



## ONE PLANET NEW ZEALAND

# Internal Assessment Resource: Education for Sustainability Level 2

This resource supports assessment against Achievement Standard (2.1) 90810 version 3

**Standard title:** Undertake a personal action, with reflection, that contributes to a sustainable future

**Credits:** 6

**Resource title:** Thinking differently: Acting for a zero waste future

### This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school's region and ensure that submitted evidence is authentic

### Standard Version 3:

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### Authenticity of evidence:

Teachers must manage authenticity for any assessment from a public source, as students may have access to the assessment schedule or student exemplar material.

This assessment resource may be used without modification as the nature of the personal action will be chosen by the students from within the theme of waste minimisation. Teachers may need to work with students to ensure they are meeting authenticity guidelines with respect to data gathering and measurements.

# FOR THE TEACHER

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

## Context/setting

This activity requires students to plan, undertake and critically reflect on a personal action that contributes towards a sustainable future from within the theme of waste minimisation, and submit a report.

## Conditions

It is suggested that the assessment activity take place over 8-10 weeks of in- and out-of-class time.

## Resource requirements

Students should have access to:

- Internet, for research and communication.
- Technology and equipment, as and where appropriate.

## Additional information

This assessment activity is based on the assumption that students have an in-depth understanding of: the principles and aspects of sustainability; research methods and data analysis; evaluation; and, wherever possible, Māori concepts and values relating to the environment.

## Other possible contexts

You may also provide different contexts to do with waste minimisation within your class depending on your students' interests. If you change the context for the activity, you need to provide equivalent relevant resources.

# FOR THE STUDENT

## Thinking differently: Acting for a zero waste future

### AS 90810: Undertake a personal action, with reflection, that contributes to a sustainable future

#### Introduction

This assessment activity requires you to undertake and reflect on a personal action that contributes towards a more sustainable, zero waste future.

The learning programme you have undertaken so far has revealed to you the immensity of the issues surrounding how we deal with our waste and the programmes aimed at waste minimisation. There are many issues to do with waste in our homes, schools, communities and natural spaces; the problem of plastics in our oceans and the impact they have on marine creatures is just one. It is now time for you to consider what aspect of the greater waste problem you personally would like to tackle, to take action on.

You are required to complete a learning journal or logbook of the investigation you did leading up to the development and implementation of your action plan. You will negotiate dates with your teacher when it is expected you will conference with them to discuss progress. You will be assessed on the critical quality of your reflection on your personal action that contributes to creating a more sustainable and zero waste future.

The following instructions provide you with a way to structure your work to demonstrate what you have discovered and learnt to allow you to achieve success in this standard.

#### Task Instructions

1. **Develop a plan** for your personal action in response to the waste minimisation issue you wish to address. Your plan should include:
  - an explanation as to why you think your chosen waste minimisation issue is important, with reference to at least one aspect of sustainability [environmental/social/cultural/economic].
  - a list of possible options for action you could take to address your chosen waste minimisation issue
  - how you evaluated the options and decided on the course of action you chose
  - a time-frame for your action and the steps you will take to implement it
  - how you will gather data about the impact of your action
  - the measurement methods you will use i.e. survey, sampling, observation; qualitative or quantitative?.

2. **Undertake or implement** your personal action in accordance with the plan
  - You may modify your plan as necessary to reflect new learning or understanding of your waste issue. This must be explained in your logbook or journal.
3. **Draw conclusions** about:
  - the validity of the data you collected and measurement methods used
  - the effectiveness of the plan, including an explanation of any modifications made. [*i.e. Did it make a difference and in what ways?*]
  - how your action contributed to a sustainable future based on the aspect(s) of sustainability addressed in the plan [*i.e. What inferences with respect to sustainability could you draw? Can you project any future impacts should others implement your plan?*]
  - the strengths, weaknesses, opportunities and threats associated with the action you took in relation to the aspect(s) of sustainability.
4. **Reflect on, and evaluate**, your response to the action you took using supporting evidence and examples, to discuss:
  - whether taking the action has changed your own *attitudes or behaviours* in relation to the waste issue your action addressed
  - what you would do differently if you were to address the waste issue again. What alternative actions could you have taken and what may be your next actions for *personal and social responsibility*?
  - whether what you have learnt from your action could be helpful for others also looking to address waste issues, and support a more sustainable future. Here you can consider future impacts of your experiences on others.

#### Report on your Action

Submit a report that outlines your planning, action taken, conclusions, and critical reflection. It is useful to include visuals to illustrate points.

Your logbook or journal that documents your process and reflections over the period of the action must accompany your report.

Your report may be presented as a formal A4 written report, on a project display board or in a digital format i.e. blog, web pages, animated video or a combination of print and digital. Talk about how you may present it with your teacher.

## Time:

In order to complete this assignment you will be allocated in-class time but you will be expected to complete much of it during your own time.

