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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 | English | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91479 | | Version | 1 |
| Standard Title | | Develop an informed understanding of literature and/or language using critical texts | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Develop an informed understanding of literature and/or language using critical texts. | | | | | | | | | Develop an informed and convincing understanding of literature and/or language using critical texts. | | | | | | Develop an informed and perceptive understanding of literature and/or language using critical texts. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Investigation is framed in a literature or language context. | | | | | |  | | |  | | |  |  | | |  | |
| At least 2 critical texts are used. | | | | | |  | | |  | | |  |  | | |  | |
| Critical texts are student selected. | | | | | |  | | |  | | |  |  | | |  | |
| Critical texts are appropriate, e.g. Literary theory, criticism/analysis by recognised English experts. | | | | | |  | | |  | | |  |  | | |  | |
| Information is selected from critical texts and is evaluated for reliability and usefulness. | | | | | |  | | |  | | |  |  | | |  | |
| A coherent reading, critique and interpretation of the primary text(s) is developed. This is underpinned by synthesised information from the primary and critical texts. | | | | | |  | | |  | | |  |  | | |  | |
| A discerning reading, critique and interpretation of the primary text(s) is developed. This is underpinned by synthesised information from the primary and critical texts. | | | | | |  | | |  | | |  |  | | |  | |
| A sophisticated and insightful reading, critique and interpretation of the primary text(s) is developed. This is underpinned by synthesised information from the primary and critical texts. | | | | | |  | | |  | | |  |  | | |  | |
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| **Sufficiency statement** | | | | | | | | | | | | | **Internal Verification** | | | | |
| Achievement | All A must be ticked | | | | | | | | | | | | Assessor: Date: | | | | |
| Merit | All A and M must be ticked | | | | | | | | | | | | Verifier: Date: | | | | |
| Excellence | All 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.