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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 | Generic Technology | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91354 | | Version | 3 |
| Standard Title | | Undertake brief development to address an issue. | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Undertake brief development toaddress an issue. | | | | | | | | | Undertake in-depth brief development to address an issue. | | | | | | Undertake comprehensive brief development to address an issue. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Identifying an issue as a result of exploring the context. | | | | | |  | | |  | | |  |  | | |  | |
| Determining a need or opportunity and associated stakeholders. | | | | | |  | | |  | | |  |  | | |  | |
| Reflecting ongoing consideration of the social and physical environment where the outcome will be developed and situated. | | | | | |  | | |  | | |  |  | | |  | |
| Reflecting ongoing key stakeholders’ opinions. | | | | | |  | | |  | | |  |  | | |  | |
| Describing the outcome to be developed and explaining why such an outcome should be developed. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining the physical and functional attributes required for an outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Producing a final brief comprised of a conceptual statement and specifications. | | | | | |  | | |  | | |  |  | | |  | |
| Prioritising social and physical environmental considerations related to where the outcome will be developed and situated. | | | | | |  | | |  | | |  |  | | |  | |
| Reflecting ongoing feedback from key and wider stakeholders. | | | | | |  | | |  | | |  |  | | |  | |
| Describing the outcome to be developed and justifying why that particular outcome should be developed. | | | | | |  | | |  | | |  |  | | |  | |
| Justifying the specifications in relation to the physical and functional attributes required for an 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.