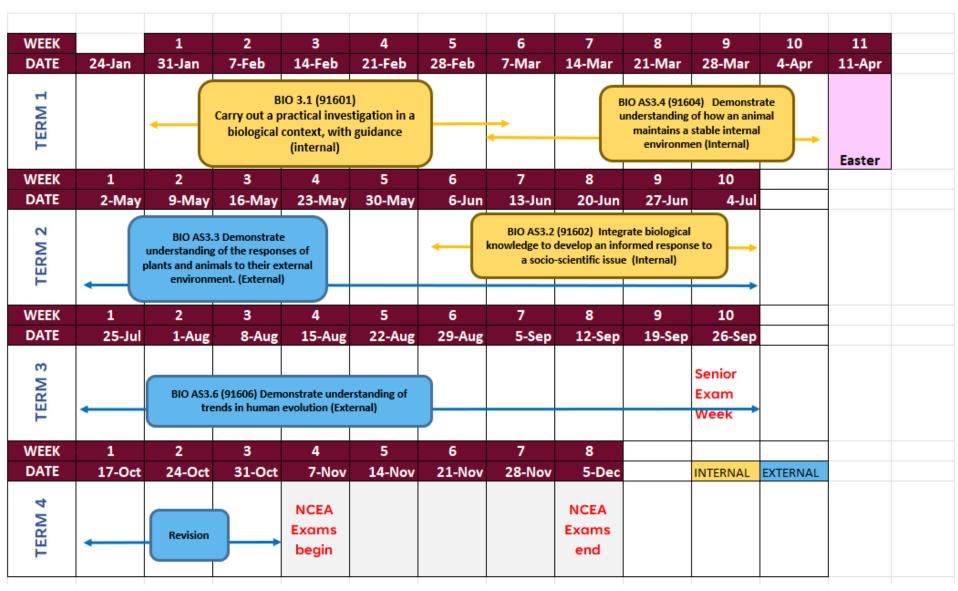




De La Salle College 2022 YEAR PLANNER

COURSE: L3 Biology BIO301





Science BIO301 Assessment Statement 2022

Course is endorsable

Year: 13 Course: Biology Mr A Kumar Total Credits: 19

This course extends the students previous understanding of biology is aimed at Level 8 of the NZ Curriculum. Students develop practical skills, knowledge and understanding of biological ideas and concepts. Topics covered include the animal and plant responses to the environment (3.3 and 3.1), human evolution (3.7) as well as applying knowledge about humans maintain constant internal environment (3.4) and analysing information for a socio-scientific issue (3.2).

Pre Requisites

12 Level 2 Biology Credits

Additional Requirements Student Workbook cost \$25.

No	Standard Number	Version	Level	Credits	Lit/ Num	Full Title	Method of Assessment	Assessment Opportunities Offered	Approximate Date	Grade	Teacher Signature
1	91601	2	3	4	Num Ll Lit	Biology 3.1 - Carry out a practical investigation in a biological context, with guidance	Practical Practical	1	Term 1, Week 6		
2	91604	2	3	3	Ll Lit R Lit	Biology 3.4 - Demonstrate understanding of how an animal maintains a stable internal environment	Assignment	1	Term 2, Week 2		
3	91602	2	3	3	Ll Lit B Lit	Biology 3.2 - Integrate biological knowledge to develop an informed response to a socio-scientific issue	Assignment	1	Term 3, Week 6		
4	91603	3	3	5	Ll Lit B Lit	Biology 3.3 - Demonstrate understanding of the responses of plants and animals to their external environment	Exam	External	Term 2 , Week		
5	91606	2	3	4	Ll Lit B Lit	Biology 3.6 - Demonstrate understanding of trends in human evolution	Exam	External	Term 2 , Week		

School Assessment Procedures - You can view your rights and obligations in the school's assessment procedures in the Student Assessment Handbook

Record your internal grades and ask your teacher to sign it off as correct. You can then use this as evidence of your achievement.

