|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | English | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91480 | | Version | 1 |
| Standard Title | | Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence | | | | | | | | | | | | | | Credits | 3 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence. | | | | | | | | | Respond critically and convincingly to significant aspects of visual and/or oral text(s) through close reading, supported by evidence. | | | | | | Respond critically and perceptively to significant aspects of visual and/or oral text(s) through close reading, supported by evidence. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Text/s used has/have not been previously studied. | | | | | |  | | |  | | |  |  | | |  | |
| Specific and relevant evidence from the text/s. | | | | | |  | | |  | | |  |  | | |  | |
| Close viewing – how a range of oral/visual language techniques are used to create specific meaning and effects – underpins the critical response. | | | | | |  | | |  | | |  |  | | |  | |
| Evaluative interpretations and judgements made about the visual/oral text/s. | | | | | |  | | |  | | |  |  | | |  | |
| Discerning and informed interpretations and judgements made about the visual/oral text/s. | | | | | |  | | |  | | |  |  | | |  | |
| Sophisticated and insightful interpretations and judgements made about the visual/oral text/s. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **Sufficiency statement** | | | | | | | | | | | | | **Internal Verification** | | | | |
| Achievement | A must be ticked | | | | | | | | | | | | Assessor: Date: | | | | |
| Merit | A and M must be ticked | | | | | | | | | | | | Verifier: Date: | | | | |
| Excellence | 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.