



National Certificate of Educational Achievement
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Exemplar for Internal Achievement Standard Design and Visual Communication Level 3

This exemplar supports assessment against:

Achievement Standard 91628

**Develop a visual presentation that exhibits a design outcome to
an audience**

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualification Authority
To support internal assessment

| | |
|----|---|
| | Grade Boundary: Low Excellence |
| 1. | <p>For Excellence, the student needs to develop a visual presentation that effectively exhibits an outcome to an audience.</p> <p>This means that the student needs to provide evidence of the skilful integration of presentation techniques and formats, in order to promote the design intent of the outcome in a convincing manner. The evidence must also show informed designer decisions that integrate exhibition design knowledge and the nature of the design outcome.</p> <p>The student has started to effectively exhibit the outcome, making informed design decisions for a coffee house based on extensive knowledge of exhibition design, the audience and the nature of the outcome (1).</p> <p>The student is starting to make informed designer decisions, i.e. decisions that reflect their role as the designer, regarding the exhibition of their work.</p> <p>The integration of the exhibition design knowledge and the nature of the outcome can be seen across the whole image (2), with very good visual links to the final presentation.</p> <p>The final presentation (3) shows the 'skilful integration of presentation techniques and formats' to promote the design to the audience in a convincing manner.</p> <p>There are elements of this work that range across the Excellence grade boundary.</p> <p>For a more secure Excellence, the informed designer decisions would need to be more consistent throughout the whole submission.</p> |

Student 1: Low Excellence
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POSSIBLE METHODS REPRESENTING MY DESIGN

PHOTOGRAPHY

- To show various images (both exterior and interior) → this would reduce the time spent from using a model.
- Some spectators would prefer time images more than others, so they may want to look at certain images longer than others.
- This might cause a problem where they prefer to spend more time looking at images with equal time.
- This may not be user-friendly because some people might need to wait for a long time to view an specific image they want.

PHYSICAL MODEL

- A physical model would show details of materials, it may be time consuming for a detailed well-made model.
- Bad for my particular design because my audience has better access to it, as well as being able to see it in a way that is not as good as a digital display.

FLY THROUGH (A VIDEO)

- Similar to photography, a fly through gives them an overview of my design with equal attention to every aspect of my design.
- Videos do not have the freedom to examine certain components they are interested in.
- This, a fly through provides a very general display of my design.

BY DISPLAYING IMAGES FROM CAD IMAGES, THE VISUALS CAN GAIN KNOWLEDGE ABOUT MY DESIGN. BY SHOWING IMAGES ON SCREENS, VISITORS CAN SHARE THEIR OWN IDEAS. THIS COULD BE USEFUL FOR VISITORS TO GIVE FEEDBACK. THIS COULD ALSO BE INTERESTING VISITORS WITH A CERTAIN LEVEL OF KNOWLEDGE ABOUT MY DESIGN.

EXHIBITION

- Easier to assemble and more importantly realistic views of my design.
- Easy to get visitors.
- Important either inside or outside the exhibition.
- Easy to assemble, display and other functions.

VIDEO

- Easy to show others (which is an advantage because my target audience is digital systems).
- Making a physical model would limit the amount of information because of the existing model materials.

TECHNICAL DRAWING

- Display images (2D, 3D + interior, exterior) (choice of my audience on 2D boards).

1

PROBLEMS

1M: Interpret the wire element by suspending pieces of paper at different angles.

2M: In order to be good height eye-level boards, the paper will have to be longer than A1 if it reaches to the floor. So I need to have a thicker paper - meaning it'll hang in mid-air.

3M: If we put A1 from stand, the boards are still going to be too low for my visitors to see the details of the front view.

4M: This, not creating user friendliness.

5M: Good eye-level height.

6M: Problem: If the wire goes from bottom of paper to the ceiling, the viewer need to be adjusting the wire as they walk through my gallery to see all 6 2D boards. This does NOT create user friendliness.

7M: Use simple suspension wires to keep the focus on the red papers and the boards.

8M: If I don't have the wire as well, it might distract the attention from boards.

