

## Achievement Standard

**Subject Reference** Chemistry 1.2

**Title** Process information to describe a use of chemistry knowledge with direction

**Level** 1      **Credits** 2      **Assessment** Internal

**Subfield** Science

**Domain** Chemistry

**Status** Expiring      **Status date** 30 November 2010

**This achievement standard is expiring. Assessment against the standard must take place before the expiry date set out below.**

**Expiry date** 31 December 2011      **Date version published** 30 November 2010

This achievement standard involves processing secondary information to describe a use of chemistry knowledge, with direction.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Process information to describe a use of chemistry knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Process information to explain a use of chemistry knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Process information to discuss a use of chemistry knowledge.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *Science in the New Zealand Curriculum*, Learning Media, Ministry of Education, 1993, 'Making Sense of the Nature of Science and its Relationship to Technology', p. 24; *Chemistry in the New Zealand Curriculum*, Learning Media, Ministry of Education, 1994, Level 6, pp. 34-35; and from *Pūtaiao i roto i te Marautanga o Aotearoa*, Learning Media, Ministry of Education, 1996, 'Ngā Pūkenga Ngā Waiaro ki te Pūtaiao', p. 87.
- With direction* means the context for the study will be provided and general instructions for processing will be specified in writing.
- A *use of chemistry knowledge* should be based on situations in keeping with content drawn from up to and including science/pūtaiao curriculum Level 6 or from Level 6 of *Chemistry in the New Zealand Curriculum*. Possible contexts are given in the curriculum documents and could be based on a technological application or management practice, resolving an issue or development of theories or models.

- 4 *Information* for processing is to be selected from a range of sources that may be provided, which may include secondary information, ie information that has been previously collected and processed by another person. Sources of information are to be recorded in a way that can be accessed by others.
- 5 Processing information could involve listing, sorting, collating, highlighting, or summarising relevant information on science knowledge and its related use.
- 6 Terms:
- *Describe* means provide characteristics of, or an account of, the scientific knowledge related to its use.
  - *Explain* means provide reasons as to how or why the scientific knowledge applies to the use.
  - *Discuss* means link ideas to integrate relevant chemistry knowledge with its use, and will involve elaborating, justifying, relating, evaluating, comparing and contrasting, or analysing.
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### Replacement Information

This achievement standard has been replaced by AS90931.

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### Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by the Qualifications Authority 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

0226