



National  
Qualifications  
2022

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**2022 Drama**

**National 5**

**Finalised Marking Instructions**

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## General marking principles for National 5 Drama

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

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Candidates may have performed a piece of text that is unknown to the marker, or based their answer on a devised performance. Markers should use their professional judgement.
- (d) Candidates who do not respond to all aspects of a question cannot be awarded full marks.
- (e) Candidates can answer Section 1 from the viewpoint of an actor, lighting designer, costume designer, make-up and hair designer, sound designer, set designer or props designer.
- (f) Candidates are expected to use drama terminology throughout.
- (g) In Section 2, candidates must base their drama on one of the stimuli.
- (h) At this level, candidates are expected to justify and substantiate their responses, demonstrating a knowledge of drama. Marks should not be awarded for descriptive comment.

### Overview

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

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

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

## Marking instructions for each question

### Section 1

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

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

Question		Expected responses(s)	Max mark	Additional guidance
1.	(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"> <li>has identified a suitable target audience for their drama, with justification</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has identified a suitable target audience for their drama, with little or no justification.</li> </ul> <p><b>1 mark</b></p>	<b>2</b>	<p>If an appropriate target audience is not identified, then <b>no marks</b> 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, etc.</p> <p>All are acceptable, but justification should be positive, not negative.</p>
	(b)	<p>Candidates are asked to describe <b>two</b> reactions they wanted the audience to have during their final performance, with justification.</p> <p><b>2 + 2</b></p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>has described a reaction they wanted the audience to have during the final performance</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>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> <p>If more than two reactions are described, mark the best two.</p>

Question		Expected responses(s)	Max mark	Additional guidance
	(c)	<p>Candidates are asked to evaluate their individual contribution to the final performance and its impact on the audience.</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 and its impact on the audience</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 and its impact on the audience</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 and its impact on the audience</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 and its impact on the audience.</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 <b>maximum of 3 marks</b> can be awarded. For example: <i>'This contributed to the mood and/or atmosphere because...'</i> etc.</p> <p>Evaluative comments should include reference to the impact on audience, though this can be implicit.</p> <p>Candidates may refer to audience reactions described in (b), or any other audience response. Either is acceptable.</p> <p>Correct terminology must be used.</p>

Question	Expected responses(s)	Max mark	Additional guidance
2.	<p>Candidates are asked to describe <b>two</b> practical activities <b>one</b> other drama student carried out to prepare for their performance.</p> <p><b>2 + 2</b></p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>• has fully described an activity another drama student carried out to prepare for their performance</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• has given a basic description of an activity another drama student carried out to prepare for their performance.</li> </ul> <p><b>1 mark</b></p>	4	<p>Candidate responses may refer to the same performance as Q1, or any other performance during the course.</p> <p>A candidate may choose to fully describe an activity or describe an activity and the way(s) in which the activity helped the other drama student prepare for their performance. Either is acceptable. However, if the candidate <b>only</b> describes the way(s) in which the activity helped the other drama student prepare for the performance, a <b>maximum of 1 mark</b> 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>• 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> <li>• sourcing sound effects</li> <li>• researching and making a prop.</li> </ul> <p>Or any other appropriate activity undertaken during the rehearsal process.</p>

