



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

Exemplar for Internal Achievement Standard

Visual Arts Level 2

This exemplar supports assessment against:

Achievement Standard 91310

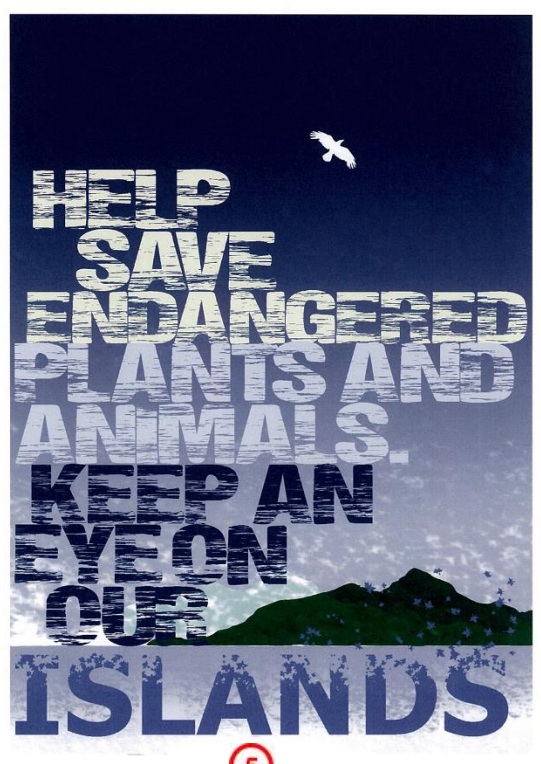
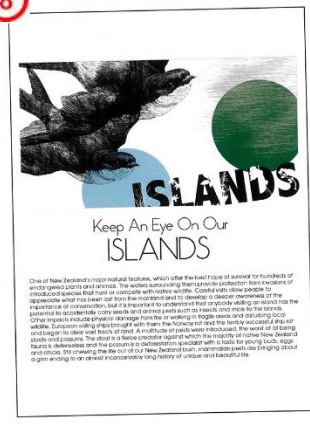
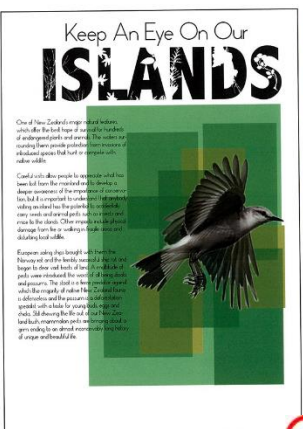
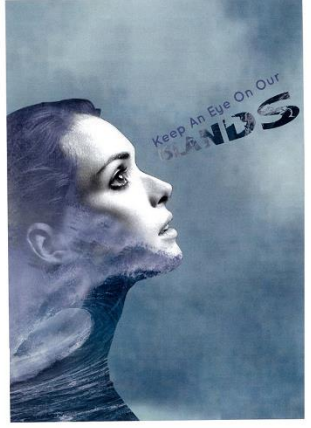
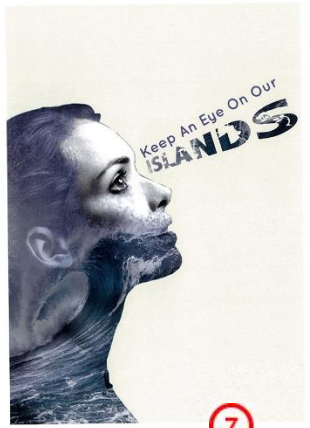
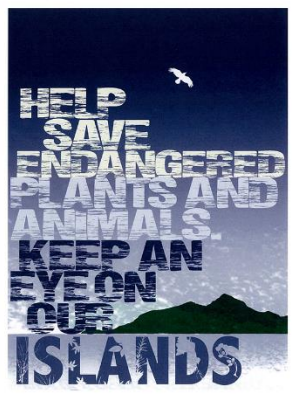
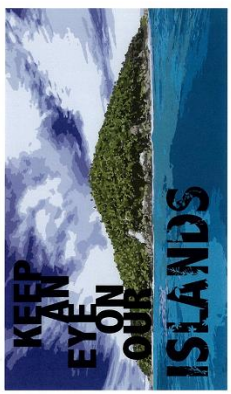
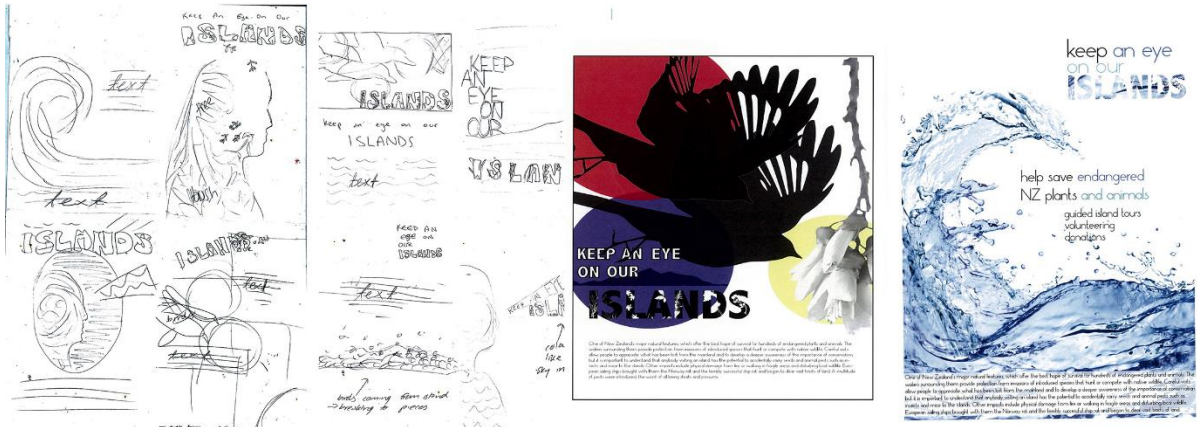
**Use drawing methods to apply knowledge of conventions appropriate
to design**

