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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 | Physical Education | Level | 3 |
| Notes |  | Standard No. | 91498 | Version | 2 |
| Standard Title | Evaluate physical activity experiences to devise strategies for lifelong well-being | Credits | 4 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Evaluate physical activity experiences to devise strategies for lifelong well-being. | Evaluate, in depth, physical activity experiences to devise strategies for lifelong well-being. | Critically evaluate physical activity experiences to devise strategies for lifelong well-being. |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Examines (explaining how and why with specific examples) personal physical activity experiences to date.Considers the influences on and reasons for participation in physical activity experiences. |[x]   |  |  |  |
| Makes judgements about the relationship between the experiences and the potential impact of the experiences on lifelong well-being.These judgements are justified and supported with specific examples from the examination of personal physical activity experiences to date. |[ ]   |  |  |  |
| Uses these judgements as a basis for devising strategies for lifelong well-being. These strategies are explained (how and why) and show clear connections to the physical activity experiences to date. |[ ]   |  |  |  |
| Comprehensively examines (explaining in detail how and why with specific examples) personal physical activity experiences to date. |  |[x]   |  |  |
| Makes coherent judgements (clear and connected) about the relationship between the experiences and the potential impact of the experiences on lifelong well-being. |  |[ ]   |  |  |
| Questions and challenges assumptions about the relationship between the experiences and the potential impact of the experiences on lifelong well-being. The assumptions relate to the student’s own physical experiences to date. |  |  |[x]   |  |
| Makes coherent and insightful judgements (clear, connected and show deeper understanding) that build on the questions and challenges. |  |  |[ ]   |  |
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| **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.