Assessment Schedule – 2020

Technology: Demonstrate understanding of redundancy and reliability in technological systems (91360)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of redundancy and reliability in technological systems involves: • explaining the importance of redundancy in the development of a technological system • explaining the importance of reliability in the development of a technological system • describing how redundancy was applied and reliability was addressed in a technological system.	Demonstrate in-depth understanding of redundancy and reliability in technological systems involves: • explaining why decisions regarding redundancy and reliability were made in the development of a technological system.	Demonstrate comprehensive understanding of redundancy and reliability in technological systems involves: • explaining why decisions regarding redundancy and reliability were made in the development of a technological system.

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
Not enough evidence to show understanding, and / or is substantially reproduced with little mediation by candidate.	Report is substantially produced by the candidate but demonstrates little understanding. One part of the required response may be completely missing, or several parts may be weak.	Describes and explains as required to show understanding. Some descriptions may be weak or partial.	Describes and explains as required to show clear understanding. Some explanation may be shown.	Explains as required to show in-depth understanding. Some aspects of explanation may be partial or weak.	Explains as required to clearly show in-depth understanding.	Explains as required to demonstrate comprehensive understanding. Some aspects may be partial or weak.	Explains as required to clearly demonstrate comprehensive understanding.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8

The final grade is determined using professional judgement based on a holistic examination of the evidence provided against the criteria.

Length and legibility

Where the candidate has provided a brief report, the report should not be penalised because of length.

Candidate work in excess of 10 pages must not be marked. In the case that the candidate has used a small font, the marker should make their own judgement about where to stop marking. This judgement should be made relative to 10 pages of text in 12pt Arial font, with 2.5cm margins.

Where work is illegible, it cannot be marked.

Digital submissions that cannot be read cannot be marked.

"Demonstration of understanding"

The report must use information to demonstrate understanding. The marker must exercise professional judgement to decide if it does so. The following guidance is provided to assist in making this judgement.

- The report demonstrates understanding if it can be described wholly or substantially by one or more of the statements in the left-hand column.
- The report does not demonstrate understanding if it can be described wholly or substantially by one or more of the statements in the right-hand column.
- If the report is comprised of both used and reproduced information, the marker must decide if it meets the standard when the reproduced information is ignored.

Evidence of use of information	Evidence of reproduction of information
The report describes and explains the candidate's use, in their practice, of information relating to the standard.	
Information from the candidate's practice, research, the practice of others, and teaching, is related to the candidate's technological experiences.	Information is presented in isolation from the candidate's technological experiences.
The report describes experiences that could be expected to come from a course of instruction derived from the Technology Learning Area in the *New Zealand Curriculum*. These could include but are not limited to • testing and trialling within a modelling process • developing a conceptual statement • developing a conceptual design • development of a brief • material selection • refinement of a brief • development of a prototype • development of a one-off solution. *Further examples may be added.*	Little or nothing is offered to suggest the information is related to a course of instruction at Level 7 of the *New Zealand Curriculum*.
Information from research, the practice of others, or teaching is reported in the candidate's own voice.	Information is not in the candidate's voice. The word choice, sentence structure, sentence length, punctuation etc. are not what a candidate could be expected to produce.
Referenced, complex research information unchanged by paraphrase is related to other information in a manner that unambiguously constructs meaning (very rare).	**Unreferenced**, complex, research information is presented as though it is the candidate's own work.