National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard

Technology Level 3

This exemplar supports assessment against:

Achievement Standard 91616

Demonstrate understanding of how the fitness for purpose of technological outcomes may be broadly interpreted

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade: Excellence
1.	For Excellence, the student needs to demonstrate comprehensive understanding of how the fitness for purpose of technological outcomes may be broadly interpreted.

This involves discussing the judgement of a technological outcome's fitness for purpose in the broadest sense and justifying this in relation to the era of development, and the geographical and social location.

There is no student work currently available at this grade.

A student would typically discuss the judgement of fitness for purpose in the broadest sense, justifying this in relation to the era in which the outcome has been developed and to their geographical and social locations.

A student at this grade would evaluate fitness for purpose in the broadest sense. The student would make sound decisions for the shift of social acceptance in the development of contemporary outcomes, due to global advances in technical aspects, sustainable production, consumer satisfaction, environment and cultural considerations, and concerns for ethics, health and safety.

The student would support their discussion with specific evidence. |

	Grade: Merit
2.	For Merit, the student needs to demonstrate in-depth understanding of how the fitness for purpose of technological outcomes may be broadly interpreted. This involves: • discussing the value of using fitness for purpose in the broadest sense for evaluating existing technological outcomes • discussing the value of using fitness for purpose in the broadest sense to guide the design, development and evaluation of new technological outcomes. There is no student work currently available at this grade. A student would typically discuss the value of using a broad definition of fitness for purpose to evaluate existing technological outcomes and the practices used to develop the outcome. For example, the student could explore physical and functional factors and wider factors such as economic, social, political and environmental concerns, both nationally and internationally. The student would typically discuss the value of a broader view of fitness for purpose to guide the design, development and evaluation of new technological outcomes. The student would support their discussion with specific evidence.

	Grade: Achieved
4.	For Achieved, the student needs to demonstrate understanding of how the fitness for purpose of technological outcomes may be broadly interpreted. This involves: • explaining why the judgement of a technological outcome's fitness for purpose may differ depending on the geographical and/or social setting, and may change over time • explaining fitness for purpose in the broadest sense and the implications of this for the design and development of technological outcomes. There is no student work currently available at this grade. A student could explore and compare the fitness for purpose of an outcome in more than one geographical and/or social setting. The student would explain why the judgement of a technological outcome's fitness for purpose differs as a result of its geographical and/or social location and why it may change over time. The student would typically explain the fitness for purpose of the outcome in the broadest sense, and suggest or draw conclusions about the implications for the development of the outcome(s) or the practices used to develop the outcome(s). The student would support their findings with specific evidence about the outcome(s) with explanation of the product's fitness for purpose in the broadest sense, examples of which are given in Explanatory Note 3.