

Kaua e rangiruatia te hāpai o te hoe;
e kore tō tātou waka e ū ki uta

Subject Learning Outcomes:

A tool to support teaching, learning,
and assessment



Localised MOE support



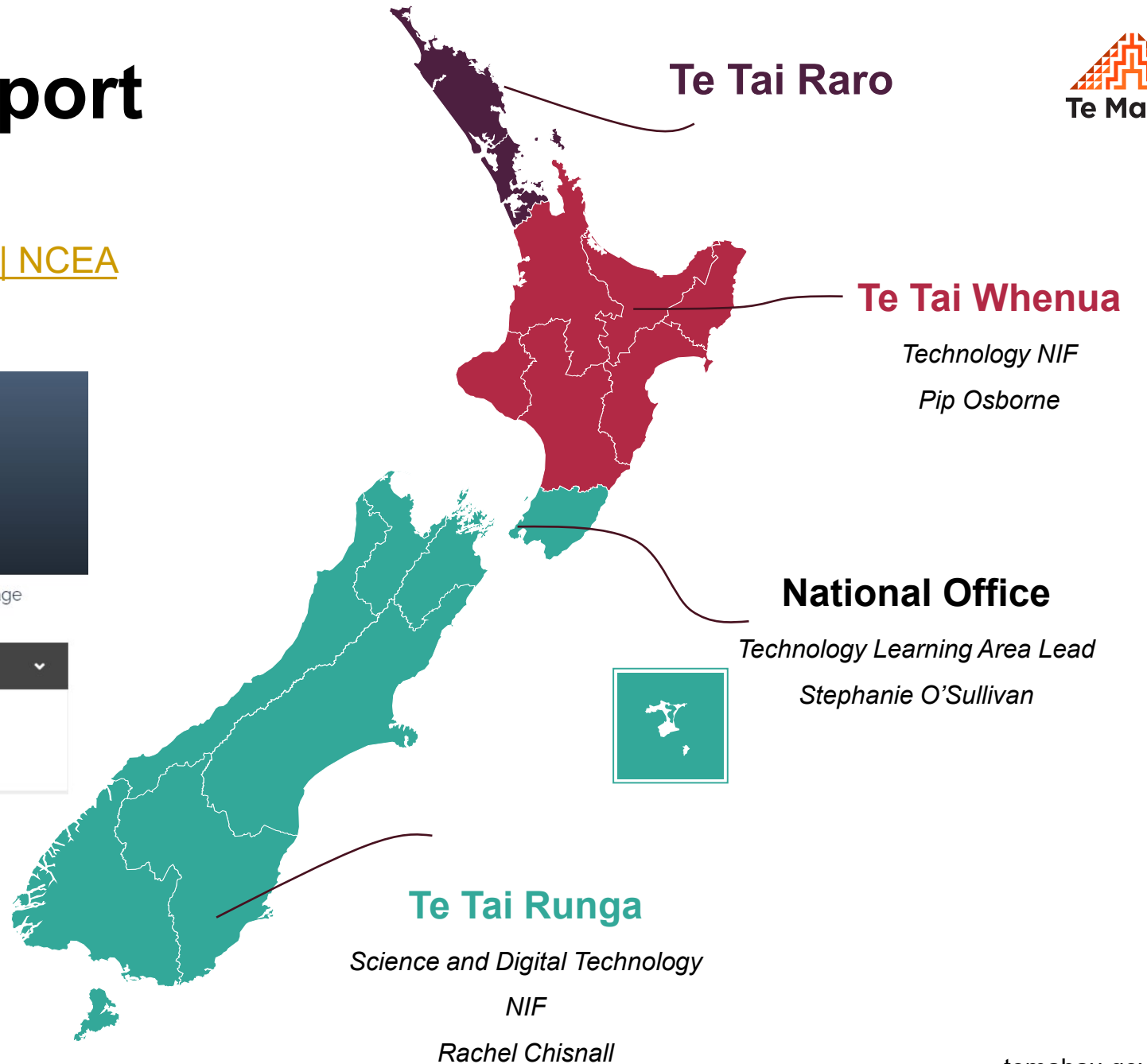
- Your Local NIFS:
 - [NCEA Implementation Facilitators | NCEA \(education.govt.nz\)](#)



NOTE: to contact people in this list, please use the Contact Form on this page

— DVC Curriculum

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Region: Auckland	Auckland



Kaupapa o te ata

1. What are the Subject Learning Outcomes and where can I find them?
2. How do Subject Learning Outcomes fit with other NCEA subject materials?
3. How do you use Subject Learning Outcomes?
4. Subject Learning Outcomes for Level 1 Design and Visual Communication



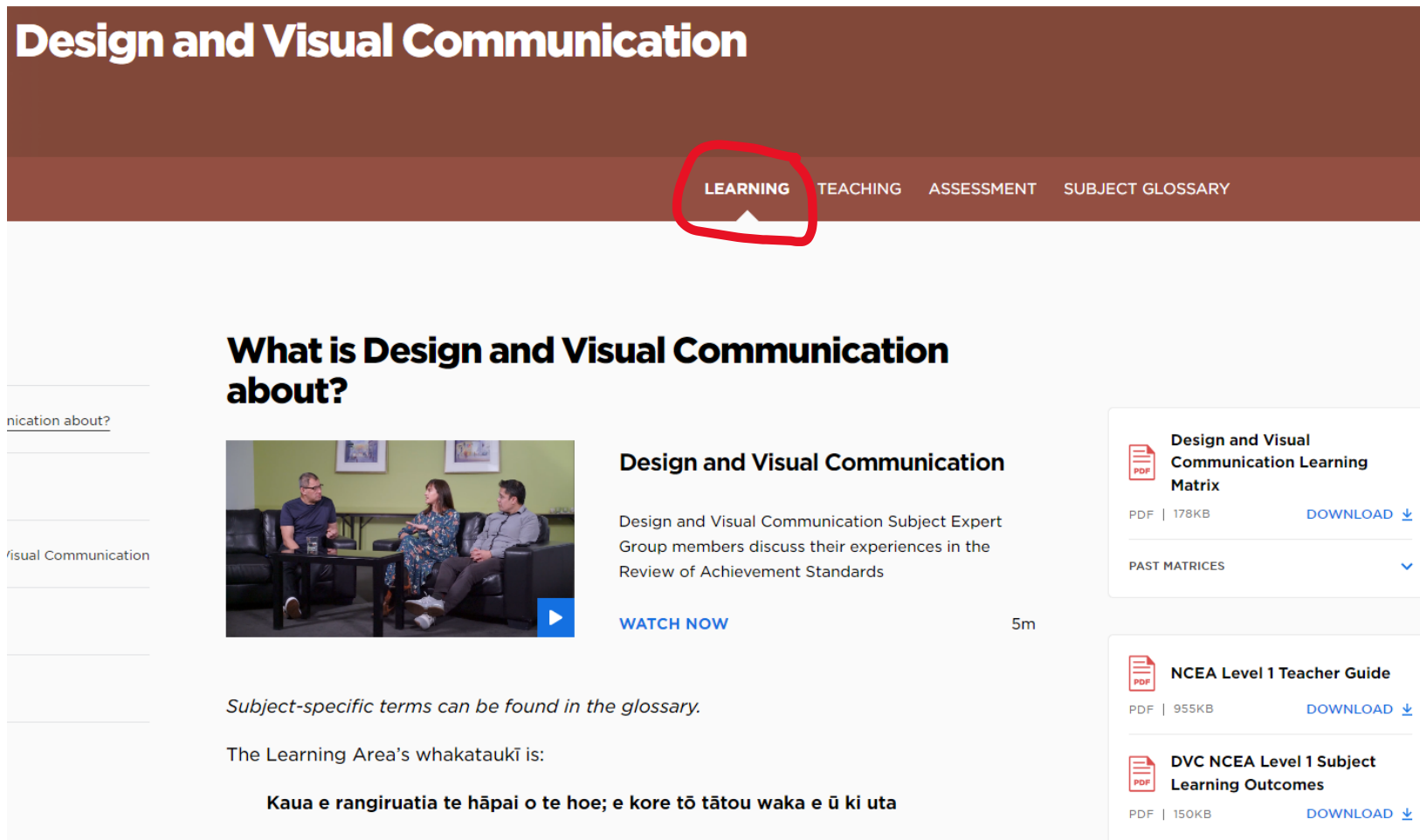


What are Subject Learning Outcomes?