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DEVELOPMENT

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EXTERIOR VIEWS

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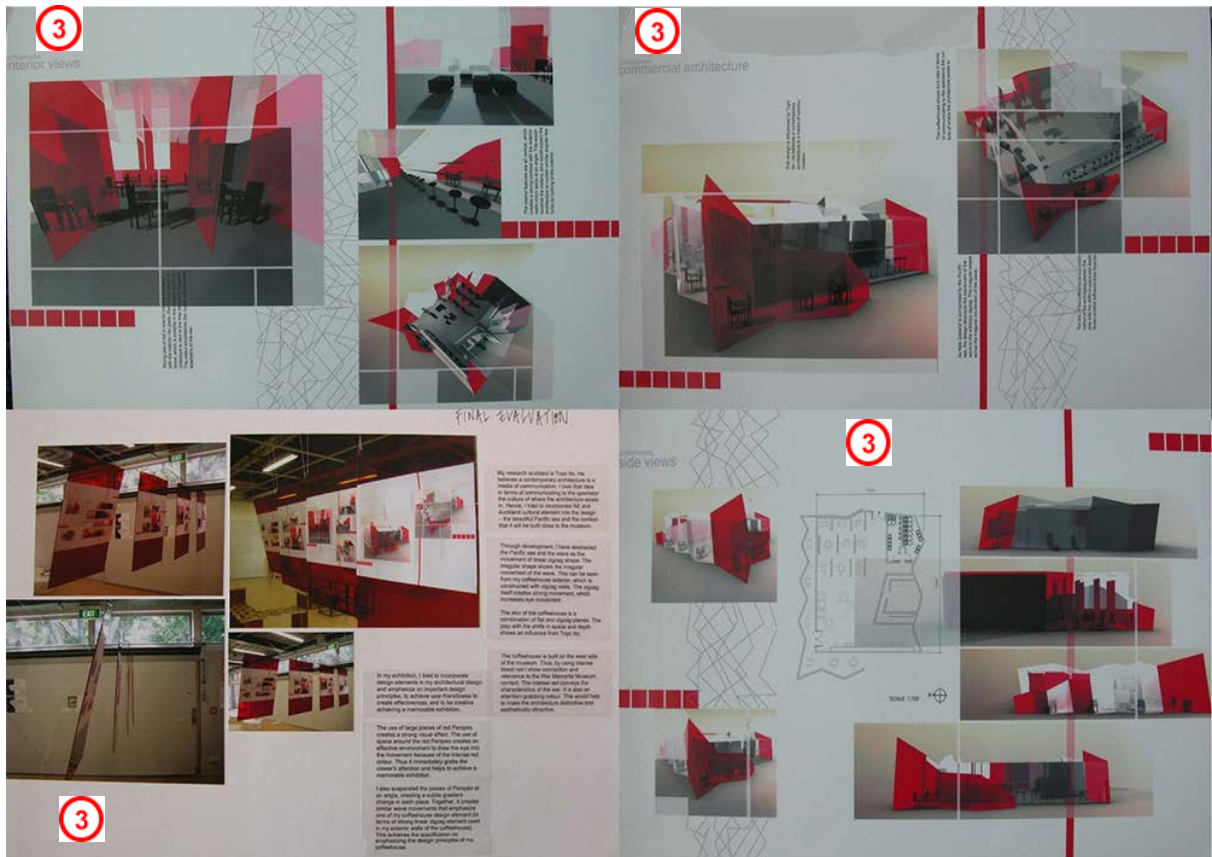
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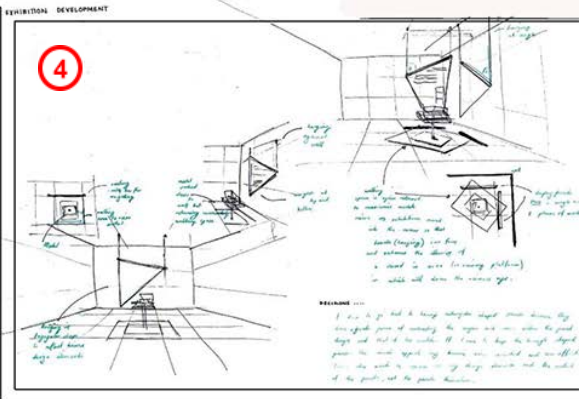
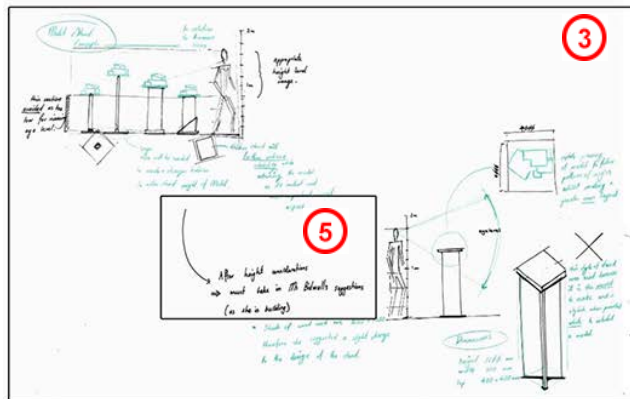
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| | Grade Boundary: High Merit |
| 2. | <p>For Merit, the standard requires the student to develop a visual presentation that clearly exhibits an outcome to an audience.</p> <p>This means that the student needs to provide evidence of the integration of presentation techniques and formats to communicate a cohesive visual presentation.</p> <p>The evidence must also show informed design decisions that draw on exhibition design knowledge and the nature of the design outcome.</p> <p>The student has developed a visual presentation that clearly exhibits an outcome (a design for a coffee house) to an audience by exploring possible presentation formats and techniques (1), with a focus on the exploration of the exhibition.</p> <p>The investigation of the exhibition space is met (2). It also shows how the presentation formats and techniques have been integrated into the final presentation ideas. The student investigates how the audience will interact with the presentation (3) (4).</p> <p>The student gets others to critique the presentation ideas (5), gaining an appreciation of how the audience will view the presentation.</p> <p>The nature of the design is investigated in the layout of the presentation (6).</p> <p>Informed designer decisions start to integrate the exhibition design knowledge and the nature of the outcome (7). The presentation starts to show skilful presentation (8). This submission meets the excellence level for the first criterion of the standard.</p> <p>To reach Excellence, more evidence of designer decisions would be required, i.e. the values, tastes and views of the designer should be more apparent.</p> |

