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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. | 91611 | | Version | 3 |
| Standard Title | | Develop a prototype considering fitness for purpose in the broadest sense. | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Develop a prototype considering fitness for purpose in the broadest sense. | | | | | | | | | Develop a refined prototype considering fitness for purpose in the broadest sense. | | | | | | Develop a justified prototype 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.** | |
| Considering the context when determining the suitability of materials and/or components, and of practical techniques and processes. | | | | | |  | | |  | | |  |  | | |  | |
| Selecting suitable materials/components, tools and equipment, and applying techniques and processes to make the prototype. | | | | | |  | | |  | | |  |  | | |  | |
| Using results from testing and stakeholder feedback to inform the making and trialling of the prototype. | | | | | |  | | |  | | |  |  | | |  | |
| Prototyping to gain specific evidence of fitness for purpose. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining any decisions to accept and/or modify the prototype based on a judgement against the brief. | | | | | |  | | |  | | |  |  | | |  | |
| Evaluating how the combination of selected materials and/or components and practical techniques and processes work together to ensure their effectiveness in making a prototype. | | | | | |  | | |  | | |  |  | | |  | |
| Synthesising evidence from ongoing testing (included prototyping) and stakeholder feedback to optimise the prototype and justify the prototype’s fitness for purpose against the brief. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.