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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 | Business Studies (Agribusiness) | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91866 | | Version | 1 |
| Standard Title | | Conduct an inquiry into the use of organisms to meet future needs | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Conduct an inquiry into the use of organisms to meet future needs. | | | | | | | | | Conduct an in-depth inquiry into the use of organisms to meet future needs. | | | | | | Conduct a comprehensive inquiry into the use of organisms to meet future needs. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Decide on an inquiry focus and develop inquiry questions, gather and review information and background ideas. | | | | | |  | | |  | | |  |  | | |  | |
| Identify external influences that could have an impact on future needs. | | | | | |  | | |  | | |  |  | | |  | |
| Present the findings that are relevant to the inquiry process. | | | | | |  | | |  | | |  |  | | |  | |
| Compare points of view, values and perspectives that relate to the inquiry focus. | | | | | |  | | |  | | |  |  | | |  | |
| Evaluate the findings and how the external influence could have an impact on future needs. | | | | | |  | | |  | | |  |  | | |  | |
| Draw a conclusion on whether the use of the organism might meet future needs. | | | | | |  | | |  | | |  |  | | |  | |
| Evaluate the findings and consider the implications of the findings using the external influences. | | | | | |  | | |  | | |  |  | | |  | |
| Prioritise, with reasons, the findings in relation to the external influences. | | | | | |  | | |  | | |  |  | | |  | |
| Predict the short and long term impacts. | | | | | |  | | |  | | |  |  | | |  | |
| Draw a conclusion, justifying whether the use of the organism might meet future needs. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.