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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. | 91221 | Version | 2 |
| Standard Title | Direct a scene for drama performance  | Credits | 4 |
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| **Achieved** | **Merit** | **Excellence** |
| Direct a scene for drama performance.  | Direct a scene for drama performance skilfully.  | Direct a scene for drama performance effectively.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Has analysed the scene: \* the intention of the playwright \* messages within the chosen scene \* the key elements used \* development of the characters. The analysis enables a concept to be developed that will maintain logic and purpose of the scene.  |[ ]   |  |  |  |
| Has translated the scene into performance: \* casting \* technologies required – lighting, sound, set, staging, props \* rehearsal and production schedules.  |[ ]   |  |  |  |
| The directorial process has been demonstrated: \* conduct a read through, giving the director’s concept \* facilitate the blocking, detailing, and fine detailing of the actors \* specify lighting and sound cues \* specify prop, costume and stage design requirements \* assist actors with character development \* conduct rehearsals – technical, dress, final dress \* have their cast perform the scene.  |[ ]   |  |  |  |
| The scene is performed and maintains internal coherence of the piece of work.  |[ ]   |  |  |  |
| The director has worked with competence, control and purpose, and the scene has been translated into a cohesive work.  |  |[ ]   |  |  |
| The director has translated the scene convincingly, capturing the essence of the dramatic context with impact.  |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **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.