

2024 NCEA Assessment Report

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

General commentary

Candidates submitted reports for both standards, with the expectation that candidates have had a substantial period of meaningful learning to support their analyses. The positive impact of this extended learning period was evident in most candidates' reports.

However, some reports contained material copied verbatim from web sources without proper acknowledgment. All sources must be correctly referenced.

A comprehensive analysis, necessary to achieve Excellence, does not require an overly lengthy or wordy report. Instead, candidates are encouraged to produce concise, well-structured, and balanced reports that incorporate relevant supporting evidence. These should also be the candidates' own writing and not produced by generative AI.

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 followed the recommended report format and selected appropriate policies for analysis. The more successful reports showcased a strong understanding of the formal definitions of sustainability aspects. However, there is still some confusion regarding what qualifies as a policy. The standard provides a clear definition of a policy, which can encompass all four dimensions of sustainability. Whereas most candidates analyse environmental policies, social, cultural and/or economic policies can also be used for this assessment.

Again, there was a significant decline in the number of candidates enrolling in and attempting the assessment. Despite this, acquiring knowledge of policy development within a sustainability framework remains a valuable pursuit, both as a learning process and as a summative assessment, especially in light of the current global environmental challenges.

Less successful candidates were not able to demonstrate understanding of the formal definitions of the aspects of sustainability. It is in the interest of candidates to know and understand these formal definitions, to apply this understanding to the analysis.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- recognised the factors that influenced the development of two policies
- analysed the connection between the two policies and aspects of sustainability
- described the practices linked to the two policies
- formulated conclusions based on evidence and examples of the policies' effects on aspects of sustainability.

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

- identified a minimum of two factors that influenced the development of the two policies
- explained the impact of these factors on the policies within a sustainability context
- assessed the effectiveness of the policies thoroughly in achieving their intended outcomes
- incorporated references to Māori concepts and values concerning the environment.

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 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

Some candidates presented the aspects of sustainability in a holistic manner, but did not make clear connections between them. The more successful reports addressed a broad range of sustainability aspects, including economic, cultural, and social dimensions. In contrast, less successful reports were narrowly focused on the environmental aspects of sustainability. Additionally, many reports lacked the necessary macrons in Māori words. Candidates should take extra care to proofread their work and ensure its accuracy.

Grade awarding

Candidates who were awarded **Achievement** commonly:

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

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

- wrote well about the practices and values, and their ties to aspects of sustainability
- included effective and sometimes insightful analysis of future /present consequences, and comparison between worldviews
- lacked sufficient understanding of the complexities of worldviews with respect to aspects of sustainability
- provided conclusions, but did not show deeper links to aspects of sustainability to reach the next level.

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

- produced well-organised reports with a clear structure and effective use of headings
- articulated thoughtful conclusions regarding the similarities and differences between worldviews, in relation to the aspects of sustainability
- offered insightful conclusions about worldviews, considering shifts over time and conflicting values within them
- demonstrated strong and meaningful integration of Māori concepts throughout the reports.

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

- did not complete the report
- included sections with indications of plagiarism, including the use of generative AI
- wrote in a descriptive manner, but lacked in-depth analysis
- contained few or no connections to the aspects of sustainability.