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: Low Excellence
1.	<p>For Excellence, the student needs to use drawing methods to apply in-depth knowledge of conventions appropriate to design.</p> <p>This involves critically selecting and using particular processes, procedures, materials, techniques and pictorial conventions according to an intended purpose when making artworks.</p> <p>This student has demonstrated considered selection and consistently assured application of digital manipulation, typographic, and layout conventions appropriate to promotional brief. This shows purposeful use of the particular characteristics and constraints to achieve a specific outcome. For example, the fragmenting of the top half on each letter in the word 'islands' (1) (2) effectively communicates the concept of flight relevant to the bird sanctuary proposition.</p> <p>The success of the outcomes (2) (4) are founded in the thorough research of the topic on page one and design models (3) (6). In-depth understanding is demonstrated where the sample integrates precedents rather than simply modifying existing solutions. For example, the stacked nil-kerning of the 'spring tide' (3) and gun (4) have been recombined with textural, colour and tonal innovations in the final outcome (5).</p> <p>For a more secure Excellence, the student could take even greater ownership of ideas by further developing personal typographic and visual solutions. This may include developing original resource material rather than relying on appropriated images (6) (7). Developing imagery through drawing or photography enables students to show a greater understanding of the characteristics and constraints relevant to marketing and print based design contexts.</p>



8

5

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to use drawing methods to apply specific knowledge of conventions appropriate to design.</p> <p>This involves selecting and using particular processes, procedures, materials, techniques and pictorial conventions according to an intended purpose when making artworks.</p> <p>This student has shown successful application of knowledge of contemporary typography and layout practices to produce a specific logo (5) and promotional outcomes (7). The success of these outcomes is based on a clearly identified thematic purpose (1) supported by research of appropriate visual resources (2) and established practice (3).</p> <p>The logo investigation uses typographic conventions such as scale, weight, and zero leading, combined with a simplified small house form (4). This allows the student to explore graphic responses to the tag line 'Thinking inside the box' communicating the small house theme of the proposal.</p> <p>To reach Excellence, the student could show more critical selection by further refining the postcard sequence. This may include reconsidering the graphic and typographic strengths of some the developmental ideas (6) and/or reconsidering the visual relationship between logo and postcard (5) (7). For example, unifying the colour and font selections may result in a more cohesive branding identity demonstrating an in-depth understanding of graphic marketing conventions.</p>

Student 2: High Merit
 NZQA Intended for teacher use only

Level 2

CONCEPT FOR ECO CAMPAIGN 2014

1

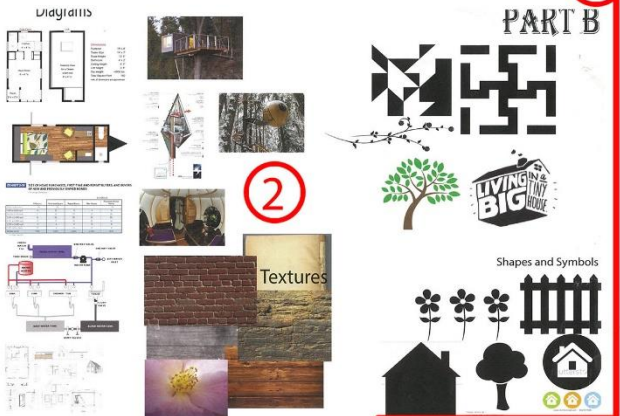
What eco issue are you going to promote?
 I am trying to promote the Tiny House Movement to encourage simplistic housing and living. These houses are environmentally friendly and affordable.

Where can/will you find information about this issue?
 You can find information on this issue online, in magazines, newspapers, interviews and friends.

Who is your campaign aimed at?
 This campaign is aimed at single people, couples, or small families. Adults interested in the Tiny Houses are usually between the ages of 25-50. Most people interested in the Tiny Houses are planning on building their own. 55% of Tiny House owners are female and 45% are male.

what kind of campaign slogan could be used to promote your campaign Think up at least 2.

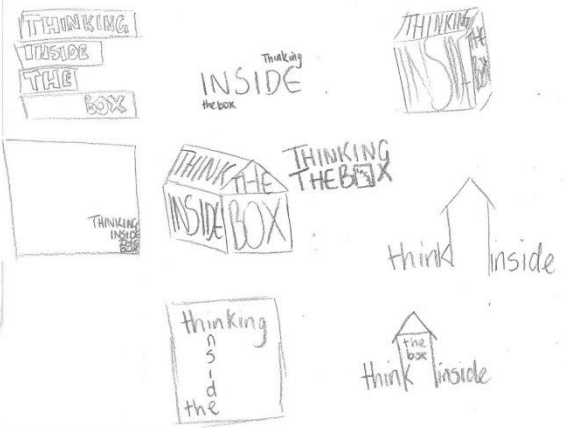
- Think/Thinking inside the box
- Thinking outside the box



