|  |  |
| --- | --- |
| **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 | Education for Sustainability  | Level | 2 |
| Notes |  | Standard No. | 91734  | Version | 2 |
| Standard Title | Develop a collaborative response that promotes a sustainable future, in relation to a current issue | Credits | 4 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Develop a collaborative response that promotes a sustainable future, in relation to a current issue.  | Develop in depth a collaborative response that promotes a sustainable future, in relation to a current issue.  | Comprehensively develop a collaborative response that promotes a sustainable future, in relation to a current issue.  |
|  |  |  |
| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Has explained the current issue and how it relates to aspects of sustainability.  |[ ]   |  |  |  |
| Has developed a response to the current issue that promotes a sustainable future, including evidence of: * working co-operatively with peers
* interacting with stakeholders
* systems thinking
* future thinking
* data collection
* measurement methods.
 |[ ]   |  |  |  |
| Has drawn conclusions about: * the processes used to generate the response taking account of different values and perspectives (group members and stakeholders)
* how to determine the effectiveness of the response for promoting a sustainable future.
 |[ ]   |  |  |  |
| Has drawn informed conclusions about the effectiveness of the processes used to generate the response and made recommendations for future response development. |  |[ ]   |  |  |
| Has evaluated the strengths, weaknesses, opportunities and threats associated with the response.  |  |  |[ ]   |  |
| Has drawn justified conclusions about the wider implications of the response and how it promotes a 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.