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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 | Physical Education | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91327 | | Version | 2 |
| Standard Title | | Examine the role and significance of physical activity in the lives of young people in New Zealand. | | | | | | | | | | | | | | Credits | 3 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Examine the role and significance of physical activity in the lives of young people in New Zealand. | | | | | | | | | Examine, in-depth, the role and significance of physical activity in the lives of young people in New Zealand. | | | | | | Examine critically the role and significance of physical activity in the lives of young people in New Zealand. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Explains how and why physical activity has a *role* in the lives of young people in New Zealand. | | | | | |  | | |  | | |  |  | | |  | |
| Explains how and why physical activity has *significance* in the lives of young people in New Zealand. | | | | | |  | | |  | | |  |  | | |  | |
| Provides full and thorough explanations of how and why physicalactivity has a role and has significance in thelives of young people. | | | | | |  | | |  | | |  |  | | |  | |
| Considers a range of points of view that contribute to the understanding of the role and significance of physical activity, and how these interrelate. | | | | | |  | | |  | | |  |  | | |  | |
| Explains the interrelationship between the role and significance of physical activity in the lives of young people in New Zealand by identifying assumptions. | | | | | |  | | |  | | |  |  | | |  | |
| Explains the interrelationship between the role and significance of physical activity in the lives of young people in New Zealand by identifying who is advantaged and disadvantaged. | | | | | |  | | |  | | |  |  | | |  | |
| Explains the interrelationship between the role and significance of physical activity in the lives of young people in New Zealand by considering pros and cons. | | | | | |  | | |  | | |  |  | | |  | |
| Explains the interrelationship between the role and significance of physical activity in the lives of young people in New Zealand by making judgements and providing supporting evidence. | | | | | |  | | |  | | |  |  | | |  | |
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| **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.