

# 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>	91631	<b>Level</b>	3	<b>Version</b>	3
<b>Standard Title</b>	Produce working drawings to communicate production details for a complex 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.				

Achievement	Achievement with Merit	Achievement with Excellence
Produce working drawings to communicate production details for a complex design.	Produce working drawings to clearly communicate production details for a complex design.	Produce working drawings to effectively communicate production details for a complex design.
<p>Key requirements for <b>Achievement</b>:</p> <ul style="list-style-type: none"> <li>• Select views and modes informed by research and the nature of the design.</li> <li>• Use appropriate conventions and presentation techniques to generate a set of related drawings that communicate details for the assembly and / or construction of the design. <ul style="list-style-type: none"> <li>- Drawing conventions and presentation techniques are used with proficiency. Drawing systems could include conventions for manufacture and assembly of product design and spatial design (see EN 5).</li> <li>- Drawings are related using recognised conventions for cross-referencing.</li> </ul> </li> <li>• 2D and 3D drawings include information communicating interior and exterior details of construction and / or assembly. <ul style="list-style-type: none"> <li>- Design must be of sufficient <b>complexity</b>, i.e. must have multiple components.</li> </ul> </li> </ul> <p><b>Note: Communicate production details</b> could include but is not limited to the use of exploded views, sectional views or details that show how some of the components work together.</p>	<p>Key requirements for <b>Merit</b>:</p> <ul style="list-style-type: none"> <li>• Selected views and modes are informed by the design and drawing systems and show considered design details.</li> <li>• Accurately apply techniques to generate a precise set of accurately related drawings that communicate details for the assembly and / or construction of the design. <ul style="list-style-type: none"> <li>- Precise and accurate drawings include information that communicates interior and exterior details of construction and / or assembly. Evidence of precision and accuracy should be seen in the line types, measurement and dimensional information, scale, correlation between projected views (alignment).</li> <li>- Drawings are accurately related using recognised conventions for cross-referencing.</li> </ul> </li> </ul>	<p>Key requirements for <b>Excellence</b>:</p> <ul style="list-style-type: none"> <li>• Select a series of views and modes to generate a cohesive set of related drawings that communicate details that would enable the assembly and / or construction of some components / elements of design. <ul style="list-style-type: none"> <li>- A cohesive set of related drawings are interconnected and communicate the depth of detail and information required to allow for the manufacture or construction of the design.</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>