



**ASSESSMENT & EXAMINATIONS**

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## **NSC 2011 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>Dramatic Arts</b>
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<b>PAPER</b>	<b>1</b>
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<b>DATE OF EXAMINATION:</b>	<b>25/11/11</b>	<b>DURATION:</b>	<b>3 hours</b>
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### **SECTION 1:**

**(General overview of Learner Performance in the question paper as a whole)**

The candidates generally answered the paper well. There is an enormous range of marks. The responses from schools generally follow the same trend and those centres where problems exist are still not rectified. The same school in the Queenstown district again has learners who are not being sufficiently trained. They do not understand the prescribed plays and are clearly not being taught. When candidates in one school attempt to answer an entire range of work, it is obvious that they have not studied the plays. Candidates do not understand the difference between analyse; discuss; comment. There were a significant number of candidates who answered half of the question – they would offer an opinion but fail to motivate their answers. Many candidates are unable to offer quotes from their given texts. Some schools seem to be learning a generic response to Section A and the attempt to “fit” it into the questions. The weaker candidate can offer a fairly good essay but then is unable to answer creative questions calling for insight or analysis. A significant number of candidates cannot offer their own opinion and rely on recall of facts in an attempt to answer creatively. Candidates generally struggle with applying their theoretical knowledge to their texts. This is
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evident in both Sections A and B. Candidates can name Stanislavski's method but cannot
apply the knowledge practically. This is very apparent in Section A in both the Absurd and
Epic Theatre questions.
Some candidates do not layout their answers in the correct essay format. The questions are
thus not answered holistically – but can be fragmented facts without substantiating their responses.

## 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).**

<b>SECTION A</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
The Epic question lacks original interpretation. There is strong evidence that some teachers
are not understanding this genre. Information is not processed, answers were not always
comprehensive and coherent. The didactic nature of the play is not always understood by
candidates. Some students at schools write incorrect information – Brecht writes South African
plays about Apartheid. There is a general lack of relevant dramatic references.
Theatre of the Absurd was generally answered better than the Epic one. Again candidates
tend to answer by story telling rather than analysing.
Many students do not read their questions correctly.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Candidates ranged from superb answers – there were five candidates who scored perfect
scores for their essays – to extremely poor displaying no knowledge whatsoever. Many students do not read the question and thus misinterpret what they are being asked.
It appears as if some teachers are not teaching the material correctly or in one instance – not
at all. The candidates clearly have never read the texts and are clueless.
A significant number of candidates write too many words and others far too little.
Candidates are generally not planning their essays. There is a lack of any form of rough work
and this is evident in entire schools. Those that are taught to plan all plan. Those that do not

plan applies to all candidates.
The main observation is the inability of candidates to connect with the topic, discuss it and use
language effectively. Correct information is usually offered but the focus and originality is lacking.
Short phrases are written about the plot and there is very little connection to what is actually
being asked.
<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>
There seems to be a need for teacher training in Dramatic Arts. Workshops need to be run to
train teachers. There needs to be a bank of resources for teachers so that they have the correct or relevant teaching material in order to teach the candidates. I have a strong suspicion
that some pupils are not provided with the plays.

<b>(d) Describe any other specific observations relating to responses of learners</b>
With the poorer performing schools, there is an enormous language barrier. Many of these
candidates simply do not comprehend what is being asked.
Candidates do not understand the difference between pace ; volume ; tone. As a result they
answer inadequately as they are misinterpreting these definitions.
This is very evident in Section B where they are required to apply theatre skills.
Some candidates are also unable to offer creative ideas about the staging of plays.
Some candidates to not substantiate their answers.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
There is an enormous need for teacher training.
This has been a major observation that I have submitted for four years of examining and
marking Dramatic Arts.

<b>SECTION B</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
The play choice was generally well answered.
The <i>Boesman and Lena</i> choice was exceptionally answered by most centres with candidates attaining perfect scores for the question.
One centre answered <i>uNosilimela</i> . The candidates either do not understand the play or have been incorrectly or inadequately taught.
<i>Woza Albert!</i> Was very well answered and candidates performed very well. Very pleasing
answers and it would appear that the candidates enjoyed answering this question.
There were some delightful insightful answers and responses in this section. It was a joy to mark.
<i>Sophiatown, Nothing But the Truth, Woza Albert!</i> ; <i>Siener</i> , were generally very well answered.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Question 7.3 a few misconceptions concerning the set of the play but these were isolated incidents.
A general observation is that candidates tend to make generalized comments rather than elaborate on the facts.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
The suggestion in terms of Teacher Training is relevant for all issues relating to Dramatic Arts.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Candidates do not differentiate between the terms :
Discuss
Analyse
Comment
Suggest
Compare
Contrast
Some candidates answer the facts but then fail to apply the theoretical knowledge to the work.
There are instances where some candidates do not display an in depth knowledge of the plays.
Q 5 : Learners can write about Grotowski and Brook's Poor Theatre but cannot always apply this knowledge to the text.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<b>SECTION C</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Many students cannot reflect and evaluate.
11.3 Many candidates cannot differentiate between tone ; pace ; volume.
11.4 Some candidates provide creative reponses but then do not motivate their choices by referring to the text.
Question 12. Again candidates can make some convincing statements but fail to justify or motivate their answers.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
12.2.1 Many students misread the question.
12.2.2. Some candidates did not describe the audience reaction they concentrated on the performer's reaction.
Question 13.
The Live performance 13.1 was well answered.
Candidates answered 13.2 and 13.3 incorrectly.
Candidates did not read the question correctly and thus answered incorrectly.
The factual information offered was correct but did not relate to what the question asked.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Candidates need to read their questions thoroughly before attempting an answer.
13.2 Many candidates wrote about the director and the producer.
13.3 Many candidates described a ritual in detail but did not relate it to the rituals or gods as indicated by the question.