|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | 91361 | | Version | 4 |
| Standard Title | | Demonstrate understanding of sociocultural factors, and how competing priorities are managed, in technology | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of sociocultural factors, and how competing priorities are managed, in technology. | | | | | | | | | Demonstrate in-depth understanding of sociocultural factors, and how competing priorities are managed, in technology. | | | | | | Demonstrate comprehensive understanding of sociocultural factors, and how competing priorities are managed, in technology. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Describing the interactions between sociocultural factors, and how competing priorities are managed, in technology. | | | | | |  | | |  | | |  |  | | |  | |
| Describing the relationships between sociocultural factors, and how competing priorities are managed, in technology. | | | | | |  | | |  | | |  |  | | |  | |
| Describing the competing priorities that were managed within a development in a field of technology. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining the interactions between sociocultural factors and technological developments in a field of technology. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining the relationships between competing priorities and aspects of technological practice in a field of technology | | | | | |  | | |  | | |  |  | | |  | |
| Explaining how competing priorities were managed within a development in a field of technology. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing the interactions between sociocultural factors and technological developments in a field of technology. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing the decisions made to manage competing priorities within a development in a field of technology. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.