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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. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Student ID | | Student 1 | | | | | | | | | | | Subject | Visual Arts | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91453 | | Version | 2 |
| Standard Title | | Systematically clarify ideas using drawing informed by established printmaking practice. | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Systematically clarify ideas using drawing informed by established printmaking practice. | | | | | | | | | Systematically extend ideas using drawing informed by established printmaking practice. | | | | | | Systematically regenerate ideas using drawing informed by established printmaking practice. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Evidence uses the particular characteristics and constraints in the drawings, from established practice within the field.    Established practice refers to works by artists that are recognised as belonging to a particular genre, style, convention, or way of working. This includes solutions found in established practice from past and contemporary artworks. | | | | | |  | | |  | | |  |  | | |  | |
| The investigation references and demonstrates understanding of the particular characteristics and constraints of established practice. | | | | | |  | | |  | | |  |  | | |  | |
| Evidence shows an ongoing decision-making process that enables a continuum to be established and maintained. | | | | | |  | | |  | | |  |  | | |  | |
| Related artworks form a series or sequence to show generation, development, progression and understanding of ideas within the art making process. | | | | | |  | | |  | | |  |  | | |  | |
| Systematically analyses, reflects upon, and further develop concepts, subject matter, problems or situations in drawings informed by established practice. | | | | | |  | | |  | | |  |  | | |  | |
| Outcomes refine a particular technical and/or stylistic approach to an identified thematic or conceptual proposition (clarify). | | | | | |  | | |  | | |  |  | | |  | |
| The investigation shows critical analysis, evaluation, and further development of concepts, subject matter, problems or situations. | | | | | |  | | |  | | |  |  | | |  | |
| Outcomes further advance a clarified proposition in new or unexpected ways which typically includes two or more iterations of the personal proposition (extend). | | | | | |  | | |  | | |  |  | | |  | |
| The investigation shows sustained critical analysis, ongoing evaluation, and revisiting of concepts, subject matter, problems or situations from the student’s previous artwork in order to re-form and extend ideas. | | | | | |  | | |  | | |  |  | | |  | |
| The investigation progresses through three or more iterations to significantly advance the identified thematic or conceptual proposition (regenerate). | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.