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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 | 3 |
| Notes |  | Standard No. | 91515  | Version | 2 |
| Standard Title | Select and use complex performance skills associated with a drama form or period  | Credits | 4 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Select and use complex performance skills associated with a drama form or period.  | Select and skilfully use complex performance skills associated with a drama form or period.  | Select and effectively use complex performance skills associated with a drama form or period.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Evidence for the select component of the achievement criteria is evident. For example, identification of the features of the theatre form or period and independent selection of performance skills to exemplify those features. Evidence also includes the role, time, place, situation, action, and style or form being used for the performance. This can be provided in verbal or written form.  |[ ]   |  |  |  |
| Has used complex performance skills of the drama or theatre form or period to communicate a credible interpretation of the text or scenario.  |[ ]   |  |  |  |
| Has sustained the use of complex performance skills of the drama or theatre form or period with dexterity, competence, control and a sense of purpose.  |  |[ ]   |  |  |
| Has sustained the use of complex performance skills of the drama or theatre form or period to support and enhance the performance. The performance is convincing, truthful to the drama or theatre form or period, and has 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.