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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 | Health Studies | | Level | 1 |
| Notes | |  | | | | | | | | | | | Standard No. | 92008 | | Version | 3 |
| Standard Title | | Demonstrate understanding of hauora in a health-related context through the application of a model of health | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of hauora in a health-related context through the application of a model of health. | | | | | | | | | Explain hauora in a health-related context through the application of a model of health. | | | | | | Evaluate hauora in a health-related context through the application of a model of health. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Describe how hauora is affected by an activity, using a model of health, including supporting evidence. | | | | | |  | | |  | | |  |  | | |  | |
| Describe how the different parts of the model interconnect. | | | | | |  | | |  | | |  |  | | |  | |
| Explain why hauora is affected by an activity, using a model of health, including supporting evidence. | | | | | |  | | |  | | |  |  | | |  | |
| Explain why the different parts of the model interconnect. | | | | | |  | | |  | | |  |  | | |  | |
| Draw conclusions about how hauora is affected by an activity in the short and long-term, with reference to a model of health, including supporting evidence. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.