



National
Qualifications
2014

2014 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.

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) | | Candidates are asked to select the scene which they thought was the most challenging. | 1 | Must give a brief description for the mark not just a scene number. |
| | (b) | | <p>The candidate is asked to explain why they thought this scene was the most challenging.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has fully explained why they thought this scene was the most challenging. (2 marks) Has given a simple/basic reason as to why they thought this scene was the most challenging. (1 mark) | 2 | This could be from an actor's or technician's point of view or both. |
| | (c) | | <p>The candidate is asked how they overcame the challenge(s).</p> <p>The candidate:</p> <ul style="list-style-type: none"> Gives a full and detailed solution as to how they overcame the challenge(s) or two adequate solutions. (2 marks) Gives an adequate solution as to how they overcame the challenge(s) or two simple/basic ideas. (1 mark) | 2 | The answers should be solution focussed not just a description of what went wrong. |

| Question | | Expected Answer(s) | Max Mark | Additional Guidance |
|----------|-----|---|----------|--|
| | (d) | <p>Candidates are asked to describe how they ensured that the scene worked as well as possible in the performance.</p> <p>Answer may include comments/sketches/drawings/notes on:</p> <p>Acting - performance concept, voice, movement, blocking, characterisation techniques.</p> <p>Lighting - design concept, use of resources.</p> <p>Sound - design concept, use of resources.</p> <p>Costume - design concept, use of resources.</p> <p>Make up - design concept, use of resources.</p> <p>Set - design concept, use of resources.</p> <p>Props - design concept, use of resources.</p> | 5 | <p>Mark holistically.</p> <p>Candidate responses should be qualitative.</p> <p>If candidates merely say or list what went well in the performance, the maximum mark available is 3.</p> <p>If a candidate repeats information from 1(c), the repeated information is awarded zero marks.</p> |

SECTION 2

| Question | | | Expected Answer(s) | Max Mark | Additional Guidance |
|----------|--|--|---|----------|--|
| 2. | | | There is 1 mark for identifying the target audience and 1 mark for justifying an ideal target audience for the drama. | 2 | <p>A variety of audiences could be given ie teenagers, upper primary, 18-25 year olds, the elderly.</p> <p>All are acceptable but answers should be positive not negative.</p> |

| Question | | | Expected Answer(s) | Max Mark | Additional Guidance |
|----------|--|--|---|----------|---|
| 3. | | | <p>Candidates should explain the type of drama which the audience would see.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has given a full and detailed explanation about the type of drama the audience would see. (4 marks) Has given a good explanation, about the type of drama the audience would see. (3 marks) Has given an adequate explanation, about the type of drama the audience would see. (2 marks) Has given a limited explanation about the type of drama the audience would see. (1 mark) | 4 | <p>The list of examples is neither exhaustive nor prescriptive.</p> <p>Forms may include:</p> <ul style="list-style-type: none"> Mime Dance drama Improvised Drama Scripted presentation Etc. <p>Conventions may include:</p> <ul style="list-style-type: none"> Flashback/ forward Tableau Mime Narrator Etc. <p>Genre may include:</p> <ul style="list-style-type: none"> Comedy Tragedy Horror Romantic Comedy Etc. <p>Style may include:</p> <ul style="list-style-type: none"> Naturalistic Non-naturalistic <p>If only a list of forms, conventions, style, genre given a maximum of 1 mark can be awarded.</p> <p>If only the plot stated a maximum of 1 mark can be awarded.</p> <p>Marks cannot be awarded for misuse of terminology.</p> |

| Question | | | Expected Answer(s) | Max Mark | Additional Guidance |
|----------|-----|--|---|----------|--|
| 4. | (a) | | <p>Candidate is asked to state a theme or issue.</p> <p>Award 1 mark for any valid response.</p> | 1 | <p>If a candidate states only the message of the drama award zero mark.</p> |
| | (b) | | <p>Candidate is asked to describe how they would develop the theme or issue in the drama.</p> <p>Candidate should make a statement showing how the theme or issue they have stated in Q4(a) is developed for 2 marks.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has given a full and detailed description of how they would develop the theme or issue. (2 marks) Has given an adequate description of how they would develop the theme or issue. (1 mark) | 2 | <p>Candidate response must relate to theme or issue stated in Q4(a).</p> <p>If a candidate has been awarded zero marks or has offered no response [NR] for Q4(a), but a theme or issue is implied in the answer for Q4(b) the full range of marks (2) are available.</p> |

