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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 | Dance | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91210 | | Version | 3 |
| Standard Title | | Demonstrate understanding of a range of choreographic processes | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Demonstrate understanding of a range of choreographic processes. | | | | | | | | | Demonstrate informed understanding of a range of choreographic processes. | | | | | | Demonstrate in-depth understanding of a range of choreographic processes. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Research and/or practically explore a range of choreographic processes. | | | | | |  | | |  | | |  |  | | |  | |
| Demonstrate understanding of the generic steps involved in making a dance. | | | | | |  | | |  | | |  |  | | |  | |
| Demonstrate understanding of variations in choreographic processes. | | | | | |  | | |  | | |  |  | | |  | |
| Implement aspects of the processes in choreographic exercises. | | | | | |  | | |  | | |  |  | | |  | |
| Demonstrate understanding of the advantages and disadvantages of a range of choreographic processes. | | | | | |  | | |  | | |  |  | | |  | |
| Select and apply aspects of the processes in choreographic exercises. | | | | | |  | | |  | | |  |  | | |  | |
| Evaluate the effectiveness of a range of processes to produce dance. | | | | | |  | | |  | | |  |  | | |  | |
| Provide reasons for the selection of specific choreographic processes in choreographic exercises. | | | | | |  | | |  | | |  |  | | |  | |
| Show understanding of the purposes and/or appropriate application(s) of a range of processes. | | | | | |  | | |  | | |  |  | | |  | |
| Demonstrate critical understanding of the effects of a range of choreographic processes. | | | | | |  | | |  | | |  |  | | |  | |
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| **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.