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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 | Geography | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91431 | | Version | 2 |
| Standard Title | | Analyse aspects of a contemporary geographic issue | | | | | | | | | | | | | | Credits | 3 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Analyse aspects of a contemporary geographic issue. | | | | | | | | | Analyse, in depth, aspects of a contemporary geographic issue. | | | | | | Analyse comprehensively aspects of a contemporary geographic issue. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Explaining the nature of the contemporary geographic issue. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining how people’s values and perceptions of the issue have led to their responses. | | | | | |  | | |  | | |  |  | | |  | |
| Proposing a suitable course of action to address the issue and justifying the proposed solution. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining fully how people’s values and perceptions of the issue have led to their responses. | | | | | |  | | |  | | |  |  | | |  | |
| Proposing a suitable course of action to address the issue and providing a full justification of the solution, showing insight with an in-depth justification by considering how it is better than the alternatives. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining fully how people have responded to the issue and how their values and perception of the issue have influenced their response. | | | | | |  | | |  | | |  |  | | |  | |
| Proposing a suitable course of action to address the issue and providing a full justification showing how it is better than the alternatives. The response needs to show insight, clarity of argument and holistic understanding. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.