

Achievement Standard

Subject Reference	Generic Technology 2.1		
Title	Undertake brief development to address an issue		
Level	2	Credits	4
		Assessment	Internal
Subfield	Technology		
Domain	Generic Technology		
Status	Registered	Status date	17 November 2011
Planned review date	31 December 2014	Date version published	17 November 2011

This achievement standard involves undertaking brief development to address an issue.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Undertake brief development to address an issue. 	<ul style="list-style-type: none"> Undertake in-depth brief development to address an issue. 	<ul style="list-style-type: none"> Undertake comprehensive brief development to address an issue.

Explanatory Notes

- 1 This achievement standard is derived from the Level 7 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>.

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 2007 that can be found at <http://www.techlink.org.nz/curriculum-support/papers/practice/brief-dev/index.htm>.

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

- 2 *Undertake brief development to address an issue* involves:
- identifying an issue as a result of exploring the context
 - determining a need or opportunity and associated stakeholders
 - reflecting ongoing consideration of the social and physical environment where the outcome will be developed and situated
 - reflecting ongoing key stakeholders' opinions

- describing the outcome to be developed and explaining why such an outcome should be developed
- explaining the physical and functional attributes required for an outcome
- producing a final brief comprised of a conceptual statement and specifications.

Undertake in-depth brief development to address an issue involves:

- prioritising social and physical environmental considerations related to where the outcome will be developed and situated
- reflecting ongoing feedback from key and wider stakeholders.

Undertake comprehensive brief development to address an issue involves:

- describing the outcome to be developed and justifying why that particular outcome should be developed
- justifying the specifications in relation to the physical and functional attributes required for an outcome.

- 3 *Context* refers to the wider social and physical environment in which technological development occurs. Contexts may include but are not limited to: storage, afterschool snacks, outdoor living, sustainable energy, sport, educational software, streetwear, portability, and laminated furniture.
- 4 It is intended that students will explore a given context provided by the teacher to identify an issue, determine a need or opportunity, and undertake brief development to communicate the nature of the outcome which resolves the issue. The context must allow students to explore a broad range of issues both current and future. Stakeholders must be accessible to students.
- 5 An outcome is a conceptual design for an outcome and/or a technological outcome itself (prototype).
- 6 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Replacement Information

This achievement standard, AS91355, and AS91357 replaced AS90347, AS90348, AS90349, AS90350, AS90351, AS90352, and 13410.

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