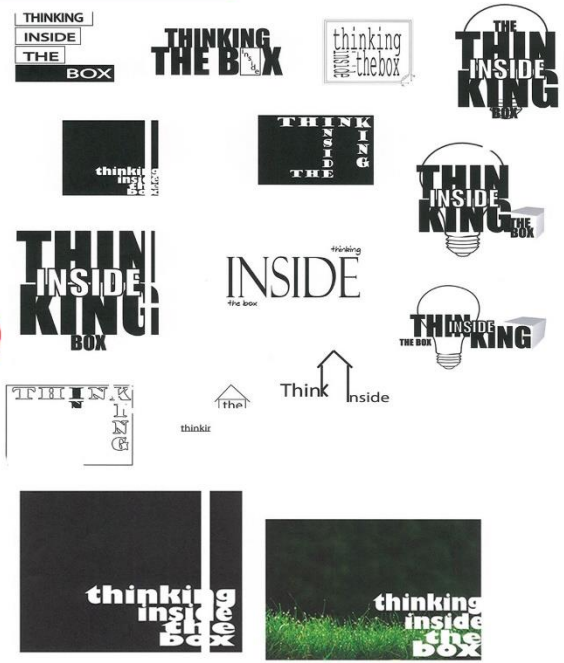
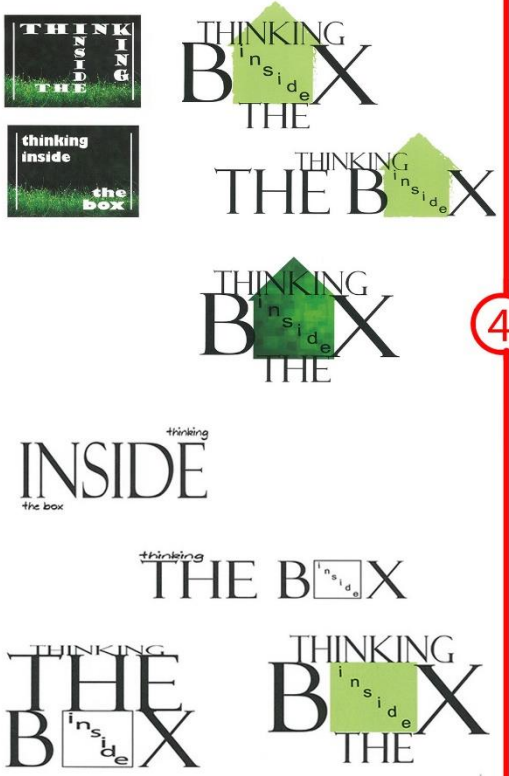
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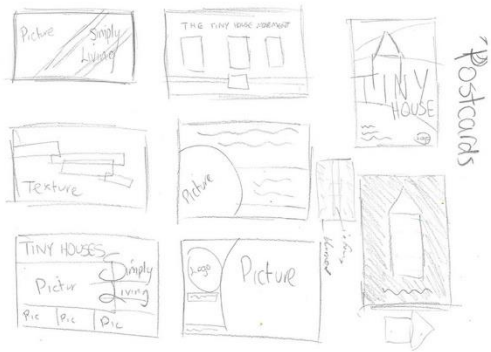
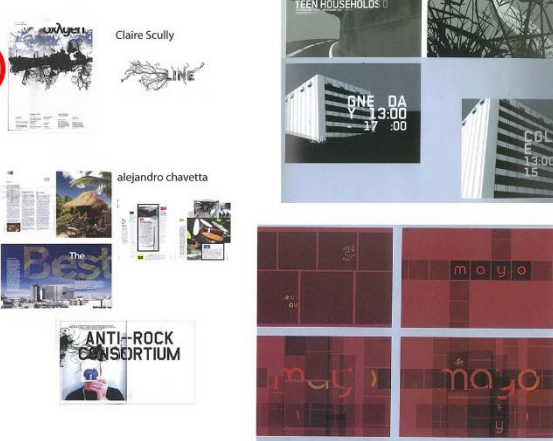


Typography artist models

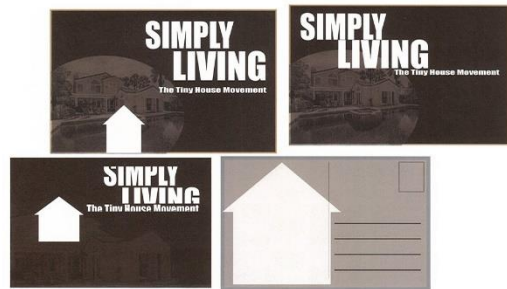
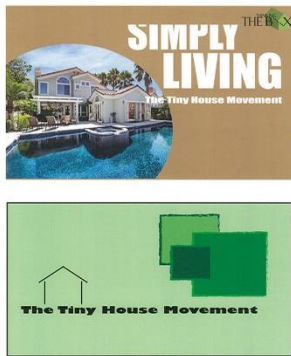


