



ONE PLANET NEW ZEALAND

External Assessment Resource: Education for Sustainability Level 3

This resource supports preparation for assessment against Achievement Standard (3.4) 90831 version 3

Standard title: Analyse the impact that policies have on a sustainable future

Credits: 5

Resource title: Toward Zero Waste: Policies and practices

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice, particularly for submission of a formal report.
- Suggests ways schools can ensure that evidence submitted for external assessment is the student's authentic work.

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 particular policies and practices will be chosen by the students from within the theme of waste minimization. Teachers may need to work with students to ensure they are meeting authenticity guidelines with respect to data gathering and measurements.

FOR THE TEACHER

Teachers must be familiar with the expectations for external assessment as outlined in the annual specifications. See [NZQA](#) for details.

In preparation for the external assessment students will need to have worked through the unit of learning prepared for OnePlanet entitled 'Waste not, Want not', particularly the sections on the waste hierarchy and product stewardship. They should have engaged in discussions, listened to speakers on waste issues and undertaken field excursions to delve deeper into those issues. It is essential that they have some understanding of the different levels of government (central, regional and local) and how they interact. Equally important is the need for students to be conversant with sustainability principles and the four key aspects so that they may integrate discussion of them into their report.

Levels of government

The laws that govern us have passed through the checks and balances of our democratic parliamentary process. Many of these laws started out as government policies – deliberative principles that provide guidance in decision-making – but became laws by which to govern after robust debate. The levying of taxes mean money may be spent to enable those policies or laws to be put into practice. Central government is paramount but many of the policy tasks are devolved to regional and local councils to implement. Central government agencies maintain a policy development, regulation and monitoring role.

Local government is funded through rates (charges based on property values), user charges, subsidies from central government, and income from business activities (i.e. airport levies). In 2018 we have 11 regional councils with work-streams that focus on environmental issues such as river management, flood control, biodiversity and biosecurity, and land-transport planning. The 67 territorial authorities such as city and district council deal with issues such as roading, recreation, sewerage, drinking water, resource management, and waste disposal.

For more background and detail on the role of local government in the implementation of policies under the RMA (Resource Management Act) visit the [local government website](#) or the [mfe website](#). To gain some insight as to how Treasury oversees the regulatory management system check out the [Treasury website](#).

Sustainability

Sustainability and sustainable development first came to prominence in 1987 the publication of *Our Common Future*, also known as the **Brundtland Report**, a report from the United Nations World Commission on Environment and Development.

Sustainable development is defined in the report as: "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Other organisations have defined sustainability as "A dynamic equilibrium in the process of interaction between a population and the carrying capacity of its environment such that the population develops to express its full potential without producing irreversible, adverse effects on the carrying capacity of the environment upon which it depends". Source: [The Sustainability Laboratory](#).

It is generally accepted to be 5 guiding principles of sustainability

1. Contain [entropy](#) and ensure that the flow of resources, through and within the economy, is as nearly non-declining as is permitted by physical laws
2. Adopt an appropriate accounting system, fully aligned with the planet's ecological processes and reflecting true, comprehensive biospheric pricing to guide the economy.
3. Ensure that the essential diversity of all forms of life in the biosphere is maintained.
4. Maximise degrees of freedom and potential self-realisation of all humans without any individual or group, adversely affecting others.
5. Understand the deep interconnectedness and interdependence of all things on both a physical and spiritual level.

There are also four aspects, pillars or dimensions of sustainability; they are environmental, social, cultural and economic. More detail on each can be found on the senior secondary site for [EFS on TKI](#) with further [education for sustainability](#) support in the TKI curriculum section.

The students preparing to complete a report for external assessment can choose any two policies that relate to waste management and/or minimisation. Policies are intended to influence and guide decisions, and achieve strategic outcome(s) for a nation or an organisation. The policies analysed may have been developed by government, or by private sector organisations and community groups.

Policies chosen may be:

- local, national or international
- from a single organisation (e.g. a local business) or a selection of similar organisations (e.g. two supermarket companies).

The assessment involves students analysing the impact(s) policies have on the development of a sustainable future. Please refer to [Assessment Specifications Level 3 Education for Sustainability](#) for more information about the report's content, presentation and format for submission.

FOR THE STUDENT

Toward Zero Waste: Policies and practices

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

For this assessment you are required to provide a formal written report on two policies associated with waste management or waste minimisation. The policies you choose may be NZ based at local or central government level, or at a business/organisation level. They could be policies implemented in another country or those set by international bodies.

Your report must be a succinct summary of your overall findings, and should provide evidence of your analysis in relation a sustainable future. Your report is to be derived from, and draw upon, the larger body of evidence that you will gather over time both as part of your in-class learning and your self-directed investigations. Remember the principles of good writing – be precise and succinct NOT long-winded!

Do not get carried away with providing every detail of your evidence or supporting examples, instead focus on quality and depth of your analysis. Imagine the audience for your report is a local elected council or directors of a business or a residents' association committee – they will want a report that is easy to read and understand. They can look to your bibliography should they wish to access more detailed information.