- Subject Learning Outcomes help to identify the learning that underpins the knowledge and skills that students need to be ready for assessment.
 - Students will draw on this learning during assessment.
- Subject Learning Outcomes are used:
 - to check what you have included in your teaching and learning programmes
 - to check for student capabilities in the lead up to assessment
- **Note:**
 - *Each learning outcome included does not necessarily need the same amount of teaching time.*
 - *Subject Learning Outcomes will look different across subjects due to the nature of the subject*

Where can I find them?

- Subject Learning Outcomes are located where you already access the Learning Matrix for your subject – the Learning tab on the [NCEA.education website](https://www.ncea.govt.nz/education-website/)



The screenshot shows the 'Design and Visual Communication' page on the NCEA website. At the top, a dark brown navigation bar contains the title 'Design and Visual Communication' and a menu with 'LEARNING', 'TEACHING', 'ASSESSMENT', and 'SUBJECT GLOSSARY'. The 'LEARNING' tab is highlighted with a red circle. Below the navigation bar, the main content area features a video player with the title 'What is Design and Visual Communication about?' and a 'WATCH NOW' button. To the right of the video player, there is a section titled 'Design and Visual Communication' with a description and a 'WATCH NOW' button. Further right, there are two download links for PDF documents: 'Design and Visual Communication Learning Matrix' (178KB) and 'NCEA Level 1 Teacher Guide' (955KB). Below these, there are two more download links for PDF documents: 'DVC NCEA Level 1 Subject Learning Outcomes' (150KB) and 'DVC NCEA Level 1 Subject Learning Outcomes' (150KB).

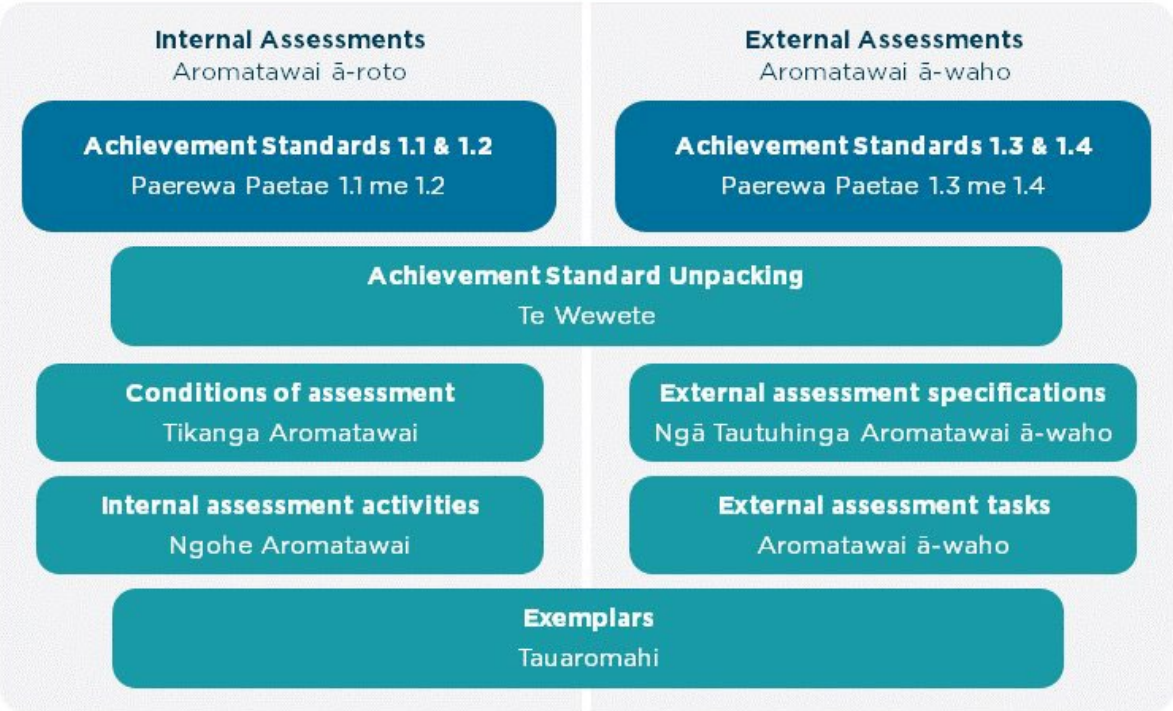
2. How do Subject Learning Outcomes fit with other NCEA subject materials?

The National Curriculum
Te Marautanga o Aotearoa and The New Zealand Curriculum

Subject Learning Matrix: big ideas and significant learning
Tukutuku Ako: ngā Whakaaro Whānui, Akoranga Matua

Course Outlines
Mahere Ako

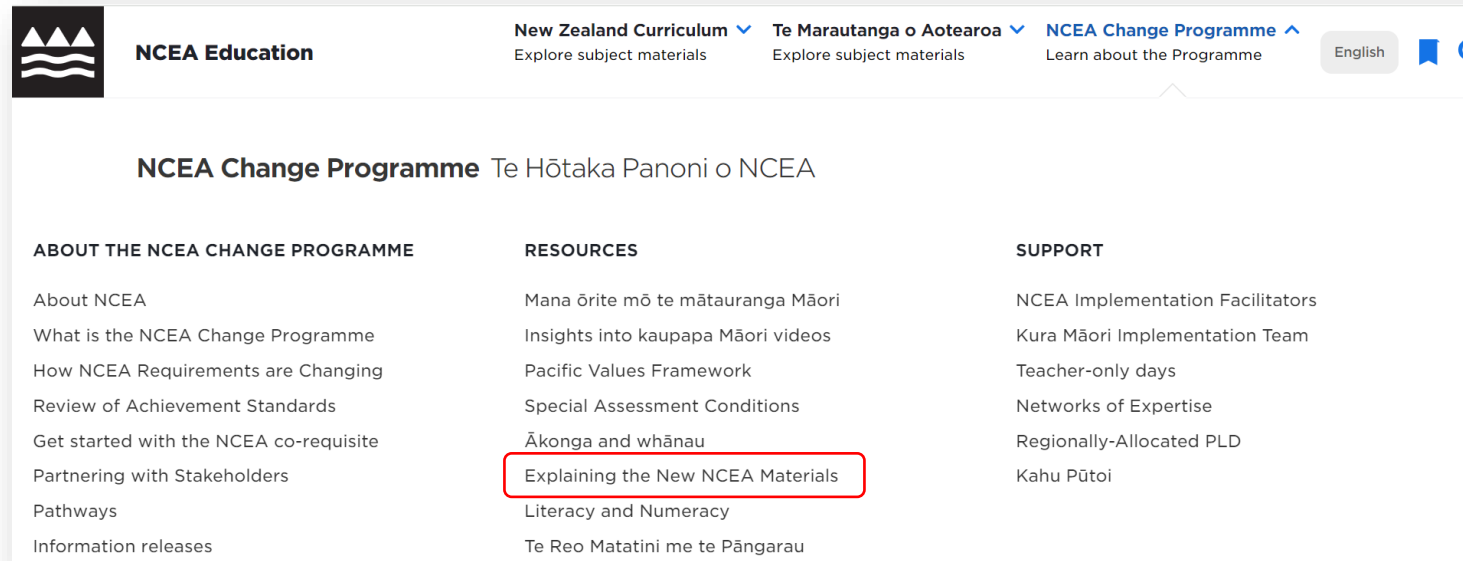
Subject Learning Outcomes for assessment
Ngā Putanga Ako mō ngā aromatawai



Explaining the new NCEA materials

This page on the NCEA.education website explains all of the new NCEA materials, including the Subject Learning Outcomes.

