



National
Qualifications
2018

2018 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) Candidates may have performed a piece of text that is unknown to the marker, or based their answer on a devised performance. Markers should use their professional judgement.
- (d) Candidates who do not respond to all aspects of a question cannot be awarded full marks.
- (e) Candidates can answer Section 1 from the viewpoint of an actor, lighting designer, costume designer, make-up and hair designer, sound designer, set designer or props designer.
- (f) Candidates are expected to use drama terminology throughout.
- (g) In Section 2, candidates must base their drama on one of the stimuli.
- (h) At this level, candidates are expected to justify and substantiate their responses, demonstrating a knowledge of drama. Marks should not be awarded for descriptive comment.

Overview

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

Section 1 is designed to test candidates' ability to evaluate their own work and the work of others.

Section 2 tests the candidates' ability to respond to stimuli and create their own piece of drama.

Marking instructions for each question

SECTION 1

These questions require candidates to give a personal evaluative response (not from a group perspective) of self and of others on a piece of work that they have been involved in or seen during the course, either as an actor or in a production role. This may be from the course assessment performance or another performance they have taken part in during the course.

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

Question			Expected response	Max mark	Additional guidance
1.	(a)		<p>The candidate is asked to state the main theme/issue of their drama, with justification.</p> <p>1 + 1</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has stated the main theme/issue of their drama. <p>1 mark</p> <ul style="list-style-type: none"> Has justified the main theme/issue. <p>1 mark</p>	2	<p>If the candidate merely retells the story/plot, no marks can be awarded.</p> <p>The candidate must state the main theme/issue, not the message of the drama.</p> <p>If only a message is given, with no theme/issue stated, no marks can be awarded.</p> <p>If more than one theme/issue is stated, mark the best response.</p>
	(b)		<p>The candidate should identify an appropriate target audience for the drama, based on the main theme/issue stated in (a), with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has identified an appropriate target audience, based on the main theme/issue, with justification. <p>2 marks</p> <ul style="list-style-type: none"> Has identified an appropriate target audience, based on the main theme/issue, with little or no justification. <p>1 mark</p>	2	<p>If an appropriate target audience is not identified, then no marks can be awarded.</p> <p>A variety of audiences could be given eg teenagers, upper primary, 18-25-year-olds, the elderly, history students, women.</p> <p>All are acceptable, but justification should be positive, not negative.</p> <p>The link between target audience and main theme/issue can be implicit.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a), but a theme/issue is clearly implied in the answer to (b), the full range of marks (2) are available.</p>

Question		Expected response	Max mark	Additional guidance
	(c)	<p>The candidate is asked in what way they would expect the target audience to react to the main theme/issue identified, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has described an appropriate audience reaction to the main theme/issue, with full justification as to why an audience might react in that way. <p>2 marks</p> <ul style="list-style-type: none"> Has described an appropriate audience reaction to the main theme/issue, with little or no justification as to why an audience might react in that way. <p>1 mark</p>	2	<p>If the candidate does not give a clear justification, the maximum mark is 1.</p> <p>If the candidate discusses a different theme/issue from that identified in (a), the maximum mark is 1.</p> <p>If the candidate discusses a different target audience from that identified in (b), the maximum mark is 1.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a) and (b), but a theme/issue and target audience are clearly implied in the answer to (c), the full range of marks (2) are available.</p>

Question			Expected response	Max mark	Additional guidance
2.			<p>The candidate is asked to describe one rehearsal activity or practical task they carried out to prepare themselves for this drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has given a detailed description of an appropriate rehearsal activity or practical task they carried out to prepare for their drama. <p>2 marks</p> <ul style="list-style-type: none"> Has given a basic description of an appropriate rehearsal activity or practical task they carried out to prepare for their drama. <p>1 mark</p>	2	<p>Candidates may refer to:</p> <ul style="list-style-type: none"> workshop of the script design/performance tasks diagrams and sketches etc improvisations characterisation techniques making props/costumes/set creating sound effects playlists rigging/focusing lanterns apply/practice make-up and hair. <p>Or any other appropriate rehearsal activity or practical task.</p>

Question			Expected response	Max mark	Additional guidance
3.	(a)		<p>Candidates are asked to identify the genre of their drama, with a relevant reason.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has identified the genre of the drama, with a relevant reason. <p>2 marks</p> <ul style="list-style-type: none"> Has identified the genre of the drama. <p>1 mark</p>	2	<p>Possible genres may include - comedy, tragedy, crime, dance drama, documentary drama, historical, kitchen sink drama, melodrama, musical theatre, horror, fantasy, satire, or any other appropriate genre.</p> <p>If more than one genre is identified, mark the best one.</p> <p>If no genre is identified, then no marks can be awarded.</p>

