

External Assessment Evidence Gathering Template



Learner Name		NSN		Grade	
Subject	Design and Visual Communication				
Standard Number	91337	Level	2	Version	3
Standard Title	Use visual communication techniques to generate design ideas				
Purpose of this document	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.				
Sufficiency statement	<p>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.</p> <p>Visual communication techniques could be digital and / or hand drawn (analogue), e.g. sketching, rendering, illustration, instrumental drawing, model making, mock-ups, 3D constructions, collage, overlays, CAD, animation, photography, etc'</p> <p>Design ideas: Ideas that have functional and aesthetic qualities as opposed to shapes/forms that are essentially sculptural in nature (as is evident in the initial stages of ideation).</p>				

Achievement	Achievement with Merit	Achievement with Excellence
Use visual communication techniques to generate design ideas.	Use visual communication techniques skilfully to generate design ideas.	Use visual communication techniques effectively to generate design ideas.
<p>Key requirements for Achievement:</p> <ul style="list-style-type: none"> • Use visual communication techniques to explore functional and aesthetic qualities means examining different design ideas (that could be variations of a single concept or a range of concepts in response to a brief). • Explore functional and aesthetic qualities are to be viewed holistically. <ul style="list-style-type: none"> - Functional qualities may include operation, human interface, ergonomics, proxemics, circulation, environmental factors, construction, materials, components, assembly, mechanisms, dimensions, etc. - Aesthetic qualities may include colour, tone, texture, pattern, shape (2D), form (3D), balance, proportion, surface finish, style, etc. • Generated design possibilities are different design ideas that are simple alternatives which are predictable, obvious, superficial, or derivations of existing ideas. 	<p>Key requirements for Merit:</p> <ul style="list-style-type: none"> • Use visual communication techniques to explore in detail the functional and aesthetic qualities of the design. <ul style="list-style-type: none"> - Explore in detail means that design qualities (functional and aesthetic) are clarified through a range (or families) of drawings that show details from different viewpoints. This could include different levels of visual explanation (e.g. overall and closeups, external and internal information, sequence drawings for showing movement, showing design ideas in situ, etc.). • Generated divergent design possibilities means design idea variations that are challenging, creative, unexpected, experimental, unusual and / or quirky. 	<p>Key requirements for Excellence:</p> <ul style="list-style-type: none"> • Use visual communication techniques to comprehensively explore the functional and aesthetic qualities of the design. <ul style="list-style-type: none"> - Comprehensively explore means that design qualities (functional and aesthetic) are informative and easy to follow. • Extended divergent design possibilities show evidence of reflection in design thinking (this can be evident in the ideation that leads to the generating of divergent design ideas or the initial development of a chosen divergent design idea).

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