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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 | Languages [language name] | Level | 2 |
| Notes |  | Standard No. | Languages 2.2 Presentation | Version | 2 |
| Standard Title | Give a spoken presentation in [language name] that communicates information, ideas and opinions. | Credits | 4 |
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| **Achieved** | **Merit** | **Excellence** |
| Give a spoken presentation in [language name] that communicates information, ideas, and opinions. | Give a convincing spoken presentation in [language name] that communicates information, ideas, and opinions. | Give an effective spoken presentation in [language name] that communicates information, ideas, and opinions. |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Gives a spoken presentation thatcommunicates information and expresses and justifies ideas and opinions in culturally appropriate spoken language. |[ ]   |  |  |  |
| Communication is achieved overall, despite inconsistencies in relation to: language features, pronunciation, intonation, gesture, rhythm patterns, delivery speed or audibility, stress, tones. |[ ]   |  |  |  |
| Uses a range of language and language features. |  |[ ]   |  |  |
| There is credible, connected development of the information, ideas and opinions. |  |[ ]   |  |  |
| Communication is not significantly hindered by inconsistencies. |  |[ ]   |  |  |
| There is capable selection and successful use of a range of language. |  |  |[ ]   |  |
| There is controlled, integrated development of the information ideas and opinions. |  |  |[ ]   |  |
| Communication is not hindered by inconsistencies. |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **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.