



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2018 NSC CHIEF MARKER'S REPORT

SUBJECT:	DRAMATIC ARTS
PAPER:	1
DURATION OF PAPER:	3 HOURS
DATES OF MARKING:	1 – 14 DEC 2018

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

The marking process saw a large number of candidates being unable to respond to creative questions as per page to stage approach. Candidates did not demonstrate application of knowledge in most questions that demanded this approach. The cognitive demands of the questions demonstrated lower levels across most of the candidates' responses with only a small number that could respond conceptually, procedurally and at a metacognitive level.

It was evident that most candidates are being taught and have knowledge of subject content, however, not all responses in the question paper required this level of knowledge. The question paper required candidates to apply this knowledge, creatively, in their responses and that was not demonstrative in responses.

Candidates do not read the questions thoroughly to be able to respond in accordance to the demands of the question and thus they tended to veer off topic as per question instructions. Candidates were unable to meet the interpretive demands of the question. Many candidates merely rewrote textbook notes on the genre with predictable text referrals without considering what the actual question required. Many candidates failed to present and argument or intuitive thinking. Interpretive essay practices need to be enforced where learners are taught to process information and formulate individual responses.

SECTION 2: Comment on candidates' performance in individual questions

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



QUESTION 1

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

QUESTION 1

Most candidates were unable to select information that was required by the instructions of this question instead they wrote all that they know about the 20th Century Theatre movements. This is the bigger problem that is evident across the many centres. The candidates are inconsiderate of the source and the question and they formulate their questions only based on the notes they receive in class. For this matter most candidates did not reach the conceptual achievement of the question.

QUESTION 2

2.1 Most candidates did well in this question

2.2 Most candidates did well in this question

2.3 Most candidate did well in this question

2.4 Weaker candidates misinterpreted the word "highlighted" as stated in the question and merely referred to the poster as supposed to answering where in the play a reference of the "dompass" could be found. Many candidates did not succeed in producing suitable text examples to support their argument.

2.5 Candidates saw 'Grotowski' and immediately assumed that the question wanted them to write extensively about conventions of Poor Theatre and this was not what the question demanded.

2.6 Candidates merely produced generic textbook answers and did not relate the information to the question. The question required learners to suggest how Grotowski's principles would be applied to their own specific productions and learners were unable to interpret and personalise such information. Many candidates did not succeed in answering this question.

2.7 Most learners misinterpreted the instructions of this question. They were unable to demonstrate knowledge of the historical or background context of the text. This led to many performing low in this question. They failed to see the metaphorical insinuation of 'Morena' as a vehicle to the conception of the play *Woza Albert!* Instead they wrote without contextualizing and referring to the play for evidence in their proposed thesis. Learners may also have not been in depth on the creation process of the play as this hindered them from formulating and argument.

QUESTION 3

3.1 Most candidates answered this question well

3.2.1 Most candidates responded well in this question. However there some candidates who

merely wrote a very unclear account of the selected scene without considering the mark allocation of the question.

3.2.2 Most candidates are unable to provide valid and well substantiated responses to questions that require voice and physical preparation demands. Instead they respond with voice and physical exercises and that is not what the question wants.

3.2.3 Most candidates are unable to provide valid and well substantiated responses to questions that require voice and physical preparation demands. Instead they respond with voice and physical exercises and that is not what the question wants

3.3.1 Most candidates were able to answer this question well. However, there were some candidates who misinterpreted the term journey for the literal (going on a trip).

3.4 Candidates were unable to suggest 'ANY OTHER THEATRICAL ITEM' and provide good motivation as per what the question instructed.

3.5 Most candidates were unable to refer to the source to answer this question, instead they wrote merely about what they have studied as the background of the play as per notes provided in class and for that matter, they deviated from the actual instructions of the question

QUESTION 4

4.1 Many candidates responded well to this question

4.2.1 Candidates were able to select a scene from the play but most came short at giving the exact details and wrote without considering the marks

4.2.2 Many candidates answered this question well

4.3.1 Most candidates were able to answer this question well. However, there were some candidates who misinterpreted the term journey for the literal (going on a trip).

4.3.2 Most candidates are unable to provide valid and well substantiated responses to questions that require voice and physical preparation demands. Instead they respond with voice and physical exercises and that is not what the question wants.

