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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. | 91499 | Version | 2 |
| Standard Title | Analyse a physical skill performed by self or others | Credits | 3 |
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| **Achieved** | **Merit** | **Excellence** |
| Analyse a physical skill performed by self or others.  | Analyse, in depth, a physical skill performed by self or others. | Critically analyse a physical skill performed by self or others.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Breaks the performance of the physical skill down into component parts. For example, preparation, execution and follow through.  |[ ]   |  |  |  |
| Explains (with specific examples from the analysis) the parts using biomechanical principles (more than one).  |[ ]   |  |  |  |
| Uses the performance analysis and biomechanical principles to provide feedback and/or feed-forward to the performer with the intent of improving their performance of the skill.  |[ ]   |  |  |  |
| Discusses (explains how and why) the biomechanical principles inter-relate to improve the performance of the skill. For example, force summation and levers.  |  |[ ]   |  |  |
| Uses this biomechanical discussion to provide feedback and/or feed-forward to the performer with the intent of improving their performance of the skill.  |  |[ ]   |  |  |
| Draws conclusions from the performance analysis about which parts of the skill have the greatest impact on performance.  These conclusions are justified and supported with specific examples from the analysis.  |  |  |[ ]   |  |
| Draws conclusions from the performance analysis about the factors that influence the person’s ability to improve their performance of the skill.  These conclusions are justified and supported with specific examples from the analysis.  |  |  |[ ]   |  |
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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.