



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 91066**

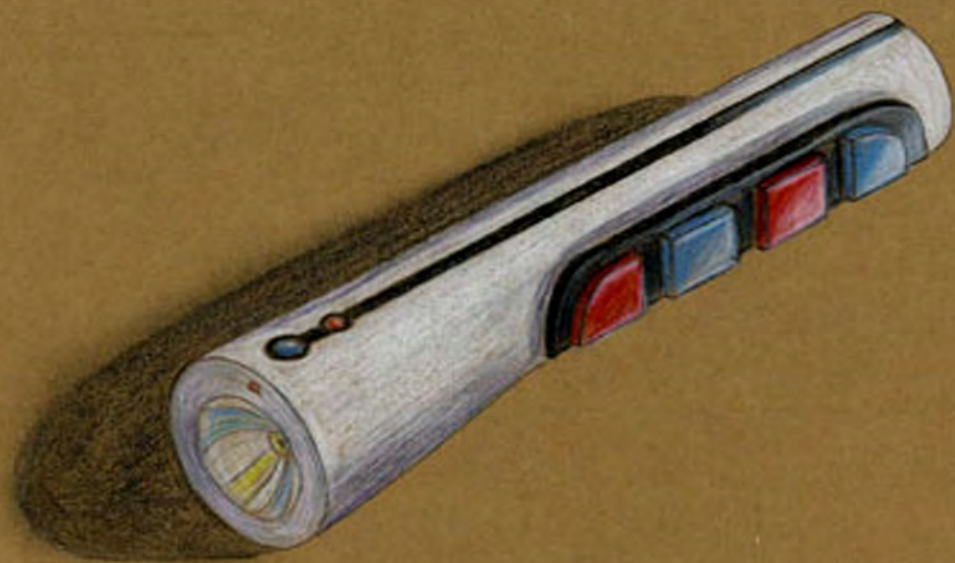
**Use rendering techniques to communicate the form of design ideas**