Magazine artist models

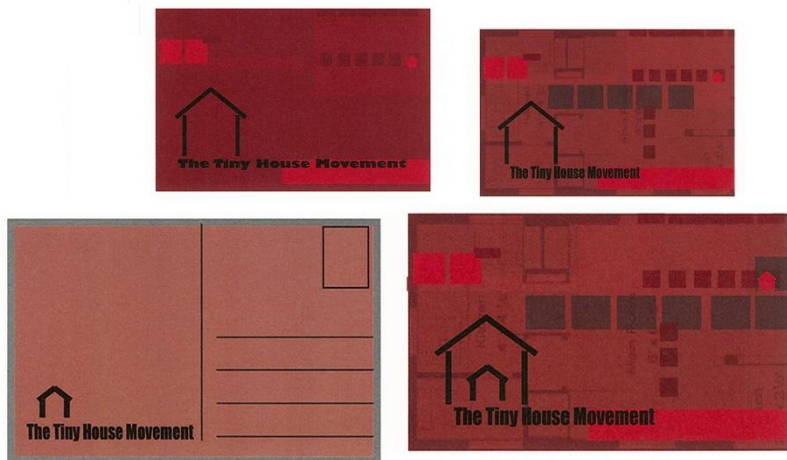
3



6



7



	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to use drawing methods to apply specific knowledge of conventions appropriate to design.</p> <p>This involves selecting and using particular processes, procedures, materials, techniques and pictorial conventions according to an intended purpose when making artworks.</p> <p>This student has demonstrated application of specific typographic conventions to engage the viewer and promote an ecological message. These conventions include inversion, repetition, rotation and size/placement to manage text hierarchy.</p> <p>While the preliminary concepts use the interplay between positive and negative elements for decorative effect (1), the final design (4) uses it for a specific communicative purpose. For example, the white 'S' in the final outcome draws attention to the silhouette being a bottle rather than another building.</p> <p>The student shows considered selection by abandoning the more complicated illustrative ideas (2) that tend to confuse the issue. Removing the photographic bottles from the later concepts (3) results in a stronger, more unified graphic solution (4).</p> <p>For a more secure Merit, the student could further refine some of the less comfortable placements of typographic features in the final poster. For example, in the 'to' could be shifted to sit between the 's' of trash and 'o' of towers which would activate the in-between void and make the message more instantly legible. A more sustained investigation of established typographic practice would inform more specific application of particular conventions.</p> <p>Establishing a clear connection between colour/shape and meaning, such as water or bubbles, would show more deliberate and informed knowledge of design convention of pictorial communication.</p>

Student 3: Low Merit
 NZQA Intended for teacher use only

Level 2 CONCEPT FOR ECO CAMPAIGN 2014
 (Page one of your assignment)

student name : Henry Mortmore SW / KR

What eco issue are you going to promote? Drink bottles as building materials

Where can/will you find information about this issue ? Ive been finding my information on the internet and searching for images.

Who is your campaign aimed at ? My campaign is aimed at the people of new Zealand that are building homes, using a eco friendly resource for building materials. While building houses and other structures for the the people around Nz, it is recycling plastic waste, there for good for our environment. Be as specific as you can : age, sex, social niche etc

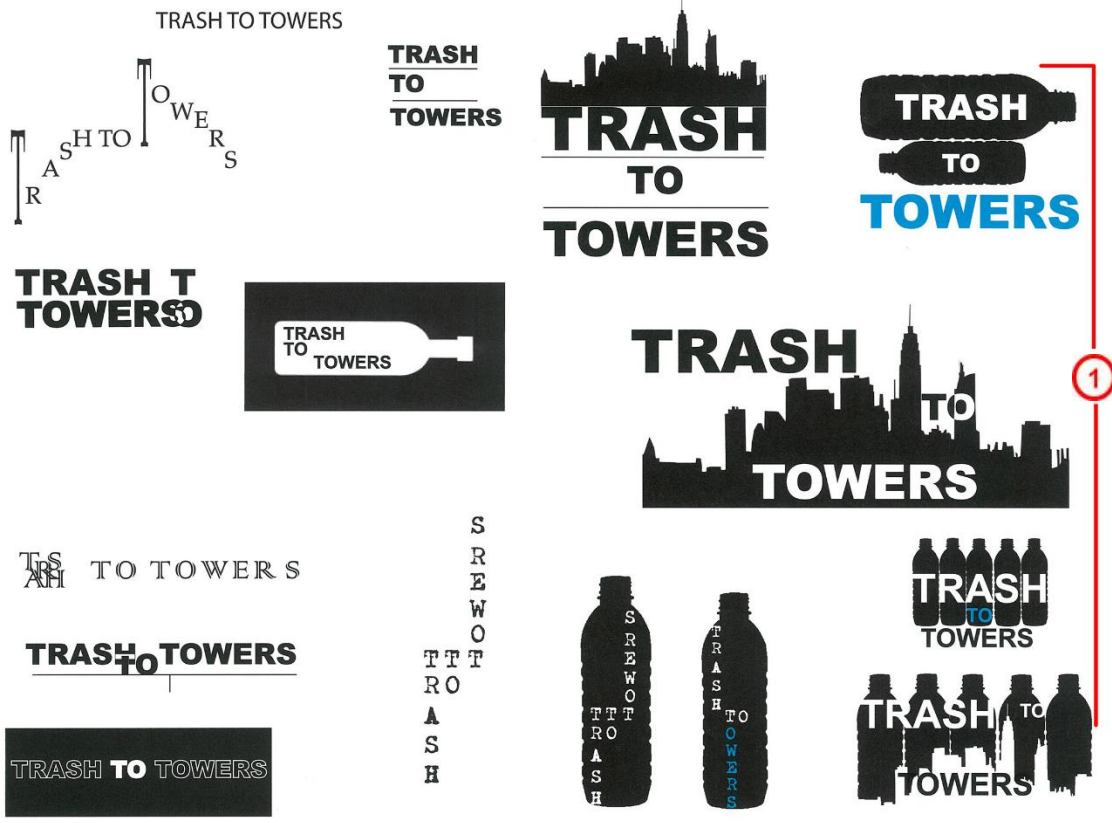
what kind of campaign slogan could be used to promote your campaign Think up at least 2
 Trash to towers
 Message in a bottle

Slogans

Drink
 Drank
 Plastic
 Bottles
 Ecology
 Environmnet
 Building
 Home
 Abode
 Recycle
 Re use
 Building with bottles
 Plastic place power
 Site
 Topia
 Cosm
 Utopia
 Waste
 Message in a bottle
 Building with bottle
 Bottle
 Think outside the bottle
 Buidings with bottle

Research : BPA (Bisphenol-A) a chemical that comes off old plastic, mainly from drinking bottles that harms the environment. There are companies that make Bpa free bottles so you would need to use them.

