



National  
Qualifications  
2017

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## 2017 Drama

### National 5

## Finalised Marking Instructions

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## General marking principles for National 5 Drama

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

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

### Overview

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

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

### Section 1

These questions require candidates to give a personal evaluative response to a piece of work they have been involved in during the course. This may be from the drama skills or production units or from the course assessment performance.

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

### Section 2

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

### General Marking Advice

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

## Marking instructions for each question

### SECTION 1

| Question |     |  | Expected answer(s)                                                                                                                                                                                                                                                             | Max mark | Additional guidance                                                                                                                                                                                                                                                           |
|----------|-----|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.       | (a) |  | <p>Candidates are asked to identify <b>two</b> different feelings and/or emotions they would want the audience to experience.</p> <p><b>One mark</b> for each feeling or emotion stated.</p>                                                                                   | 2        | <p>Candidate responses must make reference to a feeling and/or emotion.</p> <p>No justification is required.</p> <p>Feeling and/or emotion can be implicitly identified.</p>                                                                                                  |
|          | (b) |  | <p>Candidates are asked to identify <b>two</b> points in their drama.</p> <p><b>One mark</b> for each point identified.</p> <p><b>1 + 1 marks</b></p> <p>These must be different points in their drama and they must relate to the feelings and/or emotions stated in (a).</p> | 2        | <p>Candidate may identify two points in their drama that are close together or far apart, either is acceptable. Candidates may refer to a point as a scene, an event, a moment etc.</p> <p>If no specific point in the drama is referred to, then no mark can be awarded.</p> |

| Question |     | Expected answer(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Max mark | Additional guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | (c) | <p>Candidates are asked to comment on what they did to help create these feelings and/or emotions through their acting or production role.</p> <p>3 marks are available for a description of what they did to help create the feeling and/or emotion at <b>each point</b> identified in (b).</p> <p><b>3 + 3 marks</b></p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has given a full description of what they did to help create this feeling and/or emotion.<br/><b>3 marks</b></li> <li>Has given an adequate description of what they did to help create this feeling and/or emotion.<br/><b>2 marks</b></li> <li>Has given a limited description of what they did to help create this feeling and/or emotion.<br/><b>1 mark</b></li> </ul> | <b>6</b> | <p>Candidates may comment on the rehearsal process and/or performance in this answer.</p> <p>Responses must relate to the feelings and/or emotions stated in (a) and the points stated in (b), though this can be implicit. If only one referred to, mark out of 3.</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> |

## SECTION 2

| Question |  |  | Expected answer(s)                                                                                                                                                                                                                                                                                                                                                         | Max mark | Additional guidance                                                                                                                                                                                                                                                                                                                 |
|----------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.       |  |  | <p>There are <b>2 marks</b> for identifying and justifying the genre of the drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has clearly identified a genre and given a relevant justification for that choice<br/><b>2 marks</b></li> <li>Has identified a genre and given little or no justification for that choice<br/><b>1 mark</b></li> </ul> | <b>2</b> | <p>A variety of genres could be given i.e. Action, Adventure, Courtroom Drama, Detective, Docudrama, Fantasy, Science-fiction, Thriller, Western, Comedy, Satire, Documentary, Crime, Horror, Mystery, Romance, Slice of Life etc.</p> <p>The justification will support the stated genre.</p> <p>Any genre should be accepted.</p> |