Question		Expected response	Max mark	Additional guidance
	(b)	<p>Candidates are asked to describe the ways in which they helped to highlight the genre of their drama as an actor or in a production role.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has given a full and detailed description of the ways in which their performance/design concepts helped to highlight the genre of their drama. <p>4 marks</p> <ul style="list-style-type: none"> Has given a good description of the ways in which their performance/design concepts helped to highlight the genre of their drama. <p>3 marks</p> <ul style="list-style-type: none"> Has given an adequate description of the ways in which their performance/design concepts helped to highlight the genre of their drama. <p>2 marks</p> <ul style="list-style-type: none"> Has given a limited description of the ways in which their performance/design concepts helped to highlight the genre of their drama. <p>1 mark</p>	4	<p>If a candidate merely lists tasks associated with their role, without linking it to the genre, no marks can be awarded.</p> <p>Marks should not be awarded for mere storytelling or general descriptive comments about the group's performance.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a), but a genre is identified in the answer to (b), the full range of marks (4) are available.</p> <p>Acting – voice, movement, blocking, mood and atmosphere, impact on the audience.</p> <p>Lighting – design concept, mood and atmosphere, operation, use of resources and impact on the audience.</p> <p>Sound – design concept, mood and atmosphere, operation, use of resources and impact on the audience.</p> <p>Costume – design concept, use of resources and impact on the audience.</p> <p>Make-up and hair – design concept, use of resources and impact on the audience.</p> <p>Set – design concept, use of resources and impact on the audience.</p> <p>Props – design concept, use of resources and impact on the audience.</p>

Question			Expected response	Max mark	Additional guidance
4.	(a)		<p>Candidates are asked to consider the work of one other drama student during a performance and describe the mood and/or atmosphere of that drama, with justification.</p> <p>1 + 1</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has described the mood and/or atmosphere. <p>1 mark</p> <ul style="list-style-type: none"> Has justified the mood and/or atmosphere. <p>1 mark</p>	2	Candidates may refer to a member of their own group or a member of another group.

Question		Expected response	Max mark	Additional guidance
	(b)	<p>Candidates are asked to describe the ways in which another drama student, identified in (a), highlighted the mood and/or atmosphere of their drama as an actor or in a production role.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has given a full and detailed description of the ways in which the student's performance/design concepts helped to highlight the mood and/or atmosphere of the drama. <p>4 marks</p> <ul style="list-style-type: none"> Has given a good description of the ways in which the student's performance/design concepts helped to highlight the mood and/or atmosphere of the drama. <p>3 marks</p> <ul style="list-style-type: none"> Has given an adequate description of the ways in which the student's performance/design concepts helped to highlight the mood and/or atmosphere of the drama. <p>2 marks</p> <ul style="list-style-type: none"> Has given a limited description of the ways in which the student's performance/design concepts helped to highlight the mood and/or atmosphere of the drama. <p>1 mark</p>	4	<p>Marks should not be awarded for mere storytelling or general descriptive comments.</p> <p>Marks should not be awarded if the candidate makes a general evaluation about a group's performance.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a), but the work of another student and a mood and/or atmosphere is clear in the answer to (b), the full range of marks (4) are available.</p> <p>Answers may include comments on:</p> <p>Acting – voice, movement, blocking, impact on the audience.</p> <p>Lighting – design concept, operation, use of resources and impact on the audience.</p> <p>Sound – design concept, operation, use of resources and impact on the audience.</p> <p>Costume – design concept, use of resources and impact on the audience.</p> <p>Make-up and hair – design concept, use of resources and impact on the audience.</p> <p>Set – design concept, use of resources and impact on the audience.</p> <p>Props – design concept, use of resources and impact on the audience.</p>

SECTION 2

Candidates are required to demonstrate knowledge and understanding of creating drama by responding to stimuli. The drama **must** be suitable for a live theatrical performance.

Question			Expected response	Max mark	Additional guidance
5.	(a)		<p>Candidates are required to state the structure of their drama for 1 mark.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has stated the structure of their drama. <p>1 mark</p>	1	<p>The following drama structures may be stated:</p> <ul style="list-style-type: none"> linear non-linear episodic.
	(b)		<p>Candidates are asked to explain why they chose this structure, with reference to their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has explained why they chose this structure, with reference to their drama. <p>2 marks</p> <ul style="list-style-type: none"> Has explained why they chose this structure, with little or no reference to their drama. <p>1 mark</p>	2	<p>If a candidate has been awarded 0 marks or offered no response (NR) in (a), but a structure is clearly implied in the answer to (b), the full range of marks (2) are available.</p> <p>Candidates may refer to:</p> <p>Dramatic impact, creation of tension, plot twist, creating shock or surprise, dramatic irony, development of character, or any other relevant reason.</p> <p>Explanation should be positive and not negative.</p>