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

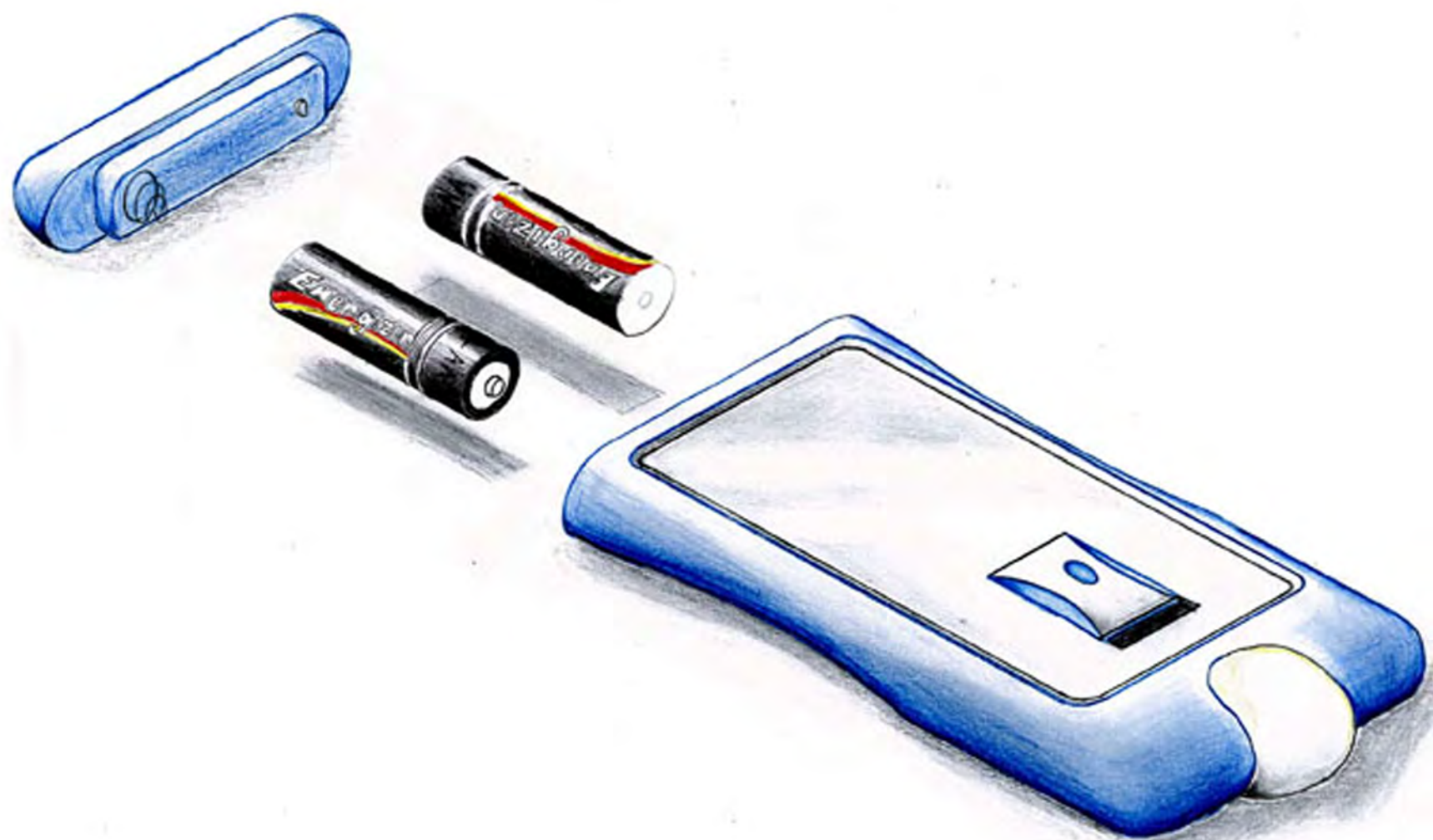
New Zealand Qualification Authority

To support internal assessment from 2014

	<b>Grade Boundary: Low Excellence</b>
1.	<p>For Excellence, the student is required to use rendering techniques to effectively communicate the form of design ideas.</p> <p>This means that the student is expected to skilfully apply rendering techniques to convincingly communicate shape and surface qualities, enhancing the realistic representation of design qualities to an audience.</p> <p>The image of a torch supplied has shown skilful application of rendering techniques. There is rendering of the object that shows consistent application of highlights and shade.</p> <p>To move this sample to a more secure Excellence grade, the definition of the highlights could be sharpened, to enhance the realistic representation of the object. The detail around the lens of the torch could also be enhanced by showing more surface qualities of the object.</p>



	Grade Boundary: High Merit
2.	<p>For Merit, the student is required to use rendering techniques to clearly communicate the form of design ideas.</p> <p>This involves the consistent application of rendering techniques to communicate an object's shape and surface qualities.</p> <p>The student has produced a rendered image of a torch that communicates their ideas by showing consistent application of rendering techniques, i.e. the relevant highlights caused by light hitting the object.</p> <p>To move to an Excellence grade the highlights could be better positioned on the object and more defined.</p> <p>The rendering could be enhanced to show sharper definition of the button and glass components of the torch.</p> <p>The surface changes of the object could also be delineated, by varying tonal values rather than rendering to solid lines.</p>

