|  |  |
| --- | --- |
| **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 | Chemistry  | Level | 3  |
| Notes |  | Standard No. | 91389 | Version | 2 |
| Standard Title | Demonstrate understanding of chemical processes in the world around us  | Credits | 3 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Demonstrate understanding of chemical processes in the world around us.  | Demonstrate in-depth understanding of chemical processes in the world around us. | Demonstrate comprehensive understanding of chemical processes in the world around us.  |
|  |  |  |
| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Give an account of the chemical processes related to an environmental issue or the development of new technology to meet a societal need.  |[ ]   |  |  |  |
| Support the account with chemistry vocabulary, symbols, conventions, and equations. This includes the correct use of sub and super-scripts and linking any equations to the account of the chemical processes.  |[ ]   |  |  |  |
| Make and explain links between the chemical processes.  |  |[ ]   |  |  |
| Make and explain the consequences of the chemical processes for people and/or the environment. |  |[ ]   |  |  |
| Integrate chemistry vocabulary, symbols, conventions, and equations with the explanations of the chemical processes.  |  |[ ]   |  |  |
| Evaluate the impact of and the issues that have arisen from the chemical processes. This involves elaborating on the consequences of the chemical processes for people and/or the environment.  |  |  |[ ]   |  |
| Consistently integrate chemistry vocabulary, symbols, conventions, and equations with the explanations of the chemical processes.  |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **Sufficiency statement** | **Internal Verification**  |
| Achievement | All of A is required [x]  | Assessor: Date:  |
| Merit | All of A and M is required [x]  | Verifier: Date:  |
| Excellence | All of A, M and E is required [x]  | 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.