



ONE PLANET NEW ZEALAND

Internal Assessment Resource: Education for Sustainability Level 2

This resource supports assessment against Achievement Standard 91734 [EfS 2.5] version 2

Standard title: Develop a collaborative response that promotes a sustainable future, in relation to a current issue

Credits: 4

Resource title: Tackling waste start local!

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 2:

Published by Ministry of Education, November 2016

Authenticity of evidence:

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

Using this assessment resource without modification may mean that students' work is not authentic. Teacher may need to change figures, measurements or data sources, provide specific local texts or set a different context for this theme of waste.

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 work collaboratively to comprehensively develop a vision suggesting local action to promote a sustainable future in response to the issue of waste.

Conditions

It is suggested that the assessment activity take place over 8-10 weeks inclusive of time spent in class and beyond, and be part of a wider learning programme on waste and consumerism.

Throughout the process, the teacher is expected observe how well the students participate and contribute within their group and interact with the stakeholder(s).

It is useful to maintain a brief record of your observations.

Resource requirements

Students should have access to:

- Internet, for research and communication
- Technology and equipment, as and where appropriate
- Information on systems thinking and future thinking
- Useful websites containing relevant information related to waste minimisation.

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

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

It may be advisable to speak to local businesses or members of the community group in advance, so that they are fully aware of what is involved and are happy to participate. Work with the student groups to ensure that the same business or person is not being inundated by several groups.

FOR THE STUDENT

Develop a collaborative response that promotes a sustainable future, in relation to a current issue

AS 91734 [EfS 2.5]: *Tackling waste start local!*

Introduction

This assessment activity requires you to develop a collaborative local response to the issue of waste in our community. This task is based on the NZQA guidelines for [91734](#) – reading these with your teacher will provide you with some helpful pointers.

You are going to be assessed on how comprehensively you, working within a team, develop your response or strategic plan. The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to achieve success in this standard.

Task

Work with your group, and an organisation e.g. your school BOT, a community group or local business, to develop a response to the issue of **waste minimisation**. The aim being to help them to reduce waste going to landfill and/or reduce their waste output overall.

The team must keep a **group logbook** throughout the process to record evidence of your interactions with the school BOT, community group or business, your data collection and measurement methods, your reflections and conclusions. The information may be categorised and come from direct observations, tables, graphs, resource sheets, photographs, videos, interviews, attitude/behaviour survey, websites, and/or reference texts.

You will work in groups of 3-4 but you will be assessed **individually**. In order to provide evidence of your individual contributions to the process and of your reflections each member of the team must keep a (b)log. This should be filled in daily.

Throughout this assessment activity, your teacher will observe how well you participate and contribute to the development of the vision.

You have 8 weeks to complete this task.

A. Identify the current situation

- Identify the stakeholder organisation you wish to collaborate with i.e. school, community association or business.
- Research the current issue of waste within the school, community group or business, in relation to aspects of sustainability [environmental/social/cultural/economic].

- Collect data related to:
 - the practices occurring locally that contribute to waste minimisation
 - the values and perspectives the people in your student team and people within the organisation have with respect to waste management
 - what the stakeholder(s) in the organisation would like to achieve with respect to manage waste that facilitates a more sustainable future.

B. Develop your strategic plan

Work with your team to develop a strategic plan to address the issue of waste within your stakeholder organisation. **Remember:** the aim is to reduce or minimise waste from the organisation.

This will involve:

- Interacting with members of the organisation and analysing their perspectives.
- Using the data and evidence you collected about the current situation to support your option choices.
- Discussing the options and developing a strategy based on the ideas generated by your team and stakeholders.
- Demonstrating systems and future thinking. *[If you are unsure what these terms mean, check in with your teacher but [here](#) and [here](#) are good introductions].* Consider how the strategic plan you develop could relate to the wider community, region and beyond, both now and in future.
- Co-operating within your group and respecting the different skills and perspectives you bring to the table.

C. Finalise your strategic plan

Organise your information and finalise your strategic plan in readiness for presentation to the organisation you have been working with. Make sure that it truly promotes a sustainable future in relation to waste minimisation for your chosen organisation.

It can be presented in any format of your choice but must be of a standard that you would be proud to present it to your stakeholder organisation.

D. As a team, reflect on the process & draw conclusions

- Explain the issue of waste minimisation and outline how it relates to at least two aspects of sustainability
- Draw informed conclusions about the effectiveness of the processes used to generate the strategic plan, taking account of the different values and perspectives of the members of your team AND the organisation your collaborated with.
- Use a [SWOT analysis](#), or similar tool, to evaluate the strengths, weaknesses, opportunities and threats associated with the strategy.

- Draw justified conclusions about the likely effectiveness of the strategy, and how it promotes a sustainable future. This will include explaining how you determined its effectiveness, discussing wider implications and making recommendations for future response development or next steps.

E. As an individual, reflect on your contribution

This is your INDIVIDUAL contribution for assessment alongside teacher observations. In your logbook respond to these questions in a way that demonstrates your depth of thinking on the process you have been through with other members of your team and the organisation you worked with.

