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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. | 91464 | | Version | 2 |
| Standard Title | | Analyse a contemporary ethical issue in relation to well-being | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Analyse a contemporary ethical issue in relation to well-being. | | | | | | | | | Analyse, in depth, a contemporary ethical issue in relation to well-being. | | | | | | Analyse, perceptively, a contemporary ethical issue in relation to well-being. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Provides a critical account of the ethical issue through explaining the differing and opposing perspectives on the issue, and the reasons for these different perspectives. | | | | | |  | | |  | | |  |  | | |  | |
| Provides a critical account of the ethical issue through explaining the implications of current related health practices for the well-being of those directly affected by the issue, others associated with those people, and the well-being of people and society. | | | | | |  | | |  | | |  |  | | |  | |
| Provides a balanced view of the differing and opposing perspectives with some reference to underlying health concepts (hauora, socio-ecological perspective, health promotion, attitudes and values). | | | | | |  | | |  | | |  |  | | |  | |
| Examines the perspectives on the issue with insight into the reasons for these differing perspectives and their ethical foundations. | | | | | |  | | |  | | |  |  | | |  | |
| Links the examination to underlying health concepts. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.