| **Alternative Evidence Gathering Template – Internal Assessment** | | | | | | | | | | | | | | | |  | |
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| 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. | | | | | | | | | | | | | | | |
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| Student ID | | Student 1 | | | | | | | | | | | Subject | Generic Technology | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. |  | | Version | 3 |
| Standard Title | | Demonstrate understanding of how the fitness for purpose of technological outcomes may be broadly interpreted | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of how the fitness for purpose of technological outcomes may be broadly interpreted. | | | | | | | | | Demonstrate in-depth understanding of how the fitness for purpose of technological outcomes may be broadly interpreted. | | | | | | Demonstrate comprehensive understanding of how the fitness for purpose of technological outcomes may be broadly interpreted. | | |
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| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Explaining why the judgement of a technological outcome’s fitness for purpose may differ depending on the geographical and/or social setting, and may change over time. | | | | | | ☐ | | |  | | |  |  | | |  | |
| Explaining fitness for purpose in the broadest sense and the implications of this for the design and development of technological outcomes. | | | | | | ☐ | | |  | | |  |  | | |  | |
| Discussing the value of using fitness for purpose in the broadest sense for evaluating existing technological outcomes. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Discussing the value of using fitness for purpose in the broadest sense for evaluating existing technological outcomes. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Discussing the judgement of a technological outcome’s fitness for purpose in the broadest sense and justifying this in relation to the era of development, and the geographical and social location. | | | | | |  | | |  | | | ☐ |  | | |  | |
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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.