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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. The template needs to be completed in accordance with the requirements in the Subject Learning Outcomes. |  |
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| Student ID | Student 1 | Subject | Visual Arts | Level | 1 |
| Notes |  | Standard No. | 91912 | Version | 4 |
| Standard Title | Use practice-based visual inquiry to explore an Aotearoa New Zealand Māori context and another cultural context | Credits | 5 |
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| **Achieved** | **Merit** | **Excellence** |
| Use practice-based visual inquiry to explore an Aotearoa New Zealand Māori context and another cultural context. | Use practice-based visual inquiry to examine an Aotearoa New Zealand Māori context and another cultural context. | Use practice-based visual inquiry to reflect upon an Aotearoa New Zealand Māori context and another cultural context. |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Identify visual and cultural elements of both contexts. |[ ]   |  |  |  |
| Record both visual and cultural information about the contexts using visual arts processes, materials, and techniques. |[ ]   |  |  |  |
| Acknowledge Māori culture asfoundational, a living treasure, indigenous, and unique to Aotearoa New Zealand.In a Visual Arts context, our unique Māori foundations can be drawn upon through understanding concepts, kupu, narratives, tikanga, symbols, and patterns inextricably linked to mana whenua and the rich legacy of Māori visual culture. |[ ]   |  |  |  |
| Explore another cultural context that could include a student's own ahurea tuakiri, national, racial, or ethnic identity, and can include the diverse cultural practices therein. For example, in an ao Māori context, Toi Rerekē could be investigated in relation to Toi Tūturu. |[ ]   |  |  |  |
| Identify and record visual and contextual information, not ‘art making’. Use visual arts processes, materials, and techniques such as drawing strategies to explore properties such as shape, texture, mass, and colour, and to record details, alternative views, diagrams, annotations, and selected media. |[ ]   |  |  |  |
| Investigate specific visual and cultural elements of the contexts. |  |[ ]   |  |  |
| Respond to visual and cultural information and make links between the contexts.  |  |[ ]   |  |  |
| Review visual and cultural information and consider the relationships between the contexts.  |  |  |[ ]   |  |
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| **Sufficiency statement** | **Internal Verification**  |
| Achievement | All of A is required [x]  | Assessor: Date:  |
| Merit | All of A and M is required [x]  | Verifier: Date:  |
| Excellence | All of A, M and E is required [x]  | Verifier’s school:  |
| MARK OVERALL GRADE | N [ ]  | A [ ]  | M [ ]  | E [ ]  | Comments:  |

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