- Provide evidence of how your collaborated with your peers and what your specific contributions were. What were the positive things and what did you have difficulty with? Explain why.
- Reflect on your interaction with the people within the stakeholder organisation. What did you find rewarding? Were there perspectives or behaviours you found conflicted with your own? What barriers did you have to overcome in yourself or with the organisation? How did you overcome those barriers?
- Did you find using a holistic system thinking approach useful when addressing the complex problem of waste reduction within your organisation? Explain what you learnt about your own thinking process in relation to problem solving.
- Thinking about aspects of sustainability can be difficult. Did you find working as a team on the aspects useful or not? Explain.
- If you were to do this activity again what might you do differently? Explain why.

F. Submit for assessment

Submit your completed response and logbook for assessment.

Resources

Useful websites that contain relevant information related to waste include:

[One Planet](#): a collaborative project co-funded by local and regional councils and commercial enterprises. This website has a range of resources and reference material for teachers and students related specifically to waste.

Also see [Waste Minimisation NZ](#): the Ministry for Environment section on [waste](#) and the [Zero Waste](#) initiative.

For non-New Zealand information begin with [Wikipedia](#) and jump out from there using some of the links provided therein.

Assessment schedule

Education for Sustainability:

Tackling waste starting local (91734)

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

Achievement Criteria and Evidence Statements

ACHIEVEMENT	ACHIEVEMENT WITH MERIT	ACHIEVEMENT WITH EXCELLENCE
<p>Develop a collaborative response that promotes a sustainable future, in relation to a current issue. The student team has:</p> <p>A+B: Developed a vision that promotes a sustainable future, in response to the issue of waste minimisation. To do this they have:</p> <ul style="list-style-type: none"> • Worked cooperatively within their group • Interacted with an organisation • Collected data and provided evidence of their measurement methods • Explained how waste minimisation is an issue in relation to at least two aspects of sustainability. • Demonstrated systems and future thinking <p>C: Developed a response or strategy to address the issue of waste minimisation for an organisation. The strategy has been finalised and presented.</p> <p>D: Drawn conclusions</p> <ul style="list-style-type: none"> • about the processes used to generate the response, taking account of the different values and perspectives of the members of both their group and the stakeholders. • about how to determine the effectiveness of the response in terms of promoting a sustainable future. <p>E: In addition to the strategy, the student has submitted a log containing evidence of their INDIVIDUAL CONTRIBUTIONS</p> <ul style="list-style-type: none"> • Evidence of collaboration (cooperation, and interaction within the group and with the community group) is recorded in the student's logbook. • The teacher has also recorded evidence of the student's individual contributions. • The student's reflection also includes commentaries on data collection and measurement methods, their interactions with the organisation, and their reflections and conclusions. They have also provided evidence of applying systems and future thinking strategies. 	<p>Develop, in depth, a collaborative response that promotes a sustainable future, in relation to a current issue.</p> <p>The student team has:</p> <p>As per Achievement level</p> <p>D: Drawn conclusions.</p> <ul style="list-style-type: none"> • As per achievement, and • about the effectiveness of the strategy in terms of promoting a sustainable future, including how they determined the effectiveness. • Made recommendations for future development of the strategy. • E: In addition to the strategy, the student has submitted a log containing evidence of their INDIVIDUAL CONTRIBUTIONS • Evidence of collaboration (cooperation, and interaction within the group and with the community group) is recorded in the student's logbook. • The teacher has also recorded evidence of the student's individual contributions. • The student's reflection also includes commentaries on data collection and measurement methods, their interactions with the organisation, and their reflections and conclusions. They have also demonstrated their ability to incorporate systems and future thinking strategies into their analysis. 	<p>Comprehensively develop a collaborative response that promotes a sustainable future, in relation to a current issue.</p> <p>The student team has:</p> <p>As per Achievement level</p> <p>D: Drawn informed conclusions</p> <ul style="list-style-type: none"> • about the effectiveness of the processes used to generate the strategy, taking account of the different values and perspectives of the members of both their group and the community group. • Effectively used a SWOT analysis to evaluate the strengths, weaknesses, opportunities and threats associated with the strategy. • Drawn justified conclusions about the effectiveness of the strategy, and how it promotes a sustainable future, which includes explaining how they determined the effectiveness, discussing wider implications and making recommendations for future response development. <p>E: In addition to the strategy, the student has submitted a log containing evidence of their INDIVIDUAL CONTRIBUTIONS</p> <ul style="list-style-type: none"> • Evidence of collaboration (cooperation, and interaction within the group and with the community group) is recorded in the student's logbook. • The teacher has also recorded evidence of the student's individual contributions. • The student's reflection also includes detailed analysis with respect to the methodologies used for data collection and measurement, their interactions with the organisation, and their reflections and conclusions. They have also demonstrated their ability to incorporate systems and future thinking strategies into their analysis.