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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 | Chemistry | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91393 | | Version | 2 |
| Standard Title | | Demonstrate understanding of oxidation-reduction processes | | | | | | | | | | | | | | Credits | 3 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of oxidation-reduction processes. | | | | | | | | | Demonstrate in-depth understanding of  oxidation-reduction processes. | | | | | | Demonstrate comprehensive  understanding of oxidation-reduction processes. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Identify and explain oxidation and reduction in terms of loss/gain of electrons or the change in oxidation number for electrolytic and electrochemical processes. | | | | | |  | | |  | | |  |  | | |  | |
| Refer to the requirement of energy for the electrolytic process and the reduction potentials/cell potential for the electrochemical process. | | | | | |  | | |  | | |  |  | | |  | |
| Complete half-equations for both the electrochemical and electrolytic processes and link observations to the relevant species. | | | | | |  | | |  | | |  |  | | |  | |
| Explain the spontaneity of both the electrochemical and electrolytic processes. | | | | | |  | | |  | | |  |  | | |  | |
| Complete fully balanced equations for both the electrochemical and electrolytic processes. | | | | | |  | | |  | | |  |  | | |  | |
| Justify the spontaneity of the electrochemical and electrolytic processes by using the reduction potentials or cell potential calculations. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.