[Explaining the New NCEA Materials \(NCEA.education\)](#)



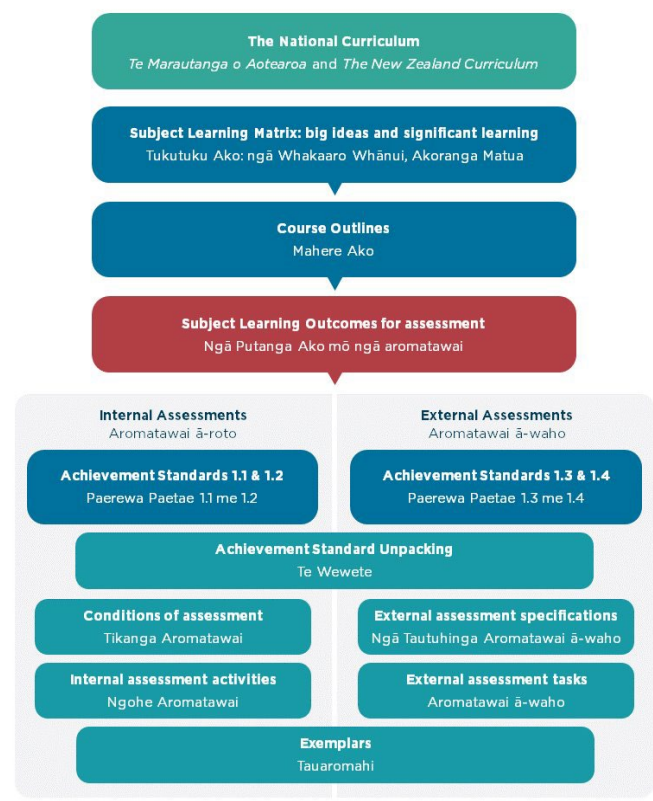
The screenshot shows the NCEA Education website header with navigation links for 'New Zealand Curriculum', 'Te Marautanga o Aotearoa', and 'NCEA Change Programme'. The main content area is titled 'NCEA Change Programme Te Hōtaka Panoni o NCEA' and is divided into three columns: 'ABOUT THE NCEA CHANGE PROGRAMME', 'RESOURCES', and 'SUPPORT'. The 'Explaining the New NCEA Materials' link is highlighted in the Resources column.

ABOUT THE NCEA CHANGE PROGRAMME	RESOURCES	SUPPORT
About NCEA	Mana ōrite mō te mātauranga Māori	NCEA Implementation Facilitators
What is the NCEA Change Programme	Insights into kaupapa Māori videos	Kura Māori Implementation Team
How NCEA Requirements are Changing	Pacific Values Framework	Teacher-only days
Review of Achievement Standards	Special Assessment Conditions	Networks of Expertise
Get started with the NCEA co-requisite	Ākonga and whānau	Regionally-Allocated PLD
Partnering with Stakeholders	Explaining the New NCEA Materials	Kahu Pūtoi
Pathways	Literacy and Numeracy	
Information releases	Te Reo Matatini me te Pāngarau	



The Learning Matrix

- A rich and coherent Teaching and Learning programme begins with the **Learning Matrix** and the explanation provided in the Subject Learning tab.

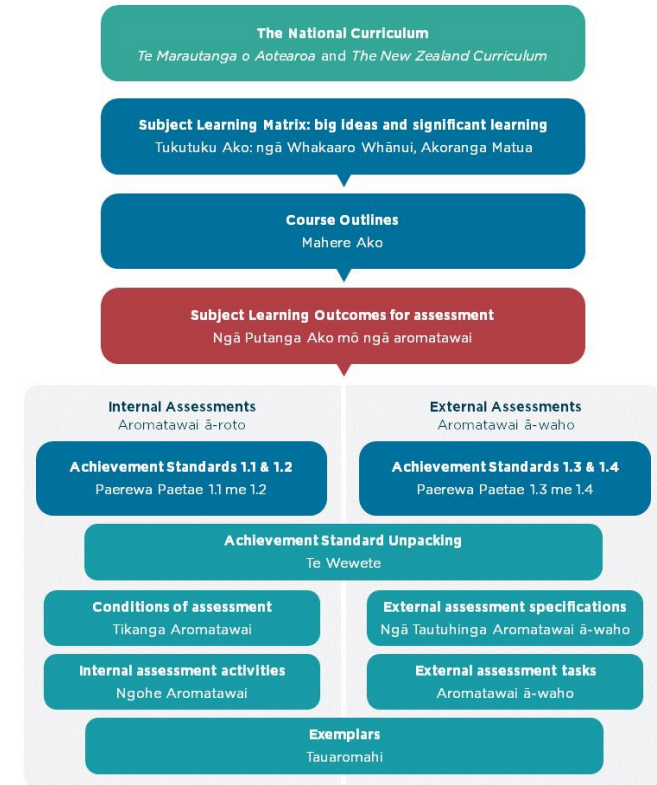


[Design and Visual Communication | NCEA \(education.govt.nz\)](https://www.education.govt.nz)

Course Outlines

- **Course outlines** are provided under the Teaching tab on [NCEA.education.govt.nz](https://www.ncea.education.govt.nz). These provide suggestions for how a year's course might be structured.

[Design and Visual Communication | NCEA \(education.govt.nz\)](https://www.ncea.education.govt.nz)

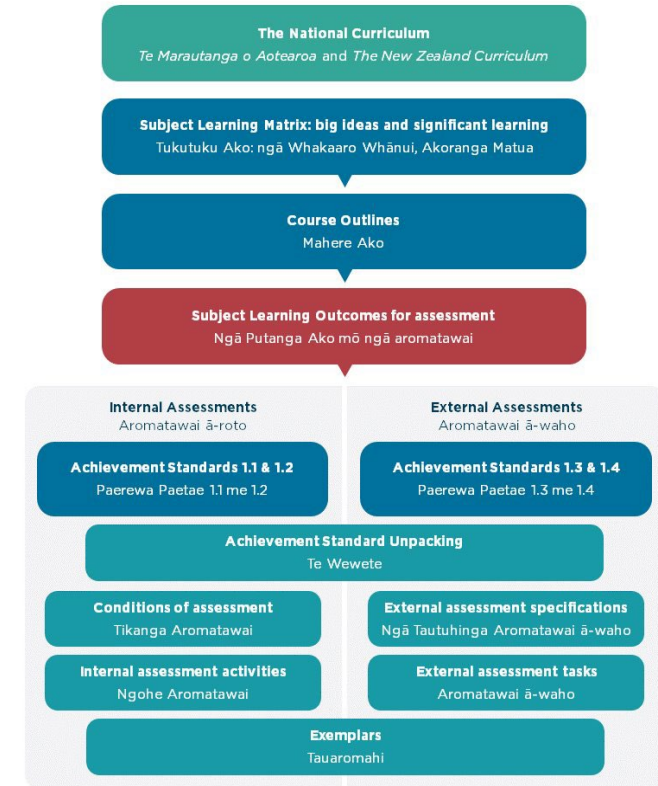


The standards

- The **Assessment Matrix** contains the achievement standards that can be used to assess student learning when students are ready.

