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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 | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91873 | | Version | 1 |
| Standard Title | | Analyse the significance of a key piece of research and its impact on society. | | | | | | | | | | | | | | Credits | 3 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Analyse the significance of a key piece of research and its impact on society. | | | | | | | | | Analyse, in depth, the significance of a key piece of research and its impact on society. | | | | | | Comprehensively analyse the significance of a key piece of research and its impact on society. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Discussing what made a key piece of research significant and how this research has had an impact on society. | | | | | |  | | |  | | |  |  | | |  | |
| Critiquing how a key piece of research has had an impact on society and identifying how this research continues to be significant because of its methodology or findings. | | | | | |  | | |  | | |  |  | | |  | |
| Inclusion of descriptions of, or references to, psychological theories, concepts and/or studies from published works that have been influenced by this research. | | | | | |  | | |  | | |  |  | | |  | |
| Detailed critiquing that focuses on how a key piece of research has had a positive or negative impact on society, with the inclusion of the significance of methodology, issues and validity of findings. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.