|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | Health | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91236 | | Version | 2 |
| Standard Title | | Evaluate factors that influence people’s ability to manage change | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Evaluate factors that influence people’s ability to manage change. | | | | | | | | | Evaluate in depth, factors that influence people’s ability to manage change. | | | | | | Evaluate comprehensively, factors that influence people’s ability to manage change. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Explains risk and protective factors that contribute to people’s ability to manage change situations. | | | | | |  | | |  | | |  |  | | |  | |
| Recommends a combination of personal, interpersonal and societal strategies to maintain the protective factors and/or minimise the risk factors. | | | | | |  | | |  | | |  |  | | |  | |
| Explains, in detail, risk and protective factors that are clearly linked to the change situations. | | | | | |  | | |  | | |  |  | | |  | |
| Recommends personal, interpersonal and societal strategies specific to the change situations. | | | | | |  | | |  | | |  |  | | |  | |
| Provides an explanation that demonstrates critical understandings of the risk and protective factors influencing people’s ability to manage change situations. | | | | | |  | | |  | | |  |  | | |  | |
| Provides an explanation that demonstrates critical understandings of strategies for maintaining the protective factors and minimising the risk factors. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.