

FOR OFFICIAL USE

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Total

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[C037/SQP263]

Drama
Intermediate 2
Specimen Question Paper
for use in and after 2006

Time: 1 hour 30 minutes

NATIONAL
QUALIFICATIONS

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

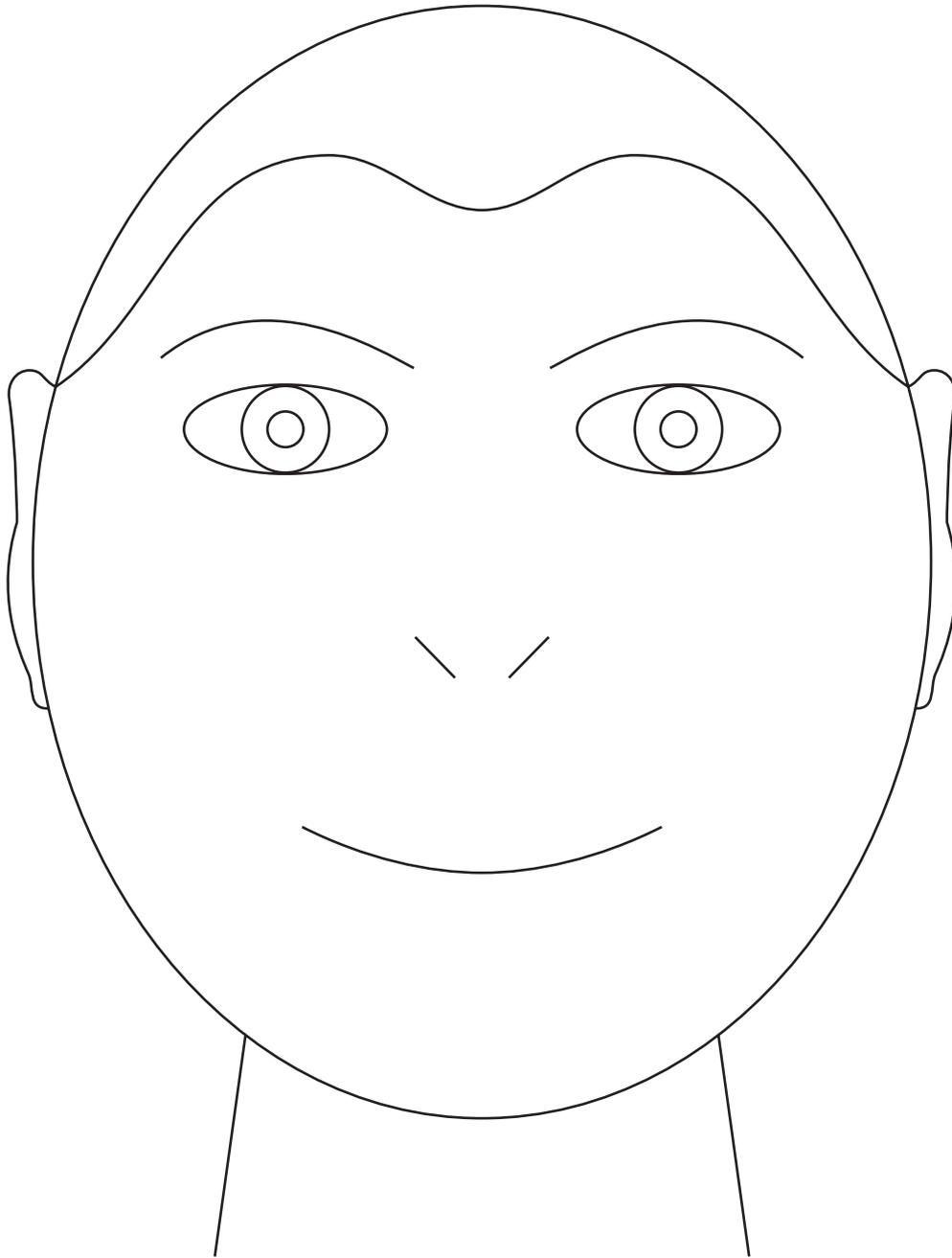
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50 marks are allocated to this paper.

