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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 | Biology 2.3 | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | AS91155 | | Version | 2 |
| Standard Title | | Demonstrate understanding of adaptation of plants or animals to their way of life | | | | | | | | | | | | | | Credits | 3 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of adaptation of plants or animals to their way of life. | | | | | | | | | Demonstrate in-depth understanding of adaptation of plants or animals to their way of life. | | | | | | Demonstrate comprehensive understanding of adaptation of plants or animals to their way of life. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Describes adaptations and identifies the aspects of these that enable each organism to carry out its life process(es) in order to survive in its habitat. | | | | | |  | | |  | | |  |  | | |  | |
| Provides a biological reason that explains how/why the adaptations enable each organisms to carry out their life process(es) to survive in their habitat. | | | | | |  | | |  | | |  |  | | |  | |
| One life process over 3 taxonomic/functional groups: compares diversity of adaptation in response to the same demand across different taxonomic/functional groups;  evaluates/analyses limitations involved in each feature within each organism;  evaluates/analyses advantages involved in each feature within each organism. | | | | | |  | | |  | | |  |  | | |  | |
| **OR:** Two related life processes within one taxonomic/functional group: evaluates/analyses connections between two life processes within each organism which enhance the effectiveness of both processes;  evaluates/analyses limitations involved in each feature within each organism;  evaluates/analyses advantages involved in each feature within each organism. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.