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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 | 3 |
| Notes |  | Standard No. | 91527 | Version | 2 |
| Standard Title | Use physics knowledge to develop an informed response to a socio-scientific issue | Credits | 3 |
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| **Achieved** | **Merit** | **Excellence** |
| Use physics knowledge to develop an informed response to a socio-scientific issue. | Use physics knowledge to develop an informed and reasoned response to a socio-scientific issue. | Use physics knowledge to develop an informed and comprehensive response to a socio-scientific issue. |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Explains the key physics ideas relating to the socio-scientific issue. |[x] [ ] [ ]   |  |
| Presents a personal position and proposes action(s) at a personal and/or societal level, using relevant physics knowledge. |[ ] [ ] [ ]   |  |
| Explains how or why the key physics ideas relate to the socio-scientific issue. |  |[x] [ ]   |  |
| Justifies the personal response using relevant physics knowledge to explain why the position and the action(s) have been chosen. |  |[ ] [ ]   |  |
| Links the key physics ideas together to provide a coherent picture of the physics relevant to the socio-scientific issue. |  |  |[x]   |  |
| Analyses and prioritises the physics knowledge related to the issue to justify theresponse. This may include:comparing the significance of implications of the issue on individuals and societyconsidering the likely effectiveness of identified action(s), commenting on sources and information, considering ideas such as validity (date, peer reviewed, scientific acceptance), bias (attitudes, values, beliefs), weighing up how science ideas are used by different groups. |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **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.