



National  
Qualifications  
2015

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# **2015 Drama**

## **National 5**

### **Finalised Marking Instructions**

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## General Marking Principles for National 5 Drama

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.

### Overview

National 5 level candidates are required to demonstrate knowledge and understanding of both process and performance.

Section 1 is designed to test the candidates' ability to evaluate their own and others' work. Section 2 tests the candidates' ability to respond to stimuli and create their own piece of drama.

### Section 1

These questions require candidates to give a personal evaluative response to a piece of work they have been involved in during the course. This may be from the Drama Skills or Production Units or from the Course Assessment Performance.

The questions require candidates to demonstrate their reflection and evaluation skills.

### Section 2

Candidates are required to demonstrate knowledge and understanding of creating drama by responding to stimuli. The questions should be suitable for candidates with a relatively detailed knowledge as well as those whose knowledge is more wide ranging.

### General Marking Advice

1. It is possible that candidates will have performed a piece of text that is unknown to the marker or base their answer on their Drama Skills devised performance. Markers should use their professional judgement.
2. Candidates who do not respond to all aspects of a question cannot be awarded full marks.
3. Candidates can answer Section A from the view of an Actor, Lighting Designer, Costume Designer, Make-up Designer, Sound Designer, Set Designer or Props Designer.
4. Candidates will be expected to use drama terminology.
5. In Section 2 candidates should base their drama on one of the stimuli.
6. Marks should not be awarded for mere descriptive comment. At this level, candidates are expected to justify and substantiate their responses, demonstrating a knowledge of drama.

## Detailed Marking Instructions for each question

### SECTION 1

Question			Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)		<p>The candidate is asked to describe the theme(s)/issue(s) explored in their drama</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Identifies one or more theme(s) or issue(s) with reference to the drama</li> </ul> <p>2 marks</p> <ul style="list-style-type: none"> <li>Identifies one or more theme(s) or issue(s)</li> </ul> <p>1 mark</p>	2	<p>Ensure that the candidates do not merely retell the story/plot.</p> <p>The candidate must identify theme(s)/issue(s) not the message of the drama. If a message is given no marks can be awarded.</p>
	(b)		<p>The candidate is asked how they would like the audience to respond to the theme(s)/issue(s) in the final performance, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Suggests an appropriate audience response to the chosen theme(s)/issue(s) and gives a clear explanation why an audience might respond in that way</li> </ul> <p>2 marks</p> <ul style="list-style-type: none"> <li>Suggests an appropriate audience response to the chosen theme(s)/issue(s)</li> </ul> <p>1 mark</p>	2	<p>For example they may want the audience to feel uplifted by the performance and for them to find the storyline comical. They may want to provoke this reaction in the performance as it was a funny drama with comical characters/witty storyline etc.</p> <p>If the candidate does not give a clear justification the maximum mark is 1.</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
2.			<p>The candidate is asked to think about their role and responsibilities for the drama which they created. They should describe the practical activities they took part in as they prepared for the performance of their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Describes details of appropriate practical activities they undertook for their role to preparation for the performance</li> </ul> <p>2 marks</p> <ul style="list-style-type: none"> <li>Describes some basic/simple practical activities they undertook for their role to preparation for the performance</li> </ul> <p>1 mark</p>	2	<p>For example:</p> <p>Candidates might refer to:</p> <ul style="list-style-type: none"> <li>Read through of the script</li> <li>The rehearsal process</li> <li>Notes during rehearsals</li> <li>Types of research</li> <li>Design/performance tasks</li> <li>Diagrams and sketches etc</li> <li>Characterisation techniques</li> <li>Making props/costumes/set</li> <li>Creating sound effects playlists</li> <li>Rigging/focusing lanterns</li> <li>Applying practice make-up</li> </ul> <p>Candidates may give two examples of the same practical activity. This is acceptable if the activities are distinctive ie they may explain two different improvisations they took part in to prepare for an acting role or two different research tasks (internet search on 1940's fashions, watching a film set in the 1940's)</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
3.			<p>Candidates are asked to evaluate their OWN final performance</p> <p>Candidates must make a minimum of two appropriate evaluative comments, with justification on their own final performance to achieve 4 marks.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has given two appropriate evaluative comments, with full justification on their own final performance.</li> </ul> <p>4 marks</p> <ul style="list-style-type: none"> <li>Has given one or two adequate evaluative comments, with adequate justification on their own final performance.</li> </ul> <p>3 marks</p> <ul style="list-style-type: none"> <li>Has given one basic evaluative comment, with basic justification on their own final performance.</li> </ul> <p>2 marks</p> <ul style="list-style-type: none"> <li>Has given one evaluative comment, with little or no justification on their own final performance.</li> </ul> <p>1 mark</p> <ul style="list-style-type: none"> <li>No evaluative comments have been given.</li> </ul> <p>0 marks</p>	4	<p>Marks should not be awarded for mere storytelling or descriptive comments.</p> <p>Marks should not be awarded if the candidate makes a general evaluation about the group's performance.</p> <p>If a candidate only makes one evaluative comment mark out of 3.</p> <p>Answers may include comments on:</p> <p>Acting - performance concepts, voice, movement, characterisation techniques, blocking, mood and atmosphere - effectiveness</p> <p>Costume design - design concept, effectiveness, use of resources</p> <p>Lighting design - design concept, effectiveness, use of resources</p> <p>Make up design - design concept, effectiveness, use of resources</p> <p>Props design - design concept, effectiveness, use of resources</p> <p>Set design - design concept, effectiveness, use of resources</p>

