



NQ Verification 2013–14

Key Message Reports

Verification group name:	Drama
Levels	N3 to N5
Date published:	July 2014

This Report combines all Verification Key Messages for the academic session 2013-14.



NQ Verification 2013–14

Key Messages Round 1

01

Section 1: Verification group information

Verification group name:	Drama
Verification event/visiting information	Event
Date published:	January 2014

National Courses/Units/Awards verified:

National 3 Drama: Drama Skills and Production Skills

National 4 Drama: Drama Skills and Production Skills

National 5 Drama: Drama Skills and Production Skills

02

Section 2: Comments on assessment

Assessment approaches

Centres should ensure that the assessment approach is designed to generate the range of evidence required to meet individual Assessment Standards.

Assessment approaches should be designed to generate evidence which is clearly related to the learning context and not just show an understanding of terminology outwith this context. This applies particularly to Assessment Standards 2.1 and 2.3 of the Drama Skills Unit at National 4 and National 5. The responses to these must exemplify directly the context to which they apply.

Centres should submit only the evidence which directly relates to the required Assessment Standards. However, it may be that evidence has been generated through a workbook or folio format, and additional candidate evidence has been generated throughout the process but is not required for the Assessment Standards. If this is the case, this should be clearly stated and the specific evidence that is required should be labelled clearly. A contents page indicating where specific Assessment Standards are met would help address this.

When the same assessment approach has been used for the same Unit across two or more levels, centres should ensure that the assessment approach and related tasks take into consideration this differentiation to allow candidates to generate the required evidence at each level.

For the National 4 and National 5 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. The stimuli should be included in the evidence submitted and the response process must be evidenced through written or filmed material.

For the National 4 and National 5 Drama Skills Unit, Outcome 2, Assessment Standard 2.3, candidates are asked to explore form, genre, structure and style. Stating what these are is not sufficient evidence. The candidate is asked to provide the evidence to demonstrate the effective exploration of a range of forms, genres, structures and styles which could contribute to the drama process. This is part of the creative process and should be assessed accordingly and in a way which demonstrates the practical process of exploration.

For the National 4 and National 5 Drama Skills Unit, Outcomes 1 and 2, Assessment Standards 1.4 and 2.4, there is a requirement for candidates to generate reflective evidence (N4) or evaluative evidence (N5) of their own work and that of others. Assessors should ensure that both these areas are covered in the evidence generated for these Assessment Standards.

Assessment judgements

All candidate work submitted should offer a clear indication that it has been looked at and assessed. This can be achieved in the following ways:

- ◆ through a separate checklist which offers a commentary on how and why a particular assessment decision has been made for each piece of evidence
- ◆ by a written assessment comment on the candidate work

A checklist on its own is not sufficient evidence for any of the Assessment Standards but should be a record of final assessment decisions. A detailed formative observation checklist may accompany the individual candidate evidence where appropriate — particularly in practical work.

03

Section 3: General comments

Directly labelling each piece of assessment evidence with the Outcome and Assessment Standard number to which it refers will provide a quick and clear way of identifying and checking that all the evidence that is required has been generated.

All filmed evidence should ensure that candidates are clearly identified. This could be done using candidate photographs with names and roles being played, if required, or through candidates introducing themselves at the start of the film.

All candidate evidence should be attributable to each individual candidate. A group response is not a substitute for the required evidence of an individual response, although it may be used to support this evidence.



NQ Verification 2013–14

Key Messages Round 2

01

Section 1: Verification group information

Verification group name:	Drama
Verification event/visiting information	Event
Date published:	March 2014

National Courses/Units verified:

National 3 Drama: Drama Skills and Drama: Production Skills
National 4 Drama: Drama Skills and Drama: Production Skills
National 5 Drama: Drama Skills and Drama: Production Skills

02

Section 2: Comments on assessment

Assessment approaches

If you are using a SQA Unit assessment support pack you should follow the assessment task (Appendix 1) and refer closely to Column 4 of the judging evidence table, which contextualises the assessment task and describes what success looks like in terms of Unit competence.

These Unit assessment support packs show one way to approach Unit assessment in order to meet the Assessment Standards. The context for the assessment task can be changed but, if you are significantly altering the task, you would need to submit your materials to SQA for prior verification. Unit evidence can be gathered in a variety of flexible ways to suit you and your learners.

In summary, the Unit assessment support packs are there to guide and support you in your approach to assessment and how you go about making assessment judgements. The only mandatory Unit assessment support pack is the one for the

N4 Added Value Unit and this assessment task, judging evidence table and conditions for assessment should be followed.

It is not mandatory to send in filmed evidence for Drama Skills and Production Skills. It is welcomed and can be part of the evidence generated as it can be very effective in giving a picture of the practical work of the pupils and supports folio and observations. However, detailed commentaries and observation checklists, as well as worksheets and photographs, designs and plans etc which form a folio of work and include reflection and evaluation, can give clear and sufficient evidence of the candidate work.

