NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship, 2006

Graphics

Assessment Report

Graphics, Scholarship, 2006

Commentary:

The schedule underwent changes for scholarship 2006. This resulted in a shift from a single holistic grade to assessing to a score out of 8 for each of the three strands that are added, to give a total score out of 24. The three key strands were as follows:

- Design Thinking
- Synthesis
- Visual Communication

These strands accommodated the six dimensions of graphics deemed necessary to achieve scholarship performance and recognised that these are still seen as inter-related in a holistic nature within a body of work.

The challenge for the candidates entering scholarship remains with being able to attain to a good level across all three strands. A candidate could not perform poorly in two strands and expect to achieve a sufficient outcome to a scholarship level.

Candidates need to link two areas. A common approach for dealing with the two areas was to work through an architectural /engineering /product brief and then plan their presentation (through their work for 90735) for their design solution. Other approaches included having the two areas linked through a common brief, theme, or client, though at times the link was rather weak and did not inform the body of the work as a whole.

It is extremely encouraging to see the diverse kinds of projects submitted for scholarship, and this is an obvious spin-off from the work done for the negotiated brief for AS90734. Candidates who did engage with a real client and kept in contact throughout the development and presentation stages appeared to get great benefit out of the experience, with the general dialogue being more vibrant and engaging. The client could also encourage further exploration and help firm ideas and /or clarify the candidate's thinking through the brief.

Success was generally achieved through manageable problems that were well-defined, not too large scale, yet open enough to allow the freedom to explore and generate ideas creatively and thoroughly. Most of the submissions that achieved scholarship were based from evidence generated from the negotiated brief that utilised a real client in a legitimate and relevant context.

Candidates who attained Scholarship demonstrated a clear understanding of the design brief and were able to generate and graphically articulate their thinking in a relevant and integrative manner. These submissions proved compelling and convincing in their articulation, showing a confidence and assurance in their demonstration of skills and principles, and a clear understanding of the problem and its associated design considerations.

The best performing candidates most commonly demonstrated the following skills and /or knowledge:

- ability to articulate their own voice confidently and emphatically and worked to their strengths. It was evident that no single method or approach will ensure success
- ability to confidently and clearly articulate ideas using sketching, formal drawing and annotation
- a degree of engagement with level three external achievement standards
- highly proficient and detailed design thinking, supported by a range of high quality visual communication skills. Candidates were able to clearly demonstrate, through a variety of highly effective communicative modes, a depth of analysis and clarity of thinking
- ability to present research in a focused and informative manner to aid the generation and refinement of the solution
- ability to apply an effective design process and provide a co-ordinated and integrative series of events which initiated a gradually evolving and refining outcome

- ability to focus their efforts in one area rather than spread themselves across many areas. Success in scholarship is based more on depth of knowledge and skills rather than breadth that may be relatively superficial.

Candidates who did NOT achieve scholarship lacked some or all of the skills and knowledge above and in addition they:

- lacked an ability to link their two areas
- lacked the depth required at this level, frequently they submitted up to three units of work that were all comparable and also lacked any indication of which is the primary unit for scholarship. In order to optimise their opportunities for attaining success in scholarship, candidates should focus their efforts in one area rather than spreading themselves across many areas. Success in scholarship is based more on depth of knowledge and skills rather than breadth that may be relatively superficial
- lacked a suitable brief. The nature of the brief, whether negotiated or given, remains an important ingredient to ensure success. A brief that is either too limiting or far too broad can prove to be unsuitable for the candidate to achieve to a scholarship level. Furthermore, the selection and understanding of the issues and design considerations associated with the brief is pivotal to setting up the problem and going about working through to a solution. When the brief has significant limitations, either excessively prescriptive or too simple, candidates find it difficult to get the scope of exploration or the opportunities for innovation. When the brief is too complex or extensive, candidates find it difficult to manage all the design considerations to the necessary depth of detail, and hence, can run into serious workload issues.
- lacked any level of design development towards a refined solution through a lack of detail consideration, idea selection and refinement, or even directed exploration and experimentation. In these instances, the generation of design ideas seemed rather arbitrary and poorly reasoned.
- lacked an ability to research effectively. There is frequently a distinct lack of purposeful connection between research and the development of a suitable outcome that meets the needs of the brief
- lacked skills in visual communication as a key element in describing design ideas and showing design development. The ability to confidently and clearly articulate ideas using sketching, formal drawing and annotation is essential for attaining Scholarship. There are still many candidates overly reliant on notes to the detriment of effective visual communication.