

Pilot Assessment Schedule – 2023

Design and Visual Communication: Develop product or spatial design ideas informed by the consideration of people (92002)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Develop product or spatial design ideas informed by the consideration of people.</i>	<i>Refine product or spatial design ideas informed by the consideration of people.</i>	<i>Extend product or spatial design ideas informed by the consideration of people.</i>

Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Shows design ideas that have features that incorporate aesthetic and functional considerations. Links ideas to people and a context. Makes design choices. <ul style="list-style-type: none"> Uses visual communication techniques to show the main features of the design ideas. 	<ul style="list-style-type: none"> Shows design possibilities that are related to people and a context. Shows progression through a visual sequence or journey that makes changes that are connected to people and a context. Makes design decisions that are connected to people and a context. Uses visual techniques to show details related to functional and aesthetic aspects of the design. 	<ul style="list-style-type: none"> Shows a visual progression that advances the quality of design ideas (aesthetically and functionally). Development incorporates features that are linked to improving what people (as potential users) will experience. <ul style="list-style-type: none"> Uses visual communication techniques to show how the features and details link to what people (as users) will experience. Uses visual techniques to communicate how features and details are integrated with the design as a whole.

Notes:

To **consider people** within a design idea is to keep the possible users of the potential design outcome in mind throughout the design process and demonstrate how the design idea seeks to meet needs or improve their lives (could be in relation to their needs, values, experiences, beliefs, customs, tikanga).

Evidence that meets the criteria for **generating alternative design ideas** would include various different candidate ideas related to the product or spatial design context.

Evidence that meets the criteria for incorporating **aesthetic and functional considerations** would include expressing elements of appearance and use related to the product or spatial design context.

Visual communication techniques are the visual communication skills and literacy required to convey design thinking, design narratives, and design outcomes.

*place = the location or setting in which the outcome may be used. Could be a site or geographical location or it could be the type of place in which an outcome is designed to be used e.g., a marine setting, a sporting activity, a domestic setting.

Examples of visual communication techniques for *product and spatial design* include:

- bubble diagrams for spatial design
- 2D and 3D sketches
- detail sketches
- floor plans for spatial design
- sections and elevations
- rendering
- tracing
- CAD models
- physical models for product design
- section views for product design
- rapid sketching (crating and outlines)
- drawing systems (isometric, oblique, planometric, architectural, and perspective for spatial design etc)
- design variations and views
- photomontage.

Appendix: Marker determination of validity of evidence

Professional judgement

The marker will determine a grade using their professional judgement based on a holistic examination of the evidence provided.

Demonstration of understanding

A response must use information to **demonstrate understanding**. The marker must exercise professional judgement to decide if it does so. The following guidance is provided to assist in making this professional judgement.

- A response **demonstrates understanding** if it can be described wholly or substantially by one or more of the statements in the **left-hand column**.
- A response **does not demonstrate understanding** if it can be described wholly or substantially by one or more of the statements in the **right-hand column**.
- If a response is comprised of both used and reproduced information, the marker must decide if it meets the standard **when the reproduced information is ignored**.

Evidence of <u>use</u> of information	Evidence of <u>reproduction</u> of information
<p>Prompts and / or questions have been provided and the candidate has responded to these.</p> <p>The response uses information relating to the standard, the prompts, or questions.</p> <p>Information from the candidate’s practice, performance, research, the practice of others, and or teaching, is related to the candidate’s experiences.</p> <p>The response shows understanding that could be expected to come from a course of instruction derived from Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is presented in the candidate’s own voice.</p> <p>Referenced complex research information unchanged by paraphrase is related to other information in a manner that constructs meaning.</p>	<p>Information is presented that does not relate to the prompts.</p> <p>Information is presented in isolation from the candidate’s experiences.</p> <p>Little or nothing is offered to suggest the information is related to a course of instruction at Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is not in the candidate’s voice. The word choice, sentence structure, sentence length, punctuation etc. are not what a candidate could be expected to produce.</p> <p>Unreferenced complex information is presented as though it is the candidate’s own work.</p>

In general, the marker will exercise the following judgement:

N1	N2
<p>The response does not include enough evidence to show understanding, and / or is substantially reproduced with little mediation by candidate.</p>	<p>The response is substantially produced by the candidate, but demonstrates little understanding.</p> <p>One part of the required response may be completely missing, or several parts may be weak.</p>

Where doubt exists as to whether evidence has been produced, mediated, or used by the candidate, the doubt must be exercised to the benefit of the candidate.