



Course Report 2014

Subject	Drama
Level	National 5

The statistics used in this report have been compiled before the completion of any Post Results Services.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published assessment and marking instructions for the examination.

Section 1: Comments on the Assessment

Component 1: Performance

Overall this year candidates achieved well in the Performance component of the National 5 Drama Course. Most candidates chose the acting option. The majority of centres had prepared candidates well and chosen appropriate texts.

Visiting Assessors (VA) commended centres on the way they were welcomed and were also impressed by the commitment of staff and candidates. Many commented on the high standard of acting. Where candidates had taken on a technical role, those who had suitable text to explore to develop their role achieved a high standard.

Many centres took the new option to film their sample of candidates.

A wide range of plays were used, and those who performed texts that were suitable to the age of candidates were able to access the full range of marks available.

In the new collaborative marking model, the standard of professional dialogue was excellent, and VAs commented on how well the opportunity was received.

Component 2: Question paper

Overall this year candidates performed well in the question paper. The majority of questions were answered well and had obviously been read accurately and understood.

There was a mixture of production and acting roles chosen for Section 1 responses, with the majority of candidates choosing acting.

In Section 2 all three stimuli were used, and candidates developed a vast array of dramas in response to their chosen stimuli. Many candidates used the additional pages to note down and develop their ideas, and took time to plan and think through their responses.

Section 2: Comments on candidate performance

Component 1: Performance

Candidates performed very well in the Performance component. The majority of centres had prepared candidates well and chosen appropriate texts. Many VAs commented on the pleasure they had visiting centres and seeing work of a high standard. It was obvious that candidates thoroughly enjoyed this experience and approached the task with real enthusiasm.

On the whole, where suitable texts had been chosen, candidates in acting roles managed to access the full range of marks.

Although in the minority, technical candidates achieved an excellent standard. VAs were impressed by not only their skills in their chosen area, but by the knowledge these candidates had displayed through research about their text.

Component 2: Question paper

Section A was generally answered well. However, most candidates lost marks in Question 1d due to lack of appropriate vocabulary or repeating points.

Candidates did respond well to the unseen stimulus and were able to form creative ideas under examination conditions. They talked particularly well about character, feelings and purpose.

Section B questions 3, 5(b), 6(b) and 6(c) seemed to be the most challenging questions for the candidates. Lack of appropriate vocabulary, especially in question 6(c), was evident.

Some candidates had pre-prepared a scenario for Section B. This should be discouraged because some scenarios will not suit the stimuli or questions posed.

Section 3: Areas in which candidates performed well

Component 1: Performance

Acting

Candidates who had an appropriate character managed to achieve depth and to reference textual clues. Candidates applied skills with appropriate and effective use of voice. Lines and cues were remembered well, and characters were sustained. Candidates who had been cast appropriately, rather than fitted into a performance for necessity, achieved high marks.

Technical

Candidates who had documented the process of developing ideas achieved better than those who hadn't done this. Make-up and Hair and Props candidates were commended for the demonstration of their skills. They had developed strong ideas and demonstrated a high level of skills. Lighting and Sound candidates generally were very knowledgeable and executed their role with a high level of skill.

A huge array of costume designs were realised, and candidates who had provided costumes for all characters, and created/adapted at least one costume, impressed VAs with their creativity. Set design candidates provided workable designs and sets.

Component 2: Question paper

Question 1(a), (b), (c): Most candidates knew how to address these questions and they were answered well. Candidates were able to comment constructively, reflect on their contributions to the drama process, and apply thinking to realise appropriate solutions to challenges.

Question 2: Most candidates answered this question well and gave a positive answer which was well justified.

Question 4(a): Most candidates answered this question well, although some candidates stated a message rather than a theme or issue.

Question 4(b): Most candidates gave a sound description of how they would develop their theme or issue.

Question 4(c): Most candidates showed creativity with their ideas and gave good explanations of how their theme/issue would be highlighted through character relationships.

Questions 5(a): Most candidates gave an excellent explanation of their chosen character's purpose, showing real insight in their drama.

Questions 6(a): Most candidates gave superbly clear descriptions of their key moment which were well justified.