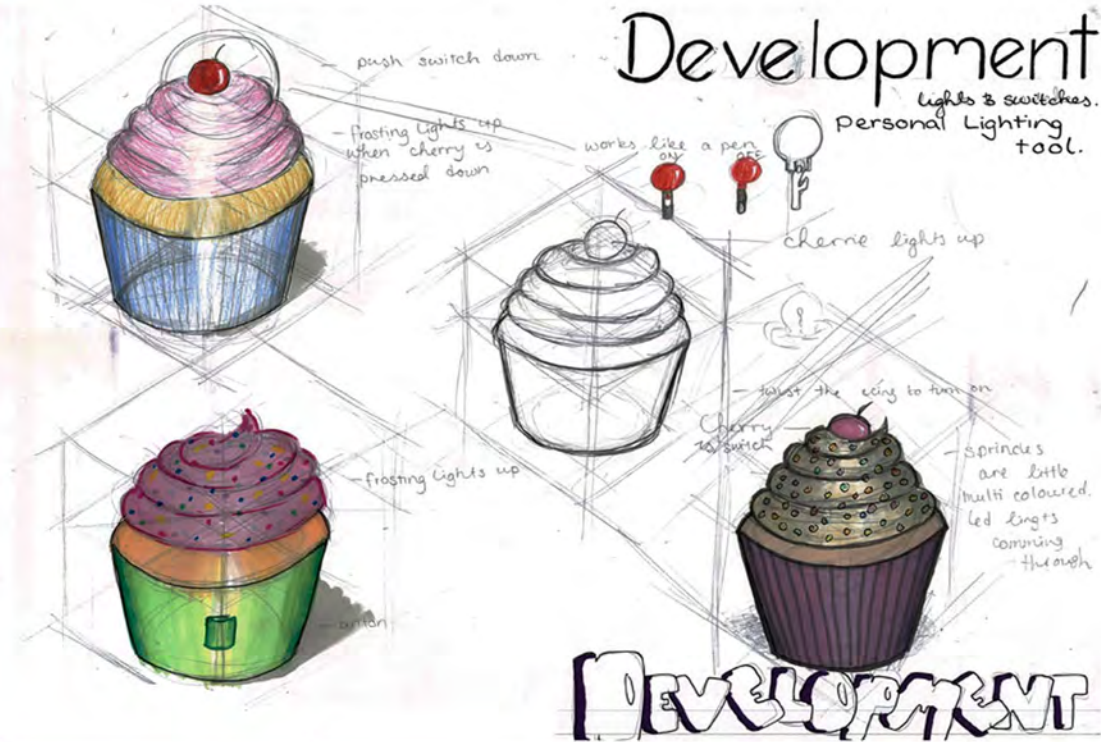
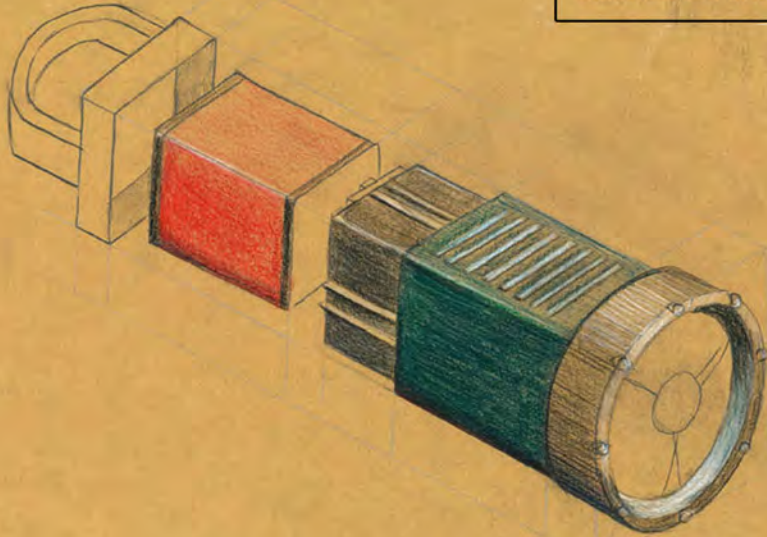


13.5.10

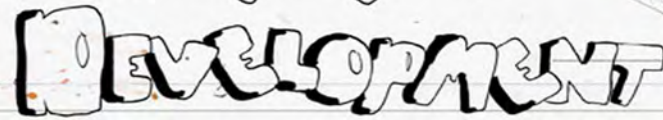
SCALE 1:1

RENDERED TORCH

	Grade Boundary: Low Merit
3.	<p>For Merit, the student is required to use rendering techniques to clearly communicate the form of design ideas.</p> <p>This involves the consistent application of rendering techniques to communicate an object's shape and surface qualities.</p> <p>The student has started to consistently apply rendering techniques to communicate the objects form in their ideas for a design of a torch that looks like a cupcake.</p> <p>They have produced images with tonal change applied across each image. Some images have highlights evident, i.e. the effect of the light hitting the object.</p> <p>The evidence of highlights and tonal change is better on the top icing of the cupcake image (1). The highlights and shadow are less consistently applied on the actual cupcake part of the image.</p> <p>To move towards a more secure Merit, greater consistency is required across the image(s) in the application of rendering techniques, i.e. the highlights, shadow and shade.</p>



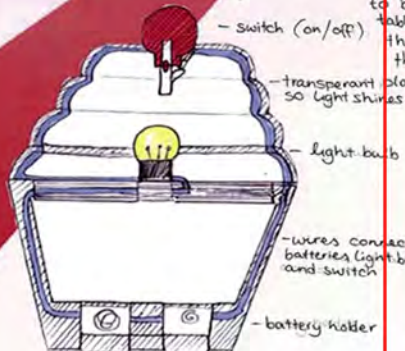
Personal Lighting tool



# Summary development PERSONAL LIGHTING TOOL

For my personal lighting tool, I have decided to use a cupcake design. I have chosen to use a cupcake design, because it is physically pleasing to the eye and unique.

It works by pushing down down the cherry (switch) which turns the light on. When the light is on, the inside of the icing area illuminates, therefore the light shines through the purple tinted transparent plastic and lights up the room.



SECTIONAL 2 DCU1 AWAY.

