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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 | Media Studies | | Level | 1 |
| Notes | |  | | | | | | | | | | | Standard No. | 90989 | | Version | 3 |
| Standard Title | | Demonstrate understanding of how individuals interact with the media | | | | | | | | | | | | | | Credits | 3 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of how individuals interact with the media. | | | | | | | | | Demonstrate in-depth understanding of how individuals interact with the media. | | | | | | Demonstrate comprehensive understanding of how individuals interact with the media. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Selects at least two subjects who have identifiable differences in their use of media. | | | | | |  | | |  | | |  |  | | |  | |
| Describes the key patterns of media use and identifies similarities and differences. | | | | | |  | | |  | | |  |  | | |  | |
| Uses quantitative data about media usage. | | | | | |  | | |  | | |  |  | | |  | |
| Gives reasoned explanations for the key patterns of media use and the identified similarities and differences. | | | | | |  | | |  | | |  |  | | |  | |
| Develops a logical argument supported by specific evidence. | | | | | |  | | |  | | |  |  | | |  | |
| Uses a combination of quantitative and qualitative data to develop reasoned explanations. | | | | | |  | | |  | | |  |  | | |  | |
| Gives reasoned explanations for the significance of the key patterns for the individuals and/or the media. | | | | | |  | | |  | | |  |  | | |  | |
| May include evidence from secondary sources. | | | | | |  | | |  | | |  |  | | |  | |
| Uses detailed evidence to support identified similarities and differences. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.