[Design and Visual Communication | NCEA \(education.govt.nz\)](https://www.education.govt.nz/design-and-visual-communication/ncea/)

It is important to note that assessment is a sampling process.
Not everything that is taught will be assessed.



3. How do you use Subject Learning Outcomes?



How to use the Subject Learning Outcomes

Subject Learning Outcomes can be used as a **checklist**:

After planning

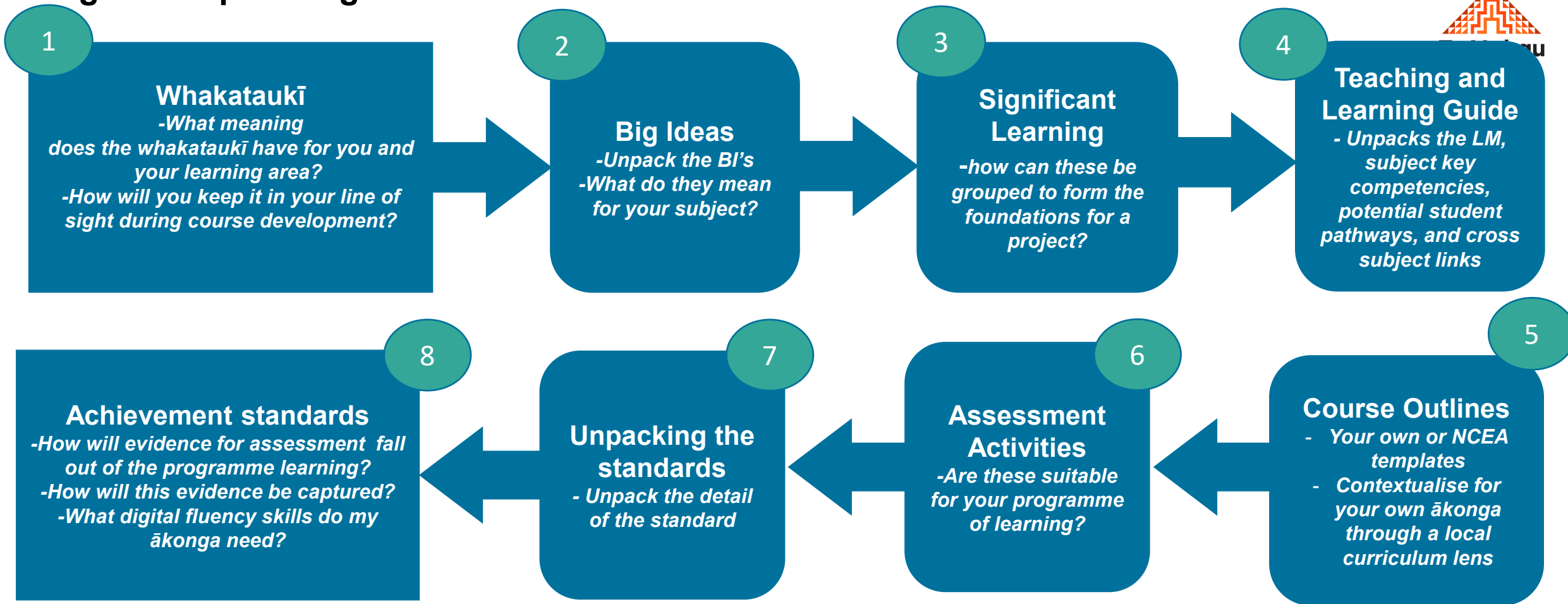
- To check that Teaching and Learning Programmes cover everything ākonga will need to successfully engage with the new Achievement Standards.

Prior to an Assessment Event

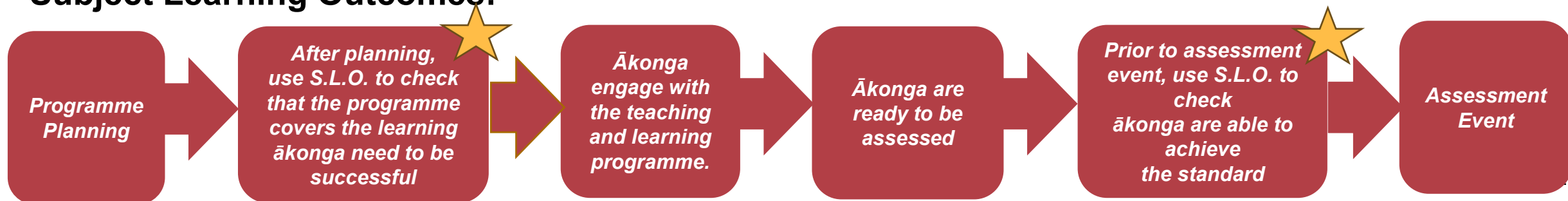
- To check that ākonga are ready and able to achieve the standard.



Programme planning:



Subject Learning Outcomes:



NCEA Level 1 Planning Guide

Planning a NCEA Level 1 teaching and learning programme – it doesn't matter where you start, you can find what you need

Te Poutāhū Curriculum Centre | Te Tāhuhu o te Mātauranga Ministry of Education

What do you want to know about?

Curriculum

I want to understand how NCEA Level 1 fits with the **curriculum** when I am planning my Level 1 programmes.

Navigate to:
[NCEA.education.govt.nz](https://www.ncea.education.govt.nz/)
[TKI.org.nz](https://www.tki.org.nz/)
[Kauwhatareo.govt.nz](https://www.kauwhatareo.govt.nz/)
 to find guidance and support material that links NCEA Level 1 to the curriculum.

Great, now where do I find more focused information about my subject?

Subject Learning Matrix | Tukutuku Ako

I want to understand the **Learning Matrix | Tukutuku Ako** for my NCEA subject.

On [NCEA.education.govt.nz](https://www.ncea.education.govt.nz/), navigate to subject or wāhanga ako pages to find the subject Learning Matrix | Tukutuku Ako. Review the information on this page to understand what your subject is all about.

Now I understand how my subjects relate to the curriculum. Are there any examples of course outlines I can use?

Key Downloads
[Learning Matrix \(NZC\)](#)
[Tukutuku Ako \(TMoA\)](#)

Course Outlines

I want to find examples of **Course Outlines** to help me with my planning.

On [NCEA.education.govt.nz](https://www.ncea.education.govt.nz/), navigate to subject pages to find sample Course Outlines.

I can choose from sample outlines and adapt them to suit my students. How can I check that students will cover everything they need to know to be successful in assessments?

Key Downloads
[Sample Course Outlines \(NZC\)](#)

Subject Learning Outcomes | Ngā Putanga Ako – mō ngā aromatawai

I want to understand the Level 1 **Subject Learning Outcomes | Ngā Putanga Ako – mō ngā aromatawai** so I can set clear learning goals with my students.

On [NCEA.education.govt.nz](https://www.ncea.education.govt.nz/), navigate to subject or wāhanga ako pages to find the Subject Learning Outcomes | Ngā Putanga Ako – mō ngā aromatawai. The first page of the Subject Learning Outcomes | Ngā Putanga Ako – mō ngā aromatawai documents explains what they are and how to use them.

I can set clear learning goals with my students and then talk to them about what will be assessed. Now where can I find the information to plan my assessments?

