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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 | Earth and Space Science | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91190 | | Version | 2 |
| Standard Title | | Investigate how organisms survive in an extreme environment. | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Investigate how organisms survive in an extreme environment. | | | | | | | | | Investigate in depth how organisms survive in an extreme environment. | | | | | | Investigate comprehensively how organisms survive in an extreme environment. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Select, process and record information in a traceable format. | | | | | |  | | |  | | |  |  | | |  | |
| Use the processed information to  \* describe the features of the extreme environment  \* describe biological adaptations OR technological adaptations that allow organisms (including humans) to survive in the extreme environment. | | | | | |  | | |  | | |  |  | | |  | |
| Use the processed information to  \* explain the features of the extreme environment and link to biological or technological adaptations.  \* explain how the adaptations allow the organisms (including humans) to survive in the extreme environment. | | | | | |  | | |  | | |  |  | | |  | |
| Use the processed information to  \* integrate links between the adaptations and the extreme environment  \* justify how the adaptations allow the organisms to survive in the extreme environment. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.