FOR OFFICIAL USE						
[C037/SQP263]					Total	
Drama Intermediate 2 Specimen Question for use in and after	n Paper	ne: 1 hour 30	minutes	NATIC QUAL	ONAL IFICAT	IONS
Fill in these boxes ar	nd read what	is printed be				
Full name of centre			То	wn		
Forename(s)			Su	rname		
Date of birth Day Month Year	Scottish can	didate numbe	er Nu	ımber of seat		
50 marks are allocated	d to this paper					
Attempt all the question	ons.					
NB The questions re						paper.

#### Marks [

Your answers should be based on <b>one</b> of the extracts provided.  Tick (✓) the appropriate box to indicate which extract you chose to explore.	17107770	
Extract 1 Extract 2 Extract 3		
You should answer <b>ALL</b> of the following Questions 1–8.		
1. What do <b>you</b> think is the main theme or issue of the extract? Explain and justify your decision with reference to the text.		
	6	

oresentation in ord	aer to commu	incate tills	meme of iss	ue ciearry.	

### Marks

Choose one personality.			

### Marks

 	 	 _

### Marks

ou develop the character you wrote about in Question 3?
ou should explain exactly what activities you did and how they would help our characterisation process.

### Marks [

xplain your reasons.	

Marks	
-------	--

(a)	What do you think is the most important point in the extract and why?		
(b)	How does the tension build towards this point?	2	
		4	

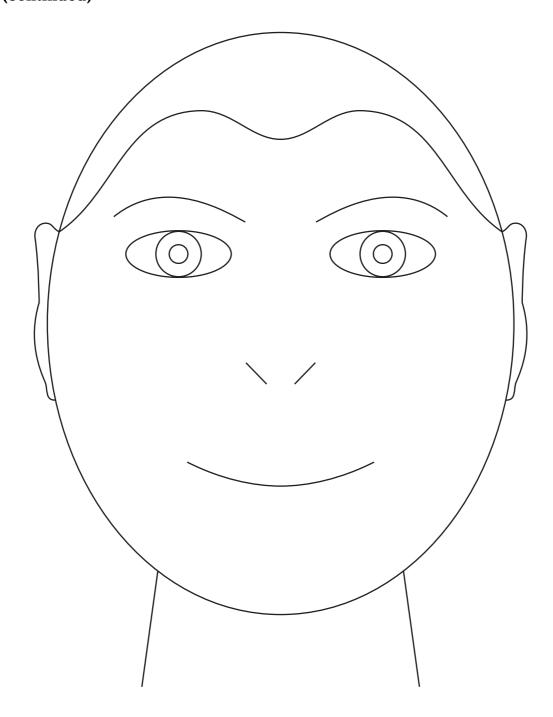
Choose <b>one</b> production area from the list below.	
acting of one character (state the character's name) directing set design sound effects lighting effects props costume make-up	
Write your chosen production area here	
Fully explain your ideas for your production area in a prese of this extract. You should justify the decisions and choice make.	
Depending on the production area you have chosen from the list about include the following:	ove, you
acting: details of voice and movement	
directing: a ground plan showing the starting positions of the ac	tors
set: a ground plan	
sound: a sound cue sheet	
lighting: a lighting cue sheet	
<b>props</b> : 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 yo	our use.
You may include other drawings, diagrams and designs if you	

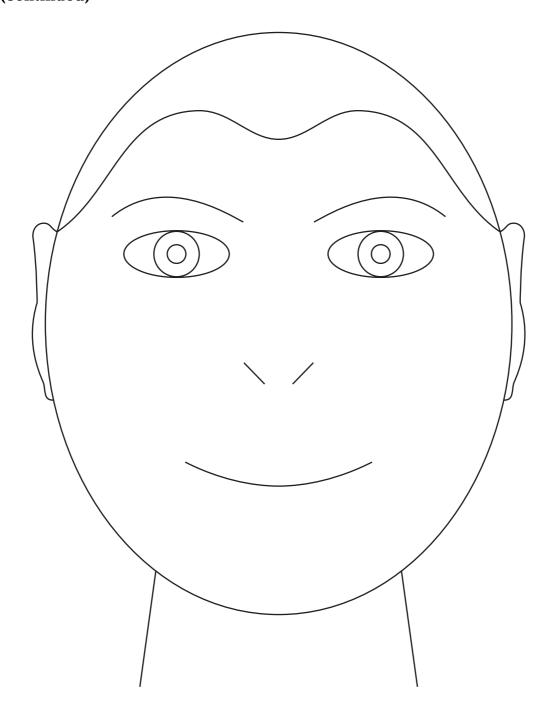
8.

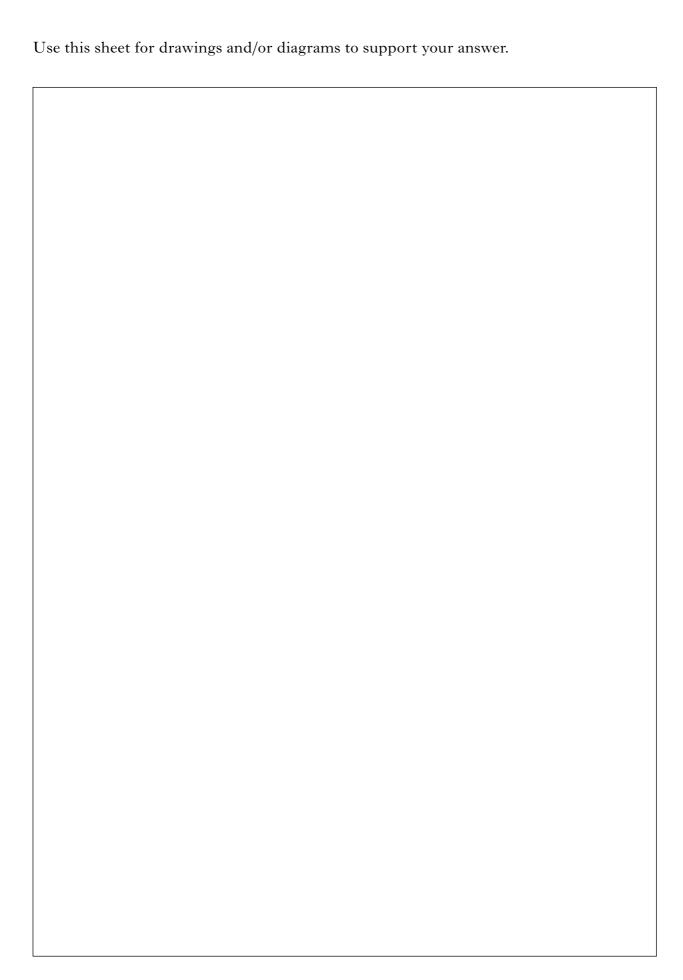
viarks	irks
--------	------

(continued)	Mai	

		1	i	i	i	i	







### [C037/SQP263]

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

NATIONAL QUALIFICATIONS



## 1. What do <u>you</u> 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.

## 2. How could the <u>actors</u> 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 <u>one</u> character from the extract. Outline this character's <u>personality</u>. Fully explain this character's <u>purpose</u>.

(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.

## 4. Describe, and provide evidence of, <u>this</u> character's relationship, (from Question 3) with <u>one other</u> 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.

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.

## 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)

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]