

Pilot Assessment Schedule – 2023

Design and Visual Communication: Use instrumental drawing techniques to communicate a product or spatial design outcome (92003)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Use instrumental drawing techniques to communicate the surface features of a product or spatial design outcome.	Use instrumental drawing techniques to communicate the technical features of a product or spatial design outcome.	Use instrumental drawing techniques to accurately communicate construction or assembly details of a product or spatial design outcome.

Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p>Shows sketches or design work where the features of their own design outcome have been worked out. <i>(Quality of sketches is not being assessed. They are preparation for producing the instrumental drawings.)</i></p> <p>Uses 2D and 3D instrumental techniques to communicate own design outcome by showing visible surface features, size, and form of a design outcome through use of:</p> <ul style="list-style-type: none"> • CAD or manual instrumental techniques • Two or more related orthographic drawing views • Paraline drawing. 	<p>Shows sketches or design work where the detailed features of their own design outcome have been worked out. <i>(Quality of sketches is not being assessed. They are preparation for producing the instrumental drawings.)</i></p> <p>Selects 2D and 3D instrumental techniques / views that show these features including those not visible on surface.</p> <p>Uses 2D and 3D instrumental techniques to produce scaled orthographic (2D) and paraline (3D) drawings that show:</p> <ul style="list-style-type: none"> • Use of a scale • Detailed aspects, such as internal components, internal details, internal spatial relationships or additional information beyond main outline. 	<p>Shows sketches or design work where suitable assembly, construction or internal features of own design outcome have been worked out. <i>(Quality of sketches is not being assessed. They are preparation for producing the instrumental drawings.)</i></p> <p>Selects instrumental techniques / views that show these features clearly (including showing information about assembly, construction, or internal spatial relationships).</p> <p>Uses instrumental techniques to produce precisely executed orthographic (2D) and paraline (3D) drawings.</p>

Appendix: Marker determination of validity of evidence

Professional judgement

The marker will determine a grade using their professional judgement based on a holistic examination of the evidence provided.

Demonstration of understanding

A response must use information to **demonstrate understanding**. The marker must exercise professional judgement to decide if it does so. The following guidance is provided to assist in making this professional judgement.

- A response **demonstrates understanding** if it can be described wholly or substantially by one or more of the statements in the **left-hand column**.
- A response **does not demonstrate understanding** if it can be described wholly or substantially by one or more of the statements in the **right-hand column**.
- If a response is comprised of both used and reproduced information, the marker must decide if it meets the standard **when the reproduced information is ignored**.

Evidence of <u>use</u> of information	Evidence of <u>reproduction</u> of information
<p>Prompts and / or questions have been provided and the candidate has responded to these.</p> <p>The response uses information relating to the standard, the prompts, or questions.</p> <p>Information from the candidate’s practice, performance, research, the practice of others, and or teaching, is related to the candidate’s experiences.</p> <p>The response shows understanding that could be expected to come from a course of instruction derived from Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is presented in the candidate’s own voice.</p> <p>Referenced complex research information unchanged by paraphrase is related to other information in a manner that constructs meaning.</p>	<p>Information is presented that does not relate to the prompts.</p> <p>Information is presented in isolation from the candidate’s experiences.</p> <p>Little or nothing is offered to suggest the information is related to a course of instruction at Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is not in the candidate’s voice. The word choice, sentence structure, sentence length, punctuation etc. are not what a candidate could be expected to produce.</p> <p>Unreferenced complex information is presented as though it is the candidate’s own work.</p>

In general, the marker will exercise the following judgement:

N1	N2
<p>The response does not include enough evidence to show understanding, and / or is substantially reproduced with little mediation by candidate.</p>	<p>The response is substantially produced by the candidate, but demonstrates little understanding.</p> <p>One part of the required response may be completely missing, or several parts may be weak.</p>

Where doubt exists as to whether evidence has been produced, mediated, or used by the candidate, the doubt must be exercised to the benefit of the candidate.