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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 | Digital Technologies | | Level | 1 |
| Notes | |  | | | | | | | | | | | Standard No. | 91881 | | Version | 1 |
| Standard Title | | Develop an electronics outcome | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Develop an electronics outcome. | | | | | | | | | Develop an informed electronics outcome. | | | | | | Develop a refined electronics outcome. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Using appropriate resources and techniques when developing a functional combination of hardware and software that performs to specifications. | | | | | |  | | |  | | |  |  | | |  | |
| Modifying and debugging embedded software. | | | | | |  | | |  | | |  |  | | |  | |
| Undertaking testing procedures to debug and diagnose the electronic system. | | | | | |  | | |  | | |  |  | | |  | |
| Describing the interfaces and functions of components and systems used. | | | | | |  | | |  | | |  |  | | |  | |
| Describing relevant implications. | | | | | |  | | |  | | |  |  | | |  | |
| Modifying, debugging and commenting software so that the program is logical and readily understandable. | | | | | |  | | |  | | |  |  | | |  | |
| Undertaking testing procedures to debug and diagnose the electronic system to improve the reliability. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining the behaviour and function of the electronics outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Addressing relevant implications. | | | | | |  | | |  | | |  |  | | |  | |
| Undertaking testing procedures to debug and diagnose the electronic system to ensure it is fit for purpose. | | | | | |  | | |  | | |  |  | | |  | |
| Iterative improvement throughout the development and testing process. | | | | | |  | | |  | | |  |  | | |  | |
| Justifying the choice of components and systems used in the development of the electronics outcome. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.