Achievement Standard

Subject Reference	Design and Visual Communication 3.30
Title	Initiate design ideas through exploration

Level   3   **Credits**   4   **Assessment**   External

Subfield   Technology

Domain   Design and Visual Communication

Status   Registered   **Status date**   4 December 2012

Planned review date   31 December 2016   **Date version published**   4 December 2012

This achievement standard involves initiating design ideas through exploration.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Initiate design ideas through exploration.	• Initiate design ideas through insightful exploration.	• Initiate design ideas through extensive exploration.

Explanatory Notes

1   This achievement standard is derived from the Level 8 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, 2012, at http://seniorsecondary.tki.org.nz.

   Further information can be found at http://www.technology.tki.org.nz/.

2   *Initiate design ideas through exploration* involves:
   • using an experience(s) to generate starting ideas
   • using visual communication strategies to interrogate and re-generate ideas towards design ideas.

   Initiate design ideas through insightful exploration involves:
   • using visual communication strategies to analyse and identify an emerging train of thought and re-interpret ideas to form design ideas.

   Initiate design ideas through extensive exploration involves:
   • using visual communication strategies to challenge thinking, and extend and transform ideas to form design ideas.

3   Starting ideas refers to the line of thinking or point of view that functions as the precursor or underlying driver for generating design ideas at an advanced level of creativity. At this level of thinking, origin ideas do not necessarily have obvious connections to a brief context or address functional and aesthetic qualities associated with design ideas. These can be quite symbolic or esoteric in expressing a narrative or perspective that expands design thinking in terms of meaning and semiotics.

4   Visual communication strategies (including 2D, 3D and 4D modes) that support the interrogation and re-generation of ideas may include: abstraction, re-combination, tessellation, exaggeration, rotation, inversion, translation, translocation, deconstruction.

5   Experiences can be teacher or student selected that may include: natural and/or built landscapes, film clips, music extracts, observational drawing, conceptual modelling, photography, language devices.

6   Assessment Specifications for this achievement standard can be accessed through the Technology Resources page found at http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/.

Replacement Information
This achievement standard replaced AS90734.

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