

Achievement Standard

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

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

Explanatory Notes

- 1 This achievement standard is derived from Level 6 of the Technology learning area (Technological Practice 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 in Employment Act 1992, and in the *Technology Curriculum Support*, October 2010 that can be found at <http://www.techlink.org.nz/curriculum-support/pdfs/technology-curriculum-support-Oct-10.pdf>.

Further information about planning for practice can be found at <http://www.techlink.org.nz/curriculum-support/papers/practice/plan-practice/index.htm> and <http://www.techlink.org.nz/curriculum-support/indicators/index.htm>.

- 2 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.
 - 3 *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.
 - 4 *Planning tools* may include but are not limited to – brainstorm, mind-maps, idea banks, reflective journals and scrapbooks, plans of action, Gantt charts, flow diagrams, graphical organisers, spreadsheets and databases.
 - 5 Resources may include but are not limited to – time, materials, tools and equipment, research information, community and school-based specialist knowledge and skills.
 - 6 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.
 - 7 An *outcome* for the purpose of this standard is a conceptual design for an outcome and/or a technological outcome itself (prototype).
 - 8 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
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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 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

0233