2022 Course Outline - Y13 Biology (BIO301)

Subject: Biology NCEA Level: Three

Entry Requirements: a minimum of 12 credits from NCEA Level Two Biology

Number of credits gained: 19

Method of assessment:

- Both internal and external assessment
- The internal assessment is given after a series of mock practice runs
- Mock externals at the end of each unit of work
- Mid-Year Examinations
- Preliminary Examinations

Looking Ahead:

- Tertiary level study
- A diverse range of careers stem from Biology e.g. brewery worker, baker, nurse, doctor, midwife, environmental scientist,
 food technologist, community pharmacist, forensic scientist, fishery officer,
 geologist, doctor, zoologist, vet.

Course Description

Course aims:

This course is aimed at those students who have achieved well in Year 12 and who know that they wish to pursue a career that requires biology. Such careers include engineering, medicine, materials, pharmaceuticals and much more.

The course consists of Achievement Standards from the new Level 3 Biology course which is the result of the curriculum re-alignment.

Course learning outcomes:

- To be able to individually carry out a research investigation using biological knowledge on a socio-scientific issue
- To be able to individually carry out a research investigation on the topic of gene manipulation
- To be able to understand the varying animal and plant responses in relation to their environment
- To be able to understand speciation in relation to the theory of evolution
- To be able to describe and explain varying aspects of human evolution

2022 Course Assessment Statement – Y13 Biology (BIO301) HOW WILL I BE ASSESSED IN THIS SUBJECT?

Achievement Standard	Credit Value	Internal or External	Brief Description	My grade for prelims	My final grade for internals
BIO AS3.4 (91604) Demonstrate understanding of how an animal maintains a stable internal environment	Level 3 3 Credits	I	Using biological knowledge, students will research and present a report on the significance of the body's homeostasis control system. This may include discussion, explanation and analysis.		
BIO AS3.1 91601 Carry out a practical investigation in a biological context, with guidance	Level 3 4 Credits	I	Using biological knowledge, students to plan and carry out a practical for environment factors effecting plants. Data collection and analysis.		
BIO AS3.2 (91602) Integrate biological knowledge to develop an informed response to a socio-scientific issue	Level 3 3 Credits	I	Using biological knowledge, students will investigate a socioscientific issue and will analyse and compare various viewpoints, values, beliefs and attitudes.		
BIO AS3.3 (91603) Demonstrate understanding of the responses of plants and animals to their external environment	Level 3 5 Credits	Е	Students will learn how plant and animal responses provide adaptive advantages for particular organisms within their own ecological niches.		
BIO AS3.6 (91606) Demonstrate understanding of trends in human evolution	Level 3 4 Credits	Е	Students will learn about and develop understanding on the trends in human biological and cultural evolution.		

Note: Depending on class ability. Extra internal assessments might be added if required and if the challenge and time is warranted.



De La Salle College - Biology Level 3 (BIO301) - Year Planner 2022

Subject: 13 Biology Teacher in charge: Mrs. Ranita Spencer Year Level: 13 Curriculum Levels: 8

Unit Title: BIO AS3.2 (91602) Integrate biological knowledge to develop an informed response to a socio-scientific issue

Achievement objectives:

 <u>LW 8-3</u> Understand how humans manipulate the transfer of genetic information from one generation to the next and make informed judgments about the social, ethical, and biological implications relating to this manipulation.

Learning outcomes/skills:

 To be able to individually research and investigate a socio-scientific issue and make an informed response using appropriate biological knowledge.

Assessment tasks/method:

- Students must conduct research on a suitable socioscientific issue as outlined by the teacher in the student task and answer all bulleted points as described in the task
- Students must create a presentation of their findings as a formal written report or any other suitable method as deemed appropriate by the teacher.
- A research log-book must also be maintained and handed in with the finished assignment.

Key competencies: Thinking, Managing self, Using language, symbols, and texts.

Values: Innovation, inquiry and curiosity, excellence

Approximate time required: 3-4 weeks

Unit Title: BIO AS3.4 (91604) Demonstrate understanding of how an animal maintains a stable internal environment

Achievement objectives:

• <u>LW 8-1</u> Understand the relationship between organisms and their environment.

