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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 | Processing Technologies | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91644 | | Version | 3 |
| Standard Title | | Demonstrate understanding of combined preservation mechanisms used to maintain product integrity | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of combined preservation mechanisms used to maintain product integrity. | | | | | | | | | Demonstrate in-depth understanding of combined preservation mechanisms used to maintain product integrity. | | | | | | Demonstrate comprehensive understanding of combined preservation mechanisms used to maintain product integrity. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Explaining why combinations of preservation mechanisms are used to maintain the integrity of specific products. | | | | | |  | | |  | | |  |  | | |  | |
| Describing how each preservation mechanism in a combination works and how it contributes to overall product integrity. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining why the same material may be preserved in different ways in relation to the situation of use. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining why each preservation mechanism in a combination works for specific products. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining why materials are preserved in different ways in relation to cost, required storage life, and environmental sustainability. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing the use of combined preservation mechanisms in specific products in relation to the nature of the materials used in the product, user requirements, cost, storage life and environmental sustainability. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.