



External Assessment Report 2013

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| Subject(s) | Drama |
| Level(s) | Intermediate 2 |

The statistics used in this report are pre-appeal.

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

Overall this year candidates performed well in both the Question Paper and the Practical exam.

Areas in which candidates performed well

Practical Exam

The majority of centres had prepared candidates well and chosen appropriate texts. The procedures for the exam were adhered to, and the need for timings to be flexible for the Visiting Assessor was acknowledged.

Question Paper

The majority of questions were well answered and had obviously been read accurately and understood.

Questions 4, 5, 7 and 9 in particular were well answered and referred to the chosen extract as a whole.

Areas which candidates found demanding

Practical Exam

Technical candidates did not appear to be as well prepared as Acting candidates. Some Technical candidates lacked the required supporting paperwork, or seemed to be unaware of what the marks allocation is for each section of their specialism.

Question Paper

Question 8: was answered poorly. Candidates did not make the link between 'showing the personality' and 'through use of voice and movement', and merely talked about how they would use voice and movement.

Question 10: candidates lost marks if directions were not specific to individual actors or if they missed out some of the characters on stage at that moment. Some candidates failed to define 'a moment'.

Advice to centres for preparation of future candidates

Practical Exam

Centres are reminded that only one candidate can fulfil each technical role for one production of a minimum of 25 minutes duration. There can be no doubling up.

Costume and Make-up designers must design for all actors, and provide costume and apply make-up to all actors.

The Visiting Assessor will observe Make-up designers applying two make-ups, but all other actors must have make-up on for the production or the Assessor cannot mark the effectiveness of the make-up design and its application in performance.

Costume Designers must have a design and a costume for all actors so that the Visiting Assessor can mark the effectiveness of the costumes in performance. However, 7 marks are allocated to the Costume Designer for a specific costume for one character from all the costumes designed and provided. This costume should have been made from scratch or adapted considerably from its original state in line with the design created by the candidate.

All other costumes may have been acquired, used as they are, or hired or bought, in line with the costume designs.

Question Paper

It is essential to prepare candidates to answer on all areas of Theatre Arts as directors as well as actors. This allows them to access the range of possible questions that may be asked of them.

The extract should be analysed in dramatic and theatrical terms, applying knowledge and understanding from across the whole Course.

**Statistical information: update on Courses
Intermediate 2**

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| Number of resulted entries in 2012 | 1693 |
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| Number of resulted entries in 2013 | 1756 |
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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 | 52.1% | 52.1% | 915 | 70 |
| B | 25.2% | 77.3% | 443 | 60 |
| C | 14.3% | 91.6% | 251 | 50 |
| D | 3.7% | 95.3% | 65 | 45 |
| No award | 4.7% | 100.0% | 82 | - |

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.