Learning outcomes/skills:

- To be able to individually research and investigate how humans maintain a stable internal environment
- To be able to critically discuss the adaptive advantages of this.

Assessment tasks/method:

- Students must conduct research on a suitable control system that maintains a stable internal environment outlined by the teacher in the student task and answer all bulleted points as described in the task.
- Students must create a presentation of their findings as a formal written report or any other suitable method as deemed appropriate by the teacher.
- A research log-book must also be maintained and handed in with the finished assignment.

Key competencies: Thinking, Managing self, Using language, symbols, and texts.

Values: Inquiry and curiosity, excellence, respect.

Approximate time required: 3-4 weeks

Unit Title: BIO AS3.1 AS91601 Carry out a practical investigation in a biological context, with guidance

Achievement objectives:

 <u>LW 8-3</u> Apply knowledge on how plants are effected by environmental factor, completing a practical to investigate changes over time.

Learning outcomes/skills:

 To be able to individually plan and complete a practical manipulating environmental factors that effect plant growth

Assessment tasks/method:

- Students plan out a practical with ranges e.g. pH, sun light exposure, coloured light exposure, soil type, watering levels
- Collating data, graphing and interpreting data
- Linking biological knowledge to the experiment

Key competencies: Thinking, Managing self, Using language, symbols, and texts.

Values: Inquiry and curiosity, excellence, respect.

Approximate time required: 3-4 weeks

Unit Title: BIO AS3.3 (91603) Demonstrate understanding of the responses of plants and animals to their external environment

Achievement objectives:

 <u>LW 8-1</u> Understand the relationship between organisms and their environment.

Learning outcomes/skills:

- To be able to describe organism orientation in space (taxes / kineses etc).
- To be able to describe an organisms orientation in time
- To be able to explain varying types of inter and intraspecific relationships between organisms and species.

Assessment tasks/method:

- Mid Year Mock Examinations (Term 2).
- Preliminary Mock Examinations (Term 3).
- External NCEA examination at year's end.

Key competencies: Thinking, Managing self, Using language, symbols, and texts, Participating and contributing.

Values: Inquiry and curiosity, excellence.

Approximate time required: 10 weeks

Unit Title: BIO AS3.6 (91606) Demonstrate understanding of trends in human evolution

Achievement objectives:

 <u>LW 8-2</u> Explore the evolutionary processes that have resulted in the diversity of life on Earth and appreciate the place and impact of humans within these processes.

Learning outcomes/skills:

- To be able to understand the varying trends in human evolution – biological and cultural plus hominin dispersal.
- Biological To be able to explain the changes in skeletal, skull and endocranial features, and the manipulative ability of the hand.
- Cultural To be able to explain trends related to the use of tools, fire, clothing, art and language, food gathering and the use of shelter.

Assessment tasks/method:

- Mid Year Mock Examinations (Term 2).
- Preliminary Mock Examinations (Term 3).
- External NCEA examination at year's end.

Key competencies: Thinking, Managing self, Using language, symbols, and texts, Participating and contributing.

Values: Inquiry and curiosity, excellence, innovation.

Approximate time required: 8-9 weeks

Number AS91602 Version 2 Page 1 of 2

Achievement Standard

Subject Reference Biology 3.2

Title Integrate biological knowledge to develop an informed

response to a socio-scientific issue

Level 3 Credits 3 Assessment Internal

Subfield Science

Domain Biology

Status Registered Status date 4 December 2012

Planned review date 31 December 2019 Date version published 17 November 2016

This achievement standard involves integrating biological knowledge to develop an informed response to a socio-scientific issue.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence	
Integrate biological	 Integrate biological	 Integrate biological	
knowledge to develop	knowledge to develop a	knowledge to develop a	
an informed response	reasoned informed	comprehensive informed	
to a socio-scientific	response to a socio-	response to a socio-scientific	
issue.	scientific issue.	issue.	

