

# External Assessment Evidence Gathering Template



<b>Learner Name</b>		<b>NSN</b>		<b>Grade</b>	
<b>Subject</b>	Design and Visual Communication				
<b>Standard Number</b>	91063	<b>Level</b>	1	<b>Version</b>	5
<b>Standard Title</b>	Produce freehand sketches that communicate design ideas				
<b>Purpose of this document</b>	This Assessment Template is a resource for secondary teachers to support the recording of evidence against the requirements of an externally assessed Achievement Standard. It incorporates the assessment requirements of the Achievement Standard, and evidence statements that support the award of a derived grade. Assessment Templates are not a replacement for external examinations.				
<b>Sufficiency statement</b>	Multiple forms of evidence provided by a student may be recorded on the Template under each Grade. The final recommended Grade must be recorded on the cover page.				

Achievement	Achievement with Merit	Achievement with Excellence
Produce freehand sketches that communicate design ideas	Produce freehand sketches that clearly communicate design ideas	Produce freehand sketches that effectively communicate design ideas
<p>Key requirements for <b>Achievement</b>:</p> <ul style="list-style-type: none"> <li>• Freehand sketches visually describe the surface features, form and function of student-generated design ideas.</li> <li>• Sketches are required for BOTH 2D and 3D modes using freehand sketching techniques. <ul style="list-style-type: none"> <li>- <b>Modes</b> may include (but are not limited to): paraline, perspective, fashion illustration, fashion technical drawings.</li> <li>- <b>Sketching techniques</b> may include (but are not limited to): crating, nine heads, line hierarchy, quick rendering.</li> </ul> </li> </ul>	<p>Key requirements for <b>Merit</b>:</p> <ul style="list-style-type: none"> <li>• Freehand sketches visually describe design features largely in proportion and showing detailed information about design features (typically includes but is not limited to details of construction, structure, function and aesthetics). <ul style="list-style-type: none"> <li>- <b>Proportion</b> refers to the relationship of the size or parts to one another.</li> <li>- Detailed information may include: materiality (surface finish and texture), components, assembly, operation.</li> </ul> </li> </ul>	<p>Key requirements for <b>Excellence</b>:</p> <ul style="list-style-type: none"> <li>• Freehand sketches visually describe in-depth information about the intent of the design features and refer to a body of related sketches. Intent refers to the clear purpose of the design idea and its use/application in context. <ul style="list-style-type: none"> <li>- A body of related sketches refers to a group of sketches that are used to explain the design idea through its details, how these relate to each other as a whole, and in use within its context. (Sketches typically include but are not limited to exploded, sectional and sequential views that explain design features.)</li> </ul> </li> </ul>

Achievement	Achievement with Merit	Achievement with Excellence
<b>Assessment Date/s:</b>	<b>Assessment Date/s:</b>	<b>Assessment Date/s:</b>
<b>Evidence provided by the student:</b> <i>state type of assessment, nature of the evidence – e.g. text used, responses to questions</i>	<b>Evidence provided by the student:</b> <i>state type of assessment, nature of the evidence – e.g. text used, responses to questions.</i>	<b>Evidence provided by the student:</b> <i>state type of assessment, nature of the evidence – e.g. text used, responses to questions.</i>