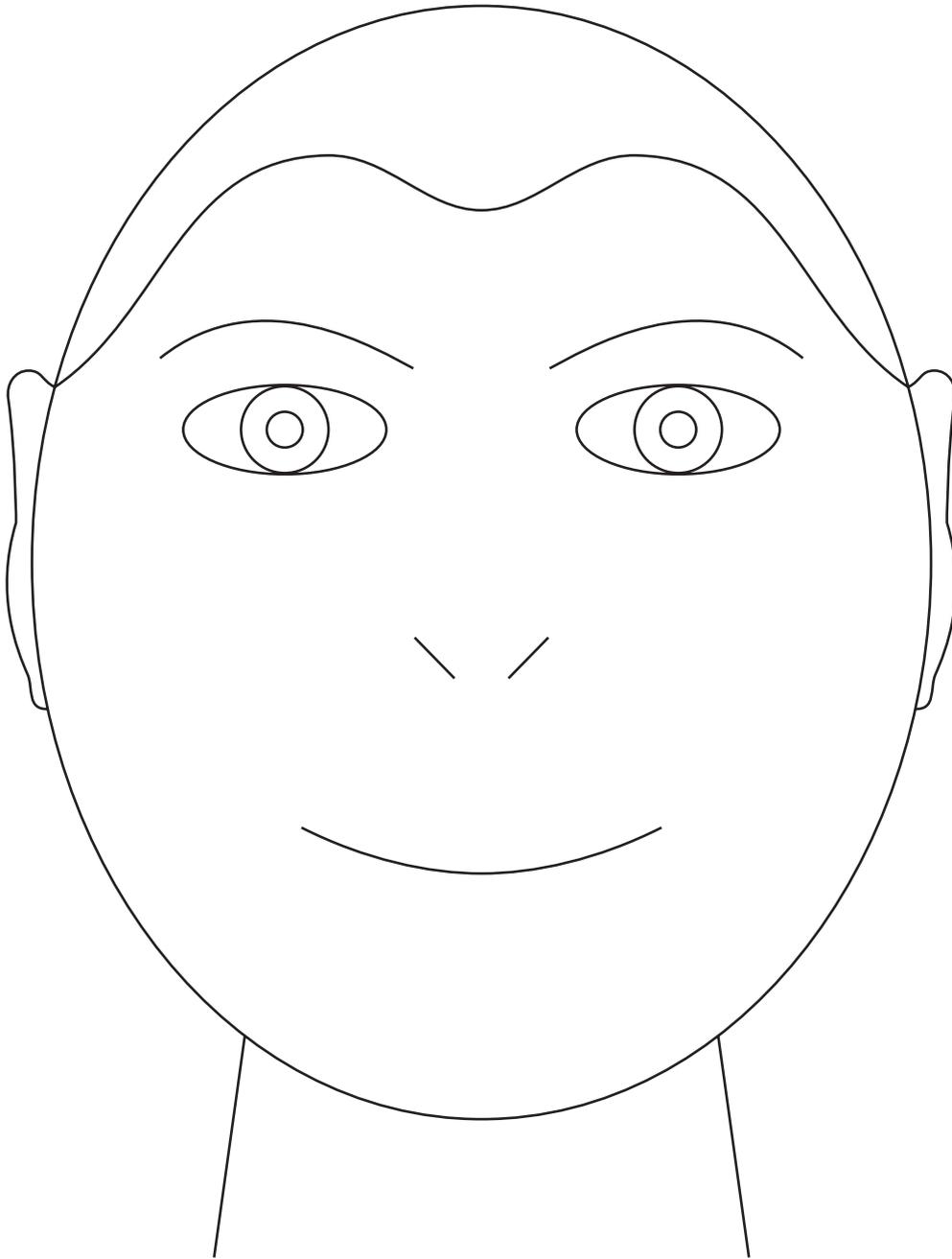
Attempt **all** the questions.

**NB The questions refer to the script extracts as set for the 2005 Intermediate 2 paper.
Centres should refer to these extracts when looking at the marking scheme.**