Explanatory Notes

- 1 This achievement standard is derived from The New Zealand Curriculum, Learning Media, Ministry of Education, 2007, Level 8 within the Science learning area. It is aligned with the following achievement objective from the Nature of Science strand.
 - Participating and contributing, 'Use relevant information to develop a coherent understanding of socio-scientific issues that concern them, to identify possible responses at both personal and societal levels'.

It is also related to the material in the Teaching and Learning Guide for Biology, 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 for the relevant learning area.

Number AS91602 Version 2 Page 2 of 2

- 2 Integrate biological knowledge to develop an informed response involves:
 - · presenting a personal position, developed using relevant biological knowledge
 - proposing action(s) at a personal and/or societal level.

Integrate biological knowledge to develop a reasoned informed response involves:

explaining why the position and the action(s) have been chosen.

Integrate biological knowledge to develop a comprehensive informed response involves:

- justifying the personal position and proposed action(s) by analysing and evaluating the biological knowledge related to the issue. This may include:
 - comparing the significance of implications
 - considering the likely effectiveness of the proposed action(s)
 - commenting on sources and information, considering ideas such as
 - validity currency, peer review status, scientific acceptance
 - ii bias attitudes, values, beliefs.
- 3 Integrate refers to selecting and collating relevant biological knowledge to develop an informed response.
- 4 A socio-scientific issue has both biological and social implications. The issue is one for which people hold different opinions or viewpoints. Social implications may be economic, ethical, cultural, or environmental.
- 5 Biological knowledge includes:
 - biological concepts and processes relating to the issue
 - biological and social implications of the issue
 - differing opinions or viewpoints about the issue.
- 6 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Replacement Information

This achievement standard replaced unit standard 6319 and AS90714.

Quality Assurance

- Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Number AS91603 Version 2 Page 1 of 2 Number AS91603 Version 2 Page 2 of 2

Achievement Standard

Subject Reference Biology 3.3

Title Demonstrate understanding of the responses of plants and

animals to their external environment

Level 3 Credits 5 Assessment External

Subfield Science

Domain Biology

Status Registered Status date 4 December 2012

Planned review date 31 December 2019 Date version published 17 November 2016

This achievement standard involves demonstrating understanding of the responses of plants and animals to their external environment.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate	 Demonstrate in-depth	Demonstrate comprehensive
understanding of the	understanding of the	understanding of the
responses of plants and	responses of plants and	responses of plants and
animals to their external	animals to their external	animals to their external
environment.	environment.	environment.

Explanatory Notes

- 1 This achievement standard is derived from The New Zealand Curriculum, Learning Media, Ministry of Education, 2007, Level 8 within the Science learning area. It is aligned with the following achievement objective from the Living World strand:
 - Life processes, ecology and evolution, 'Understand the relationship between organisms and their environment'.

It is also related to the material in the Teaching and Learning Guide for Biology, 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 for the relevant learning area.

2 Demonstrate understanding involves describing plant and animal responses to their external environment. The description includes:

 the process(es) within each response and/or the adaptive advantage provided for the organism in relation to its ecological niche.

Demonstrate in-depth understanding involves using biological ideas to explain:

- how the responses occur
- why the responses provide an adaptive advantage for the organism in relation to its ecological niche.

Demonstrate comprehensive understanding involves:

- linking biological ideas to explain why the responses provide an adaptive advantage for the organism in relation to its ecological niche. The linking of ideas may involve justifying, relating, evaluating, comparing and contrasting, and analysing.
- Responses are selected from those relating to:
 - orientation in space (tropisms, nastic responses, taxes, kineses, homing, migration)
 - orientation in time (annual, daily, lunar, tidal rhythms)
 - interspecific relationships (competition for resources, mutualism, exploitation including herbivory, predation, and parasitism)
 - intraspecific relationships (competition for resources, territoriality, hierarchical behaviour, cooperative interactions, reproductive behaviours).
- 4 External environment will include both biotic and abiotic factors.
- 5 Assessment Specifications for this achievement standard can be accessed through the Biology Resources page found at www.nzga.govt.nz/ncea/resources.

