



National  
Qualifications

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**Drama**

**Performance**

**General assessment information**

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**This pack contains general assessment information for centres preparing candidates for the performance Component of National 5 Drama Course assessment.**

**It must be read in conjunction with the specific assessment tasks for this Component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.**

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# Introduction

This is the general assessment information for National 5 Drama performance.

This Component is worth 60 marks out of the total of 100 marks. This is 60% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of two Components of Course assessment.

The other Component is a question paper.

This performance has two Sections.

**Section 1**, titled 'performance' will have 50 marks

**Section 2**, titled 'preparation for performance' will have 10 marks

This document describes the general requirements for the assessment of the performance Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the assessment task for this Component of Course assessment.

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

## Equality and inclusion

This Course assessment 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 candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html)

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

# What this assessment covers

This assessment contributes 60% of the total marks for the Course.

This assessment will assess the specific skills, knowledge and understanding specified for the performance in the *Course Assessment Specification*. These are:

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

# Assessment

## Purpose

The purpose of this assessment is to generate evidence for the added value of this Course by means of a **performance**.

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

## Assessment overview

The performance aspect of the Course has two Sections:

- ◆ **performance**
- and
- ◆ **preparation for performance** (in the form of a review sheet)

The weighting of marks across the two Sections of this performance will be 50 marks for the performance, in either an acting or production role, and 10 marks for the preparation for performance.

Candidates will have selected a text to explore from the perspective of an actor or from their chosen production area. The 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.

The **performance** will allow the candidates to respond to text, interpret their role, apply skills and communicate with an audience.

Prior to the performance date, candidates must take part in preparation activities – rehearsals. During rehearsals candidates will respond to the text, agree the interpretation of their role and develop the skills associated with their role.

Specific information on the types of tasks and the quantity and duration of activities for each performance role is detailed below. This should be adhered to in order to ensure that the requirements of the tasks are clearly understood at this level.

### **Acting**

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

Each performance will last a recommended minimum of 10 minutes to a recommended maximum of 50 minutes, depending on the number of candidates performing. Groups should contain a minimum of two and maximum of ten.

### **Costume**

Costumes must be provided for all characters in the production (a minimum of two). One costume must be made or altered in accordance with size, style and character requirements. The candidate should produce detailed costume designs and a costume list for all characters. Costumes should be labelled, maintained and stored effectively in preparation for the performance. Each actor's costume should be dressed and checked before going on stage.

### **Lighting**

The lighting rig available for use in this production role must consist of a minimum of eight lanterns. A minimum of seven lighting cues and five states should be designed and used in the lighting plot. The candidate should produce a detailed lighting plot and create a lighting cue sheet. The candidate should rig, or instruct the rigging of, the required lanterns, and focus required lanterns with correct gels. The candidate should carry out pre-show checks. The candidate should operate the equipment on cue and at the levels specified in the lighting cue sheets during the performance.

### **Make-up and hair**

One full make-up and hair must be applied for the performance. Designs must be produced for all other characters. The make-up must reflect the character requirements as illustrated in the make-up/hair designs. Suitable materials and tools must be used safely and hygienically.

### **Props**

A minimum of eight different props from two of the three areas of personal, pre-set or hand props should be used at this level. One fully functional prop should be designed and created for use in the performance. The candidate should produce a master props list. The candidate should label and store props effectively. The candidate should organise the props table for the performance.

### **Set design**

Working designs and plans for the set, including elevation, should be produced, appropriate to the text. Detailed ground plans must be produced. The candidate should carry out pre-show checks to ensure the set is ready for the performance. The final set should reflect the candidate's own creative design as well as being functional in performance.

## Sound

A minimum of six different sound effects and eight sound cues should be included in the sound design at this level. The candidate should source and edit music and effects and provide a back-up plan. The candidate should produce a sound cue sheet detailing volume, duration and type. The candidate should carry out pre-show checks. The candidate should operate the equipment during the performance in accordance with the sound cue sheet.

In preparation for performance, marks will be awarded for:

- ◆ research findings into chosen text
- ◆ description of the acting or production role
- ◆ thoughts and ideas for proposed performance
- ◆ the development of the thoughts and ideas

## Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

This assessment will be carried out over a period of time. Candidates should start at an appropriate point in the Course. This will normally be when they have completed most of the work on the Units in the Course.

Centres are responsible for selecting and preparing the drama text to be used for the performance prior to the assessment event.

