



National
Qualifications

X821/75/01

Drama

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.



General marking principles for National 5 Drama

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (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 describe the mood and/or atmosphere in one scene of their drama.</p> <p>2 marks are available.</p> <p>The candidate</p> <ul style="list-style-type: none"> has fully described the mood and/or atmosphere in one scene of their drama. <p>2 marks</p> <ul style="list-style-type: none"> has given a simple/basic description of the mood and/or atmosphere in one scene of their drama. <p>1 mark</p>	2	<p>The candidate must describe the mood and/or atmosphere in relation to what is happening in one scene, though this can be implicit.</p>
	(b)	<p>Candidates are asked to describe two feelings and/or emotions they wanted the audience to experience when they were watching the scene identified in (a), with justification.</p> <p>2 + 2</p> <p>The candidate</p> <ul style="list-style-type: none"> has given a full description of a feeling and/or an emotion they wanted the audience to experience during the scene identified in (a), with justification. <p>2 marks</p>	4	<p>The feelings and/or emotions must be related to the mood and/or atmosphere stated 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 scene 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
		<ul style="list-style-type: none"> has given a basic description of a feeling and/or an emotion they wanted the audience to experience during the scene identified in (a), with little or no justification. <p>1 mark</p>		
	(c)	<p>Candidates are asked to evaluate their effectiveness in creating this mood and/or atmosphere.</p> <p>The candidate</p> <ul style="list-style-type: none"> has given a full and detailed evaluation of their effectiveness in creating this mood and/or atmosphere. <p>4 marks</p> <ul style="list-style-type: none"> has given a good evaluation of their effectiveness in creating this mood and/or atmosphere. <p>3 marks</p> <ul style="list-style-type: none"> has given an adequate evaluation of their effectiveness in creating this mood and/or atmosphere. <p>2 marks</p> <ul style="list-style-type: none"> has given a limited evaluation of their effectiveness in creating this mood and/or atmosphere. <p>1 mark</p>	4	<p>Candidate responses must relate to mood and/or atmosphere described in 1(a), though this can be implicit.</p> <p>Candidate responses do not need to relate to the scene identified in 1(a), however, as the mood and/or atmosphere may also have been created during other moments within their drama.</p> <p>Candidate responses should be evaluative.</p> <p>Evaluative comments should be written from an individual ('I'), and not a group ('we') perspective. If a candidate only offers general evaluative comments about the group's performance, no marks can be awarded.</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>Candidates may refer to activities leading up to and including the final performance.</p> <p>Correct terminology must be used.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a) and (b), but a mood and/or atmosphere is clearly implied in the answer to (c), the full range of marks (4) are available.</p>

Question		Expected Answer(s)	Max Mark	Additional Guidance
2.	(a)	<p>Candidates are asked to describe two ways in which one other drama student contributed to the rehearsal process.</p> <p>Two marks are available for each description.</p> <p>2 + 2</p> <p>The candidate</p> <ul style="list-style-type: none"> has given a detailed description of a way in which one other drama student contributed to the rehearsal process. <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of a way in which one other drama student contributed to the rehearsal process. <p>1 mark</p>	4	<p>Candidate responses may refer to the same performance as question 1, or any other performance during the course.</p> <p>Candidates should describe the ways 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>
	(b)	<p>Candidates are asked to identify the main theme and/or issue explored within one other student's drama, with justification.</p> <p>The candidate</p> <ul style="list-style-type: none"> has identified the main theme and/or issue explored, with full justification. <p>2 marks</p> <ul style="list-style-type: none"> has identified the main theme and/or issue explored, with little or no justification. <p>1 mark</p>	2	<p>The justification should be relevant to the theme and/or issue identified.</p> <p>If a candidate merely retells the story/plot of the drama without identifying the main theme and/or issue explored, no marks can be awarded.</p>

Question		Expected Answer(s)	Max Mark	Additional Guidance
	(c)	<p>Candidates are asked to evaluate the effectiveness of this other drama student's contribution to the communication of the themes and/or issues in their 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 contribution to the communication of the themes and/or issues in their 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 contribution to the communication of the themes and/or issues in their 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 contribution to the communication of the themes and/or issues in their 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 contribution to the communication of the themes and/or issues in their final performance. <p>1 mark</p>	4	<p>The candidates' responses may relate to the theme and/or issue identified in (a), or any other relevant theme(s) and/or issue(s). Either is acceptable.</p> <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 helped the audience understand . . .</i>' etc.</p> <p>Correct terminology must be used.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a) and (b), but a theme and/or issue is clearly implied in the answer to (c), the full range of marks (4) are available.</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 Answer(s)	Max Mark	Additional Guidance
3.	(a)	<p>The candidate is asked to state the genre of their drama, with justification.</p> <p>The candidate</p> <ul style="list-style-type: none"> has stated a genre, with justification. <p>2 marks</p> <ul style="list-style-type: none"> has stated a genre, 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 western comedy tragedy satire documentary crime horror mystery romance slice of life. <p>Or any other genre.</p> <p>The justification should support the stated genre.</p> <p>If no genre is stated, then no marks can be awarded.</p> <p>If more than one genre is stated, mark the best answer.</p>

