

## Achievement Standard

<b>Subject Reference</b>	Design and Visual Communication 2.30		
<b>Title</b>	Use visual communication techniques to generate design ideas		
<b>Level</b>	2	<b>Credits</b>	3
		<b>Assessment</b>	External
<b>Subfield</b>	Technology		
<b>Domain</b>	Design and Visual Communication		
<b>Status</b>	Registered	<b>Status date</b>	17 November 2011
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	20 November 2014

This achievement standard involves the use of visual communication techniques to generate design ideas.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Use visual communication techniques to generate design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use visual communication techniques skilfully to generate design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use visual communication techniques effectively to generate design ideas.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from Level 7 of 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 at <http://seniorsecondary.tki.org.nz>.

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

Appropriate reference information is available in *Safety and Technology Education: A Guidance Manual for New Zealand Schools*, Ministry of Education at <http://technology.tki.org.nz/Curriculum-support/Safety-and-Technology-Education>, and the Health and Safety in Employment Act 1992.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- Use visual communication techniques to generate design ideas* involves:

- using techniques to explore the functional and aesthetic qualities of the design to generate design possibilities.

*Use visual communication techniques skilfully to generate design ideas* involves:

- using techniques to explore in detail the functional and aesthetic qualities of the design to generate divergent design possibilities.

*Use visual communication techniques effectively to generate design ideas* involves:

- using techniques to comprehensively explore the functional and aesthetic qualities of the design to reflect on and extend divergent design possibilities.

3 Functional qualities may include but are not limited to:

- operation eg movement and ergonomic interface
- construction eg material and assembly
- size, scale, and proportion.

4 Aesthetic qualities may include but are not limited to:

- colour
- tone
- texture
- pattern
- shape
- balance
- surface finish.

5 *Visual communication techniques* may include but are not limited to:

- sketching
- rendering
- modelling/model making eg mock-ups and 3D constructions
- collage and overlays
- digital media eg CAD, image manipulation and animation.

6 *Design ideas* are student generated responses to a design brief. The design ideas must have identifiable functional and aesthetic qualities.

7 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/subjects/>.

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### Replacement Information

This achievement standard replaced unit standard 7481, unit standard 7490, and unit standard 7507.

**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