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| Industrial Graphics Skills 2024 v1.0[#]2: Project [— topic]Workshop sample assessment templateThis sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the syllabus.To use this template, teachers should:* customise the school information section and subject details, delete the QCAA logo, and replace ‘Queensland Curriculum and Assessment Authority’ with the school name in all footers
* complete the unit and module section using information from the syllabus
* consider the conditions prescribed in the syllabus when completing the conditions section
* construct assessment items in the provided fields. Refer to the guidance provided in yellow in the template. This guidance refers to content to be entered
* include stimulus items within the template or attached separately, as appropriate
* refer to the Assessment techniques section of the syllabus for further information about subject-specific specifications for a Project, e.g. whether all objectives need to be assessed
* remove the text in blue from the assessment instrument when it is completed. The text in blue provides formatting tips and instructions to writers.

|  |  |
| --- | --- |
| **Student name** |  |
| **Student number** |  |
| **Teacher** |  |
| **Issued** |  |
| **Due date** |  |

**Overall result**

| Result | Comment |
| --- | --- |
| **A** | **B** | **C** | **D** | **E** |  |

 |

## Conditions

Copy and paste the technique, unit, duration and response requirements directly from your syllabus. Identify if it will be a group or individual task. Add other resource information as needed or delete these fields as needed.

|  |  |
| --- | --- |
| **Technique** | [Insert collection of work, investigation, performance, practical demonstration, product, project] |
| **Unit** | [Insert the unit number and name, i.e. Unit 2: Domestic building] |
| **Response requirements**  | [Specify whether the response is written, spoken and/or multimodal and/or the number of words, minutes, pages and/or slides.] |
| **Individual/group** | [Specify whether individual or group work is required.] |
| **Other** | [Identify here if there is stimulus to be used, access to technology, use of notes, audience, genre, word length etc. Add a row for each instruction.] |
| **Resources** | [Specify access to resources.] |

## Context

Suggested items to include are:

* + purpose of the task
	+ information about the audience
	+ relevance of the instrument to the unit of work
	+ description of the problem or scenario that students will address when completing the task
	+ delete if the context is not needed in your subject.

## Task

Add task, i.e. copy and paste the task information from the relevant unit and then contextualise it to align to your school and student needs.

## Specifications

Copy and paste the specifications directly from the syllabus. You can then contextualise this further to align to the specific task you have developed.

This task requires students to:

## Stimulus

Add further stimulus information here as required. Use appropriate titles and sub-titles as necessary.

If it is impractical to include the actual stimulus material, describe what stimulus or type of stimulus is required to complete this task.

## Checkpoints

Insert or delete due dates and sign-off as required. Insert a maximum of five checkpoints.

[ ]  [Term [X] Week [x]/Date]: Identify checkpoint action.]

[ ]  [Term [X] Week [x]/Date]: Identify checkpoint action.]

[ ]  [Term [X] Week [x]/Date]: Identify checkpoint action.]

## Authentication strategies

Select at least one strategy from the following list. Delete strategies not required.

* The teacher will provide class time for task completion.
* Students will produce sections of the final response under supervised conditions.
* Students will each produce a unique response by … [Identify how this is achieved, e.g. selecting a unique topic or a topic with teacher-defined limits to how many students may select that particular topic, using individualised datasets, collecting data as a group but producing individual reports … ]
* Students will provide documentation of their progress [at indicated checkpoints, if checkpoints are provided].
* The teacher will collect copies of the student response and monitor at key junctures.
* The teacher will collect and annotate drafts.
* The teacher will conduct interviews or consultations with each student as they develop the response.
* Students will use plagiarism-detection software at submission of the response.
* Students must acknowledge all sources.
* Students must submit a declaration of authenticity.
* Students will produce summaries during the response preparation.
* The teacher will conduct interviews after submission to clarify or explore aspects of the response.
* The teacher will compare the responses of students who have worked together in groups.
* The teacher will ensure class cross-marking occurs.

## Scaffolding

* + Delete this heading and section if no scaffolding will be used.

[Scaffolding should describe specific processes that must be used, or expectations for the presentation of the student response, e.g. information about the report format to be used, expected referencing or citation conventions, or the inquiry or problem-solving model that must be used.]

