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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. | 91505  | Version | 2 |
| Standard Title | Examine contemporary leadership principles applied in physical activity contexts  | Credits | 4 |
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| **Achieved** | **Merit** | **Excellence** |
| Examine contemporary leadership principles applied in physical activity contexts.  | Examine, in depth, contemporary leadership principles applied in physical activity contexts.  | Critically examine contemporary leadership principles applied in physical activity contexts. |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Researches (from a range of sources) and explains (how and why with specific examples) the contemporary leadership principles (more than one), and how these are applied in physical activity contexts (more than one).  | ☐ |  |  |  |  |
| Draws conclusions about their relevance and suitability for physical activity contexts.    These conclusions are justified (why/why not) and supported with researched evidence and the student’s own application of the contemporary leadership principles.  | ☐ |  |  |  |  |
| Explains in detail (how and why with specific examples) the contemporary leadership principles (more than one) and how these are applied in physical activity contexts (more than one).  |  | ☐ |  |  |  |
| Draws coherent conclusions (clear and connected) about their relevance and suitability for physical activity contexts.  |  | ☐ |  |  |  |
| Questions and challenges assumptions about contemporary leadership principles, and how these are applied.  |  |  | ☐ |  |  |
| Draws coherent and insightful conclusions (clear, connected and show deeper understanding) about their relevance and suitability for physical activity contexts.  |  |  | ☐ |  |  |
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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.