Question		Expected responses(s)	Max mark	Additional guidance
3.	(a)	<p>Candidates are asked to identify the genre of this other student's drama, with a relevant reason.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>has identified the genre of the drama, with a relevant reason</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has identified the genre of the drama.</li> </ul> <p><b>1 mark</b></p>	2	<p>Possible genres may include:</p> <ul style="list-style-type: none"> <li>comedy</li> <li>tragedy</li> <li>crime</li> <li>dance drama</li> <li>documentary drama</li> <li>historical</li> <li>kitchen sink drama</li> <li>melodrama</li> <li>horror</li> <li>fantasy</li> <li>satire.</li> </ul> <p>Or any other appropriate genre.</p> <p>If more than <b>one</b> genre is identified, mark the best one.</p> <p>If no genre is identified, then <b>no marks</b> can be awarded.</p>
	(b)	<p>Candidates are asked to describe the ways in which this other drama student, identified in question 2, highlighted the genre of their drama during the final performance.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>has given a full and detailed description of the ways in which the student's performance/design concepts helped to highlight the genre of the drama</li> </ul> <p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>has given a good description of the ways in which the student's performance/design concepts helped to highlight the genre of the drama</li> </ul> <p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>has given an adequate description of the ways in which the student's performance/design concepts helped to highlight the genre of the drama</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a limited description of the ways in which the student's performance/design concepts helped to highlight the genre of the drama.</li> </ul> <p><b>1 mark</b></p>	4	<p>Marks should not be awarded for mere storytelling or general descriptive comments.</p> <p>Marks should not be awarded if the candidate gives a general description of a group's performance.</p> <p>Descriptive comments should be linked to the genre identified in (a), though this can be implicit.</p> <p>If a candidate has been awarded <b>0 marks</b> or offered No Response (NR) in (a), but the work of another student and a genre is clear in the answer to (b), the full range of marks (4) are available.</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 responses(s)	Max mark	Additional guidance
4.	(a)	Candidates are asked to choose the main purpose and give a reason with reference to their drama.	1	If the reason given does not refer to the drama, <b>no marks</b> can be awarded.  Reference to the drama may include characters, relationships, themes and/or issues, mood and/or atmosphere, plot etc.  All are acceptable.
	(b)	Candidates are asked to describe a key moment in their drama, which highlights this purpose.  The candidate: <ul style="list-style-type: none"> <li>has given a detailed description of a key moment which highlights the purpose</li> </ul> <b>2 marks</b> <ul style="list-style-type: none"> <li>has given a limited description of a key moment which highlights the purpose.</li> </ul> <b>1 mark</b>	2	Candidates are only required to describe a moment (not a whole scene).  A key moment is defined as a very short period of time.  Candidates may refer to narrative/ plot in their explanation.  The key moment described should be linked to the purpose chosen in (a), though this can be implicit.  If a candidate has been awarded <b>0 marks</b> or offered No Response (NR) in (a), but a purpose is identified in the answer to (b), the full range of marks (2) are available.
	(c)	Candidates are asked to describe <b>two</b> reactions they would like the audience to have when watching the key moment described in (b), with justification.  <b>2 + 2</b>  The candidate: <ul style="list-style-type: none"> <li>has described an audience reaction when watching the key moment</li> </ul> <b>1 mark</b> <ul style="list-style-type: none"> <li>has justified the reaction.</li> </ul> <b>1 mark</b>	4	Candidates should demonstrate their understanding of audience reactions.  They may refer to: <ul style="list-style-type: none"> <li>emotional</li> <li>cerebral</li> <li>empathetic</li> <li>changing perception.</li> </ul> Or any other relevant reaction.  If no reactions are described, <b>no marks</b> can be awarded.  Candidate responses do not need to refer to the purpose chosen in (a).  If more than two reactions are described, mark the best two.  If a candidate has been awarded <b>0 marks</b> or offered No Response (NR) in (a) or (b), but a key moment is identified in the answer to (c), the full range of marks (4) are available.

