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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 | Health | | Level | 2 |
| Notes |  | | | | | | | | | Standard No. | 91237 (2.3) | | Version | 2 |
| Standard Title | Take action to enhance an aspect of people’s well-being within the school or wider community | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | **Merit** | | | | | **Excellence** | | |
| Take action to enhance an aspect of people’s well-being within the school or wider community. | | | | | | | Take in-depth action to enhance an aspect of people’s well-being within the school or wider community. | | | | | Take comprehensive action to enhance an aspect of people’s well-being within the school or wider community. | | |
|  | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | A | | M | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Identifies an issue that affects the well-being of people within the school or wider community. | | | | |  | |  | |  |  | | |  | |
| Develops a workable plan to improve well-being. | | | | |  | |  | |  |  | | |  | |
| Implements the plan. | | | | |  | |  | |  |  | | |  | |
| Evaluates the effectiveness of the action by reflecting on the implementation of the plan. | | | | |  | |  | |  |  | | |  | |
| A workable plan relates to SMART goals. | | | | |  | |  | |  |  | | |  | |
| Develops a detailed plan linked to the issue. | | | | |  | |  | |  |  | | |  | |
| Evaluates the effect of the implementation of the plan on well-being, using evidence. | | | | |  | |  | |  |  | | |  | |
| Develops a plan that includes actions that are critical for addressing the issue and explanations of these. | | | | |  | |  | |  |  | | |  | |
| Critically evaluates the outcomes for individual and community well-being. | | | | |  | |  | |  |  | | |  | |
| **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.