable practices and outcomes: Pā to Plate initiative; LeaderBrand Produce and Woolworths (formally Countdown) regenerative farming initiative.

### Commentary

The resource materials captured candidates' interest and encouraged lively discussions. Some candidates made use of the planning sheet provided.

Candidates, however, generally lacked a clear understanding of the formal definitions related to aspects of sustainability despite them being provided. Gaining a solid grasp of these definitions is essential for successfully applying this understanding in their explanations.

Again, there was a decline in the number of candidates enrolling in and attempting the assessment. Despite this, developing knowledge of the aspects of sustainability remains an important endeavour, both for learning and as a summative assessment, as it supports in understanding the effectiveness of initiatives addressing environmental challenges.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- stated the purpose of the initiative clearly
- Drew well-reasoned conclusions about each initiative's effectiveness, demonstrating understanding
- Incorporated relevant evidence from the provided resources.

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

- demonstrated a deep understanding of each initiative's purpose and effectiveness
- explained the values and concepts of kaitiakitanga and manaakitanga in relation to each initiative
- discussed which initiative was the most effective, from a sustainability point of view
- used evidence from the provided resources effectively to support their evaluations.

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

- demonstrated a thorough understanding of the aims and relative effectiveness of both initiatives
- integrated and discussed the Māori values and concepts of kaitiakitanga and manaakitanga seamlessly throughout their response
- drew detailed conclusions about which initiative was the most effective, from a sustainability point of view
- applied an initiative to a broader context, drawing on both the provided text and their own studies
- provided an in-depth discussion of the wider implications for the future sustainability of each initiative.

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

- did not clearly state the purpose of the initiatives
  - provided limited, unclear, or missing conclusions about the effectiveness of each initiative
  - did not attempt the final part of the question.
-