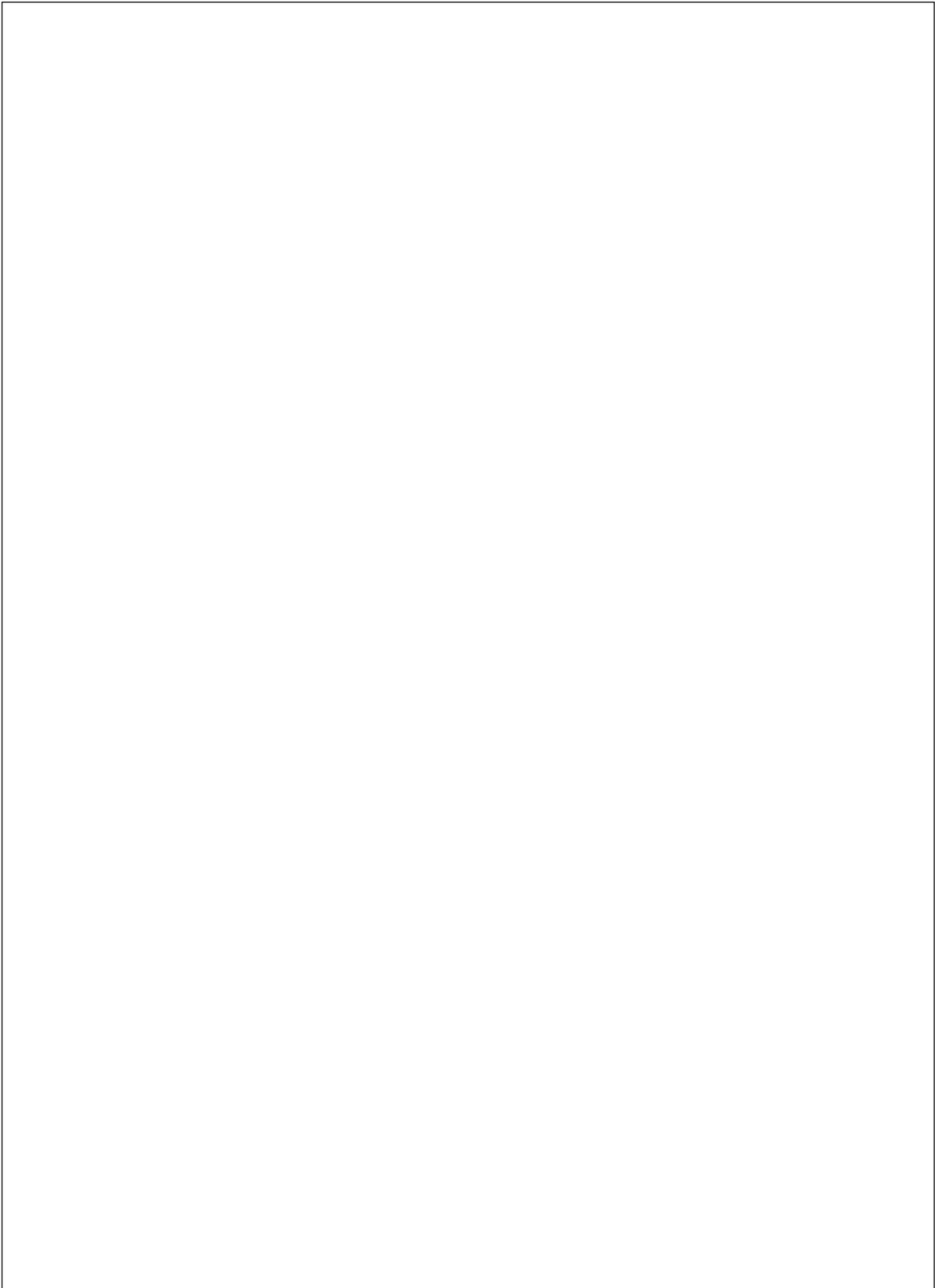
8. (continued)



8. (continued)



Use this sheet for drawings and/or diagrams to support your answer.



[END OF QUESTION PAPER]

[C037/SQP263]

Drama
Intermediate 2
Specimen Marking Scheme
for use in and after 2006

NATIONAL
QUALIFICATIONS

- 1. What do you think is the main theme or issue of the extract?
Explain and justify your decision with reference to the text. (6 marks)**

The question asks candidates to select what they think is the most important theme or issue. It might be relevant to discuss the intentions of the playwright in terms of what is being communicated to the audience (message, meaning). The theme described must be a valid choice for the extract and must be justified.

Answers should reflect the extract as a whole rather than one small part of it, and only one theme/issue should be discussed. As in the rest of the exam, candidates must only discuss the extract and not relate answers to the play as a whole.

Candidates should explain what is being communicated about the theme/issue, and should justify their answer by giving short quotations and exemplification from the extract.

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

In a GOOD response the candidate would:
correctly identify one main theme or issue of the extract, and fully explain and justify this choice with detailed reference to the text.

5–6 marks

In a FAIR response the candidate would:
correctly identify one main theme or issue of the extract, and give adequate explanation and justification of this choice with some reference to the text.

3–4 marks

In a POOR response the candidate would:
partially identify a theme or issue, and give a limited explanation with little reference to the text.

0–2 marks

2. How could the actors highlight the main theme or issue, which you identified in Question 1, to an audience?

You should fully explain **THREE** different things the actors might do in a presentation in order to communicate this theme or issue clearly.

(6 marks)

Answers **must** relate to the theme/issue that was discussed in Question 1.

Although candidates can make a variety of appropriate answers, they must focus on what **actors** might do in a **presentation** of the extract in order to make an audience understand this theme/issue more clearly. For example, candidates might discuss use of space, entrances/exits, pace or timing of voice and movement, use of a prop, etc.

Answers might refer in general to what an actor might do, or might refer to specific lines or points in the extract. However, each of the three points made must be sufficiently different to gain marks. Only three activities should be marked.

2 marks are available for each different activity.

For each activity:

- a detailed explanation is awarded **2 marks**;
- an adequate explanation is awarded **1 mark**.

