

Achievement Standard

Subject Reference	Science 1.2		
Title	Demonstrate understanding of the use of a range of scientific investigative approaches in a context		
Level	1	Credits	5AssessmentInternal
Subfield	Science		
Domain	Science - Core		
Status	Approved	Status date	September 2024
Planned review date	December 2028	Date version published	December 2024

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

- 1Demonstrate understanding of the use of a range of scientific investigative approaches in a context involves:
  - carrying out a range of investigative approaches that each answers a question
  - describing the purpose of using 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:

- analysing how the range of investigative approaches contribute to an integrated understanding of the context, supported by evidence.

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 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.

5 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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