

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.

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Biology Matrix

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

Gre	en:	These standards are suitable for remote teaching, learning and assessment.		
Blue	e: Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).			
Ora	nge:	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.		

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Lev	el 2	Level 3	
AS 91153	2.1	AS 91601 3.1	
Internal (4 credits)		Internal (4 credits)	
Carry out a practical investi with supervision	gation in a biology context,	Carry out a practical investigation in a biological conte with guidance	ext,
Suitable for distance learning digital platforms for video coprocessing documents or file be presented using a variety demonstrate the student's uprovided on the Biology pagincludes the standard, clarifical Alternative Evidence Gatheris support can be accessed throurses, such as the Making course. The nature of the invanipulation of variables (far a pattern or relationship, or to the Where students are using the could use milestones such as students, and journal or photoprogress. For advice on how when assessing during unce Pūtake module: Tāku Reo, Tā Work.	nferencing, word e-sharing. The evidence can of modes to clearly nderstanding. Guidance is e of the NZQA website. This cation document and ng Template. Further ough Pūtake modules and Assessor Judgements restigation could be the ir test), the investigation of the use of models. e same context, teachers online meetings with cographic entries recording to manage authenticity rtain times please see the	Suitable for distance learning and assessment using dig platforms for video conferencing, word processing documents or file-sharing. The evidence can be present 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 standard, clarification document and Alternative Eviden Gathering Template. The nature of the investigation coube the manipulation of variables (fair test), the investigation of a pattern or relationship, or the use of models. Where students are using the same context, teachers of use milestones such as online meetings with students, a journal or photographic entries recording progress. For advice on how to manage authenticity when assessing during uncertain times please see the Pūtake module: T Reo, Tāku Mahi - My Voice, My Work.	ce uld ition
AS 91154	2.2	AS 91602 3.2	
Internal (3 credits)		Internal (3 credits)	

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Level 2	Level 3	
Analyse the biological validity of information presented to the public	Integrate biological knowledge to develop an informed response to a socio-scientific issue	
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.	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. 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.	
AS 91155 2.3	AS 91603 3.3	
Internal (3 credits)	External (5 credits)	
Demonstrate understanding of adaptation of plants or animals to their way of life	Demonstrate understanding of the responses of plants and animals to their external environment	
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	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.	

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Lev	/el 2		Level 3
times please see the Pūtake Mahi - My Voice, My Work.	e module: Tāku Reo, Tāku		
suitable for remote assessm	le for remote teaching and date has access to for technology. They are not	stable internal environ Suitable for distance le platforms for video con documents or file-shari using a variety of mode student's understanding Biology page of the NZ clarification document, Template, and the Nation Further support can be and courses, such as the Sized Module. For advice when assessing during	anding of how an animal maintains a sment arning and assessment using digital aferencing, word processing ang. The evidence can be presented as to clearly demonstrate the g. Guidance is provided on the QA website. This includes the Alternative Evidence Gathering and Moderator's Report. accessed through Pūtake modules are Assessor Practice Tool and Bite are on how to manage authenticity uncertain times please see the eo, Tāku Mahi - My Voice, My Work.
AS 91157 External (4 credits) Demonstrate understanding change	2.5 ng of genetic variation and	AS 91605 External (4 credits) Demonstrate understated leading to speciation	3.5 Inding of evolutionary processes
These standards are suitable learning provided the candidappropriate equipment and/		learning provided the c	uitable for remote teaching and and andidate has access to appropriate nology. They are not suitable for

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L	evel 2	Level 3	
	sment in their current delivery nts. Guidance will be provided		in their current delivery method and/or ance will be provided at the time as
AS 91158	2.6	AS 91606	3.6
Internal (4 credits)		External (4 credits)	
supervision Suitable for distance learn digital platforms for video processing documents or be presented using a varidemonstrate the student's provided on the Biology pincludes the clarification of Evidence Gathering Temporal manage authenticity when	file-sharing. The evidence can ety of modes to clearly s understanding. Guidance is tage of the NZQA website. This document and Alternative plate. For advice on how to a assessing during uncertain take module: Tāku Reo, Tāku	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.	
AS 91159	2.7	AS 91607	3.7
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.		Internal (3 credits)	
		Suitable for distance platforms for video of	rstanding of human manipulations of dits biological implications e learning and assessment using digital conferencing, word processing haring. The evidence can be presented

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Level 2	Level 3
	Biology page of the NZQA website. This includes the clarification document and Alternative Evidence Gathering Template.
	Further support can be accessed through Pūtake modules and courses, such as the Assessor Practice Tool and Bite Sized Modules. 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.
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.	

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