

## Achievement Standard

**Subject Reference** Physics 1.2

**Title** Demonstrate understanding of the physics of an application

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

**Subfield** Science

**Domain** Physics

**Status** Registered      **Status date** 30 November 2010

**Planned review date** 31 December 2016      **Date version published** 12 December 2013

This achievement standard involves understanding the underlying physics of a chosen application.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of the physics of an application.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of the physics of an application.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehensive understanding of the physics of an application.</li> </ul>

### 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 Using Physics achievement objective in the Physical World strand, and the Communicating in Science achievement objective in the Nature of Science strand, and is related to the material in the *Teaching and Learning Guide for Physics*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- Demonstrate understanding* involves providing characteristics of, or an account of, the physics related to the use of the chosen application.
- Demonstrate in-depth understanding* involves explaining how or why the physics applies to the use of the chosen application.

- 4 *Demonstrate comprehensive understanding* involves linking ideas to integrate the relevant physics of the chosen application with its use, and may involve explaining, elaborating, justifying, relating, evaluating, comparing and contrasting, or analysing.
  - 5 The chosen application must operate in a way that involves physics principles. It may be technological or biological.
  - 6 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 AS90181.

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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