

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

- 1 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).
- 2 *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.
- 3 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.

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