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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 | Physics | Level | 2 |
| Notes |  | Standard No. | 91168 | Version | 2 |
| Standard Title | Carry out a practical physics investigation that leads to a non-linear mathematical relationship | Credits | 4 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Carry out a practical physics investigation that leads to a non-linear mathematical relationship. | Carry out an in-depth practical physics investigation that leads to a non-linear mathematical relationship. | Carry out a comprehensive practical physics investigation that leads to a non-linear mathematical relationship. |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Collects data relevant to the aim based on the manipulation of the independent variable over a reasonable range and number of values. |[x]   |  |  |  |
| Draws a graph showing the relationship between the independent and dependent variables. |[ ]   |  |  |  |
| Writes a conclusion describing the mathematical relationship between the variables. |[ ]   |  |  |  |
| Describes the control of a variable that could have a significant effect on the results. |  |[x]   |  |  |
| Uses techniques to increase the accuracy of the measured values. |  |[ ]   |  |  |
| Writes a conclusion describing the mathematical relationship obtained from the experimental data. |  |[ ]   |  |  |
| Writes a discussion that addresses critical issues such as (at least two of the following):* a reason for limits at either end of the values chosen for the independent variable
* justification of why a variable needs to be controlled
* description of any difficulties encountered when making measurements and how they were overcome
* justification of the relationship between the findings and physics ideas
* a description of unexpected results and how they could have been caused and/or the effect they had on the validity of the conclusion.
 |  |  |[x]   |  |
|  |  |  |  |  |  |
| **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.