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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 | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91466 | | Version | 2 |
| Standard Title | | Investigate a nutritional issue affecting the well-being of New Zealand society | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Investigate a nutritional issue affecting the well-being of New Zealand society. | | | | | | | | | Investigate, in depth, a nutritional issue affecting the well-being of New Zealand society. | | | | | | Perceptively investigate a nutritional issue affecting the well-being of New Zealand society. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Explains the nature of the nutritional issue. | | | | | |  | | |  | | |  |  | | |  | |
| Uses qualitative and quantitative information to support an explanation of trends or patterns and their causes. | | | | | |  | | |  | | |  |  | | |  | |
| Explains how the issue affects the well-being of New Zealand society. | | | | | |  | | |  | | |  |  | | |  | |
| Analyses the interconnections of the contributing factors. | | | | | |  | | |  | | |  |  | | |  | |
| Critically analyses the attitudes and values relating to the issue. | | | | | |  | | |  | | |  |  | | |  | |
| Critically analyses the implications for the well-being of New Zealand society and for equitable outcomes for all New Zealanders. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.