



ASSESSMENT AND EXAMINATIONS DIRECTORATE

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NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	DRAMATIC ARTS
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PAPER	1
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DATE OF EXAMINATION:	26/11/2015	DURATION:	3 HOURS
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This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

Section 1: General overview of Learner performance in the question paper as a whole

Section 2: Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

The new approach of assessment followed in this question paper has perhaps caught learners unaware.

It has become clearly evident that teachers are still using memorisation/rote learning as their approach to the preparation for the Grade 12 Final Examination. It was especially evident in Question 1 where learners supplied a mass of information without answering the question. Learners at the lower end of the scale experienced difficulty understanding questions as they were set in the paper e.g. Question 1, Questions 2.4, 2.5 & 2.7, Question 3.7, Question 4.8, Question 5.6, Question 7.7 and Question 8.7.

Stimuli and quotations were often experienced as obstacles for learners to clearly understand and respond to the questions. Bullets: while they provided parameters for the learners, they created confusion, misinterpretation and was in general a hindrance for them as some learners were limited to respond only to the bullet points – providing basic knowledge.

Stimuli were ignored by most learners e.g. not referring to the quotation/image/poem. Photographs seemed to be a challenge for some learners as they were not able to interpret the images appropriately. Visual literacy seems to be an obstacle.

Learners were not adequately prepared for the examination in terms of *Exam Readiness* i.e. being taught to read, analyse and interpret questions. Inability to break down and plan quality responses was evident. Learners were not adequately prepared on how to explain, motivate and provide examples from play texts, relating to the questions.

SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 1: **20th Century Theatre Movements**

Majority of learners did not excel in this question. The question was mostly poorly answered.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The majority of learners did not respond to what was actually asked in the question and provided memorized information that relates to the question. Very few learners presented well-polished essays.

- **Structure of the essay**
- Very few learners planned for the writing of the essay.
- Many essays did not have an introduction
- Most learners had clear paragraphs relating to specific aspects but some learners did not make use of paragraphs



- Lack of structuring paragraphs to include motivations and examples were evident with many centers.
- Conclusions were often left out.
- **Language and terminology**
- A number of learners did not apply the appropriate terminology
- Clear structuring of sentences to communicate the point with clarity was often neglected and sentences were too long and loaded.
- Some centers displayed difficulty to write effectively in English
- Meaningless phrases were very common
- **Content, skills, insight**
- Basic content was not a problem for the majority of learners
- Learners simply followed the bullets and ignored the questions
- Knowledge were provided whether it was relevant to the question or not
- Very few learners were able to integrate the complexity implied in the question
- "Evaluation" was beyond almost all learners and the skill to evaluate was mostly ignored and not answered in the responses.
- Many candidates displayed insight and understanding in the texts but did not provide adequate examples and motivations
- Candidates were often not capable to integrate and relate theme(s) to the practical theatre making elements and principles
- Very few learners displayed creative and critical thinking
- **Socio political context**
- The relevance and impact of socio political context to the interpretation and understanding of the play was often neglected or superficial
- The "isms" and their impact and relevance to the text and the question were ignored by most learners.

(b) Provide suggestions for improvement in relation to Teaching and Learning

- The approach of teaching texts and theoretical work needs to be embedded in a stage to page approach.
- Practical work needs to be done within the full awareness and integration of theoretical work.
- Terminology and socio political contextual awareness need to be included in all teaching opportunities.

(d) Describe any other specific observations relating to responses of learners

- Learners lack confidence in evaluation skills. This is a skill that needs to be taught and practices from Grade 10 – 12.
- Critical awareness of language and its context is essential.
- Original interpretation and critical thinking needs to be fostered.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Learners often do not grasp the importance of the stage to page approach
- Theatre making is an interpretative and creative craft that relies strongly on language and theatre

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 2: **Woza Albert**

A limited number of learners attained an exceptional achievement in response to this question. Many candidates did not understand the context of the play and the intention of the playwright.

