

## Achievement Standard

**Subject Reference** Generic Technology 1.10

**Title** Demonstrate understanding of design elements

**Level** 1      **Credits** 3      **Assessment** External

**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 demonstrating an understanding of design elements.

### Achievement Criteria

| Achievement   | Achievement with Merit   | Achievement with Excellence   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Demonstrate understanding of design elements.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of design elements.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate comprehensive understanding of design elements.</li> </ul> |

### Explanatory Notes

- 1 This achievement standard is derived from the Level 6 achievement objectives from 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, 2010 at <http://seniorsecondary.tki.org.nz>.

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

- 2 *Demonstrate understanding of design elements* involves:
- describing the elements that underpin design within a specified context
  - describing considerations used to determine the quality of a design within a specified context.

*Demonstrate in-depth understanding of design elements* involves:

- explaining the elements that underpin design within a specified context
- explaining considerations used to determine the quality of a design within a specified context.

*Demonstrate comprehensive understanding of design elements* involves:

- discussing the quality of a design in relation to design elements and considerations of the specific context in which the design is situated.

- 3 Considerations used to determine the quality of a design include subjective and objective aspects.

Subjective aspects are those that are based on personal, cultural and sociological factors (eg preference, style, fashion, taste, identity, image, perception).

Objective aspects are those that can be established in a quantifiable sense (eg ergonomics, anthropometrics, purpose, operation, cost, production) and which are based on physical conditions.

- 4 *Design elements* may include but are not limited to: line, balance, shape, colour, symmetry, strength, contrast, durability, alignment.
- 5 The context may be specified by the teacher or the student. If the student specifies the context then the teacher must ensure that it provides sufficient opportunity for the exploration of design elements.
- 6 Assessment Specifications for this achievement standard can be accessed through the Technology Resources page found at <http://www.nzqa.govt.nz/ncea/resources>.
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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