Student 2: High Merit
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The image displays a series of design process documents for an exhibition space. At the top left is a 'Further Linking Web Analysis' page with architectural drawings and notes. To its right is a 'Review Analysis SUMMARY' mind map with a central node and branches for 'Aesthetic Considerations', 'Functional Considerations', and 'Practical'. Below these are two pages of 'EXHIBITION SITES' featuring photographs of various gallery spaces and handwritten notes. At the bottom right is a technical drawing labeled '6' showing a 'REAC' system with structural and lighting details.

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| | Grade Boundary: Low Merit |
| 3. | <p>For Merit, the standard requires the student to develop a visual presentation that clearly exhibits an outcome to an audience.</p> <p>This means that the student needs to provide evidence of the integration of presentation techniques and formats, to communicate a cohesive visual presentation.</p> <p>The evidence must also show informed design decisions that draw on exhibition design knowledge and the nature of the design outcome.</p> <p>The student has started to develop a visual presentation that clearly exhibits an outcome (a design for an architectural solution) and starts to make informed design decisions based on a good knowledge of exhibition design planning, the audience and the nature of the outcome.</p> <p>This can be seen in the highlighted areas of the student's work (1). The student is starting here to make informed designer decisions, i.e. decisions that reflect the student as the designer, regarding the exhibition of their design ideas. The investigation of the exhibition space is less developed, and investigated within the development of the presentation.</p> <p>The integration of the exhibition design knowledge and the nature of the outcome can be seen where an interview with Richard Chambers (a practitioner in the field) (2) provides a stepping stone into the final presentation.</p> <p>The final presentation (3) starts to integrate the presentation techniques and formats to create a cohesive presentation. There are elements of the work that range into the Excellence grade boundary.</p> <p>For a more secure Merit, the integration of the presentation techniques and formats should be strengthened.</p> |

MODELS/DRAWINGS TO BE ON THE PRESENTATION, AND MEDIA TO BE USED.