| Question | | Expected Answer(s) | Max Mark | Additional Guidance |
|----------|-----|---|----------|--|
| | (c) | <p>Candidate must discuss at least two characters for 3 marks. Candidate response must show the character's thoughts/feelings in reference to the theme/issue stated in Q4(a).</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has given a full and detailed explanation of how they would highlight the theme/issue through character relationships. (3 marks) Has given an adequate explanation of how they would highlight the theme/issue through character relationships. (2 marks) Has given a limited explanation of how they would highlight the theme/issue through character relationships. (0-1 marks) | 3 | <p>Mark holistically.</p> <p>If only one character described award zero marks.</p> <p>Candidate may refer to, for example; actions, reactions, physical contact, status, motivation etc. when describing the relationship between characters.</p> <p>This list of examples is neither exhaustive nor prescriptive.</p> <p>If a candidate has been awarded zero marks or has offered no response [NR] for Q4(a) and Q4(b), but a theme or issue is implied in the answer for Q4(c) the full range of marks (3) are available.</p> |

| Question | | | Expected Answer(s) | Max Mark | Additional Guidance |
|----------|-----|--|---|----------|---|
| 5. | (a) | | <p>Candidates should state the chosen character from their drama and explain their purpose.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has clearly identified one character and has fully explained their purpose in the drama. (2 marks) Has clearly identified one character and has adequately explained their purpose in the drama. (1 mark) | 2 | <p>If only the name of a character given, award zero marks.</p> <p>Purpose: the answer might refer for example to what a character has to do in the drama, impact on the audience, highlighting theme or message, mood, atmosphere, character relationships, period, setting, imparting information, use of dramatic irony, building tension etc.</p> |
| | (b) | | <p>Answers must explain how the character* discussed in question Q5(a) feels about one other character from their drama:</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has made full and detailed justified comments about how their chosen character feels about one other character in their drama (4 marks) Has given a good explanation, with some justification, about how their chosen character feels about one other character in their drama (3 marks) Has given an adequate explanation, with some justification, about how their chosen character feels about one other character in their drama (2 marks) Has made limited and partially justified comments about how their chosen character feels about one other character in their drama (1 mark) | 4 | <p>Mark holistically.</p> <p>*This must be the character selected in Q5(a) otherwise award zero marks.</p> <p>There could be reference to the way the character feels throughout the drama, with any changes described and explained.</p> <p>Marks should not be awarded for mere descriptive comments if not justified.</p> |

| Question | | | Expected Answer(s) | Max Mark | Additional Guidance |
|----------|-----|--|---|----------|---|
| 6. | (a) | | <p>Candidates should give a brief description of a key moment in their drama and provide a reason for this.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has clearly identified a moment in their drama which is important with relevant justification. (2 marks) Has explained a moment in their drama which is important with little or no justification. (1 mark) | 2 | Accept key moment in the broadest sense e.g. in the context of a scene. |
| | (b) | | <p>Candidates could refer to any voice or movement direction that would help the actors highlight the moment identified in Q6(a).</p> <p>Candidates may choose to give any combination of voice and movement direction -</p> <p>3 voice and 1 movement 2 voice and 2 movement 1 voice and 3 movement</p> <p>All are acceptable.</p> <p>If only voice OR movement direction given a maximum of 3 marks can be awarded.</p> | 4 | <p>Must refer to the moment discussed in Q6(a).</p> <p>Highlighting the key moment may include; the build-up, the moment and afterwards.</p> <p>Answer must be from the point of view of a director (directly or implied) or zero marks will be awarded.</p> <p>Candidates should use the correct terminology.</p> <p>Reference may be made to pace, pitch, tone, volume, intonation, clarity, fluency, accent, emphasis, register, use of space, gesture, body language, positioning, facial expression, eye contact, posture, proximity, physical action etc.</p> |

| Question | | Expected Answer(s) | Max Mark | Additional Guidance |
|----------|-----|---|----------|---|
| | (c) | <p>Candidates should select two production skills from the list (Costume, Make up, Props or Lighting) and explain how they would help to highlight the key moment from Q6(a).</p> <p>Three marks for explaining how each production area would highlight this key moment.</p> <p>COSTUME - More realistic, tie in with theme, help set scene, time period, simplify characters, etc.</p> <p>MAKE UP - More realistic, make characters stand out, set time period, build tension, etc.</p> <p>PROPS - Dress the set, add to the realism, help the characters believe in what they are doing, help set the time period, help to enhance where the scene is set, etc.</p> <p>LIGHTING - Give appropriate mood/atmosphere, more realistic, focus attention of audience, build tension, etc.</p> | 6 | <p>Must refer to the moment and characters discussed in Q6a.</p> <p>Highlighting the key moment may include; the build-up, the moment and afterwards.</p> <p>If only one production skill discussed mark out of 3.</p> <p>Candidates may choose to give a full explanation with one reason or an adequate explanation with two reasons. Either is acceptable as long as the idea is practical:</p> <p>eg One mark for what they would do and two marks for reasons why this would have highlighted the key moment.</p> <p>OR</p> <p>eg Two marks for what they would do and one mark for reason why this would have highlighted the key moment.</p> <p>Candidates should use the correct terminology.</p> |

[END OF MARKING INSTRUCTIONS]