



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

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|    | 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 communicating a high quality presentation that is convincing, and shows accuracy of layout, visual impact and precise execution of techniques.</p> <p>This student has displayed evidence of their own workstation designs produced from a design brief.</p> <p>The student has included design work sourced through reviewing presentation research (1), evaluated and selected techniques (modes and media) (2) and demonstrated evidence of purposefully selecting features of a body of work (their own design ideas) (3). They have selected and applied visual communications techniques (4).</p> <p>The final presentation to the audience represents a high quality outcome, i.e. an effective presentation that shows accuracy of layout, with visual impact and precise execution of techniques (applying compositional principles for accuracy of layout and visual impact) (5).</p> <p>There are convincing levels of visual communication where design thinking is clarified (using annotations and visuals), and this assists the student to demonstrate informed design decisions (4). The actual promotion of design work to an audience is shown in an inset (top left) of the final presentation page (5).</p> <p>For a more secure Excellence, the student could have further explored the arrangement on a page (design elements that provide precise execution of techniques, e.g. visual composition and techniques, and the use of typography) to ensure the presentation is able to viewed and read more clearly.</p> |

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|    | <b>Grade Boundary: High Merit</b>  |
| 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 purposefully selecting and applying techniques to ensure appropriate layout, composition and visual impact for the context of the brief and audience.</p> <p>This student has displayed evidence of their own workstation designs produced from a design brief.</p> <p>The student has included design work sourced through reviewing presentation research (1), demonstrated evidence of purposefully selecting visual communications techniques (using planning and applied design principles for layout, composition and visual impact) (3), and used their own design ideas for the content (2) when developing the composition of the presentation for visual impact (4).</p> <p>The final presentation (5) demonstrates a good quality presentation (ensuring that layout, composition and visual impact are appropriate for the context) (6), and it 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 showing how the elements of the presentation are organised to demonstrate high quality composition, visual impact and good execution of techniques.</p> |

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|    | 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. The presentation mode chosen by the teacher is to create an Urbis Magazine article.</p> <p>This involves purposefully selecting and applying techniques to ensure appropriate layout, composition and visual impact for the context of the brief and audience.</p> <p>This student has displayed evidence of their own spatial house designs produced from a design brief.</p> <p>The student has included design work sourced through research by reviewing existing magazine design presentations (1), and purposefully selected visual communications techniques (e.g. modes and media including applying design principles for accuracy of layout and visual impact) (2) (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 (ensuring that layout, composition and visual impact are appropriate for the context), and it 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 provide further evidence of using the researched information about presentation techniques and compositional elements to improve the quality of visual content, including image production, models and page layout.</p> |

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|    | <b>Grade Boundary: High Achieved</b>   |
| 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 selecting and presenting the features of an organised body of work to an audience.</p> <p>The presentation mode in this example appears to have followed what other students had chosen: display boards. This student has displayed evidence of their own workstation designs produced from a design brief.</p> <p>The student has included design work sourced through research by reviewing other product presentations (1). The student has used features of a body of work (images from their own design work) to include in the context of the presentation (2), and used this information to explore different layouts (3) and visual communication techniques (e.g. modes and media) (4) to improve the presentation (5).</p> <p>The final design uses their own design content and visual communication techniques that present the features of an organised body of work (6) to an audience (7).</p> <p>To reach Merit, the student could include further evidence of reasons for the choice of presentation mode, and use the researched information about visual communication techniques to enhance the layout, composition and visual appeal so that the presentation clearly communicates the spatial design details to an audience.</p> |

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|    | 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 selecting and presenting the features of an organised body of work to an audience.</p> <p>This student has displayed evidence of their own spatial designs produced from a design brief.</p> <p>The student has demonstrated the identified need to promote an organised body of design work (1), and reviewed visual communication techniques (2) (3). The student has demonstrated evidence of including design work sourced through research by reviewing other product presentations (4), and using this as a guide to promote features (concept layouts) (5) of an organised body of design work (composition options) (6).</p> <p>There is evidence of selecting images from their own design work to use within the context of the presentation (7). The final design uses visual communication 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 visual communication techniques to enhance the layout and composition so that it clearly communicates the spatial design details to an audience.</p> |

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|    | 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 selecting and presenting the features of an organised body of work to an audience.</p> <p>This student has displayed evidence of their own ticket and banner designs produced from a design brief.</p> <p>The student has considered board design (1) and has demonstrated evidence of including design work sourced through research of other examples of presentations (2). 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).</p> <p>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 the organised body of design work (their own design work) in the presentation.</p> |