Architecture
 Don't bottle up your bottles
 Bottled blue prints
 Botling blue prints
 Bottlelecture
 House in a bottle
 Buildings in a bottle
 Recycled buildings
 Recycled
 Building by Upcycle
 The upcycled architecture initiative
 Amazing up-cycled architecture
 Conscious
 Awake
 Aware
 Collaboration
 Trash to towers



	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to use drawing methods to apply knowledge of conventions appropriate to design.</p> <p>This involves using processes, procedures, materials, techniques and pictorial conventions when making artworks.</p> <p>This student has applied typographic conventions, such as different font sizes, weight, and placement to create a visually engaging logo outcome (2). The integration of the stop symbol reinforces the primary message.</p> <p>The poster outcomes (4) show knowledge of digital manipulation and layout conventions. The visual style of the campaign is unified by the choice of using the same font, and the visual device of using the large capital 'D' from the logo for the 'Reuse, Recycle, Reduce' messages of the final poster (5). The student has considered placement of image and text to ensure the graphic element has impact and the words are legible.</p> <p>To reach Merit, the student could further refine the conventions specific to the poster context. This may include more considered application of the typography, and simplified graphic conventions demonstrated in the identified design models (1). The background of the logo in the final outcome (5) may be lightened to enhance its impact and legibility.</p> <p>Alternatively, the student may show more deliberate selection through the production or recombination of their own visual imagery for the poster outcomes through photography, drawing or digital processes. For example, the descending trash and cityscape concept (3) could be merged with the hourglass idea to create a self-generated graphic.</p>

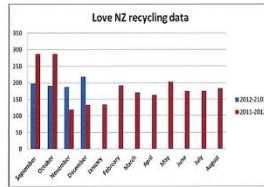
Student 4: High Achieved
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Research

Recycling is a process to change (waste) materials into new products to prevent waste of potentially useful materials, reduce the consumption of fresh raw materials, reduce energy usage, reduce air pollution (from incineration) and water pollution (from landfilling) by reducing the need for "conventional" waste disposal, and lower greenhouse gas emissions as compared to plastic production.[1][2] Recycling is a key component of modern waste reduction and is the third component of the "Reduce, Reuse and Recycle" waste hierarchy.

<http://en.wikipedia.org/wiki/Recycling>

Diagram

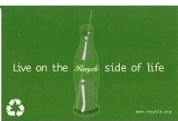


PLEASE RECYCLE WHEN EMPTY



Jessica Hische

Don't trash our future. Recycle!



1

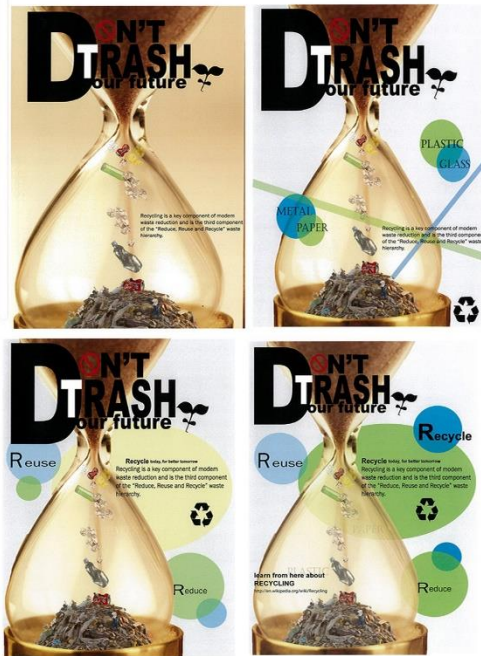




3



4



5



	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to use drawing methods to apply knowledge of conventions appropriate to design.</p> <p>This involves using processes, procedures, materials, techniques and pictorial conventions when making artworks.</p> <p>This student has explored typographic and layout conventions to promote an ecological message about using old gold to reduce the impact of continued mining. Topic information (1), design artist models (2), and possible resource images (3) have been identified.</p> <p>The student has trialled some typographic conventions including positive/negative interchange (4) and textural overlays (5). Bold font styles are selected to enable these conventions to be used while retaining sufficient legibility.</p> <p>A range of poster options are created (6) by explicitly emulating selected artist model solutions (2).</p> <p>For a more secure Achieved, the student could refine some of the decisions presented in the final outcome (7) to more effectively communicate the ecological message. This may include rearranging the 'Buy old gold – Bye new gold' catch phrase, which is easily overlooked in the top left corner. Placing greater emphasis on the 'buy' and 'bye' would clarify the message.</p> <p>Annotating the developmental imagery (6) regarding strengths and weaknesses, may enable the student to more successfully apply their knowledge of design conventions.</p> <p>The student could also consider developing their own imagery through drawing or photography. While open-cast gold mines may not be accessible, the student could document other wasteland style imagery from their own local environment. Self-generated imagery contributes to an understanding of the visual characteristics and constraints applicable to the print design context.</p>

Student 5: Low Achieved
 NZQA Intended for teacher use only

Level 2

CONCEPT FOR ECO CAMPAIGN 2014
 (Page one of your assignment)

What eco issue are you going to promote? To buy buy old gold because gold mining pollutes the planet

Where can/will you find information about this issue? (newspapers, internet, interviews, questionnaires, books, teachers, friends etc) I will get my information from mostly the internet.

