

NCEA Biology Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

General Guidance

Students will need access to the internet to undertake the research required for the internal standards identified in the green cells below. This may pose issues around access and equity for some students, which you will need to consider in your programme planning.

Biology Matrix

COLOUR KEY: A colour-coding system to categorise standards according to the advice in this document.

Green:	These standards are suitable for remote teaching, learning and assessment.
Blue:	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Orange:	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
Red:	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 2	Level 3
<p>Analyse the biological validity of information presented to the public</p> <p>Suitable for distance learning and assessment using digital platforms for video conferencing, word processing documents or file-sharing. The evidence can be presented using a variety of modes to clearly demonstrate the student’s understanding. Guidance is provided on the Biology page of the NZQA website. This includes the clarification document and Alternative Evidence Gathering Template.</p> <p>For advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p>	<p>Integrate biological knowledge to develop an informed response to a socio-scientific issue</p> <p>Suitable for distance learning and assessment using digital platforms for video conferencing, word processing documents or file-sharing. The evidence can be presented using a variety of modes to clearly demonstrate the student’s understanding. Guidance is provided on the Biology page of the NZQA website. This includes the clarification document, Alternative Evidence Gathering Template and the National Moderator’s Report.</p> <p>Further support can be accessed through Pūtake modules and courses, such as the Making Assessor Judgements course. For advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p>
<p>AS 91155 2.3</p> <p>Internal (3 credits)</p> <p>Demonstrate understanding of adaptation of plants or animals to their way of life</p> <p>Suitable for distance learning and assessment using digital platforms for video conferencing, word processing documents or file-sharing. The evidence can be presented using a variety of modes to clearly demonstrate the student’s understanding. Guidance is provided on the Biology page of the NZQA website. This includes the clarification document and Alternative Evidence Gathering Template. For advice on how to manage authenticity when assessing during uncertain</p>	<p>AS 91603 3.3</p> <p>External (5 credits)</p> <p>Demonstrate understanding of the responses of plants and animals to their external environment</p> <p>These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.</p>

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<p>times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p>	
<p>AS 91156 2.4</p> <p>External (4 credits)</p> <p>Demonstrate understanding of life processes at the cellular level</p> <p>These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.</p>	<p>AS 91604 3.4</p> <p>Internal (3 credits)</p> <p>Demonstrate understanding of how an animal maintains a stable internal environment</p> <p>Suitable for distance learning and assessment using digital platforms for video conferencing, word processing documents or file-sharing. The evidence can be presented using a variety of modes to clearly demonstrate the student's understanding. Guidance is provided on the Biology page of the NZQA website. This includes the clarification document, Alternative Evidence Gathering Template, and the National Moderator's Report.</p> <p>Further support can be accessed through Pūtake modules and courses, such as the Assessor Practice Tool and Bite Sized Module. For advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p>
<p>AS 91157 2.5</p> <p>External (4 credits)</p> <p>Demonstrate understanding of genetic variation and change</p> <p>These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not</p>	<p>AS 91605 3.5</p> <p>External (4 credits)</p> <p>Demonstrate understanding of evolutionary processes leading to speciation</p> <p>These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for</p>

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<p>suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.</p>	<p>remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.</p>
<p>AS 91158 2.6 Internal (4 credits) Investigate a pattern in an ecological community, with supervision Suitable for distance learning and assessment using digital platforms for video conferencing, word processing documents or file-sharing. The evidence can be presented using a variety of modes to clearly demonstrate the student’s understanding. Guidance is provided on the Biology page of the NZQA website. This includes the clarification document and Alternative Evidence Gathering Template. For advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p>	<p>AS 91606 3.6 External (4 credits) Demonstrate trends in human evolution These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.</p>
<p>AS 91159 2.7 External (4 credits) Demonstrate understanding of gene expression These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.</p>	<p>AS 91607 3.7 Internal (3 credits) Demonstrate understanding of human manipulations of genetic transfer and its biological implications Suitable for distance learning and assessment using digital platforms for video conferencing, word processing documents or file-sharing. The evidence can be presented using a variety of modes to clearly demonstrate the student’s understanding. Guidance is provided on the</p>

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<p>AS 91160 2.8 Internal (3 credits) Investigate biological material at the microscopic level Suitable for distance learning and assessment using digital platforms for video conferencing, word processing documents or file-sharing. The evidence can be presented using a variety of modes to clearly demonstrate the student’s understanding. Guidance is provided on the Biology page of the NZQA website. This includes the clarification document and Alternative Evidence Gathering Template. For advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p>	