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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 | Psychology | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91845 | | Version | 1 |
| Standard Title | | Examine how a psychological debate has changed over time | | | | | | | | | | | | | | Credits | 3 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Examine how a psychological debate has changed over time. | | | | | | | | | Examine, in depth, how a psychological debate has changed over time. | | | | | | Comprehensively examine how a psychological debate has changed over time. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Explain the key arguments that relate to the chosen psychological debate. | | | | | |  | | |  | | |  |  | | |  | |
| The explanation shows an awareness of how the different positions in the debate have changed over time. | | | | | |  | | |  | | |  |  | | |  | |
| Give a detailed explanation of the key arguments that relate to the chosen psychological debate and how they have changed. | | | | | |  | | |  | | |  |  | | |  | |
| The explanation includes descriptions of, or references to, psychological theories or studies from published works. | | | | | |  | | |  | | |  |  | | |  | |
| Evaluate the key arguments that relate to the chosen psychological debate. | | | | | |  | | |  | | |  |  | | |  | |
| The evaluation shows the interaction of the arguments and how the thinking has changed over time. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.