



National  
Qualifications  
2019

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**2019 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 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 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>Candidates are asked to describe the scene which they found the most difficult when carrying out their role.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has fully described the scene which they found the most difficult when carrying out their role.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a simple/basic description of the scene which they found the most difficult when carrying out their role.</li> </ul> <p><b>1 mark</b></p> | <b>2</b> | <p>Candidates must give a description of the scene, not just the scene number.</p> <p>If only a scene number is given, with no description offered, no marks can be awarded.</p> <p>If more than one scene is described, mark the best response.</p> |
|          | (b) |  | <p>Candidates are asked to give <b>two</b> reasons why they found this scene the most difficult.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has given <b>two</b> reasons why they found this scene the most difficult.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given <b>one</b> reason as to why they found this scene the most difficult.</li> </ul> <p><b>1 mark</b></p>   | <b>2</b> | <p>If a candidate has been awarded 0 marks or offered No Response [NR] in (a), but a scene is clearly implied in the answer to (b), the full range of marks (2) are available.</p>   |

| Question |  |  | Expected response   | Max mark | Additional guidance   |
|----------|--|--|---|----------|---|
| 2.       |  |  | <p>Candidates are asked to describe <b>two</b> activities they carried out to prepare for the performance.</p> <p><b>2 + 2</b></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has fully described an activity they carried out to prepare for the performance.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a basic description of an activity they carried out to prepare for the performance.</li> </ul> <p><b>1 mark</b></p> | <b>4</b> | <p>If a candidate doesn't describe the activity, but specifically describes the way(s) in which the activity helped the candidate prepare for the performance, a maximum of 1 mark can be awarded for each activity.</p> <p>Candidates should describe the activity from an individual, not a group perspective.</p> <p>For example</p> <p>Candidates may 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>research</li> <li>design/performance tasks</li> <li>diagrams and sketches etc</li> <li>rigging/focusing lanterns</li> <li>applying practice make-up</li> <li>sewing costumes</li> <li>characterisation techniques.</li> </ul> <p>Or any other appropriate activity.</p> |

| Question |  |  | Expected response  | Max mark | Additional guidance   |
|----------|--|--|--|----------|---|
| 3.       |  |  | <p>Candidates are asked to evaluate their individual contribution to the final performance.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has given a full and detailed evaluation of their individual contribution to the final performance.</li> </ul> <p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>has given a good evaluation of their individual contribution to the final performance.</li> </ul> <p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>has given an adequate evaluation of their individual contribution to the final performance.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a limited evaluation of their individual contribution to the final performance.</li> </ul> <p><b>1 mark</b></p> | 4        | <p>Candidate responses should be evaluative.</p> <p>Marks should not be awarded if the candidate makes a general evaluation about the group's performance.</p> <p>Marks should not be awarded for mere story-telling or general descriptive comments.</p> <p>If an evaluative comment is clearly implied, without being explicitly stated, a maximum of <b>3 marks</b> can be awarded.<br/>For example <i>'This had an impact on the audience because...'</i><br/><i>'This contributed to the mood and/or atmosphere because...'</i> etc.</p> <p>Candidates may refer to activities leading up to and including the final performance.</p> <p>Correct terminology must be used.</p> |

| Question |     |  | Expected response   | Max mark | Additional guidance   |
|----------|-----|--|---|----------|---|
| 4.       | (a) |  | <p>Candidates are asked to evaluate the contribution of <b>one</b> other drama student to the rehearsal process for a performance.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has given a full and detailed evaluation of <b>one</b> other drama student's contribution to the rehearsal process for a performance.</li> </ul> <p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>has given a good evaluation of <b>one</b> other drama student's contribution to the rehearsal process for a performance.</li> </ul> <p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>has given an adequate evaluation of <b>one</b> other drama student's contribution to the rehearsal process for a performance.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a limited evaluation of <b>one</b> other drama student's contribution to the rehearsal process for a performance.</li> </ul> <p><b>1 mark</b></p> | 4        | <p>Candidate responses should be evaluative.</p> <p>Marks should not be awarded for mere story-telling or general descriptive comments.</p> <p>If an evaluative comment is clearly implied (for example a basic attempt is made to express judgement), without being explicitly stated, a maximum of <b>3 marks</b> can be awarded.</p> <p>Candidate responses may refer to the same performance as Q3, or any other performance during the course.</p> <p>Candidates may evaluate the contribution of one other drama student in relation to their individual rehearsal process and/or their individual contribution to the group's rehearsal process.</p> <p>Candidates may evaluate the contribution of one other drama student in relation to the planning and organisation of rehearsals and/or specific rehearsal activities/tasks.</p> |