Who is your campaign aimed at? all NZers? Children? Teenagers? car owners and drivers? woman only? Families? single people? young childless couples? people building there own home?

Be as specific as you can: age, sex, social niche etc
manly people who are into jewelry and are getting married because they need to buy a ring.

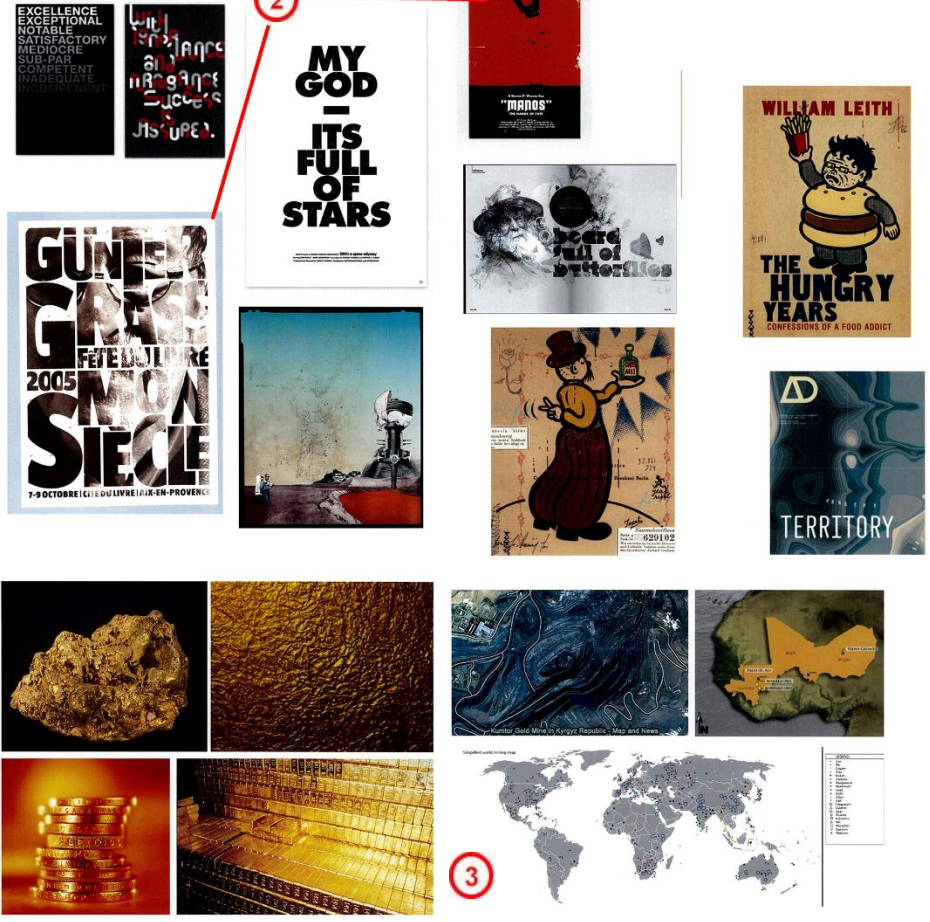
what kind of campaign slogan could be used to promote your campaign Think up at least 2.
"Buy old Gold Bye new gold"
"Be bold buy old gold"
 eg: unplug your life, snag the bag, bags not, get submerged....

PART A FIND:

Environmental impact of mining ①

1. water pollution - Mining can have adverse effects on surrounding surface and ground water if protective measures are not taken. The result can be unnaturally high concentrations of some chemicals, such as arsenic, sulfuric acid, and mercury over a significant area of surface or subsurface.
2. Most gold these days comes from large open-pit mines, where huge amounts of rock are churned up to extract tiny flecks of precious metal. A "rich" mine might contain just a few tenths of an ounce of gold per ton of ore; a "poor" one would have a few hundredths of an ounce per ton.
3. The mining watchdog group Earthworks estimates that a standard 18-karat wedding band leaves behind 20 tons of ore and waste rock.
4. Moving that much earth doesn't just require a lot of energy. It can also lead to toxic mine drainage, probably the biggest environmental concern associated with gold-mining.
5. When you dig up rock that's been buried for a long time, air and moisture can set off chemical reactions that produce acids and leach toxic metals. If those substances -- sulfuric acid, arsenic and copper, for example -- run off into lakes, rivers and streams, they will pose serious risks for populations of fish and other aquatic organisms.
6. Once you start extracting the gold from the ore, new issues arise. Take mercury, for example. The element, which has been linked to a host of negative health effects, is found in many metal and coal deposits. Large-scale gold operations often start processing ore by roasting it, which can shoot a lot of mercury into the atmosphere.
7. Whether or not they roast the ore, big mining operations typically finish off the extraction process by dousing the ore in cyanide. Cyanide is extremely lethal, but as an environmental contaminant it's not as problematic as mercury, since it degrades fairly quickly.
8. Some experts argue that we shouldn't have to mine new gold at all: We just need to let go all the shiny stuff we're hoarding. In 2008, it was estimated that 157,000 tons of gold had been mined throughout history -- and that individuals were sitting on a whopping 104,000 tons of it, in the form of bullion, coin and jewelry.
9. Gold and mercury are married, and the marriage is toxic. Large-scale gold mining operations are a source of mercury, extracting the unneeded metal along with gold. Small-scale artisanal gold mines in developing countries employ large amounts of mercury to produce gold.
10. The ongoing operations of large scale mechanized mining are also terribly destructive both to the land and to adjacent aquatic ecosystems. And all too often, the spoils of the process continue to poison the environment long after commercial operations have ceased.

