|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. The template needs to be completed in accordance with the requirements in the Subject Learning Outcomes. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Student ID | | Student 1 | | | | | | | | | | | Subject | Science | | Level | 1 |
| Notes | |  | | | | | | | | | | | Standard No. | 91920 | | Version | 4 |
| Standard Title | | Demonstrate understanding of a science-informed response to a local issue | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of a science-informed response to a local issue. | | | | | | | | | Explain a science-informed response to a local issue. | | | | | | Analyse a science-informed response to a local issue. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Describe a science idea that informs a science perspective involved in the issue. | | | | | |  | | |  | | |  |  | | |  | |
| Outline another perspective relevant to the issue. | | | | | | ☐ | | |  | | |  |  | | |  | |
| Identify a science-informed response to the issue. | | | | | | ☐ | | |  | | |  |  | | |  | |
| Show understanding of tiakitanga in the context of responsible science practice in the local issue. | | | | | | ☐ | | |  | | |  |  | | |  | |
| Explain the science idea that informs the science perspective relevant to the issue. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Explain another perspective relevant to the issue. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Explain the science-informed response to the issue. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Discuss the importance of the science-informed perspective and the other perspective in the science-informed response to the issue. | | | | | |  | | |  | | | ☐ |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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, please follow the external moderation guidelines on the NZQA website.