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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 | Home Economics | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91299 | | Version | 2 |
| Standard Title | | Analyse issues related to the provision of food for people with specific food needs. | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Analyse issues related to the provision of food for people with specific food needs. | | | | | | | | | Analyse issues in depth related to the provision of food for people with specific food needs. | | | | | | Comprehensively analyse issues related to the provision of food for people with specific food needs. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Selects a specific food need that requires significant changes to a standard diet. | | | | | |  | | |  | | |  |  | | |  | |
| Explains the issues relating to the specific food requirement from a personal, interpersonal and societal perspective. | | | | | |  | | |  | | |  |  | | |  | |
| Considers health enhancing strategies that could address the issues. | | | | | |  | | |  | | |  |  | | |  | |
| Explains how and why the suggested strategies will make a difference and enhance well-being. | | | | | |  | | |  | | |  |  | | |  | |
| Justifies how an effective strategy addresses issues from more than one perspective – personal, interpersonal and societal. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.