

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 2018 **Date version published** 20 November 2014

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"> Demonstrate understanding of design elements. 	<ul style="list-style-type: none"> Demonstrate in-depth understanding of design elements. 	<ul style="list-style-type: none"> Demonstrate comprehensive understanding of design elements.

Explanatory Notes

- 1 This achievement standard is derived from Level 6 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 in Employment Act 1992.

- 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/qualifications-standards/qualifications/ncea/subjects/>.
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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