- 1- TWO FOUR EFFECTIVE SERIES OF HORIZONTAL AND VERTICAL LINES AND SUBSEQUENT LANGUAGE.
- 2- TWO FOUR EFFECTIVE SERIES OF HORIZONTAL AND VERTICAL LINES AND SUBSEQUENT LANGUAGE.
- 3- INTERMEDIATE INTERVIEW AND INTERVIEW LAYOUT.
- 4- TWO FOUR EFFECTIVE SERIES OF HORIZONTAL AND VERTICAL LINES AND SUBSEQUENT LANGUAGE.
- 5- ONE FOUR EFFECTIVE SERIES OF HORIZONTAL AND VERTICAL LINES AND SUBSEQUENT LANGUAGE.
- 6- TWO FOUR EFFECTIVE SERIES OF HORIZONTAL AND VERTICAL LINES AND SUBSEQUENT LANGUAGE.
- 7- INTERMEDIATE PLANNING OF INTERVIEW AND INTERVIEW LAYOUT.

PRESENTATIONS FROM LINES (NAME 18)
 TO INCORPORATE EARLY CONSIDERATIONS IN ORDER TO CREATE A VISUAL OF BALANCED PROPORTION AND INTERVIEW LAYOUT.

RESENTATION DEVELOPMENT

EXISTING EXAMPLES OF PRESENTATION

2

REPRESENTATION DEVELOPMENT

MODELS/DRAWINGS TO BE ON THE PRESENTATION, AND MEDIA TO BE USED.

- 1- TWO FOUR EFFECTIVE SERIES OF HORIZONTAL AND VERTICAL LINES AND SUBSEQUENT LANGUAGE.
- 2- TWO FOUR EFFECTIVE SERIES OF HORIZONTAL AND VERTICAL LINES AND SUBSEQUENT LANGUAGE.
- 3- INTERMEDIATE INTERVIEW AND INTERVIEW LAYOUT.
- 4- TWO FOUR EFFECTIVE SERIES OF HORIZONTAL AND VERTICAL LINES AND SUBSEQUENT LANGUAGE.
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- 6- TWO FOUR EFFECTIVE SERIES OF HORIZONTAL AND VERTICAL LINES AND SUBSEQUENT LANGUAGE.
- 7- INTERMEDIATE PLANNING OF INTERVIEW AND INTERVIEW LAYOUT.

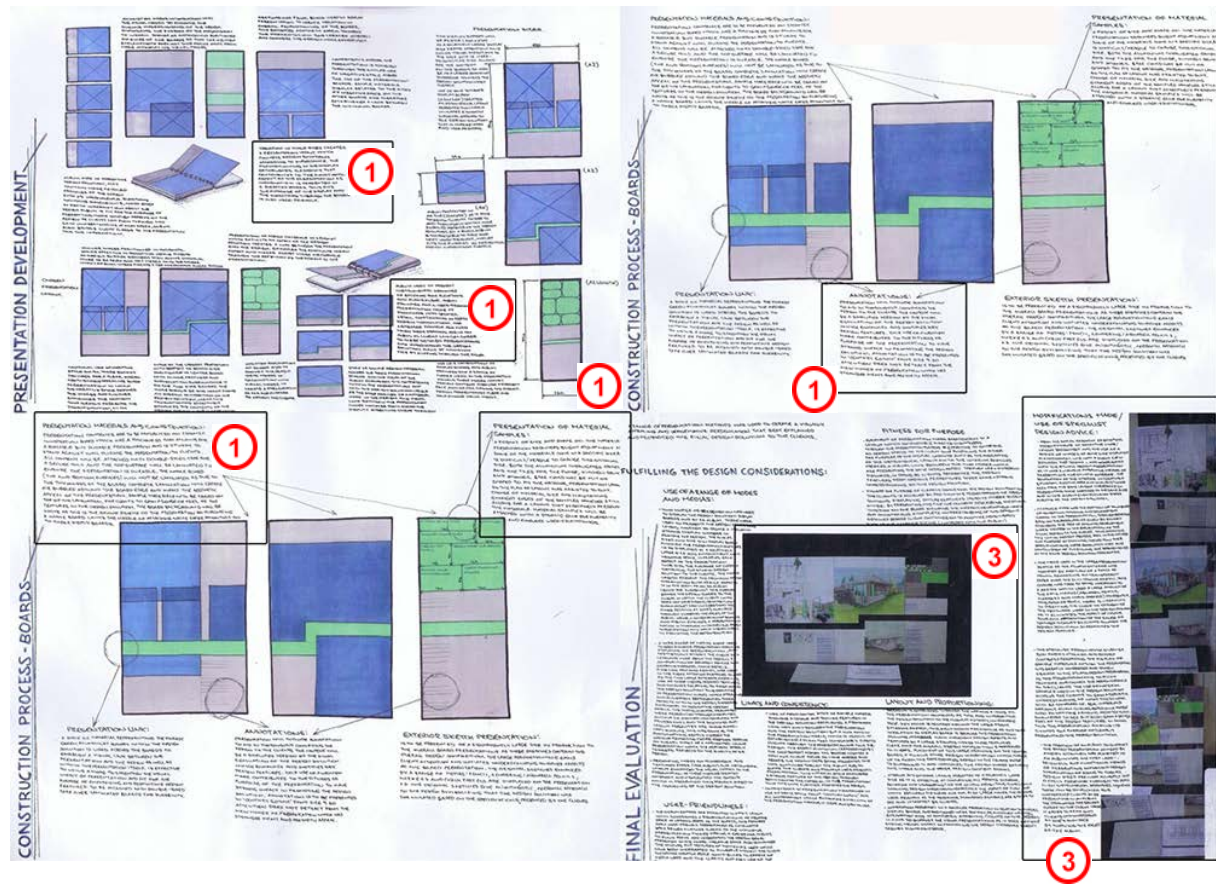
PRESENTATIONS FROM LINES (NAME 18)
 TO INCORPORATE EARLY CONSIDERATIONS IN ORDER TO CREATE A VISUAL OF BALANCED PROPORTION AND INTERVIEW LAYOUT.