## SECTION 2

Question			Expected Answer(s)	Max Mark	Additional Guidance
4.	(a)		<p>One mark for giving any period or time or any place.</p> <p>One mark for appropriate justification linking to period or time or place.</p>	2	<p>If no justification, mark out of 1.</p> <p>If a candidate answers both time and place mark the one with the most appropriate justification.</p>
	(b)		<p>Candidates are asked to suggest and justify an appropriate venue for their drama.</p> <p>Candidates who suggest a type of staging will receive no marks.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has suggested and justified an appropriate venue with full consideration to the time or setting described in (a).</li> </ul> <p>2 marks</p> <ul style="list-style-type: none"> <li>Has suggested an appropriate venue with full consideration to the time or setting described in (a).</li> </ul> <p>1 mark.</p>	2	<p>Suggestions for appropriate venue might be, for example:</p> <p>Site specific - My play is set in a graveyard so the ideal venue would be in the graveyard at the local church (1 mark)</p> <p>Prosc Arch Theatre - My play is about a rich family in the Victorian era so I would have it performed on a prosc arch stage to keep a distance between the actors and the audience (2 marks)</p> <p>Other possible venues might be:</p> <ul style="list-style-type: none"> <li>Intimate drama studio</li> <li>A small local theatre</li> <li>School hall</li> </ul> <p>Candidates may name a specific venue; The King's Theatre, Glasgow, Dundee Rep. These are acceptable.</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
5.	(a)		<p>Candidate should identify an appropriate target audience for the drama based on age appropriateness/relevance of audience to theme or issue/audience interest.</p> <p>Candidate should be clear about their reason for identifying this target audience.</p> <p>1 mark allocated for target audience stated and 1 mark for the reason given.</p>	2	<p>Candidates will not gain marks for a negative answer, ie “this drama would not be appropriate for...”</p> <p>Candidates should make the link clear between the drama and the audience in this answer.</p>
	(b)		<p>Candidates should provide evidence of their understanding of audience responses, ie emotional, cerebral, empathetic or changing perception.</p> <p>1 mark for each audience response given, or 2 marks for 1 reason with a detailed explanation.</p>	2	<p>Responses which are flippant, literal or clearly show little understanding or empathy should receive no marks.</p>
6.	(a)		<p>Candidates are asked to describe a moment in their drama when one character clearly shows their feelings towards one other character.</p> <p>Candidates must identify two characters in their moment by name or role in the drama.</p> <p>1 mark allocated for clearly describing the moment and 1 mark for clearly stating one characters feelings towards one other character.</p>	2	<p>If only one character is identified award no marks.</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
	(b)		<p>Candidates are asked to describe two activities they would use to make this moment effective.</p> <p>Two marks are available for each rehearsal activity used to make the moment effective. 2 + 2</p> <p>Although candidates might choose from a wide range of activities, good answers will show an understanding of the characterisation process.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has fully described an appropriate rehearsal activity, with a detailed explanation of how it would contribute to the effectiveness of this moment. 2 marks</li> <li>Has adequately described an appropriate rehearsal activity, with little or no indication of how it would contribute to the effectiveness of this moment. 1 mark</li> </ul>	4	<p>Where candidates have described more than two activities, mark the best two.</p> <p>Activities described could, for example, include improvisation, research, hot seating, thought tunnel, thought tracking or any other appropriate rehearsal techniques. It is not sufficient to describe in general terms discussing and rehearsing.</p>



