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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. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Student ID | | Student 1 | | | | | | | | | | | Subject | Psychology | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91844 | | Version | 1 |
| Standard Title | | Examine different psychological approaches used to explain a behaviour | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Examine different psychological approaches used to explain a behaviour. | | | | | | | | | Examine, in depth, different psychological approaches used to explain a behaviour. | | | | | | Comprehensively examine different psychological approaches used to explain a behaviour. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Provide an explanation from at least three psychological approaches used to explain a behaviour. | | | | | |  | | |  | | |  |  | | |  | |
| For each approach, the explanation includes how the psychological approach explains the behaviour. | | | | | |  | | |  | | |  |  | | |  | |
| For each approach, the explanation includes the differences in psychological approaches in explaining the behaviour. | | | | | |  | | |  | | |  |  | | |  | |
| Provide a detailed explanation for each of the selected psychological approaches used to explain a behaviour. | | | | | |  | | |  | | |  |  | | |  | |
| For each approach, the explanation includes descriptions of psychological theories or studies from published works. | | | | | |  | | |  | | |  |  | | |  | |
| For each approach, the explanation includes references to psychological theories or studies from published works. | | | | | |  | | |  | | |  |  | | |  | |
| Evaluate the selected psychological approaches used to explain a behaviour. The evaluation includes a justification of which approach has the best explanation of the behaviour. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **Sufficiency statement** | | | | | | | | | | | | | **Internal Verification** | | | | |
| Achievement | All of A is required | | | | | | | | | | | | Assessor: Date: | | | | |
| Merit | All of A and M is required | | | | | | | | | | | | Verifier: Date: | | | | |
| Excellence | All of A, M and E is required | | | | | | | | | | | | 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.