RESENTATION DEVELOPMENT

DESIGN CONSIDERATIONS

1

- USE A RANGE OF MODES AND MEDIA TO CREATE A PRESENTATION WHICH HAS STRONG VISUAL IMPACT.
- HAVE A PRESENTATION LAYOUT AND PROPORTIONING WHICH BEST PRESENTS AND ENHANCES THE CONTENTS OF THE DESIGN.
- HAVE LINKS AND CONSISTENCY THROUGHOUT THE PRESENTATION AND WITH THE STUDIO DESIGN.
- SHOW A STRONG FITNESS FOR PURPOSE IN CLEARLY PRESENTING THE DESIGN SOLUTION.
- CREATE A STUDIO PRESENTATION WHICH IS USER-FRIENDLY.



| | Grade Boundary: High Achieved |
|----|--|
| 4. | <p>For Achieved, the standard requires the student to develop a visual presentation that exhibits a design outcome to an audience.</p> <p>This means that there should be evidence of design decisions that incorporate research and the selection and application of presentation techniques and formats that consider the needs of an audience and the nature of the design outcome, to communicate visual information about that design outcome within an exhibition space.</p> <p>The student has selected and applied presentation techniques (compositional organisation, e.g. proximity, proportion, focal point, visual narrative, layout of content) and formats (model, drawings, mirror, raised platform, table and display board arrangement) to communicate visual information (about the design) to an audience within an identified exhibition space (1).</p> <p>The student has demonstrated evidence of making design decisions (by visually exploring content, composition, layout, formats) about developing an exhibition that is informed by research, the needs of an audience (1), the exhibition space (3) and the nature of the design outcome being presented (2).</p> <p>The student has started to integrate presentation techniques and formats (3) that would indicate a move towards a cohesive visual presentation, and the exhibition is shown as completed and installed in the chosen/allocated exhibition space (4), accessible to the public.</p> <p>To reach Merit, the student would need to provide further evidence of design judgments that demonstrate an integration of presentation techniques and formats, i.e. a cohesive organisation of visual information that clearly conveys the intent of the features and quality of the design outcome, to an audience.</p> |

Student 4: High Achieved
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FINE TUNING!

Handwritten notes and sketches detailing the refinement of a design model.

Wind exactly should I hang from the canopy?
I don't want the canopy to block the front of the model. I think the canopy should be angled to keep the viewer's interest.

PLACEMENT

Sketches showing the model's placement on a table.

Further Design

Handwritten notes and sketches detailing further design considerations.

Procedures Part 2

Handwritten notes detailing the final production steps.

Final Presentation

Handwritten notes and sketches detailing the final presentation setup.

3

Handwritten notes and sketches detailing the final presentation setup.

4

Handwritten notes and sketches detailing the final presentation setup.