Replacement Information

This achievement standard replaced AS90716.

Quality Assurance

- Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

Number AS91604 Version 2 Page 1 of 2

Achievement Standard

Subject Reference Biology 3.4

Title Demonstrate understanding of how an animal maintains a

stable internal environment

Level 3 Credits 3 Assessment Internal

Subfield Science

Domain Biology

Status Registered Status date 4 December 2012

Planned review date 31 December 2019 Date version published 17 November 2016

This achievement standard involves demonstrating understanding of how an animal maintains a stable internal environment.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence	
Demonstrate understanding of how an animal maintains a stable internal environment.	Demonstrate in-depth understanding of how an animal maintains a stable internal environment.	Demonstrate comprehensive understanding of how an animal maintains a stable internal environment.	

Explanatory Notes

- 1 This achievement standard is derived from The New Zealand Curriculum, Learning Media, Ministry of Education, 2007, Level 8 within the Science learning area. It is aligned with the following achievement objective from the Living World strand:
 - Life processes, ecology, and evolution, 'Understand the relationship between organisms and their environment'.

It is also related to the material in the Teaching and Learning Guide for Biology, 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 for the relevant learning area.

2 Demonstrate understanding involves using biological ideas to describe a control system by which an animal maintains a stable internal environment. Annotated diagrams or models may be used to support the description. Number AS91604 Version 2 Page 2 of 2

Demonstrate in-depth understanding involves using biological ideas to explain how or why an animal maintains a stable internal environment. This includes explaining how a specific disruption results in responses within a control system to re-establish a stable internal environment.

Demonstrate comprehensive understanding involves linking biological ideas about maintaining a stable internal environment in an animal. This includes at least one of:

- a discussion of the significance of the control system in terms of its adaptive advantage
- an explanation of the biochemical and/or biophysical processes underpinning the mechanism (such as equilibrium reactions, changes in membrane permeability, metabolic pathways)
- an analysis of a specific example of how external and/or internal environmental influences result in a breakdown of the control system.
- 3 A control system that maintains a stable internal environment (homeostatic system) refers to those that regulate:
 - body temperature
 - blood pressure
 - osmotic balance
 - level of blood glucose
 - levels and balance of respiratory gases in tissues.
- 4 The biological ideas related to the control system includes the:
 - purpose of the system
 - components of the system
 - mechanism of the system (how it responds to the normal range of environmental fluctuations, interaction and feedback mechanisms between parts of the system)
 - potential effect of disruption to the system by internal or external influences.
- 5 Environmental influences that result in a breakdown of the control system may be external influences such as extreme environment conditions, disease or infection, drugs or toxins, or internal influences such as genetic conditions or metabolic disorders.
- 6 Conditions of Assessment related to this achievement standard can be found at http://www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Quality Assurance

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

Number AS91606 Version 2 Page 1 of 3 Number AS91606 Version 2 Page 2 of 3

Achievement Standard

Subject Reference Biology 3.6

Title Demonstrate understanding of trends in human evolution

Level 3 Credits 4 Assessment External

Subfield Science

Domain Biology

Status Registered Status date 4 December 2012

Planned review date 31 December 2019 Date version published 17 November 2016

This achievement standard involves demonstrating understanding of trends in human evolution.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence	
Demonstrate	Demonstrate in-depth	 Demonstrate comprehensive	
understanding of trends	understanding of trends	understanding of trends in	
in human evolution.	in human evolution.	human evolution.	

Explanatory Notes

- 1 This achievement standard is derived from The New Zealand Curriculum, Learning Media, Ministry of Education, 2007, Level 8 within the Science learning area. It is aligned with the achievement objectives in the following two strands: Nature of Science strand:
 - Understanding about science, 'Understand that scientists have an obligation to connect their new ideas to current and historical scientific knowledge and to present their findings for peer review and debate'
 - Investigating in science, 'Develop and carry out investigations that extend their science knowledge, including developing their understanding of the relationship between investigations and scientific theories and models'.

