**NZQA**

**Approved**

Achievement standard: 91343 Version 3

Standard title: Use visual communication techniques to compose a presentation of a design

Level: 2

Credits: 4

Resource title: My new boat

Resource reference: Design and Visual Communication VP-2.36 v2

Vocational pathway: Manufacturing and Technology

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91343-02-8155 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 91343

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Learner instructions

# Introduction

This assessment activity requires you to use visual communication techniques to compose a presentation of the design of a new family boat that can be used in a New Zealand coastal environment for recreation. You will present the design to a management team from the boating industry.

You will be assessed on how you use visual communication techniques to compose an effective presentation of the design for your new boat, to a management team from the boating industry, which captures and promotes the essence of the design in a convincing manner.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You are to compose a presentation of a family boat design and present it to a management team from the boating industry.

The presentation must be taken from your own design work up to and including your final designs. Look for ways to visually communicate your ideas effectively. The presentation could include design sketches, instrumental drawings, models, photographs, digital media, display boards, and installations.

Look at a range of graphic design presentations and evaluate the design features in terms of their visual communication techniques and principles of composition:

* You could use presentations from any source, for example reference books, advertising and the internet.
* Find out how the above products are presented and used within the local New Zealand coastal environment.
* It may be useful to research ways in which new boat customers will understand and be convinced by the information you will present.

Use these focus questions to help gain further understanding of how you will organise and promote your design work:

* What visual communication media are used (digital and/or traditional)?
* What drawing techniques are used?
* How are the features promoted and communicated?
* What principles of composition are used?
* How are these principles used, and what is their effect?
* How have they integrated presentation techniques?
* How have they achieved a cohesive presentation?
* How have they composed a presentation that captures and promotes the essence of the design in a convincing manner?
* How can a presentation relate to its intended audience?
* How can data be incorporated to support the design idea?

In your presentation ensure that you do the following:

* Look at your design work and research for your new boat:
  + decide what drawings or graphics give the best impression of your design
  + you may wish to show some of the design journey and storyboard some of the issues you faced and how you overcame these.
* Consider how you will ‘capture’ the audience or customer:
  + record different layout ideas for presenting your drawings as thumbnail sketches
  + using your research material, consider the main layout features of your presentation and whether your presentation ideas have the visual impact you want.
* Consider why you have chosen the presentation idea and how you think it can be developed further:
  + think about how your idea will benefit the primary customer and any other customers
  + what factors have you considered when designing the presentation i.e. materials, aesthetics, ergonomics, safety, environment, and cost?
* Develop and refine your presentation idea in a convincing and effective way, using visual communication techniques, by considering:
  + how your changes have improved the idea
  + what other changes you could make to further improve the idea
  + how you have used visual communication techniques for visual impact.
* Carry out more research if necessary.
* Complete the presentation sheets using your best presentation idea. Ensure your images are presented accurately, clearly and precisely.
* Make sure your presentation sheets integrate presentation techniques and application of compositional principles, modes and media in the composition of your presentation.
* Ensure that the presentation is composed in a way that captures and promotes the essence of the design in a convincing manner, for example that your presentation makes the customer able to visualise themselves in the boat in the marine environment.

Hand in your completed presentation and any accompanying material used in its development.

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to use visual communication techniques to compose an effective presentation to promote their design ideas for a new boat for New Zealand families. The presentation is intended for a management team from the boating industry.

# Conditions

This is an individual activity.

# Resource requirements

Learners need to have access to reference material on graphic design principles, existing graphic design presentations, and the internet.

# Additional information

None.

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# Assessment schedule: Design and Visual Communication 91343 – My new boat

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner uses visual communication techniques to compose a presentation of a design for a new family boat that can be used in a New Zealand coastal environment for recreation by:   * using presentation techniques and the application of compositional principles, modes and media to promote the new boat design   For example, the learner composes a presentation that shows:  Evidence and understanding of the application of compositional principles such as proximity, alignment, hierarchy and the use of positive and/or negative space, e.g. the presentation highlights the features of the boat to the intended target consumer, i.e. families wanting to enjoy recreational opportunities in a New Zealand coastal environment; features might include:   * + dimensions of the boat   + capabilities of the boat, e.g. water-skiing, fishing   + capacity i.e. number of people that it can hold.   Evidence and understanding of the application of modes such as digital applications, photography, image manipulation, animation, models and the range of conventional drawing and sketching methods.  Evidence and understanding of the application of media such as pastels, airbrush, colour pencils, collage, marker pens, paint, gouache, card, and digital media.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner uses visual communication techniques to compose a skilful presentation of a design for a new family boat that can be used in a New Zealand coastal environment for recreation by:   * integrating presentation techniques and the application of compositional principles, modes and media in the composition of a cohesive presentation of the new boat design   For example, the learner:  Composes a presentation of a design for a new boat that shows evidence and understanding of the integration of presentation techniques, compositional principles, modes and media; the presentation highlights the features of the boat to the intended target consumer, i.e. families wanting to enjoy recreational opportunities in a New Zealand coastal environment; features might include:   * + dimensions of the boat   + capabilities of the boat, e.g. water-skiing, fishing   + capacity i.e. number of people that it can hold.   Presents design ideas that are embedded and organised in a skilful way into the presentation so that the essence of the new boat and its features are conveyed to the audience effectively.  Skilfully uses layering to integrate a variety of modes and media.  The final presentation to the boating industry management team is cohesive, i.e. the composition of the presentation conveys the message clearly to the audience; the elements of the presentation are linked and work together to convey the message and intent of the presentation.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner uses visual communication techniques to compose an effective presentation of a design for a new family boat that can be used in a New Zealand coastal environment for recreation by:   * composing a presentation that captures and promotes the essence of the new boat design in a convincing manner   For example, the learner:  Composes a presentation of a new boat design that shows evidence and understanding of the integration of principles, modes and media; the presentation highlights the features of the boat to the intended target consumer, i.e. families wanting to enjoy recreational opportunities in a New Zealand coastal environment; features might include:   * + dimensions of the boat   + capabilities of the boat, e.g. water-skiing, fishing   + capacity i.e. number of people that it can hold.   Presents design ideas that are embedded and organised in a skilful way into the presentation so that the essence of the new boat and the features are conveyed to the audience effectively.  Skilfully uses layering to integrate a variety of modes and media.  Shows evidence of skilful integration of research, facts, figures and the display of the learner’s own ideas to promote the new boat design in a convincing manner, i.e. the potential new boat owner is inspired that the boat being presented may meet their needs.  The final presentation to the boating industry management team is convincing, i.e. the elements used come together and work together to promote the new boat to the audience. There is evidence of integration where the elements used within the presentation are linked and work to give visual impact to the message being shown.  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.