|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | Social Studies | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91280 | | Version | 2 |
| Standard Title | | Conduct a reflective social inquiry | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Conduct a reflective social inquiry. | | | | | | | | | Conduct a reflective social inquiry in depth. | | | | | | Conduct a reflective social inquiry comprehensively. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Decides on the focus for the inquiry by developing questions. | | | | | |  | | |  | | |  |  | | |  | |
| Gathers information and background ideas on the focus of the inquiry/questions. | | | | | |  | | |  | | |  |  | | |  | |
| Describes people’s points of view, values and perspectives. | | | | | |  | | |  | | |  |  | | |  | |
| Considers the ways in which people make decisions and participate in social action related to the focus of the inquiry. | | | | | |  | | |  | | |  |  | | |  | |
| Reflects on and evaluates the understandings that have developed and the responses that may be required. | | | | | |  | | |  | | |  |  | | |  | |
| Explains points of view, values and perspectives that relate to the focus of the inquiry. | | | | | |  | | |  | | |  |  | | |  | |
| Makes justified generalisations that could be applied outside of the context of the inquiry. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.