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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 | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 90826 | | Version | 3 |
| Standard Title | | Analyse the response of a religious tradition to a contemporary ethical issue | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Analyse the response of a religious tradition to a contemporary ethical issue. | | | | | | | | | Analyse in depth the response of a religious tradition to a contemporary ethical issue. | | | | | | Analyse, with perception, the response of a religious tradition to a contemporary ethical issue. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Considering in detail a contemporary ethical issue, and breaking it down into components or essential features. | | | | | |  | | |  | | |  |  | | |  | |
| Considering in detail the response of the religious tradition to the issue, and breaking it down into components or essential features. | | | | | |  | | |  | | |  |  | | |  | |
| Drawing conclusions about the response of the religious tradition to the issue, supported by evidence. | | | | | |  | | |  | | |  |  | | |  | |
| Discussing the ethical principles of the religious tradition that influenced the response. | | | | | |  | | |  | | |  |  | | |  | |
| Drawing conclusions supported by a range of evidence. | | | | | |  | | |  | | |  |  | | |  | |
| Critically evaluating the response of a religious tradition to a contemporary ethical issue. | | | | | |  | | |  | | |  |  | | |  | |
| Drawing conclusions that address the wider implications arising from the analysis. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.