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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 | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91630 | | Version | 3 |
| Standard Title | | Resolve a product design through graphics practice. | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Resolve a product design through graphics practice. | | | | | | | | | Clearly resolve a product design through graphics practice. | | | | | | Effectively resolve a product design through graphics practice. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Exploring and refining design ideas based on an analysis of the design context (including opportunities and constraints) and understanding of product design knowledge. | | | | | |  | | |  | | |  |  | | |  | |
| Communicating a product design that addresses identified opportunities and constraints. | | | | | |  | | |  | | |  |  | | |  | |
| Exploring the wider environmental conditions and human factors related to the design context, to identify opportunities and constraints. | | | | | |  | | |  | | |  |  | | |  | |
| Communicating a product design that addresses significant opportunities and constraints. | | | | | |  | | |  | | |  |  | | |  | |
| Making informed designer decisions that integrate product design knowledge, and understanding of the wider environmental conditions and human factors related to the design context. | | | | | |  | | |  | | |  |  | | |  | |
| Communicating a product design that is justified in terms of the significant opportunities and constraints. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.