## Instrument-specific standards (A2): Project — Residential building

| Demonstrate | Interpret | Select | Sequence | Evaluate | Adapt | Grade |
| --- | --- | --- | --- | --- | --- | --- |
| The student work has the following characteristics: |
| * comprehensive demonstration of residential building industry practices, and drafting skills and procedures when drafting a renovation or extension to an existing residence
 | * insightful and justified interpretation of residential building client briefs and technical information when drafting a renovation or extension to an existing residence
 | * strategic selection of residential building industry practices, and drafting skills and procedures when drafting a renovation or extension to an existing residence
 | * strategic sequencing of residential building drafting processes when drafting a renovation or extension to an existing residence
 | * insightful and justified evaluation of residential building drafting skills, procedures and building plans
 | * insightful and justified adaptation of residential building drafting skills and planned procedures when drafting a renovation or extension to an existing residence
 | **A** |
| * consistent demonstration of residential building industry practices, and drafting skills and procedures when drafting a renovation or extension to an existing residence
 | * detailed and supported interpretation of residential building client briefs and technical information when drafting a renovation or extension to an existing residence
 | * consistent selection of residential building industry practices, and drafting skills and procedures when drafting a renovation or extension to an existing residence
 | * consistent sequencing of residential building drafting processes when drafting a renovation or extension to an existing residence
 | * detailed and supported evaluation of residential building drafting skills, procedures and building plans
 | * detailed and supported adaptation of residential building drafting skills and planned procedures when drafting a renovation or extension to an existing residence
 | **B** |
| * demonstration of residential building industry practices, and drafting skills and procedures when drafting a renovation or extension to an existing residence
 | * interpretation of residential building client briefs and technical information when drafting a renovation or extension to an existing residence
 | * selection of residential building industry practices, and drafting skills and procedures when drafting a renovation or extension to an existing residence
 | * sequencing of residential building drafting processes when drafting a renovation or extension to an existing residence
 | * evaluation of residential building drafting skills, procedures and building plans
 | * adaptation of residential building drafting skills and planned procedures when drafting a renovation or extension to an existing residence
 | **C** |
| * inconsistent demonstration of residential building industry practices, and drafting skills and procedures when drafting a renovation or extension to an existing residence
 | * narrow and unsupported interpretation of residential building client briefs and technical information when drafting a renovation or extension to an existing residence
 | * inconsistent selection of residential building industry practices, and drafting skills and procedures when drafting a renovation or extension to an existing residence
 | * inconsistent sequencing of residential building drafting processes when drafting a renovation or extension to an existing residence
 | * narrow and unsupported evaluation of residential building drafting skills, procedures and building plans
 | * narrow and unsupported adaptation of residential building drafting skills and planned procedures when drafting a renovation or extension to an existing residence
 | **D** |
| * incorrect demonstration of residential building industry practices, and drafting skills and procedures when drafting a renovation or extension to an existing residence.
 | * superficial and unsubstantiated interpretation of residential building client briefs and technical information when drafting a renovation or extension to an existing residence.
 | * incorrect selection of residential building industry practices, and drafting skills and procedures when drafting a renovation or extension to an existing residence.
 | * incorrect sequencing of residential building drafting processes when drafting a renovation or extension to an existing residence.
 | * superficial and unsubstantiated evaluation of residential building drafting skills, procedures and building plans.
 | * superficial and unsubstantiated adaptation of residential building drafting skills and planned procedures when drafting a renovation or extension to an existing residence.
 | **E** |

