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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. |  |
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| Student ID | Student 1 | Subject | Classical Studies  | Level | 3  |
| Notes |  | Standard No. | 91398  | Version | 2  |
| Standard Title | Demonstrate understanding of the lasting influences of the classical world on other cultures across time  | Credits | 6 |
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| **Achieved** | **Merit** | **Excellence** |
| Demonstrate understanding of the lasting influences of the classical world on other cultures across time.  | Demonstrate in-depth understanding of the lasting influences of the classical world on other cultures across time.  | Demonstrate perceptive understanding of the lasting influences of the classical world on other cultures across time.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Use primary source evidence.  |[ ]   |  |  |  |
| Analyse aspects of the classical world and other cultures at three different points in time. Three points in time are: ancient Greece, ancient Rome and one post-Classical culture,  OR ancient Greece or ancient Rome and two post-Classical cultures.  |[ ]   |  |  |  |
| Explore the influences of aspects of the classical world on other cultures, in light of that analysis.  |[ ]   |  |  |  |
| Provide an informed analysis of aspects of the classical world and other cultures at three different points in time.  |  |[ ]   |  |  |
| Develop hypotheses about the influences of aspects of the classical world on other cultures.  |  |[ ]   |  |  |
| Use primary source evidence of specific relevance to the context.  |  |[ ]   |  |  |
| Explain a range of aspects linking the three points in time.  |  |[ ]   |  |  |
| Provide an analysis that shows insight into the influences of aspects of the classical world on other cultures at three different points in time. This may include, but is not limited to: · providing reasons for similarities and differences · establishing themes and patterns  · identifying cultural expectations and codes of behaviour · showing discernment regarding limitations of sources of evidence.  |  |  |[ ]   |  |
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| **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.