

NQ Verification 2014–15

Key Messages Round 1

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Section 1: Verification group information

Verification group name:	Drama
Verification event/visiting information	Event
Date published:	March 2015

National Courses/Units verified:

H231 73	National 3	Drama Skills
H231 74	National 4	Drama Skills
H231 75	National 5	Drama Skills
H231 76	Higher	Drama Skills
H232 73	National 3	Drama: Production Skills
H232 74	National 4	Drama: Production Skills
H232 75	National 5	Drama: Production Skills
H232 76	Higher	Drama: Production Skills

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Section 2: Comments on assessment

Assessment approaches

The majority of centres presented assessment approaches from the Unit assessment support (UAS) packs on SQA’s secure website or approaches derived from these. Where centre-devised materials had been developed, some of these had been internally verified by the centre or had been effectively modelled on SQA materials and did not require prior verification. Some centres, however, had indicated that the evidence submitted was ‘centre-devised’, when in fact only minor changes had been made in terms of stimuli presented to candidates. This would not be considered a significant change to the assessment task.

Centres should make use of the SQA’s prior verification service where significant changes are made to the Unit assessment support packs, or for new assessments. There were a number of approaches to assessment which did not demonstrate the required skills set for some Assessment Standards — these were ‘not accepted’ at verification.

Where the same assessment approach has been used for the same Unit across two or more levels, centres should ensure that the approach and related tasks take into consideration necessary differentiation to enable all candidates to generate the required evidence at each level. Some centres had submitted a generic approach which did not support all candidates sufficiently.

Some centres continue to use assessment approaches from previous National Courses. Although the national standard for each level has not changed, the assessment approaches must generate specific evidence to meet each Assessment Standard. Centres must adapt previously-used materials to meet these Assessment Standards. The Unit assessment support packs which have been specifically devised for the new qualifications are the most effective method for generating the required candidate evidence.

For verification purposes, centres are reminded to only submit evidence that directly relates to the required Assessment Standards. If evidence relating to specific Assessment Standards has been generated as part of a workbook/folio then this evidence must be clearly labelled with the Assessment Standards to which it relates. It is not necessary to submit candidate materials that are generated as part of ongoing teaching and learning.

For the National 4 to Higher Drama Skills Unit, Outcome 1, Assessment Standard 1.1, there is a requirement for candidates to respond to a *range* of stimuli before they select and develop ideas. Some centres are presenting imaginative and creative approaches to generating this evidence. The range of approaches includes written, photographic, filmed and mood board evidence. Centres are reminded to include the stimuli presented to candidates with this evidence. This will allow for verifiers to confirm that the evidence generated directly relates to the stimulus selected.

For the National 4 to Higher Drama: Production Skills Unit, there is a requirement for candidates to explore and generate evidence relating to stimuli for **two** production skills for each Assessment Standard. Approaches to generating this evidence must allow candidates to explore practically both of their chosen production skills in relation to the selected stimuli. Some centres are not approaching and judging both production skills consistently.

For the National 4 and National 5 Drama Skills Unit, Outcome 2, Assessment Standard 2.3, candidates are required to show exploration of form, structure, genre and style and this should be a practical exploration. Some centres are generating the required evidence while others are only evidencing decisions candidates have made in relation to developing their drama, many of which are only discussing conventions. Those centres are advised to refer to Understanding Standards materials published on SQA's secure website for support in developing a more robust approach.

For the National 4 and National 5 Drama Skills Unit, Outcomes 1 and 2, Assessment Standards 1.4 and 2.4, the approach to assessment must allow candidates the opportunity to generate either reflective or evaluative evidence of

their work. The approach to gathering this evidence must also enable candidates to comment on the work of their peers. Some centres are not providing candidates with sufficient opportunity to generate this evidence and, therefore, are not meeting these Assessment Standards.

For the Higher Drama Skills Unit, Outcome 2, Assessment Standard 2.3, centres are reminded that evaluating the rehearsal process is integral to meeting this Assessment Standard and therefore are encouraged to use assessment approaches to facilitate this. Some evidence submitted for verification did not support the candidates in responding in this aspect.

Digital/filmed evidence of the practical application of skills is not mandatory. Where this is not available, an assessor commentary is acceptable. Centres are reminded that where digital evidence is submitted, candidates must be clearly identified. Alternatively, where an assessor commentary is submitted, this must be detailed enough to clearly describe the competency of practical skills to which it relates.

Assessment judgements

Verification requires the centre to make clear assessment judgements on the candidate evidence submitted. This will allow SQA to confirm that the centre is making consistent and reliable assessment judgements.

This round of verification indicated that centres were, on the whole, making sound assessment judgements in line with national standards. The centres that submitted evidence with unreliable assessment judgements also often lacked clarity in their approach to gathering the required evidence.

All candidate evidence must be attributable to individual candidates and judged accordingly. Assessment judgements should not be made on group responses alone. Judgements must be applied to individual candidate evidence.

For those Assessment Standards where the use or application of skills is being judged, there should be a greater emphasis on the use of observational/assessor checklists to clarify the candidate's competency.

If a candidate requires re-assessment, assessors must make this clear on the evidence. The new candidate evidence must then be re-assessed and the judgement made clear. Judgements must be based on demonstrated attainment.

Section 3: General comments

There were many good examples of internal quality assurance by centres; many of these being effective and consistent in their application.

Not all centres are aware of the requirement to submit an indication of the internal quality assurance procedures used by their centre/faculty/department. Centres should be aware of *Internal Verification: A Guide for Centres offering SQA Qualifications* (February 2011). Centres may also wish to consult the [Internal Verification Toolkit](#) for more information.

Centres are encouraged to:

- ◆ when completing the Flyleaf for the candidates being sampled, identify the instrument of assessment (UAS package 1/package 2/combined approach) — if a centre has devised their own assessment then this must be submitted along with the evidence for each level
- ◆ directly label evidence with the Assessment Standard(s) it relates to
- ◆ when submitting filmed evidence of candidates, have the candidates introduce themselves from the outset on the footage — although photographs can be submitted, often candidates can look considerably different in performance
- ◆ when using an SQA Unit assessment support pack, refer to the judging evidence table — this contextualises the assessment task and gives advice on what a successful response would look like to meet the competency for each Assessment Standard
- ◆ ensure that they are making use of the most recent version of the Unit assessment support packs
- ◆ submit evidence for a candidate only for the level that they have indicated on the verification sample form, eg if a candidate is part of the centre's National 4 sample then they should not include either National 3 or National 5 evidence for that candidate