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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 | Music | | Level | 2 |
| Notes | |  | | | | | | | | | | | Standard No. | 91271 | | Version | 2 |
| Standard Title | | Compose two substantial pieces of music | | | | | | | | | | | | | | Credits | 6 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Compose two substantial pieces of music. | | | | | | | | | Compose two effective substantial pieces of music. | | | | | | Compose two convincing substantial pieces of music. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Completes substantial pieces of sufficient length and complexity. | | | | | |  | | |  | | |  |  | | |  | |
| Can generate, develop and structure musical ideas to create music. | | | | | |  | | |  | | |  |  | | |  | |
| Can represent the music in audio and written form, appropriate to genre. | | | | | |  | | |  | | |  |  | | |  | |
| Can effectively develop and structure musical ideas coherently with style and character. | | | | | |  | | |  | | |  |  | | |  | |
| Can coherently represent the music in audio and written form, appropriate to genre. | | | | | |  | | |  | | |  |  | | |  | |
| Can convincingly develop and structure musical ideas skilfully. | | | | | |  | | |  | | |  |  | | |  | |
| Can convincingly demonstrate stylistic assurance and flair, and communicate with impact. | | | | | |  | | |  | | |  |  | | |  | |
| Can skilfully represent the music in audio and written form, appropriate to genre. | | | | | |  | | |  | | |  |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.