I have designed my touch to be fitted into an average sized hand but also to be placed on a bed side table or table piece. therefore my design meets the brief with its practical yet unique design.



PERSPECTIVE 3-D



- I chose to let the icing light up because it will give off the most light and looks effective.

ISOMETRIC 3-D

I have chosen to make the area indicated just smaller than the average hand size so that my personal light tool is easy to hold. I have chosen colours that draw attention and are pleasing to the eye.

1



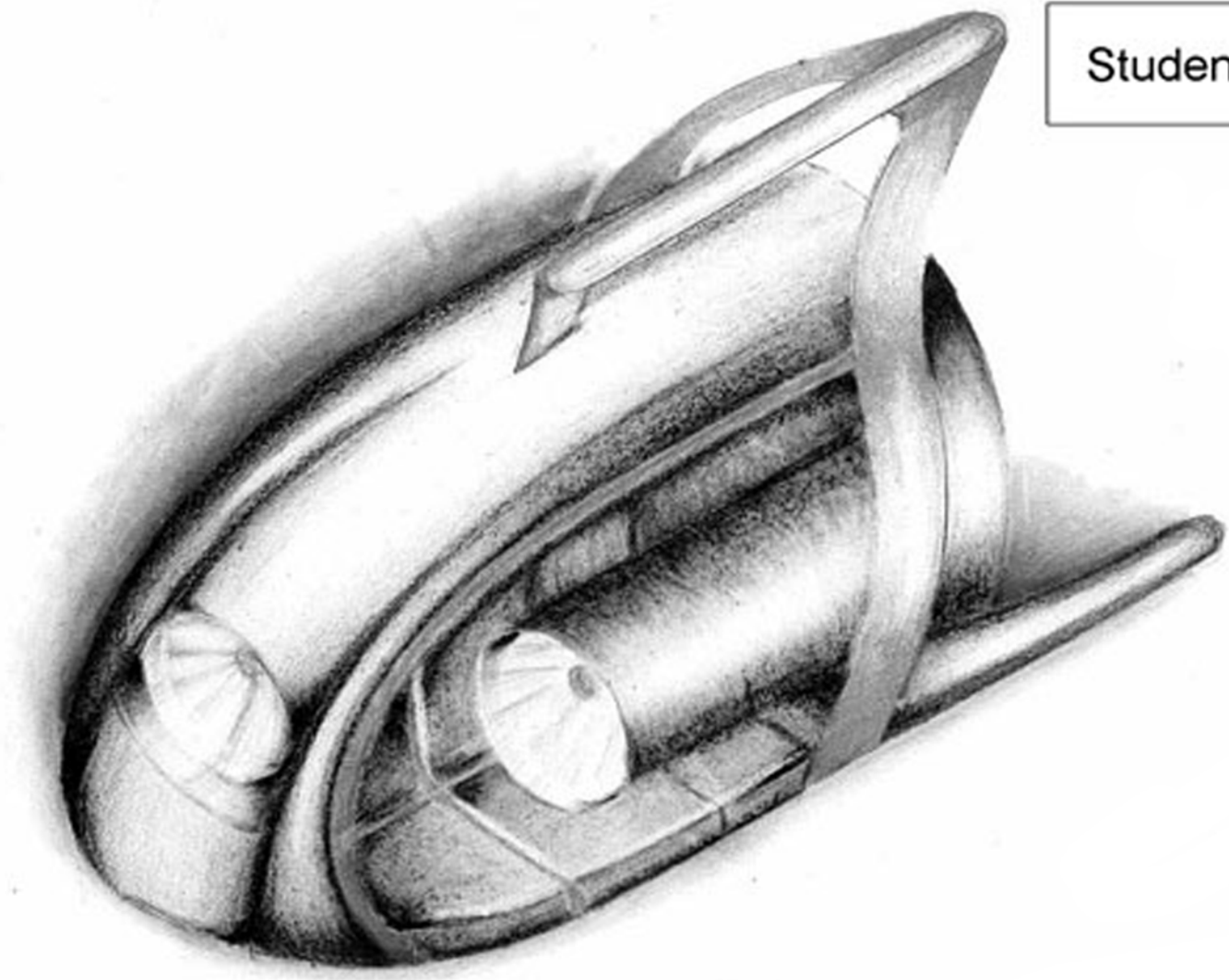
# INSTRUMENTAL DRAWING

CUPCAKE TOUCH



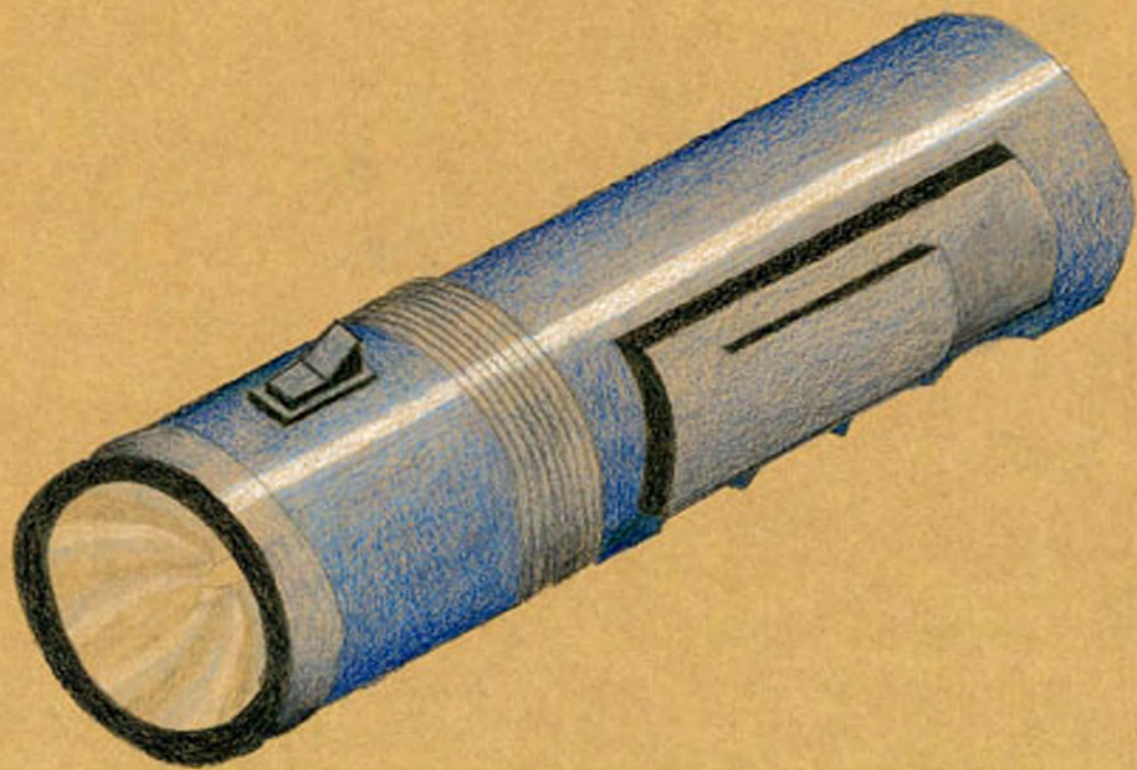
	Grade Boundary: High Achieved
4.	<p>For Achieved, the student is required to use rendering techniques to communicate the form of design ideas.</p> <p>The student will need to show evidence indicating the tonal qualities produced by an identified light source, and its three dimensional effects on the object's shape and surface qualities.</p> <p>This complex design for a torch is beginning to show skilful application of rendering techniques to communicate the ideas. There is evidence that highlights and shadow are applied, but the direction of the light source is not consistent with the highlights and shadow on the object.</p> <p>To move this sample to Merit, the rendering techniques that communicate the object's shape and surface qualities need to be more consistently applied, to show a directional light source.</p>

Student 4: High Achieved



	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student is required to use rendering techniques to communicate the form of design ideas.</p> <p>The student will need to produce evidence indicating the tonal qualities produced by an identified light source and its three dimensional effects on the object's shape and surface qualities.</p> <p>The student has used rendering techniques to communicate the form of the object in their ideas for the design of a torch.</p> <p>There is evidence of tonal change with highlights on the image. The highlight applied is very linear and could be blended into the overall rendering of the object. There are areas of the rendering that could be completed more fully.</p> <p>To move this sample to a more secure Achieved the application of tonal change would need to be enhanced across the image.</p>

Student 5: Low Achieved



	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student is required to use rendering techniques to communicate the form of design ideas.</p> <p>The student will need to produce evidence indicating the tonal qualities produced by an identified light source, and its three dimensional effects on the object's shape and surface qualities.</p> <p>The student is beginning to use rendering techniques to communicate the form of the object in their ideas for the design of a torch. There should be more evidence of tonal change across the curved surfaces of the object. The front surface of the image is incomplete and not rendered.</p> <p>To move this sample to Achieved, the drawing should more complete, and a more appropriate application of tonal change should be evident.</p>

Student 6: High Not Achieved

