BAREND VLAARDINGERBROEK and T. G. NEIL TAYLOR

ERRATUM

Vlaardingerbroek, B. & Taylor, T.G.N. (2007). Upper secondary school physical science curricula in New Zealand after the national qualifications framework reforms. *International Journal of Science and Mathematics Education, 5,* 263–280.

Due to technical problems, the corrections of the author on Tables II, III, and IV have been overlooked.

Attached you will find new tables.

International Journal of Science and Mathematics Education (2007) 5: 761–764

TABLE II

Relative numbers of awards for NQF level 3 physics standards in 2004

Standard[a]	Type[b]	Title	Freq[c]
AS90519	I	Process uncertainties in data and graphs	100
AS90518	I	Carry out a practical physics experiment that leads to a mathematical relationship	92
AS90521	E	Demonstrate understanding of mechanical systems	89
AS90520	E	Demonstrate understanding of wave systems	77
AS90522	E	Demonstrate understanding of atoms, photons and nuclei	64
AS90523	E	Demonstrate understanding of electrical systems	62
US6397		Demonstrate knowledge of circular, rotational, and simple harmonic motion	2
US6391		Demonstrate knowledge of, and determine unknowns for, wave systems	2
US6395		Use graphical analysis to determine non-linear physical relationships	2
US6390		Describe and determine unknowns for direct current electrical systems	2
US6388		Apply formulae, graphical, vectorial and phasor methods to find unknowns for a physical system	2
US6389		Describe and determine unknowns for direct current electrical systems	1
US6396		Describe and discuss models of atomic structure	1
US6394		Carry out a practical investigation of a physics-based application with guidance	0
US6392		Analyse the development of a selected area of physics and a physics-based application	0
US6393		Investigate a physical system to determine a relationship with guidance	0

[a] AS – achievement standard; US – unit standard. Detailed descriptions may be viewed via the New Zealand Qualifications Authority website (http://www.nzqa.govt.nz) which will redirect users to the Ministry of Education website for achievement standard descriptions.

[b] E – externally assessed achievement standard; I – internally assessed achievement standard. All unit standards are internally assessed.

[c] The most awarded standard has been assigned a relative frequency of 100.

TABLE III

Relative numbers of awards for NQF level 2 chemistry standards in 2004

Standard[a]	Type[b]	Title	Freq[c]
AS90305	I	Carry out qualitative analysis	100
AS90306	I	Carry out acid-base volumetric analysis	95
AS90307	I	Carry out a gravimetric or colorimetric analysis and solve related problems	83
AS90310	E	Describe thermochemical and equilibrium principles	75
AS90311	E	Describe oxidation-reduction reactions	73
AS90308	E	Describe the nature of structure and bonding in different substances	66
AS90309	E	Describe the structural formulae and reactions of compounds containing selected organic functional groups	64
US8942		Characterise the nature of chemical systems at equilibrium	6
US6338		Characterise the behaviour of weak and strong acids and bases	3
US8943		Investigate enthalpy changes of chemical reactions	3
US8946		Characterise the properties and reactions of selected organic families	3
US8944		Relate properties of chemical substances to their structure and bonding	2
US8947		Characterise oxidation-reduction reactions	2
US6332		Appreciate how groups of related chemical substances meet the needs of society	2
US8945		Investigate periodic trends in the properties of a series of inorganic compounds	1
US6339		Prepare and isolate consumer products and compare their properties to a commercial equivalent	1
US8941		Carry out gravimetric or colorimetric analysis	1
US8940		Carry out an acid-base volumetric analysis	0
US6333		Carry out quantitative chemical analysis	0
US6334		Explain enthalpy changes and the factors that affect equilibrium systems	0

[a] AS – achievement standard; US – unit standard. Detailed descriptions may be viewed via the New Zealand Qualifications Authority website (http://www.nzqa.govt.nz) which will redirect users to the Ministry of Education website for achievement standard descriptions.

[b] E – externally assessed achievement standard; I – internally assessed achievement standard. All unit standards are internally assessed.

[c] The most awarded standard has been assigned a relative frequency of 100.

TABLE IV

Relative numbers of awards for NQF level 3 chemistry standards in 2004

Standard[a]	Type[b]	Title	Freq[c]
AS90695	I	Determine the composition of an oxidant or reductant by titration	100
AS90696	E	Describe oxidation-reduction processes	73
AS90697	E	Describe selected atomic, molecular and ionic properties	66
AS90698	E	Describe the structure and reactions of organic compounds containing selected organic groups	63
AS90699	E	Describe and use thermochemical principles	60
AS90694	I	Carry out an extended practical investigation into variations in the amount of a substance	45
AS90700	E	Describe aqueous systems using equilibrium principles	30
US8950		Predict the formation of precipitates of sparingly soluble compounds	3
US8949		Characterise the composition of acid and base solutions	2
US6345		Analyse spontaneous oxidation-reduction reactions	2
US8948		Calculate the enthalpy change associated with chemical reactions	2
US6344		Investigate the characteristic properties and reactions of organic substances	1
US6340		Evaluate the interaction of a chemical process with society and/or the environment	1
US6343		Explain periodic trends in the properties of elements and compounds	1
US6341		Carry out a practical investigation into variations in the concentration of a chemical substance	0
US6346		Determine the composition of aqueous solutions	0
US6347		Describe applications of surface chemistry	0

[a] AS – achievement standard; US – unit standard. Detailed descriptions may be viewed via the New Zealand Qualifications Authority website (http://www.nzqa.govt.nz) which will redirect users to the Ministry of Education website for achievement standard descriptions.

[b] E – externally assessed achievement standard; I – internally assessed achievement standard. All unit standards are internally assessed.

[c] The most awarded standard has been assigned a relative frequency of 100.