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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. | 91615 | | Version | 3 |
| Standard Title | | Demonstrate understanding of consequences, responsibilities and challenges involved in technology | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of consequences, responsibilities and challenges involved in technology. | | | | | | | | | Demonstrate in-depth understanding of consequences, responsibilities and challenges involved in technology. | | | | | | Demonstrate comprehensive understanding of consequences, responsibilities and challenges involved in technology. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Explaining the consequences of a technological development in a specific field over time. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing the responsibilities of technologists in a technological development in a specific field over time. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining how technological intervention challenges people’s perceptions of what it means to be human. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing how technological intervention challenges people’s perceptions of what it means to be human. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing the probable future technological developments in a specific field, justifying these with past and/or contemporary evidence. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing why technological intervention challenges people’s perceptions of what it means to be human. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.