Question			Expected Answer(s)	Max Mark	Additional Guidance
7.	(a)		<p>Candidates are asked to describe the most important scene in their drama with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has fully described the most important scene with detailed and relevant justification.</li> </ul> <p>3 marks</p> <ul style="list-style-type: none"> <li>Has adequately described the most important scene with some justification.</li> </ul> <p>2 marks</p> <ul style="list-style-type: none"> <li>Has described the most important scene with no/limited/inappropriate justification.</li> </ul> <p>1 mark</p>	3	If the candidate does not describe the scene the candidate should be awarded no marks.
	(b)		<p>This requires a descriptive response.</p> <p>Candidates must indicate positioning of set on stage.</p> <p>Candidates may describe the furniture, scenery, set dressings, levels, props, etc.</p> <p>Candidates may also choose to describe any projections or specific lighting they may use, eg gobos, gel colours, specific lanterns.</p> <p>One mark for each valid response.</p>	3	<p>If candidates do not indicate the positioning of the set on the stage mark out of 2.</p> <p>Candidates who answer that they would have no set but have given a visual description of the appearance of the space should be awarded marks.</p> <p>Candidates should use the correct terminology.</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
8.	(a)		<p>Candidates should state the mood or atmosphere they wish at the beginning of their drama with justification and state the mood or atmosphere they wish at the end of their drama with justification.</p> <p>2 marks are available for the beginning of their drama and 2 marks are available for the end of their drama. 2 + 2</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has fully and clearly identified the mood or atmosphere they wish at the beginning/end of their drama with relevant and detailed justification.</li> </ul> <p>2 marks</p> <ul style="list-style-type: none"> <li>Has adequately identified the mood or atmosphere they wish at the beginning/end of their drama and given adequate justification.</li> </ul> <p>1 mark</p>	4	<p>No marks are given for very general justification, or explanation that is not relevant to the mood or atmosphere given.</p> <p>If only the beginning or end mood and atmosphere given with justification mark out of 2.</p> <p>The mood and atmosphere may be the same at the beginning and the end, but the candidate must justify this.</p> <p>Example</p> <p>The mood/atmosphere at the start of my drama will be apprehension. This is because all the characters are waiting for news on the court's verdict. There is a sense that everyone is expecting the worst to happen.</p> <p>By the end of my drama the mood and atmosphere has changed to one of exhilaration and joy. This is because all the characters are reunited and the ordeal that the family has been through is over.</p>

Question			Expected Answer(s)	Max Mark	Additional Guidance
	(b)		<p>Candidates are asked to describe how they would use one or more production skills to enhance their mood and atmosphere at the beginning and end of their drama.</p> <p>Candidates must give an example for both the beginning and the end. 3 marks are available for the beginning of their drama and 3 marks are available for the end of their drama. 3 + 3</p> <p>Answers must link to the mood and atmosphere detailed in (a).</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has given a full and detailed description with justification of how they would use one or more production skills to enhance the mood and atmosphere at the beginning/end of their drama.</li> </ul> <p>3 marks</p> <ul style="list-style-type: none"> <li>Has given an adequate description with some justification of how they would use one or more production skills to enhance the mood and atmosphere at the beginning/end of their drama.</li> </ul> <p>2 marks</p> <ul style="list-style-type: none"> <li>Has given a basic description with little or no justification of how they would use one or more production skills to enhance the mood and atmosphere at the beginning/end of their drama.</li> </ul> <p>1 mark</p>	6	<p>Ideas must be practicable.</p> <p>Candidates may describe the same production skill for both beginning and end of their drama this is acceptable OR they may refer to more than one production skill OR to different production skills for the beginning and end of their drama, this is also acceptable.</p> <p>EXAMPLE</p> <p>SOUND - to build tension, create specific mood/atmosphere, appropriate sound effect making drama more realistic.</p> <p>LIGHTING - Give appropriate /specific mood/atmosphere, more realistic, focus attention of audience, build tension.</p> <p>PROPS - Dress the set, add to the realism, help set the time period, help to enhance where the scene is set.</p> <p>SET - More realistic, help staging, create sense of period, create specific atmosphere/mood, create tension.</p> <p>COSTUME - More realistic, tie in with theme/mood/atmosphere, help set scene, time period, simplify characters.</p> <p>MAKE UP - More realistic, make characters stand out, help to highlight death scene, set time period, build tension.</p> <p>Candidates should use the correct terminology.</p> <p>A page is provided for any drawings/diagrams. Markers should consider this when marking.</p>

[END OF MARKING INSTRUCTIONS]