Assessment Schedule – 2023

Technology: Demonstrate understanding of the role of subsystems in technological systems (91050)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrating understanding of the role of subsystems in technological systems involves: • identifying subsystems in technological systems • describing the role of subsystems in technological systems • describing how subsystems work together to allow technological systems to function.	Demonstrating in-depth understanding of the role of subsystems in technological systems involves: • explaining how control and feedback allow subsystems to function in technological systems • explaining the advantages and disadvantages of subsystems in technological systems.	Demonstrating comprehensive understanding of the role of subsystems in technological systems involves: • discussing the advantages and / or disadvantages of subsystems used in particular technological systems • discussing the implications of subsystems on the design, development and maintenance of technological systems.

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 as required to show understanding. Some aspects may be partial or weak.	Describes as required to clearly show understanding.	Explains as required to show in-depth understanding. Some aspects may be partial or weak.	Explains to clearly establish in-depth understanding.	Discusses to show comprehensive understanding. Some aspects may be partial or weak.	Fully discusses to clearly show 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 judgment based on a holistic examination of the evidence provided against the criteria.

Length and legibility

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

Candidate work in excess of 8 pages must not be marked. In the case that the candidate has used a small font, the marker should make their own judgment about where to stop marking. This judgment should be made relative to 8 pages of text in 12pt Arial font, with 2.5cm margins.

If 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 judgment to decide if it does so. The following guidance is provided to assist in making this judgment.

- 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, artificial intelligence, 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.	Little or nothing is offered to suggest the information is related to a course of instruction at Level 6 of the *New Zealand Curriculum*.
Information from research, the practice of others, artificial intelligence, and 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.