

NCEA Chemistry and 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

Where teaching, learning and assessment is done remotely, students will need access to digital devices and the internet.

This may pose access and equity issues for some students, which you will need to consider in your programme planning.

Chemistry and 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 1

AS 92020

1.1

Internal (5 credits)

Demonstrate understanding of the relationship between a microorganism and the environment

Suitable for distance learning and assessment using digital platforms for video conferencing, word processing or file-sharing. The evidence can be presented using a variety of modes to clearly demonstrate the student's understanding.

Where students are using the same microorganism, teachers could also have regular check points or verbal conferences with students during the assessment period. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.

Guidance and support are also provided on the NZQA Chemistry and Biology page. This includes the Alternative Evidence Gathering Templates.

AS 92021

1.2

Internal (6 credits)

Demonstrate understanding of chemical reactions in context

Suitable for distance learning and assessment using digital platforms for video conferencing, word processing or file-sharing. The evidence can be presented using a variety of modes to clearly demonstrate the student's understanding.

Where students are using the same chemical reaction types, teachers could also have regular check points or verbal conferences with students during the assessment period. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.

Guidance and support are also provided on the NZQA Chemistry and Biology page. This includes the Alternative Evidence Gathering Templates.

Level 1

AS 92022

1.3

External (5 credits)

Demonstrate understanding of genetic variation in relation to an identified characteristic

Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.

AS 92023

1.4

External (4 credits)

Demonstrate understanding of how the physical properties of materials inform their use

Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.