Question		Expected responses(s)	Max mark	Additional guidance
5.	(a)	<p>Candidates are asked to identify the main character in their drama with a reason.</p> <p><b>1 + 1</b></p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>has identified the main character</li> </ul> <p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>has given a reason for their choice of main character.</li> </ul> <p><b>1 mark</b></p>	2	<p>This is a personal opinion, and candidates might refer to how they related to the character in terms of:</p> <ul style="list-style-type: none"> <li>interest</li> <li>empathy</li> <li>function in the drama</li> <li>personality etc.</li> </ul> <p>Candidates should identify the character by name or role within the drama.</p>
	(b)	<p>Candidates are asked to describe the feelings this character has towards <b>one</b> other character in their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>has given a full description of the feelings the main character has towards <b>one</b> other character in their drama</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a basic description of the feelings the main character has towards <b>one</b> other character in their drama.</li> </ul> <p><b>1 mark</b></p>	2	<p>The feelings described should be those of the character identified in (a).</p> <p>Candidates may choose to fully describe one feeling or describe a number of feelings. Either is acceptable.</p> <p>If a candidate has been awarded <b>0 marks</b> or offered No Response (NR) in (a), but a character's feelings towards another are clear 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 this character would use voice <b>and</b> movement to show their feelings towards one other character in their drama.</p> <p>Candidates must refer to both voice and movement using correct terminology.</p> <p><b>1 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 only <b>one</b> other character in their drama.</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>Descriptions should relate to the character's feelings described in (b), though this can be implicit.</p> <p>Voice: Candidates may refer to use of:</p> <ul style="list-style-type: none"> <li>• volume</li> <li>• pace</li> <li>• pitch</li> <li>• accent</li> <li>• tone</li> <li>• emphasis</li> <li>• clarity</li> <li>• pause</li> <li>• fluency</li> <li>• articulation</li> <li>• intonation</li> <li>• register.</li> </ul> <p>Or any other relevant voice terminology.</p> <p>Movement: Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• facial expression</li> <li>• body language</li> <li>• gesture</li> <li>• eye contact</li> <li>• use of space</li> <li>• posture</li> <li>• stance.</li> </ul> <p>Or any other relevant movement terminology.</p> <p>Correct terminology must be used.</p> <p>If only voice or movement direction is described, a <b>maximum of 3 marks</b> can be awarded.</p> <p>If a candidate has been awarded <b>0 marks</b> or offered No Response (NR) in (a) and (b), but a main character and their feelings towards another are clear in the answer to (c), the full range of marks (4) are available.</p>

Question		Expected responses(s)	Max mark	Additional guidance
6.	(a)	<p>Candidates are asked to describe what happens in a scene which they think the actors may find difficult to perform.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>has fully described the scene which they think actors may find difficult to perform</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a basic description of the scene which they think actors may find difficult to perform.</li> </ul> <p><b>1 mark</b></p>	2	<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, <b>no marks</b> can be awarded.</p> <p>If more than <b>one</b> scene is described, mark the best response.</p>
	(b)	<p>Candidates are asked to explain the reason(s) why the actors might find this scene difficult to perform.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>has given a full explanation of the reason(s) why the actors might find this scene difficult to perform</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has given a limited explanation of the reason(s) why the actors might find this scene difficult to perform.</li> </ul> <p><b>1 mark</b></p>	2	<p>Reason(s) may include:</p> <ul style="list-style-type: none"> <li>masking</li> <li>corpsing</li> <li>fear of heights</li> <li>struggle to focus</li> <li>struggle with themes/issues</li> <li>unable to perform on cue</li> <li>unable to remember lines</li> <li>unable to sustain accent</li> <li>complex blocking.</li> </ul> <p>Or any other relevant reason.</p> <p>If a candidate has been awarded <b>0 marks</b> or offered No Response [NR] in (a), but a difficult scene 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 <b>two</b> rehearsal activities that could be used to help the actors overcome these difficulties with justification.</p> <p><b>2 marks</b> are available for each rehearsal activity.</p> <p><b>2 + 2</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.</li> </ul> <p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• has justified why it would help the actors overcome the difficulties identified in (b).</li> </ul> <p><b>1 mark</b></p>	<b>4</b>	<p>The answer must relate to the difficulties explained in (b), though this can be implicit.</p> <p>Although candidates might choose from a wide range of activities, good answers will show an understanding of the rehearsal process.</p> <p>Rehearsal activities described may include:</p> <ul style="list-style-type: none"> <li>• improvisation</li> <li>• research</li> <li>• hot seating</li> <li>• thought tunnel</li> <li>• thought tracking</li> <li>• writing in role.</li> </ul> <p>Or any other relevant rehearsal activities.</p> <p>If a candidate has been awarded <b>0 marks</b> or offered No Response [NR] in (a) and (b), but actor difficulties are clear in the answer to (c), the full range of marks (4) are available.</p>

