

NCEA Education for Sustainability Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

General Guidance

All standards require students to have a thorough understanding of the Sustainable Future concept as defined within the standards. The four aspects of sustainability are explained in the Teaching and Learning Guide for Education for Sustainability on the Ministry of Education TKI website.

Level 2 and 3 Assessment Resources can also be found on the NCEA on TKI website.

Personal action can be undertaken remotely. Teachers need to guide students on selecting suitable 'action contexts' to undertake via remote learning, and ensure they provide opportunities to reach all levels of achievement. Necessary components for undertaking the action must comply with the Government's requirements.

Standards that require collaboration and/or communication with stakeholders can be completed via remote learning. This work can be managed via telephone/email and/or other digital platforms, and guidance to ensure online safety for students must be paramount.

Options for alternative modes of assessment can be provided for students to promote innovation, inclusivity, and equity. For example, evidence can be collected via oral, photographic, digital, and written means. Time and word limits are encouraged to promote succinct evidence.

[Assessor Support materials](#), [Annotated Exemplars](#) and [Clarification documents](#) on the NZQA Education for Sustainability page also provide guidance for teachers.

Students will require access to a device and the internet. This may result in equity issues for some students, and will need to be taken into consideration when programme planning.

The AEGTs on the NZQA Education for Sustainability page can also be used to guide collection of evidence towards remote assessment of these standards.

Authenticity

[Authenticity](#) of student evidence needs to be assured regardless of the method used to collect it. Assessors need to ensure that the student's evidence represents their own work. For example, the assessor could check progress with checkpoints and conferencing, or students could use journal or photographic entries to record progress. Teachers may record notes of conferences, which may provide evidence towards the requirements of the standard.

For further advice on how to manage authenticity when assessing during uncertain times, please see the NZQA Assessor Support Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.

Education for Sustainability Matrix

COLOUR KEY: A colour-coding system to categorise standards according to the advice in this document.

Green:	These standards are suitable for remote teaching, learning and assessment.
Blue:	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Orange:	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
Red:	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 2		Level 3	
AS 90810	2.1	AS 90828	3.1
Internal (6 credits)		Internal (6 credits)	
Undertake a personal action, with reflection, that contributes to a sustainable future		Evaluate a personal action that contributes towards a sustainable future	
The generation of evidence for this standard is intended to have a 6-8 week duration. The 'home/hostel' could be a suitable context, for example in projects such as setting up vegetable/herb gardens and composting. Predator monitoring/trapping and online campaigns are other options.		The generation of evidence for this standard is intended to have a 6-8 week duration. The 'home/hostel' could be a suitable context, for example in projects such as setting up vegetable/herb gardens and composting. Predator monitoring/trapping and online campaigns are other options.	
Brief journal entries related to the action are suitable as supporting evidence.		Brief journal entries related to the action are suitable as supporting evidence.	
If the action requires work that does not comply with circumstances around the Government requirements, research and preliminary work can be completed and the action undertaken later.		If the action requires work that does not comply with circumstances around the Government requirements, research and preliminary work can be completed and the action undertaken later.	
All evidence, including the reflection of how the personal action contributes to a sustainable future, can be provided in a variety of modes including written, visual, and/or oral. For example, PowerPoint, photo story with notes, voiceover PowerPoint, report.		All evidence, including the reflection of how the personal action contributes to a sustainable future, can be provided in a variety of modes including written, visual, and/or oral. For example, PowerPoint, photo story with notes, voiceover PowerPoint, report.	

Level 2		Level 3	
<p>AS 90811 2.2</p> <p>Internal (4 credits)</p> <p>Explain how human activity in a biophysical environment has consequences for a sustainable future</p> <p>This standard is suitable for remote teaching, learning, and assessment.</p> <p>When appropriate, data from local and national Government websites and/or published journal articles can be sourced and used to inform work.</p> <p>Evidence can be provided in a variety of modes including written, visual, and/or oral. For example, PowerPoint, photo story with notes, voiceover PowerPoint, report.</p>	<p>AS 91735 3.2</p> <p>Internal (4 credits)</p> <p>Evaluate measures that may be taken to sustain and/or improve a biophysical environment</p> <p>This standard is suitable for remote teaching, learning, and assessment.</p> <p>When appropriate, data from local and national Government websites and/or published journal articles can be sourced and used to inform work.</p> <p>Evidence can be provided in a variety of modes including written, visual, and/or oral. For example, PowerPoint, photo story with notes, voiceover PowerPoint, report.</p>		
<p>AS 90813 2.3</p> <p>Internal (3 credits)</p> <p>Demonstrate understanding of how different personal values have implications for a sustainable future</p> <p>This standard is suitable for remote teaching, learning, and assessment.</p> <p>Communication with community organisations and interest groups is recommended for students, in order to understand how values are manifested in actions.</p> <p>Evidence may be submitted digitally in oral and/or written forms.</p>	<p>AS 91736 3.3</p> <p>External (4 credits)</p> <p>Analyse how different worldviews, and the values and practices associated with them, impact on sustainability</p> <p>This standard is suitable for remote teaching and learning towards assessment. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>		

Level 2		Level 3	
<p>AS 91733 2.4</p> <p>External (4 credits)</p> <p>Demonstrate understanding of initiatives that contribute to a sustainable future</p> <p>This standard is suitable for remote teaching and learning towards assessment. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	<p>AS 90831 3.4</p> <p>External (5 credits)</p> <p>Analyse the impact that policies have on a sustainable future</p> <p>This standard is suitable for remote teaching and learning towards assessment. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>		
<p>AS 91734 2.5</p> <p>Internal (4 credits)</p> <p>Develop a collaborative response that promotes a sustainable future, in relation to a current issue</p> <p>The collaboration process can be carried out with at least one other student via digital/online platforms. As usual, teacher/peer/self-evaluation may be evidence of collaboration. For example, students could present a combined slideshow and explain the response to the teacher in a video conference meeting.</p> <p>This may pose equity issues for some students.</p> <p>Evidence of individual contribution to a group submission is still required. Evidence can be provided in a variety of modes including written, visual, and/or verbal.</p>	<p>AS 90832 3.5</p> <p>Internal (5 credits)</p> <p>Develop a strategy for an organisation that will contribute to a sustainable future</p> <p>Communication with stakeholders is integral to maintain the intention of the standard.</p> <p>Teachers need to guide students to communicate with stakeholders using digital and online platforms in a professional manner, and ensure that student safety is a priority.</p> <p>Evidence can be provided in a variety of modes including written, visual, and/or verbal. For example, PowerPoint, voiceover PowerPoint, report, submission to local/national Government or Non-Government Organisation.</p>		

Level 2	Level 3
<p>AS 90814 2.6</p> <p>External (4 credits)</p> <p>Demonstrate understanding of aspects of sustainability in different contexts</p> <p>This standard is suitable for remote teaching and learning towards assessment. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	