Question		Expected Answer(s)	Max Mark	Additional Guidance
	(b)	<p>The candidate is asked to identify an appropriate target audience for the genre of their drama, with justification and reference to their drama.</p> <p>The candidate</p> <ul style="list-style-type: none"> has identified an appropriate target audience for the genre of their drama, with detailed justification and reference to their drama. <p>3 marks</p> <ul style="list-style-type: none"> has identified an appropriate target audience for the genre of their drama, with some justification and some reference to their drama. <p>2 marks</p> <ul style="list-style-type: none"> has identified an appropriate target audience for the genre of their drama, with little or no justification and limited or no reference to their drama. <p>1 mark</p>	3	<p>If the candidate only identifies an appropriate target audience award 1 mark.</p> <p>If an appropriate target audience is not identified, then no marks can be awarded.</p> <p>A variety of audiences could be given</p> <ul style="list-style-type: none"> teenagers upper primary 18-25-year-olds the elderly history students women horror fans. <p>Or any other appropriate target audience.</p> <p>The justification for a target audience should be positive, not negative (that is, the justification should indicate why the identified target audience are particularly suitable and not why other groups would be less so).</p> <p>The link between target audience and genre 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 (3) are available.</p>

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.	(a)	<p>The candidate is asked to state the location in which their drama is set, with justification.</p> <p>1 + 1</p> <p>The candidate</p> <ul style="list-style-type: none"> has stated an appropriate location. <p>1 mark</p> <ul style="list-style-type: none"> has justified their choice of location. <p>1 mark</p>	2	The candidate should refer to the geographical/physical setting of the drama.
	(b)	<p>The candidate is asked to state the time period in which their drama is set, with justification.</p> <p>1 + 1</p> <p>The candidate</p> <ul style="list-style-type: none"> has stated an appropriate time period. <p>1 mark</p> <ul style="list-style-type: none"> has justified their choice of time period. <p>1 mark</p>	2	<p>Candidates may refer to</p> <ul style="list-style-type: none"> decade year era. <p>Or any other relevant measure of time.</p>

Question	Expected Answer(s)	Max Mark	Additional Guidance
5.	<p>Candidates are asked to choose a structure from the given list and explain the reason(s) for their choice, with reference to their drama.</p> <p>They must choose from linear, non-linear, or episodic structure.</p> <p>The candidate</p> <ul style="list-style-type: none"> • has given a full explanation of their reason(s) for choosing the structure, with detailed reference to their drama. <p>3 marks</p> <ul style="list-style-type: none"> • has given an adequate explanation of their reason(s) for choosing the structure, with some reference to their drama. <p>2 marks</p> <ul style="list-style-type: none"> • has given a limited explanation of their reason(s) for choosing the structure, with little or no reference to their drama. <p>1 mark</p>	3	<p>Responses must be positive and relate to their choice of structure.</p> <p>No marks can be awarded for stating reasons why other structures would not be chosen.</p> <p>The chosen structure may relate to</p> <ul style="list-style-type: none"> • the events of the plot • revealing information to the audience • creating tension developing to a climax • creating irony • developing a message • creating intrigue/interest. <p>Or any other relevant reason.</p>

Question	Expected Answer(s)	Max Mark	Additional Guidance
6.	<p>Candidates are asked to describe the main aspects of two characters' personalities, with reference to their drama.</p> <p>2 marks are available for a description of each character's personality.</p> <p>2 + 2</p> <p>The candidate</p> <ul style="list-style-type: none"> • has fully described the main aspects of the character's personality, with reference to their drama. <p>2 marks</p> <ul style="list-style-type: none"> • has given a simple/basic description of the main aspects of the character's personality, with little or no reference to their drama. <p>1 mark</p>	4	<p>Candidates may refer to a range of personality traits, all are acceptable.</p> <p>If a candidate only describes the physical appearance of a character, then no marks can be awarded.</p>

Question		Expected Answer(s)	Max Mark	Additional Guidance
7.	(a)	<p>Candidates are asked to identify what they would consider to be a moment of conflict and/or tension in their drama, giving a reason for their answer.</p> <p>1 + 1</p> <p>The candidate</p> <ul style="list-style-type: none"> has identified a moment of conflict and/or tension in their drama. <p>1 mark</p> <ul style="list-style-type: none"> has given a reason for their answer. <p>1 mark</p>	2	If the candidate only retells the story/plot, no marks can be awarded.

