



National
Qualifications
2024

2024 Drama

National 5

Question Paper 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 responses(s)	Max mark	Additional guidance
1.	(a)		<p>Candidates are asked to identify the purpose of their drama, with justification.</p> <p>1 + 1</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified the purpose of their drama. <p>1 mark</p> <ul style="list-style-type: none"> has justified their answer. <p>1 mark</p>	2	<p>The candidate must identify the purpose of the drama, though this can be implicit.</p> <p>The candidate must demonstrate an understanding of the purpose of their drama. For example:</p> <ul style="list-style-type: none"> To entertain To communicate a message To explore a theme/issue <p>Or any other relevant purpose.</p> <p>Accept purpose in the broadest sense.</p> <p>If more than one purpose is stated, mark the best response.</p> <p>If the candidate merely retells the story/plot, no marks can be awarded.</p>
	(b)		<p>Candidates are asked to describe a key scene in which this purpose was communicated to the audience.</p> <p>The candidate</p> <ul style="list-style-type: none"> has given a detailed description of a key scene in which this purpose was communicated to the audience. <p>2 marks</p> <ul style="list-style-type: none"> has given a simple/basic description of a key scene in which this purpose was communicated to the audience. <p>1 mark</p>	2	<p>The scene described should relate to the purpose identified in (a), though this can be implicit.</p> <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> <p>If a candidate has been awarded 0 marks or offered No Response [NR] for (a), but a purpose is clearly implied in the answer to (b), the full range of marks (2) are available.</p>

Question			Expected responses(s)	Max mark	Additional guidance
	(c)		<p>Candidates are asked to identify one reaction they wanted the audience to have during this scene, with a reason.</p> <p>1 + 1</p> <p>The candidate:</p> <ul style="list-style-type: none"> has described one reaction they wanted the audience to have during this scene. <p>1 mark</p> <ul style="list-style-type: none"> has given a reason, with specific reference to the drama. <p>1 mark</p>	2	<p>Candidates should demonstrate their understanding of audience reactions.</p> <p>They may refer to:</p> <ul style="list-style-type: none"> emotional cerebral empathetic changing perception. <p>Or any other relevant reaction.</p> <p>If no reactions are identified, no marks can be awarded.</p> <p>If more than one reaction is identified, mark the best one.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] for (a) and/or (b), but a key scene is clear in the answer to (c), the full range of marks (2) are available.</p>

Question			Expected responses(s)	Max mark	Additional guidance
2.			<p>Candidates are asked to evaluate their final performance.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has given a full and detailed evaluation of their final performance. <p>4 marks</p> <ul style="list-style-type: none"> has given a good evaluation of their final performance. <p>3 marks</p> <ul style="list-style-type: none"> has given an adequate evaluation of their final performance. <p>2 marks</p> <ul style="list-style-type: none"> has given a limited evaluation of their final performance. <p>1 mark</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 3 marks can be awarded. For example: <i>'This contributed to the tension because ...'</i> etc.</p> <p>Correct terminology must be used, otherwise no marks can be awarded.</p>

Question			Expected responses(s)	Max mark	Additional guidance
3.			<p>Candidates are asked to think about another drama student and describe their contribution to the rehearsal process.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has fully described another drama student's contribution to the rehearsal process. <p>2 marks</p> <ul style="list-style-type: none"> has given a limited description of another drama student's contribution to the rehearsal process. <p>1 mark</p>	2	<p>Candidates should describe the way in which one other drama student contributed to the rehearsal process from an individual, not a group, perspective.</p> <p>Candidates may describe 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 describe 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 responses(s)	Max mark	Additional guidance
4.	(a)		<p>Candidates are asked to identify a moment of tension in this student's drama, with justification.</p> <p>1+1</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified a moment of tension in this student's drama. <p>1 mark</p> <ul style="list-style-type: none"> has justified their answer. <p>1 mark</p>	2	<p>Candidates must refer to the same drama student described in Q3, though this can be implicit.</p> <p>Accept moment in the broadest sense.</p>
	(b)		<p>Candidates are asked to describe one way in which this other student helped to create tension in their final performance.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has given a detailed description of one way in which this other student helped to create tension, with specific reference to their final performance. <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of one way in which this other student helped to create tension, with little or no reference to their final performance. <p>1 mark</p>	2	<p>The candidate must describe one way this other student helped to create tension, though this can be implicit.</p> <p>Candidates must refer to the same drama student described in Q3, though this can be implicit.</p> <p>The candidate may refer to the moment of tension identified in (a), or any other moment.</p> <p>Correct terminology must be used.</p> <p>In describing one way this other student helped to create tension in their final performance, the candidate may include more than one accurate use of terminology. Marks should be awarded for the detail in the description of the performance/design concept.</p> <p>If a candidate only offers general comments about the group's creation of tension, no marks can be awarded.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] for (a), but a moment of tension is clear in the answer to (b), the full range of marks (2) are available.</p>

