2022 NCEA Assessment Report

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Subject: **Design and Visual Communication**

Level: **3**

Standards: **91627, 91631**

Part B: Report on standards

91627: Initiate design ideas through exploration

Examination

Candidates are required to demonstrate that they can use a starting experience to generate ideas, and by using visual communication strategies, transform these ideas in a way that enables the formation of design ideas.

The drawings must convey the design requirements of the standard and communicate the candidate's knowledge, understanding, and skills relevant to the standard.

Evidence is submitted as a portfolio.

Observations

It was more difficult for candidates to convey an emerging train of thought when they used too many starting points or engaged with too many themes.

Creating and developing a clear visual narrative is important.

Some candidates submitted evidence that was not relevant to the exploration aspect of this standard. These projects would benefit from curation that recognises the differences between the internal and external standards.

Demonstrating links to a potential design idea is a requirement of the standard. In a spatial design context, this might be demonstrated through some appropriate floor plans, or elevations, or interiors and exteriors, and / or site contextualisation. In a product design context, this might be demonstrated through some appropriate external and internal details and parts / components, or exploded drawings, or cross sections. Showing the human figure (or part of) was useful to show the functional aspect of the design idea, as was using visual communication rendering techniques to emphasise the 3D qualities of the ideas.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- used starting points to generate and regenerate alternatives and variations of 3D ideas and forms
- were able to use 3D alternatives and variations directly connected to their own design ideas
- showed their different design ideas with multiple images, e.g. different viewpoints, interior / exterior, or whole / details)
- communicated their design ideas with visual communication techniques that were easy to follow and suitably detailed
- extended their ideation to an overall form or part of a design idea, but without further evolution, i.e. presented simplistic, predictable, or limited ideation strategies and design ideas.

Candidates who were awarded **Not Achieved** commonly:

- showed no clear inspiration sources and / or a starting experience
- showed no regeneration of 3D ideas or forms
- presented design ideas that did not connect to their ideation
- presented only one design idea (or just a final design)
- did not generate design ideas that were either spatial design or product design containing the associated aesthetic and functional considerations – either because it was unclear or because it was more illustrative or sculptural in nature
- used starting experiences and forms too literally, with no visual interrogation that moved beyond the initial form
- presented poor or unclear visual communication, with no contextualising of the design ideas and / or had limited views.

Candidates who were awarded **Achievement with Merit** commonly:

- re-interpreted their ideation and applied it through their design ideas with purpose relevant to the context of the project
- demonstrated the re-interpretation of their ideation through design ideas that were meaningful in progressing their main design idea
- demonstrated an emerging train of thought
- showed connection to, and consideration of, human use, experience, interaction and the environment
- used thoughtful and carefully chosen visual communication techniques and strategies to extend and grow the design thinking.
- linked the body of work as a ‘whole’.

Candidates who were awarded **Achievement with Excellence** commonly:

- took their design ideas further by moving them in new, thoughtful, or imaginative ways
- incorporated their train of thought and ideation in a connected and cohesive way
- created design outcomes that were transformative (what would not have been obvious at the outset of the project)
- showed clear consideration of human and environmental interaction and / or use
- presented a strong visual narrative throughout the project
- used sophisticated and varied visual communication techniques and strategies.

91631: Produce working drawings to communicate production details for a complex design

Examination

Candidates are required to produce a set of related drawings that can utilise 2D and 3D modes, instrumentally constructed / modelled using either traditional drafting equipment or computer applications. Evidence for this standard should involve the selection of views and modes, informed by accepted design and visual communication practice and convention. The drawings must convey the design requirements of the standard and communicate the candidate's knowledge, understanding, and skills relevant to the standard.

Evidence is submitted as a portfolio.

Observations

These observations echo those from the 2021 report. Spatial design is the most common type of submission and CAD has become the most used graphic mode. This growing media choice is enabling candidates to produce complex designs that are directly related and accurately executed. However, candidates must also understand projection, conventions, and standard drawing practices used in New Zealand. (Refer to Explanatory Note 6 of the Standard).

Conventions include those which are commonly applied within a community of practice, e.g. engineering (SAA/SNZ HB1:1994), or architecture – building and landscaping (NZS/AS 1100.101:1992) Technical drawing – General principles; (NZS/AS 1100.301:1985) Technical drawing – Architectural drawing.

Candidates must use standard accepted scales. When using CAD, fit to page can produce non-recognised scales. It is important that details relate to the area they are explaining (detailing), i.e. the same materials and orientation as the cross-section or area they are explaining. Candidates also need to understand and use scales correctly. Issues with scale can prevent candidates from advancing beyond the achievement level.

Candidates must understand the importance of referencing drawings, especially when detailing. A well-produced detail drawing will not gain higher grades if it is not referenced back to the area it is trying to explain or related to.

Grade awarding

Candidates who were awarded **Achievement** commonly:

selected a design of adequate complexity

included views and modes that would conventionally be used as a set of working drawings, including site plans, floor plans, elevations, cross-sectional views, assembly views, detail views, material information

included exterior and interior detail related to their construction and / or assembly

showed some proficiency in drawing conventions

indicated the relationship of one drawing to another using recognised conventions

identified materials using appropriate hatching, colouring or symbolic reference of material types and / or used labels.

Candidates who were awarded **Not Achieved** commonly:

- did not submit a set of working drawings
- selected a design of inadequate complexity
- produced working drawings of the exterior or interior (by using cross-sections) but not both
- did not communicate construction or assembly of their designs using appropriate detailed drawings
- did not communicate materials or components / parts adequately
- did not show an understanding of drawing conventions
- produced drawings that were not linked and / or related to each other
- included drawings with contradictory information, e.g. different measurements for the same item
- did not present formal drawings
- presented drawings that were not to scale or did not have dimensions to enable scale to be verified or view labelling was missing.

Candidates who were awarded **Achievement with Merit** commonly:

- showed precise measurement and dimensioning, accurate line-work and good application of drawing conventions
- produced a complete set of linked drawings with the exterior and interior detailing, explaining the construction and assembly of the design with accuracy
- presented drawings that were the outcome of considered design thinking and represented a solution to a design problem.

Candidates who were awarded **Achievement with Excellence** commonly:

- showed excellent and consistent use of drawing conventions and standards
- included all relevant drawings to clearly communicate detailed construction and assembly information using carefully selected series of plans, elevations, section views, assembly views, and enlarged detail views
- included three-dimensional drawings, pictorial views, and / or CAD models or animations to clearly communicate assembly and construction. The animations offered sequential information that clearly communicated assembly and rotational views that explained 3D design details.