## Instrument-specific standards (B2): Project — Computer-aided manufacturing

| Demonstrate | Interpret | Select | Sequence | Evaluate | Adapt | Grade |
| --- | --- | --- | --- | --- | --- | --- |
| The student work has the following characteristics: |
| * comprehensive demonstration of computer-aided manufacturing industry practices, skills and drawing procedures when reproducing a multi-component object using CAM
 | * insightful and justified interpretation of computer-aided manufacturing client briefs and technical information when reproducing a multi-component object using CAM
 | * strategic selection of computer-aided manufacturing industry practices, and drafting skills and procedures when reproducing a multi-component object using CAM
 | * strategic sequencing of computer-aided manufacturing processes when reproducing a multi-component object using CAM
 | * insightful and justified evaluation of computer-aided manufacturing drafting skills, procedures and digital drawings and outputs
 | * insightful and justified adaptation computer-aided manufacturing of drafting skills and planned procedures when reproducing a multi-component object using CAM
 | **A** |
| * consistent demonstration of computer-aided manufacturing industry practices, skills and drawing procedures when reproducing a multi-component object using CAM
 | * detailed and supported interpretation of computer-aided manufacturing client briefs and technical information when reproducing a multi-component object using CAM
 | * consistent selection of computer-aided manufacturing industry practices, and drafting skills and procedures when reproducing a multi-component object using CAM
 | * consistent sequencing of computer-aided manufacturing processes when reproducing a multi-component object using CAM
 | * detailed and supported evaluation of computer-aided manufacturing drafting skills, procedures and digital drawings and outputs
 | * detailed and supported adaptation of computer-aided manufacturing drafting skills and planned procedures when reproducing a multi-component object using CAM
 | **B** |
| * demonstration of computer-aided manufacturing industry practices, skills and drawing procedures when reproducing a multi-component object using CAM
 | * interpretation of computer-aided manufacturing client briefs and technical information when reproducing a multi-component object using CAM
 | * selection of computer-aided manufacturing industry practices, and drafting skills and procedures when reproducing a multi-component object using CAM
 | * sequencing of computer-aided manufacturing processes when reproducing a multi-component object using CAM
 | * evaluation of computer-aided manufacturing drafting skills, procedures and digital drawings and outputs
 | * adaptation of computer-aided manufacturing drafting skills and planned procedures when reproducing a multi-component object using CAM
 | **C** |
| * inconsistent demonstration of computer-aided manufacturing industry practices, skills and drawing procedures when reproducing a multi-component object using CAM
 | * narrow and unsupported interpretation of computer-aided manufacturing client briefs and technical information when reproducing a multi-component object using CAM
 | * inconsistent selection of computer-aided manufacturing industry practices, and drafting skills and procedures when reproducing a multi-component object using CAM
 | * inconsistent sequencing of computer-aided manufacturing processes when reproducing a multi-component object using CAM
 | * narrow and unsupported evaluation of computer-aided manufacturing drafting skills, procedures and digital drawings and outputs
 | * narrow and unsupported adaptation of computer-aided manufacturing drafting skills and planned procedures when reproducing a multi-component object using CAM
 | **D** |
| * incorrect demonstration of computer-aided manufacturing industry practices, skills and drawing procedures when reproducing a multi-component object using CAM.
 | * superficial and unsubstantiated interpretation of computer-aided manufacturing client briefs and technical information when reproducing a multi-component object using CAM.
 | * incorrect selection of computer-aided manufacturing industry practices, and drafting skills and procedures when reproducing a multi-component object using CAM.
 | * incorrect sequencing of computer-aided manufacturing processes when reproducing a multi-component object using CAM.
 | * superficial and unsubstantiated evaluation of computer-aided manufacturing drafting skills, procedures and digital drawings and outputs.
 | * superficial and unsubstantiated adaptation of drafting skills and planned procedures when reproducing a multi-component object using CAM.
 | **E** |

