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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 | Processing Technologies | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91352 | | Version | 4 |
| Standard Title | | Demonstrate understanding of advanced concepts used in processing | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of advanced concepts used in processing. | | | | | | | | | Demonstrate in-depth understanding of advanced concepts used in processing. | | | | | | Demonstrate comprehensive understanding of advanced concepts used in processing. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Describing processing operations and identifying their impact on resulting outcomes. | | | | | |  | | |  | | |  |  | | |  | |
| Describing the nature of specific tests used in processing operations. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining visually how processing operations and tests can be combined in a processing sequence. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining the differences between processing in the classroom and processing in industry. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining the differences between health and safety regulations in the classroom and industry. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining processing operations and how they achieve required outcomes. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining why specific tests are used in processing operations. | | | | | |  | | |  | | |  |  | | |  | |
| Comparing and contrasting processing operations and tests, and their suitability for different materials and/or purposes. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing the implications of testing outcomes on processing decisions. | | | | | |  | | |  | | |  |  | | |  | |
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| **Sufficiency statement** | | | | | | | | | | | | | **Internal Verification** | | | | |
| Achievement | All of A must be ticked | | | | | | | | | | | | Assessor: Date: | | | | |
| Merit | All of A and M must be ticked | | | | | | | | | | | | Verifier: Date: | | | | |
| Excellence | All of A, M and E must be ticked | | | | | | | | | | | | 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.