Question			Expected response	Max mark	Additional guidance
6.	(a)		<p>Candidates are asked to select one character from their drama and identify their motivation.</p> <p>1 mark for identifying the motivation.</p>	1	<p>Character can be identified by name or role within the drama.</p> <p>Candidates may describe the character's motivation as being motivated by an experience/character, or motivated to achieve something, either is acceptable.</p> <p>For example: A character could be motivated by greed.</p> <p>or</p> <p>A character could be motivated to become popular.</p>
	(b)		<p>Candidates are asked to describe a moment in their drama when the character reveals their motivation.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has given a full description of the moment when the character reveals their motivation. <p>2 marks</p> <ul style="list-style-type: none"> Has given a basic description of the moment when the character reveals their motivation. <p>1 mark</p>	2	<p>Accept moment in the broadest sense.</p> <p>The character's motivation does not necessarily need to be revealed to another character.</p> <p>For example, the motivation may be revealed to the audience through use of monologue, or any other relevant convention.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] in (a), but a character and motivation is clear in the answer to (b), the full range of marks (2) are available.</p>

Question			Expected response	Max mark	Additional guidance
	(c)		<p>Candidates should describe and justify two rehearsal activities an actor would use to understand this character's motivation.</p> <p>Two marks available for each rehearsal activity described and justified.</p> <p>2 + 2</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has given a description of the rehearsal activity, demonstrating an understanding of the activity in practice. <p>1 mark</p> <ul style="list-style-type: none"> Has given a reason why it would help the actor develop an understanding of the character's motivation identified in (a). <p>1 mark</p>	4	<p>Where candidates have described more than two activities, mark the best two.</p> <p>Although candidates might choose from a wide range of activities, good answers will show an understanding of the characterisation process.</p> <p>Activities described may include improvisation, research, hot seating, thought tunnel, thought tracking or any other relevant rehearsal activities.</p> <p>Candidates may choose to refer to the moment they have written about in (b) or not, either is acceptable.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] in (a) and (b), but a character and motivation is clear in the answer to (c), the full range of marks (4) are available.</p>

Question			Expected response	Max mark	Additional guidance
7.	(a)		<p>The candidate has been asked to identify another character from their drama and give a description of their personality.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has identified one character and has given a full description of their personality. <p>2 marks</p> <ul style="list-style-type: none"> Has identified one character and has given a basic description of their personality. <p>1 mark</p>	2	<p>The emphasis is on a description of the character.</p> <p>Candidates may choose to describe a number of features of the character's personality, or describe the character's personality in the context of their drama, either is acceptable.</p>
	(b)		<p>The candidate is asked to describe the way an actor would use two of the listed voice terms to highlight this character's personality.</p> <p>1 + 1</p> <p>One mark is available for each description of how the chosen voice term would highlight the character's personality.</p> <p>2 marks</p>	2	<p>Description should relate to character personality described in (a), though this can be implicit.</p> <p>Candidates should choose from the given list - emphasis, tone, pace, volume.</p> <p>If they refer to one not on the list no marks can be awarded.</p>
	(c)		<p>The candidate is asked to describe the way an actor would use two of the listed movement terms to highlight this character's personality.</p> <p>1 + 1</p> <p>One mark is available for each description of how the chosen movement term would highlight the character's personality.</p> <p>2 marks</p>	2	<p>Description should relate to character personality described in (a), though this can be implicit.</p> <p>Candidates should choose from the given list - facial expression, eye contact, body language, posture.</p> <p>If they refer to one not on the list no marks can be awarded.</p>

Question			Expected response	Max mark	Additional guidance
8.			<p>Candidates are asked to choose one of the production areas listed to help portray two characters from their drama, with justification.</p> <p>Two marks available for each explanation, with justification, of how they would use one of the production areas to help portray a character in their drama.</p> <p>2 + 2</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has given a full explanation, with justification, of how they would use one of the production areas to help portray a character in their drama. <p>2 marks</p> <ul style="list-style-type: none"> Has given a basic explanation, with little or no justification, of how they would use one of the production areas to help portray a character in their drama. <p>1 mark</p>	4	<p>Candidates must use correct terminology in their response.</p> <p>Candidates must refer to one production area from the given list.</p> <p>The ideas must be practicable.</p> <p>If more than one production area is explained, mark the best one.</p>

