# Science Assessment Schedule: Assessment Activity 1.2a

##### Activity Title: Te Whare Tapa Whā

##### Achievement Standard: 91921 Demonstrate understanding of the use of a range of scientific investigative approaches in a context

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Achievement Criteria |
| At the Achieved level, the student is able to demonstrate understanding of the use of a range of scientific investigative approaches in a context | At the Merit level, the student is able to explain the use of a range of scientific investigative approaches in a context | At the Excellence level, the student is able to analyse the use of a range of scientific investigative approaches in a context |
| Teacher Judgement |
| At the Achieved level, the student is able to:* carry out at least three different investigative approaches that each answer a question within a shared context
* describe the purpose of each investigative approach for each question in the context, supported by evidence that shows the purpose of using each different approach.
 | At the Merit level, the student is able to:* refer to the purpose of each of the three different investigative approaches to provide an evidence-based reason why each investigative approach was or was not appropriate to be used to answer each question within the context.
 | At the Excellence level, the student is able to:* analyse how the different purposes of the three investigative approaches contribute to an informed understanding of the context, supported by evidence.
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Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

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| For example (description of possible student evidence for this activity) |
| Achievement | Achievement with Merit | Achievement with Excellence |
| At the Achieved level, the student has:* used at least three different investigative approaches from the list provided to answer three questions within the Te Whare Tapa Whā context. *For example, three questions and investigations may look at hauora of students.*
* described the purpose of using each investigative approach, supported by evidence, within the Te Whare Tapa Whā context. *For example, pattern seeking was used to collect quantitative data on time spent in front of a screen to see if there was any pattern across the class.*
 | At the Merit level, the student has:* used collected evidence to explain why each investigative approach was, or was not, appropriate to answer a question. *For example, quantitative data on time spent in front of a screen, used in the pattern seeking investigation was able to answer the question with relevant reasons provided by the student, or quantitative data was not appropriate to answer the question, with relevant reasons provided by the student.*
 | At the Excellence level, the student has:* used evidence from a range of investigative approaches to inform understanding within the context of Te Whare Tapa Whā. *For example, the experimental data collected from the fair testing investigation, the observational data collected from the exploring investigation, and the statistical data collected from the pattern seeking investigation produced findings that when integrated, provide a clearer understanding of the Te Whare Tapa Whā context and inform the findings about student hauora.*
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Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.