

# External Assessment Evidence Gathering Template



<b>Student Name</b>		<b>NSN</b>		<b>Grade</b>	
<b>Subject</b>	Design and Visual Communication				
<b>Standard Number</b>	91627	<b>Level</b>	3	<b>Version</b>	3
<b>Standard Title</b>	Initiate design ideas through exploration				
<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
Initiate design ideas through exploration.	Initiate design ideas through insightful exploration.	Initiate design ideas through extensive exploration.
<p>Key requirements for Achievement:</p> <ul style="list-style-type: none"> <li>• Use an experience(s) to generate starting ideas; using visual communication strategies to interrogate and re-generate ideas towards design ideas.</li> <li>• Inspirational sources (experiences) are present. These could include mood/inspiration boards, compilation of images, collage, designer studies, modelling, observational drawing, photographs, etc. From inspirational sources, visual communication strategies are used to experiment, play and manipulate shape (2D) and form (3D), exploring alternatives and variations to generate starting ideas <ul style="list-style-type: none"> <li>- Alternatives are distinct, different, contrasting or have divergent shapes / forms.</li> <li>- Variations are adaptations, alterations and modified versions of a shape / form.</li> </ul> </li> <li>• Alternatives and variations are visually interrogated and re-generated which lead towards design ideas. <ul style="list-style-type: none"> <li>- Interrogated and re-generated refer to the thinking and visual communication of shapes / forms that are re-examined/critiqued, selected, and re-drawn.</li> </ul> </li> <li>• Design ideas must have identifiable functional and aesthetic qualities.</li> </ul>	<p>Key requirements for <b>Merit</b>:</p> <ul style="list-style-type: none"> <li>• Use visual communication strategies to analyse and identify an emerging train of thought and re-interpret ideas to form design ideas.</li> <li>• Through the reinterpretation of design ideas an emergent train of thought is evident. <ul style="list-style-type: none"> <li>- Reinterpretation of design ideas is applying thinking and visual communication that is purposeful and meaningful in its connection to its context.</li> <li>- Emerging train of thought is where a theme is developing with a perspective (viewpoint) and direction (intention) in either a functional / aesthetic / contextual or thematic way.</li> </ul> </li> </ul>	<p>Key requirements for <b>Excellence</b>:</p> <ul style="list-style-type: none"> <li>• Use visual communication strategies to challenge thinking and extend and transform ideas to form design ideas.</li> <li>• The train of thought of design thinking is further extended / transformed, which challenges and / or moves beyond the predictable design idea. <ul style="list-style-type: none"> <li>- Transform ideas means the design idea has been seen in a new way.</li> </ul> </li> </ul>

Note: Visual communication strategies may include but are not limited to: abstraction; recombination; repetition; rotation; reflection; simplification; de-construction; truncation; exaggeration.

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>