Section 4: Areas which candidates found demanding

Component 1: Performance

Acting

Candidates who were playing characters that were too demanding failed to achieve depth in their performance and were unable to access the full range of marks. Blocking and movement was weak, with lack of consideration to character interaction.

Candidates who had been cast as the opposite gender did not perform well in general.

Some candidates found the challenges of acting too demanding and perhaps were being presented at an overall level which was inappropriate for them.

Technical

Some technical candidates lacked the required supporting paperwork and/or minimum requirements for their role and seemed to be unaware of what the marks allocation was for their chosen production role.

Component 2: Question paper

Question 1 (d): Some candidates had difficulty in describing their concept and describing the processes they had gone through to realise it.

Question 3: Many candidates wrote scenarios and others gave generalised responses to the uses of forms and conventions. Others gave detailed scenarios on the working page and not

in the actual response section. Candidates who pegged their response to a plot outline did better in this question.

Question 5(b): Many candidates struggled to write in enough depth with appropriate justification.

Question 6(b): Some candidates did not read *actors* in Question 6b and only spoke about one person. Some candidates were unable to use the correct vocabulary to describe voice and movement.

Question 6(c): Most candidates answered Q6(c) on costume, make-up and lighting. However some lacked the correct technical vocabulary and knowledge to explain and justify their answers.

Section 5: Advice to centres for preparation of future candidates

Component 1: Performance

Preparation for performance responses can be written or typed. It should be completed in open book conditions and **must** be marked by the centre assessor before the VA arrives. The VA should not be given a folio of work instead of the Preparation for Performance response.

A private space must be provided for the VA to read the Preparation for Performance responses and for the VA and centre assessor to discuss national marking standards and assessment decisions.

Plays must be published and must be of an appropriate standard for National 5. Some iconic Higher and Advanced Higher texts were used, and this was not always appropriate for National 5 candidates. VAs commented on some pupils struggling to interpret their role adequately where these texts had been used.

Some groups were too big, and some plays too long. Some centres chose Higher acting pieces that were too short. The duration of the play should be suitable for the size of the cast. Acting candidates should be cast in only one role.

All paperwork should be completed and ready when the VA arrives. It may be advisable for the teacher/centre assessor to have their own copy of the paperwork to record marks. The centre assessor must ensure photocopies of the relevant paperwork can be made before the VA leaves.

Some centres asked a VA to mark only one candidate in each group, which is not appropriate. As a guide, VAs should be marking between two and six acting candidates, depending on group size, during each performance.

Centres should allow a full day for carrying out the assessment of the sample of 12 candidates.

A suitable audience should be provided and be available for the duration of the performance. Some VAs had to wait for long periods of time before the next class arrived to form an audience.

Technical candidates must show their folio of work to the VA to allow them to mark cue sheets/designs/lists/charts. Minimum requirements for their chosen role must be met.

Technical candidates must carry out their pre-show checks in front of the VA.

Costume and Make-up designers must design for all actors, and provide costume and apply make-up to all actors.

The Visiting Assessor will observe Make-up designers applying one make-up, but all other actors must have make-up on for the production otherwise the VA cannot mark the effectiveness of the make-up design and its application in performance.

Costume Designers must have a design and a costume for all actors so that the VA can mark the effectiveness of the costumes in performance. They should also have made or adapted one costume in line with their design.

Component 2: Question paper

In Section 1 candidates should be able to clearly state their performance or design concept and how it was developed from initial ideas to performance.

In Section 2 candidates should be encouraged to use the additional space provided to note down their ideas in response to their chosen stimuli. This allows them time to formulate and work through their ideas and transfer this information into their answers.

Candidates should be encouraged to read all of the Questions in Section 2 before attempting to respond to the stimulus.

Candidates are expected to use drama terminology. While, on the whole, voice and movement terminology was used correctly, candidates would benefit from increased knowledge and understanding of directing and technical terminology.

Statistical information: update on Courses

Number of resulted entries in 2013	0
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Number of resulted entries in 2014	4146
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Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 100				
A	56.8%	56.8%	2355	70
B	24.1%	80.9%	998	60
C	12.8%	93.7%	530	50
D	2.9%	96.6%	120	45
No award	3.4%	-	143	-