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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 | 3 |
| Notes | |  | | | | | | | | | | | Standard No. | 91424 | | Version | 2 |
| Standard Title | | Create two arrangements for an ensemble | | | | | | | | | | | | | | Credits | 4 |
|  | | | | | | | | | | | | |  | | |  | |
| **Achieved** | | | | | | | | | **Merit** | | | | | | **Excellence** | | |
| Create two arrangements for an ensemble. | | | | | | | | | Create two effective arrangements for an ensemble. | | | | | | Create two convincing arrangements for an ensemble. | | |
|  | | | | | | | | | | | | |  | | |  | |
| **Key requirements (list):** | | | | | | A | | | M | | | E | **Describe or attach the evidence considered.** | | | **Explain how the judgement was made.** | |
| Two arrangements are completed for ensembles of three or more independent parts. | | | | | | ☐ | | |  | | |  |  | | |  | |
| Two arrangements are completed which are represented as accurately notated scores. | | | | | | ☐ | | |  | | |  |  | | |  | |
| Can creatively rework or adapt existing musical material across two arrangements. | | | | | | ☐ | | |  | | |  |  | | |  | |
| Can effectively use instrument ranges and playing techniques for expressive effect across two arrangements. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Can apply instrumental combinations and timbres creatively across two arrangements. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Can show skill in combining and structuring musical ideas across two arrangements. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Can control textural density across two arrangements. | | | | | |  | | | ☐ | | |  |  | | |  | |
| Can convincingly create skilful, imaginative, and idiomatic writing for specific instruments and/or voices across two arrangements. | | | | | |  | | |  | | | ☐ |  | | |  | |
| Can create musical character and imagination across two arrangements. | | | | | |  | | |  | | | ☐ |  | | |  | |
|  | | | | |  | |  | | |  | | |  | | |  | |
| **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.