



NCEA Level 1 - Clarifications (Jun 24)

[Design and Visual Communication 1.1](#)

[Design and Visual Communication 1.2](#)

[Digital Technologies 1.3](#)

Design and Visual Communication 1.1

Explanatory Note 2:

As part of the evidence provided, students must include a rationale for both design influences used in the context of product or spatial design, of which one must be an appropriate te ao Māori design influence. Examples of an appropriate te ao Māori design influence include:

- regional styles
- specific types and forms of objects, spaces, or buildings.

It is important to consider tikanga Māori to ensure authentic, respectful, and responsible use of design ideas from te ao Māori.

Explanatory Note 3:

Design influences are the identified elements of design that are characteristic of the source material and may be aesthetic, functional, spiritual, or metaphorical.

They may be the various uses, styles, motifs, symbolisms, and meanings of the source materials that influence the student throughout the process of their generation of ideas.

Feedback:

The concern is that teachers may be selecting design influences that are unsuitable materials for their te ao Māori design influence, they should be existing design pieces that influence such as man-made objects rather than nature icons such as leaves. The use of design influences originating from Purakau is acceptable.

When work is done, it is important to acknowledge third party sources, whakapapa, internet sources (ie. referencing).

Also to note, this is not a watered down Level 3 standard (AS91627 Initiate design ideas through exploration).

Design and Visual Communication 1.2

Feedback:

The concern is that teachers may be interpreting the standard as a purely rendering standard, when this also requires the learner to effectively communicate the purpose and benefits it has for the people and context it was designed for.



Digital Technologies 1.3

Explanatory Note 2:

For the purposes of this achievement standard, the usability of human-computer interfaces can be understood in terms of usability principles. Examples of usability principles could include:

- mātaḗpono Māori such as:
 - accurate use of te reo Māori
 - support for te reo Māori in tools such as spell checking
 - support for expression of tikanga and mātauranga Māori
- usability concepts such as:
 - internal and external consistency
 - accessibility
- Nielsen's usability heuristics.

Feedback:

The concern is that teachers may be selecting one aspect to teach, where the requirement is that all of the aspects are taught and the assessment may be from any one or more of these.