4

| | |
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| | Grade Boundary: Low Achieved |
| 5. | <p>For Achieved, the standard requires the student to develop a visual presentation that exhibits a design outcome to an audience.</p> <p>This means that there should be evidence of design decisions that incorporate research and the selection and application of presentation techniques and formats that consider the needs of an audience and the nature of the design outcome, to communicate visual information about that design outcome within an exhibition space.</p> <p>The student has produced some evidence of selecting and applying presentation techniques and formats to communicate visual information about a filing system design outcome to an audience within a limited exhibition space (1). This includes some exploration of compositional principles (layout and visual content) and presentation modes (the model and display boards) suitable for communicating the final design outcome to an audience (2).</p> <p>The students design decisions are informed by some research, an awareness of the needs of an audience (movement through the space), an understanding of the allocated exhibition space, and an appreciation of the design outcome being presented (3). The exhibition is shown (in photographs) installed in the chosen exhibition space (4)</p> <p>For a more secure Achieved, the student would need to strengthen their selection and application of presentation techniques and formats such as adding depth of research, using quality visual content that communicates the product being exhibited with informed understanding of compositional principles and modelling techniques.</p> |

Student 5: Low Achieved
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| | Grade Boundary: High Not Achieved |
|----|--|
| 6. | <p>For Achieved, the standard requires the student to develop a visual presentation that exhibits a design outcome to an audience.</p> <p>This means that there should be evidence of design decisions that incorporate research and the selection and application of presentation techniques and formats that consider the needs of an audience and the nature of the design outcome, to communicate visual information about that design outcome within an exhibition space.</p> <p>There also should be evidence of design decisions which develop an exhibition that is informed by research, the needs of an audience, the exhibition space and the nature of the design outcome being presented.</p> <p>This student investigated design ideas for an architectural solution. The student looks at the suitable presentation formats and starts to investigate the needs of the audience (1).</p> <p>The student investigates existing presentations (2) and then investigates modes and media (3) that maybe suitable for the presentation.</p> <p>The reasons for the selection of the presentation formats are shown (4), and the student starts to evaluate the chosen formats in terms of the audience needs.</p> <p>To reach Achieved, the student would need to investigate the exhibition space and link these to the audience and the nature of the outcome, to enable design decisions regarding the presentation to be made and be able to meet the second criterion of the standard.</p> |

Student 6: High Not Achieved
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Interview

The current standard modes for presentation are:
 physical, computer presentation (portfolio, A4, book, electronic program, 3D model), virtual drawing (virtualized light) and verbal communication presentation.

The most preferred method usually depends on the person's perspective, ability, interest and suitability. Mode of presentation changes with what you are trying to present, and your skills in those areas.

Duration and aesthetics are the two most important elements in presentation. The mode must communicate both functionally and aesthetically. Presentation that looks one or the other will not be a successful presentational work.

| | Physical presentation mode | Computer presentation mode |
|---------------|--|--|
| ADVANTAGES | <ul style="list-style-type: none"> easy and cheap variety of different types are available there is a sense of light in the presentation as long as it is | <ul style="list-style-type: none"> easy appeal aesthetically in digital images high resolution and network like work |
| DISADVANTAGES | <ul style="list-style-type: none"> time consuming high costs for material fees difficulty in moving of work | <ul style="list-style-type: none"> may not appeal with distinctive personal style lack of programme to show flow low resolution presentation mode low legibility |

1

Visit from

presentation with final work photographs, printed onto A4 paper. It was quite obvious that this was not quite the most effective presentation method as being to hold it back up afterwards, dropping onto the floor.

design of computer software through with examples of various methods which about quite reasonable. Also in 3D being too hard to maintain. However, the standard method was quite good with being printed.

selected only - they were under the same work category, and can only have 20 items.

2

Visit to the AU architecture department

visit would make a notebook (or a page) if it is something like that, including how to use that and such notes. Some are quite in detail presentation how to tell what is what and what going on, because the multiple repeat also in very effective in terms of layout and communication within work.

the images are generated from computer software, but very effective in showing 3D, great colour, clear illustration of the design flow.

most or most mode to look along with content and other work, and of their hand and software. There are no content of how to look and operate, but it looks work.

hand drawn sketches, diagrams, computer images, printed onto a board. Some other things of the present, however, there is a lack of clarity, reducing presentation.

