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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. | 91608 | | Version | 3 |
| Standard Title | | Developing a final brief that allows judgement of an outcome’s fitness for purpose in the broadest sense. | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Developing a final brief that allows judgement of an outcome’s fitness for purpose in the broadest sense. | | | | | | | | | Developing a final brief that allows judgement of an outcome’s fitness for purpose in the broadest sense. | | | | | | Developing a final brief that allows judgement of an outcome’s fitness for purpose in the broadest sense. | | |
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| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Establishing an issue and identifying related context considerations. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining the context considerations as related to an established issue. | | | | | |  | | |  | | |  |  | | |  | |
| Determining a need or opportunity that resides within the established issue. | | | | | |  | | |  | | |  |  | | |  | |
| Ongoing reflection of views of key stakeholders associated with the need or opportunity and wider stakeholders associated with the context. | | | | | |  | | |  | | |  |  | | |  | |
| Ongoing reflection of context considerations including the social and physical environment where the outcome will be developed and situated. | | | | | |  | | |  | | |  |  | | |  | |
| Developing a final brief that allows judgement of an outcome’s fitness for purpose in the broadest sense. | | | | | |  | | |  | | |  |  | | |  | |
| Demonstrating how the specifications allow a judgement of an outcome’s fitness for purpose in the broadest sense. | | | | | |  | | |  | | |  |  | | |  | |
| Justifying why the specifications allow a judgement of an outcome’s fitness for purpose in the broadest sense. | | | | | |  | | |  | | |  |  | | |  | |
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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.