|  |  |
| --- | --- |
| **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 | Agricultural and Horticultural Science  | Level | 3 |
| Notes |  | Standard No. | 91528 | Version | 2 |
| Standard Title | Carry out an investigation into an aspect of a New Zealand primary product or its production | Credits | 4 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Carry out an investigation into an aspect of a New Zealand primary product or its production. | Carry out an in-depth investigation into an aspect of a New Zealand primary product or its production.  | Carry out a comprehensive investigation into an aspect of a New Zealand primary product or its production. |
|  |  |  |
| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Producing a statement of purpose. |[ ]   |  |  |  |
| Planning the method to be used. |[ ]   |  |  |  |
| Collecting, recording and processing primary data relevant to the purpose. |[ ]   |  |  |  |
| Interpreting findings based on own processed data. |[ ]   |  |  |  |
| Reporting on the findings and relating them to findings from another source relating to the agricultural or horticultural context. |[ ]   |  |  |  |
| Providing a valid conclusion(s) that relates to the purpose of the investigation.  |[ ]   |  |  |  |
| Developing a method that allows for collection of data that is valid and reliable.  |  |[ ]   |  |  |
| Providing a valid conclusion(s) that links key agricultural or horticultural concepts to own findings and to those from other source(s). |  |[ ]   |  |  |
| Evaluating the validity of the method and/or reliability of the data and justify the choices made throughout the investigation, i.e. evaluating the validity of the method or reliability of the data and explain the conclusion in terms of the agricultural or horticultural ideas relevant to the investigation.  |  |  |[ ]   |  |
| Providing a valid conclusion(s) that discusses key agricultural or horticultural concepts and either the findings of others, or scientific principles, theories, or models.  |  |  |[ ]   |  |
| Conclusions that include proposed courses of action, based on the commercial significance of the findings, which the producer may undertake to achieve a specific outcome relating to the primary product or its production.  |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **Sufficiency statement** | **Internal Verification**  |
| Achievement | All of A is required [x]  | Assessor: Date:  |
| Merit | All of A and M is required [x]  | Verifier: Date:  |
| Excellence | All of A, M and E is required [x]  | 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.