



**National Qualifications 2011
Internal Assessment Report
Drama and Theatre Arts**

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

National Qualifications (NQ) Units

(ie freestanding Units which contribute to NPAs or NCs etc.)

Titles/levels of NQ Units verified

D193 10 Drama Skills
D193 11 Drama Skills
D196 12 Investigative Drama
D199 13 Devised Drama
F5KY 12 Drama: Acting Skills

General comments

In the majority of cases, both at the central verification event and during visiting verification, assessment evidence was clearly presented. Almost all centres demonstrated a sound understanding of the national standards.

Centres had pitched their assessments and judgements at the appropriate levels. Teaching staff were using the correct documentation and they appeared familiar with Unit specifications, NAB materials and Assessment Support Packs (ASPs).

In a small number of cases, marking schemes which are included in the NABs were not being applied correctly.

Unit specifications, instruments of assessment and exemplification materials

In the majority of centres, assessors were very familiar with the Unit specifications, instruments of assessment and exemplification materials.

There was clear evidence of summative observational checklists, journals and logs of ongoing evaluation being used effectively.

In most cases, the marking schemes published in the appropriate NABs were being applied correctly.

In the centres selected for visiting verification, marking instructions and guidelines in the ASP for Drama: Acting Skills were being applied accurately.

Evidence Requirements

All centres demonstrated a clear understanding of the Evidence Requirements for the Units as detailed in the Unit specifications.

Administration of assessments

The majority of centres were pitching their assessments and judgements at appropriate levels.

All centres used the marking schemes and assessment advice contained in either the NABs or ASPs.

Some centres had devised their own detailed observation checklists for practical activities.

The majority of centres had clearly laid out internal verification procedures, which in small departments often involved cross-marking as well as sampling. In single-teacher departments, procedures for internal verification were less clear.

Areas of good practice/areas for improvement

In the majority of centres, good practice was observed and this included informative written feedback to candidates on their written work and evaluations in particular. Centres had devised and applied detailed marking schemes, and gave clear advice to candidates in their logs and acting journals.

In some centres, a detailed evaluation proforma was used by each candidate. This clearly outlined the required content for each section and helped candidates structure their responses.

In most centres, the marks allocated for each of the separate sections of their evaluations were also included and clearly indicated on the scripts.

In a few cases, good quality student handouts were in use; these explained the purpose and assessment procedures of the Unit, with the Unit Outcomes clearly detailed.

In some cases, at Intermediate 1 and 2 levels, ground plans and dramatic commentaries were very thoroughly completed with the folio providing a good structure and comprehensive record of the coursework for Drama Skills.

In one centre, good quality audience feedback sheets had been devised and the results carefully analysed.

Specific areas for improvement

Centres should indicate clearly how marking schemes have been applied.

Marks should be indicated on candidates' responses.