

Achievement Standard

Subject Reference Biology 3.7

Title Describe trends in human evolution

Level 3 **Credits** 3 **Assessment** External

Subfield Science

Domain Biology

Registration date 1 November 2005 **Date version published** 1 November 2005

This achievement standard involves the description of trends in human biological evolution, cultural evolution, and patterns of dispersal.

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|--|
| <ul style="list-style-type: none"> Describe trends in human evolution. | <ul style="list-style-type: none"> Explain trends in human evolution. | <ul style="list-style-type: none"> Discuss trends in human evolution. |

Explanatory Notes

- This achievement standard is derived from *Biology in the New Zealand Curriculum*, Learning Media, Ministry of Education, 1994, p. 28, achievement objective 8.2 (c).
- Trends* refers to progressive change over a period of time in relation to:
 - human biological evolution
 - human cultural evolution
 - patterns of dispersal of hominins. The term *hominins* refers to living and fossil species belonging to the human lineage. This is a subgroup of hominids which includes both humans and the great apes.
- Trends in human biological evolution begin with early bipedal hominins and may require comparison with living hominids (apes). Trends are limited to:
 - skeletal changes linked to bipedalism
 - changes in skull and endocranial features
 - changes in the manipulative ability of the hand.

- 4 Trends in human cultural evolution will be limited to evidence relating to: use of tools (stone, wood, bone), fire, shelter, clothing, abstract thought (communication, language, art), food-gathering, and domestication of plants and animals.
 - 5 Interpretations on the origins and trends of human evolution will be based on current evidence and may change as a result of recent developments.
 - 6 Evidence relating to human evolution must be scientific evidence which is widely accepted and presented in peer-reviewed scientific journals.
 - 7 Terms
 - *Describe* requires the student to define, use annotated diagrams, give characteristics of, or an account of.
 - *Explain* requires the student to provide a reason as to how or why something occurs.
 - *Discuss* requires the student to show understanding by linking biological ideas related to the trends in human evolution. It may involve students in justifying, relating, evaluating, comparing and contrasting, and analysing.
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Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0226