Living World strand:

 Life processes, ecology, and evolution, 'Explore the evolutionary processes that have resulted in the diversity of life on Earth and appreciate the place and impact of humans within these processes'.

It is also related to the material in the Teaching and Learning Guide for Biology, Ministry of Education, 2010 at http://seniorsecondary.tki.org.nz.

This standard is also derived from *Te Marautanga o Aot*earoa. For details of *Te Marautanga o Aot*earoa achievement objectives to which this standard relates, see the Papa Whakaako for the relevant learning area.

 Demonstrate understanding involves using biological ideas to describe trends in human evolution.

Demonstrate in-depth understanding involves using biological ideas to explain how or why trends in human evolution occur.

Demonstrate comprehensive understanding involves linking biological ideas about trends in human evolution. The linking of ideas may involve justifying, relating, evaluating, comparing and contrasting, and analysing using scientific evidence.

- 3 Trends in human evolution refers to change over a period of time in relation to:
 - human biological evolution
 - human cultural evolution
 - patterns of dispersal of hominins. Hominins refers to living and fossil species belonging to the human lineage. This is a subgroup of hominids, a group which includes both humans and the great apes.
- 4 Trends in human biological evolution begin with early bipedal hominins and may require comparison with living hominids. These trends involve:
 - skeletal changes linked to bipedalism
 - changes in skull and endocranial features
 - changes in the manipulative ability of the hand.
- 5 Trends in human cultural evolution involve:
 - · use of tools (stone, wood, bone)
 - use of fire
 - clothing
 - abstract thought (communication, language, art)
 - food-gathering (hunter-gatherer, domestication of plants and animals)
 - shelter (caves, temporary settlement, permanent settlement).
- 8 Interpretations of the trends in human evolution are based on current scientific evidence which is widely accepted and presented in peer-reviewed scientific publications.
- 7 Assessment Specifications for this achievement standard can be accessed through the Biology Resources page found at www.nzga.govt.nz/ncea/resources.

Replacement Information

This achievement standard replaced AS90719.

Number AS91601 Version 2 Page 1 of 3

Achievement Standard

Subject Reference Biology 3.1

Title Carry out a practical investigation in a biological context, with

guidance

Level 3 Credits 4 Assessment Internal

Subfield Science

Domain Biology

Status Registered Status date 4 December 2012

Planned review date 31 December 2020 Date version published 17 November 2016

This achievement standard involves carrying out a practical investigation in a biological context, with guidance.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Carry out a practical	 Carry out an in-depth	Carry out a comprehensive
investigation in a	practical investigation in a	practical investigation in a
biological context, with	biological context, with	biological context, with
guidance.	guidance.	guidance.

Explanatory Notes

- This achievement standard is derived from The New Zealand Curriculum, Learning Media, Ministry of Education, 2007, Level 8, within the Science learning area. It is aligned with the following achievement objectives from the Nature of Science strand:
 - Investigating in science, 'Develop and carry out investigations that extend their science knowledge, including developing their understanding of the relationship between investigations and scientific theories and models'
 - Understanding about science, 'Understand that scientists have an obligation to connect their new ideas to current and historical scientific knowledge and to present their findings for peer review and debate'.

It is also related to the material in the *Teaching and Learning Guide for Biology*, 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 for the relevant learning area.

Number AS91601 Version 2 Page 2 of 3

Procedures outlined in *Safety and Science: a Guidance Manual for New Zealand Schools*, Learning Media, Ministry of Education, 2000, must be followed. Investigations must comply with the Animal Welfare Act 1999, as outlined in *Caring for Animals: a Guide for Teachers, Early Childhood Educators, and Students*, Learning Media, Ministry of Education, 1999.

