
ASTRONOMY
**Demonstrate knowledge of our solar
system**

level:	1
credit:	4
planned review date:	February 2006
sub-field:	Science
purpose:	This unit standard is one of a series, intended as an introduction to astronomy. People credited with this unit standard are able to demonstrate knowledge of the Sun as our star, the planets, and other bodies in our solar system.
entry information:	Open.
accreditation option:	Evaluation of documentation by NZQA.
moderation option:	A centrally established and directed national moderation system has been set up by NZQA.
special notes:	This unit standard uses our to refer to humanity generally rather than to any specific people.

Elements and Performance Criteria

element 1

Demonstrate knowledge of the Sun as our star.

performance criteria

- 1.1 Salient characteristics of the Sun are identified.
- Range: salient characteristics include but are not limited to - size, distance from Earth, source of energy, composition.
- 1.2 The effects of the Sun on Earth are identified.
- Range: effects may be on the Earth itself and/or on its inhabitants; evidence of two benefits and of two drawbacks is required.

ASTRONOMY
**Demonstrate knowledge of our solar
system**

1.3 The stage of the Sun in the life-cycle of a star is identified, and implications of that stage for life on Earth are described.

1.4 Traditional narratives involving the Sun are recounted.

Range: traditional narratives may include but are not limited to - myths, legends, histories, cultural stories, religious stories, folk tales; evidence of at least two narratives is required.

element 2

Demonstrate knowledge of the planets.

performance criteria

2.1 Planets are named in order according to distance from the Sun.

Range: all planets out to and including Pluto, and including Earth.

2.2 Salient characteristics of each planet are identified.

Range: salient characteristics include but are not limited to - size, composition, position in relation to Earth and the Sun, date of discovery;
all planets out to and including Pluto, and including Earth (except for date of discovery).

2.3 Traditional narratives involving planets are recounted.

Range: traditional narratives may include but are not limited to - myths, legends, histories, cultural stories, religious stories, folk tales; evidence of one narrative for each of at least six planets, excluding Earth, is required.

ASTRONOMY
**Demonstrate knowledge of our solar
system**

element 3

Demonstrate knowledge of other bodies in our solar system.

Range: comets, asteroids, meteorites.

performance criteria

3.1 Other bodies are defined to differentiate them from each other and from planets.

3.2 Salient characteristics of the each type of body are identified.

Range: salient characteristics include but are not limited to - size, composition, position in relation to Earth and the Sun, date of discovery.

3.3 Traditional narratives involving each type of body are recounted.

Range: traditional narratives may include but are not limited to - myths, legends, histories, cultural stories, religious stories, folk tales; evidence of at least one narrative for each type of body is required.

Comments on this unit standard

Please contact the NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.

Please Note

Providers must be accredited by the Qualifications Authority or a delegated inter-institutional body before they can register credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

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

ASTRONOMY
**Demonstrate knowledge of our solar
system**

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for providers wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

This unit standard is covered by AMAP 0184 which can be accessed at <http://www.nzqa.govt.nz/site/framework/search.html>.