Key Downloads
[Subject Learning Outcomes \(NZC\)](#)
[Ngā Putanga Ako – mō ngā aromatawai \(TMoA\)](#)

Achievement Standards | Paerewa Paetae

I want to understand the new Level 1 **Achievement Standards | Paerewa Paetae** for my subject(s) so I can make sure I am planning the right kinds of learning opportunities with my students.

Navigate to:
[NCEA.education.govt.nz](https://www.ncea.education.govt.nz/)

The subject or wāhanga ako pages on [NCEA.education.govt.nz](https://www.ncea.education.govt.nz/) to find the new Level 1 Achievement Standards | Paerewa Paetae and assessment activities you can pick up and use for internals.

For externals, you will be guided from [NCEA.education.govt.nz](https://www.ncea.education.govt.nz/) to [NZQA.govt.nz](https://www.nzqa.govt.nz/) for assessment exemplars and external assessment specifications.

[NZQA.govt.nz](https://www.nzqa.govt.nz/)

The 'NCEA Subject Resources' page to find the new NCEA Level 1 Achievement Standards, external assessment specifications, and internal assessment exemplars.

Key Downloads
[Achievement Standards \(NZC\)](#)
[Paerewa Paetae \(TMoA\)](#)

You can also access specific support from [Subject Associations](#) and [NCEA Implementation Facilitators](#)

[NCEA Materials User Map.pdf \(ncea-live-3-storagestack-53q-assetstorage3bucket-2o21xte0r81u.s3.amazonaws.com\)](https://www.ncea-live-3-storagestack-53q-assetstorage3bucket-2o21xte0r81u.s3.amazonaws.com)

4. Subject Learning Outcomes for Level 1 Design and Visual Communication

[Generate product or spatial design ideas using visual communication techniques in response to design influences | NCEA \(education.govt.nz\)](#)

Design and Visual Communication 1.1

Generate product or spatial design ideas using visual communication techniques in response to design influences

92000 5 CREDITS

Purpose

Students will generate product or spatial design ideas using visual communication techniques in response to design influences.

Achievement Criteria

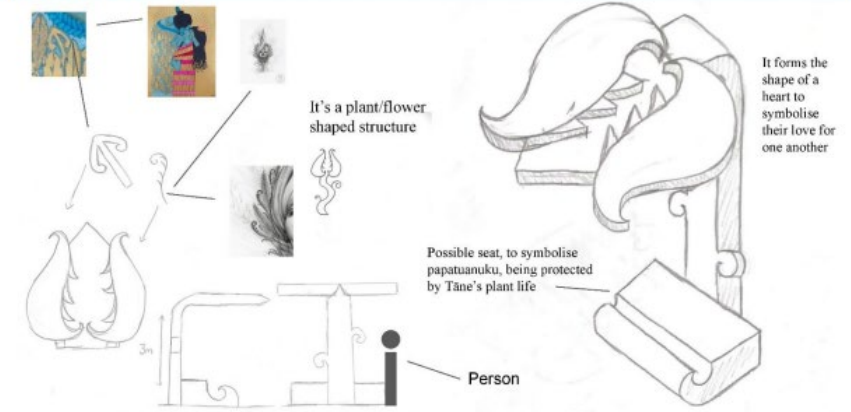
Achievement	Achievement with Merit	Achievement with Excellence
Generate product or spatial design ideas using visual communication techniques in response to design influences	Develop product or spatial design ideas using visual communication techniques in response to design influences	Extend product or spatial design ideas using visual communication techniques in response to design influences



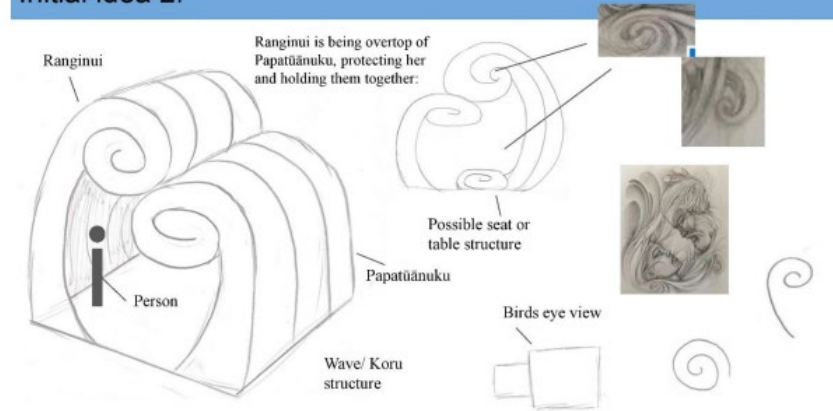
AS92000 Intent of the Standard

- ākonga will generate product or spatial design ideas using visual communication techniques in response to both te ao Māori and another design influence.
- ākonga will be encouraged to explore and experiment with different design ideas, revealing new possibilities that lead to the generation of their own product or spatial design ideas.
- This will include the process of ideation, where designers research, review, and consider different concepts, aesthetics, approaches.
- Design influences will be used in order to discover new ideas and open up new possibilities from different, sometimes unconventional, sources which then inform their design thinking and design idea generation.

Initial idea 1:



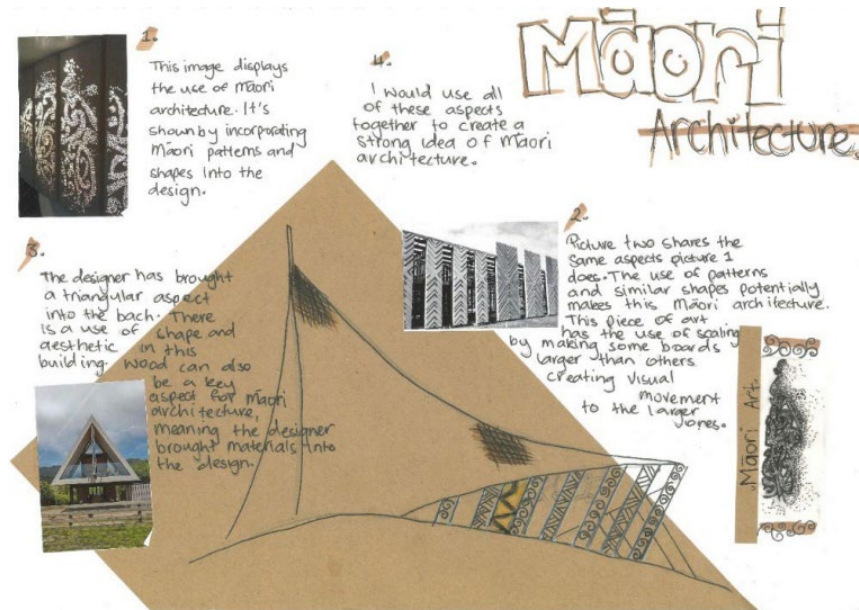
Initial idea 2:



[AS 92000 Annotated exemplars :: NZQA](#)

Generate product or spatial design ideas using visual communication techniques in response to design influences

