



## External Assessment Report 2014

Subject(s)	Drama
Level(s)	Intermediate 1 and 2

The statistics used in this report are prior to the outcome of any Post Results Services requests

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the examination.

# Comments on candidate performance

## General comments

At both Intermediate 1 and Intermediate 2 levels candidates performed well in both components — the practical exam and the question paper.

## Areas in which candidates performed well

### Practical exam

The majority of centres had prepared candidates thoroughly for this component. At Intermediate 2 texts chosen were mainly appropriate and technical candidates supported acting candidates.

### Question paper

At Intermediate 1 the majority of candidates achieved well. Questions 7 and 8 were particularly well answered.

At Intermediate 2 the majority of candidates accessed all the questions and answered in detail. Questions 2 and 3 were answered well.

## Areas which candidates found demanding

### Question paper – Intermediate 1

Question 5 a) and b) were challenging for candidates who did not give a full explanation of the technique and/or describe how it would improve their drama.

### Question paper – Intermediate 2

Question 6b) Many candidates clearly did not know what role-play and/or improvisation were, and did not relate their use to the theme they had identified in 6a).

Question 7b) Many candidates, although they wrote in detail about Theatre Arts, did not relate them to the period and setting they wrote about in 7a), and therefore could not access full marks.

# **Advice to centres for preparation of future candidates**

## **Intermediate 2 – practical exam**

Centres should remember that only one candidate can fulfil each technical role for a production of minimum length 25 minutes. There can be no 'doubling up'.

## **Intermediate 2 – question paper**

It is important to prepare candidates to answer as directors as well as actors and in technical areas. Centres should remind themselves of what may be included in the question paper and prepare their candidates accordingly.

## Statistical information: update on Courses – Intermediate 2

Number of resulted entries in 2013	1756
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Number of resulted entries in 2014	815
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## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 100				
A	49.1%	49.1%	400	70
B	23.8%	72.9%	194	60
C	19.0%	91.9%	155	50
D	3.9%	95.8%	32	45
No award	4.2%	-	34	-

## Statistical information: update on Courses – Intermediate 1

Number of resulted entries in 2013	293
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Number of resulted entries in 2014	68
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## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark				
A	82.4%	82.4%	56	70
B	10.3%	92.6%	7	60
C	5.9%	98.5%	4	50
D	0.0%	98.5%	0	45
No award	1.5%	-	1	-

## General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year, SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in, say, Higher Chemistry, this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related, as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.