Question	Expected responses(s)	Max mark	Additional guidance
7.	<p>Candidates are asked to describe the ways in which they would use <b>two</b> conventions in their drama.</p> <p>There are <b>2 marks</b> for each convention described.</p> <p><b>2 + 2</b></p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>• has fully described the way(s) in which they would use the convention in their drama</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• has given a basic description of the way(s) in which they would use the convention in their drama.</li> </ul> <p><b>1 mark</b></p>	4	<p>Where candidates have described more than <b>two</b> conventions, mark the best two.</p> <p>If only <b>one</b> convention is described, mark out of 2.</p> <p>Conventions could include:</p> <ul style="list-style-type: none"> <li>• narration</li> <li>• voice over</li> <li>• freeze frame</li> <li>• slow motion</li> <li>• tableau</li> <li>• flashback</li> <li>• flash forward</li> <li>• monologue.</li> </ul> <p>Or any other relevant convention.</p>

Question		Expected responses(s)	Max mark	Additional guidance
8.	(a)	<p>Candidates are asked to describe the mood and/or atmosphere at the beginning of their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>has given a full description of the mood and/or atmosphere at the beginning 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 mood and/or atmosphere at the beginning of their drama.</li> </ul> <p><b>1 mark</b></p>	2	<p><b>No marks</b> should be awarded for a description which is not relevant to the mood and/or atmosphere at the beginning of the drama.</p> <p>Marks can be awarded for two moods and/or atmospheres, or one mood and/or atmosphere fully described. Either is acceptable.</p>
	(b)	<p>Candidates are asked to describe the mood and/or atmosphere at the end of their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>has given a full description of the mood and/or atmosphere at the end 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 mood and/or atmosphere at the end of their drama.</li> </ul> <p><b>1 mark</b></p>	2	<p><b>No marks</b> should be awarded for a description which is not relevant to the mood and/or atmosphere at the end of the drama.</p> <p>The mood and/or atmosphere described may be the same as the answer to (a) but must be related to the end of the drama to be awarded marks.</p> <p>Marks can be awarded for two moods and/or atmospheres, or one mood and/or atmosphere fully described. Either is acceptable.</p>

Question	Expected responses(s)	Max mark	Additional guidance
9.	<p>Candidates are asked to describe the ways in which they would use <b>two</b> production skills from the list below, to highlight the mood and/or atmosphere of their drama:</p> <ul style="list-style-type: none"> <li>• sound</li> <li>• props</li> <li>• lighting</li> <li>• costume.</li> </ul> <p><b>2 + 2</b></p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>• has fully described the way(s) in which they would use the production skill to highlight the mood and/or atmosphere 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 way(s) in which they would use the production skill to highlight the mood and/or atmosphere of their drama.</li> </ul> <p><b>1 mark</b></p>	4	<p>Candidates must use correct theatre terminology in their response.</p> <p>Candidates must refer to <b>two</b> production skills from the given list.</p> <p>If only <b>one</b> production skill is described, mark out of 2.</p> <p>If more than <b>two</b> production skills are described, mark the best two.</p> <p>Description should relate to the mood and/or atmosphere, though this can be implicit.</p> <p>Description could relate to the mood and/or atmosphere described in 8 (a) and (b), or any other relevant mood and/or atmosphere. Either is acceptable.</p> <p>The ideas must be practicable.</p> <p>If production skills are not described, then <b>no marks</b> can be awarded.</p>

Question		Expected responses(s)	Max mark	Additional guidance
10.	(a)	<p>Candidates should describe the set design for a performance of their drama using end-on staging.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>has given a full description of the set design for their drama using end-on staging</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 using end-on staging</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 using end-on staging.</li> </ul> <p><b>1 mark</b></p>	3	<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 the candidate describes a set for a different type of staging, <b>no marks</b> can be awarded.</p>
	(b)	<p>Candidates are asked to explain one advantage of using end-on staging for their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> <li>has explained one advantage of using end-on staging, with reference to their drama.</li> </ul> <p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>has explained one advantage of using end-on staging, with little or no reference to their drama.</li> </ul> <p><b>1 mark</b></p>	2	<p>If the candidate explains an advantage relating to a different type of staging, no marks can be awarded.</p> <p>Candidates should explain <b>one</b> advantage. If disadvantages are explained, <b>no marks</b> can be awarded.</p> <p>If more than <b>one</b> advantage is explained, mark the best one.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] in (a), but an advantage to using end-on staging for their drama is clearly implied in the answer to (b), the full range of marks (2) are available.</p>

[END OF MARKING INSTRUCTIONS]