For the report you are expected to:

Analyse the impact two chosen policies have had on the fostering of a sustainable future. In analysing the policies you need to consider and explain:

- how political, cultural, environmental, social and/ or economic forces have shaped each policy in the context of sustainability
- also explore how mātauranga Māori (knowledge, worldview, concepts & values) may have helped in the shaping of the policies.
- how the policies have been put into practice
- the extent to which the policies achieved their intended outcomes

You will then

- draw informed and insightful conclusions, based on evidence and examples, about the impact of the policies in relation to aspects of sustainability. The impact of policies will be based on an analysis of the practices developed to implement them.
- reflect on whether these policies are truly contributing to a sustainable future and postulate ideas as to how they could be improved to ensure they achieve their intent.

Suggested Report Structure

NZQA has provided the following structure for the report as a guide only; it is not intended as a prescriptive approach, but rather to provide robust guidance for you on how to address the requirements of AS 90831. NZQA makes it clear that other approaches are possible. The report structure proposed is similar to the format used for formal reports to councils or CEOs of businesses.

Suggested Report Structure:

TITLE PAGE

TABLE OF CONTENTS/OUTLINE OF REPORT STRUCTURE/KEY TERMS USED

EXECUTIVE SUMMARY (5–6 sentences maximum)

SECTION 1: INTRODUCTION

- Policy 1 is introduced, along with attendant practices
- Policy 2 is introduced, along with attendant practices.

(*attendant* i.e. practices that occur as a result of the implementation of the policy)

SECTION 2: POLICY DEVELOPMENT PROCESS/ BACKGROUND

For each policy in turn:

- Analyse the influence of external forces (eg using PESTLE or similar analysis tool)
- Analyse / critique the attendant practices.

SECTION 3: DISCUSSION OF POLICY IMPLEMENTATION

For both policies:

- Discuss what practices have been developed from the policies, with examples
- Explain why the practices are relevant to the purpose / intent of the policy
- Evaluate the relative success of the implementation, in relation to the intent.

SECTION 4: CONCLUSION

For both policies:

- Draw conclusions about their relative impacts in relation to at least two of the four aspects of sustainability
- Discuss to what extent the policies contribute to a sustainable future using evidence and examples.

BIBLIOGRAPHY (REQUIRED)

- Provide a list of references and sources, including weblinks, using appropriate referencing conventions. [Discuss with your teacher the style they may wish you to use i.e. APA, Oxford, Harvard etc]

Useful resources

The Open Polytechnic of NZ offers a useful guide to [report writing](#)

Victoria University provides guidance on [writing a business report](#)

Sustainability Council of New Zealand – [Principles of Sustainability](#)

Assessment schedule

Education for Sustainability: Analyse the impact that policies have on a sustainable future (90831)

Hints for doing well: The policies chosen need to be reasonably well-established ones. In the past, candidates who chose a recently implemented policy were often lacking facts on the practices and their implementation. Candidates who chose policies that addressed the same sustainability issues were advantaged as their discussion linked much more naturally.

Achievement Criteria

ACHIEVEMENT	ACHIEVEMENT WITH MERIT	ACHIEVEMENT WITH EXCELLENCE
Analyse the impact that policies have on a sustainable future.	Analyse in depth the impact that policies have on a sustainable future	Critically analyse the impact that policies have on a sustainable future

Evidence Statements

ACHIEVEMENT	ACHIEVEMENT WITH MERIT	ACHIEVEMENT WITH EXCELLENCE
<ul style="list-style-type: none"> • Policies described, including historical situation, policy outline and current attendant practices • Identifies the forces that have shaped at least TWO policies. • Explains the relationship between these policies and the aspects of sustainability. • Draws conclusions based on evidence and examples regarding the impact of the policies on the aspects of sustainability. • The impact of policies should be based on an analysis of the practices to implement them. 	<ul style="list-style-type: none"> • Policies described, including historical situation, policy outline and current attendant practices • Discusses at least TWO forces per policy, e.g. political, cultural, environmental, social, and/or economic. • Explains how those forces have shaped at least TWO policies in the context of sustainability. • Explains in depth the extent to which these policies achieve their intended outcomes. • Where possible, includes Māori concepts and values relating to the environment, which may vary between hapū and between iwi. 	<ul style="list-style-type: none"> • Policies described, including historical situation, policy outline and current attendant practices • Analysis includes discussion on the ability of BOTH policies to achieve their intent. • Analysis provides insight as to how well BOTH policies achieve a sustainable future. • Analysis includes Māori concepts and values relating to the environment, which may vary between hapū and between iwi.
Candidates who have been assessed as Not Achieved for this standard in the past lacked some or all of the skills and knowledge required for the award of Achievement.	They commonly: <ul style="list-style-type: none"> • showed little understanding of the issue that the policy addressed • did not show how implementing the policy would contribute to a sustainable future. 	