92000 5 CREDITS

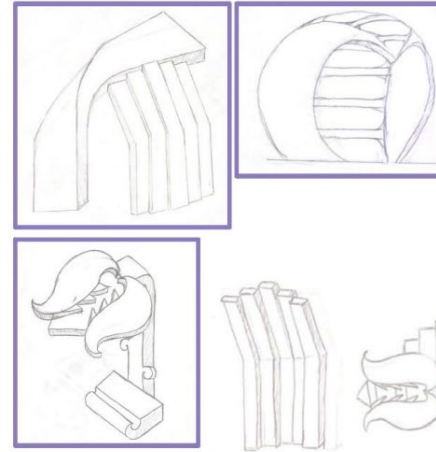


<p>Achievement Standard 92000 (1.1)</p>	<p>Generate product or spatial design ideas using visual communication techniques in response to design influences</p>	<p>Credits: 5 (Internal)</p>
<p>What is being assessed</p>		
<p>Design characteristics and elements</p>	<p>Specific Learning Outcome (Students are able to...)</p> <ul style="list-style-type: none"> • recognise and analyse the design characteristics of more than one design influence • identify and analyse design elements illustrated through existing design examples and the works of designers. This includes; <ul style="list-style-type: none"> ○ understanding the defining qualities and characteristics that differentiate spatial design and product design; ○ acknowledging the sources of research material (both images and text) 	
<p>Design influences</p>	<ul style="list-style-type: none"> • analyse and understand a mātauranga Māori design influence in terms of its stories and meanings. This includes; <ul style="list-style-type: none"> ○ considering tikanga Māori to ensure authentic, respectful, and responsible use of design ideas from te ao Māori • critique how both design influences impact on their own product or spatial design ideas. This includes; 	

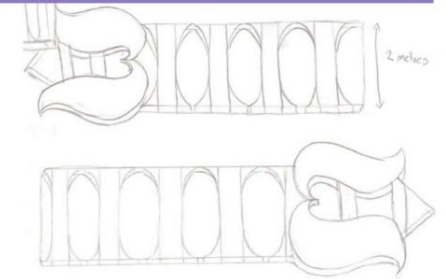
Generate product or spatial design ideas using visual communication techniques in response to design influences

92000 5 CREDITS

Extending ideas



From three of my initial ideas, I took a lot of my inspiration from the my flower design from my creation story initial ideas. I also used the see through pattern in my dome structure inspired by Santiago Calatrava so that the structure lets in natural sunlight during the day. I then considered using the tilted part of my other Santiago Calatrava initial idea. I improved it by simplifying the heart shape, and made sure to elongated the size of the structure to add more space and give more shade to people using it. I also have decided to repeat the chosen design 4 times so I can use as much space as what has been given to me.



	<ul style="list-style-type: none"> ○ understanding that a rationale for a design influence can be expressed through visual decision making and through the response shown through own design ideas
Divergent thinking	<ul style="list-style-type: none"> ● use divergent thinking approaches that explore the design influences through the experimentation of their own product or spatial design possibilities. This includes; <ul style="list-style-type: none"> ○ understanding there is no single right answer, rather that there are multiple possibilities that can be valued and respected; ○ understanding that creative play is a legitimate part of divergent thinking; ○ beginning to develop an emerging personal perspective reflected in the design ideas they generate and design decisions made
Visual communication	<ul style="list-style-type: none"> ● visually communicate their design thinking; <ul style="list-style-type: none"> ○ using any drawing or modelling mode individually or in combination as suited for product or spatial design; ○ curating own visual work in terms of recognising what is important for explaining their thinking and decision making

[Use representation techniques to visually communicate own product or spatial design outcome | NCEA \(education.govt.nz\)](#)

Design and Visual Communication 1.2

Use representation techniques to visually communicate own product or spatial design outcome

92001 5 CREDITS

Purpose

Students are able to use representation techniques to visually communicate own product or spatial design outcome.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Use representation techniques to visually communicate own product or spatial design outcome	Use representation techniques to clarify the visual communication of own product or spatial design outcome	Use representation techniques to enhance the visual communication of own product or spatial design outcome





AS 92001 Intent of the Standard

- ākonga will gain understanding of the representation techniques required to visually present a product or spatial design outcome for potential viewers such as users, clients, communities, or other designers.
- They will demonstrate visual communication thinking, focusing on aesthetics, visual appearance, surface qualities, materiality, function, operation and use. In terms of rendering, understanding tonal effects of a light source (shadows and highlights, textures, and material finishes) can contribute to impactful, persuasive, and engaging visual communication. To visually present their design outcomes, ākonga showcase or emphasise the most important aesthetic and functional features.
- This aspect of the design process is about reflecting on how design ideas have become design outcomes. It is about how the learner can effectively communicate the purpose and benefits it has for the people and context it was designed for



[DVC-92001-EXP.pdf \(nzqa.govt.nz\)](https://nzqa.govt.nz/dvc-92001-exp.pdf)

Use representation techniques to visually communicate own product or spatial design outcome

92001 5 CREDITS



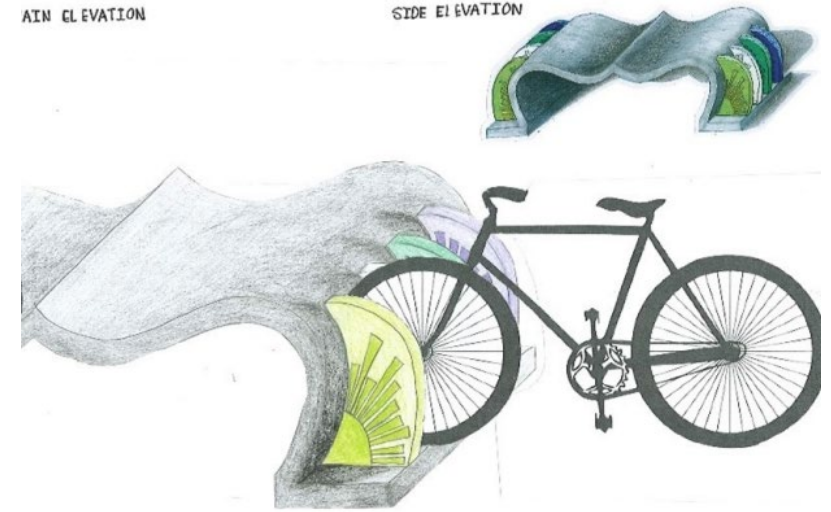
<p>Achievement Standard 92001 (1.2)</p>	<p>Use representation techniques to visually communicate own product or spatial design outcome</p>	<p>Credits: 5 (Internal)</p>
<p><i>This achievement standard relates to principles and techniques for visual representation where only ONE of the following visual mode options needs to be selected for use:</i></p> <ul style="list-style-type: none"> ○ Hand render ○ Physical model ○ Digital model <p><i>Learning experiences can focus on one or all these modes, with either the student or their teacher deciding on which mode to use based on individual capability and strengths</i></p>		
<p>What is being assessed</p>	<p>Specific Learning Outcome (Students are able to....)</p>	
<p>Effects of a light source</p>	<ul style="list-style-type: none"> • For a hand render: 	
	<ul style="list-style-type: none"> ○ apply tonal effects, cast shadows, shadow lines and highlights on drawings to effectively show tonal qualities • For a physical model: <ul style="list-style-type: none"> ○ set up lighting (whether artificial or natural) in a direction that effectively shows tonal qualities when photographing the model • For a digital model: <ul style="list-style-type: none"> ○ set up the light effects and direction in relation to the digital model to effectively show tonal qualities 	

Use representation techniques to visually communicate own product or spatial design outcome

92001 5 CREDITS

AIN ELEVATION

SIDE ELEVATION



Representing materials

- For a hand render:
 - apply colour media and visual textures to represent materials
- For a physical model:
 - apply modelling materials and finishing techniques to represent materials
- For a digital model:
 - apply digital rendering techniques to represent materials

Visually communicating a design outcome

- For a hand render:
 - select and use the appropriate views (close ups and viewpoints) that best show the key features of the design outcome
- For a physical model:
 - select and use the appropriate views for photographing (close ups and viewpoints) that best show the key features of the design outcome
- For a digital model:
 - select and use the appropriate views (close ups and viewpoints) that best show the key features of the design outcome. (In the case of digital animations, students need to compose and edit their animation using cinematic principles)

Assessment Activities

1.1 Activity B

Lake Ōkareka house design



Students will generate and explore a range of ideas for a house on the shores of Lake Ōkareka. The ideas will relate to design influences from te ao Māori and another design influence.

