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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 | 3 |
| Notes |  | Standard No. | 91418 | Version | 2 |
| Standard Title | Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group  | Credits | 4 |
|  |  |  |
| **Achieved** | **Merit** | **Excellence** |
| Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group.  | Demonstrate ensemble skills by effectively performing two substantial pieces of music as a member of a group.  | Demonstrate ensemble skills by effectively performing two substantial pieces of music as a member of a group.  |
|  |  |  |
| **Key requirements (list):** | A | M | E | **Describe or attach the evidence considered.**  | **Explain how the judgement was made.** |
| Can perform as a member of a musical ensemble two substantial pieces of music in a single group performance.   |[ ]   |  |  |  |
| Can contribute to the cohesion, balance, intonation, feel, style, and accuracy of the group’s performance with ensemble skills appropriate to a performer in their fifth year of group itinerant tuition.  |[ ]   |  |  |  |
| Each piece is of sufficient length, significance and/or complexity for a performer in their fifth year of group itinerant tuition.  |[ ]   |  |  |  |
| Across both pieces, the performer can effectively contribute to the cohesion, balance, intonation, feel, style, and accuracy.  |  |[ ]   |  |  |
| Across both pieces, the performer can effectively contribute to the presentation of the group’s performance.  |  |[ ]   |  |  |
| Across both pieces, the performer can effectively contribute by being consistent and musically responsive.    |  |[ ]   |  |  |
| Across both pieces, the performer can convincingly contribute to the cohesion, balance, intonation, feel, style, and accuracy.  |  |  |[ ]   |  |
| Across both pieces, the performer can convincingly contribute to the presentation of the group’s performance.   |  |  |[ ]   |  |
| Across both pieces, the performer convincingly contributes by being assured and sustained with their musical responses.   |  |  |[ ]   |  |
|  |  |  |  |  |  |
| **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.