Throughout the action process you must attend your scheduled benchmark meetings with your teacher. Use the class time allocated appropriately in order to meet the assessment deadline.

You have 10 weeks to complete this assessment activity.

## Submit for assessment

Submit your completed report and log for assessment by: \_\_\_\_\_. Late submissions will not be accepted without the permission of the school's Assessment Coordinator.

## Resources

- [OnePlanet](#)
- [Auckland Council](#)
- [Waikato Regional Council](#)
- [Taranaki Regional Council – reducing farm waste](#)
- [Love Food-Hate Waste](#)
- [Zero Waste Home](#)
- [37 ways to reduce trash \(USA based\)](#)

## Achievement Criteria and Evidence Statements

ACHIEVEMENT	ACHIEVEMENT WITH MERIT	ACHIEVEMENT WITH EXCELLENCE
<p>Undertake a personal action, with reflection, that contributes to a sustainable future.</p> <p>The student has:</p> <ul style="list-style-type: none"><li>• Developed a plan that includes:<ul style="list-style-type: none"><li>- An outline of the importance of an waste issue that impacts on sustainability, with reference to at least one of the aspects of sustainability.</li><li>- A timeframe and steps of action.</li><li>- Detail provided of how data will be gathered, what measurement methods will be used and expected timeframe</li></ul></li><li>• Carried out a personal action, following the plan and modifying where necessary.<ul style="list-style-type: none"><li>- Evidence of carrying out the action is found in the student's log.</li></ul></li></ul>	<p>Undertake a personal action, with <b>in-depth reflection</b>, that contributes to a sustainable future.</p> <p>The student has:</p> <ul style="list-style-type: none"><li>• Developed a plan that includes:<ul style="list-style-type: none"><li>- An outline of the importance of an waste issue that impacts on sustainability, with reference to at least one of the aspects of sustainability.</li><li>- A timeframe and steps of action.</li><li>- Detail provided of how data will be gathered, what measurement methods will be used.</li></ul></li><li>• Carried out a personal action, following the plan and modifying where necessary.<ul style="list-style-type: none"><li>- Evidence of carrying out the action is found in the student's log.</li></ul></li></ul>	<p>Undertake a personal action, with <b>critical reflection</b>, that contributes to a sustainable future.</p> <p>The student has:</p> <ul style="list-style-type: none"><li>• Developed a plan that includes:<ul style="list-style-type: none"><li>- An outline of the importance of an waste issue that impacts on sustainability, with reference to at least one of the aspects of sustainability.</li><li>- A timeframe and steps of action.</li><li>- Detail provided of how data will be gathered, what measurement methods will be used.</li></ul></li><li>• Carried out a personal action, following the plan and modifying where necessary.<ul style="list-style-type: none"><li>- Evidence of carrying out the action is found in the student's log.</li></ul></li></ul>

## Assessment schedule

**Education for Sustainability: *Thinking differently: Acting for a zero waste future (90810)***

**Hints for doing well:** A well-developed concept of a sustainable future, particularly in relation to waste and the vision of a zero waste future, should be informing decisions on the action to be taken.

It may be useful to conference with your teacher or adult mentor to help you focus on one successful task or action.

If you aim for Merit or Excellence, formulate your criteria on the expected or anticipated long term effect of your action before you start. Your evaluation should focus on the impacts for a sustainable future of the action taken, not on the action plan.

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

<ul style="list-style-type: none"> <li>• Drawn conclusions about: <ul style="list-style-type: none"> <li>- the validity of the data collection and measurement methods used</li> <li>- the effectiveness of the plan, including an explanation of any modifications made</li> <li>- how the action has contributed to a sustainable future, based on the aspect(s) of sustainability addressed in the plan.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Drawn conclusions about: <ul style="list-style-type: none"> <li>- the validity of the data collection and measurement methods used</li> <li>- the effectiveness of the plan, including an explanation of any modifications made</li> <li>- how the action has contributed to a sustainable future, based on the aspect(s) of sustainability addressed in the plan</li> <li>- whether taking the action has changed the student's own attitudes or behaviours.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Drawn conclusions about: <ul style="list-style-type: none"> <li>- the validity of the data collection and measurement methods used</li> <li>- the effectiveness of the plan, including an explanation of any modifications made</li> <li>- how the action has contributed to a sustainable future, based on the aspect(s) of sustainability addressed in the plan</li> <li>- the strengths, weaknesses, opportunities and threats associated with the action in relation to the aspect(s) of sustainability addressed in the plan.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• Evaluated own response to the personal action using supporting evidence and examples, including one or more of: <ul style="list-style-type: none"> <li>- stating supported opinions or judgements</li> <li>- considering implications</li> <li>- projecting future impacts</li> <li>- evaluating options</li> <li>- suggesting alternatives and next actions for personal and social responsibility.</li> </ul> </li> </ul>

In addition to the completed report, the student has submitted a log containing evidence of their individual contributions and of their action and findings.