Question			Expected response	Max mark	Additional guidance
9.	(a)		<p>Candidates are asked to identify a key moment in their drama and explain their answer, for two marks.</p> <p>1 + 1</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has identified a key moment from their drama. <p>1 mark</p> <ul style="list-style-type: none"> Has given an explanation for their answer. <p>1 mark</p>	2	<p>Candidates are only required to identify a moment (not a whole scene).</p> <p>A key moment is defined as a very short period of time.</p> <p>Candidates may refer to the narrative/plot in their explanation.</p>
	(b)		<p>Candidates are asked to describe one convention they would use during this key moment to highlight its importance, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has described the use of an appropriate convention to highlight the key moment identified in (a), with justification. <p>2 marks</p> <ul style="list-style-type: none"> Has described the use of an appropriate convention to highlight the key moment identified in (a), with little or no justification. <p>1 mark</p>	2	<p>If candidate does not refer to the moment described in (a), then no marks can be awarded.</p> <p>Conventions may include:</p> <p>Flashback, flash-forward, freeze frame, frozen picture, mime, monologue, movement, slow motion, narration, voice over, aside, soliloquy, tableau, split stage, or any other relevant convention.</p> <p>If more than one convention is described, mark the best one.</p>

Question			Expected response	Max mark	Additional guidance
10.	(a)		<p>Candidates are required to state the type of staging they would use to present their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has stated a type of staging for their drama. <p>1 mark</p>	1	<p>Candidates may refer to the following types of staging:</p> <p>Thrust, theatre in the round, promenade, end on, proscenium arch, avenue or traverse, or any other relevant type of staging.</p>
	(b)		<p>Candidates are asked to describe two advantages of using this type of staging for their drama.</p> <p>2 + 2</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has described an advantage of the type of staging stated in (a), with clear reference to their drama. <p>2 marks</p> <ul style="list-style-type: none"> Has described an advantage of the type of staging stated in (a), with limited reference to their drama. <p>1 mark</p>	4	<p>Candidates' answers should be positive, not negative (ie a candidate cannot describe why one type of staging has been used by explaining why another wouldn't be suitable).</p> <p>Description should relate to the type of staging described in (a).</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] in (a), but a type of staging is clearly implied in the answer to (b), the full range of marks (4) are available.</p> <p>If the candidate offers an implicit advantage to the type of staging stated in (a), with reference to their drama, 1 mark can be awarded.</p> <p>If a candidate uses the same advantage twice, but have referenced different points in their drama, the full range of marks (4) are available.</p> <p>If more than two advantages are described, mark the best two.</p> <p>Some advantages candidates may refer to are:</p> <p>Audience response, audience sightlines, actor/audience relationships, use of set, props, lighting, sound, costume, make-up and hair, plot twists, performance concepts, design concepts, use of conventions or any other relevant advantage.</p>

Question			Expected response	Max mark	Additional guidance
11.	(a)		<p>Candidates are asked to state the main theme/issue of their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has stated the main theme/issue of their drama. <p>1 mark</p>	1	<p>If a candidate states only the message of the drama, no marks can be awarded.</p>
	(b)		<p>Candidates are asked to describe and justify the ways in which they would use two production skills to highlight the main theme/issue to the audience.</p> <p>Three marks are available for each production skill.</p> <p>3 + 3</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has given a full description of the ways in which they would use the chosen production skill to highlight the main theme/issue, with detailed justification. <p>3 marks</p> <ul style="list-style-type: none"> Has given an adequate description of the ways in which they would use the chosen production skill to highlight the main theme/issue, with some justification. <p>2 marks</p> <ul style="list-style-type: none"> Has given a limited description of the ways in which they would use the chosen production skill to highlight the main theme/issue, with little or no justification. <p>1 mark</p>	6	<p>Must link to the main theme/issue identified in (a).</p> <p>Candidates must use correct theatre terminology in their response.</p> <p>If only one production skill is referred to, mark out of 3.</p> <p>If more than two production skills are given, mark the best two.</p> <p>The ideas must be practicable.</p> <p>If a production skill is not described, then no marks can be awarded.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] in (a), but a main theme/issue is clearly implied in the answer to (b), the full range of marks (6) are available.</p>

Question			Expected response	Max mark	Additional guidance
12.			<p>Candidates should explain the feelings and/or emotions they would want the audience to have when they are watching their drama, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> Has given a full and detailed explanation, with justification, about the feelings and/or emotions the audience might have when watching their drama. <p>4 marks</p> <ul style="list-style-type: none"> Has given a good explanation, mostly justified, about the feelings and/or emotions the audience might have when watching their drama. <p>3 marks</p> <ul style="list-style-type: none"> Has given an adequate explanation, with some justification, about the feelings and/or emotions the audience might have when watching their drama. <p>2 marks</p> <ul style="list-style-type: none"> Has given a limited explanation, with little or no justification, about the feelings and/or emotions the audience might have when watching their drama. <p>1 mark</p>	4	Candidates may choose to comment on a number of feelings and/or emotions, or concentrate on the main ones. Either is acceptable.

[END OF MARKING INSTRUCTIONS]