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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 | Religious Studies | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 90822 | | Version | 3 |
| Standard Title | | Explain how a contemporary social action derives from the ethical principles of a religious tradition | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Explain how a contemporary social action derives from the ethical principles of a religious tradition. | | | | | | | | | Explain in detail how a contemporary social action derives from the ethical principles of a religious tradition. | | | | | | Comprehensively explain how a contemporary social action derives from the ethical principles of a religious tradition. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Outline the ethical principles of the religious tradition and how they give rise to a contemporary social action. | | | | | |  | | |  | | |  |  | | |  | |
| Draw conclusions about how the social action gives effect to the ethical principles. | | | | | |  | | |  | | |  |  | | |  | |
| Explain the details of the ethical principles that give rise to the social action. | | | | | |  | | |  | | |  |  | | |  | |
| Evaluate the effectiveness of the social action in relation to the ethical principles. | | | | | |  | | |  | | |  |  | | |  | |
| Explain the wider implications of the social action. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.