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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. | 91364 | | Version | 4 |
| Standard Title | | Demonstrate understanding of advanced concepts related to human factors in design | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of advanced concepts related to human factors in design. | | | | | | | | | Demonstrate in-depth understanding of advanced concepts related to human factors in design. | | | | | | Demonstrate comprehensive understanding of advanced concepts related to human factors in design. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Explaining how statistics and probability are used to establish guiding ratios for anthropometric data and how this and ergonomic aids are used. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining how customisation allows for user preference and enables ergonomic fit. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining how anthropometric data is gathered and ergonomic aids are used when designing a product, system or environment. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining how customisation is undertaken to address user preference and enable the ergonomic fit of a product, system or environment. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing the relationship between anthropometric data, user preference and ergonomic fit in a product, system or environment. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing the customisation undertaken to address user preference and obtain ergonomic fit in a product, system or environment. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.