Characteristics of Technology

→ INFORMS WITHIN A LEVEL
→ PROGRESSION TO FOLLOWING LEVEL/S

LEVEL

1
- Identify that technology helps to create the made world.
- Identify that technology involves people designing and making technological outcomes for an identified purpose.
- Identify that technological practice involves knowing what you are making and why, planning what to do and what resources are needed, and making and evaluating an outcome.

2
- Describe the relationship between technology and the made, natural and social world.
- Describe examples to illustrate when technology has had a positive impact on society and/or the environment.
- Describe examples to illustrate when technology has had a negative impact on society and/or the environment.
- Describe how particular technological outcomes have changed over time and identify if this resulted in changing how people do things.
- Identify social and/or environmental issues that may have influenced particular technological practices and/or the attributes of outcomes produced.

3
- Explain why particular technological outcomes have changed over time.
- Describe examples of how technology has impacted on the social world over time.
- Describe examples of how technology has impacted on the natural world over time.
- Identify that technological knowledge is knowledge that technologists agree is useful in ensuring a successful outcome.
- Describe how societal and/or environmental issues can influence what people decided to make, how they would undertake planning, the selection of resources, and how they would make and test an outcome.

4
- Identify examples where technology has changed people's sensory perception and/or physical abilities and discuss the potential short and long term impacts of these.
- Identify and categorise knowledge and skills from technology and other disciplines that have informed decisions in technological development and manufacture.
- Identify examples of creative and critical thinking in technological practice.

5
- Explain how people's perception of technology influences their acceptance of technology.
- Explain how people's perception of technology impacts on future technological development.
- Explain how people's past experiences of technology (both in terms of the nature of practices undertaken and the initial development and ongoing manufacturing of outcomes) influences their perception of technology.
- Explain the role codified knowledge plays in technological practice.
- Explain how and why technological knowledge becomes codified.
- Discuss examples of creative and critical thinking that have supported technological innovation.

6
- Explain how interdisciplinary collaboration in technology can enhance and/or inhibit technological development and implementation.
- Describe examples of interdisciplinary collaboration in technology that has influenced, or could influence public understanding and acceptance of technology.
- Explain how different disciplines have impacted on technological practice.
- Explain why collaboration is important in technological developments that involve interdisciplinary work.

7
- Discuss examples to illustrate how socio-cultural factors influence technology and in turn technology influences socio-cultural factors in complex and ongoing ways.
- Explain technology as a field of on-going contestation and why competing priorities arise.
- Explain how critical evaluation, informed creativity and boundary pushing impacts on technological development and public views of technology.
- Explain how competing priorities have been managed in technological decisions of the past.

8
- Discuss why technology can challenge people's views of what it is to be 'human'.
- Discuss future scenarios where technology plays out different roles and justify projected impacts.
- Critique the role of technology in the development of sustainable environments.
- Discuss technology as intervention by design and explain the impacts and implications of this.
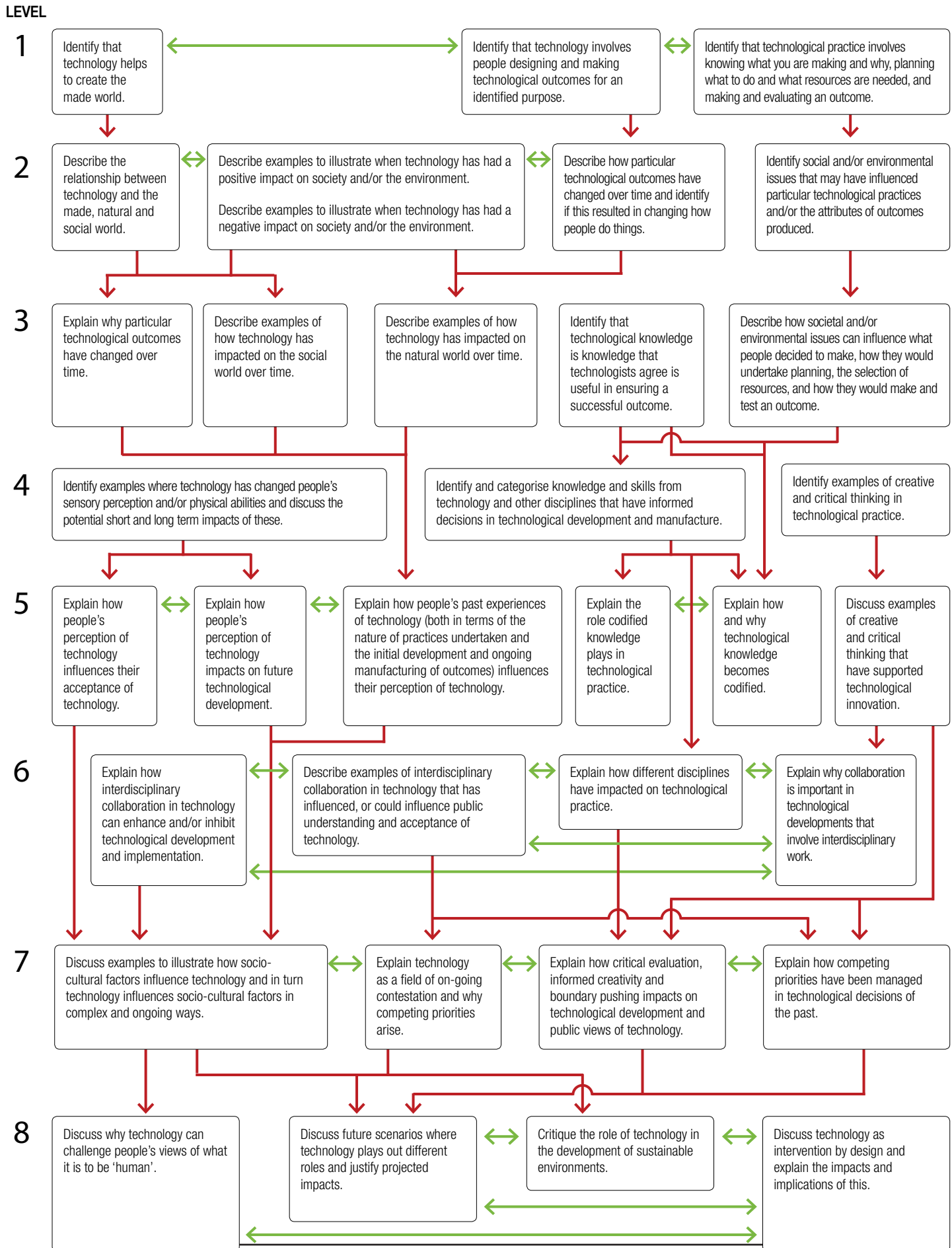
This diagram is one of eight showing how learning in the components of the technology curriculum, assessed in relation to the indicators, progresses within and across curriculum levels. Copyright © Ministry of Education 2010.