PART C FIND INSPIRATION:



PART D BRAINSTORM :

WORDS

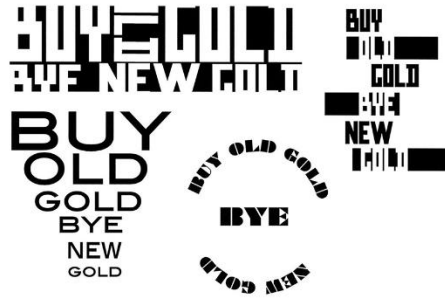
- GOLD - Treasure, Wealth, Bullion, Gilded
- MINING - Removing, Withdrawal
- ENVIRONMENTAL - Conservation, Ecofriendly, Ecological
- BAD - Evil, Awful, Wicked, Corrupt
- TOXIC - Deadly, Lethal, poisonous
- WASTE - litter, leftover, unused, unwanted

RHYMES

- GOLD - old, trolled, fold, mold, bowled, rolled, sold, strolled
- MINING - spring, ring, thing, bling, wing, string, ding, swing
- BAD - sad, dad, add, rad, grad, cad, mad, glad, doodad, keypad
- TOXIC - brick, chick, pick, thick, wick, thick, flick, quick
- WASTE - aced, based, paced, traced, raced, haste, braced, chased
- TREASURE - blur, fur, were,

Buy old gold, Bye new gold
 Be bold, buy old gold

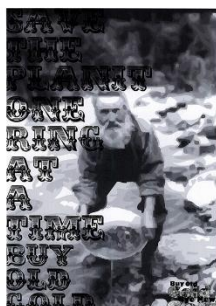
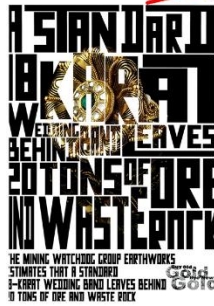
BUY OLD GOLD BYE NEW GOLD



Buy Old Gold Bye New Gold



6



7

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to use drawing methods to apply knowledge of conventions appropriate to design.</p> <p>This involves using processes, procedures, materials, techniques and pictorial conventions when making artworks.</p> <p>This student has identified a conservation theme (1) and gathered relevant information (2), imagery (3) and artist models (4). Typographic options are explored (5) which show consideration of reduced kerning to create impact, and the integration of the shark fin silhouette in keeping with the theme.</p> <p>The poster outcomes (9) combine the typographic element with generic fishing boat and net imagery.</p> <p>To reach Achieved, the student could recognise that the more effective shark fin silhouette is letter A (5) which aligns with the positive/negative form rather than diminishing the legibility of the letter when used with the H (6). More sustained investigation of relevant design practices may enable the student to demonstrate more convincing knowledge of typographic and illustrative conventions.</p> <p>The secondary slogan 'Sharks...Yeah Right' is ambiguous and could be reconsidered to more effectively communicate the key preservation message. The length and content of the body text (8) should also be reconsidered. For example, a shorter, more evocatively relevant statement, such as 'Sharks attack by mistake, humans attack for a bowl of tasteless soup' may be more immediate and effective.</p> <p>Further exploration of a range of appropriate imagery rather than the fishing boat, ideally self-generated, may lead to a more effective outcome. This may include the humorous potential of the boxing glove (7) or the cartoon graphic potential of the artist models (4) to present great white sharks in a less-threatening way.</p>

Student 6: High Not Achieved
 NZQA Intended for teacher use only

Level 2

CONCEPT FOR ECO CAMPAIGN 2014

(Page one of your assignment)

Student name : Matt Hughes SW / KR

1

What eco issue are you going to promote? To save the great white sharks and raise awareness that the species is dropping an becoming extinct due to fishing them for shark fin soup.

Where can/will you find information about this issue?
 (Newspapers, internet, interviews, questionnaires, books, teachers, friends etc.) The internet and fisherman statistics

Who is your campaign aimed at? All NZers? Children? Teenagers? Car owners and drivers? Woman only? Families? Single people? Young childless couples? People building their own home?

Be as specific as you can: age, sex, social niche etc
 Fishermen of the world

What kind of campaign slogan could be used to promote your campaign Think up at least 2?

"Fight for the White" And "Sharks threatened and threatening"

Saving the Great White

2

Great White sharks are known for inflicting 'test bites' where they will bite an object in an attempt to identify its prey. Although it has been well documented that they think a surfboard is a seal and that surfers have been attacked in water with low visibility, research shows that sharks actually do not like the taste of humans because it is unfamiliar to them. Humans have more bones than their typical prey. A shark's digestion is too slow to deal with the human body's high ratio of bone to muscle and fat. In most recorded attacks, great whites broke off contact after the first bite. Fatalities are often caused by blood loss rather than from critical organ loss of from consumption. Simply put, most shark attacks are a case of mistaken identity. Help these non profits [preserve the Great White](#).



However, one man was attacked by a great white and lived to tell about it. Australian Rodney Fox was spearfishing in a contest in 1963 when he was attacked by a great white shark. Fox attempted to poke its eye out but his arm slipped and went into the shark's mouth, slicing it to the bone. The shark bit down on Fox's upper left torso, letting go only to grab Fox's fish belt, dragging him down. When he was finally pulled into a waiting boat, the damage was severe. His rib cage, lungs, and upper stomach were all exposed. His rescuers left his wet suit on, which kept his internal organs from spilling out and probably saved his life.

