|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | History | | Level | 1 |
| Notes | |  | | | | | | | | | | | Standard No. | 92024 | | Version | 1 |
| Standard Title | | Engage with a variety of primary sources in a historical context | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Engage with a variety of primary sources in a historical context. | | | | | | | | | Interpret a variety of primary sources in a historical context. | | | | | | Examine a variety of primary sources in a historical context. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Select a variety of primary sources for a focus question. | | | | | |  | | |  | | |  |  | | |  | |
| Identify the relevance of the evidence to the focus question through source annotation. | | | | | |  | | |  | | |  |  | | |  | |
| Identify strengths or limitations within the collection of sources. | | | | | |  | | |  | | |  |  | | |  | |
| Select a variety of primary sources appropriate to a focus question. | | | | | |  | | |  | | |  |  | | |  | |
| Identify the main ideas in the evidence through source annotation. | | | | | |  | | |  | | |  |  | | |  | |
| Explain the strengths and limitations within the collection of sources. | | | | | |  | | |  | | |  |  | | |  | |
| Make connections between the selected sources with reference to the main ideas identified. | | | | | |  | | |  | | |  |  | | |  | |
| Reflect on the strengths and limitations across the collection of sources. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.