## Instrument-specific standards (C2): Project — Computer-aided drafting

| Demonstrate | Interpret | Select | Sequence | Evaluate | **Adapt** | **Grade** |
| --- | --- | --- | --- | --- | --- | --- |
| The student work has the following characteristics: |
| * comprehensive demonstration of computer-aided drafting industry practices, skills and drawing procedures when creating and presenting an animation of a multi-component CAD model
 | * insightful and justified interpretation of computer-aided drafting client briefs and technical information when creating and presenting an animation of a multi-component CAD model
 | * strategic selection of computer-aided drafting industry practices and drafting skills and procedures when creating and presenting an animation of a multi-component CAD model
 | * strategic sequencing of computer-aided drafting processes when creating and presenting an animation of a multi-component CAD model
 | * insightful and justified evaluation of computer-aided drafting skills, procedures and models
 | * insightful and justified adaptation of computer-aided drafting plans, skills and procedures when creating and presenting an animation of a multi-component CAD model
 | **A** |
| * consistent demonstration of computer-aided drafting industry practices, skills and drawing procedures when creating and presenting an animation of a multi-component CAD model
 | * detailed and supported interpretation of computer-aided drafting client briefs and technical information when creating and presenting an animation of a multi-component CAD model
 | * consistent selection of computer-aided drafting industry practices and drafting skills and procedures when creating and presenting an animation of a multi-component CAD model
 | * consistent sequencing of computer-aided drafting processes when creating and presenting an animation of a multi-component CAD model
 | * detailed and supported evaluation of computer-aided drafting skills, procedures and models
 | * detailed and supported adaptation of computer-aided drafting plans, skills and procedures when creating and presenting an animation of a multi-component CAD model
 | **B** |
| * demonstration of computer-aided drafting industry practices, skills and drawing procedures when creating and presenting an animation of a multi-component CAD model
 | * interpretation of computer-aided drafting client briefs and technical information when creating and presenting an animation of a multi-component CAD model
 | * selection of computer-aided drafting industry practices and drafting skills and procedures when creating and presenting an animation of a multi-component CAD model
 | * sequencing of computer-aided drafting processes when creating and presenting an animation of a multi-component CAD model
 | * evaluation of computer-aided drafting skills, procedures and models
 | * adaptation of computer-aided drafting plans, skills and procedures when creating and presenting an animation of a multi-component CAD model
 | **C** |
| * inconsistent demonstration of computer-aided drafting industry practices, skills and drawing procedures when creating and presenting an animation of a multi-component CAD model
 | * narrow and unsupported interpretation of computer-aided drafting client briefs and technical information when creating and presenting an animation of a multi-component CAD model
 | * inconsistent selection of computer-aided drafting industry practices and drafting skills and procedures when creating and presenting an animation of a multi-component CAD model
 | * inconsistent sequencing of computer-aided drafting processes when creating and presenting an animation of a multi-component CAD model
 | * narrow and unsupported evaluation of computer-aided drafting skills, procedures and models
 | * narrow and unsupported adaptation of computer-aided drafting plans, skills and procedures when creating and presenting an animation of a multi-component CAD model
 | **D** |
| * incorrect demonstration of computer-aided drafting industry practices, skills and drawing procedures when creating and presenting an animation of a multi-component CAD model.
 | * superficial and unsubstantiated interpretation of computer-aided drafting client briefs and technical information when creating and presenting an animation of a multi-component CAD model.
 | * incorrect selection of industry practices and drafting skills and procedures when creating and presenting an animation of a multi-component CAD model.
 | * incorrect sequencing of computer-aided drafting processes when creating and presenting an animation of a multi-component CAD model.
 | * superficial and unsubstantiated evaluation computer-aided drafting skills, procedures and models.
 | * superficial and unsubstantiated adaptation of computer-aided drafting plans, skills and procedures when creating and presenting an animation of a multi-component CAD model.
 | **E** |

## Instrument-specific standards (D2): Project — Construction industry

| Demonstrate | Interpret | Select | Sequence | Evaluate | Adapt | Grade |
| --- | --- | --- | --- | --- | --- | --- |
| The student work has the following characteristics: |
| * comprehensive demonstration of construction industry practices, skills and drawing procedures when drafting a non-residential commercial structure
 | * insightful and justified interpretation of construction client briefs and technical information when drafting a non-residential commercial structure
 | * strategic selection of construction industry practices and drafting skills and procedures when drafting a non-residential commercial structure
 | * strategic sequencing of construction industry drawing processes when drafting a non-residential commercial structure
 | * insightful and justified evaluation of construction drawing production skills, procedures and plans for a non-residential commercial structure
 | * insightful and justified adaptation of construction drafting processes, skills, procedures and plans when drafting a non-residential commercial structure
 | **A** |
| * consistent demonstration of construction industry practices, skills and drawing procedures when drafting a non-residential commercial structure
 | * detailed and supported interpretation of construction client briefs and technical information when drafting a non-residential commercial structure
 | * consistent selection of construction industry practices and drafting skills and procedures when drafting a non-residential commercial structure
 | * consistent sequencing of construction industry drawing processes when drafting a non-residential commercial structure
 | * detailed and supported evaluation of construction drawing production skills, procedures and plans for a non-residential commercial structure
 | * detailed and supported adaptation of construction drafting processes, skills, procedures and plans when drafting a non-residential commercial structure
 | **B** |
| * demonstration of construction industry practices, skills and drawing procedures when drafting a non-residential commercial structure
 | * interpretation of construction client briefs and technical information when drafting a non-residential commercial structure
 | * selection of construction industry practices and drafting skills and procedures when drafting a non-residential commercial structure
 | * sequencing of construction industry drawing processes when drafting a non-residential commercial structure
 | * evaluation of construction drawing production skills, procedures and plans for a non-residential commercial structure
 | * adaptation of construction drafting processes, skills, procedures and plans when drafting a non-residential commercial structure
 | **C** |
| * inconsistent demonstration of construction industry practices, skills and drawing procedures when drafting a non-residential commercial structure
 | * narrow and unsupported interpretation of construction client briefs and technical information when drafting a non-residential commercial structure
 | * inconsistent selection of construction industry practices and drafting skills and procedures when drafting a non-residential commercial structure
 | * inconsistent sequencing of construction industry drawing processes when drafting a non-residential commercial structure
 | * narrow and unsupported evaluation of construction drawing production skills, procedures and plans for a non-residential commercial structure
 | * narrow and unsupported adaptation of construction drafting processes, skills, procedures and plans when drafting a non-residential commercial structure
 | **D** |
| * incorrect demonstration of construction industry practices, skills and drawing procedures when drafting a non-residential commercial structure.
 | * superficial and unsubstantiated interpretation of construction client briefs and technical information when drafting a non-residential commercial structure.
 | * incorrect selection of construction industry practices and drafting skills and procedures when drafting a non-residential commercial structure.
 | * incorrect sequencing of construction industry drawing processes when drafting a non-residential commercial structure.
 | * superficial and unsubstantiated evaluation of construction drawing production skills, procedures and plans for a non-residential commercial structure.
 | * superficial and unsubstantiated adaptation of construction drafting processes, skills, procedures and plans when drafting a non-residential commercial structure.
 | **E** |

