

## Achievement Standard

<b>Subject Reference</b>	Generic Technology 3.1		
<b>Title</b>	Undertake brief development to address an issue within a determined context		
<b>Level</b>	3	<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>	4 December 2012
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	17 November 2016

This achievement standard involves undertaking brief development to address an issue within a determined context.

### Achievement Criteria

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

### Explanatory Notes

- This achievement standard is derived from Level 8 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 at Work Act 2015.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- 2 *Undertake brief development to address an issue within a determined context* involves:
- establishing an issue and identifying related context considerations
  - explaining the context considerations as related to an established issue
  - determining a need or opportunity that resides within the established issue
  - ongoing reflection of views of key stakeholders associated with the need or opportunity and wider stakeholders associated with the context
  - ongoing reflection of context considerations including the social and physical environment where the outcome will be developed and situated
  - developing a final brief that allows judgement of an outcome's fitness for purpose in the broadest sense.

*Undertake in-depth brief development to address an issue within a determined context* involves:

- demonstrating how the specifications allow a judgement of an outcome's fitness for purpose in the broadest sense.

*Undertake comprehensive brief development to address an issue within a determined context* involves:

- justifying why the specifications allow a judgement of an outcome's fitness for purpose in the broadest sense.

- 3 *Context* refers to the wider social and physical environment in which technological development occurs. Contexts may include: storage, afterschool snacks, outdoor living, sustainable energy, sport, educational software, streetwear, portability, furniture.
- 4 It is intended that students will establish an issue and explore related context considerations to determine a need or opportunity, and undertake brief development to communicate the nature of the outcome which resolves the issue. The context allows students to explore a broad range of issues both current and future. Ensuring that stakeholders are accessible for students is a key context consideration related to the issue.
- 5 Fitness for purpose in the broadest sense relates to the outcome itself as well as to the practices used to develop the outcome. Judgements may include:
- considerations of the outcome's technical and social acceptability
  - sustainability of resources used
  - ethical nature of testing practices
  - cultural appropriateness of trialling procedures
  - determination of life cycle, maintenance, ultimate disposal
  - health and safety.
- 6 An outcome is a conceptual design for an outcome and/or a technological outcome itself (prototype).
- 7 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-aligned-standards/Technology/Level-3-Technology>.

**Replacement Information**

This achievement standard, AS91609, and AS91610 replaced AS90613.

This achievement standard, AS91609, AS91610, and AS91611 replaced AS90620 and unit standard 13391.

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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