



National
Qualifications
2023

2023 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 the main theme/issue or message of their drama, with justification.</p> <p>1 + 1</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified the main theme/issue or message of their drama <p>1 mark</p> <ul style="list-style-type: none"> has justified the main theme/issue or message. <p>1 mark</p>	2	<p>If the candidate merely retells the story/plot, no marks can be awarded.</p> <p>The candidate must demonstrate an understanding of the main theme/issue or message of their drama.</p> <p>A variety of themes/issues or messages could be identified, accept theme/issue or message in the widest sense.</p> <p>The candidate must state the main theme/issue or message of the drama.</p> <p>If more than one theme/issue or message is stated, mark the best response.</p>

Question		Expected responses(s)	Max mark	Additional guidance
	(b)	<p>Candidates are asked to describe one way in which they helped to communicate this main theme/issue or message through their acting or production role.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has fully described one way in which they helped to communicate the main theme/issue or message <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of one way in which they helped to communicate the main theme/issue or message. <p>1 mark</p>	2	<p>The candidate must describe one way they helped to communicate the main theme/issue or message identified in (a), though this can be implicit.</p> <p>Candidates may refer to: Acting – performance concept, voice, movement, blocking etc. Production Role – design concept, use of resources etc.</p> <p>Correct terminology must be used.</p> <p>Comments should be written from an individual ('I'), and not a group ('we') perspective. If a candidate only offers general comments about the group's communication of the theme/issue or message, no marks can be awarded.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] for (a), but a main theme/issue or message is clear in the answer to (b), the full range of marks (2) are available.</p>

Question	Expected responses(s)	Max mark	Additional guidance
2.	<p>Candidates are asked to describe two activities that they carried out during the rehearsal process to prepare for the performance.</p> <p>2 marks are available for each activity.</p> <p>2+2</p> <p>The candidate:</p> <ul style="list-style-type: none"> • has fully described an activity they carried out to prepare for the performance, with specific reference to their drama <p>2 marks</p> <ul style="list-style-type: none"> • has given a basic description of an activity they carried out to prepare for the performance, with little or no reference to their drama. <p>1 mark</p>	4	<p>If a candidate doesn't describe the activity, but specifically describes the way(s) in which the activity helped the candidate prepare for the performance, a maximum of 1 mark can be awarded for each activity.</p> <p>Candidates should describe the activity from an individual, not a group perspective.</p> <p>For example, candidates may refer to:</p> <ul style="list-style-type: none"> • read through of the script • the rehearsal process • notes during rehearsals • research • design/performance tasks • diagrams and sketches etc • rigging/focusing lanterns • applying practice make-up • sewing costumes • characterisation techniques. <p>Or any other appropriate activity.</p> <p>Candidates may give two examples of the same practical activity and/or task. This is acceptable if the activities are distinctive. For example, they may explain two different improvisations they took part in to prepare for an acting role or two different research tasks (internet search on 1940's fashions, watching a film set in the 1940's etc.).</p>

Question	Expected responses(s)	Max mark	Additional guidance
3.	<p>Candidates are asked to evaluate the effectiveness of 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>Correct terminology must be used.</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 had an impact on the audience because. . .</i>' or '<i>This contributed to the mood and/or atmosphere because. . .</i>' etc.</p>

Question		Expected responses(s)	Max mark	Additional guidance
4.	(a)	<p>Candidates are asked to describe one way another drama student contributed to the rehearsal process.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has fully described one way another drama student contributed to the rehearsal process <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of one way another drama student contributed to the rehearsal process. <p>1 mark</p>	2	<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 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>
	(b)	<p>Candidates are asked to identify the mood and/or atmosphere of this student's drama, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified the mood and/or atmosphere, with justification <p>2 marks</p> <ul style="list-style-type: none"> has identified the mood and/or atmosphere, with little or no justification. <p>1 mark</p>	2	<p>The mood and/or atmosphere could be specific to one scene within this student's drama, or created throughout the drama. Either is acceptable.</p> <p>If a candidate merely retells the story/plot of the other student's drama, without identifying the mood and/or atmosphere, no marks can be awarded.</p>

