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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. |  |
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| Student ID | Student 1 | Subject | Drama | Level | 2 |
| Notes |  | Standard No. | 91214 | Version | 2 |
| Standard Title | Devise and perform a drama to realise an intention  | Credits | 5 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Devise and perform a drama to realise an intention.  | Devise and perform a coherent drama to realise an intention.  | Devise and perform an effective drama to realise an intention.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Has included a brief statement of intention for the drama (written or verbal):  \* a title \* the rationale for the devised drama \* the style of the devised drama \* if necessary, decisions about staging and use of technologies.  |[ ]   |  |  |  |
| Has actively participated in the devising process. For example, the ongoing cycle of: \* discussion  \* exploration of, and experimentation with elements and conventions \* selection and rejection  \* shaping using elements and conventions \* structuring and sequencing \* reflecting and refining.  |[ ]   |  |  |  |
| Has created and performed an original drama that is crafted to capture the key ideas chosen as the focus for the creation for the work.  |[ ]   |  |  |  |
| Has created and performed a drama that is structured to have flow, dramatic unity and smooth transitions between scenes.  |  |[ ]   |  |  |
| Has created and performed a drama that is convincing, captures the essence of the dramatic context, and has impact and originality.  |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **Sufficiency statement** | **Internal Verification**  |
| Achievement | All of A is required [x]  | Assessor: Date:  |
| Merit | All of A and M is required [x]  | Verifier: Date:  |
| Excellence | All of A, M and E is required [x]  | 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.