4.4 Candidates were unable to suggest 'ANY OTHER THEATRICAL ITEM' and provide good motivation as per what the question instructed.

4.5 Candidates only show low level cognitive approach to this question and are unable to

select events in the play to support their arguments.

QUESTION 5

5.1.1 Candidates couldn't make a distinction between COMMITTEE and COMMISION.

5.1.2 Candidates responded well to this question

5.1.3 Candidates responded well to this question

5.1.4 Most candidates responded well to this question

5.2 Most candidates couldn't identify a TRC case mentioned in the play

5.3 Most candidates responded well to this question even though most of them did not use the actual conventions of a TV series in their response

5.4 Most candidates answered this question successfully

5.5 Candidates struggled greatly to answer this question. Most learners were unable to demonstrate knowledge and understanding of how to prepare for a role. They lack the ability to articulate the different stages of characterisation in relation to the suggested character.

5.6 Most candidates responded successfully to this question

5.7 The source was poorly interpreted as learners saw the words "theme" and "character" and merely produced very generic answers that were unrelated to what was being asked. Candidates needed to assess and interpret the source in a factual yet original manner. Visual literacy as well and interpretation skills were need to answer his question and many candidates were unable to meet the demands of this question. Several candidates were confused by the satirical image of the man in women's clothing. Higher order candidates successfully recognised the satire and were able to relate it to the text and formulate good answers.

QUESTION 7

7.1.1 Question was successfully answered

7.1.2 Question was mostly successfully answered

7.1.3 Most candidates answered this question successfully

7.2 Most candidates were unable to provide in depth details of the character Constable

7.3 Successfully answered

7.4. Candidate produced very generic answers. They were unable to relate learnt information on the various theatre practitioners to the question at hand. This resulted in poor responses to the questions.

7.5 Some candidates mistook 'depression' out of context as a mental condition

7.6 Mostly well answered

7.7 Mostly successfully answered

QUESTION 8

8.1.1 Most candidates were unable to articulate the difference between a poem, prose and monologue in a clear differentiated manner. This likely due to the fact that this was taught in creative arts and academic definitions have not been revised since. Although a seemingly easy question, many candidates struggled to achieved 4/6.

8.1.2 Mostly well answered

8.1.3 Mostly well answered. However, several candidates were unable to differentiate between a title and a hashtag with some assuming the hashtag handle was in fact the required title.

8.2 This question proved to be a great struggle for the majority of the candidates. Learners were unable to formulate original staging ideas with many not understanding the word "staging". Most were only able to provide vague and poorly substantiated vocal exercises and physical warmups unrelated to the source. Candidates also did not motivate their choices by suggesting why it would be relevant to the youth day celebrations therefore not meeting all the demands of the question.

8.3 Lower order candidates could not relate their answers to the given source and merely gave personal opinions of unrelated performance items. Middle order candidates struggle to successfully motivate their choices. More emphasis should be in class should be paid to educating learners to justify their choices.

8.4 The majority of the learners struggled to interpret this question successfully. At sight if the word "practitioner", candidates repeated textbook learnt notes without actually responding to the source. The lack of time may have contributed to this as this was very loaded question

right at the end of the paper. Class discussion should be engaged on a regular basis in order to prepare learn to answer conceptual question as well as allowing them to formulate their individual opinions.

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

QUESTION 1

Candidates are unable to take the knowledge acquired in class and use it to formulate a creative and argumentative essay. The notes about the 20th century theatre movements are not enough to help the candidate achieve good marks for this question. Some centres demonstrated inadequate essay writing skills as we've seen many of the candidates respond in point form for this question.

2.4

Many candidates did not succeed in producing suitable text examples to support their argument. The argument is the dompass and specific scenes from the play must be used to support candidates' responses

2.6

Candidates merely produced generic textbook answers and did not relate the information to the question. The question required learners to suggest how Grotowski's principles would be applied to their own specific productions and learners were unable to interpret and personalize such information. Many candidates did not succeed in answering this question.

2.7

Learners may also have not been in depth on the creation process of the play as this hindered them from formulating and argument. The background and socio-political motivations or the springboard to the creation of *Woza Albert!* Was not well responded to in this question.

3.3.1 Candidates interpreted journey as trip instead of the conceptual thinking process that it entails in the world of drama.

