

# 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>          | 91065   | <b>Level</b> | 1 | <b>Version</b> | 5 |
| <b>Standard Title</b>           | Produce instrumental paraline drawings to 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.<br>(Drafts submitted could support the production of final paraline drawings)  |              |   |                |   |

| Achievement   | Achievement with Merit  | Achievement with Excellence   |
|---|---|---|
| Produce instrumental paraline drawings to communicate design ideas  | Produce instrumental paraline drawings to clearly communicate design ideas  | Produce instrumental paraline drawings to effectively communicate design ideas  |
| <p>Key requirements for <b>Achievement</b>:</p> <ul style="list-style-type: none"> <li>• Use instrumental drawing techniques and conventions to produce paraline drawings to describe design features. <ul style="list-style-type: none"> <li>- <b>Instrumental drawing techniques</b> are used, such as construction lines and outlines.</li> <li>- <b>3D Drawings</b> use a paraline method such as isometric, trimetric, dimetric, oblique, and / or planometric.</li> <li>- <b>Describe design features</b> includes (but is not limited to) showing visible surface features and form of a design idea.</li> </ul> </li> </ul> | <p>Key requirements for <b>Merit</b>:</p> <ul style="list-style-type: none"> <li>• Use instrumental drawing techniques and conventions to produce paraline drawings that detail design features. <ul style="list-style-type: none"> <li>- <b>Detail design features</b> typically includes (but is not limited to) <b>communicating technical features not visible in the external outline</b> (e.g. internal components, or additional information beyond the main outline) <b>or those associated with communicating complex form.</b></li> </ul> </li> </ul> | <p>Key requirements for <b>Excellence</b>:</p> <ul style="list-style-type: none"> <li>• Produce accurately and precisely executed paraline drawings that show in-depth information about technical features of a design. <ul style="list-style-type: none"> <li>- <b>Accurately and precisely executed</b> paraline drawings convey internal and external technical details with precision and accuracy which should be seen in neatness of line work, measurement and construction.</li> <li>- <b>In-depth information</b> refers to a body of related drawings that explain additional design features and details. These drawings typically include but are not limited to exploded, sectional or cut away views.</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> |
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