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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 | Economics | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91225 | | Version | 2 |
| Standard Title | | Analyse unemployment using economic concepts and models. | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Analyse unemployment using economic concepts and models. | | | | | | | | | Analyse unemployment in depth using economic concepts and models. | | | | | | Analyse unemployment comprehensively using economic concepts and models. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Identify, define or describe at least two unemployment concepts. | | | | | |  | | |  | | |  |  | | |  | |
| Use economic models to explain how and why at least two events cause changes in unemployment. | | | | | |  | | |  | | |  |  | | |  | |
| Explain how or why various groups in NZ society are affected by the changes in unemployment. | | | | | |  | | |  | | |  |  | | |  | |
| Explain in detail, using economic models, changes and effects of unemployment and how these change the models, using the language of the models. | | | | | |  | | |  | | |  |  | | |  | |
| Explain how or why various groups in NZ society are affected by the changes in unemployment, linking changes to the model or other information used. | | | | | |  | | |  | | |  |  | | |  | |
| Analyse causes of changes in unemployment, comparing and/or contrasting their impact on unemployment. | | | | | |  | | |  | | |  |  | | |  | |
| Analyse the impacts of changes in unemployment by comparing and/or contrasting the impact on various groups in NZ society. | | | | | |  | | |  | | |  |  | | |  | |
| Integrate changes shown on economic models into detailed explanations of causes and changes in unemployment. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.