



## **Alternative Certification Model 2020–21: National QA Exercise Key Messages**

<b>Subject</b>	<b>Drama</b>
<b>Level</b>	<b>National 5</b>

This report provides information on themes emerging from the national quality assurance exercise, which is part of the Alternative Certification Model for National 5, Higher and Advanced Higher courses.

A sample of candidates' assessed work from selected centres was reviewed to determine whether assessment was in line with the national standard. The evidence submitted may have been partial or incomplete and is unlikely to have represented all of the evidence that will be gathered to allow the centre to determine a provisional result.

The centres selected for review in this subject and at this level have been provided with specific feedback on the evidence that they submitted. The comments below highlight key points about the assessment approaches and instruments used and the sampled centres' assessment judgements, for all centres delivering the subject at this level to reflect upon and make any appropriate adjustments.

## **Section 1: Comments on approach to assessment**

Evidence submitted from the selected centres varied. Some centres submitted question papers and performance evidence for each candidate, others only submitted partial evidence of either a question paper or a performance.

Centres that submitted partial evidence for one component gave a clear indication of how further assessment judgements would be made, and how assessment judgements would be supported by local moderation procedures.

Most centres indicated their intention to complete their final performance assessments as late as possible, to take advantage of national public health guidance.

Centres that supplied helpful notes and annotations explaining how the question paper and performance assessment judgements were reached, were able to demonstrate how marking decisions had been made and how they had applied national standards.

Some centres referenced the use of Understanding Standards materials in supplementary information.

There were some examples of internal quality assurance activity across the centres selected. Many centres gave detailed commentaries to support their assessment decisions. Quality assurance processes were often highlighted and there was evidence that moderation activity occurred in a variety of ways; for example, within school departments, local authorities and sometimes at a national level.

Centres who gave a clear indication that a moderation process had been applied, showed that robust moderation had taken place.

### **Question paper**

Question paper evidence ranged from centre-devised papers (using past papers and commercially-produced papers), the SQA 2021 question paper, past papers in their entirety, and commercially-produced papers.

### **Performance**

Centres used the National 5 coursework assessment task for the performance component. Some centres submitted performance evidence, including preparation for performance, that was supported by candidate mark sheets and commentary on marking decisions.

## **Section 2: Comments on assessment judgements**

In the assessment of the question paper component, assessment judgements were mostly in line with national standards, although a small number of centres had applied marking instructions either leniently or severely.

In the assessment of the performance component, assessment judgements made were generally in line with national standards. It was clear that each centre providing video evidence had supported their candidates creatively and had made supportive risk mitigations or assessments in line with public health advice.

Where assessment judgements were lenient or severe, the centre was recommended to reconsider the application of the marking instructions for these candidates.

Drama teachers and lecturers applied their professional judgement credibly within challenging performance conditions to arrive at their assessment judgements.

Most of the evidence submitted showed a real sense of engagement from candidates and the feedback provided by the teachers and lecturers was helpful and supportive.