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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 2.6 | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91158 | | Version | 2 |
| Standard Title | | Investigate a pattern in an ecological community, with supervision | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Investigate a pattern in an ecological community, with supervision. | | | | | | | | | Investigate in-depth a pattern in an ecological community, with supervision. | | | | | | Comprehensively investigate a pattern in an ecological community, with supervision. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Describes adaptations and identifies a pattern or absence of a pattern for each organism to carry out its life processes in order to survive in its habitat. | | | | | |  | | |  | | |  |  | | |  | |
| Provides a biological reason that explains how or why the adaptations enable each organism to carry out its life process(es) in order to survive in its habitat. | | | | | |  | | |  | | |  |  | | |  | |
| Provides a reason for how/why the adaptations of one species in relation to an interrelationship with another species relates to the pattern or absence of a pattern. | | | | | |  | | |  | | |  |  | | |  | |
| Uses a significant environmental factor and the adaptations of interrelated species to explain the pattern or absence of a pattern. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.