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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 | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91517 | | Version | 3 |
| Standard Title | | Perform a substantial acting role in a significant production | | | | | | | | | | | | | | Credits | 5 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Perform a substantial acting role in a significant production. | | | | | | | | | Perform a substantial acting role skilfully in a significant production. | | | | | | Perform a substantial acting role effectively in a significant production. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Has prepared for the role:   * attended rehearsals * learned lines to meet deadlines * participated actively in role development activities * accepted direction willingly * co-operated with the group to enable the production to be realised.   Has included a brief statement of intention: role, time, place, situation and relationships of the scripted context and comments on character interaction (written or verbal). | | | | | |  | | |  | | |  |  | | |  | |
| Has sustained the substantial role appropriately throughout the significant production. | | | | | |  | | |  | | |  |  | | |  | |
| Has sustained a convincing substantial role throughout the performance and worked with competence, control, and a sense of purpose. | | | | | |  | | |  | | |  |  | | |  | |
| Has sustained an accomplished substantial role throughout the performance. Has communicated depth and breadth of role to enhance the communication of the role and dramatic context. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.