



2013 Drama

Advanced Higher

Finalised Marking Instructions

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Part One: General Marking Principles for Drama Advanced Higher

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.

- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Drama Advanced Higher

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Advanced Higher Drama

Grade related criteria

Candidates must answer two questions, one from section A and one from section B. Candidates must answer on a different practitioner in each response.

40 marks are allocated to this paper: each question is worth 20 marks.

If a candidate answers two questions from section A *or* two from Section B *or* answers on the same practitioner in both sections markers should mark both essays but award the candidate only the higher of the two marks for the whole paper.

Responses should be marked holistically and according to the grade-related criteria described below. *As such candidates will be awarded according to the quality of thought demonstrated in their answers. They will not solely be rewarded for the quantity of the knowledge conveyed.*

“Quality of thought” should be taken as including the extent to which, in response to a given question, the candidate –

- *provides an answer which is relevant to the question and relates explicitly to the terms of the question posed*
- makes the various distinctions demanded by the questions
- responds to all the elements demanded by the question
- explains, analyses, discusses and assesses rather than simply describes or narrates
- argues a case when requested to do so
- takes account of criticism and interpretations
- answers with clarity and fluency and in language appropriate to critical writing at this level

Particular attention is drawn to the first bullet point, as responses that fail to meet this criterion and do not answer the question posed will necessarily be returned with a fail mark.

In addition work that is found to be plagiarised will be returned with a mark of “0”.

A reminder

Outcome 1

The candidate will demonstrate knowledge and understanding of the theories of acting and directing of two leading C20 practitioners.

Performance criteria

- (a) Describes correctly and in some detail the influences and key events that mark the emergence of two leading C20 theatre practitioners.
- (b) Analyses in some detail alternative acting/production methodologies adopted/developed by two leading C20 theatre practitioners.
- (c) Describes correctly and in some detail alternative directorial theories and practices of the two C20 theatre practitioners.
- (d) Uses texts appropriately to exemplify the performance theories of two C20 theatre practitioners.

Note on range for the outcomes

All the performance criteria apply to the overall context in which the practitioner worked and include – the developing role of the director, influences (creative, political, historical and social), innovative acting and directing methodologies, innovative staging concepts, innovative playhouse architecture and actor-audience relationships.

Outcome 2

The candidate will explore aspects of theatre practice in one or two recent productions that they feel reflect the theories and/or practices of one C20 practitioner.

Performance criteria

- (a) Analyses in detail one or two contemporary performances.
- (b) Discusses the ways in which, within the candidate's interpretation, these performances may be related to the theories and/or practice of one of the C20 theatre practitioners specified in the course of study.

The exam rubric makes it clear that candidates must refer to a different set C20 practitioner in each of their responses.

It is further recommended that, in Section B, candidates focus on one or two productions in significant detail rather than try to comment on too many productions with limited detail or analysis.

17-20 marks

A piece of work at this level will demonstrate –

Structure

Excellent organisation of materials to support the sophisticated argument structured so that it builds up and develops convincingly throughout the essay. There is a fluent and insightful presentation of the material and a supported conclusion giving a robust overview and qualitative judgement of the relevant factors.

Understanding

Shows a thorough understanding and a considerable depth of knowledge of critical thinking on the topic. The factual content is clear and consistent with the title.

Accuracy and Relevance

There is a detailed and effective analysis, which advances the argument and considers various possible implications of the question, often going beyond the obvious.

Line of Argument

There is a confident and coherent argument showing independence of thought and creative thinking, which makes excellent use of primary and secondary sources. The essay shows clarity, fluency and sophistication of thought.

14-16 marks

A piece of work at this level will demonstrate –

Structure

Shows an ability to formulate a clear and fluent argument with a pertinent opening and a well supported conclusion arising logically from the evidence and arguments presented in the main body of the essay. There is an attempt at synthesising the elements together.

Understanding

Shows a good understanding of the topic and its implications. The factual content and approach are focused on the title.

Accuracy and Relevance

There is an assured grasp of the aims of the question and the candidate tackles it with consistent analysis. The essay shows a substantial amount of accurate and relevant material.

Line of Argument

There is a confident and coherent argument produced showing an awareness of the width and depth of the knowledge required for a quality essay. The expression is clear and accurate with appropriate sourcing of primary and secondary material.

10-13 marks

A piece of work at this level will demonstrate –

Structure

Shows some ability to organise material but it may be loose. The introduction and conclusion may be functional.

Understanding

Shows a reasonable understanding of the question posed. The factual content and approach relate to the title.

Accuracy and Relevance

There is an attempt to answer the question and analyse the issues but the argument is not deep or sustained.

Line of Argument

There is a limited but perceptible reference to sources. The line of argument is generally clear and largely accurate.

5-9 marks

A piece of work at this level will demonstrate –

Structure

Poorly organised, often difficult to follow. Introduction and conclusion are ineffective.

Understanding

Shows a basic understanding of the topic but lacks detail. Shows important deficiencies in critical understanding.

Accuracy and Relevance

Candidate is apt to write everything they know about the topic in the hope something will hit the mark. Little discernment is shown. Factual content may show more relation to the title but does not get to grips with the material.

Line of Argument

Simplistic argument offered which does not fully address the question posed.

0-4 marks

A piece of work at this level will demonstrate –

Structure

Poorly organised with serious weaknesses showing a weak presentation of the argument. There may not be an introduction or conclusion.

Understanding

Lacks understanding of the topic. The essay is narrative and descriptive rather than offering an analysis. Shows an elementary knowledge.

Accuracy and relevance

Knowledge is patchy showing serious errors and serious omissions. Elements of factual content may relate loosely to the title.

Line of Argument

Very little argument offered. Does not answer the question posed.

[END OF MARKING INSTRUCTIONS]