

Achievement Standard

Subject Reference Human Biology 1.6

Title Describe functioning of human circulatory, respiratory and excretory systems

Level 1 **Credits** 6 **Assessment** External

Subfield Science

Domain Biology

Status Registered **Status date** 5 November 2007

Planned review date 28 February 2009 **Date version published** 5 November 2007

This achievement standard involves the description of the functioning of human circulatory, respiratory and excretory systems.

Achievement Criteria

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|--|
| <ul style="list-style-type: none"> Describe functioning of human circulatory, respiratory and excretory systems. | <ul style="list-style-type: none"> Describe functioning of human circulatory, respiratory and excretory systems. Explain functioning of human circulatory or respiratory or excretory systems. | <ul style="list-style-type: none"> Describe functioning of human circulatory, respiratory and excretory systems. Discuss functioning of human circulatory or respiratory or excretory systems. |

Explanatory Notes

- For these organ systems, assessment of *functioning* will be selected from:
 - the role of the organ system
 - biological processes carried out by the organ system
 - the structure and function of parts
 - factors affecting function
 - diseases and malfunctions – causes, effects, consequences, avoidance and repair.

- 2 Malfunctions of organ systems will be selected from:
 - circulatory – toxæmia, bleeding, varicose veins, hypotension, hypertension, strokes, coronary heart diseases, anaemia, leukaemia
 - respiratory – asthma, bronchitis, pleurisy, pneumonia, tuberculosis, lung cancer
 - excretory – kidney stones, nephritis, reflux, blood pressure.
 - 3 The functioning of an organ system could include biological processes, such as: transport and exchange of nutrients, wastes and gases; disease protection; temperature regulation; diffusion, filtration and excretion.
 - 4 Factors affecting the functioning of an organ system could include: availability of water, gases, blood pressure, alcohol, smoking, exercise, diet, stress, and obesity.
 - 5 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. It may involve students in elaborating, applying, justifying, relating, evaluating, comparing and contrasting, and analysing.
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Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by NZQA 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