

## 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 2014	<b>Date version published</b>	20 January 2011

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 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 characteristics of technology can be found at <http://www.techlink.org.nz/curriculum-support/papers/nature/char-tech/index.htm> and <http://www.techlink.org.nz/curriculum-support/indicators/index.htm>.

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 (eg physics) or in subsets (eg thermodynamics) or in combination (eg mechanical engineering).

5 Conditions of Assessment related to this achievement standard can be found at <http://www.tki.org.nz/e/community/ncea/conditions-assessment.php>.

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## 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