- 2 Carry out a practical investigation in a biological context, with guidance involves:
 - developing a statement of the purpose, linked to a scientific concept or idea, and written as a hypothesis
 - · using a method that describes:
 - for a fair test: the independent variable and its range, the measurement of the dependent variable and the control of some other key variables
 - for a pattern seeking or modelling activity: the data that will be collected, range of data/samples, and consideration of some other key factors
 - collecting, recording, and processing data relevant to the purpose of the investigation
 - · interpreting the processed data and reporting on the findings of the investigation
 - · identifying relevant findings from another source
 - stating a conclusion based on interpretation of the processed data which is relevant to the purpose of the investigation.

Carry out an in-depth practical investigation in a biological context, with guidance involves:

- using a valid method that describes:
 - for a fair test: a valid range for the independent variable, the valid measurement of the dependent variable and the control of other key variables, with consideration of factors such as sampling bias and sources of errors
 - for a pattern seeking or modelling activity: a valid collection of data with consideration of factors such as sampling bias and sources of errors
- collecting, recording, and processing reliable data to enable a trend or pattern (or absence) to be determined
- stating a valid conclusion based on the processed data in relation to the purpose
- explaining the biological ideas relating to the investigation. The explanation is based on both the findings from the investigation and those from other source(s).

Carry out a comprehensive practical investigation in a biological context, with quidance involves:

- justifying the choices made throughout the investigation by evaluating the validity
 of the method or the reliability of the data
- stating a conclusion that discusses the biological ideas relevant to the investigation and either the findings of others, scientific principles, theories, or models.
- A practical investigation is an activity covering the complete process: planning, carrying out, processing, interpreting data, and reporting on the investigation. It will involve the collection of primary data. It is expected that the student will have opportunity to make changes to their initial method as they work through the investigation. The nature of the investigation could be the manipulation of variables (fair test), the investigation of a pattern, or relationship, or the use of models.

Number AS91601 Version 2 Page 3 of 3

- With guidance refers to the teacher supporting the student throughout the investigation. The teacher negotiates the parameters for the investigation with the student. This may be related to suitability of organisms, equipment and resources available, and possible modifications or new directions related to the student investigative ideas. The investigative process is student driven.
- 5 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Replacement Information

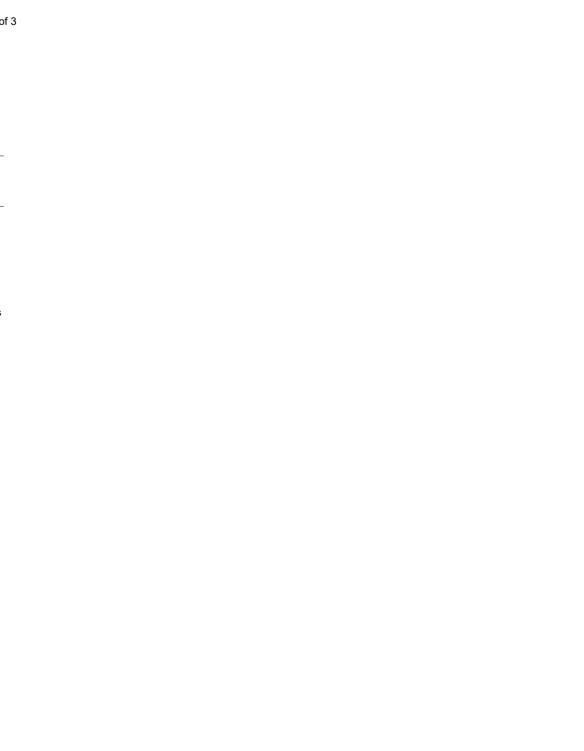
This achievement standard replaced AS90713.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233



2022 Biology Level 3 (BIO301) - Student Guide to Bibliographies / Referencing

Plagiarism includes using another person's ideas and presenting them as your own AND paraphrasing (rewording) without acknowledging who those ideas came from.

You must reference using **APA format.** This is putting the authors name and date published after each section of information that you use that is not yours, e.g. (Roy, 2022), and have a bibliography.