3

Investigation of modes/media

| PHYSICAL PRESENTATION | COMPUTER PRESENTATION | VERBAL COMMUNICATION | 3D MODEL |
|--|---|--|---|
| <ul style="list-style-type: none"> looks professional with relevant, going out a good idea of what that design may look like difficult to use - may take up long time to have to use the programme effectively availability of suitable programmes cost - hand programmes? | <ul style="list-style-type: none"> looks the establishment of work cheap, very accessibility flow better, can let work stand out by including the hand design board works from screen & screen look for all given content in black or white and presentation | <ul style="list-style-type: none"> time consuming could be quite effective in oral presentation photograph based? what about it? can be difficult to make not out of cardboard - work may be difficult | <ul style="list-style-type: none"> gives interest in the presentation showing 3D effects hand colour images available from 3D model or other software |

| PHYSICAL PRESENTATION | COMPUTER PRESENTATION | VERBAL COMMUNICATION | 3D MODEL |
|--|--|---|---|
| <ul style="list-style-type: none"> not attractive / uninteresting difficult to get a whole overview of the design when it's a page by page layout can hold work really, but not in reality (can't get out the work) limited to that number and content | <ul style="list-style-type: none"> like a portfolio, gives a work especially presented may be hard to get out an overall message looking may be time consuming and expensive (software) could present to be an easy way to see what is easily to be shown and such things | <ul style="list-style-type: none"> gives a good general overview of the whole design idea, which can be effective in presentation emphasis to access about the history of the whole board, showing together material is 3D size 300 mm x 300 mm | <ul style="list-style-type: none"> may need facilities that create that presentation such as paper, screen and software which may be difficult for the artist may not detail some photographic, although being repeat with the material |

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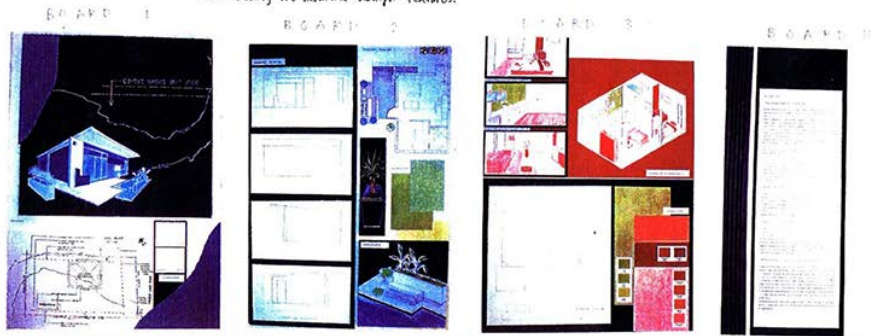
final Presentation Evaluation

clearly give out the overall design impact visually
 I have focused alot on trying to give out the overall design idea to the client at one glance.
 I have successfully created visual impact by using consistant contrast on the 4 boards. The large size of the boards creates impact, the extending forms of objects doo also.
 The sudden colour usage on the board 3 also has high contrast to enrich the design presentation.

have the ability to communicate the final design to the client
 the presentation board communicates the final design in many ways, visually and functionally.
 in the first board, the corrugated paper was placed to communicate to the client on material effects and colour. the background is decoration from ideas on contour lines that visually enhance the overall design. The instrumental working drawings show clearly the accurate design features.

Have necessary information available
 exterior design : 2pt perspective sketch, elevations
 interior design : design sketches, isometric projection, floor plan
 landscaping : site plan, exterior floor plan, sketches
 Show how the specification and the brief has been met. on board 4, fully on evaluation on the final design.

specialised input with the extending format, collages of colour scheme.



Be in an efficient layout that is easily followed through and can be visually effective.
 effective layout is created by the consistant layout format. elements are big and bold, that can be easily identified by the clients. there is repetition in the elevations and interior design sketches that are creating movement vertically.

4

- the black foam board used with contrasting view of the studio stands out and captures the eye.
- simplistic layout brings out design feature with style
- good use of black & white space
- good communication of ideas with suitable information provided.
- provided collage and colour scheme goes feet of the actual design.

- Black background establishes the focus on the board.
- harmony with board with instrumental design works and hand drawn sketches.