| Question |     | Expected response   | Max mark | Additional guidance  |
|----------|-----|---|----------|--|
|          | (b) | <p>Candidates are asked to evaluate the effectiveness of this other drama student's contribution to the final performance.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>• has given a full and detailed evaluation of their contribution to the final performance.</li> </ul> <p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• has given a good evaluation of their contribution to the final performance.</li> </ul> <p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• has given an adequate evaluation of their contribution to the final performance.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• has given a limited evaluation of their contribution to the final performance.</li> </ul> <p><b>1 mark</b></p> | <b>4</b> | <p>Candidate responses should be evaluative.</p> <p>Marks should not be awarded if the candidate makes a general evaluation about the group's performance.</p> <p>Marks should not be awarded for mere story-telling or general descriptive comments.</p> <p>If an evaluative comment is clearly implied, without being explicitly stated, a maximum of <b>3 marks</b> can be awarded.<br/> For example <i>'This had an impact on the audience because...'</i><br/> <i>'This contributed to the mood and/or atmosphere because...'</i> etc.</p> <p>Correct terminology must be used.</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>The candidate is asked to tick (✓) what would be the main purpose of their drama from a given list – entertain, educate or explore a theme or issue. They must give a reason for their answer.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has given a reason for the main purpose of their drama.</li> </ul> <p><b>1 mark</b></p>  | 1        | <p>If a candidate has not ticked from the list but one of these purposes is clearly implied in their answer, the full range of marks (1) are available.</p>  |
|          | (b) | <p>The candidate should identify an appropriate target audience for their drama, based on the main <b>purpose</b> stated in (a), with justification.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has identified an appropriate target audience, based on the main <b>purpose</b>, with full justification.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has identified an appropriate target audience, based on the main <b>purpose</b>, with little or no justification.</li> </ul> <p><b>1 mark</b></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 for example 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 purpose can be implicit.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a), but a purpose is clearly implied, the full range of marks (2) are available.</p> |



| Question |     |  | Expected response   | Max mark | Additional guidance  |
|----------|-----|--|---|----------|--|
| 6.       | (a) |  | <p>The candidate is asked to state the time and/or place they would choose to set their drama, with justification.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has stated the time and/or place they would choose to set their drama, with full justification.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has stated the time and/or place they would choose to set their drama, with little or no justification.</li> </ul> <p><b>1 mark</b></p>  | 2        | Candidates may state the time or place in their answer or include both. Either is acceptable.  |
|          | (b) |  | <p>The candidate is asked to describe a <b>prop</b> they would use to highlight the time and/or place to the audience, with justification.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has fully described a prop they would use to highlight the time and/or place to the audience, with relevant justification.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a basic description of a prop they would use to highlight the time and/or place to the audience, with little or no justification.</li> </ul> <p><b>1 mark</b></p> | 2        | <p>If more than one prop described, mark the best response.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] in (a), but a time and/or place is clearly implied in the answer to (b), the full range of marks (2) are available.</p> |

| Question |     |  | Expected response   | Max mark | Additional guidance  |
|----------|-----|--|---|----------|--|
| 7.       | (a) |  | The candidate is required to identify the genre of their drama for one mark.  | 1        | <p>Possible genres may include</p> <ul style="list-style-type: none"> <li>• action</li> <li>• adventure</li> <li>• courtroom drama</li> <li>• detective</li> <li>• docudrama</li> <li>• fantasy</li> <li>• science-fiction</li> <li>• thriller</li> <li>• western</li> <li>• comedy</li> <li>• satire</li> <li>• documentary</li> <li>• crime</li> <li>• horror</li> <li>• mystery</li> <li>• romance</li> <li>• slice of life</li> <li>• tragedy</li> <li>• drama</li> <li>• tragicomedy</li> <li>• historical.</li> </ul> <p>Or any other appropriate genre.</p> |
|          | (b) |  | <p>Candidates are required to describe a key moment in their drama that highlights this genre.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>• has fully described the key moment that highlights the genre of their drama.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• has given a basic description of the key moment that highlights the genre of their drama.</li> </ul> <p><b>1 mark</b></p> | 2        | <p>The key moment identified should highlight the genre stated in (a), though this can be implicit.</p> <p>Candidates are only required to identify a key 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> <p>If a candidate has been awarded 0 marks or been awarded No Response [NR] in (a), but a genre is clearly implied, the full range of marks (2) are available.</p>  |