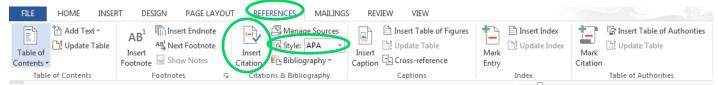
You need to include in-text citations and a bibliography. In-text citations must be placed at the end of the sentence, which includes information from that source. This sentence, however, must be written in your own words.

A bibliography is the 'trail' of reading that you did to inform your thinking for your essay or assignment. A bibliography is organised alphabetically by the author's last name. Different sources of information need to be referenced in a different format in your bibliography—eg. Books, websites, journal articles. The following link gives you clear examples of how to format using APA referencing.

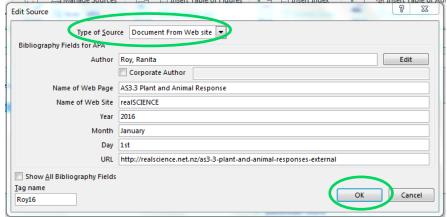
In Microsoft word there is also an APA referencing program built in which makes this really easy to do using APA, outlined on the next page. We will also go through the steps in class.

Students who fail to correctly reference or who plagiarise will automatically be awarded a Not Achieved grade.

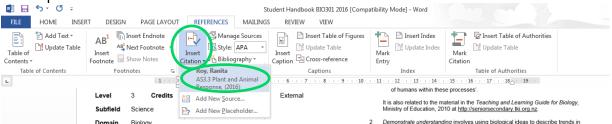
In Microsoft word there is also an APA referencing program built in.



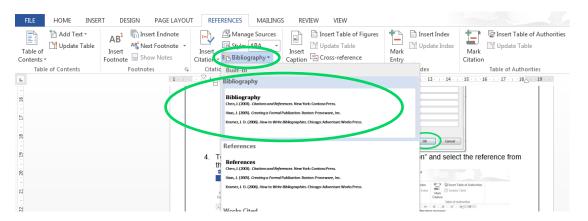
- 1. Select the "REFERENCES" tab in the tool bar.
- 2. Under "Citations and Bibliography" and "style" select "APA sixth edition" from the drop down bar.
- 3. To reference <u>something new</u>: select "insert citation" and select "add new source", and enter the "type of source" that you used and the details, then push "OK" \rightarrow (Roy, 2022)



4. To reference something <u>you've used already</u>: select "insert citation" and select the reference from the drop down bar.



5. To create your <u>bibliography</u> at the end: select "Bibliography" and select the first option of "bibliography". This will insert a bibliography into the text



Bibliography

Roy, R. (2016, January 1st). AS3.3 Plant and Animal Response . Retrieved from realSCIENCE: http://realscience.net.nz/as3-3-plant-and-animal-responses-external

Students who fail to correctly reference or who plagiarise will automatically be awarded a Not Achieved grade.

De La Salle College Assessment Result Appeal Form

Name:	Class:	_
Name/number of standard being appealed:		
Subject:	Teacher who marked work:	
Grade awarded for standard:		
Date work returned to student:	Date of appeal:	
Reason for appeal:		
Student signature:	Caregiver's signature:	
OFFICE USE ONLY		
Teacher response:		
HOF response:		
Principal's Nominee response:		
Final decision:		

De La Salle College

Absence From Internal Assessment

Application for Extension

Student:	Class:
Subject:	Teacher:
Assessment title:	
Standard number:	
Type of assessment activity (test, practical, a	assignment etc).
Date of assessment or due date:	
Reason for application:	
Illness or injury: medical certificate o	r a letter from parent / caregiver must be attached.
Family / personal trauma: documenta counsellor or Dean).	ition must be attached (eg. a letter from parent / caregiver
School activity (sporting or cultural)	
Signature of the teacher-in-charge of the act	vity:
Decision by Principal's Nominee:	
Extension granted, new due date:	
New assessment granted, new date:	
1 1 '	used to determine a grade. HOD / TIC to attach etermine the grade and the grade awarded.
Application denied. Comment:	
The reason for this has been explained to me	e and I accept the decision.
Signed: (Studer	nt)(Teacher)