Question			Expected responses(s)	Max mark	Additional guidance
5.			<p>Candidates are asked to evaluate the effectiveness of this other drama student's final performance.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has given a full and detailed evaluation of the effectiveness of this other drama student's final performance. <p>4 marks</p> <ul style="list-style-type: none"> has given a good evaluation of the effectiveness of this other drama student's final performance. <p>3 marks</p> <ul style="list-style-type: none"> has given an adequate evaluation of the effectiveness of this other drama student's final performance. <p>2 marks</p> <ul style="list-style-type: none"> has given a limited evaluation of the effectiveness of this other drama student's final performance. <p>1 mark</p>	4	<p>Candidate responses should be evaluative.</p> <p>Marks should not be awarded if the candidate offers a general evaluation of 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 3 marks can be awarded. For example, '<i>This helped the audience understand ...</i>' etc.</p> <p>Correct terminology must be used, otherwise no marks can be awarded.</p> <p>Candidates must refer to the same drama student described in Q3 and Q4, though this can be implicit</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 responses(s)	Max mark	Additional guidance
6.	(a)		<p>Candidates are asked to identify the style of their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified the style of their drama. <p>1 mark</p>	1	<p>Candidates may refer to the following styles:</p> <ul style="list-style-type: none"> naturalistic non-naturalistic. <p>Or any other relevant style.</p>
	(b)		<p>Candidates are asked to identify the structure of their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified the structure of their drama. <p>1 mark</p>	1	<p>Candidates may refer to the following dramatic structures:</p> <ul style="list-style-type: none"> linear non-linear episodic. <p>Or any other relevant structure.</p>
	(c)		<p>Candidates are asked to describe the way in which they would use one convention to highlight the style or structure of their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has fully described the way in which they would use one convention to highlight the style or structure of their drama. <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of the way in which they would use one convention to highlight the style or structure of their drama. <p>1 mark</p>	2	<p>Conventions may include:</p> <ul style="list-style-type: none"> flashback flash-forward freeze frame frozen picture mime monologue movement slow motion narration voice over aside soliloquy tableau split stage. <p>Or any other relevant convention.</p> <p>The description of the convention should relate to the structure and/or style of the drama, though this can be implicit.</p> <p>If a candidate simply names a convention, without describing the way in which it would be used in their drama, no marks can be awarded.</p> <p>If more than one convention is described, mark the best one.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] for (a) and/or (b), but a style and/or structure is clearly implied in the</p>

Question			Expected responses(s)	Max mark	Additional guidance
					answer to (c), the full range of marks (2) are available.

Question			Expected responses(s)	Max mark	Additional guidance
7.	(a)		<p>Candidates are asked to identify an important theme in their drama, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified an important theme in their drama, justifying their answer with specific reference to their drama. <p>2 marks</p> <ul style="list-style-type: none"> has identified an important theme in their drama, with little or no justification. <p>1 mark</p>	2	<p>If a theme is not identified, no marks can be awarded.</p> <p>If the candidate only states a message, no marks can be awarded.</p> <p>This is a personal opinion, and candidates might talk about how their choice of theme relates to the drama in terms of purpose or plot of the drama, or any other relevant justification.</p>

Question		Expected responses(s)	Max mark	Additional guidance
	(b)	<p>Candidates are asked to describe two rehearsal activities they would use to help the actors understand this important theme, with justification.</p> <p>2 marks are available for each rehearsal activity.</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 justified why it would help the actor(s) understand the important theme. <p>1 mark</p>	4	<p>The candidate response must be related to the important theme identified in (a), though this can be implicit.</p> <p>Activities described may include:</p> <ul style="list-style-type: none"> improvisation research hot seating thought tunnel status exercises. <p>Or any other appropriate rehearsal activity.</p> <p>The description of the rehearsal activity should demonstrate a clear understanding of the activity in practice. It is not enough for a candidate to simply name the activity (that is, the term 'hot seating' alone is not a description of the activity. A candidate may choose to describe who is being questioned, for example, or what questions may be asked etc).</p> <p>If only one activity is described, a maximum of 2 marks can be awarded.</p> <p>If a candidate makes no specific reference to their drama, in either the description of the rehearsal activity or the justification, a maximum of 1 mark can be awarded for each activity.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a), but an important theme is clearly implied in the answer to (b), the full range of marks (4) are available.</p>

