# 2025 NCEA Assessment Report

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

## General commentary

Candidates submitted reports for both standards, with the expectation that they had engaged in a sustained period of learning to support their analysis of sustainability, policy, and worldviews. The impact of this extended learning was evident in many submissions, particularly where candidates were able to integrate the aspects of sustainability, apply Māori concepts, and support their arguments with relevant evidence.

Instances of material lacking originality, including the use of generative artificial intelligence and unattributed copied content, were evident in some submissions. Candidates are reminded that all work must be their own and that any sources used must be clearly and correctly referenced.

High-quality responses across both standards were characterised by clear structure, focused analysis, and balanced consideration of environmental, social, cultural, and economic dimensions. Reports which achieved Excellence were not dependant on length, but on the ability to evaluate effectiveness, explore complexity, and make well-supported connections between ideas. Candidates are encouraged to produce concise, coherent, and analytical reports that demonstrate genuine understanding rather than descriptive or pre-prepared material.

## 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

In line with the other three Education for Sustainability standards, candidate participation in 2025 remained low.

Most candidates followed the recommended report format and selected appropriate policies for analysis. However, due to the nature of the assessment (a submitted report), it remains difficult to ascertain whether artificial intelligence tools were used in producing any components of the submission.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified the key factors influencing the development of two policies
- explained the relationship between the two policies and relevant aspects of sustainability
- described the practices associated with each policy
- drew evidence-based conclusions using examples to illustrate the impact of the policies on sustainability.

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

- identified at least two key forces that influenced the development of the two policies
- explained how these forces shaped the policies within a sustainability context
- provided an in-depth evaluation of the extent to which the policies achieved their intended outcomes
- included references to Māori concepts and values related to the environment.

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

- discussed the extent to which both policies were able to achieve their intended objectives
- provided a thoughtful analysis of the potential for both policies to contribute to a sustainable future
- incorporated Māori concepts and values related to the environment within the analysis.

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

- made an attempt to identify the forces that influenced the development of two policies
- attempted to explain the relationship between the policies and relevant aspects of sustainability
- made an effort to draw conclusions using evidence and examples of the policies' impact on sustainability.

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## 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

While many candidates referred to the aspects of sustainability, these were not always explicitly linked to their analysis, limiting the strength of some conclusions.

Responses tended to focus heavily on environmental sustainability, with social, cultural, and economic dimensions often underdeveloped. At Achievement and Merit level, students generally described values and practices well, and many analysed present and future consequences, but deeper engagement with the complexities of worldviews in relation to the aspects of sustainability was needed for progression to Excellence.

The strongest candidates demonstrated an integrated understanding of all four sustainability aspects, supported by clear structure, thoughtful analysis, and effective use of Māori concepts. Across the cohort, Māori terminology was used, but macron accuracy was inconsistent. Less successful candidates often produced incomplete or descriptive responses with weak or missing links to the aspects of sustainability.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- described the key values and practices associated with each worldview
- made links to the aspects of sustainability, although these were often limited to environmental considerations
- compared the two worldviews but gave little attention to present and future consequences.

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

- explained the values and practices of each worldview and their connections to the aspects of sustainability
- analysed present and future consequences and made effective comparisons between the worldviews
- showed insight in their discussion but did not always fully explore the complexities of the worldviews in relation to the aspects of sustainability
- required stronger integration of the aspects of sustainability within conclusions to reach Excellence.

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

- produced well-structured reports with clear headings that supported clarity and coherence
- analysed the complexities of the worldviews in relation to the aspects of sustainability
- demonstrated a deep and sustained understanding of how the worldviews interacted with sustainability
- integrated Māori concepts meaningfully and consistently throughout their responses.

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

- submitted incomplete responses
- demonstrated limited originality, including inappropriate use of generative AI in some cases
- wrote descriptively with little analytical depth
- made few or no links to the aspects of sustainability.

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