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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 | Geography | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91245 | | Version | 3 |
| Standard Title | | Explain aspects of a contemporary New Zealand geographic issue | | | | | | | | | | | | | | Credits | 3 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Explain aspects of a contemporary New Zealand geographic issue. | | | | | | | | | Explain, in depth, aspects of a contemporary New Zealand geographic issue. | | | | | | Explain, comprehensively, aspects of a contemporary New Zealand geographic issue. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Description of the nature of the geographic issue. | | | | | |  | | |  | | |  |  | | |  | |
| Explanation of different viewpoints of the issue. | | | | | |  | | |  | | |  |  | | |  | |
| Description of how one viewpoint has changed over time. | | | | | |  | | |  | | |  |  | | |  | |
| Explanation of the strength(s) and weakness(es) of different courses of action. | | | | | |  | | |  | | |  |  | | |  | |
| Recommendation of a course of action with reasons. | | | | | |  | | |  | | |  |  | | |  | |
| Detailed explanation of different viewpoints supported with specific information. | | | | | |  | | |  | | |  |  | | |  | |
| Explanation of how one viewpoint has changed over time. | | | | | |  | | |  | | |  |  | | |  | |
| Detailed explanation of the strength(s) and weakness(es) of different courses of action. | | | | | |  | | |  | | |  |  | | |  | |
| Justification of recommended course of action with detailed reasons. | | | | | |  | | |  | | |  |  | | |  | |
| Full explanation of different viewpoints, using specific information and incorporating beliefs, values and/or perspectives. | | | | | |  | | |  | | |  |  | | |  | |
| Detailed explanation of how one viewpoint has changed over time. | | | | | |  | | |  | | |  |  | | |  | |
| Full explanation of the strength(s) and weakness(es) of different courses of action. | | | | | |  | | |  | | |  |  | | |  | |
| Full justification of a recommended course of action with detailed reasons showing how it is better than other courses of action. | | | | | |  | | |  | | |  |  | | |  | |
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| **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.