Achievement Standard

Subject Reference: Science 1.4
Title: Investigate implications of heat for everyday life
Level: 1
Credits: 4
Assessment: Internal

Subfield: Science
Domain: Science - Core
Status: Registered
Status date: 30 November 2010
Planned review date: 31 December 2014
Date version published: 30 November 2010

This achievement standard involves investigating implications of heat for everyday life.

Mutual exclusion exists between this standard and AS90939.

Achievement Criteria

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<th>Achievement</th>
<th>Achievement with Merit</th>
<th>Achievement with Excellence</th>
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<td>• Investigate implications of heat for everyday life.</td>
<td>• Investigate, in depth, implications of heat for everyday life.</td>
<td>• Investigate, comprehensively, implications of heat for everyday life.</td>
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Explanatory Notes


2. Implications of heat may relate to issues involving individuals, groups of people, society in general, the environment, or natural phenomena.

3. Investigate involves showing awareness of how science is involved in an issue that students encounter in their everyday lives. This requires at least one of the following:
   • the collection of primary evidence from an investigation and relating it to the scientific theory relevant to the issue
   • the collection of secondary data and the identification of the scientific theory relevant to the issue under investigation. The issue must involve two different views, positions, perspectives, arguments, explanations, or opinions.

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4 **Investigate, in depth,** involves providing reasons for the way science is involved in this issue. This requires at least one of the following:
- the collection of primary evidence from an investigation and relating it to the scientific theory relevant to the issue in order to give an explanation of the issue being investigated
- the collection of sufficient relevant secondary data and the application of the identified scientific theory relevant to the issue to explain the different views, positions, perspectives, arguments, explanations, or opinions of the issue under investigation.

5 **Investigate, comprehensively,** involves providing reasons and linking them in a way that clearly explains the science that is involved in this issue. This requires at least one of the following:
- the collection of primary evidence from an investigation and relating it to the scientific theory relevant to the issue in order to give a comprehensive and critical explanation of the issue being investigated
- the collection of sufficient relevant secondary data and the application of the identified scientific theory relevant to the issue to critically evaluate the different views, positions, perspectives, arguments, explanations, or opinions of the issue under investigation.

6 **Aspects of heat** may be chosen from, but are not limited to temperature, heat energy, specific heat capacity, conduction, convection, radiation, insulation, phase changes, latent heat, the relationships that are relevant to the investigation.


8 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

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**Replacement Information**
This achievement standard replaced unit standard 8767.

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**Quality Assurance**

1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.

2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference 0233