Achievement Standard

Subject Reference Technology 1.6

Title Present an outcome developed through technological practice that addresses the requirements of a brief

Level 1 **Credits** 4 **Assessment** Internal

Subfield Technology

Domain Technology - General Education

Status Registered **Status date** 18 December 2007

Planned review date 28 February 2009 **Date version published** 18 December 2007

This achievement standard involves the presentation of an outcome, with supporting documentation, to show that the outcome addresses the essential requirements of a brief.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Present an outcome, with supporting documentation, to show that the outcome addresses the essential requirements of a brief.	• Present a quality outcome, with supporting documentation, to show that the outcome addresses the requirements of a brief.	• Present a high-quality outcome, with supporting documentation, to show that the outcome addresses the requirements of a brief.

Explanatory Notes

1   This achievement standard is derived from *Technology in the New Zealand Curriculum*, Ministry of Education, 1995, Level 6, and *Hangarau i roto i te Marautanga o Aotearoa,* Te Tahuhu o te Matauranga, 1999.

2   Appropriate reference information is available in *Safety and Technology Education: A Guidance Manual for New Zealand Schools,* Learning Media, Ministry of Education, 1998; and The Health and Safety in Employment Act 1992.

3   Evidence for this achievement standard will involve the student presenting a brief (including specifications of the stakeholder requirements), a self-produced final product (or its representation), and supporting documentation of the evaluation and analysis of the product against the brief. The brief may be provided by the teacher or developed by the student.

4   Further details of definitions listed below can be found at http://www.tki.org.nz/ncea.

5   An *outcome* is one that is developed through undertaking technological practice for a specific purpose. This requires students to consider such things as:
   - ongoing consideration of stakeholder opinions, brief refinement, research, idea design and development, ongoing planning, outcome development and evaluation
   - environmental factors that may impinge on the outcome of its development, including where the outcome will be finally located.

   To develop an *outcome*, students will need to develop and apply knowledge and skills that are specific to the context in which the outcome is developed.

6   A *brief* is a clear description of both the desirable features sought and the constraints to be met by a successful outcome. A brief commences with a conceptual statement of the need, issues or opportunity being addressed, but also contains the detailed *specifications* against which the success or otherwise of the outcome can be tested. Ideally, the brief is fully researched and defined in advance of development of the outcome, but often, as the development work proceeds, the knowledge and understanding of the technologist improves and therefore *refinements* (usually improvements) are made to the brief and its specifications.

7   The *quality of the outcome* is judged in relation to the requirements of the brief. It is expected that the brief used is sufficiently demanding for a Level 1 student. A *quality outcome* is one that is fit for the purpose for which it was intended and conforms to relevant codes of practice. A *high-quality outcome* is fit for the purpose for which it was intended, conforms to relevant codes of practice and, in addition, demonstrates such things as creativity, flair, elegance and innovation.

8   A *code of practice* is a set of recommendations for good practice developed and agreed by experienced practitioners, set at the appropriate level, in the technological area. Relevant codes of practice are those applicable to the community of practice associated with the development of the outcome.

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