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| **Alternative Evidence Gathering Template – Internal Assessment** | | | | | | | | | | | | | | | |  | |
| These templates must only be used to record student achievement and report results where remote assessment is the only practical option and the collection of direct assessment evidence from students has not been at all possible. ‘Alternative Evidence’ is student evidence for internally assessed standards that has been seen or heard within the teaching and learning programme. These templates do not signal a reduction in what is accepted for each grade, but rather a means of summarising evidence for reporting. These templates must be viewed in conjunction with the standard and assessment advice forwarded to schools to ensure that valid, credible and reliable assessment and learning has occurred before the standard is awarded. While physical evidence of student work does not need to be attached, the assessor decisions made must also be verified internally before reporting results. | | | | | | | | | | | | | | | |
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| Student ID | | Student 1 | | | | | | | | | | | Subject | Design and Visual Communication | | Level | 1 |
| Notes | |  | | | | | | | | | | | Standard No. | 91066 | | Version | 4 |
| Standard Title | | Use rendering techniques to communicate the form of design ideas. | | | | | | | | | | | | | | Credits | 3 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Skilfully applying rendering techniques to convincingly communicate shape and surface qualities, enhancing the realistic representation of design qualities to an audience. | | | | | | | | | Use rendering techniques to clearly communicate the form of design ideas. | | | | | | Use rendering techniques to effectively communicate the form of design ideas. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Indicating the tonal qualities produced by an identified light source and its three-dimensional effects on the object’s shape and surface qualities. | | | | | |  | | |  | | |  |  | | |  | |
| Consistently applying rendering techniques to communicate an objects shape and surface qualities. | | | | | |  | | |  | | |  |  | | |  | |
| Skilfully applying rendering techniques to convincingly communicate shape and surface qualities, enhancing the realistic representation of design qualities to an audience. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **Sufficiency statement** | | | | | | | | | | | | | **Internal Verification** | | | | |
| Achievement | All of A is required | | | | | | | | | | | | Assessor: Date: | | | | |
| Merit | All of A and M is required | | | | | | | | | | | | Verifier: Date: | | | | |
| Excellence | All of A, M and E is required | | | | | | | | | | | | Verifier’s school: | | | | |
| MARK OVERALL GRADE | | | N | A | | | | M | | | E | | Comments: | | | | |

For the purpose of national external moderation:

* only six WORD templates are required where available
* samples are not required to be randomly selected
* there should be one each of N, A, M, E and up to 2 others
* descriptions of evidence and explanations of judgements are not required for all other students, and a spreadsheet may be used.