1.1 Activity C

Spatial and product design inspired by design influences



Students will generate design ideas for a product or a spatial design inspired by two design influences including one from te ao Māori.

Generate product or spatial design ideas using visual communication techniques in response to design influences | NCEA (education.govt.nz)

Assessment Activities

1.2 Activity A

School showcase



Students will use rendering or model-making skills to showcase a product or spatial design idea they have generated.

1.2 Activity B

Lake Ōkareka house presentation



Students will use representation techniques to visually communicate the final design outcome for a house situated on the shores of Lake Ōkareka.

1.2 Activity C

Show me the mahi



Students will produce a rendered illustration or 3D model to showcase their learning and skills in the creation of a product or spatial design.

Use representation techniques to visually communicate own product or spatial design outcome | NCEA (education.govt.nz)

4. Subject Learning Outcomes for Level 1 Design and Visual Communication

External Achievement Standards

Develop product or spatial design ideas informed by the consideration of people

92002 5 CREDITS

Purpose

Students are able to develop product or spatial design ideas informed by the consideration of people.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Develop product or spatial design ideas informed by the consideration of people	Refine product or spatial design ideas informed by the consideration of people	Extend product or spatial design ideas informed by the consideration of people

AS92002 Intent of the Standard

- ākonga will be encouraged to clarify and refine product or spatial design ideas through exploring possibilities and making design decisions that consider people in terms of potential purposes and benefits.
- Ākonga can recognise that design, as an act of manaakitanga, is intent on seeking new ways of improving the lives of people. They can bring their own designer voice that connects their personal experiences with the considerations of those they design for in relation to the products or spatial designs they develop.
- It encourages reflection on how designers acknowledge and honour diverse whakapapa and ways of being that they encounter within their work. Ākonga will focus on developing their ideas by recognising the role that design plays in enhancing the lives and experiences of people as potential users and their connection to a place.
- They will need to construct a visual narrative that conveys their design thinking and decision-making, utilising their visual literacy skills.

Design and Visual Communication exemplars, past exams, reports and schedules

Internal and external assessment resources for Design and Visual Communication

New Level 1 standards 2024

NZQA will publish exemplars to support implementation of the new Level 1 standards where student samples from the pilots reflect the implemented standard. This will occur between 9 October 2023 and no later than the end of May 2024.

Where student samples reflecting the implemented standard are not available, exemplars will be made available on an ongoing basis after 2024 external moderation and marking has occurred.

[Design and Visual Communication exemplars :: NZQA](#)

Develop product or spatial design ideas informed by the consideration of people

92002 5 CREDITS

Achievement Standard 92002 (1.3)	Develop product or spatial design ideas informed by the consideration of people	Credits: 5 (External)
What is being assessed:		
Consideration of people	Specific Learning Outcome (Students are able to....) <ul style="list-style-type: none"> • critique how the needs of people impact on the developing of their own design ideas. This includes; <ul style="list-style-type: none"> ○ understanding the needs and experiences of people appropriate to the context of their design ideas • apply decision-making that responds to the needs of people in progressing their design ideas. This includes; <ul style="list-style-type: none"> ○ considering people connected to the context being designed for, to meet their needs or improve their lives 	
Design practice	<ul style="list-style-type: none"> • critique how the needs of people impact on the developing of their own design ideas. This includes; <ul style="list-style-type: none"> ○ considering the possible users of a potential design outcome throughout the design process • apply research (specialist knowledge, technical information, user experience), when and as needed. This includes; <ul style="list-style-type: none"> ○ understanding the defining qualities and characteristics that differentiate spatial design and product design; ○ understanding design elements and principles of function and aesthetics relevant to their design ideas and context; ○ acknowledging the sources of research material (both images and text) • generate design possibilities beyond predetermined outcomes. This includes; <ul style="list-style-type: none"> ○ understanding that design practice is about quality rather than quantity; ○ developing an emerging personal perspective through the design ideas they generate and any design decisions made • improve design ideas through refinement that considers possible users of the design. This includes; <ul style="list-style-type: none"> ○ understanding that design is an iterative process ○ applied features and details that will improve the experience for users of the design ○ fine-tuning aspects of the design to improve the aesthetic and functional qualities of the outcome for people. 	

Develop product or spatial design ideas informed by the consideration of people

92002 5 CREDITS



This garden area is a good place for the study space because it is a quite area and is close to things like a block, gym, drama and the canteen.

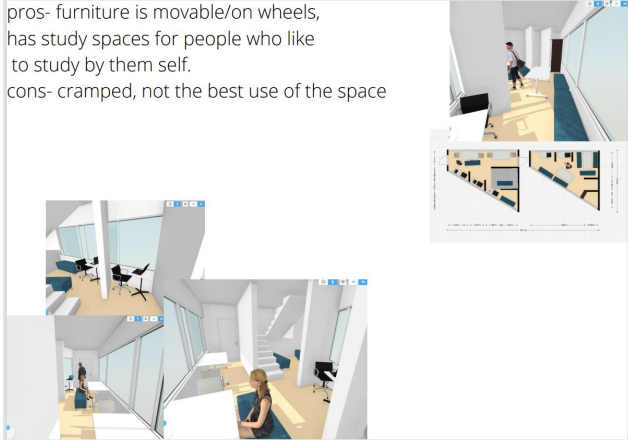
This is a good area for the study space because it is quite a sheltered area, might be a good place to go if its raining, although, it may not have a lot of sun since its so sheltered. It is also quite close to the canteen and I block as well as the gym and drama rooms.

This area where the library was is a great spot for the study space as it is near the middle of the school so, its close to a and b block, and not to far away from anything.

LOCATION RESEARCH

pros- furniture is movable/on wheels, has study spaces for people who like to study by them self.

cons- cramped, not the best use of the space

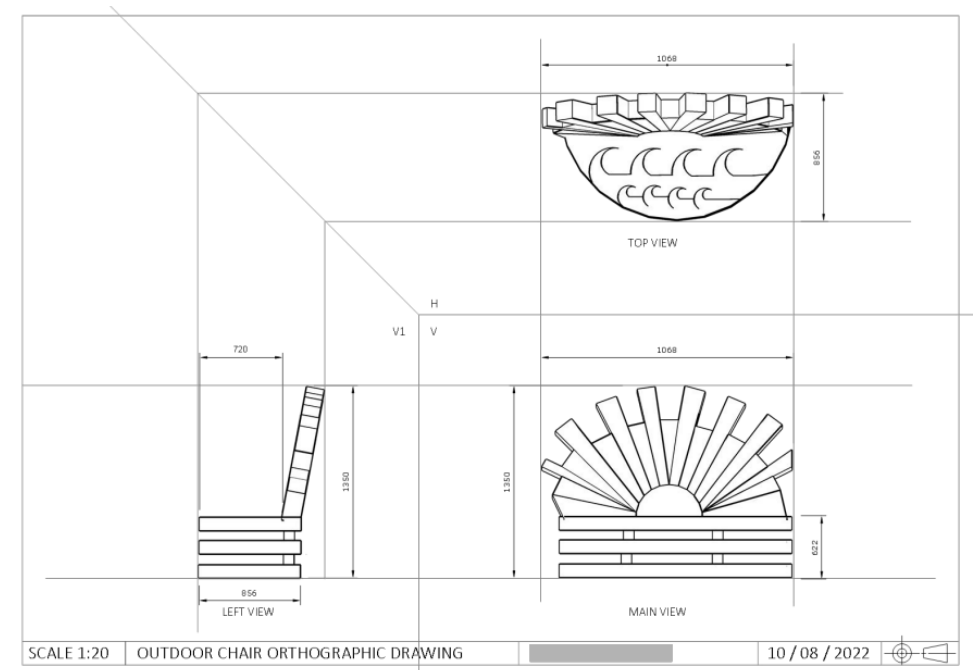


[92002-Exemplar-2022-Achievement-Spatial.pdf \(nzqa.govt.nz\)](https://nzqa.govt.nz/92002-Exemplar-2022-Achievement-Spatial.pdf)