## Instrument-specific standards (E2): Project — Engineering industry

| Demonstrate | Interpret | Select | Sequence | Evaluate | Adapt | **Grade** |
| --- | --- | --- | --- | --- | --- | --- |
| The student work has the following characteristics: |
| * comprehensive demonstration of engineering drafting industry practices, skills and drawing procedures when drafting an engineered product with fits and tolerances
 | * insightful and justified interpretation of engineering drafting client briefs and technical information when drafting an engineered product with fits and tolerances
 | * strategic selection of engineering drafting industry practices and drafting skills and procedures when drafting an engineered product with fits and tolerances
 | * strategic sequencing of engineering drafting drawing processes when drafting an engineered product with fits and tolerances
 | * insightful and justified evaluation of engineering drafting drawing production skills, procedures and plans for an engineered product with fits and tolerances
 | * insightful and justified adaptation of engineering drafting processes, skills, procedures and plans when drafting an engineered product with fits and tolerances
 | **A** |
| * consistent demonstration of engineering drafting industry practices, skills and drawing procedures when drafting an engineered product with fits and tolerances
 | * detailed and supported interpretation of engineering drafting client briefs and technical information when drafting an engineered product with fits and tolerances
 | * consistent selection of engineering drafting industry practices and drafting skills and procedures when drafting an engineered product with fits and tolerances
 | * consistent sequencing of engineering drafting drawing processes when drafting an engineered product with fits and tolerances
 | * detailed and supported evaluation of engineering drafting drawing production skills, procedures and plans for an engineered product with fits and tolerances
 | * detailed and supported adaptation of engineering drafting processes, skills, procedures and plans when drafting an engineered product with fits and tolerances
 | **B** |
| * demonstration of engineering drafting industry practices, skills and drawing procedures when drafting an engineered product with fits and tolerances
 | * interpretation of engineering drafting client briefs and technical information when drafting an engineered product with fits and tolerances
 | * selection of engineering drafting industry practices and drafting skills and procedures when drafting an engineered product with fits and tolerances
 | * sequencing of engineering drafting drawing processes when drafting an engineered product with fits and tolerances
 | * evaluation of engineering drafting drawing production skills, procedures and plans for an engineered product with fits and tolerances
 | * adaptation of engineering drafting processes, skills, procedures and plans when drafting an engineered product with fits and tolerances
 | **C** |
| * inconsistent demonstration of engineering drafting industry practices, skills and drawing procedures when drafting an engineered product with fits and tolerances
 | * narrow and unsupported interpretation of engineering drafting client briefs and technical information when drafting an engineered product with fits and tolerances
 | * inconsistent selection of engineering drafting industry practices and drafting skills and procedures when drafting an engineered product with fits and tolerances
 | * inconsistent sequencing of engineering drafting drawing processes when drafting an engineered product with fits and tolerances
 | * narrow and unsupported evaluation of engineering drafting drawing production skills, procedures and plans for an engineered product with fits and tolerances
 | * narrow and unsupported adaptation of engineering drafting processes, skills, procedures and plans when drafting an engineered product with fits and tolerances
 | **D** |
| * incorrect demonstration of engineering drafting industry practices, skills and drawing procedures when drafting an engineered product with fits and tolerances.
 | * superficial and unsubstantiated interpretation of engineering drafting client briefs and technical information when drafting an engineered product with fits and tolerances.
 | * incorrect selection of engineering drafting industry practices and drafting skills and procedures when drafting an engineered product with fits and tolerances.
 | * incorrect sequencing of engineering drafting drawing processes when drafting an engineered product with fits and tolerances.
 | * superficial and unsubstantiated evaluation of engineering drafting drawing production skills, procedures and plans for an engineered product with fits and tolerances.
 | * superficial and unsubstantiated adaptation of engineering drafting processes, skills, procedures and plans when drafting an engineered product with fits and tolerances.
 | **E** |

