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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 | Classical Studies | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91202 | | Version | 3 |
| Standard Title | | Demonstrate understanding of a significant event in the classical world | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of a significant event in the classical world. | | | | | | | | | Demonstrate in-depth understanding of a significant event in the classical world. | | | | | | Demonstrate perceptive understanding of a significant event in the classical world. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Use primary source evidence. | | | | | |  | | |  | | |  |  | | |  | |
| Place the event in context to explain why the event was important. | | | | | |  | | |  | | |  |  | | |  | |
| Place the event in context to give an informed explanation of why the event was important. | | | | | |  | | |  | | |  |  | | |  | |
| Use primary source evidence of specific relevance to the context. | | | | | |  | | |  | | |  |  | | |  | |
| Explain a range of aspects and/or factors. | | | | | |  | | |  | | |  |  | | |  | |
| Give an explanation that shows insight into why the event was important.  Features of a perceptive explanation may include but are not limited to:  · reasons for similarities and differences  · cultural expectations and codes of behaviour  · recognition of limitations of sources of evidence. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.