|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | Physical Education | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91331 | | Version | 2 |
| Standard Title | | Examine the significance for self, others and society of a sporting event, a physical activity, or a festival. | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Examine the significance for self, others and society of a sporting event, a physical activity, or a festival. | | | | | | | | | Examine, in-depth, the significance for self, others and society of a sporting event, a physical activity, or a festival. | | | | | | Examine critically the significance for self, others and society of a sporting event, a physical activity, or a festival. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Explains how and why a sporting event, a physical activity, or a festival is significant, with reference to relevant sociological factors and issues for self, others and society (all three are required). | | | | | |  | | |  | | |  |  | | |  | |
| Provides full and thorough explanations for the significance of a sporting event, a physical activity, or a festival, with reference to relevant sociological factors and issues for self, others and society (all three are required).  Explanations are supported by evidence such as quotations, case studies, research, examples, personal accounts. | | | | | |  | | |  | | |  |  | | |  | |
| Explains the interrelationship between relevant sociological factors and the significance of a sporting event, a physical activity, or a festival, for self, others and society by identifying assumptions. | | | | | |  | | |  | | |  |  | | |  | |
| Explains the interrelationship between relevant sociological factors and the significance of a sporting event, a physical activity, or a festival, for self, others and society by identifying who is advantaged and disadvantaged. | | | | | |  | | |  | | |  |  | | |  | |
| Explains the interrelationship between relevant sociological factors and the significance of a sporting event, a physical activity, or a festival, for self, others and society by considering pros and cons. | | | | | |  | | |  | | |  |  | | |  | |
| Explains the interrelationship between relevant sociological factors and the significance of a sporting event, a physical activity, or a festival, for self, others and society by making judgements and providing supporting evidence. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.