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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 | Visual Arts  | Level | 2 |
| Notes |  | Standard No. | 91310 | Version | 2 |
| Standard Title | Use drawing methods to apply knowledge of conventions appropriate to design.  | Credits | 4 |
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| **Achieved** | **Merit** | **Excellence** |
| Use drawing methods to apply knowledge of conventions appropriate to design.  | Use drawing methods to apply specific knowledge of conventions appropriate to design.  | Use drawing methods to apply in-depth knowledge of conventions appropriate to design.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Applies knowledge of processes, procedures, materials, techniques and pictorial conventions when making artworks.   |[ ]   |  |  |  |
| Uses media, techniques and processes to arrange elements (eg. line, shape, space, colour, tone, point, texture, form, mass) and principles (eg. balance, harmony, rhythm, tension, contrast) to inform artwork. Design drawing may include research, analysis, recording, concept visualisation, roughs, prototypes, models and evaluative notes, refinements and solutions.  |[ ]   |  |  |  |
| Conventions are appropriate to the characteristics and constraints applicable and fitting to the field.  |[ ]   |  |  |  |
| Evidence shows awareness of conventions appropriate to the identified context.  Design contexts include logo, poster, website, etc.  |[ ]   |  |  |  |
| Selects and uses particular processes, procedures, materials, techniques and pictorial conventions according to an intended purpose when making artworks.  |  |[ ]   |  |  |
| Evidence employs specific conventions with purpose to support a particular intention.   |  |[ ]   |  |  |
| Critically selects and shows considered application of particular processes, procedures, materials, techniques and pictorial conventions according to an intended purpose when making artworks.  |  |  |[ ]   |  |
| Evidence successfully employs conventions with purpose to support a particular intention.  |  |  |[ ]   |  |
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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:  |

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.