(c) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

1. Question 2.1 : Learners did not read the question properly and included other skills that could not be qualified as “physical Skills”
2. Question 2.2: Many learners answered this question without using the appropriate terminology.
3. Question 2.3: Very few learners were able to provide a suitable exercise that relates to “characterisation”
4. Question 2.4 and 2.5: Learners mostly failed to understand the differentiation between the two questions and often lost marks by repeating the exact same answer – basic knowledge of Poor theatre. Proper terminology was often neglected.
5. Question 2.6: most candidates experienced no problem with the question.
6. Question 2.7: Very few candidates were successful with their response to this question.

The following problems were evident:

- Candidates did not understand the question
- Superficial responses
- Limited examples and references to the text



- Responses were short and often did not relate to the question
- The instruction “programme notes” were mostly ignored.

(d) Provide suggestions for improvement in relation to Teaching and Learning

- The approach of teaching texts and theoretical work needs to be embedded in a stage to page approach.
- Practical work needs to be done within the full awareness and integration of theoretical work.
- Terminology and socio political contextual awareness need to be included in all teaching opportunities.
- Teachers need to expose learners to a proper theatre programme and the components thereof
- Design of a poster is part of Grade 10 work and needs to be taught well and could be revised in grade 11 and 12 by critical response to posters from the industry and can be found on the internet.

(d) Describe any other specific observations relating to responses of learners

- Learners lack confidence in evaluation skills. This is a skill that needs to be taught and practices from Grade 10 – 12.
- Critical awareness of language and context is essential.
- Original interpretation and critical thinking needs to be fostered.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Learners often does not grasp the importance of the stage to page approach
- Theatre making is an interpretative and creative craft that relies strongly on language and theatre
- Textual reference and context of the play needs to be taught with appropriate terminology

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 3: **Sophia Town**

A limited number of learners attained an exceptional achievement in response to this question. Learners often did not understand the context of the play.



(e) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

1. Question 3.1: Some candidates did not understand the context of the character and provided superficial responses.
2. Question 3.2: Many learners answered this question without using the appropriate terminology.
3. Question 3.3: Very few learners were able to provide a satisfactory answer- indicating that they did not fully understand the context of the character.
4. Question 3.4: Very few learners were able to provide a satisfactory answer- indicating that they did not fully understand the context of the play
5. Question 3.5: Learners did not understand what was meant by "effective poster" and provided superficial responses.
6. Question 3.6: most candidates experienced no problem with the question.
7. Question 3.7: Very few candidates were successful with their response to this question.

The following problems were evident:

- Candidates did not understand the question
- Superficial responses
- Limited examples and references to the text
- Responses were short and often did not relate to the question
- The instruction "programme notes" were mostly ignored.

(f) Provide suggestions for improvement in relation to Teaching and Learning

- The approach of teaching texts and theoretical work needs to be embedded in a stage to page approach.
- Practical work needs to be done within the full awareness and integration of theoretical work.
- Terminology and socio political contextual awareness need to be included in all teaching opportunities.
- Teachers need to expose learners to a proper theatre programme and the components thereof

(d) Describe any other specific observations relating to responses of learners

- Learners lack confidence in evaluation skills. This is a skill that needs to be taught and practices from Grade 10 – 12.
- Critical awareness of language and context is essential.
- Original interpretation and critical thinking needs to be fostered.

(e) Any other comments useful to teachers, subject advisors, teacher development etc



- Learners often does not grasp the importance of the stage to page approach
- Theatre making is an interpretative and creative craft that relies strongly on language and theatre
- Textual reference and context of the play needs to be taught with appropriate terminology

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 3: **Siener in die Suburbs**

A limited number of learners attained an exceptional achievement in response to this question. Learners often did not understand the context of the play.

