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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 | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91592 | | Version | 2 |
| Standard Title | | Perform a repertoire of contrasting dances | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Perform a repertoire of contrasting dances. | | | | | | | | | Perform a repertoire of contrasting dances showing understanding of the distinct stylistic requirements of the dances. | | | | | | Perform a repertoire of contrasting dances showing in-depth understanding of the distinct stylistic requirements of the dances. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Performs a repertoire of three or more contrasting dances on at least two occasions. | | | | | |  | | |  | | |  |  | | |  | |
| Reproduces the different movement vocabulary required of each dance in a series of dances. | | | | | |  | | |  | | |  |  | | |  | |
| Demonstrates generally accurate timing in each dance. | | | | | |  | | |  | | |  |  | | |  | |
| Conveys aspects of the different ideas behind each dance. | | | | | |  | | |  | | |  |  | | |  | |
| There is clarity of movement and contrasting body shapes. | | | | | |  | | |  | | |  |  | | |  | |
| Demonstrates use of different postural alignment. | | | | | |  | | |  | | |  |  | | |  | |
| Differentiates and maintains the timing, focus and expression required for each dance. | | | | | |  | | |  | | |  |  | | |  | |
| Conveys the different ideas, moods or feelings of each dance. | | | | | |  | | |  | | |  |  | | |  | |
| Displays the contrasting details of each dance in the series. | | | | | |  | | |  | | |  |  | | |  | |
| Uses varied dynamics and flow appropriate to each dance. | | | | | |  | | |  | | |  |  | | |  | |
| Conveys the emotional content and expressiveness of each of the contrasting dances. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.