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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 | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91897 | | Version | 1 |
| Standard Title | | Use advanced processes to develop a digital technologies outcome. | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Use advanced processes to develop a digital technologies outcome. | | | | | | | | | Use advanced processes to develop an informed digital technologies outcome. | | | | | | Use advanced processes to develop a refined digital technologies outcome. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Using appropriate project management tools and techniques to plan the development of a digital technologies outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Decomposing the outcome into smaller components. | | | | | |  | | |  | | |  |  | | |  | |
| Trialling the components of the digital technologies outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Testing that the digital technologies outcome functions as intended. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining relevant implications. | | | | | |  | | |  | | |  |  | | |  | |
| Effectively using project management and version control tools and techniques to manage the development of a digital technologies outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Trialling multiple components and/or techniques and selecting those which are most suitable. | | | | | |  | | |  | | |  |  | | |  | |
| Using information appropriately from testing and trialling to improve the functionality of the digital technologies outcome | | | | | |  | | |  | | |  |  | | |  | |
| Addressing relevant implications. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing how the information from planning, testing and trialling of components assisted in the development of a high-quality 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.