Assessment schedule: practice paper 2026

AS 91922 Describe features of science that have contributed to the development of a science idea in a local context · Vertex Academy practice paper, not an NZQA paper

QUESTION ONE

Part	Evidence	Achievement (u)	Merit (r)	Excellence (t)
(a)	replicable data: rimu tips counted the same way, every island, every season transmitters and remote monitoring record every bird pattern: over 10% of tips fruiting, some kākāpō breed; more fruit, more breed summer temperatures predict a mast up to 2 years ahead	Identifies replicable, verifiable data collection AND interpreting patterns and interactions, and outlines how each contributed with an example from the resource (for example, counting rimu tips the same way each season; more than 10% fruiting tips means some kākāpō breed).		
(b)	same method every season, because otherwise a change could come from the counting, not the trees so the 10% threshold can be trusted and checked by others pattern turns counts into a prediction, because it links fruit to breeding team has staff and food ready for a mast; vital with only 51 birds in 1995		Explains why each feature was significant, with an example: consistent counts make changes in the data real and the 10% threshold trustworthy and checkable; the fruiting pattern lets the team predict breeding seasons and prepare, which matters for a very small population.	

(c)	the 10% pattern can only be trusted because counts were consistent for years the pattern tells the team what to keep counting: rimu tips, summer temperatures each season's counts test the pattern again: 2026 predicted high, record 90 chicks without one, the other is useless for planning a season			Discusses how the features interact, with examples: consistent data made the 10% pattern trustworthy; the pattern decides what data is collected each season; new seasons' data (2026, record 90 chicks) keep testing the pattern.

QUESTION TWO

Part	Evidence	Achievement (u)	Merit (r)	Excellence (t)
(a)	new evidence: 2019 aspergillosis killed 9; one fungal strain found varied perspective: Ngāi Tahu aim to restore mauri, so a hands-off trial in 2026 tentative: intensive care was the method; 2026 tests whether less help works next season predicted for 2028, but only a model's estimate	Identifies development in response to new evidence or varied perspectives AND the tentative nature of science, and outlines each with an example (2019 outbreak; Ngāi Tahu's mauri aim and the hands-off trial; changing ideas of success; the 2028 prediction).		

(b)	new evidence matters because the 2019 outbreak was a threat the plan did not cover Ngāi Tahu view widens the goal from more chicks to birds that thrive on their own tentative matters because only an open team tests a hands-off method methods can change as numbers grow from 51 to 325		Explains why each feature was significant, with examples: new evidence (2019 outbreak) and Ngāi Tahu's perspective change what the programme aims for and does; accepting that ideas are tentative is what allows the hands-off trial and better methods as the population grows.	
(c)	Ngāi Tahu perspective raises a new question: can kākāpō breed with less help? ideas are tentative, so the team tests it in 2026 instead of defending the old way the trial gives new evidence: record 90 chicks with less intervention 2019 outbreak: new evidence the old ideas missed; an open team studies it			Discusses how the features interact, with examples: a new perspective (mauri) raises a question that a tentative science tests (2026 hands-off trial), producing new evidence (90 chicks) that may change the idea again; the 2019 outbreak as new evidence that an open, tentative programme responds to.

Judgement

N0	N1	N2	A3	A4	M5	M6	E7	E8

No response, or nothing relevant.	A feature of science is partly identified.	One feature identified and partly outlined, or two features named but not outlined.	Two features identified and outlined, one of the outlines thin.	Two features identified and outlined, each with something from the resource.	Why two features mattered is explained with examples, one explanation thin.	Why two features mattered is explained with examples from the resource.	One way the features interact is discussed with examples.	Two ways the features interact are discussed with examples.

One grade for the whole response, N0 = 0 to E8 = 8: Not Achieved 0 to 2, Achieved 3 to 4, Merit 5 to 6, Excellence 7 to 8 (the 2025 exam's cut scores).