Question		Expected Answer(s)	Max Mark	Additional Guidance
	(b)	<p>Candidates are asked to describe and justify two rehearsal activities they would carry out to help their actors understand the conflict and/or tension identified in (a). 2 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 justified why it would help the actors understand the conflict and/or tension identified in (a). <p>1 mark</p>	4	<p>This must be related to the conflict and/or tension 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 has been awarded 0 marks or offered No Response (NR) in (a), but a moment of conflict and/or tension is clearly implied in the answer to (b), the full range of marks (4) are available.</p>

Question		Expected Answer(s)	Max Mark	Additional Guidance
8.	(a)	<p>The candidate is asked to identify the most important character in their drama and justify their choice.</p> <p>1 + 1</p> <p>The candidate</p> <ul style="list-style-type: none"> has identified the most important character. <p>1 mark</p> <ul style="list-style-type: none"> has justified their choice. <p>1 mark</p>	2	<p>Candidates should identify the character by name or role within the drama.</p> <p>This is a personal opinion, and candidates might talk about how they relate to the character in terms of interest, empathy, personality etc, as well as the character's importance in terms of purpose/function in the drama.</p>
	(b)	<p>Candidates are asked to describe two ways in which an actor could use their voice to portray the character identified in (a).</p> <p>1 mark is available for each description of how an actor could use their voice to portray the character identified in (a).</p> <p>1 + 1</p>	2	<p>Voice terms must be described and not simply stated.</p> <p>Candidates must make use of recognised voice terms. These may include</p> <ul style="list-style-type: none"> tone pitch pace volume accent clarity articulation register emphasis pause intonation. <p>Or any other appropriate voice term.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] in (a), but an important character is clearly implied in the answer to (b), the full range of marks (2) are available.</p>

Question		Expected Answer(s)	Max Mark	Additional Guidance
	(c)	<p>Candidates are asked to describe two ways in which an actor could use movement to portray the character identified in (a).</p> <p>1 mark is available for each description of how an actor could use movement to portray the character identified in (a).</p> <p>1 + 1</p>	2	<p>Movement terms must be described and not simply stated.</p> <p>Candidates must make use of recognised movement terms. These may include</p> <ul style="list-style-type: none"> • body language • facial expression • gesture • eye contact • posture • use of space • stance • use of levels • proxemics • pace. <p>Or any other appropriate movement term.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a), but an important character is clearly implied in the answer to (c), the full range of marks (2) are available.</p>

Question		Expected Answer(s)	Max Mark	Additional Guidance
9.	(a)	<p>Candidates are asked to state a mood and/or atmosphere that they would wish to create and give a reason, with reference to their drama.</p> <p>1 + 1</p> <p>The candidate</p> <ul style="list-style-type: none"> has stated an appropriate mood and/or atmosphere. <p>1 mark</p> <ul style="list-style-type: none"> has given a reason, with reference to their drama. <p>1 mark</p>	2	<p>The mood and/or atmosphere could be specific to one scene within the candidate's drama, or created throughout the drama. Either is acceptable.</p>
	(b)	<p>Candidates are asked to describe the ways in which they would use two production skills from the given list to create the mood and/or atmosphere stated in (a).</p> <p>2 marks available for each description of how they would use the chosen production skill to create the mood and/or atmosphere.</p> <p>2 + 2</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 create the mood and/or atmosphere stated in (a). <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of the ways in which they would use the chosen production skill to create the mood and/or atmosphere stated in (a). <p>1 mark</p>	4	<p>Answers must link to the mood and/or atmosphere stated in (a), though this can 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 in the answer to (b), the full range of marks (4) are available.</p>

Question		Expected Answer(s)	Max Mark	Additional Guidance
10.		<p>Candidates are asked to describe two conventions they would use in their drama, with justification.</p> <p>2 marks available for each convention described and justified.</p> <p>2 + 2</p> <p>The candidate</p> <ul style="list-style-type: none"> has described the use of an appropriate convention. <p>1 mark</p> <ul style="list-style-type: none"> has justified the use of the convention. <p>1 mark</p>	4	<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>Candidates may describe the use of conventions during any moment within their drama.</p>
11.		<p>Candidates are asked to identify one reaction they would want the audience to have during their drama, with justification.</p> <p>1 + 1</p> <p>The candidate</p> <ul style="list-style-type: none"> has identified an audience reaction. <p>1 mark</p> <ul style="list-style-type: none"> has justified the reaction. <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 reaction is identified, no marks can be awarded.</p>

[END OF MARKING INSTRUCTIONS]