(g) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

1. Question 4.1: Most candidates had no problem with the question
2. Question 4.2: Most candidates had no problem with the question
3. Question 4.3: Very few learners were able to provide a satisfactory answer- indicating that they did not fully understand what the characteristics of realism were that they had to identify.
4. Question 4.4: Most candidates had no problem with the question
5. Question 4.5: (4.5.1 and 4.5.2) Most candidates had no problem with the question
7. Question 4.6: Many learners answered this question without using the appropriate terminology.
6. Question 4.7: Most candidates had no problem with the question
7. Question 4.8: Very few candidates achieved high marks with their response to this question. The following problems were evident:
 - Candidates did not understand the question
 - Superficial responses
 - Limited examples and references to the text
 - Responses were short and often did not relate to the question

(h) Provide suggestions for improvement in relation to Teaching and Learning

- The approach of teaching texts and theoretical work needs to be embedded in a stage to page approach.



- Practical work needs to be done within the full awareness and integration of theoretical work.
- Terminology and socio political contextual awareness need to be included in all teaching opportunities.
- Teachers need to expose learners to a proper theatre programme and the components thereof
- Visual literacy is an essential skill for Dramatic Arts

(d) Describe any other specific observations relating to responses of learners

- Learners lack confidence in evaluation skills. This is a skill that needs to be taught and practices from Grade 10 – 12.
- Critical awareness of language and context is essential.
- Original interpretation and critical thinking needs to be fostered.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Learners often does not grasp the importance of the stage to page approach
- Theatre making is an interpretative and creative craft that relies strongly on language and theatre
- Textual reference and context of the play needs to be taught with appropriate terminology
- 10 mark questions need to also make use of paragraphs and include motivations and examples

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 5: **Nothing But The Truth**

A limited number of learners attained an exceptional achievement in response to this question. There are three questions directly engaging with the theme of Truth: question 5.1.3, 5.4 and 5.6.

(i) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

1. Question 5.1:

- 5.1.1 Confusion between set and setting was experienced
- 5.1.2 Most candidates had no problem with the question



- 5.1.3 “director’s note” and “programme note” was mostly ignored
2. Question 5.2: 2 marks were awarded to all learners
 3. Question 5.3: Very few learners were able to provide a satisfactory answer- indicating that they did not fully understand what the question required. Motivations when it was answered was often superficial
 4. Question 5.4: Many learners answered this question without using the appropriate terminology.
 5. Question 5.5: Learners experienced difficulty to relate the characteristics of realism. Could not use the picture in their response (due to lack of visual literacy perhaps)
 6. Question 5.6: Very few candidates achieved high marks with their response to this question. The following problems were evident:
 - Candidates did not understand the question
 - Superficial responses
 - Limited examples and references to the text
 - Responses were short and often did not relate to the question
 - In some cases learners either directly quoted from the poem or ignored it.
 - Evaluative skills were not often evident.

(j) Provide suggestions for improvement in relation to Teaching and Learning

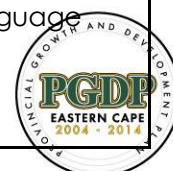
- The approach of teaching texts and theoretical work needs to be embedded in a stage to page approach.
- Practical work needs to be done within the full awareness and integration of theoretical work.
- Terminology and socio political contextual awareness need to be included in all teaching opportunities.
- Visual literacy is an essential skill for Dramatic Arts

(d) Describe any other specific observations relating to responses of learners

- Learners lack confidence in evaluation skills. This is a skill that needs to be taught and practices from Grade 10 – 12.
- Critical awareness of language and context is essential
- Original interpretation and critical thinking needs to be fostered.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Learners often does not grasp the importance of the stage to page approach
- Theatre making is an interpretative and creative craft that relies strongly on language and theatre
- Textual reference and context of the play needs to be taught with appropriate



terminology

QUESTION 6

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 6: **Groundswell**

No candidates responded to this question.

