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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 | Music | Level | 2 |
| Notes |  | Standard No. | 91272 | Version | 2 |
| Standard Title | Demonstrate ensemble skills by performing a substantial piece of music as a member of a group | Credits | 4 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Demonstrate ensemble skills by performing a substantial piece of music as a member of a group.  | Demonstrate ensemble skills by performing a substantial piece of music effectively as a member of a group.  | Demonstrate ensemble skills by performing a substantial piece of music convincingly as a member of a group.  |
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| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| The piece chosen requires ensemble skills of all performers being assessed and is appropriate for a performer in their fourth year of group itinerant tuition.  | ☐ |  |  |  |  |
| Can contribute to the cohesion, balance, intonation, feel, style and accuracy of the group’s performance.  | ☐ |  |  |  |  |
| Can effectively contribute to the group’s performance by being confident |  | ☐ |  |  |  |
| Can effectively contribute to the group’s performance by being consistent and musically responsive.  |  | ☐ |  |  |  |
| Can convincingly contribute to the group’s performance by demonstrating a sustained contribution.  |  |  | ☐ |  |  |
| Can convincingly contribute to the group’s performance by being musically assured.  |  |  | ☐ |  |  |
|  |  |  |  |  |  |
| **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.