This assessment requires group activities during the rehearsal stages and the performance. Candidates have to rehearse and perform as part of a cast and production team, and communicate the agreed interpretation of their role. However, there must be clear evidence to show that each individual candidate has met the assessment requirements of the drama performance. The balance within the performance should allow the assessor to clearly observe and assess each candidate's performance.

### Preparation for performance

The preparation for performance review sheet will be generated in open book conditions in advance of the performance date. It should provide a concise description of the candidate's research, role and interpretation of that role during the rehearsal process.

### Controlled assessment – performance

The performance should be of a sufficient length to allow candidates to demonstrate the required skills, knowledge and understanding. The assessor must ensure candidates are provided with a suitable performance environment and appropriate conditions to undertake their assessment.

The performance should last a minimum of 10 minutes and a maximum of 50 minutes – dependent upon the size of cast. The minimum for the cast size is two and the maximum is ten.

It will be performed to a 'live' audience.  
The performance will be marked by an assessor.

The performance is:

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

All marking will be quality assured by SQA.

## Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ preparation for performance
- ◆ performance evidence in either an acting or a production role

Candidates may choose an **acting role** or a **production role**.

**Acting role** – candidates will respond to text and interpret character, sustain character, and apply effective use of voice and movement in performance.

**Production role** – candidates will demonstrate their production concept for the play (this may be through the production of plans, drawings, designs, plot sheets, mood boards, etc) and practical realisation of this in performance.

Candidates will select one from the following roles, and produce relevant evidence:

- ◆ **costume** – designs for costume, including one made or adapted costume
- ◆ **lighting** – plans and designs for lighting, and operation of lighting
- ◆ **make-up and hair** – designs for make-up and demonstration of a make-up application
- ◆ **props** – lists and designs for props and one made prop
- ◆ **set design** – designs, ground plan and elevation, including final made or adapted set
- ◆ **sound** – plans and plot for sound (including digital formats) and music/effects and operation of sound

# General Marking Instructions

The **preparation for performance** is set by centres within SQA guidelines and conducted under some supervision and control. It will be marked according to the candidate's account of their preparation for their performance role – either acting or production.

Marks will be awarded for:

- ◆ research findings into chosen text
- ◆ description of the acting or production role
- ◆ thoughts and ideas for proposed performance
- ◆ the development of the thoughts and ideas

A maximum of 10 marks is awarded to the preparation for performance.

The **performance** will be marked according to how the candidate has:

- ◆ responded to text
- ◆ interpreted their role
- ◆ applied their skills
- ◆ communicated with an audience

A maximum of 50 marks is awarded to the performance.

In an acting role the marks will be awarded according to how the candidate:

- ◆ communicates the agreed interpretation of the character with reference to the text
- ◆ applies skills when learning lines and cues and sustaining character
- ◆ applies skills with effective and appropriate use of voice
- ◆ applies skills with effective and appropriate use of movement
- ◆ communicates with audience

In a production role the marks will be awarded according to how the candidate:

- ◆ responds to text by producing designs/plans/cue sheets for their production role with reference to textual clues
- ◆ interprets the role by adapting/making/selecting materials and resources  
applies skills by operating equipment/applying designs/ carrying out tasks in the performance
- ◆ applies the skills as evidenced by effectiveness and creativity of production area
- ◆ communicates with the audience

Each of the above performance elements can be awarded a maximum of 10 marks.

A consistently high level of performance which demonstrates success across all the identified skill areas within the specific acting or production element will gain the candidate **9-10 marks**.

A secure performance showing a high level of success across most of the identified skills within the specific acting or production element will gain the candidate **7-8 marks**.

An overall adequate performance which shows a fairly consistent level of success across most of the identified skills within the specific acting or production element will gain the candidate **5-6 marks**.

A weak performance which shows a limited and at times inconsistent level of success across most of the identified skills within the specific acting or production element will gain the candidate **3-4 marks**.

A poor performance with little or no evidence of required skills within the specific acting or production element will gain the candidate **0-2 marks**.

## Administrative information

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### History of changes

Version	Description of change	Authorised by	Date
1.1	Change to Assessment overview section: Acting – minimum numbers of actors changed to two.	Qualifications Development Manager	July 2013
1.2	Change to minimum performance time. 'Each performance will last a recommended minimum of 10 minutes.'	Qualifications Manager	July 2014
1.3	Change to Assessment overview section: Costumes – minimum number of costumes changed from three to two.	Qualifications Manager	September 2015

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