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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. |  |
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| Student ID | Student 1 | Subject | Social Studies | Level | 3 |
| Notes |  | Standard No. | 91597 | Version | 2 |
| Standard Title | Conduct a critical social inquiry. | Credits | 6 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Conduct a critical social inquiry. | Conduct a critical social inquiry in depth. | Conduct a critical social inquiry comprehensively. |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Using Social Studies concepts. |[x]   |  |  |  |
| Deciding on the focus for the inquiry by developing questions (these may be decided upon in collaboration with the teacher). |[ ]   |  |  |  |
| Gathering information and background ideas on the focus of the inquiry/questions. |[ ]   |  |  |  |
| Describing people’s points of view, values and perspectives that underpin their participation and/or action in society and how these relate to the focus of the inquiry. |[ ]   |  |  |  |
| Reporting the findings and their relationship to the focus of the social inquiry. |[ ]   |  |  |  |
| Reflecting on and evaluating the findings. |[ ]   |  |  |  |
| Critically evaluating the processes of social inquiry AND makes suggestions for improvement/areas of extension or follow up.Critically evaluating may include; critiquing the primary and secondary sources used and evaluating their potential for bias and inaccuracies; considering possible ethical issues relating to the inquiry. |[ ]   |  |  |  |
| Explaining, and comparing and contrasting points of view, values and perspectives, that relate to the focus of the inquiry. |  |[ ]   |  |  |
| Critically evaluating the findings. This may include critiquing their accuracy, relevance, sufficiency, inclusiveness, and significance. |  |  |[x]   |  |
| Considering the implications of the findings in contexts outside the inquiry. |  |  |[ ]   |  |
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| **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.