<p>Convergent thinking</p>	<ul style="list-style-type: none"> • use convergent thinking, exploring design options with purpose, in order to progress and improve a design idea • engage with decision-making that is connected to people, and design knowledge in developing design outcomes
<p>Visual communication</p>	<ul style="list-style-type: none"> • use visual communication techniques to explain design features • visually communicate their design thinking and the narrative of their practice. This includes; <ul style="list-style-type: none"> ○ curating own visual work in terms of recognising what is important for explaining their thinking and decision making

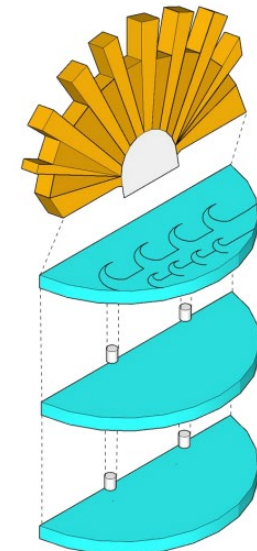
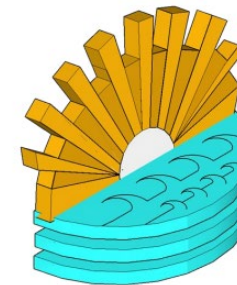
AS92003 Intent of the Standard

- The intent of this Achievement Standard is for ākonga to use appropriate instrumental drawing techniques to communicate a design outcome.
- It requires them to develop knowledge and skills in using instrumental drawing conventions and systems.
- It must include orthographic (2D) and paraline (3D) drawings that can be either CAD generated or manually drawn.
- The focus will be on generating instrumental drawings that visually communicate student's own design outcome as accurately as possible using drawing systems and conventions



[92003-Exemplar-2022-Achievement-Product.pdf \(nzqa.govt.nz\)](https://www.nzqa.govt.nz/qualifications-register/achievement-standard/92003-Exemplar-2022-Achievement-Product.pdf)

Paraline Assembled isometric
scale : 1:20



Paraline Exploded isometric
scale : 1:20

Use instrumental drawing techniques to communicate own product or spatial design outcome

92003 5 CREDITS

Achievement Standard 92003 (1.4)	Use instrumental drawing techniques to communicate own product or spatial design outcomes	Credits: 5 (External)
What is being assessed:	Specific Learning Outcome (Students are able to....)	
Technical features	<ul style="list-style-type: none"> • clarify the construction and assembly details of their product design outcome OR internal spatial relationships of their spatial design outcome. This includes; <ul style="list-style-type: none"> ○ understanding the defining qualities and characteristics that differentiate spatial design and product design 	
Instrumental drawing	<ul style="list-style-type: none"> • use instrumental drawing resources (digital software or manual equipment) for generating a set of coherent instrumental drawings. This includes; <ul style="list-style-type: none"> ○ applying the principles of alignment for instrumental drawings (orthographic and exploded paraline); ○ applying the principles of sectioning for conveying internal information; ○ applying the principles of scale for representing a design outcome • apply the principles of drawing conventions. This includes; <ul style="list-style-type: none"> ○ understanding the interrelationship between orthographic drawings (2D) and paraline drawings (3D) for communicating a design outcome; 	
	<ul style="list-style-type: none"> ○ understanding that the use of layout, line types and labelling aids visual communication; ○ understanding that an architectural floor plan is a section view where the cutting plane is typically at 1.2 m; ○ understanding that the labelling of views differs between architectural and engineering design fields 	
Visually communicating a design outcome	<ul style="list-style-type: none"> • select appropriate 2D and 3D views that best explain the technical qualities and details of their design outcome • use visual conventions effectively for the clear and easy reading by a viewer (line types, labelling, dimensioning) 	

Collecting Evidence for external achievement standards



AS 92002

- Ākonga will curate and submit a portfolio of evidence of 10-15 A3 pages (or equivalent) showcasing their design work.
- Evidence in the portfolio can take a range of visual forms, digital or physical, and may include drawings, annotations, models, and animations.
- Visuals may be produced using CAD or manual drawing methods. Where CAD is used the design details presented must be ākonga-generated. Software libraries or pre-built blocks (for example footing details for building plans) do not constitute ākonga evidence and should not be presented as such

AS92003

- Ākonga will curate and submit a portfolio of evidence of 3-5 A3 pages (or equivalent) showcasing their design work where the features of the design outcome have been worked out.
- Evidence in the portfolio can take a range of visual forms, digital or physical, and may include drawings, annotations, models, and animations.
- While labelling and title blocks can be used within a portfolio (written in either English or te reo Māori) to clarify key information, no annotations will be permitted. Ākonga must demonstrate their ability to explain the features and details of the design outcome visually through the instrumental drawings they generate.
- Where CAD is used, the design details presented must be ākonga-generated. Software libraries or pre-built blocks (for example footing details for building plans) do not constitute ākonga evidence and should not be presented as such.

15 x A3 pages	Image files (JPG, JPEG); document files (PDF); video files (MP4), 500MB	30-Oct
5 x A3 pages	Image files (JPG, JPEG); document files (PDF)	30-Oct



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Promoting and supporting all levels of technology education

Technology Education New Zealand (TENZ) is a non-profit professional association supporting and promoting all levels and areas of technology education in Aotearoa New Zealand.

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Welcome to NZGTTA

The New Zealand Graphics & Technology Teachers Association is a professional subject association set up to promote and support teachers of Graphics and Technology education in New Zealand schools.

Teaching & Learning Guide

Join NZGTTA Forum



The Digital Technologies Teachers Aotearoa is an association with the goal of advocating for our subjects. The aim of the association is to create a community of teachers where we can share resources, communicate and speak with one voice to get our subject area recognised and supported.

[Find out more about DTTA](#) [Read about joining DTTA](#)

[TENZ – Technology Education New Zealand](https://eenz.com)

[HETTANZ Website](https://hettanz.org.nz)

[New Zealand Graphics & Technology Teachers Association – NZGTTA is a professional subject association set up to promote and support teachers of Graphics and Technology in New Zealand schools.](https://www.nzgтта.org.nz)

dthm4kaiako.ac.nz

[Feedback on online NCEA workshops \(office.com\)](https://office.com)



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He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

He waka eke noa

We are all in this together



Te Kāwanatanga
o Aotearoa
New Zealand Government

I like the advice that Maia Hetaraka shares with kaiako (she is talking about Mātauranga Māori in the context of Tātaiako, but the principles go right across) - <https://www.journal.mai.ac.nz/content/kaupapa-m%C4%81ori-analysis-t%C4%81taiako-considering-m%C4%81ori-education-policy>

[Dr. Johnson Witehira, Decolonizing Design in Aotearoa, Master of Design Speaker Series, December 5, 2017 on Vimeo](#)

some useful resources can be found at [Insights into kaupapa Māori | NCEA \(education.govt.nz\)](#)

Insights into kaupapa Māori | NCEA

[Mana ōrite mō te Mātauranga Māori - Equal status for mātauranga Māori in NCEA | NCEA \(education.govt.nz\)](#)

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Mana ōrite mō te Mātauranga Māori - Equal status for mātauranga Māori in NCEA | NCEA