

## Achievement Standard

<b>Subject Reference</b>	Generic Technology 1.8		
<b>Title</b>	Demonstrate understanding of how different disciplines influence a technological development		
<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>	17 November 2016

This achievement standard involves demonstrating an understanding of how different disciplines influence a technological development.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of how different disciplines influence a technological development.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of how different disciplines influence a technological development.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehensive understanding of how different disciplines influence a technological development.</li> </ul>

### Explanatory Notes

- 1 This achievement standard is derived from Level 6 of the Technology learning area (Nature of Technology strand) in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Technology*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

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 at Work Act 2015, and in the *Technology Curriculum Support*, October 2010 that can be found at <http://technology.tki.org.nz/content/download/11407/36592/file/technology-curriculum-support-oct-10.pdf>.

Further information about characteristics of technology can be found at <http://technology.tki.org.nz/Technology-in-the-NZC/Nature-of-technology> and [http://technology.tki.org.nz/Technology-in-the-NZC/Nature-of-technology/Characteristics-of-technological-outcomes/\(tab\)/Indicators-of-progression](http://technology.tki.org.nz/Technology-in-the-NZC/Nature-of-technology/Characteristics-of-technological-outcomes/(tab)/Indicators-of-progression).

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](#) for the relevant learning area.

2 *Demonstrate understanding of how different disciplines influence a technological development* involves:

- identifying the knowledge and practices drawn from the disciplines
- identifying how individuals from the disciplines collaborated during the technological development
- describing the impact of knowledge, practices and collaboration on the technological development.

*Demonstrate in-depth understanding of how different disciplines influence a technological development* involves:

- explaining how knowledge, practices and collaboration impacted on the technological development.

*Demonstrate comprehensive understanding of how different disciplines influence a technological development* involves:

- discussing how knowledge, practices and collaboration interacted to impact on the technological development.

3 The technological development explored must clearly draw from two or more disciplines and involve collaboration between individuals. Examples of technological developments include but are not limited to – refrigeration, bicycles, virtual reality, world wide web (www), smart materials, functional foods, flat pack furniture, remote control.

4 *Disciplines* are fields of study that include but are not limited to – technology, psychology, mathematics, management, law, science, social science, the arts, architecture and ethics. These may exist in isolation (e.g. physics) or in subsets (eg thermodynamics) or in combination (e.g. mechanical engineering).

5 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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## 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