



# **Internal Assessment Report 2010: Drama and Theatre Arts (16)**

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

# Standard Grade

## Titles/levels of Standard Grades verified

Drama: Creating and Presenting (Foundation, General, Credit)

## General comments

The visiting Verifiers reported that all centres were well prepared for the procedure, and that the majority of staff and pupils were clear in its purpose and expectations.

Most centres displayed a clear understanding of the national standards in both Creating and Presenting.

All centres used the exemplar lesson plan given in the *Guidance to Centre* documentation, although in some cases, Verifiers felt that the Presenting element was slightly rushed.

Verifiers reported that they were impressed by the way pupils at all levels were given opportunities to fulfil their potential.

Evaluation pieces were acceptable in the majority of centres.

All Verifiers commented that the Creating element was particularly effective. The practical discussion/exploration of the stimulus material enabled all pupils to participate fully.

A number of lead/principal teachers use the SQA verification process to carry out their internal verification.

## Areas of good practice

A number of centres had one teacher taking the lesson while the lead/principal teacher carried out the verification procedure. In all centres where this happened, Verifiers commented on its effectiveness. Some centres also requested that other members of the department (teachers in training, newly qualified teachers, etc) observe the verification process. This can be a valuable CPD exercise, but it should be noted that the presence of lots of staff can inhibit the pupils.

Most centres identified the same six pupils for assessment in both the Creating and Presenting elements. Verifiers commented that this was helpful.

Most centres limited the number of pupils present to around 12–16. This number allowed the pupils being assessed to be equally spread around the class, and helped the Verifier quickly get to know the group.

## **Areas for improvement**

Some Verifiers commented that, in a number of centres, there was no clear separation between the Creating and Presenting elements. For an accurate verification to take place, these two elements must be verified independently. This confusion was much less common where teachers clearly outlined the lesson plan/timeline of the procedure to the pupils.

In some cases, the evaluation pieces submitted were overly long. Centres should refer to the Arrangements document.