



Sustainable Youth

**Learner Assessment Booklet
Level 1**

**Unit -CBF676
Understanding Environmental and
Sustainability Issues**



Assessment Grid: Completed by Assessor

| Learning Outcomes | Achieved | Portfolio Page | Assessment Date | Date of verification |
|-------------------|----------|----------------|-----------------|----------------------|
| 1 | Yes/No | | | |
| 2 | Yes/No | | | |


Assessment record: Completed by Assessor

Assessor Assessment decisions:

Note to Assessors:

This assessment record book is a template that you may choose to use to record summative assessment activities. It is intended to offer a framework for recording summative assessment. It is not intended to be prescriptive about assessment tasks. Assessors should amend the assessments and the booklet accordingly, taking account of the needs of their specific learner group and any opportunities for using combined assessments that cover multiple assessment criteria or learning outcomes.

All the following learning outcomes and assessment criteria
MUST be met:

| Learning Outcomes | Assessment Criteria |
|---|--|
| <p>1. Be aware of sustainability and how people can negatively affect the environment</p> | <p>1.1 Define what is meant by sustainability and give examples of sustainable actions</p> <p>1.2 Outline with examples, how people may have a negative effect on the environment at both local and global level</p> |
| <p>2. Be able to take part and reflect on a group activity to benefit the environment</p>  An illustration of two people riding bicycles. On the left, a woman with brown hair tied back, wearing a white tank top and purple leggings, is riding a blue bicycle. On the right, a man with dark hair, wearing a yellow t-shirt and blue shorts, is riding an orange bicycle. They are both smiling and appear to be in motion. | <p>2.1 Identify a group activity and outline how it will address an environmental issue that impacts on both local and global levels</p> <p>2.2 Take part in a group activity to benefit the environment</p> <p>2.3 Reflect on own role within the group activity carried out in AC 2.2 identifying areas for improvement</p> <p>2.4 Outline how the group activity has a positive impact on at least 3 other environmental issues</p> |

Learning outcome 1.

Be aware of sustainability and how people can negatively affect the environment

1.1 Define what is meant by sustainability.

Give examples of sustainable actions.



1.2 Outline with examples how people may have a negative impact on the environment.

Example 1- Find a local example and outline the impact of your example.

Example 2- Find a global example and outline the impact of your example.



Find and outline another example of the negative impact of people on the environment, either local or global.

Example 3:



Learning Outcome 2

Be able to take part and reflect on a group activity to benefit the environment

2.1 What activity did your group decide to do?

2.2 Add some records of your group action here.



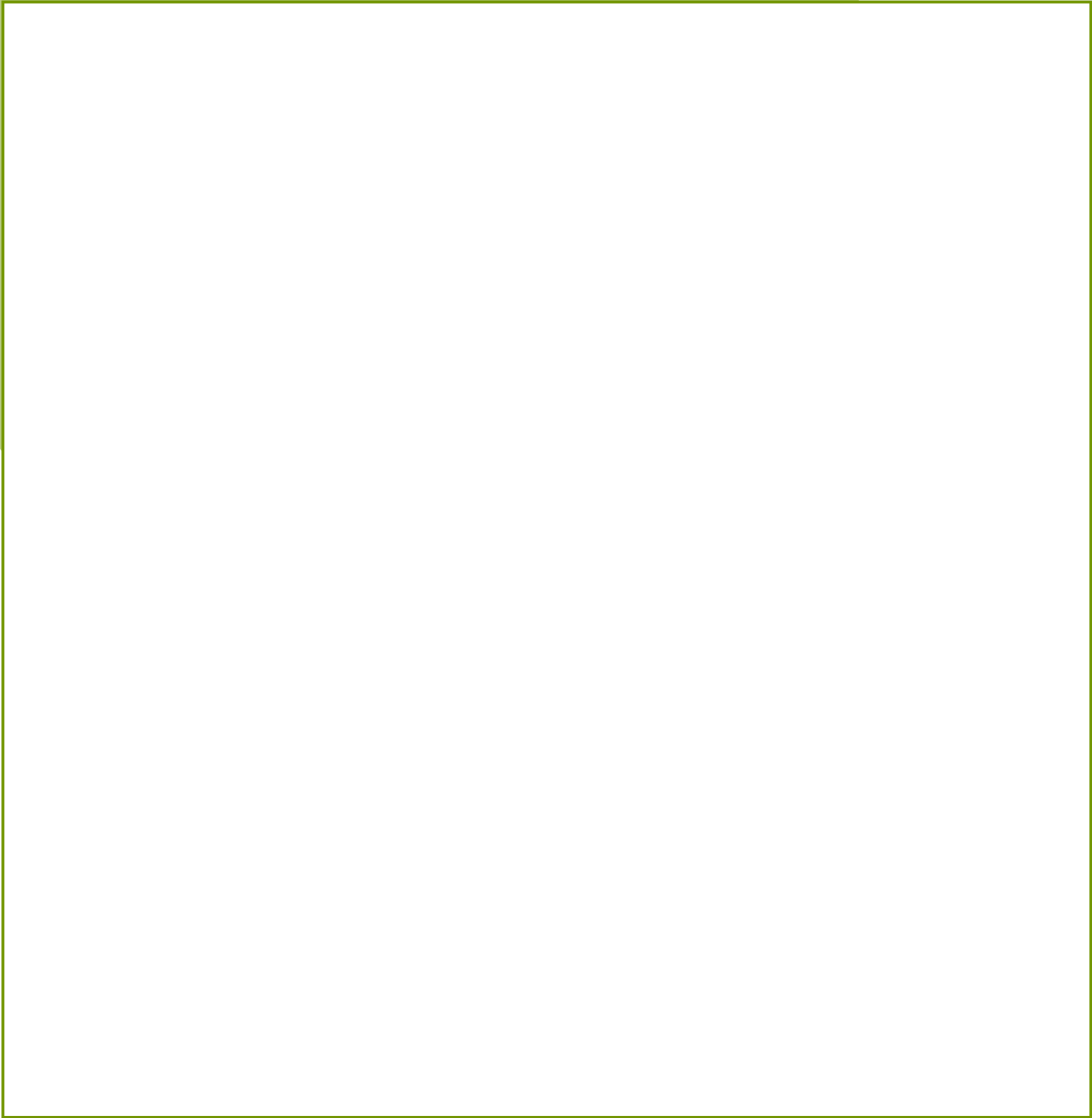
2.3 Think about your role in the activity what did you enjoy most about the project?

2.3 Is there anything you would change or you think could have been done better?



Outline at least 3 positive impacts for the environment as a result of your action.





Learner reflection

Did you have any difficulties during the project?

What was your highlight during the project and why?

Assessor signature:

Date:

