



**National Qualifications 2015  
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

Titles/levels of NQ Units verified:

D196 12 Investigative Drama

D199 13 Devised Drama

## General comments

In almost all cases, assessment evidence was clearly presented and almost all centres demonstrated a sound understanding of national standards, pitching their assessments and judgements at the appropriate levels.

Apart from one centre, marking schemes and guidelines included in the NABs were used clearly and correctly.

## Unit specifications, instruments of assessment and exemplification materials

Eleven centres were selected in the sample.

Assessors were using the correct documentation and it was evident that teaching staff were familiar with the Unit specifications, instruments of assessment and exemplification materials.

Ten centres were accepted at the first submission.

One centre was asked to resubmit assessment evidence for Unit D199 13, and this was accepted on re-submission.

## Evidence Requirements

Centres demonstrated a clear understanding of the Evidence Requirements for the Units as detailed in the Unit specifications, and there was clear evidence of observational checklists, both ongoing and summative, journals and logs of ongoing evaluations being used effectively.

## Administration of assessments

Centres had 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.

## **Areas of good practice**

Good practice included informative written feedback to candidates on their written work and evaluations. Good quality feedback was also given to candidates on their practical work.

In many 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 both Units there were some very good examples of written evaluations which were well structured, thorough and detailed offering an insight into the drama process.

The evaluation items for both Units were extremely well presented in most cases and it was evident that good quality learning and teaching had taken place.

## **Specific areas for improvement**

All centres should indicate clearly how marking schemes have been applied.

Marks/comments should be indicated/included on candidates' responses.