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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. | 91216 | | Version | 4 |
| Standard Title | | Use complex performance skills associated with a drama or theatre form or period | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Use complex performance skills associated with a drama or theatre form or period. | | | | | | | | | Skilfully use complex performance skills associated with a drama or theatre form or period. | | | | | | Effectively use complex performance skills associated with a drama or theatre form or period. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **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 (role, time, place, situation) and a list of features used that involve complex performance skills of the drama or theatre form or period (written or verbal). | | | | | |  | | |  | | |  |  | | |  | |
| Has demonstrated physical and historical conventions of the drama or theatre form or period to convey the intention of the dramatic context and to support it in performance. | | | | | |  | | |  | | |  |  | | |  | |
| Has demonstrated sustained use of physical and historical conventions of the drama or theatre form or period with competence, control and a sense of purpose. | | | | | |  | | |  | | |  |  | | |  | |
| Has demonstrated a sustained use of physical and historical conventions of the drama or theatre form or period convincingly and with impact. Has used complex performance skills to enhance the performance. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.