

## Achievement Standard

<b>Subject Reference</b>	Generic Technology 1.2		
<b>Title</b>	Use planning tools to guide the technological development of an outcome to address a brief		
<b>Level</b>	1	<b>Credits</b>	4
		<b>Assessment</b>	Internal
<b>Subfield</b>	Technology		
<b>Domain</b>	Generic Technology		
<b>Status</b>	Registered	<b>Status date</b>	20 January 2011
<b>Planned review date</b>	31 December 2019	<b>Date version published</b>	20 November 2014

This achievement standard requires students to use planning tools when developing an outcome through technological practice.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Use planning tools to guide the technological development of an outcome to address a brief.</li> </ul>	<ul style="list-style-type: none"> <li>Use planning tools to manage the technological development of an outcome to address a brief.</li> </ul>	<ul style="list-style-type: none"> <li>Use planning tools to effectively manage the technological development of an outcome to address a brief.</li> </ul>

### Explanatory Notes

- 1 This achievement standard is derived from Level 6 of the Technology learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the current version of the *Teaching and Learning Guide for Technology*, Ministry of Education at <http://seniorsecondary.tki.org.nz>.

Further information can be found at <http://www.technology.tki.org.nz/>.

Appropriate reference information is available in *Safety and Technology Education: A Guidance Manual for New Zealand Schools*, Ministry of Education at <http://technology.tki.org.nz/Curriculum-support/Safety-and-Technology-Education>, and the Health and Safety in Employment Act 1992.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

The brief may be provided by the teacher or developed by the student. If the student develops the brief then the teacher must ensure that it provides sufficient guidance for the planning to occur.

2 *Use planning tools to guide the technological development of an outcome to address a brief* involves:

- establishing key stages and resources required
- planning actions to be undertaken within each key stage
- identifying key planning decisions.

*Use planning tools to manage the technological development of an outcome to address a brief* involves:

- identifying review points
- reviewing key planning decisions.

*Use planning tools to effectively manage the technological development of an outcome to address a brief* involves:

- identifying critical review points for key stages
- prioritising resources required to ensure the completion of the outcome.

3 *Planning tools* may include but are not limited to – brainstorming, mind-maps, idea banks, reflective journals and scrapbooks, plans of action, Gantt charts, flow diagrams, graphical organisers, spreadsheets and databases.

4 Resources may include but are not limited to – time, materials, tools and equipment, research information, community and school-based specialist knowledge and skills.

5 Key stages are a part of planning that structures technological practice undertaken to develop an outcome. They assist in determining progress review points, setting achievable goals and managing resources. Critical review points are those which ensure the outcome will be completed.

6 An *outcome* for the purpose of this standard is a conceptual design for an outcome and/or a technological outcome itself (prototype).

7 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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### Replacement Information

This achievement standard, AS91047, AS91048, and AS91049 replaced unit standard 13389.

This achievement standard replaced AS90045.

**Quality Assurance**

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233