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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. | 91503  | Version | 2 |
| Standard Title | Evaluate the use of health promotion to influence participation in physical activity. | Credits | 5 |
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| **Achieved** | **Merit** | **Excellence** |
| Evaluate the use of health promotion to influence participation in physical activity.  | Evaluate, in depth, the use of health promotion to influence participation in physical activity.  | Critically evaluate the use of health promotion to influence participation in physical activity.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Reviews the steps (identifying an issue, developing insight and knowledge, vision, understanding, planning, acting and evaluating) in a health promotion process (Action Competence Learning Process - ACLP) and their implementation.  For example, was this step helpful/useful? Why/ Why not? There are examples to support the review of each step.  The physical activity issue influencing participation for the targeted group is defined and explained.  | ☐ |  |  |  |  |
| Makes judgements about the impact of the process on participation.  These judgements are justified and supported with specific examples from the implementation of the process.  | ☐ |  |  |  |  |
| Reviews in detail the steps (identifying an issue, developing insight and knowledge, vision, understanding, planning, acting and evaluating) in a health promotion process (ACLP) and their implementation.  |  | ☐ |  |  |  |
| Makes coherent judgements (clear and connected) about the impact of the process on participation.  |  | ☐ |  |  |  |
| Questions and challenges assumptions about the health promotion process to make coherent and insightful judgements (clear, connected and showing a deeper understanding) about the impact of the process on participation.  |  |  | ☐ |  |  |
| Uses these judgements to identify and justify how the use of the health promotion process may be improved.  |  |  | ☐ |  |  |
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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.