|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Alternative Evidence Gathering Template – Internal Assessment** | | | | | | | | | | | | | | | | A blue and black logo  Description automatically generated | |
| 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 | History | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91435 | | Version | 3 |
| Standard Title | | Analyse an historical event, or place, of significance to New Zealanders | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Analyse an historical event, or place, of significance to New Zealanders. | | | | | | | | | Analyse, in depth, an historical event, or place, of significance to New Zealanders. | | | | | | Comprehensively analyse an historical event, or place, of significance to New Zealanders. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Uses key historical ideas with supporting evidence to communicate an argument. | | | | | |  | | |  | | |  |  | | |  | |
| Establishes the significance of the historical event or place to New Zealanders. | | | | | |  | | |  | | |  |  | | |  | |
| Uses key historical ideas with in-depth supporting evidence to communicate an argument. | | | | | |  | | |  | | |  |  | | |  | |
| Presents a sound understanding when communicating an argument using key historical ideas. | | | | | |  | | |  | | |  |  | | |  | |
| Comprehensively uses and engages with both primary and secondary evidence, to make considered judgements. | | | | | |  | | |  | | |  |  | | |  | |
| Draws conclusions from an historian’s perspective. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **Sufficiency statement** | | | | | | | | | | | | | **Internal Verification** | | | | |
| Achievement | All of A is required | | | | | | | | | | | | Assessor: Date: | | | | |
| Merit | All of M is required | | | | | | | | | | | | Verifier: Date: | | | | |
| Excellence | All of 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.