| Question |     | Expected answer(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Max mark | Additional guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.       | (a) | <p>Candidates should state the two characters and each character's personality and purpose in their drama.</p> <p><b>Two marks</b> available for an outline of each character's personality and their purpose.</p> <p><b>2 + 2 marks</b></p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has outlined the main aspects of the character's personality.<br/><b>1 mark</b></li> <li>Has stated the character's purpose.<br/><b>1 mark</b></li> </ul>                                                                                                                                                    | 4        | <p>Marks should not be awarded for mere descriptive comments.</p> <p>Personality: a character analysis is required.<br/>Comments on character's appearance, dress, relationship to others, are not directly relevant here, although they might be valid if used to support the answer.</p> <p>Purpose: the answer might refer to, for example, impact on the audience, communicating the theme or message, mood, atmosphere, period, setting, imparting information, use of dramatic irony, building tension etc.</p>                                                                                                                                                                                                       |
|          | (b) | <p>Candidates should describe and justify the rehearsal activities they would carry out to help the actors understand the characters identified in Q4a.</p> <p><b>Two marks</b> available for each rehearsal activity described and justified.</p> <p><b>2 + 2 marks</b></p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has given a description of the rehearsal activity, demonstrating an understanding of the activity in practice.<br/><b>1 mark</b></li> <li>Has justified how it would help the actors understand the characters, relating it to their own drama.<br/><b>1 mark</b></li> </ul> | 4        | <p>The answer must relate to the characters discussed in (a), otherwise <b>no marks</b> are given.</p> <p>Candidates could refer to any drama activity that would aid them as a director in helping the actors understand the two characters identified in (a). These may include improvisations, role-play, hot seating, thought tunnel, thought tracking, discussion or research etc.</p> <p>Any other appropriate activities should be awarded marks.</p> <p>Where candidates have explained more than two activities, <b>mark the best two</b>.</p> <p>If only one rehearsal activity is explained, <b>mark out of 2</b>.</p> <p>Answers must be from the point of view of a director, though this can be implicit.</p> |

| Question |     | Expected answer(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Max mark | Additional guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 4.       | (a) | <p>Candidate is required to state the point in their drama which they consider to be the climax and state a reason.</p> <p><b>1 + 1 marks</b></p> <p><b>1 mark</b> for stating the climax.</p> <p><b>1 mark</b> for reason.</p>                                                                                                                                                                                                                                                                                                        | 2        | <p>Accept climax in the broadest sense.</p> <p>Candidates may refer to the point in their drama that they consider to be a turning point, moment of highest tension, the ending, most important moment etc.</p> <p>If the candidate does not give a reason, only <b>one mark</b> can be awarded.</p>                                                                                                                                                                                                                                                                                                                                                                         |
|          | (b) | <p>Candidate is required to describe the mood and/or atmosphere at the climax they have stated in (a).</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has fully described the mood and/or atmosphere at the climax they have stated in (a).<br/><b>2 marks</b></li> <li>Has given a simple/basic description of the mood and/or atmosphere at the climax they have stated in (a).<br/><b>1 mark</b></li> </ul>                                                                                                       | 2        | <p>If the description does not relate to the climax stated in (a), <b>no marks</b> awarded.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a), but a climactic moment and mood and/or atmosphere is clear in the answer to (b), the full range of marks (2) are available.</p> <p>Marks can be awarded for 2 moods and/or atmospheres, or 1 mood and/or atmosphere fully described. Either is acceptable.</p>                                                                                                                                                                                                                                |
|          | (c) | <p>Candidates must refer to both voice <b>and</b> movement using correct terminology.</p> <p><b>One mark</b> 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 climax stated in (a).</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> | 4        | <p>Voice: Candidates may refer to use of volume, pace, pitch, accent, tone, emphasis, clarity, pause, fluency, articulation, intonation and register.</p> <p>Movement: Candidates may refer to facial expression, body language, gesture, eye contact, use of space, posture and stance.</p> <p>Marks may be awarded for any other relevant voice and movement terms.</p> <p>If only voice <b>OR</b> movement direction given a maximum of <b>3 marks</b> can be awarded.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a) and/or (b), but a climactic moment is clear in the answer to (c), the full range of marks (4) are available.</p> |

