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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 | Drama | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91213 | | Version | 2 |
| Standard Title | | Apply drama techniques effectively in a scripted context | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Apply drama techniques in a scripted context. | | | | | | | | | Apply drama techniques skilfully in a scripted context. | | | | | | Apply drama techniques effectively in a scripted context. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Has included a statement of intention that identifies role, relationships and situation of the scripted context (written or verbal form). | | | | | |  | | |  | | |  |  | | |  | |
| Has selected and applied voice, body, movement and space to convey an intention through interpretation of role, relationships and situation. | | | | | |  | | |  | | |  |  | | |  | |
| Has selected and applied voice, body, movement and space with dexterity, competence, control and a sense of purpose. Has sustained a credible character and situation for the duration of the performed text. | | | | | |  | | |  | | |  |  | | |  | |
| Has selected and applied voice, body, movement and space to present work with impact. Drama techniques have been used to enhance the performance of the scripted context, and a sustained, truthful and convincing performance is evident. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.