| Question |     |  | Expected response   | Max mark | Additional guidance  |
|----------|-----|--|---|----------|--|
|          | (c) |  | <p>The candidate is asked to describe the ways they would direct the actors to use <b>four</b> of the voice <b>and</b> movement terms to highlight the key moment identified in (b).</p> <p><b>1 mark</b> is available for each description of how the chosen voice or movement term would highlight the key moment.</p> <p>Candidates must refer to both voice and movement using correct terminology.</p> <p>This can be <b>2 + 2</b> or <b>3 + 1</b>, as long as answers relate to the key moment identified in (b).</p> <p>Candidates may choose to give any combination of voice and movement direction</p> <ul style="list-style-type: none"> <li>• 3 voice and 1 movement</li> <li>• 2 voice and 2 movement</li> <li>• 1 voice and 3 movement.</li> </ul> <p>All are acceptable.</p> | <b>4</b> | <p>Description should relate to the key moment described in (b), though this can be implicit.</p> <p>Candidates should choose from the given list</p> <ul style="list-style-type: none"> <li>• tone</li> <li>• volume</li> <li>• clarity</li> <li>• facial expression</li> <li>• posture</li> <li>• eye contact.</li> </ul> <p>If they refer to one not on the list, no marks can be awarded.</p> <p>If only voice described, a maximum of <b>3 marks</b> can be awarded.</p> <p>If only movement described, a maximum of <b>3 marks</b> can be awarded.</p> <p>Candidates must use correct voice and movement terminology in their response.</p> <p>Candidates may describe the use of voice and movement in relation to one character, or more than one character. Either is acceptable.</p> |

| Question |     |  | Expected response  | Max mark | Additional guidance   |
|----------|-----|--|--|----------|---|
| 8.       | (a) |  | <p>Candidates are asked to identify a character from their drama with a high status, giving a reason for their answer.</p> <p><b>1 + 1</b></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has identified a character with a high status.</li> </ul> <p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>has given a reason why this character has a high status.</li> </ul> <p><b>1 mark</b></p>  | <b>2</b> | <p>Candidates may refer to a character's status in relation to</p> <ul style="list-style-type: none"> <li>personality</li> <li>age</li> <li>occupation</li> <li>time period</li> <li>relationships</li> <li>class</li> <li>wealth</li> <li>intelligence.</li> </ul> <p>Or any other relevant reason.</p> <p>Candidates may identify a character by name or role within the drama. Either is acceptable.</p> |
|          | (b) |  | <p>Candidates are asked to describe the ways in which they would use either costume <b>or</b> sound <b>or</b> make-up and hair to highlight this character's high status.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has given a full description of the ways in which they would use costume <b>or</b> sound <b>or</b> make-up and hair to highlight the character's high status.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a basic description of the ways in which they would use costume <b>or</b> sound <b>or</b> make-up and hair to highlight the character's high status.</li> </ul> <p><b>1 mark</b></p> | <b>2</b> | <p>Candidates must use correct theatre terminology in their response.</p> <p>Answers must refer to the character identified in (a).</p> <p>If more than one production skill is described, mark the best one.</p> <p>If a candidate has been awarded 0 marks or been awarded No Response [NR] in (a), but a character of high status is clearly implied, the full range of marks (2) are available.</p>     |

| Question |     | Expected response  | Max mark | Additional guidance   |
|----------|-----|--|----------|---|
|          | (c) | <p>Candidates are asked to describe <b>two</b> conventions they would use to highlight the character's high status, with justification.</p> <p>Two marks available for each convention described and justified.</p> <p><b>2 + 2</b></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>• has described the use of an appropriate convention.</li> </ul> <p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• has justified the use of the convention in relation to the character's high status.</li> </ul> <p><b>1 mark</b></p> | <b>4</b> | <p>Conventions may include</p> <ul style="list-style-type: none"> <li>• flashback</li> <li>• flash-forward</li> <li>• freeze frame</li> <li>• frozen picture</li> <li>• mime</li> <li>• monologue</li> <li>• movement</li> <li>• slow motion</li> <li>• narration</li> <li>• voice over</li> <li>• aside</li> <li>• soliloquy</li> <li>• tableau</li> <li>• split stage.</li> </ul> <p>Or any other relevant convention.</p> <p>Candidates may describe the use of conventions during any moment within their drama.</p> <p>Candidates may make reference to any character within their drama, though the use of the convention should highlight the high status of the character identified in (a).</p> <p>Justification of the convention should relate to the character's high status, though this can be implicit.</p> <p>If a candidate has been awarded 0 marks or been awarded No Response [NR] in (a) or (b), but a character of high status is clearly implied, the full range of marks (4) are available.</p> |

