

**2006 Drama**

**Intermediate 2**

**Finalised Marking Instructions**

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**2006 Drama  
Intermediate 2  
Detailed Marking Instructions**

- 1. What is this extract about? You should fully explain:**
- **What happens in the extract and**
  - **The theme(s) or issue(s) that the playwright is exploring.** **5 marks**

*The question asks candidates to outline the action of the extract. Answers should reflect the extract as a whole rather than one small part of it, but it is not relevant to refer to what happens in the rest of the play. Some degree of speculation as to the circumstances is acceptable as long as it is reasonable.*

*The candidate should also identify one or more appropriate themes/issues. Here it might equally be relevant to discuss the intentions of the playwright in terms of what is being communicated to the audience: (message, meaning, mood and atmosphere, characters and relationships).*

*Candidates should be given credit for answers that show understanding of the impact and sub-text of the extract.*

*Justification by referring to the text is not specifically asked for in this question, although good answers may contain some.*

The candidate has:

In a GOOD response  
accurately identified what happens throughout the extract 2 marks  
fully explained what is being explored and communicated in terms  
of theme(s) and issue(s) 3 marks

In a FAIR response:  
identified some points of the action 1 mark  
given some explanation about what is being explored and communicated 1-2 marks

In a POOR response:  
Given a limited description of the action 0 marks  
Given little explanation of theme(s) or issue(s) 0 marks

**2. Identify what you think is the main theme or issue in your chosen extract. 1 mark**

**Candidate has** identified one appropriate theme or issue 1 mark

**How would you want an audience to respond to this theme or issue during a presentation of the extract?**

**Explain your answer by referring to three moments in the extract 6 marks**

*The rest of the answer must relate to the chosen of the theme or issue. For example, candidates might say that if in 'A Small Family Business' the theme were 'stealing' the audience might agree with Benedict when he states that "theft is theft" because you choose to take someone else's property, or you are honest and don't steal. The amount is irrelevant.*

*2 marks are available for each of three different points in the extract.*

The candidate has:

In a GOOD response

Suggested an appropriate audience response to the chosen theme/issue at that particular moment, and explained why an audience might respond in that way 2 marks

In a FAIR response:

Suggested an appropriate audience response to the chosen theme/issue at that particular moment 1 mark

In a POOR response:

Failed to give an appropriate audience response that relates to the chosen theme or issue 0 marks

3 (a) **What is the mood or atmosphere of the extract?**

**Explain how the language used in the extract highlights the mood or atmosphere?**

**Use quotations from the extract to justify your answer.**

**4 marks**

*The question asks candidates to consider how the language used in the extract conveys mood and atmosphere. The mood/atmosphere might be for the extract as a whole, or might vary at different points. Candidates might choose to talk about the style, the words used by specific characters, the syntax, use of pace or pauses to create tension for example. Anything relevant to the language used in the extract is acceptable.*

*No mark is given for identifying a specific atmosphere.*

The candidate has:

In a GOOD response:

Fully explained, and with ample reference to different points in the text, how the language used conveys particular mood(s)/atmosphere(s)

4 marks

In a FAIR response:

Given some explanation, with reference to the text, of how the language used conveys particular mood(s)/atmosphere(s)

2-3 marks

In a POOR response:

Given little explanation, with some reference to the text, of how the language used might convey a mood(s)/atmosphere(s)

0-1 marks

(b) **Choose one of the quotations from your answer in 3a, and explain exactly how you would want an actor to say this line in a presentation of the extract.**

**2 marks**

*Answer must specifically relate to one quotation given in 3a, otherwise no marks*

The candidate has:

In a GOOD response:

Given an explanation as to how an actor might deliver this quotation that is detailed, appropriate and may show awareness of Drama vocabulary.

2 marks

In a FAIR response:

Given an explanation as to how an actor might deliver this quotation that is appropriate.

1 mark

In a POOR response:

Given little or no explanation as to how an actor might deliver this quotation.

0 marks

**4. Choose one character that appears in the extract and who you think is very important.**

**(a) Explain and justify your choice of character. 3 marks**

*The answer must relate to a character seen in the extract: otherwise NO marks are given.*

*Marks are given for any relevant comments that explain the choice of character. This is a personal opinion, and candidates might talk about how they related to the character in terms of interest, empathy, personality etc, as well as the character's importance in terms of function in the extract.*

The candidate has:

In a GOOD response:

Clearly identified one character and given full and appropriate justification for this choice. 3 marks

In a FAIR response:

Clearly identified one character and given some appropriate justification for this choice. 2 marks

In a POOR response:

Given little or no explanation as to why a character might be important in the extract. 0-1 marks

**(b) What does this character add to the overall impact of the extract 3 marks**

*The emphasis in this part of the question is on the effect this character would have on an audience. Answers might refer, for example, to the action, imparting information, use of dramatic irony, building tension, adding humour, mood and atmosphere, characters and relationships.*

*Answers must relate to the character discussed in 4a, otherwise no marks.*

The candidate has:

In a GOOD response:

Fully explained and justified how this character adds to the overall impact of the extract. 3 marks

In a FAIR response:

Adequately explained and justified how this character adds to the overall impact of the extract. 2 marks