(k) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

N/A

(l) Provide suggestions for improvement in relation to Teaching and Learning

N/A

(d) Describe any other specific observations relating to responses of learners

N/A

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

N/A

QUESTION 7

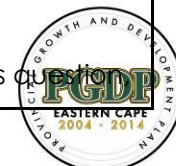
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 7: **Mis/Missing**

A limited number of learners attained an exceptional achievement in response to this question. Learners are often confused by the characteristics of *Realism*.

(m) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

1. Question 7.1: Not all learners could identify the genre.
2. Question 7.2: A number of learners could not identify the three different stages (Grade 10 work).
3. Question 7.3: Learners experienced difficulty by describing and motivating *Realism*.
8. Question 7.4: Most learners responded well to this question.
4. Question 7.5: Learners struggled to use the appropriate basic terminology in this question.



regarding Modulation (pace, pause, pitch, emphasis, inflection / tone, register, rate).

5. Question 7.6: Learners ignored the instruction to respond as the "director". However, most learners could answer the question quite well.
6. Question 7.7: Learners demonstrated the knowledge about this question, but experienced problems in relating it to text references. Very few examples were supplied.

(n) Provide suggestions for improvement in relation to Teaching and Learning

- The approach of teaching texts and theoretical work needs to be embedded in a stage to page approach.
- Practical work needs to be done within the full awareness and integration of theoretical work.
- Terminology and socio political contextual awareness need to be included in all teaching opportunities.
- Basic characteristics and principles of *Realism* is not clearly understood by all learners. (Including aim/objectives/stylistic principles of the *Realism* movement). E.g. Empiricism, Psychology, Science and Social Context.

(d) Describe any other specific observations relating to responses of learners

- Learners lack confidence in evaluation skills. This is a skill that needs to be taught and practiced from Grade 10 – 12.
- Critical awareness of language and context is essential.
- Original interpretation and critical thinking needs to be fostered.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Learners often do not grasp the importance of the stage to page approach.
- Theatre making is an interpretative and creative craft that relies strongly on language and theatre.
- Textual reference and context of the play needs to be taught with appropriate terminology.

QUESTION 8

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 8: **History of Theatre, Practical Concepts, Content and Skills**

An exceptionally large number of learners lost the majority of their marks in this question.

Learners were not adequately prepared for responses to theatre history and dramatic arts terminology.



(o) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

1. Question 8.1: Very few learners could answer this question adequately.
2. Question 8.2: Many learners were confused with the *movement* and the *process* of Workshop Theatre. Some learners confused Workshop Theatre with their theme programme development process.
3. Question 8.3: Most learners achieved good marks in this question. (Some learners did not provide the SIX point answer, but rather the THREE point answer which is evident in the textbook).
9. Question 8.4: Most learners responded well to this question.
4. Question 8.5: Most learners responded well to this question.
5. Question 8.6: This question was poorly answered as learners were unable to provide adequate definitions. Post-Modernism and Existentialism: approximately 90% of the candidates could not provide definitions.
6. Question 8.7: Learners did not perform well in this question. Learner responses ranged from superfluous to being indirect and confused.

(p) Provide suggestions for improvement in relation to Teaching and Learning

- The approach of teaching texts and theoretical work needs to be embedded in a stage to page approach.
- Practical work needs to be done within the full awareness and integration of theoretical work.
- Terminology and socio political contextual awareness need to be included in all teaching opportunities. Learners need to be able to provide definitions of all dramatic arts terminology (Grades 10 – 12).
- Brief definitions of 'isms' and theatre movements must be studied.

(d) Describe any other specific observations relating to responses of learners

- Learners lack confidence in evaluation skills. This is a skill that needs to be taught and practiced from Grade 10 – 12.
- Critical awareness of language and context is essential.
- Original interpretation and critical thinking needs to be fostered.
- For *Theatre History* structured knowledge is required; Academic descriptions of all Dramatic Arts processes, production, concepts etc.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Learners often do not grasp the importance of the stage to page approach.
- Devices and techniques need to be clearly understood as implemented in theatre.

making.

T M SEKHOBO

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE

