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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. | 91520 | Version | 2 |
| Standard Title | Direct a drama performance | Credits | 5 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Direct a drama performance. | Direct a drama performance skilfully. | Direct a drama performance effectively. |
|  |  |  |
| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Has researched and analysed the scripted text:• identifying the intention of the playwright• identifying the ideas, themes and messages within the chosen text• establishing the historical, geographical and social background of the text• considering the development of thecharacters and action throughout the text• formulating an explanation of the director’s production concept. |[ ]   |  |  |  |
| Has translated the script and facilitated the enactment of the script from ‘page to stage’:• communicating a concept to convey the intention(s) of the play• casting of actors• developing and implementing a rehearsal schedule• supporting the development of the roles and dramatic action• guiding the production team• fostering a positive and co-operative working environment to enable the potential of the drama performance to be realised. |[ ]   |  |  |  |
| Has translated the scripted text into a cohesive and convincing performance and directed with competence, control, and a sense of purpose. |  |[ ]   |  |  |
| Has captured the essence of the scripted text in a compelling performance. |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **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.