In a POOR response:

Partially explained how this character adds to the overall impact of the extract. There is little or no justification. 0-1 mark

**5. In your exploration of the extract, what practical drama activities helped you explore one of the characters?**

**Explain exactly what you did during the practical activities and how they helped the characterisation process.**

**6 marks**

*Answers may discuss any drama activities which might have helped the candidate to explore and develop one character in the extract.*

*Although candidates might choose from a wide range of activities, good answers will show an understanding of the characterisation process. Activities described could, for example, include improvisation, research, hot seating, or techniques drawn from Theatre Practitioners such as Brecht, Stanislavski, and so on. It is not sufficient to describe in general terms reading the extract, discussing and rehearsing.*

*Candidates are asked first to explain the 'activities' (ie more than one). They should explain each activity in sufficient detail for the examiner to understand how the activity had been set up, and what had taken place. Candidates are then asked to explain what had been learned from the activity, and to link this to the development of the character. This could be in general terms such as motivation, circumstances, attitudes, relationships etc, or to a more specific point such as gesture, how to say a particular line, etc.*

Candidate has:

In a GOOD response:

Fully explained two or more appropriate practical drama activities, with a detailed explanation of how they contributed to the characterisation process.

5-6 marks

In a FAIR response:

Adequately explained at least one appropriate practical drama activity, and has demonstrated what was learned from the activity(ies).

3-4 marks

In a POOR response:

Partially explained a practical drama activity, and may have given some indication of what was learned from the activity.

0-2 marks

6. **Choose a moment in the extract that is a turning point, such as where something important happens or the audience learns something new.**

**Explain where this moment comes in the extract and why you think it is a turning point. You should justify your answer with a reference to the extract.**

**6 marks**

*Candidates are asked to specify a point in the extract where something is said or done to change the direction of the action. Candidates will need to explain the action up to that point, and then how that intervention changes the action, relationships, the mood or atmosphere of the extract, etc.*

The candidate has:

In a GOOD response:

Clearly identified an appropriate point in the extract and has fully explained with reference to the text the impact that point has in dramatic terms.

5-6 marks

In a FAIR response:

Clearly identified an appropriate point in the extract and has partially explained with reference to the text why it is a turning point.

3-4 marks

In a POOR response:

Partially identified a point in the extract and has given some explanation why it is a turning point.

0-1 mark

7. **As a director, how would you direct your actors in order to highlight the importance of the moment you wrote about in Question 6?**

**You should fully explain three different things you would direct them to do. Refer to the extract in your answer.**

**You may include diagrams or a blocking plan to illustrate your answer.**

**6 marks**

*The answer must be able to be linked to a point identified in Q6, otherwise no marks. Candidates are required to offer ideas about what a director might ask an actor to do on stage to highlight the importance of that point in the extract to an audience, (eg voice, timing, gesture, spatial relationship, etc).*

***There are two marks available for each different suggestion.(max 6 marks)***

The candidate has:

In a GOOD response:

Fully explained something appropriate and relevant that an actor might be directed to do in order to highlight the importance of a moment.

2 marks

In a FAIR response:

Partially explained something appropriate that an actor might be directed to do in order to highlight the importance of a moment.

1 mark

In a POOR response:

Given little explanation of something an actor might do that may or may not be appropriate.

0 marks

8. Choose one production area from the list below:
- acting of one character (state the character's name)
  - directing
  - set design
  - sound effects
  - lighting effects
  - props
  - costume
  - make up

Write your chosen production area here \_\_\_\_\_

Fully explain your ideas for your production area in a presentation of this extract. You should justify the decisions and choices you make

Depending on the production area you have chosen from the list above, you must include the following:

- acting: details of voice and movement
- directing: a ground plan showing the starting positions of the actors
- set: a ground plan
- sound: a sound cue set
- lighting: a lighting cue set
- props: a props list detailing set props and personal props
- costume: a full costume list for two characters
- make up: a make up chart for two characters

2 blank make-up charts and a lighting/sound grid are included for your use.

**You may include other drawings, diagrams and designs if you wish.**

**8 marks**

*Candidates are expected to consider ideas for acting or directing or their chosen design area for **the whole extract**.*

*Ideas that refer to other scenes from the play beyond the extract should not be marked.*

*Answers should include reference to an overall directorial concept for suitability interpreting the extract in terms of the period, themes/issues, setting, mood/ atmosphere, style, genre, intended audience and the intentions of the playwright.*

*Answers would be incomplete if they **only** included specified requirements such as ground plan, two make-up charts, sound cue, etc. However, 2 marks deducted if specified requirements are missing.*

The candidate has:

In a GOOD response:

Offered a range of creative, imaginative and appropriate ideas;

Given a full explanation and justification of the ideas;

Used appropriate theatre terminology

7-8 marks

In a FAIR response:

Offered some imaginative and appropriate ideas;

Given some adequate explanation and justification;

Used some theatre terminology

4-6 marks

In a POOR response:

Offered some ideas that may be appropriate;

Given little or no explanation and justification;

Used little or no theatre terminology.

0-3 marks

[END OF MARKING INSTRUCTIONS]