3. Choose one character from the extract. Outline this character's personality. Fully explain this character's purpose.

(6 marks)

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

3 marks are available for outlining what we learn about the character's personality from the whole of the extract.

A further **3 marks** are available for explaining that character's function or purpose in this extract. Answers might refer, for example, to the action, imparting information, use of dramatic irony, building tension, mood and atmosphere, characters and relationships, highlighting a theme etc.

In a **GOOD** response the candidate would:

fully explain all aspects of one character's personality and purpose in the extract, with justification from the text.

5–6 marks

In a **FAIR** response the candidate would:

adequately explain one character's personality and purpose in the extract. There may be some justification from the text.

3–4 marks

In a **POOR** response the candidate would:

partially explain one character's personality and purpose in the extract. There would be little or no justification.

0–2 marks

4. Describe, and provide evidence of, this character's relationship, (from Question 3) with one other character we see in the extract.

(6 marks)

*Answers **must** relate to the relationship between the character discussed in Question 3 and one other character we see in the extract: otherwise NO marks.*

Marks are given for relevant, justified comments that describe the relationship appropriately. There should be reference to the relationship throughout the extract, with any changes fully described and explained.

In a GOOD response the candidate would:
fully describe all aspects of the relationship as it is portrayed throughout the extract. There would be ample justification.

5–6 marks

In a FAIR response the candidate would:
adequately describe aspects of the relationship as it is portrayed throughout the extract. There would be some justification.

3–4 marks

In a POOR response the candidate would:
partially describe one or more aspects of the relationship as it is portrayed at one or more points in the extract. There would be little justification.

0–2 marks

5. In your practical exploration of the extract, what drama activities helped you develop the character you wrote about in Question 3?

You should explain the activities you did and how they would help your characterisation process.

(6 marks)

Answers may discuss any drama activities which might have helped the candidate to explore and develop the character described in Question 3. Answers that do not relate to this character get no marks.

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.

In a GOOD response the candidate would:
fully explain two or more appropriate practical drama activities, and give a detailed explanation of how they contributed to the characterisation process.

5–6 marks

In a FAIR response the candidate would:
adequately explain at least one appropriate practical drama activity, and demonstrate what was learned from the activity(ies).

3–4 marks

In a POOR response the candidate would:
partially explain a practical drama activity, and may give some indication of what was learned from the activity.

0–2 marks

6. **What mood or atmosphere would you wish to create at the beginning of the extract and at the end of the extract?**

Explain your reasons.

(6 marks)

1 mark is given for a clear statement giving a mood or atmosphere **at the start** of the extract, for example: “the atmosphere is extremely tense with a sense that everyone is expecting something serious to happen”.

2 marks are given for fully justifying this statement with reference to the text. Only **1 mark** is given if the justification is partial. **0 marks** are given for very general justification, or explanation that does not clearly link to the start of the extract, or is not relevant to the mood given.

1 mark is given for a clear statement giving a mood or atmosphere **at the end** of the extract, for example: “the mood has changed at the end to one of happiness and relief”.

2 marks are given for fully justifying this statement with reference to the text. Only **1 mark** is given if the justification is partial. **0 marks** are given for very general justification, or explanation that does not clearly link to the start of the extract, or is not relevant to the mood given.

7. **(a) What do you think is the most important point in the extract, and why?**

(2 marks)

1 mark is given for clearly identifying a specific point in the extract.

1 mark is given for explaining the choice.

Candidates may justify their choice in terms of, for example, action (a turning or pivot moment), relationships, a key moment of tension, or a point where something is disclosed to the audience. The justification must refer specifically to the point identified above.

- (b) How does the tension building towards this point?**

(4 marks)

Answers must refer to the same point described in Question 7(a), otherwise 0 marks.

The question clearly refers to building tension, meaning sequential references from the extract are required. Candidates should refer to action, characters, relationships and/or language used earlier in the extract and show how one point leads from there to another.

1 mark is given for each point that is relevant, and has some explanation of how it contributes to building tension. (maximum 4 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 sheet
- **lighting:** a lighting cue sheet
- **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)

8. (continued)

*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 suitably 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 sheet, etc. 2 marks should be deducted if specified requirements are missing.*

In a GOOD response the candidate would:

- offer a range of creative, imaginative and appropriate ideas
- give a full explanation and justification of these ideas
- use appropriate theatre terminology

7–8 marks

In a FAIR response the candidate would:

- offer some imaginative and appropriate ideas
- give some adequate explanation and justification
- use some theatre terminology

4–6 marks

In a POOR response the candidate would:

- offer some ideas that may be appropriate
- give little or no explanation and justification
- use little or no theatre terminology

0–3 marks

[END OF SPECIMEN MARKING SCHEME]