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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 | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 90848 | | Version | 2 |
| Standard Title | | Carry out, review and refine a business activity within a community context with guidance | | | | | | | | | | | | | | Credits | 9 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Carry out, review and refine a business activity within a community context with guidance. | | | | | | | | | Carry out, review and refine a business activity in depth within a community context with guidance. | | | | | | Comprehensively carry out, review and refine a business activity within a community context with guidance. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Plan for a guided business activity in a community context, stating business knowledge relevant to the business activity and a Māori business concept/s where relevant. | | | | | |  | | |  | | |  |  | | |  | |
| Carry out the first cycle of the activity by taking the product (good or service) to market. | | | | | |  | | |  | | |  |  | | |  | |
| Review the first cycle of the business activity by comparing the outcomes of the activity with the original planned business activity. | | | | | |  | | |  | | |  |  | | |  | |
| Make changes arising from the review of the activity with the aim of making improvements to the planning documentation. | | | | | |  | | |  | | |  |  | | |  | |
| Carry out a second cycle of the refined business activity. | | | | | |  | | |  | | |  |  | | |  | |
| Review the second cycle of the business activity by comparing the outcomes of the activity with the refined planned business activity. | | | | | |  | | |  | | |  |  | | |  | |
| Plan in-depth for a guided business activity in a community context, explaining business knowledge relevant to the business activity and a Māori business concept/s where relevant. | | | | | |  | | |  | | |  |  | | |  | |
| Carry out the first cycle of the activity by taking the product (good or service) to market. | | | | | |  | | |  | | |  |  | | |  | |
| Use reasoned explanations to refine the business activity. | | | | | |  | | |  | | |  |  | | |  | |
| Carry out a second cycle of the refined business activity. | | | | | |  | | |  | | |  |  | | |  | |
| Review in-depth how well the business activity was performed in the second cycle by comparing the outcome of the second cycle to the business plan updated after the review of the first cycle. | | | | | |  | | |  | | |  |  | | |  | |
| Comprehensively plan for a guided business activity in a community context, integrating business knowledge relevant to the business activity and a Māori business concept/s where relevant. | | | | | |  | | |  | | |  |  | | |  | |
| Carry out the first cycle of the activity by taking the product (good or service) to market. | | | | | |  | | |  | | |  |  | | |  | |
| Use reasoned explanations to refine the business activity. | | | | | |  | | |  | | |  |  | | |  | |
| Carry out a second cycle of the refined business activity. | | | | | |  | | |  | | |  |  | | |  | |
| Review in-depth how well the business activity was performed in the second cycle by comparing the outcome of the second cycle to the business plan updated after the review of the first cycle. | | | | | |  | | |  | | |  |  | | |  | |
| Refine the business plan for the future. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.