| Question |     |  | Expected response  | Max mark | Additional guidance   |
|----------|-----|--|--|----------|---|
| 9.       | (a) |  | <p>The candidate is asked to describe an important relationship between two characters, giving a reason for their answer.</p> <p><b>1 + 1</b></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has described an important relationship between two characters.</li> </ul> <p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>has given a reason why the relationship is important.</li> </ul> <p><b>1 mark</b></p>   | <b>2</b> | <p>Candidates may refer to the characters by name or role within the drama.</p> <p>If the relationship is not described, only 1 mark can be awarded.</p>  |
|          | (b) |  | <p>Candidates are asked to describe a role play or improvisation they would use in rehearsal to help the actors understand and develop this relationship.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has given a full description of a role play or improvisation they would use in rehearsal to help the actors understand and develop this relationship.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a limited description of a role-play or improvisation they would use in rehearsal to help the actors understand and develop this relationship.</li> </ul> <p><b>1 mark</b></p> | <b>2</b> | <p>If candidate has described more than one activity, mark the best one.</p> <p>If a candidate has been awarded 0 marks or been awarded No Response [NR] in (a), but an important relationship is clearly implied, the full range of marks (2) are available.</p> |

| Question |     |  | Expected response   | Max mark | Additional guidance   |
|----------|-----|--|---|----------|---|
| 10.      | (a) |  | <p>Candidates should describe the mood and/or atmosphere of the opening scene of their drama, with a reason.</p> <p><b>1 + 1</b></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has described the mood and/or atmosphere of the opening scene of their drama.</li> </ul> <p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>has given a reason for this mood and/or atmosphere.</li> </ul> <p><b>1 mark</b></p>   | <b>2</b> | <p>The reason should be relevant to the mood and/or atmosphere described.</p> <p>If a candidate merely retells the story/plot of their opening scene without describing what the mood and/or atmosphere is, no marks can be awarded.</p>  |
|          | (b) |  | <p>Candidates are asked to describe how they would use two production skills to highlight the mood and/or atmosphere in the opening scene.</p> <p><b>2 marks</b> available for each description of how they would use the chosen production skill to help highlight the mood and/or atmosphere in the opening scene.</p> <p><b>2 + 2</b></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has given a full description of how they would use the production skill to help highlight the mood and/or atmosphere in the opening scene.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a basic description of how they would use the production skill to help highlight the mood and/or atmosphere in the opening scene.</li> </ul> <p><b>1 mark</b></p> | <b>4</b> | <p>Answers must link to the mood and/or atmosphere described in (a), though this could be implicit.</p> <p>Candidates must use correct theatre terminology in their response.</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 mood and/or atmosphere is clearly implied, the full range of marks (4) are available.</p> |

| Question |     |  | Expected response   | Max mark | Additional guidance   |
|----------|-----|--|---|----------|---|
| 11.      | (a) |  | <p>Candidates should state the type of staging they would use for their drama.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has stated a type of staging for their drama.</li> </ul> <p><b>1 mark</b></p>  | <b>1</b> | <p>Candidates may refer to the following types of staging</p> <ul style="list-style-type: none"> <li>thrust</li> <li>theatre in the round</li> <li>promenade</li> <li>end on</li> <li>proscenium arch</li> <li>avenue or traverse.</li> </ul> <p>Or any other relevant type of staging.</p>   |
|          | (b) |  | <p>Candidates should describe the set design for their drama based on the staging they have chosen in (a).</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>has given a full description of the set design for their drama based on the staging they have chosen in (a).</li> </ul> <p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>has given an adequate description of the set design for their drama based on the staging they have chosen in (a).</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a limited description of the set design for their drama based on the staging they have chosen in (a).</li> </ul> <p><b>1 mark</b></p> | <b>3</b> | <p>Candidates may indicate positioning of set on the chosen stage type.</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, for example gobos, gel colours, specific lanterns.</p> <p>Candidates who answer that they would have no set, but have given a visual description of the appearance of the space, can be awarded marks.</p> <p>Candidates may choose to give a description of the set design for one scene, or a description of the set design for the whole drama. Either is acceptable.</p> <p>Candidates should use the correct terminology.</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, the full range of marks (3) are available.</p> |



| Question |  |  | Expected response  | Max mark | Additional guidance  |
|----------|--|--|--|----------|--|
| 12.      |  |  | <p>Candidates are asked to describe two reactions they would like the audience to have during the <b>final scene</b> of their drama, with justification.</p> <p><b>2 + 2</b></p> <p>The candidate</p> <ul style="list-style-type: none"> <li>• has described an audience reaction during the final scene.</li> </ul> <p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• has justified the reaction.</li> </ul> <p><b>1 mark</b></p> | <b>4</b> | <p>Answers must relate to the final scene of the candidate's drama, though this can be implicit.</p> <p>Candidates should demonstrate their understanding of audience reactions.</p> <p>They may refer to</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• cerebral</li> <li>• empathetic</li> <li>• changing perception.</li> </ul> <p>Or any other relevant reaction.</p> <p>If no reactions are described, <b>no marks</b> can be awarded.</p> |

[END OF MARKING INSTRUCTIONS]