

## Achievement Standard

<b>Subject Reference</b>	Biology 2.2		
<b>Title</b>	Analyse the biological validity of information presented to the public		
<b>Level</b>	2	<b>Credits</b>	3
		<b>Assessment</b>	Internal
<b>Subfield</b>	Science		
<b>Domain</b>	Biology		
<b>Status</b>	Registered	<b>Status date</b>	17 November 2011
<b>Planned review date</b>	31 December 2014	<b>Date version published</b>	17 November 2011

This achievement standard involves analysing the biological validity of information presented to the public.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Analyse the biological validity of information presented to the public.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse in-depth the biological validity of information presented to the public.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively analyse the biological validity of information presented to the public.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, in Level 7. It is aligned with the following achievement objectives in the Nature of Science strand:
  - Participating and Contributing
    - use relevant information to develop a coherent understanding of socio-scientific issues that concern them, to identify possible responses at both personal and societal levels
  - Understanding about Science
    - understanding that scientists have an obligation to connect their new ideas to current and historic scientific knowledge and to present their findings for peer review and debate
  - Communicating in Science
    - use accepted science knowledge, vocabulary, symbols and conventions when evaluating accounts of the natural world and consider the wider implications of the methods of communication and/or representation employed;

and is related to the material in the *Teaching and Learning Guide for Biology*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

2 *Analyse* involves:

- recognising and describing biological features in the information and identifying them as accurate, inaccurate or biased using biological knowledge. Recognising inaccuracies may be demonstrated by making corrections to inaccurate biological features
- identifying the purpose of the information (eg who produced it and the intended audience).

*Analyse in-depth* involves giving reasons why or how:

- each biological feature is accurate or inaccurate, or contains bias
- inaccuracies and/or bias may have consequences or impacts for the public
- vested interest is conveyed in the information.

*Comprehensively analyse* involves:

- prioritising, with reasons, aspects of the information in relation to their significance in the context
- evaluating the overall impact of the article on the public, based on bias and the balance of accurate and inaccurate features.

3 *Biological validity* refers to scientifically accurate information that is used in an unbiased way to convey a biological idea.

4 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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## Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233