

# **National Certificate of Educational Achievement**

## **2012 Assessment Report**

### **Graphics**

#### **Level 3**

- 90734 Negotiate a brief and a solution by applying a design process**
- 90735 Plan and produce a presentation to communicate design ideas**

## COMMENTARY

This was the final year for examinations to assess these achievement standards.

## STANDARD REPORTS

### **90734 Negotiate a brief and a solution by applying a design process.**

#### ACHIEVEMENT

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- interacted with **an actual client** to negotiate a sufficiently challenging design brief, set parameters for a design process that will eventuate into a solution to reflect the client requirements
- maintained a dialogue with the client throughout the design process to incorporate their views into the candidate's design work. This was typically shown by stages within the design where a discussion had taken place regarding the direction of the project
- carried out an appropriate design process to initiate, develop and present design ideas in response to client comments, using level three specialist graphics techniques appropriate to the context of the negotiated brief.

#### NOT ACHIEVED

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- did not identify a design problem suitable to meet the specialist graphics knowledge demands of NCEA level 3
- did not engage with the client to inform the on-going development of the candidate's design work
- produced design work that did not work progressively through a design development process, or where selected ideas were not developed further into a design solution
- did not show suitable visual communication skills throughout the design process to show the qualities of the design ideas or solution.

#### ACHIEVEMENT WITH MERIT

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- analysed the client's requirements and developed an initial brief that included functional and aesthetic design considerations
- provided evidence of informed design thinking that explored design alternatives to address the client's design problem, e.g. 'what if' approaches which looked beyond the clients list of wants and needs. This evidence was conveyed through effective visual communication methods and supporting notes
- provided evidence that the design development included the design principles of aesthetics and function
- included reasons for design decisions based on the analysis of the on-going interactions with the client.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- engaged and interpreted the client's needs and formulated a detailed design brief and specifications
- provided evidence of on-going communication with their client to document their design thinking, through effective annotation and visual means interpreting, reworking, manipulating and critically analysing key points of their design. They were able to incorporate findings of negotiations competently to resolve and realise their design solutions
- used specialist graphics knowledge to visually communicate intent to the client, e.g. visually exploring details and ideas to allow the client to understand the candidate's intention
- articulated all design decisions.

## **OTHER COMMENTS**

This achievement standard challenged candidates to consider an actual client's design issue. Evidence submitted that reflected a high level of engagement that was sustained through their design process tended to be from projects with an interested client who required a design for an authentic issue. Candidates often used family members as clients. These good intentions were at times undermined by a lack of suitable critique and analysis around potential alternatives.

Commonly candidates who embarked on projects that were too ambitious and wide ranging (e.g. large residential or commercial architectural briefs) had difficulty working collaboratively with their client to develop ideas and resolve all the design considerations.

In 2013, this achievement standard has been removed as an external assessment within the aligned Level 3 Design and Visual Communication standards. However, schools could continue to integrate a community or client driven design approach within candidate's graphics practice, if appropriate, to support the realisation of a product and spatial design project.

## **90735 Plan and produce a presentation to communicate design ideas.**

### **ACHIEVEMENT**

**Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:**

- demonstrated purposeful planning to develop a presentation outcome of a visual nature
- researched alternative presentation techniques and identified an appropriate format for exhibiting their design work to a target audience
- developed presentation ideas e.g. through the use of thumbnail, collage or mockup techniques to explore and refine layout, sequence and design details (such as colour, typography and images) of slides/display boards/albums and/or to show the main construction techniques of three-dimensional models, animation or digital designs

- executed a presentation that represented the intended planning and communicated the visual qualities of a design idea, using NCEA level 3 specialist graphics knowledge.

## **NOT ACHIEVED**

**Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:**

- submitted work with no evidence of any planning for a presentation of design ideas
- submitted planning for a design presentation without the actual presentation
- submitted work that did not meet the assessment specifications, e.g. digital submissions must be in PDF, PowerPoint, HTML or QuickTime format on a CD
- submitted work from a media brief (e.g. a brochure, poster or signage) that did not represent a presentation that communicated the candidate's own design ideas from a selected graphics area
- produced a minimal outline of how they intended to present their work and did not include aspects of aesthetics and functional considerations in planning or address possible alternative approaches to presenting design ideas
- did not engage in any sort of design development that informed the creation of the final presentation solution, or show evidence of the construction procedures associated with the production of the presentation
- produced presentation work that lacked the level of visual communication and use of compositional principles to organise design ideas at a NCEA level 3 standard.

## **ACHIEVEMENT WITH MERIT**

**In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:**

- selected and refined appropriate visuals that displayed the key design features to use in the presentation, e.g. plans, sections, elevations and perspective views for architectural projects
- demonstrated a good understanding of compositional principles that aided the effective layout and organisation of visual information, e.g. candidates were able to connect the qualities of their design solution through the chosen presentation format
- showed good quality presentation or construction skills.

## **ACHIEVEMENT WITH EXCELLENCE**

**In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:**

- demonstrated a coherent presentation that showed well developed skills in layout and use of compositional principles
- used highly effective visual communication methods that enhanced and explained the intent of their design ideas, e.g. used typographic style to reinforce the qualities of their design solution
- made details of the design clearly evident through refined visualisation (e.g. for architectural or spatial presentations the type of visual information communicated typically related to scale, context and its surroundings, siting/north orientation, form/structure, spatial qualities and spaces, functional purposes, materiality/textures, style aesthetic and any distinctive design details).

## **OTHER COMMENTS**

Evidence that was supplied in the form of photographs of the candidate's presentation, inevitably showed only the candidate with their work without focusing on the detail or overall presentation itself. Schools must ensure that the quality and size of the photographs submitted allows the assessor to also judge the effectiveness and quality of visual communication that is required for all achievement levels.

Some candidates gave evidence that was submitted in the form of a movie. The movie showed a verbal presentation of the candidate presenting their designs in front of the class. It was sometimes difficult to assess the quality of the candidate's visual communication and execution of graphic techniques.

In 2013, this achievement standard has been reviewed and becomes an internal achievement standard DVC 91628; Develop a visual presentation that exhibits a design outcome to an audience.