



The following report gives feedback to assist assessors with general issues and trends that have been identified during external moderation of the internally assessed standards in 2023. It also provides further insights from moderation material viewed throughout the year and outlines the Assessor Support available for Design and Visual Communication.

Insights

91628: Develop a visual presentation that exhibits a design outcome to an audience

Performance overview:

This standard requires students to exhibit a design outcome that has been developed with consideration of the audience interaction and the graphic composition within a selected space.

The standard was able to be met when evidence included an analysis of the exhibition space, how a potential audience would move through the exhibition space and interact with the presentation, to show how this informed the development of the learner's presentation. Evidence is also required of research into existing physical or digital presentation modes and graphic compositions, that could inform the development of the learner's presentations.

Practices that need strengthening:

Evidence of the development and thinking that underpinned the presentation was required as well as the development of the final presentation. The use of thumbnail images that show little or no development is inadequate, evidence of the development must include progressive development of the alignment and sizes of the graphic images, the headings and type boxes, and where applicable, models.

Evidence is also required of the developed presentation set in the exhibition space (preferably with an audience), the lack of this evidence was the main contributor to this standard not being achieved.

Presentations that use animations need to consider how the audience would access and interact with the screen/monitor to view the animation.

91629 Resolve a spatial design through graphics practice

Performance overview:

This standard requires students to analyse a spatial design context to identify opportunities and constraints that will inform the design brief and the development.

The development is required to include exploration and refining of spatial design ideas through graphics practice while showing an understanding of spatial design knowledge.

Students were successful in this standard by identifying a potential site and considering the prevailing climate (rainfall, wind, sunshine), topography and potential aspect (positioning of the spatial design relative to the view, climatic conditions, and access) and establishing the potential opportunities and constraints.

Students were better informed of spatial design knowledge through research into the practice of existing spatial design, architects and designers, materials, construction and spatial design visual communication modes.

Successful students analysed the design context, undertook research to inform the generation of potential initial ideas and selected a preferred option which was then explored and refined through progressive variations of both the interior and the exterior while addressing the brief, and identified opportunities and constraints.

For higher grades, the consideration of wider environmental conditions and human factors related to the design context is required. This could include considering floor plans and room usage, the location of the spatial design on a site, access, views, the effect of climate, neighbouring buildings, trees, and parks.

Practices that need strengthening:

The development of both the interior and exterior must be evident.

The identification of a potential site and consideration of the prevailing climate (rainfall, wind, sunshine), topography and potential aspect (positioning of the spatial design relative to the view, climatic conditions, and access) must be evident.

There also needs to be a progressive development of design ideas beyond a description of design ideas.

Bubble diagrams are not detailed enough as floor plans, they are a means of initiating layout ideas and need to be followed by diagrammatic or scaled floor plans that explore the space and its purpose.

91630 Resolve a product design through graphics practice

This standard requires students to analyse a product design context to identify opportunities and constraints that will then inform the design brief and the development.

The development is required to include exploration and refining of product design ideas through graphics practice and showing an understanding of product design knowledge.

Students were successful in this standard by identifying a potential need and considering the potential users, and possible advantage being sought through the design and ergonomics (the interface between the user and the product) to establish the potential opportunities and constraints.

Students were better informed when seeking a potential need by researching existing solutions, manufacturing and assembly, and product design visual communication modes.

The successful students analysed the design context, undertook research to inform the generation of potential initial ideas, and selected a preferred option they then explored and refined through progressive variations while addressing the brief, and the identified opportunities and constraints.

For higher grades, evidence is required of the consideration of wider environmental conditions and human factors related to the design context, such as the awareness and application of ergonomics, how the product will be used by the user and the products' operation and assembly.

Practices that need strengthening:

There must be evidence of development (exploration and refinement through progressive variations) of the product design idea beyond ideation or initial ideas that were described through sketches or working drawings.

