

## Achievement Standard

<b>Subject Reference</b>	Science 1.2		
<b>Title</b>	Demonstrate understanding of the use of a range of scientific investigative approaches in a context		
<b>Level</b>	1	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	Science		
<b>Domain</b>	Science – Core		
<b>Status</b>	Approved	<b>Status date</b>	March 2023
<b>Planned review date</b>	December 2028	<b>Date version published</b>	March 2023

### Purpose Statement

Students are able to demonstrate understanding of the use of a range of scientific investigative approaches in a context.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of the use of a range of scientific investigative approaches in a context</li> </ul>	<ul style="list-style-type: none"> <li>Explain the use of a range of scientific investigative approaches in a context</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the use of a range of scientific investigative approaches in a context</li> </ul>

### Explanatory Notes

- 1 *Demonstrate understanding of the use of a range of scientific investigative approaches in a context* involves:
- carrying out a range of investigative approaches that each answer a question
  - describing the purpose of each investigative approach, supported by evidence.

*Explain the use of a range of scientific investigative approaches in a context* involves:

- giving an evidence-based reason why each investigative approach was or was not appropriate to answer a question.

*Analyse the use of a range of scientific investigative approaches in a context* involves:

- using evidence to validate findings with reference to the range of investigative approaches used.

- 2 Examples of a *range of scientific investigative approaches* includes at least three of:
    - pattern seeking
    - exploring and observing
    - modelling
    - classifying and identifying
    - fair testing.
  - 3 Examples of *evidence* include:
    - experimental data
    - observational data
    - statistics
    - surveys
    - consultation with a wider body of knowledge or discussion such as wānanga.
  - 4 *Validate* means to use evidence to check or prove how appropriate, or not, the data or findings are when used to respond to the question or context investigated.
  - 5 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.
  - 6 This achievement standard is derived from the Science Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.
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### Replacement Information

This achievement standard, AS91920, AS91922, and AS91923 replaced AS90940-AS90955.

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### Quality Assurance

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

Consent and Moderation Requirements (CMR) reference 0233

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