The shark's jaws had crushed all of Fox's ribs on his left side. His diaphragm was punctured, his lung ripped open, and the main artery from his heart was exposed. He barely survived the ensuing blood loss, but lived and is known as a survivor of one of the world's worst shark attacks. He required 462 stitches, leaving him with massive scars on his chest, back, and arm. To this day, he has part of the shark's tooth embedded in his wrist.

Rather than develop a lifelong phobia of sharks, Rodney Fox has spent the last 35+ years studying, observing, and filming sharks. He is considered the Number One Ambassador for Shark Protection and Conservation. After the attack that he miraculously survived, he decided to learn everything he could about shark behavior and to teach the world to protect and respect sharks. Ironically, Fox was the first man in Australia to fight for Shark Protection Laws, which has resulted in the great white shark becoming a protected species in Australia and other countries as well.

Brainstorm

Great White Shark Bad Guy

- Swindler
- Shark
- Fins
- Extinction soup
- No food
- Fishing nets
- Jaws
- Fishing boats
- Slogans
- We're gonna need a Bigger Permit
- Not goin fishing today, Yeah Right
- Our policy, No Shark Hunting
- Give a man a shark, and he'll die
- Back in my day there were sharks
- I let the shark go yesterday, and today I found him in my soup
- Megalodons not the only shark extinct....
- Sharks threatened and threatening
- Scared of Sharks not anymore

Humans kill 100 million sharks a year ...and for what?

- shark fins for a tasteless bowl of soup
- shark teeth for jewelry
- shark jaws for tourist souvenirs
- shark skin for leather wallets/belts
- shark cartilage capsules and powders for phony medicinal cures
- shark liver oil for cosmetics/skin care products

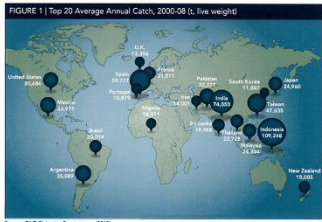


Sharks are in Danger
 100 million sharks are killed each year by longlines, by "sport" fishermen, or by a barbaric practice known as shark finning. Hooked sharks are hauled onto boats; their fins are sliced off while they are still alive. These helpless animals are then tossed back into the ocean where, unable to swim without their fins, they sink towards the bottom and die an agonizing death.

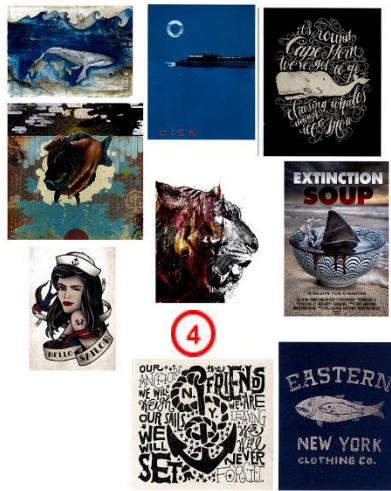


With 90% of the world's large shark populations already wiped out, sharks are being depleted faster than they can reproduce. This threatens the stability of marine ecosystems around the world. Sharks are vitally important apex predators. They have shaped marine life in the oceans for over 400 million years and are essential to the health of the planet, and ultimately to the survival of mankind. Sea Shepherd patrols marine protected areas, exposing the corruption that drives this multi-billion dollar industry and directly intervening to stop the brutal slaughter of sharks.





3



4

FIGHT FOR THE WHITE
 Fight For The White
Fight For The White
 FIGHT FOR THE WHITE
Fight For The White
Fight For The White
 FIGHT FOR THE WHITE
 Fight For The White
 Fight For The White
 Fight For The White

5

SHARK WEEK
FIGHT FOR THE WHITE

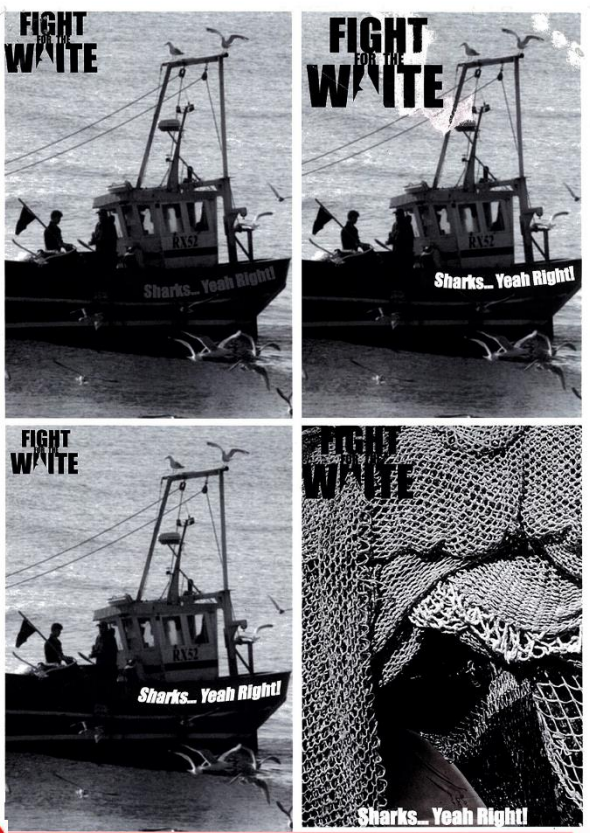
FIGHT FOR THE WHITE
FIGHT FOR THE WHITE

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7

8



9