



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2004**

## **Graphics**

### **National Moderator's Report**

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### General Guidance for Assessors of Achievement and Unit Standards

The implementation of level three achievement standards has been relatively successful with most schools opting to participate. The depth of student engagement necessary at this level has been challenging for schools achieve, but overall the standard has improved throughout the year. In most instances, a thorough review of the Graphics Guidelines for years 9–13 will provide a good indication of the level of work expected and within the content of this report, other references will be indicated for further clarification. It is encouraging to see the variety of assessment activities offered as this helps to maintain student interest and subsequently raises the personal level of involvement in the task. It is easy to see the difference this has made to the overall standard of submission.

There appears to be an issue with some of the assessment material at all levels that is being proliferated between schools. Teachers are not taking this material and reworking it for site based conditions. The MOE exemplars have been developed for the implementation of the achievement standards and were a great beginning point. However, these were designed as ideas for schools to take and modify for their own purpose or simply understand the process by which individual school based activities can be derived. Teachers who have prepared their own material should be congratulated as they are offering contextual and motivating activities that appear to enhance student success.

A number of schools have adopted the practice of cutting and pasting the judgement criteria from the standard into their assessment schedules with no contextual links being made back to the specific evidence more suited to the activity. Learners were disadvantaged by this because they did not have access to a higher level of achievement.

Some schools are still having difficulty in understanding/interpreting the criteria of the 12 standards. This is with particular reference to the appropriate selection and use of modes and media when presenting their evidence. Teachers tended to word the activities in such a way that directed students to produce work using specific drawing systems or methods and not allowing students to make choices and to determine for themselves what is the most appropriate mode or media for the purpose. This approach can seriously inhibit the students in the level two and three achievement standards as they are expected to make the most appropriate choices for their own project work.

The use of quantity-type assessment schedule criteria should be reviewed and more qualitative statements exchanged. As it is quite often stated, "it is not necessarily the amount of work offered but the quality of the submission to meet the designated criteria".

### Level 1

#### **AS 90041: *Produce a mock-up and model***

A problem still exists with evidence submitted for this achievement standard in regards to the way a mock-up is used to explore, explain and test design ideas. Learners should be made aware that there needs to be a clear connection between the mock-up and how it informs design decisions. This evidence can take the form of annotation or a set of descriptive drawings showing the modifications or enhancements due to the use of this testing process. It is also important that at least two quality photo's are supplied with students work for clarification of the mock-up and model evidence with an indication of scale shown with the models.

#### **AS 90042: *Apply a design process and design principles to identified needs and opportunities***

Design briefs appear to be inhibiting success in this achievement standard. It is vital that learners are given a suitable assessment activity that allows them to undertake the design process with details outlining the requirements necessary for all levels of success in this achievement standard. Some of the problems relate to the way in which information is provided to learners regarding the application of design process and the purpose of evaluation at each of the key stages to support and justify the development of ideas. Learners could benefit from an improved explanation of design principles and how to relate these to their own design development. Merit and excellence requires annotation as part of the decision-making process and these must reflect design principles and relate directly to the learner's design.

### **AS 90044: Present design ideas that show design features and functions**

The first criterion requires an understanding of the various modes and media available in order for learners to be able to present their own ideas and designs. A clear indication of these, and the development of the various skills required to appropriately use these to present design ideas, could be a useful addition to classroom programmes. It appears that precision and accuracy could be further emphasised and encouragement given to explore a wider variety of modes and media.

## **Level 2**

### **AS 90322: Produce a mock-up and model to explore design ideas**

It is difficult to identify well-constructed models. Quality photographs could benefit the moderation of this evidence. As with AS 90041, learners should be made aware that there needs to be a clear connection between the mock-up and how it informs design decisions. This evidence can take the form of annotation or a set of descriptive drawings showing the modifications or enhancements due to the use of this testing process. Justification refers to a clear in-depth explanation of why a particular approach has been used or a particular decision made, in relation to design specifications. It is also important that at least two quality photos are supplied with students work for clarification of the mock-up and model evidence with an indication of scale shown with the models.

### **AS 90323: Design and present a solution for an architectural or environmental brief**

### **AS 90324: Design and present a solution for an engineering or technological brief**

### **AS 90325: Design and present a solution for a media or technical illustration brief**

*This achievement standard deals with design problems based on the needs of people and their environment, it is important that learners are given an appropriate design challenge that will motivate them towards seeking an individual solution. Many briefs still need to provide more information and be more contextual (local community) to support learner success.*

There appears to be an imbalance between design stages of the design process. Many learners produced an abundance of research and concepts but design development and final solutions were vague. Learners should be encouraged to improve their presentation skills and use a wider variety of graphics modes and media,

## **Level 3**

### **AS 90736: Develop and present a solution to an architectural or environmental design brief**

### **AS 90736: Develop and present a solution to an engineering or technological design brief**

### **AS 90736: Develop and present a solution to a medial or technical illustration design brief**

It has been extremely encouraging to see the diverse types of work submitted as evidence for level three achievement standards this year. This indicates an affiliation with the client style of assessment activity where students choose the subject and create a design to make their design efforts meet a real situation. Given the opportunity to experience these situations, learners were able to demonstrate innovative solutions. Many schools opted to use exemplar material supplied by the MOE and failed to modify this material to suit their particular context. There were a small number of schools that submitted level three assessment work using the 'old' exemplar material from the first level three PD training days. This material has not been modified and must be reviewed before further use.

Where schools have modified MOE material to better suit their purpose they must make an effort to contextualise their assessment schedules to better represent the expected quality of work e.g. write the assessment schedule criteria to be more representative of the given task. Generic statements can be used but they must provide an appropriate representation of a suitable expectation of quality. Despite various opinions, it is an extremely useful to include an 'evidence' column in the assessment schedule as it can guide learners to the expected quality and variety of requirements.

In some instances, learners submitted evidence that was created for external competitions. This is certainly a viable option but schools must be aware of the requirements of the achievement standards and ensure that assessment activities and schedules contain enough information for students to successfully complete the work necessary for achieving these standards. This requires some creative writing within the content of the associated assessment activities.

It is crucial to elaborate on the details inherent in the content of the level three achievement standards in the classroom or through detailed information written into the assessment material. It is clear that many learners are not reaching a level three standard of graphic work. Consideration must be given to reviewing the level three criteria from the objectives in the Graphics Guidelines years 9 - 13

With reference to Explanatory Note 3 – *refined solution* most schools moderated had difficulty considering *on-going analysis* and identifying what in fact constitutes ‘analysis’. Learners must be encouraged to engage in interactive dialogue in the content of their design drawings or annotations as this helps to support crucial decision-making processes that help ideas to evolve into the most appropriate solutions. Learners must also be supported with positive guidance throughout their activities making sure they sufficiently investigate the nature of the problem for which they are trying to develop a solution. Many students are not negotiating the design process successfully by incorporating all elements associated with the key stages of design. This must be given priority when reviewing the learner submissions in the future.

Very few of the submissions moderated were able to aspire to the *refined* or *high quality* standard of presentation expected at this level of work. Schools must ensure that adequate support and direction is given to learners regarding presentation skills appropriate for each of the three areas. This is a very important part of representing a design back to a client and should be given full attention.

Overall, the level of engagement required for level three submissions must be elevated to better reflect the depth and skill referred to in the Graphics Guidelines. It will be a challenge for schools to ensure their learners are provided adequate support and guidance to achieve this in the future.