

Achievement Standard

Subject Reference Biology 1.2

Title Report on a biological issue

Level 1 **Credits** 3 **Assessment** Internal

Subfield Science

Domain Biology

Status Registered **Status date** 30 November 2010

Planned review date 31 December 2014 **Date version published** 30 November 2010

This achievement standard involves collecting and processing data and/or information to report on a biological issue.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Report on a biological issue. 	<ul style="list-style-type: none"> Report in depth on a biological issue. 	<ul style="list-style-type: none"> Report comprehensively on a biological issue.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 6. It is aligned with the Participating and Contributing achievement objective in the Nature of Science strand, and is related to the material in the *Teaching and Learning Guide for Biology*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Report* involves:
 - refining a given or agreed question or purpose
 - describing the biological ideas that are related to the question or purpose
 - collecting and processing primary or secondary data and/or information from a range of sources
 - taking a position on the issue
 - presenting findings.

- 3 *Report in depth* involves:
- refining a given or agreed question or purpose
 - explaining the biological ideas that are related to the question or purpose
 - collecting and processing primary or secondary data and/or information from a range of sources
 - identifying at least two different points of view supported by evidence
 - taking and justifying a position on the issue
 - presenting findings.
- 4 *Report comprehensively* involves:
- refining a given or agreed question or purpose
 - identifying multiple links between the biological ideas that are related to the question or purpose
 - collecting and processing primary or secondary data and/or information from a range of sources
 - evaluating sources of information/data in respect to the question or purpose
 - identifying at least two different points of view supported by evidence
 - taking and justifying a position on the issue with a recommendation for action
 - presenting findings.
- 5 An *issue* is a subject on which people hold different opinions or viewpoints. The biological ideas and processes related to the issue must be derived from the Living World strand, Level 6 of *The New Zealand Curriculum*.
- 6 Data or information for processing must be collected from a range of sources. Sources may be provided to the student. Sources of data and information must be recorded in a way that can be accessed by others.
- 7 *Processing* information could involve listing, sorting, collating, highlighting, or summarising relevant scientific information.
- 8 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
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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