

Achievement Standard

Subject Reference	Design and Visual Communication 2.34		
Title	Develop a spatial design through graphics practice		
Level	2	Credits	6
		Assessment	Internal
Subfield	Technology		
Domain	Design and Visual Communication		
Status	Registered	Status date	17 November 2011
Planned review date	31 December 2014	Date version published	17 November 2011

This achievement standard involves developing a spatial design through graphics practice.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Develop a spatial design through graphics practice. 	<ul style="list-style-type: none"> Clearly develop a spatial design through graphics practice. 	<ul style="list-style-type: none"> Effectively develop a spatial design through graphics practice.

Explanatory Notes

- This achievement standard is derived from the Level 7 achievement objectives from the Technology learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Technology*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

Appropriate reference information is available in *Safety and Technology Education: A Guidance Manual for New Zealand Schools*, Learning Media, Ministry of Education, 1998; and the Health and Safety in Employment Act 1992.

Further information can be found at <http://www.techlink.org.nz>.

- Develop a spatial design through graphics practice* involves:
 - exploring and refining design ideas that draw on spatial design knowledge
 - making design judgements on the positive and/or negative aspects of aesthetic and functional features of the design in response to the brief.

Clearly develop a spatial design through graphics practice involves:

- reviewing and refining design ideas that incorporate spatial design knowledge
- making design judgements on relevant features of the design, in response to the brief, that inform the progression of design ideas.

Effectively develop a spatial design through graphics practice involves:

- reviewing and refining well-considered design ideas that integrate spatial design knowledge throughout the development.

- 3 *Spatial design* is the design of inside and outside spaces, and may include but is not limited to: architectural, interior design and landscape architecture.
- 4 Spatial design knowledge includes design approaches, technical knowledge and visual communication techniques relevant to the specific spatial design context. These may include but are not limited to:
 - design tools used for the development of spatial design ideas (eg bubble diagrams, symbolism and semiotics, and paper architecture)
 - technical knowledge of materials, processes, sustainability and environmental considerations (eg topography, climate, aspect, building materials and details, and organisation of space and light)
 - spatial visual communication techniques and approaches (eg architectural drawing and rendering, and photo-montage).
- 5 *Graphics practice* involves expressing a visual literacy through the development of a design idea by applying design and visual communication techniques and knowledge.
- 6 Design judgements are supported by qualitative and/or quantitative data through research. Design judgements are decisions made, or opinions expressed, and may reflect a designer's perspectives, values, tastes or views.
- 7 Evidence presented for assessment against this achievement standard may be generated using traditional media approaches or computer applications.
- 8 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Replacement Information

This achievement standard replaced AS90323.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233