

# 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>	91338	<b>Level</b>	2	<b>Version</b>	3
<b>Standard Title</b>	Produce working drawings to communicate technical details of a design				
<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. Working drawings are a set of related 2D (orthographic) drawings that may include but are not limited to: components, assembly, sectional view, auxiliary view, true shape, surface development, and construction details.				

Achievement	Achievement with Merit	Achievement with Excellence
Produce working drawings to communicate technical details of a design.	Produce working drawings to clearly communicate technical details of a design.	Produce working drawings to effectively communicate technical details of a design.
<p>Key requirements for <b>Achievement</b>:</p> <ul style="list-style-type: none"> <li>• Produce a set of <b>related scaled drawings</b> that convey <b>technical details</b> using <b>conventions</b> and showing <b>complex visual information</b>.</li> <li>• <b>Related scaled drawings</b> can include multiple drawings / views / details referenced to each other through appropriate labelling such as, named elevations related to north symbol, location of section planes and specific details identified.</li> <li>• <b>Technical detail</b> refers to <b>2D</b> visual information that is related to the design details that explain functional and aesthetic qualities.</li> <li>• Recognised drawing <b>conventions</b> show visual information beyond the main outline or to communicate a design of complex shape / form. These may include (but are not limited to): dimensioning, recognised drawing scale, line types and weightings, title blocks, labelling conventions.</li> <li>• <b>Complex visual information</b> may include (but is not limited to): <ul style="list-style-type: none"> <li>- information not visible or seen in the main outline, or communication of a design with complex shape and form</li> <li>- a cross section showing detail. True shape if required, surface developments.</li> </ul> </li> </ul>	<p>Key requirements for <b>Merit</b>:</p> <ul style="list-style-type: none"> <li>• Produce an <b>accurate set of related scaled drawings</b> that are connected through labelling and / or projection.</li> <li>• <b>2D</b> drawing systems and techniques are executed with skill and understanding to communicate design using recognised and appropriate drawing conventions show <b>visual detailing</b> which may include: <ul style="list-style-type: none"> <li>- multi-component, assembly details;</li> <li>- a cross-section showing details of construction and assembly;</li> <li>- construction or component details.</li> </ul> </li> </ul>	<p>Key requirements for <b>Excellence</b>:</p> <ul style="list-style-type: none"> <li>• Produce a <b>coherent</b> set of related scaled <b>2D</b> drawings where the information and detail between drawings is correlated accurately, are interconnected, organised, and informative (with conventions appropriate to type of working drawing).</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>

