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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. The template needs to be completed in accordance with the requirements in the Subject Learning Outcomes. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Student ID | | Student 1 | | | | | | | | | | | Subject | Geography 1.2 | | Level | 1 |
| Notes | |  | | | | | | | | | | | Standard No. | 91933 | | Version | 3 |
| Standard Title | | Explore an environment using data | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Explore an environment using data. | | | | | | | | | Interpret an environment using data. | | | | | | Analyse an environment using data. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Describe findings about an environment, using presented data. | | | | | |  | | |  | | |  |  | | |  | |
| Describe how the data can strengthen or limit understanding of the environment. | | | | | | ☐ | | |  | | |  |  | | |  | |
| Explain findings about the environment, using presented data. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Explain how the data can strengthen and limit understanding of the environment. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Draw a valid conclusion about the environment, using findings. | | | | | |  | | |  | | | ☐ |  | | |  | |
| Discuss how additional data could be used to improve understanding of the 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, please follow the external moderation guidelines on the NZQA website.