



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

Exemplar for Internal Achievement Standard

Design and Visual Communication Level 1

This exemplar supports assessment against:

Achievement Standard 91069

Promote an organised body of design work to an audience using visual
communication techniques

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 Boundary: Excellence
1.	<p>For Excellence, the student needs to effectively promote an organised body of design work to an audience using visual communication techniques.</p> <p>This involves:</p> <ul style="list-style-type: none"> • purposefully selecting the features of design ideas (student-generated in response to a design brief) to use in the composition of the presentation • communicating a high quality presentation that is convincing, and shows accuracy of layout, visual impact and the precise execution of techniques. <p>This student has displayed evidence of their own workstation designs produced from a design brief.</p> <p>The student has demonstrated the presentation research (1) and evaluation of modes (2) and evidence of purposefully selecting their own design ideas (3). They have analysed and used design principles and visual communications techniques (4).</p> <p>The final presentation to the audience represents a high quality, effective presentation that shows accuracy of layout, has visual impact and good execution of techniques (5).</p> <p>There are good levels of visual communication which clarify design thinking and assist the student to demonstrate informed designer decisions and justify reasons with annotations referring to opportunities and constraints (4). The actual presentation of design work to an audience is shown in an inset of the final presentation page (5) (top left corner).</p> <p>For a more secure Excellence, the student could have further explored the arrangement (composition and techniques) of the visual components on a page to ensure every element is able to viewed and read more clearly.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to clearly promote an organised body of design work to an audience using visual communication techniques.</p> <p>This involves:</p> <ul style="list-style-type: none"> • using their own designs generated in response to a design brief • purposefully selecting and applying techniques to ensure appropriate layout, composition and visual impact for the context of the brief and audience. <p>This student has displayed evidence of their own workstation designs produced from a design brief.</p> <p>The student has demonstrated presentation research (1) and evidence of purposefully selecting their own design ideas to use (2) from graphics practice. They have analysed design principles and visual communications techniques (3) when developing the composition of the presentation for visual impact (4).</p> <p>The final presentation (5) demonstrates accuracy of layout and is a good quality presentation (6) that clearly promotes an organised body of work to an audience (7).</p> <p>To reach Excellence, the student could include further evidence of evaluating and justifying the choice of presentation mode, and show how the elements of the presentation are organised to demonstrate high quality composition, visual impact and precise execution of techniques.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to clearly promote an organised body of design work to an audience using visual communication techniques.</p> <p>This involves:</p> <ul style="list-style-type: none"> • using their own designs generated in response to a design brief • purposefully selecting and applying techniques to ensure appropriate layout, composition and visual impact for the context of the brief and audience. <p>The presentation mode chosen (in response to a design brief from the teacher) is to create an Urbis Magazine article.</p> <p>This student has displayed evidence of their own spatial house designs produced from a design brief.</p> <p>The student has demonstrated presentation research of existing magazine designs (1). There is analysis of design principles (2) and visual communications techniques (3) when developing and exploring elements of layout and composition (4) appropriate for the context of a magazine (5).</p> <p>The final design is a good quality presentation that clearly promotes an organised body of work to an audience as an Urbis magazine article (6).</p> <p>For a more secure Merit, the student could demonstrate a more purposeful selection and application of presentation techniques and compositional elements based on the researched information. The student could use this to improve the quality of visual content including image production, models and page layout.</p>

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to promote an organised body of design work to an audience using visual communication techniques.</p> <p>This involves:</p> <ul style="list-style-type: none"> • using their own designs generated in response to a design brief • selecting and presenting the feature of an organised body of work to an audience. <p>The presentation mode in this example appears to have followed what other students had chosen: display boards.</p> <p>This student has displayed evidence of their own workstation designs produced from a design brief. The student has demonstrated research and analysis of other product presentations (1).</p> <p>The student has chosen images from their own design work to include in the context of the presentation (2) and used this information to explore different layouts and visual communication techniques (3) to improve the composition (4) for the context (5).</p> <p>The final design uses their own design content and presentation techniques that present the features of an organised body of work (6) to an audience (7).</p> <p>To reach Merit the student could give further evidence of reasons for the choice of presentation mode. The researched information about visual communication techniques could be used to enhance the layout, composition and visual appeal so that it clearly communicates the product design details to an audience.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to promote an organised body of design work to an audience using visual communication techniques.</p> <p>This involves:</p> <ul style="list-style-type: none"> • using their own designs generated in response to a design brief • selecting and presenting the feature of an organised body of work to an audience. <p>This student has displayed evidence of their own spatial designs produced from a design brief.</p> <p>The student has demonstrated the identification of a design problem - create a presentation (1) - and has reviewed and analysed design elements (2) and principles (3). Commercially developed presentations are reviewed (4) and the presentation mode decided on. This has led to the exploration of concept layouts (5) and composition options (6).</p> <p>There is evidence of choosing images from their own design work to use within the context of the presentation (7). The final design uses their own design content and presentation techniques that present the features of an organised body of work (8).</p> <p>For a more secure Achieved, the student could provide further evidence of using the researched information about visual communication techniques to enhance the layout and composition so that it clearly communicates the spatial design details to an audience.</p>

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to promote an organised body of design work to an audience using visual communication techniques.</p> <p>This involves:</p> <ul style="list-style-type: none"> • using their own designs generated in response to a design brief • selecting and presenting the feature of an organised body of work to an audience <p>This student has displayed evidence of their own ticket and banner designs produced from a design brief.</p> <p>The student has considered display board design (1) and has research of other examples of presentations (2).</p> <p>There is evidence of choosing images from their own design work to include in the context of a ticket design (3) and developing this using visual communication techniques (4). There is exploration of a panel style presentation design concept (5) and then the development of this into a pull-up banners idea (6). The final presentation models the banner style design (7).</p> <p>To reach Achieved, the student could provide further evidence of reasons for choice of presentation mode, an interconnected display of presentation design ideas, and development, with the final design showing evidence of their own design work in the presentation.</p>