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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 | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91461 | | Version | 2 |
| Standard Title | | Analyse a New Zealand health issue | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Analyse a New Zealand health issue. | | | | | | | | | Analyse, in depth, a New Zealand health issue. | | | | | | Analyse, perceptively, a New Zealand health issue. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Applies a critical perspective to a New Zealand health issue and uses supporting evidence. | | | | | |  | | |  | | |  |  | | |  | |
| Explains the nature of the health issue in New Zealand and its implications for the well-being of people and society. | | | | | |  | | |  | | |  |  | | |  | |
| Explains how the major determinants of health influence the health issue. | | | | | |  | | |  | | |  |  | | |  | |
| Recommends strategies to bring about more equitable outcomes in relation to the health issue. | | | | | |  | | |  | | |  |  | | |  | |
| Recommends strategies for addressing the health issue that take account of the influence of the major determinants of health on the health issue. | | | | | |  | | |  | | |  |  | | |  | |
| Recommends strategies for addressing the health issue that take account of the impact of the major determinants of health on well-being. | | | | | |  | | |  | | |  |  | | |  | |
| Uses detailed supporting evidence. | | | | | |  | | |  | | |  |  | | |  | |
| Involves recommending strategies based on a coherent explanation that connects the New Zealand health issue and the influence of the major determinants of health on the issue to underlying health concepts (hauora, socio-ecological perspective, health promotion, and attitudes and values). | | | | | |  | | |  | | |  |  | | |  | |
| Supports analysis by the coherent and consistent use of 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:

* 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.