|  |  |
| --- | --- |
| **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 | 3 |
| Notes |  | Standard No. | 91402 | Version | 3 |
| Standard Title | Demonstrate understanding of government interventions where the market fails to deliver efficient or equitable outcomes | Credits | 5 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Demonstrate understanding of government interventions where the market fails to deliver efficient or equitable outcomes. | Demonstrate in-depth understanding of government interventions where the market fails to deliver efficient or equitable outcomes. | Demonstrate comprehensive understanding of government interventions where the market fails to deliver efficient or equitable outcomes. |
|  |  |  |
| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Explain why the market may not be delivering efficient or equitable outcomes using an economic model. |[ ]   |  |  |  |
| Explain, using a model, a government policy/ intervention in terms of equity and efficiency. |[ ]   |  |  |  |
| Explain, using a model, a second government policy/ intervention in terms of equity and efficiency. |[ ]   |  |  |  |
| Explain in detail, why the market may not be delivering efficient or equitable outcomes using an economic model. |  |[ ]   |  |  |
| Explain in detail, using a model, a government policy/intervention in terms of equity and efficiency.  |  |[ ]   |  |  |
| Explain in detail, using a model, a second government policy/intervention in terms of equity and efficiency. |  |[ ]   |  |  |
| Justify, using a detailed explanation, which policy is better in terms of equity and efficiency, with a model integrated into the discussion. |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **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.