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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 | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91610 | | Version | 3 |
| Standard Title | | Develop a conceptual design considering fitness for purpose in the broadest sense. | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Develop a conceptual design considering fitness for purpose in the broadest sense. | | | | | | | | | Develop a refined conceptual design considering fitness for purpose in the broadest sense. | | | | | | Develop a justified conceptual design considering fitness for purpose in the broadest sense. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Establishing conceptual designs through generating and evaluating design ideas informed by research, including the analysis of existing outcomes and the context considerations. | | | | | |  | | |  | | |  |  | | |  | |
| Using evidence from research and functional modelling, including feedback from stakeholders, to evaluate conceptual designs. | | | | | |  | | |  | | |  |  | | |  | |
| Communicating a final conceptual design for an outcome. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining the potential of the proposed outcome to meet the brief. | | | | | |  | | |  | | |  |  | | |  | |
| Ongoing exploration and evaluation of design ideas to determine their suitability for inclusion in conceptual designs. | | | | | |  | | |  | | |  |  | | |  | |
| Using evidence from ongoing research and functional modelling, including feedback from stakeholders, to evaluate the potential of the proposed outcome to meet the brief. | | | | | |  | | |  | | |  |  | | |  | |
| Synthesising evidence from ongoing research and functional modelling, including feedback from stakeholders, to substantiate the potential of the proposed outcome to meet the brief. | | | | | |  | | |  | | |  |  | | |  | |
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| **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.