There must be development of both functional and aesthetic considerations made of the product design idea. This includes exploring and refining the purpose of the product design idea through consideration of how the product will be used by the user (ergonomics) and the products' operation, assembly, and appearance beyond a single idea.

Assessor Support:

Online

NZQA's learning management system (Pūtake) offers 150+ easy to access courses, materials and products. These are designed to support teachers, as assessors, to improve their assessment of NCEA standards.

Online, subject-specific or generic, bite-sized learning modules and short courses are now available to complement the traditional face-to-face workshops that NZQA offers. These online courses can be accessed using your Education Sector Logon.

Subject-specific course/workshops available for Design and Visual Communication include:

- Developmental Phases in Graphics Practice
- 91069 Level 1 Presentation standard

Online Making Assessor Judgements workshops are also available throughout the year. These workshops are structured to guide teachers to improve their understanding of each grade level by examining several full samples of student work. The following standards are available for enrolment in 2024:

- 91341: Develop a spatial design through graphics practice
- 91342: Develop a product design through graphics practice
- 91343: Use visual communication techniques to compose a presentation of a design
- 91630: Resolve a product design through graphics practice

Feedback from teachers for these workshops indicates that more than 74% of participants agreed or strongly agreed that the content in the module was beneficial:

“Although I was a bit skeptical that this was going to provide me with better understanding of the standard (and marking it), I found I've picked up more certainty about making judgements about the work my students might produce. I'm also more secure about guiding them through the selection of their topic and setting it up so that they are able to complete a successful investigation.”

Exemplars of student evidence for all standards at each level of achievement are available on the NZQA subject page for Design and Visual Communication.

NZQA will continue to provide generic modules and workshops designed to improve general assessment practice. The following modules and workshops will be available in 2024:

- Assessment Approaches, an online workshop exploring different methods of assessment
- Culturally Responsive Assessment
- Assessment Guidance – Reviewing Your Practice
- Tāku Reo, Tāku Mahi – My voice, My work, a guide to managing authenticity
- Why Less is More, a guide to reducing volumes of student evidence
- Integrated Assessment
- Modes of Assessment
- Alternative Assessment
- Acknowledging Sources

“This was great! I liked that I could choose from different scenarios, see how sources are used and the way the student answered the question.”

“Reassuring and very thorough. Easy to use/follow.”

We will also continue to offer the Transforming Assessment Praxis programme, an online workshop relevant to all subjects which helps assessors learn about re-contextualising assessment resources and collecting evidence in different ways, in order to better meet the needs of students.

Check the NCEA subject pages on the NZQA website regularly, as more online modules, workshops and courses will be added throughout 2024.

Assessor Practice Tool

The Assessor Practice Tool (APT) will be used to support assessors with the new NCEA standards from 2024 onwards. The purpose of the APT is to allow assessors to practice making assessment judgements and immediately receive feedback on their judgements from a moderation panel. The APT will initially have material for some existing Level 3 standards, with moderated samples for the new Level 1 NCEA standard subjects being added as material becomes available. Material for the new Level 2 and Level 3 standards will be added over time, and all material for the old NCEA standards will be archived.

Material is currently available for:

- 91628: Develop a visual presentation that exhibits a design outcome to an audience
- 91629: Resolve a spatial design through graphics practice
- 91630: Resolve a product design through graphics practice
- 92001: Use representation techniques to visually communicate own product of spatial design outcome

Workshops and Presentations

The Best Practice Workshops offered by Assessment and Moderation continue to be viewed by the sector as significantly contributing to improved assessor practice:

“I thought the workshop was very clear and helpful, there were a lot of varied examples of ākonga work discussed and opportunity for participants to discuss and ask questions.”

We offer several options of online workshops and presentations for events to support assessors with the assessment of internally assessed standards. These can be subject-specific, or general assessment support, and tailored to the audience. Virtual presentation slots, online workshops or webinars can be requested to provide targeted support to local, regional or national audiences.

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