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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 | Physical Education | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91332 (2.6) | | Version | 2 |
| Standard Title | | Evaluate leadership strategies that contribute to the effective functioning of a group. | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Evaluate leadership strategies that contribute to the effective functioning of a group. | | | | | | | | | Evaluate, in-depth, leadership strategies that contribute to the effective functioning of a group. | | | | | | Evaluate comprehensively leadership strategies that contribute to the effective functioning of a group. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Explains how and why leadership strategies are applied in a physical activity context. | | | | | |  | | |  | | |  |  | | |  | |
| Explains, using ongoing reflection, how the leadership strategies contribute to the effective functioning of the group in a physical activity context. | | | | | |  | | |  | | |  |  | | |  | |
| Provides explanations, based on careful consideration and investigation, of the impact of the leadership strategies on the group, using ongoing reflection and making appropriate adaptations where necessary. | | | | | |  | | |  | | |  |  | | |  | |
| Makes judgements about the application of the leadership strategies in relation to the effective functioning of the group with the aim of using ongoing reflection and making appropriate adaptations where necessary. | | | | | |  | | |  | | |  |  | | |  | |
| Judgements are coherent and show some insight. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.