

Achievement Standard

Subject Reference Design and Visual Communication 1.3

Title Develop product or spatial design ideas informed by the consideration of people

Level 1 **Credits** 5 **Assessment** External

Subfield Technology

Domain Design and Visual Communication

Status Approved **Status date** December 2023

Planned review date December 2028 **Date version published** December 2023

Purpose Statement

Students are able to develop product or spatial design ideas informed by the consideration of people.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Develop product or spatial design ideas informed by the consideration of people 	<ul style="list-style-type: none"> Refine product or spatial design ideas informed by the consideration of people 	<ul style="list-style-type: none"> Extend product or spatial design ideas informed by the consideration of people

Explanatory Notes

- 1 *Develop product or spatial design ideas informed by the consideration of people* involves:
- generating design ideas that incorporate functional and aesthetic features relating to the consideration of people
 - using visual communication techniques to show the main features of the design ideas.

Refine product or spatial design ideas informed by the consideration of people involves:

- progressing design ideas informed by the consideration of people
- using visual communication techniques to show inclusion of functional and aesthetic details of the design ideas.

Extend product or spatial design ideas informed by the consideration of people involves:

- integrating functional and aesthetic features to improve the design ideas
- using an appropriate combination of visual communication techniques to show what people will experience.

2 *Visual communication techniques* are the visual communication skills and literacy required to convey design thinking, and design narratives for a product or spatial design outcome.

Examples include:

- physical models (such as hand built, 3D printed, laser cut)
- manual or digital rendered models (such as CAD packages)
- animations (such as flythroughs)
- bubble diagrams, floor plans for spatial design
- 2D and 3D sketches and drawings
- section views, cross-sections, and elevations
- tracing, photomontage
- rapid visualisation
- drawing systems (isometric, oblique, planometric, orthographic, architectural, and perspective, etc).

3 *The consideration of people*, encompasses connection to a place, that the context is designed for, and keeping the possible users of the potential design outcome in mind throughout the design process, to meet their needs or improve their lives.

4 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.

5 This achievement standard is derived from the Technology Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.

Replacement Information

This achievement standard, AS92000, AS92001, and AS92003 replaced AS91063-AS91069.

Quality Assurance

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

Consent and Moderation Requirements (CMR) reference 0233