| Question |  |  | Expected answer(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Max mark | Additional guidance                                                                                                                                                                                                                                                                                                                                            |
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| 5.       |  |  | <p>Candidates are asked to explain in detail and justify their choice of a specific type of staging for a performance of their drama.</p> <p>They must choose from Theatre in the round, Proscenium Arch, Promenade.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has given a full explanation, with justification, about the specific type of staging they have chosen for a performance of their drama.<br/><b>4 marks</b></li> <li>Has given a good explanation, mostly justified, about the specific type of staging they have chosen for a performance of their drama.<br/><b>3 marks</b></li> <li>Has given an adequate explanation, with some justification, about the specific type of staging they have chosen for a performance of their drama.<br/><b>2 marks</b></li> <li>Has given a limited explanation, with little or no justification, about the specific type of staging they have chosen for a performance of their drama.<br/><b>1 mark</b></li> </ul> | 4        | <p>Responses must be positive and relate to their choice of staging.</p> <p><b>No marks</b> will be given for stating reasons why other types of staging would not be chosen.</p> <p>Candidates may refer to actor/audience relationship, setting, entrances/exits, scene changes, mood and/or atmosphere, tension, lighting or any other relevant reason.</p> |

| Question |  |  | Expected answer(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Max mark | Additional guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 6.       |  |  | <p>Candidate is asked to describe and justify how they would use set to create the look and feel of their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has given a full description, with justification, of how they would use set to create the look and feel of their drama.<br/><b>4 marks</b></li> <li>Has given a good description, mostly justified, of how they would use set to create the look and feel of their drama.<br/><b>3 marks</b></li> <li>Has given an adequate description, with some justification, of how they would use set to create the look and feel of their drama.<br/><b>2 marks</b></li> <li>Has given a limited description, with little or no justification, of how they would use set to create the look and feel of their drama.<br/><b>1 mark</b></li> </ul> | 4        | <p>Candidates must describe the use of set, in terms of furniture, scenery, set dressings, levels, props, etc.</p> <p>Descriptions of use of set which do not relate to the choice of staging identified in Q5 should not be penalised.</p> <p>Candidates may choose to describe how they would use set in one particular scene, or across their whole drama. Either is acceptable.</p> <p>The use of set may relate to, for example:</p> <ul style="list-style-type: none"> <li>Mood and atmosphere</li> <li>Themes and issues</li> <li>Relationships</li> <li>Setting or time period</li> <li>Style, e.g. naturalistic/stylised</li> <li>Genre, e.g. Tragedy/Comedy etc.</li> </ul> <p>Candidates may also choose to describe any projections or gobos they would use.</p> <p>Award marks for all valid responses.</p> |

| Question |  |  | Expected answer(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                | Max mark | Additional guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.       |  |  | <p>Candidates are asked to describe how they would use two production skills to help them achieve their overall design concept.</p> <p><b>2 + 2 marks</b></p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>Has fully described how they would use a production skill, with relevant justification.<br/><b>2 marks</b></li> <li>Has described how they would use a production skill, with little or no justification.<br/><b>1 mark</b></li> </ul> | 4        | <p>Candidates must use correct theatre terminology in their response.</p> <p>Descriptions of how the candidate would use a production skill that do not relate to the choice of staging identified in Q5 should not be penalised.</p> <p>Candidates must refer to <b>two</b> from the given list. If only one referred to, <b>mark out of 2</b>.</p> <p>If more than two production areas given, <b>mark the best two</b>.</p> <p>The ideas must be practicable.</p> <p>EXAMPLE</p> <p>PROPS - create mood and/or atmosphere, give feeling of period, give feeling of style, make more realistic</p> <p>SOUND - to build tension, create mood and/or atmosphere, give feeling of period, give feeling of style, appropriate sound effects making drama more realistic.</p> <p>COSTUME - More realistic, tie in with theme, help set scene, time period, simplify characters etc.</p> <p>MAKE UP and HAIR - More realistic, tie in with theme, help set scene, time period, create tension etc.</p> |

[END OF MARKING INSTRUCTIONS]