Question			Expected responses(s)	Max mark	Additional guidance
8.	(a)		<p>Candidates are asked to identify one character that appears in their drama who they consider to be important, giving a reason for their answer.</p> <p>1 + 1</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified a character that appears in their drama who they consider to be important. <p>1 mark</p> <ul style="list-style-type: none"> has given a reason why they consider this character to be important. <p>1 mark</p>	2	<p>Candidates may identify a character by name or role within the drama. Either is acceptable.</p> <p>This is a personal opinion, and reasons may include empathy, personality etc, as well as the character's importance in terms of function in the drama.</p>
	(b)		<p>Candidates are asked to describe an important moment in their drama involving the character identified in (a).</p> <p>The candidate:</p> <ul style="list-style-type: none"> has fully described an important moment in their drama involving the character identified in (a). <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of an important moment in their drama involving the character identified in (a). <p>1 mark</p>	2	<p>The moment described must involve the character identified in (a) or no marks can be awarded.</p> <p>Candidates are only required to describe a moment (not a whole scene).</p> <p>A moment is defined as a very short period of time.</p> <p>If a candidate has been awarded 0 marks or been awarded No Response (NR) in (a), but a character who they consider to be important is clearly implied in the answer to (b), the full range of marks (2) are available.</p>

Question		Expected responses(s)	Max mark	Additional guidance
	(c)	<p>Candidates are asked to describe the ways in which they would direct the actor playing the character identified in (a) to use voice and movement during this important moment.</p> <p>Candidates must refer to both voice and movement using correct terminology.</p> <p>1 mark for each appropriate description of how voice/movement would be used.</p> <p>This can be 2+2 or 3+1, as long as answers relate to the character identified in (a) and the important moment described in (b).</p> <p>Candidates may choose to give any combination of voice and movement direction:</p> <ul style="list-style-type: none"> • 3 voice and 1 movement • 2 voice and 2 movement • 1 voice and 3 movement. <p>All are acceptable.</p>	4	<p>The use of voice and movement should relate to the character identified in (a) and the important moment described in (b), though this can be implicit.</p> <p>Voice</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • volume • pace • pitch • accent • tone • emphasis • clarity • pause • fluency • articulation • intonation • register. <p>Or any other relevant voice term.</p> <p>Movement</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none"> • facial expression • body language • gesture • eye contact • use of space • posture • stance. <p>Or any other relevant movement term.</p> <p>If only voice or movement is described, a maximum of 3 marks may be awarded.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a) and/or (b), but a character and a moment they consider to be important is clearly implied in the answer to (c), the full range of marks (4) are available.</p>

Question			Expected responses(s)	Max mark	Additional guidance
9.	(a)		<p>Candidates are asked to identify the genre of their drama, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified the genre, justifying their answer with reference to their drama. <p>2 marks</p> <ul style="list-style-type: none"> has identified the genre of the drama, with little or no justification. <p>1 mark</p>	2	<p>A variety of genre could be given:</p> <ul style="list-style-type: none"> action adventure courtroom drama detective docudrama fantasy science-fiction thriller drama western comedy tragedy satire historical crime horror mystery romance slice of life. <p>Or any other genre.</p> <p>The justification should support the identified genre.</p> <p>If no genre is identified, then no marks can be awarded.</p> <p>If more than one genre is identified, mark the best answer.</p>
	(b)		<p>Candidates are asked to describe a scene in their drama where the genre is highlighted.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has fully described a scene in their drama where the genre is highlighted. <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description a scene in their drama where the genre is highlighted. <p>1 mark</p>	2	<p>The description of the scene should relate to the genre identified in (a), though this can be implicit.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a), but a genre is clearly implied in the answer to (b), the full range of marks (2) are available.</p>

