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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. |
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| Student ID | Student 1 | Subject | Physical Education | Level | 3 |
| Notes |  | Standard No. | 91502  | Version | 2 |
| Standard Title | Examine a current physical activity  | Credits | 4 |
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| **Achieved** | **Merit** | **Excellence** |
| Examine a current physical activity event, trend, or issue and its impact on New Zealand society.  | Examine, in depth, a current physical activity event, trend, or issue and its impact on New Zealand society.  | Critically examine a current physical activity event, trend, or issue and its impact on New Zealand society.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Researches and explains (how and why with supporting evidence) a current physical event, trend, or issue (e-sport is not a physical activity and obesity is not a current physical activity issue).  | ☐ |  |  |  |  |
| Draws conclusions about its impact or potential impact on New Zealand society. These conclusions are justified and supported with researched evidence.  | ☐ |  |  |  |  |
| Explains how and why in detail (with supporting evidence) a current physical event, trend, or issue by discussing the values or reasons framing different perspectives. For example, these could be individuals, organisations, or groups of people within society.  |  | ☐ |  |  |  |
| Draws coherent conclusions (clear and connected) about the impact or potential impact of the physical event, trend, or issue on New Zealand society.  |  | ☐ |  |  |  |
| Questions and challenges assumptions about a current physical event, trend, or issue. These assumptions are challenged rather than agreed with.  |  |  | ☐ |  |  |
| Draws coherent and insightful conclusions (clear, connected and showing a deeper understanding) about the impact or potential impact of the physical event, trend, or issue on New Zealand society.  |  |  | ☐ |  |  |
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| **Sufficiency statement** | **Internal Verification**  |
| Achievement | All of A is required [x]  | Assessor: Date:  |
| Merit | All of A and M is required [x]  | Verifier: Date:  |
| Excellence | All of A, M and E is required [x]  | 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.