(3.2.3, 4.2.3 5.5, 7.4) Candidates are unable to use the knowledge that they receive from practical classes to formulate statements and arguments that will help them contextualize their answers on the basis of what the question instructs and not on facts only. Instead they provided vocal and physical exercises and that was not what the question wanted.

Candidate produced very generic answers. They were unable to relate learnt information on the various theatre practioners to the question at hand. Candidates need to be taught the page to stage method where they are physically doing the exercises to ensure cognitive

processing of information. Preparation for such questions are also practiced in their journals which should be assessed once minimum once a term after PAT practicals.

3.4 Some candidates indicated the inability to justify their thoughts in whatever choice of items for this question. The choices were open to quality justification that could have easily scored them marks, however, this didn't happen because the justification was invalid or the suggestions were out of context with the SOURCE.

3.5 Candidates mostly wrote what they know instead of what the question wants. They referred to their notes and were unable to contextualize that knowledge to successfully answer the question in conjunction to the source and the instructions of the question.

(5.7, 7.6, 8.3) The source was poorly interpreted as learners saw the words "theme" and "character" and merely produced very generic answers that were unrelated to what was being asked. Candidates needed to assess and interpret the source in a factual yet original manner. Visual literacy as well and interpretation skills were need to answer his question and many candidates were unable to meet the demands of this question. Several candidates were confused by the satirical image of the man in women's clothing. Higher order candidates successfully recognized the satire and were able to relate it to the text and formulate good answers.

Lower order candidates could not relate their answers to the given source and merely gave personal opinions of unrelated performance items. Middle order candidates struggle to successfully motivate their choices. More emphasis should be in class should be paid to educating learners to justify their choices.

8.1.1 Most candidates were unable to articulate the difference between a poem, prose and monologue in a clear differentiated manner. This likely due to the fact that this was taught in creative arts and academic definitions have not been revised since. Although a seemingly easy question, many candidates struggled to achieved 4/6.

8.1.3 This was one of the easiest questions in the paper. However, several candidates were unable to differentiate between a title and a hashtag with some assuming the hashtag handle was in fact the required title. For this matter they lost marks unnecessarily in this regard.

8.2 Candidates are unable to use their practical knowledge and transcribe it through procedural techniques and respond successfully to the question. Candidates were unable to formulate original staging ideas with many not understanding the word "staging". Most were only able to provide vague and poorly substantiated vocal exercises and physical warmups unrelated to the source. Candidates also did not motivate their choices by suggesting why it would be relevant to the youth day celebrations therefore not meeting all the demands of the question. For the most part, candidates are unable to translate staging concepts into words

and lost marks in this question for that matter.

8.4 The majority of the learners struggled to interpret this question successfully. At sight of the word “practitioner”, candidates repeated textbook learnt notes without actually responding to the source. The lack of time may have contributed to this as this was very loaded question right at the end of the paper. Class discussion should be engaged on a regular basis in order to prepare learn to answer conceptual question as well as allowing them to formulate their individual opinions.

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

- Teaching must ensure that learners are able to write a successful argumentative essay.
 - ✓ Notes are not enough to successfully help candidates to write essays
 - ✓ Notes must be used to make candidates understand the topic but they must not stand in the way of helping candidates to write creative essays that may score them good marks in the essay.
 - ✓ Candidates must be inspired to apply this knowledge and always consider the question and the source when they respond.
 - ✓ Candidates must use sufficient examples from the play also to display their understanding of theatre conventions in their answers.
- More emphasis must be placed on page to stage approach. Use the page to stage manual sent to you to guide candidates. The question paper demands a rigour page to stage approach and this question paper is true to this.
- Practice visual literacy as this has always been evident in all Dramatic Arts Paper 1 for many years.
- Insist on creative thinking and apply journals in teaching and learning.
- Practical lessons must make use of the journal to help the candidates to practice successful, procedural writing that will help them write successful accounts of practical work and apply concepts instead of rewriting information for the sake of being right.
- Teaching and learning must ensure that knowledge is used to help develop the thought processes of candidates to develop confidence in responses and uniqueness.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Most candidates are unable to read the instructions of the question
- Candidates are not confident enough to answer from their own point of view and that put them in danger of rewriting facts.
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