Question			Expected responses(s)	Max mark	Additional guidance
9.	(c)		<p>Candidates are asked to describe one way in which they would use sound during this scene.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has fully described one way in which they would use sound during this scene. <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of one way in which they would use sound during this scene. <p>1 mark</p>	2	<p>Candidates should use correct terminology.</p> <p>The description of sound should be related to the scene described in (b), though this can be implicit.</p> <p>If no sound techniques are described, no marks can be awarded.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> the specific music used the use of specific live or pre-recorded sound effects the volume level the duration or type of sound cue. <p>Or any other appropriate use of sound.</p> <p>The ideas must be practicable.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (b), but a scene is clearly implied in the answer to (c), the full range of marks (2) are available</p>
	(d)		<p>Candidates are asked to describe one way in which they would use lighting during this scene.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has fully described one way in which they would use lighting during this scene. <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of one way in which they would use lighting during this scene. <p>1 mark</p>	2	<p>Candidates should use correct terminology.</p> <p>The description of lighting should be related to the scene described in (b), though this can be implicit.</p> <p>If no lighting techniques are described, no marks can be awarded.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> the specific types of lantern the length of transitions the intensity level the colour of gel or LED. <p>Or any other appropriate use of lighting.</p> <p>The ideas must be practicable.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (b), but a scene is clearly implied in the answer to (d), the full range of marks (2) are available.</p>

Question			Expected responses(s)	Max mark	Additional guidance
10.	(a)		<p>Candidates are asked to state the time period of their drama, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has stated a time period, with relevant justification. <p>2 marks</p> <ul style="list-style-type: none"> has stated a time period, with little or no justification. <p>1 mark</p>	2	<p>Time periods could include:</p> <ul style="list-style-type: none"> modern day a particular decade an era in history or the future. <p>Or any other relevant time period.</p>
	(b)		<p>Candidates are asked to describe the ways in which they would use two production skills to communicate their chosen time period from the choice of Set Design, Props, Costume, and Make-Up and Hair.</p> <p>3 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 and detailed description of the ways in which they would use the production skill to communicate the time period. <p>3 marks</p> <ul style="list-style-type: none"> has given an adequate description of the ways in which they would use the production skill to communicate the time period. <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of the ways in which they would use the production skill to communicate the time period. <p>1 mark</p>	6	<p>Candidates must use correct theatre terminology in their response.</p> <p>The description should relate to the time period stated in (a), though this can be implicit.</p> <p>Candidates must refer to two production skills from the given list. If only one production skill is described, mark out of 3.</p> <p>If more than two production skills are described, mark the best two.</p> <p>The ideas must be practicable.</p> <p>If production skills are not described, then no marks can be awarded.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] for (a), but a time period is clearly implied in the answer to (b), the full range of marks (6) are available.</p>

Question			Expected responses(s)	Max mark	Additional guidance
11.	(a)		<p>Candidates are asked to identify a suitable target audience for their drama, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified a suitable target audience for their drama, with justification. <p>2 marks</p> <ul style="list-style-type: none"> has identified a suitable target audience for their drama, with little or no justification. <p>1 mark</p>	2	<p>If a target audience is not clearly identified, then no marks can be awarded.</p> <p>A variety of audiences could be given for example:</p> <ul style="list-style-type: none"> teenagers upper primary 18–25-year-olds the elderly history students women’s groups people who prefer traditional culture people who enjoy physical theatre etc. <p>All are acceptable, though justification should be positive, not negative.</p>
	(b)		<p>Candidates are asked to identify a character in their drama that the target audience will relate to, with a reason.</p> <p>1+1</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified a character in their drama that that the target audience will relate to. <p>1 mark</p> <ul style="list-style-type: none"> has given a reason why the target audience would relate to this character. <p>1 mark</p>	2	<p>Candidates may identify a character by name or role within the drama. Either is acceptable.</p> <p>The character identified should relate to the target audience given in (a), though this can be implicit.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a), but a target audience are clearly implied in the answer to (b), the full range of marks (2) are available.</p>

Question			Expected responses(s)	Max mark	Additional guidance
	(c)		<p>Candidates are asked to describe one way in which they would want the audience to respond to this character at the end of the drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has fully described one way in which they would want the audience to respond to this character at the end of the drama. <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of one way in which they would want the audience to respond to this character at the end of the drama. <p>1 mark</p>	2	<p>Answers must relate to the character identified in (b), though this can be implicit.</p> <p>Candidates should demonstrate their understanding of audience response.</p> <p>They may refer to:</p> <ul style="list-style-type: none"> emotional cerebral empathetic changing perception. <p>Or any other relevant response.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a) or (b), but a response to a character by a chosen target audience is clearly implied in the answer to (c), the full range of marks (2) are available.</p>

[END OF MARKING INSTRUCTION]