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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 | Geography | Level | 2 |
| Notes |  | Standard No. | 91244 | Version | 3 |
| Standard Title | Conduct geographic research with guidance | Credits | 5 |
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| **Achieved** | **Merit** | **Excellence** |
| Conduct geographic research with guidance. | Conduct in-depth geographic research with guidance. | Conduct comprehensive geographic research with guidance. |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Research plan - identifying the aim and different methods of data collection.While support (guidance) may be given, evidence that these components of the research process are understood is needed. |[ ]   |  |  |  |
| Spatial, statistical and/or visual data presented using correct conventions.  |[ ]   |  |  |  |
| Explanation of the findings incorporating geographic concepts.  |[ ]   |  |  |  |
| Conclusion provided which relates to the aim. |[ ]   |  |  |  |
| Evaluation – description of strength(s) and/or weakness(es) of the research process and how they affect validity of the findings. |[ ]   |  |  |  |
| Spatial, statistical and visual data accurately presented using correct conventions. |  |[ ]   |  |  |
| Detailed explanation of the findings incorporating geographic concepts. |  |[ ]   |  |  |
| Detailed conclusion which relates to the aim. |  |[ ]   |  |  |
| Detailed explanation of the strength(s) and weakness(es) of the research process and how they affect validity of the findings and/or conclusion. |  |[ ]   |  |  |
| Spatial, statistical and visual data accurately and effectively presented. |  |  |[ ]   |  |
| Full explanation of the findings incorporating geographic concepts. |  |  |[ ]   |  |
| Full explanation of the strength(s) and weakness(es) of the research process and how they affect validity of the findings and/or conclusion.Discussion of how the research could be improved. |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **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.