If you are using assessment approaches from previous or other Courses, ie Standard Grade and Intermediate Drama, please make sure that these have been altered as appropriate to generate the specific evidence required to meet the Assessment Standards for the new Units. For example, the national standards for National 5 are the same as they were in Standard Grade Credit and in Intermediate 2 Courses. However, the evidence required to exemplify this standard is very specific to the new qualifications and old assessment approaches in their original state do not allow for this to be done effectively.

Centres should ensure that the assessment approach is designed to generate the range of evidence required to meet individual Assessment Standards.

Assessment approaches should be designed to generate evidence which is clearly related to the learning context and doesn't just show an understanding of terminology outwith this context. This applies particularly to Assessment Standards 2.1 and 2.3 of the Drama Skills Unit at National 4 and National 5. The responses to these must exemplify directly the context to which they apply.

Centres should submit only the evidence that directly relates to the required Assessment Standards. However, it may be that evidence has been generated through a workbook or folio format, and additional evidence has been generated throughout the process but is not required for the Assessment Standards. If this is the case this should be clearly stated and the specific evidence that is required should be labelled clearly. A contents page indicating where specific Assessment Standards are met would help address this.

When the same assessment approach has been used for the same Unit across two or more levels, centres should ensure that the assessment approach and related tasks take into consideration this differentiation to allow candidates to generate the required evidence at each level.

For the N4 and N5 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. The stimuli should be included in the evidence submitted and the response process must be evidenced through written or filmed material.

For Drama Skills Unit, Outcome 2, Assessment Standard 2.3, candidates are asked to explore form, genre, structure and style. Stating what these are is not sufficient evidence. The candidate is asked to provide the evidence to demonstrate the effective exploration of a range of forms, genres, structures and styles that could contribute to the drama process. This is part of the creative process and should be assessed accordingly and in a way that demonstrates the practical process of exploration.

For N4 and N5 Drama Skills Unit, Outcomes 1 and 2, Assessment Standards 1.4 and 2.4, there is a requirement for candidates to generate reflective evidence (N4) or evaluative evidence (N5) of their own work and that of others. Assessors should ensure that both these areas are covered in the evidence generated for these Assessment Standards.

For Assessment Standard 1.1 of Drama: Production Skills Unit, centres should ensure that candidates have the opportunity to explore practically the stimuli in relation to a production skill. Responses should relate to the performance concept if the candidate has chosen acting or the design/production concept if they have chosen another production skill.

Assessment judgements

For those Assessment Standards that require a mainly practical approach, (eg those which require ‘application’ and ‘exploration’), there is a greater emphasis needed on the importance of the assessor’s use of observation checklists as well as the log of candidate reflection/evaluation to provide evidence.

The commentary that is provided by the assessor in these observation checklists is important in supporting the evidence for these more practical aspects of the Units. They provide an effective and informative approach as well as evidencing the assessment judgement.

All candidate work submitted should offer a clear indication that it has been looked at and assessed. This can be achieved in the following ways:

- ◆ through a separate checklist which offers a commentary on how and why a particular assessment decision has been made for each piece of evidence
- ◆ by a written assessment comment on the candidate work

Work submitted which does not indicate that a judgement has been made cannot be verified.

A checklist on its own is not sufficient evidence for any of the Assessment Standards but should be a record of final assessment decisions. A detailed formative observation checklist may accompany the individual candidate evidence where appropriate — particularly in practical work.

Section 3: General comments

Much of the evidence that is being submitted for verification showed that many centres are demanding high quality and imaginative work from their pupils.

The approaches that are more effective and successful in generating the required evidence are those which have been specifically designed for the new Units and Courses. The specific nature of these approaches also helps to avoid over-assessment of candidates.



NQ Verification 2013–14

Key Messages Round 3

01

Section 1: Verification group information

Verification group name:	Drama
Verification event/visiting information	Visiting
Date published:	June 2014

National Courses/Units verified:

National 4 Drama: Performance Added Value Unit (H233 74)

02

Section 2: Comments on assessment

Assessment approaches

Some centres have found creative ways of generating evidence throughout the practical exploration in Assessment Standard 1.1 'Selecting ideas showing an understanding of social and cultural influences on drama'.

For Assessment Standard 1.4: 'Reflecting on their work and that of others', centres should ensure that enough time is spent on this part of the Unit and that the requirements are fully met.

Centres are reminded that any audio-visual recordings of performances or candidate work can be readily accessed for verification purposes. Poor quality filming can make it difficult for verifiers to review candidate evidence.

There have been instances of centres over-documenting evidence requirements for this Unit, and this has impacted on the time allocated to practical work.

Assessment judgements

External verification requires the centre to make clear assessment judgements to accompany candidate's evidence, allowing the verifier to reach an informed

decision on whether the centre is making reliable assessment judgements in line with national standards.

Centres are advised to make every attempt to make candidates available on the day of the visit, and give them as much advance warning as possible.

03

Section 3: General comments

In general, centre staff had a very clear understanding of the standards for the National 4 Added Value Unit.