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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. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | |
| Student ID | | Student 1 | | | | | | | | | | | Subject | Social Studies | | Level | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91599 | | Version | 2 |
| Standard Title | | Examine personal involvement in a social action(s) that aims to influence policy change(s) | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Examine personal involvement in a social action(s) that aims to influence policy change(s). | | | | | | | | | Examine, in-depth, personal involvement in a social action(s) that aims to influence policy change(s). | | | | | | Examine, comprehensively, personal involvement in a social action(s) that aims to influence policy change(s). | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Uses Social Studies concepts. | | | | | |  | | |  | | |  |  | | |  | |
| Describing an issue AND the policy the action aims to influence. | | | | | |  | | |  | | |  |  | | |  | |
| Developing a plan for a social action(s). | | | | | |  | | |  | | |  |  | | |  | |
| Considering the ethical implications of the Social Action chosen. | | | | | |  | | |  | | |  |  | | |  | |
| Justifying the selected social action(s), taking into account the points of view, values and perspectives of self AND others. | | | | | |  | | |  | | |  |  | | |  | |
| Giving an account of personal participation in planning and carrying out the social action(s). | | | | | |  | | |  | | |  |  | | |  | |
| Explains the strengths and weaknesses of their personal involvement. | | | | | |  | | |  | | |  |  | | |  | |
| Explains the real and potential consequences of the social action(s). | | | | | |  | | |  | | |  |  | | |  | |
| Critically evaluates the effectiveness of the social action(s) by comparing it with possible alternative actions to influence the policy. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.