## Instrument-specific standards (F2): Project — Furnishing industry

| Demonstrate | Interpret | Select | Sequence | Evaluate | Adapt | Grade |
| --- | --- | --- | --- | --- | --- | --- |
| The student work has the following characteristics: |
| * comprehensive demonstration of furnishing drafting industry practices and drawing processes when drafting a set of drawings for a bespoke furniture product
 | * insightful and justified interpretation of furnishing drafting client briefs and technical information when drafting a set of drawings for a bespoke furniture product
 | * strategic selection of furnishing drafting industry practices and drafting skills and procedures when drafting a set of drawings for a bespoke furniture product
 | * strategic sequencing of furnishing drafting drawing requirements when drafting a set of drawings for a bespoke furniture product
 | * insightful and justified evaluation of furnishing drafting drawing production skills, procedures and plans for a set of drawings for a bespoke furniture product
 | * insightful and justified adaptation of furnishing drafting processes, skills, procedures and plans when drafting a set of drawings for a bespoke furniture product
 | **A** |
| * consistent demonstration of furnishing drafting industry practices and drawing processes when drafting a set of drawings for a bespoke furniture product
 | * detailed and supported interpretation of furnishing drafting client briefs and technical information when drafting a set of drawings for a bespoke furniture product
 | * consistent selection of furnishing drafting industry practices and drafting skills and procedures when drafting a set of drawings for a bespoke furniture product
 | * consistent sequencing furnishing drafting drawing requirements when drafting a set of drawings for a bespoke furniture product
 | * detailed and supported evaluation of furnishing drafting drawing production skills, procedures and plans for a set of drawings for a bespoke furniture product
 | * detailed and supported adaptation of furnishing drafting processes, skills, procedures and plans when drafting a set of drawings for a bespoke furniture product
 | **B** |
| * demonstration of furnishing drafting industry practices and drawing processes when drafting a set of drawings for a bespoke furniture product
 | * interpretation of furnishing drafting client briefs and technical information when drafting a set of drawings for a bespoke furniture product
 | * selection of furnishing drafting industry practices and drafting skills and procedures when drafting a set of drawings for a bespoke furniture product
 | * sequencing furnishing drafting drawing requirements when drafting a set of drawings for a bespoke furniture product
 | * evaluation of furnishing drafting drawing production skills, procedures and plans for a set of drawings for a bespoke furniture product
 | * adaptation of furnishing drafting processes, skills, procedures and plans when drafting a set of drawings for a bespoke furniture product
 | **C** |
| * inconsistent demonstration of furnishing drafting industry practices and drawing processes when drafting a set of drawings for a bespoke furniture product
 | * narrow and unsupported interpretation of furnishing drafting client briefs and technical information when drafting a set of drawings for a bespoke furniture product
 | * inconsistent selection of furnishing drafting industry practices and drafting skills and procedures when drafting a set of drawings for a bespoke furniture product
 | * inconsistent sequencing furnishing drafting drawing requirements when drafting a set of drawings for a bespoke furniture product
 | * narrow and unsupported evaluation of furnishing drafting drawing production skills, procedures and plans for a set of drawings for a bespoke furniture product
 | * narrow and unsupported adaptation of furnishing drafting processes, skills, procedures and plans when drafting a set of drawings for a bespoke furniture product
 | **D** |
| * incorrect demonstration of furnishing drafting industry practices and drawing processes when drafting a set of drawings for a bespoke furniture product.
 | * superficial and unsubstantiated interpretation of furnishing drafting client briefs and technical information when drafting a set of drawings for a bespoke furniture product.
 | * incorrect selection of furnishing drafting industry practices and drafting skills and procedures when drafting a set of drawings for a bespoke furniture product.
 | * incorrect sequencing furnishing drafting drawing requirements when drafting a set of drawings for a bespoke furniture product.
 | * superficial and unsubstantiated evaluation of furnishing drafting drawing production skills, procedures and plans for a set of drawings for a bespoke furniture product.
 | * superficial and unsubstantiated adaptation of furnishing drafting processes, skills, procedures and plans when drafting a set of drawings for a bespoke furniture product.
 | **E** |

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