Question		Expected responses(s)	Max mark	Additional guidance
	(c)	<p>Candidates are asked to evaluate the effectiveness of this other drama student's contribution in highlighting the mood and/or atmosphere of their drama.</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 in highlighting the mood and/or atmosphere of their drama <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 in highlighting the mood and/or atmosphere of their drama <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 in highlighting the mood and/or atmosphere of their drama <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 in highlighting the mood and/or atmosphere of their drama. <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.</p> <p>The candidate's response could relate to the mood and/or atmosphere identified in (b), or any other relevant mood and/or atmosphere. Either is acceptable.</p> <p>The mood and/or atmosphere could be explicitly stated, or implied. Either is acceptable.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (b), but a mood and/or atmosphere 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 responses(s)	Max mark	Additional guidance
5.	<p>Candidates are asked to state the genre of their drama, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • has stated the genre of the drama, with justification <p>2 marks</p> <ul style="list-style-type: none"> • has stated 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 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>
6.	<p>Candidates are asked to state the form of their drama, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • has stated the form of the drama, with justification <p>2 marks</p> <ul style="list-style-type: none"> • has stated the form of the drama, with little or no justification. <p>1 mark</p>	2	<p>Possible forms may include:</p> <ul style="list-style-type: none"> • a play (scripted or improvised) • physical theatre • mime • pantomime • forum theatre. <p>Or any other relevant form.</p> <p>If no form is identified, then no marks can be awarded.</p>

Question		Expected responses(s)	Max mark	Additional guidance
7.	(a)	<p>Candidates are asked to identify the setting of their drama.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified a relevant setting. <p>1 mark</p>	1	<p>The setting can be identified as time and/or place.</p> <p>Candidates could choose to describe the setting of one scene, or more than one scene in their drama. Either is acceptable.</p> <p>If set items are identified or described with no indication of setting, no marks can be awarded.</p> <p>If a venue is identified with no indication to setting, no marks can be awarded.</p>
	(b)	<p>Candidates are asked to describe the way(s) in which they would use props to help establish this setting.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has fully described the way(s) in which they would use props to help establish the setting <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of the way(s) in which they would use props to help establish the setting. <p>1 mark</p>	2	<p>The description of props should be related to the setting identified in (a), though this can be implicit.</p> <p>Candidates may choose to fully describe the way(s) in which they would use one prop, or describe the way(s) in which they would use more than one prop to help establish the setting identified in (a). Either is acceptable.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] in (a), but a setting is clearly implied in the answer to (b), the full range of marks (2) are available.</p>
	(c)	<p>Candidates are asked to describe the way(s) in which they would use lighting to help establish this setting.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has fully described the way(s) in which they would use lighting to help establish the setting <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of the way(s) in which they would use lighting to help establish the setting. <p>1 mark</p>	2	<p>The description of lighting should be related to the setting 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) and (b), but a setting is clearly implied in the answer to (c), the full range of marks (2) are available.</p>

Question		Expected responses(s)	Max mark	Additional guidance
8.	(a)	<p>Candidates are asked to identify one moment of 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 one moment of 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	Accept moment in its broadest sense.

Question		Expected responses(s)	Max mark	Additional guidance
	(b)	<p>Candidates are asked to describe one convention they would use to highlight the moment of tension identified in (a), with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • has fully described a convention they would use to highlight this moment of tension, with justification <p>2 marks</p> <ul style="list-style-type: none"> • has given a basic description of a convention they would use to highlight this moment of tension, with justification. <p>1 mark</p>	2	<p>The convention should relate to the moment of tension identified in (a), though this can be implicit.</p> <p>The candidate could describe the use of the convention during the moment identified in (a), or during another moment in their drama. Either is acceptable if it helps to highlight the tension.</p> <p>If a candidate describes a convention they would use to highlight this moment of tension, with little or no justification, a maximum of 1 mark can be awarded.</p> <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>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] in (a), but a moment of tension 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.	(a)	<p>Candidates are asked to identify a character in their drama who they consider to be important and give a reason for their answer.</p> <p>1+1</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified a character in their drama who they consider to be important <p>1 mark</p> <ul style="list-style-type: none"> has given a reason for their choice. <p>1 mark</p>	2	<p>Character can be identified by name or role within the drama.</p> <p>This is a personal opinion, and candidates might talk about the character's importance in terms of purpose/function, status, personality in the drama etc.</p>
	(b)	<p>Candidates are asked to describe a relationship this character has with one other character.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has given a full description of the relationship this character has with one other character <p>3 marks</p> <ul style="list-style-type: none"> has given an adequate description of the relationship this character has with one other character <p>2 marks</p> <ul style="list-style-type: none"> has given a limited description of the relationship this character has with one other character. <p>1 mark</p>	3	<p>This must be the character selected in (a), otherwise no marks can be awarded.</p> <p>Candidates may refer to the characters by name or role within the drama.</p> <p>Answers may include reference to the way the characters feel about each other, the impact the relationship has on the characters/plot, how the relationship develops throughout the drama, or any other relevant information.</p> <p>If a candidate has been awarded 0 marks or offered No Response [NR] in (a), but a relationship is clear in the answer to (b), the full range of marks (3) are available.</p>

