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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. | 91600 | | Version | 2 |
| Standard Title | | Examine a campaign of social action(s) to influence policy change(s). | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Examine a campaign of social action(s) to influence policy change(s). | | | | | | | | | Examine, in depth, a campaign of social action(s) to influence policy change(s). | | | | | | Examine comprehensively a campaign of social action(s) to influence policy change(s). | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Using Social Studies concepts. | | | | | |  | | |  | | |  |  | | |  | |
| Describing the issue from different points of view, values and perspectives. | | | | | |  | | |  | | |  |  | | |  | |
| Describing the aims of the campaign. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining the differing reasons for individuals’ and/or groups’ involvement in the campaign. | | | | | |  | | |  | | |  |  | | |  | |
| Explaining the individuals’ and/or groups’ reasons for selecting the actions within the campaign. | | | | | |  | | |  | | |  |  | | |  | |
| Exploring the real and potential consequences of the campaign. | | | | | |  | | |  | | |  |  | | |  | |
| Evaluating the effectiveness of the campaign, including possible modifications which could have been made to improve the campaign’s influence on 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.