

Achievement Standard

Subject Reference	Digital Technologies 3.40		
Title	Demonstrate understanding of complex concepts of information systems in an organisation		
Level	3	Credits	4
		Assessment	External
Subfield	Technology		
Domain	Digital Technologies		
Status	Registered	Status date	4 December 2012
Planned review date	31 December 2019	Date version published	17 November 2016

This achievement standard involves demonstrating understanding of complex concepts of information systems in an organisation.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of complex concepts of information systems in an organisation. 	<ul style="list-style-type: none"> Demonstrate in-depth understanding of complex concepts of information systems in an organisation. 	<ul style="list-style-type: none"> Demonstrate comprehensive understanding of complex concepts of information systems in an organisation.

Explanatory Notes

- This achievement standard is derived from Level 8 of the Technology learning area 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 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 at Work Act 2015.

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 complex concepts of information systems in an organisation* involves:
- explaining the interaction between the main components of an information system
 - explaining the nature of information and discussing differences between data, information, and knowledge
 - explaining the characteristics of 'good' information
 - explaining the importance of end-user considerations in information systems
 - explaining security management for information systems.

Demonstrate in-depth understanding of complex concepts of information systems in an organisation involves:

- discussing the nature and value of information
- discussing the impact on and influence of end-user considerations on information systems
- discussing the implications of security management for information systems.

Demonstrate comprehensive understanding of complex concepts of information systems in an organisation involves:

- discussing how information systems add value
- evaluating the trade-offs between the characteristics of good information (eg timeliness vs accuracy)
- evaluating the trade-offs between security management in an information system and end-user considerations.

- 3 The main components of an information system are hardware, software, data, procedures, and people.
- 4 Characteristics of good information may include: accuracy, timeliness, relevance, appropriateness.
- 5 End-user considerations may include: ease-of-use, work procedures, implementation requirements, and training needs.
- 6 *An organisation* may include: a tertiary institution, a business, a hospital, a government department.
- 7 Assessment Specifications for this achievement standard can be accessed through the Technology Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.

Replacement Information

This achievement standard, AS91634, AS91636, and AS91641 replaced AS90684.

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