Question		Expected responses(s)	Max mark	Additional guidance
	(c)	<p>Candidates are asked to describe two rehearsal activities they would use to help the actor(s) understand the relationship between these characters.</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 relationship. <p>1 mark</p>	4	<p>This must be related to the relationship identified in (b), 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 (b), but a relationship 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
10.	(a)	<p>Candidates are asked to choose one character from their drama who expresses an opinion and/or belief and describe this opinion and/or belief.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has chosen a character and has given a full description of their opinion and/or belief <p>2 marks</p> <ul style="list-style-type: none"> has chosen a character and has given a basic description of their opinion and/or belief. <p>1 mark</p>	2	<p>Candidates should identify the character by name or role within the drama.</p> <p>The character's opinion and/or belief may relate to:</p> <ul style="list-style-type: none"> the drama's overall purpose themes/issues message target audience and/or link to the character's background personality status age upbringing. <p>Or any other relevant factor.</p>
	(b)	<p>Candidates are asked to describe the way they would direct the actor playing this character to use four of the voice and movement terms from the given list.</p> <p>1 mark is available for each description of how they would direct the actor to use the chosen voice or movement term.</p>	4	<p>Description should relate to character described in (a), though this can be implicit.</p> <p>Candidates should choose from the given list – pace, tone, volume, facial expression, eye contact, gesture.</p> <p>If they refer to one not on the list, no marks can be awarded.</p> <p>Candidates must use correct voice and movement terminology in their response.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a), but a character 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
11.	(a)	<p>Candidates are asked to state the main theme and/or issue of their drama, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has stated the main theme and/or issue of their drama, with justification <p>2 marks</p> <ul style="list-style-type: none"> has stated the main theme and/or issue of their drama, with little or no justification. <p>1 mark</p>	2	<p>If a candidate states only the message of the drama, no marks can be awarded.</p>
	(b)	<p>Candidates are asked to describe one way in which they would use set to highlight this theme and/or issue.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has given a full description of one way in which they would use set to highlight this theme and/or issue <p>2 marks</p> <ul style="list-style-type: none"> has given a limited description of one way in which they would use set to highlight this theme and/or issue. <p>1 mark</p>	2	<p>Candidates should use correct terminology.</p> <p>If no set design concepts are described, no marks can be awarded.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> the use of furniture the use of scenery the use of set dressings levels. <p>Or any other relevant set design concept.</p> <p>Candidates may also choose to describe any projections or specific lighting they may use, for example gobos.</p> <p>The ideas must be practicable.</p> <p>The description of set should be related to the theme/issue 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 theme and/or issue 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 one way in which they would use sound to highlight this theme and/or issue.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • has given a full description of one way in which they would use sound to highlight this theme and/or issue <p>2 marks</p> <ul style="list-style-type: none"> • has given a limited description of one way in which they would use sound to highlight this theme and/or issue. <p>1 mark</p>	2	<p>Candidates should use correct terminology.</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 type of music used • the use of specific live or pre-recorded sound effects • the volume level • duration or type of sound cue used. <p>Or any other appropriate use of sound.</p> <p>The ideas must be practicable.</p> <p>The description of sound should be related to the themes/issues 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) and (b), but a theme and/or issue is clearly implied in the answer to (c), the full range of marks (2) are available.</p>

Question		Expected responses(s)	Max mark	Additional guidance
12.	(a)	<p>Candidates are asked to identify an appropriate target audience for their drama, with justification.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has identified an appropriate target audience for their drama, with justification <p>2 marks</p> <ul style="list-style-type: none"> has identified an appropriate 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 describe a scene in their drama that would appeal to this target audience.</p> <p>The candidate:</p> <ul style="list-style-type: none"> has fully described a scene in their drama that would appeal to this target audience <p>2 marks</p> <ul style="list-style-type: none"> has given a basic description of a scene in their drama that would appeal to this target audience. <p>1 mark</p>	2	<p>The scene described should relate to the target audience identified in (a), though this can be implicit.</p> <p>The link between target audience and the appeal of the drama 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 the response and/or reaction they would want from this target audience when watching this scene.</p> <p>The candidate:</p> <ul style="list-style-type: none"> • has fully described the response and/or reaction they would want from the target audience when watching this scene <p>2 marks</p> <ul style="list-style-type: none"> • has given a basic description of the response and/or reaction they would want from the target audience when watching this scene. <p>1 mark</p>	2	<p>Answers must relate to the scene described in (b), though this can be implicit.</p> <p>Candidates should demonstrate their understanding of audience reactions.</p> <p>They may refer to:</p> <ul style="list-style-type: none"> • emotional • cerebral • empathetic • changing perception. <p>Or any other relevant reaction.</p> <p>If no reactions are described, no marks can be awarded.</p> <p>If a candidate has been awarded 0 marks or offered No Response (NR) in (a) or (b), but a response 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]