

DESIGN AND VISUAL COMMUNICATION

SUBJECT EXPERT GROUP RESPONSE TO FEEDBACK ON THE PHASE 2 MATERIALS

The Design and Visual Communication (DVC) Subject Expert Group (SEG) would like to thank those who took the time to review the subject content. We received 25 responses to the survey.

It was encouraging to read that there was a positive response overall to the Phase 2 subject content for Level 1 DVC.

Your feedback indicated that there were concerns around workload and level-appropriateness of Achievement Standard 1.1, as well as concerns around tokenism and inauthentic cultural representation with the strong mātauranga Māori aspects of the Standard. Furthermore, there were concerns regarding Achievement Standard 1.2, the difficulty of students choosing different modes, and equity issues regarding resourcing for some schools. Finally, there was a need for more refinement and clarity in the wording of subject content, particularly in regard to subject-specific terminology.

The feedback has been collated into main themes that the SEG has now discussed and responded to, and will continue to consider as we move into Phase 3. Four themes emerged from the comments and suggestions received.

Theme One

Respondents raised concerns regarding the difficulty and appropriate curriculum level of Achievement Standard 1.1.

Response

The SEG agreed that Achievement Standard 1.1 requires more refinement in its wording and more clarity around workload and assessment expectations for students. Wording of the Explanatory Notes will be reviewed and rewritten to make more explicit the intention of the Standard to be a visual exploration of the contexts outlined to avoid teachers and students misinterpreting it as a written research project. This will make Achievement Criteria clearer and will ensure that the work required will be more in line with Level 6 of the New Zealand Curriculum.

Theme Two

Respondents commented on potential issues of tokenism and inauthentic cultural representation; particularly in Achievement Standard 1.1, given the strong mātauranga Māori focus of the standard.

Response

The SEG also agreed that the wording of Achievement Standard 1.1 could be refined to further support authentic engagement with te ao Māori design heritage. The SEG anticipates that student work completed for this standard will draw on learning activities that allow for genuine engagement with design heritages and assessment tasks published for this standard provide

some support for authentic engagement with the Standard and work. Schools are also strongly encouraged to pursue, with Ministry support, professional learning and development (PLD) for implementing mātauranga Māori appropriately into teaching, learning, and assessment.

[Click here to find out more about Ministry supported PLD for NCEA changes.](#)

Theme Three

Respondents raised concerns about how different modes are going to be assessed and difficulty for students choosing different modes without prior knowledge or experience for Achievement Standard 1.2.

Response

Overall, the SEG disagreed with this feedback, although did acknowledge that Achievement Standard 1.2, particularly the Explanatory Notes, could be fleshed out and refined further for greater clarity and robustness. They felt that the number of modes available within this Achievement Standard allowed teachers and students the ability to select approaches that worked best for them within their learning environment. Students would be able to cater to their own personal strengths, allowing for greater equity across schools through not limiting the ways in which the assessment of this standard could be approached.

Theme Four

Respondents indicated a need for more refined wording throughout the subject content, particularly subject-specific terminology, as well as requests for further clarification of Achievement Criteria and Explanatory Notes.

Response

The SEG agreed that further reviewing and refining of the subject content was desirable, and were happy with many of the suggestions for wording provided in the survey feedback. Many of these changes will be incorporated during the next RAS development phase.