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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. |  |
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| Student ID | Student 1 | Subject | Education for Sustainability  | Level | 2 |
| Notes |  | Standard No. | 90813  | Version | 3 |
| Standard Title | Demonstrate understanding of how different personal values have implications for a sustainable future  | Credits | 3 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Demonstrate understanding of how different personal values have implications for a sustainable future.  | Demonstrate in-depth understanding of how different personal values have implications for a sustainable future.  | Demonstrate comprehensive understanding of how different personal values have implications for a sustainable future.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Has used examples to examine the characteristics of different personal values (own and others’) and the behaviours associated with them.  |[ ]   |  |  |  |
| Has drawn conclusions about the implications of certain personal values (own and others’) and behaviours for a sustainable future.  |[ ]   |  |  |  |
| Has drawn informed conclusions based on examples and evidence about why certain personal values (own and others’) and behaviours have implications for a sustainable future.  |  |[ ]   |  |  |
| Has drawn justified conclusions based on examples and evidence about how or why some different personal values (own and others’) and behaviours are more likely to lead to a sustainable future than others. The conclusions may include projections of future impacts and discussion of how and why values could be adapted to support a more sustainable future.  |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **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.