

## Principal Assessor Report 2005

**Assessment Panel:**

**Drama, Dance and Media Studies**

**Qualification area**

**Subject(s) and Level(s)  
Included in this report**

**Drama Standard Grade F, G, C**

### **Statistical information: update**

<b>Number of resulted entries in 2004</b>	5,978
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<b>Number of resulted entries in 2005</b>	5,659
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### **General comments re resulted entry numbers**

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## Statistical Information: Performance of candidates

### Distribution of overall awards

Grade 1	17.5%
Grade 2	31.4%
Grade 3	25.0%
Grade 4	14.8%
Grade 5	5.9%
Grade 6	1.4%
Grade 7	0.0%
No award	3.9%

### Comments on any significant changes in distribution of overall awards

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**Grade boundaries for each assessable element in the subject included in the report**

Assessable Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Foundation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
KU	100	82	71	100	61	50	100	38	24

**Comments on grade boundaries for each assessable element**

Grade boundaries were set in line with 2004.

## **Comments on candidate performance**

### **General comments**

In the Question Paper candidates generally performed well. Most candidates attempted all questions, with evidence of improved time management with more candidates year on year reaching the last question.

### **Areas of external assessment in which candidates performed well**

The scenario question in section A was generally well done. Candidates are summarising well, with very few now writing excessive amounts. As in previous years centres are, by and large, preparing candidates well for Section A. Several markers commented on increasingly good use of vocabulary (including Theatre Arts terminology) throughout the paper.

### **Areas of external assessment in which candidates had difficulty**

Candidates experienced difficulty with the staging question. Some centres appeared not to have covered this aspect at all. Centres are reminded that any aspect of the Body of Knowledge can be used in any year's paper; therefore it should not be presumed that an absence of some years means that a question will not recur. Candidates in general performed poorly in the 'role and status' question. Many did not understand the terms or were confused about the difference. Question 11 revealed that some candidates continue to be unsure of the difference between Theatre Arts and Conventions. Once again this year some candidates answered Section A questions on dramas which were not the product of the stimulus paper and this highlights the need for constant reinforcement of the distinctive nature of the two sections. Lastly, a few candidates still give a character's first name only, even when the question clearly states that a "full name" is required. Most of the above are minor points applying to small numbers of candidates. By and large, there is clear evidence that centres are preparing candidates for a demanding 'one paper for all' very professionally and very thoroughly.

## Recommendations

### Feedback to centres

The 2005 Question Paper was the last in the present combined F, G and C format. The following advice is designed to help centres prepare for some aspects of the new discrete Foundation, General and Credit Question Papers which will be introduced for the 2006 examination and after.

**The scenario question:** Although candidates now do this question better than ever before, some still tend to omit areas of the plot which they later rely on for answers to other questions. While still being brief, candidates should ensure that all major events in the story are included in the scenario. Time / Place are not always consistently stated.

**The imaginative response question:** Candidates should be reminded that, broadly speaking, a new place requires a new scene and if eg. a 3 scene scenario is asked for, this limit should not be exceeded or more than one scene written up as a single one. In this, and indeed other questions, candidates are advised to read all the parts in an a),b), c) question before starting to write. This avoids repetition and allows candidates to devise a drama suitable for all the ensuing questions.

**In general:** Centres are advised to take advantage of marking instructions being published by SQA for the first time in 2005. These contain information which will inform teaching and enhance candidate performance at all levels.