

Level 2 Design & Visual Communication

Supporting resources for achievement standards 2026

This document draws together the links for each of the **DVC** achievement standards for easy reference; and included 5 key points to know about the standard.



NEW ZEALAND GRAPHICS AND
TECHNOLOGY TEACHERS ASSOCIATION
NGA POUAKO TOI O AOTEAROA

TKI LEVEL 2 ASSESSMENT RESOURCES

On this page you will find sample student instructions for each of the Level 2 Technology achievement standards, in editable Word document formats to enable you to customise them to your own projects.

<https://ncea.tki.org.nz/Resources-for-internally-assessed-achievement-standards/Technology/Technology/Level-2-Technology>



NEW ZEALAND GRAPHICS AND
TECHNOLOGY TEACHERS ASSOCIATION
NGA POUAKO TOI O AOTEAROA

Pūtake Assessment Resources

You need to login in to Putake using your ESL login (Education Sector Login)
If you do not have one, your school's Principal Nominee (PN) organises that for teachers.

On this site you will find courses, materials and products designed to support teachers to develop their understanding of assessment for achievement standards.

<https://lms.nzqa.govt.nz/local/login/index.php>



NEW ZEALAND GRAPHICS AND
TECHNOLOGY TEACHERS ASSOCIATION
NGA POUAKO TOI O AOTEAROA

NZQA Support

You can request clarification of a standard by using the form on the page in this link, to support developing your understanding.

<https://www2.nzqa.govt.nz/ncea/subjects/select-subject/request-clarification/>

NZQA also offer several options of online workshops and presentations for events to support assessors with the assessment of internally assessed standards. These can be subject-specific, or general assessment support, and tailored to the audience. Virtual presentation slots, online workshops or webinars can be requested to provide targeted support to local, regional or national audiences.



NEW ZEALAND GRAPHICS AND
TECHNOLOGY TEACHERS ASSOCIATION
NGA POUAKO TOI O AOTEAROA

AS 91337 (2.30)

Use visual communication techniques to generate design ideas

5

Key Points about this standard

1. Design ideas must be in response to a brief.
2. Appropriate visual communication techniques should be used to generate and explore a range of ideas.
3. Aesthetic and functional qualities and details should be shown visually.
4. Ideas should be diverse, interesting, and unexpected.
5. Consideration of context, human interaction and use is helpful.

RESOURCES TO SUPPORT THIS STANDARD

Achievement Standard

[AS91337.pdf](#)

External Exemplars

[External Exemplars 91337](#)

Assessment Specifications

[Assessment Specifications 91337](#)

Assessment Report

[Assessment Report 2025 for Level 2 DVC External Standards](#)



AS 91338 (2.31)

Produce working drawings to communicate technical details of a design

5

Key Points about this standard

1. A set of 2D orthographic drawings is required that shows technical information such as parts, assembly or internal details.
2. Manual drawing instruments or CAD may be used to produce the drawings.
3. The drawings must communicate the student's own design.
4. Standard scales and drawing conventions such as layout of views, dimensions, line types and symbols must be used.
5. Titles, labels and parts lists should be used to show how drawings relate to each other.

RESOURCES TO SUPPORT THIS STANDARD

Achievement Standard

[AS91338.pdf](#)

External Exemplars

[External Exemplars 91338](#)

Assessment Specifications

[Assessment Specifications 91338](#)

Assessment Report

[Assessment Report 2025 for Level 2 DVC External Standards](#)



AS 91339 (2.32)

Produce instrumental perspective projection drawings to communicate design ideas

5

Key Points about this standard

1. Instrumental perspective projection techniques must be used to produce the drawing
2. The picture plane, eye-level line, ground line, vanishing points, and station point must be correctly set out.
3. An elevation or labelled heights must be used to project the heights.
4. Students must clearly show how they have constructed the drawing
5. CAD may be used to construct the perspective projection however, 3D CAD models are not suitable for this standard.

RESOURCES TO SUPPORT THIS STANDARD

Achievement Standard

[AS 91339.pdf](#)

External Exemplars

[External exemplars 91339](#)

Assessment Specifications

[Assessment specifications 91339](#)



AS 91340 (2.33)

Use the characteristics of a design movement or era to inform own design ideas

5

Key Points about this standard

1. A design era or design movement must be used rather than a single designer.
2. The social and political conditions that influenced the era or birth of the movement should be described.
3. Elements of design that characterise the era or movement should be identified and used.
4. Design ideas should incorporate the identified characteristics and elements.
5. Visual techniques must be used to show how characteristics have been incorporated.

RESOURCES TO SUPPORT THIS STANDARD

Achievement Standard

[AS91340.pdf](#)

Annotated Exemplars

[AS 91340 Annotated exemplars](#)

Clarifications for the standard

[Clarification of standard 91340](#)

NZQA Assessment Templates

[Internal alternative evidence gathering templates for Design and Visual Communication](#)



AS 91341 (2.34)

Develop a spatial design through graphics practice

5

Key Points about this standard

1. Development should include both exploration and refinement of design ideas
2. Spatial design knowledge such as visual communication techniques, spatial planning diagrams, and knowledge of materials should be incorporated.
3. Research can be shown throughout the project where required rather than all at the start.
4. Ongoing review of ideas should be evident
5. Judgements and decisions can be shown visually and/or through notes.

RESOURCES TO SUPPORT THIS STANDARD

Achievement Standard

[AS91341.pdf](#)

Annotated Exemplars

[AS 91341 Annotated exemplars - NZQA](#)

Clarifications for the standard

[AS 91341 Clarification - NZQA](#)

NZQA Assessment Templates

[Internal alternative evidence gathering templates for Design and Visual Communication](#)



AS 91342 (2.35)

Develop a product design through graphics practice

5

Key Points about this standard

1. Development should include both exploration and refinement of design ideas
2. Product design knowledge such as visual communication techniques, ergonomics, and materials properties should be incorporated.
3. Research should be embedded throughout the project.
4. Ongoing review of ideas should be evident in visuals.
5. Judgements and decisions can be shown visually and/or through notes.

RESOURCES TO SUPPORT THIS STANDARD

Achievement Standard

[AS91342.pdf](#)

Annotated Exemplars

[AS 91342 Annotated exemplars - NZQA](#)

Clarifications for the standard

[AS 91342 Clarification - NZQA](#)

NZQA Assessment Templates

[Internal alternative evidence gathering templates for Design and Visual Communication](#)



AS 91343 (2.36)

Use visual communication techniques to compose a presentation of a design

5

Key Points about this standard

1. The presentation content should be the student's own design idea.
2. A composed visual presentation is required rather than an assembly of student work in portfolio format.
3. Graphic modes such as CAD images, hand rendered sketches, and models can be used.
4. Images should be skilfully produced.
5. The layout and composition should show understanding of compositional principles such as hierarchy, alignment and contrast.

RESOURCES TO SUPPORT THIS STANDARD

Achievement Standard

[AS91343.pdf](#)

Annotated Exemplars

[AS 91343 Annotated exemplars - NZQA](#)

Clarifications for the standard

[AS 91343 Clarification - NZQA](#)

NZQA Assessment Templates

[Internal alternative evidence gathering templates for Design and Visual Communication](#)

