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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. | 91463 | | Version | 2 |
| Standard Title | | Evaluate health practices currently used in New Zealand | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Evaluate health practices currently used in New Zealand. | | | | | | | | | Evaluate, in depth, health practices currently used in New Zealand. | | | | | | Evaluate, perceptively, health practices currently used in New Zealand. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Applies a critical perspective and evidence-based consideration of health practicesthrough explaining the procedures involved in each practice, the underpinning philosophy or knowledge foundation of each practice in relation to Western scientific medicine (WSM), complementary and alternative medicine (CAM) and/or traditional medicine (TM). | | | | | |  | | |  | | |  |  | | |  | |
| Applies a critical perspective and evidence-based consideration of health practicesthrough explaining the advantages and disadvantages of each practice in relation to the concept of hauora. | | | | | |  | | |  | | |  |  | | |  | |
| Compares the advantages and disadvantages of the selected practices and draws conclusions supported by reasoned arguments. | | | | | |  | | |  | | |  |  | | |  | |
| Makes connections between a selection of underlying health concepts (hauora, socio-ecological perspective, health promotion, and attitudes and values), the underpinning philosophies of each practice, and the advantages and disadvantages of each practice. | | | | | |  | | |  | | |  |  | | |  | |
| Draws justified conclusions. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.