National 5
Course Assessment
Specification

National 5 Drama Course Assessment Specification (C721 75)

Valid from August 2013

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

Course title:	National 5 Drama
SCQF level:	5 (24 SCQF credit points)
Course code:	C721 75
Course assessment code:	X721 75

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — question paper	40 marks
Component 2 — performance	60 marks
Total marks	**100 marks**

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course will be provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- breadth — drawing on knowledge and skills from across the Course
- challenge — requiring depth and extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

The added value will enable the learner to:

- demonstrate their skills, knowledge and understanding to create and develop a creative concept for a text-based performance either as an actor or in a production role
- apply their knowledge and understanding of a text to their chosen production role in a performance
- apply skills in problem solving to work collaboratively with others to create and present a text-based drama performance
- apply their knowledge and understanding in a question paper to evaluate the performance of self and others

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C
For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A
For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit
To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components — a question paper and a performance. The question paper will have two sections. The performance will have two sections.

Question paper

The purpose of the question paper is to add value by requiring integration and application of knowledge and skills from across the Units. It allows learners to demonstrate their ability to interpret questions and respond in an informed way.

This question paper will assess learners' ability to demonstrate the following skills, knowledge and understanding:

- responding to stimuli
- characterisation
- performance or design concepts
- presenting
- audience reaction
- analysis and evaluation skills
- genre and themes
- mood and atmosphere
- rehearsal techniques
- target audience
- a range of production roles
- different staging, settings and styles of production
- problem solving and critical thinking skills

The question paper will have 40 marks (40% of the total mark).

Performance

The purpose of the performance is to enable learners to draw on, extend and apply the skills, knowledge and understanding they have learned during the Course. The performance will assess the learner's preparation and performance of a textual extract. The learner may be assessed in either an acting or a production role.

All learners will be required to demonstrate skills by:

- responding to text
- developing character or creatively using production skills
- using a range of acting or production skills
- communicating to an audience

The performance component will have 60 marks in total (60% of the total mark).

The performance has two sections: a performance and the preparation for performance.

The weighting of marks across the two sections of the performance component will be 50 marks for the performance in either acting or a production role and 10 marks for the preparation for performance.

The performance will have 50 marks.

Actors — the performance must involve interaction with at least one other actor. The actors need not necessarily be learners from within the same class and could be learners who are not being assessed in this area.

Each performance will last a minimum of 10 minutes to a maximum of 45 minutes, depending on the number of learners performing. Groups should contain a minimum of two and maximum of 10.

Or:

Production — learners will choose a production role and design for their chosen text. They will demonstrate their production concept for the play (this may be through the production of plans, drawings, designs, plot sheets, mood boards, and so forth) and practical realisation of this.

For example, learners may design the following:

- set
- props and set dressing
- costume
- make-up and hair
- lighting
- sound

In production, learners will design for their chosen production role and present their designs to the assessor. This will include the following:

- designs for set and production of one set for performance
- lists and designs for props and one made prop
- designs for costume, including one made or adapted costume
- designs for make-up and hair, and demonstration of one application
- plans and plot for lighting, and operation of lighting
- plans and plot for sound (including digital formats) and music/effects and operation of sound

Preparation for performance will have 10 marks.

Learners will have selected a text to explore from the perspective of an actor or their chosen production role. Preparation for performance will include research on the chosen text and the processes used to reach either their acting or production concept for the performance.

In preparation for performance, learners will choose the text for performance. Learners will also select their production role for assessment.

Marks will be awarded for:

- research into the chosen text
- interpretation of the role
- process (development and progression) of either acting or the production concept

This section will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- responding to text
- communicating thoughts and ideas
- developing ideas for performance through either acting or production skills

Setting, conducting and marking of assessment

Controlled assessment — question paper
This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 1 hour and 30 minutes.

Controlled assessment — performance
The preparation for performance is:

- set by centres within SQA guidelines
- conducted under some supervision and control

The preparation for performance will be generated in open-book conditions towards the end of the preparation for assessment.

The performance is:

- set by centres within SQA guidelines
- conducted under a high degree of supervision and control

The assessment task will be marked collaboratively by an SQA Visiting Assessor and the centre, under conditions set by SQA.

All marking will be quality assured by SQA.

Setting the assessment
Set by centres within SQA guidelines.

Conducting the assessment
Conducted under a high degree of supervision and control.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the National 5 Drama Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

The Course assessments are designed to combine skills from across the breadth of the Course and enable learners to apply skills learned in a challenging way.

Question paper
The question paper will provide learners with the opportunity to demonstrate abilities in the areas of responding to stimulus, evaluating, analysing and applying knowledge and skills learned.

Performance
Learners will prepare for a performance by working collaboratively with others and with the teacher/lecturer in the role of director. The choice of performance material will be made by the teacher/lecturer in agreement with the learners.

Published text should form the performance material.

All learners will be assessed on their preparation for performance.

Learners undertaking an acting role will perform to an audience. Learners undertaking a production role will be assessed on one of the following:

- designs for the set, including detailed ground plan and elevation
- designs for costumes, sourced costumes, including one made or adapted costume
- designs for make-up and hair and demonstration of an application
- lists and designs for props and one made prop
- plans for lighting and demonstration of lighting operation
- plans for sound, including digital formats of music/effects for the play and demonstration of sound operation

Administrative information

Published: June 2014 (version 1.2)

History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Further information and clarification on scope and structure of the question paper/performance given in the 'Structure and coverage of Course assessment' section. 'Further mandatory information' section divided into separate parts for question paper and performance. Changed 'support log' to 'preparation for performance'. Deleted 'sent to visiting assessor' on page 7. Minor wording changes to production roles to provide consistency. Moved 'responding to stimuli' to top of list for question paper. Minor rewording to structure and coverage section. Addition of 'designs for set' to production list. Moved performance marking down the page for controlled assessment and reworded 'Marking the assessment task' (added statement re 'collaboratively'). Minor additions to further mandatory information.	Qualifications Development Manager	June 2013
	1.2	Minimum performance time changed from 15 minutes to 10 minutes on page 5.	Qualifications Manager	June 2014

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