



ASSESSMENT AND EXAMINATIONS DIRECTORATE

Bundy Park, Private Bag 4571, King William's Town, 5600

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

CHIEF MARKER'S REPORT

SUBJECT	DRAMATIC ARTS
----------------	----------------------

PAPER	1
--------------	----------

DATE OF EXAMINATION:	21 NOV 2016	DURATION:	3 HOURS
-----------------------------	--------------------	------------------	----------------

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

SECTION A: 20th CENTURY THEATRE MOVEMENTS

QUESTION 1: 20th CENTURY THEATRE MOVEMENTS

Refer to the rubric in the memorandum. Adjustment of marking criteria that includes more rigid implementation of higher thinking processes and cognitive levels resulted in a lower achievement by majority of learners in this question.

Candidates were unable to provide facts in application. The question wanted candidates' to give their opinion, as guided by the stimuli, instead they provided, mostly, learned facts that were mostly true but irrelevant to the question. The question wanted to test candidates' ability to synthesize information to suit the question. Most candidates couldn't evaluate the 'what is theatre?' and 'telling the story of our lives' in the context of a theatre movement and to immediately apply the thought in their immediate lives to indicate a form of a thinking process.

SECTION B: SOUTH AFRICAN THEATRE (1960-1994)

QUESTION 2: *WOZA ALBERT!* BY PERCY MTWA, MBONGENI NGEMA AND BARNEY SIMONS

Candidates mostly scored marks on this question and that is due to the fact that the question was loyal to South African Theatre practice as per CAPS textbook is concerned. However many candidates didn't do well at questions that demanded a more personal approach in terms of opinion and supporting opinion with learnt fact.

QUESTION 3: *SOPHIATOWN* BY THE JUNCTION AVENUE THEATRE COMPANY

This question is one of the well answered questions in the question paper and candidates did well in this regard. The theatre processes and context of the play, plus the socio-political history of the play, was well responded to by many candidates. However, candidates are unable to respond to questions that demand their own opinion. There was also a misinterpretation of drama concepts evident in the responses by candidates especially terminology based questions. 'Street Theatre', mime, movement; these seem to be a few of

the concepts that candidates do not comprehend and as a result underperformed in the question paper.

QUESTION 4: SIENER IN DIE SUBURBS BY PG DU PLESSIS

Candidates were unable to answer the questions that demanded their creative input. Those who attempted were unable to justify their inputs by using the basics of drama the support to their opinions. The general questions, in context were well responded to in most cases.

SECTION C: SOUTH AFRICAN THEATRE POST 1994 – CONTEMPORARY

QUESTION 5: NOTHING BUT THE TRUTH BY JOHN KANI

Many candidates responded well to contextual questions in this regard. It was, however, evident that some candidates couldn't distinguish between the characters and they got the names of the characters incorrect. The themes were handled as general or common sense instead of the actual context for which the text was written. This means that text analysis is still an issue for this question especially with regards to the subject matter as handled under drama. Many school study this text as drama for English FAL, therefore some candidates handled it in a manner of this nature instead of assuming dramatic art skills and elements, from practice to content analysis.

QUESTION 6: GROUNDSWELL BY IAN BRUCE

No learners from the province answered this question.

QUESTION 7: MISSING BY REZA DE WET

Many learners responded well in this question and it appeared to be the most well achieved question in the entire question paper.

SECTION D: THEATRE HISTORY, PRACTICAL CONCEPTS, CONTENT AND SKILLS

QUESTION 8: THEATRE HISTORY, PRACTICAL CONCEPTS, CONTENT AND SKILLS

This question was the most complex question in the question paper. The candidates performed poorly in this regard. This question is based on the basic principles of drama. The basics of drama are not evident in candidates' response and they were unable to creatively write from their own point of view. There is also lack of variety in the knowledge or total drama history and vocabulary. Candidates are not able to account for their practical performances in totality and it is a concern to see the marks being lost in that regard.

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: 54%
Question 2: 52%
Question 3: 52%
Question 4: 56%
Question 5: 55%
Question 7: 59%
Question 8: 43%

Reasons for learners not achieving are:

Learners in previously disadvantaged contexts did not do well at all due language barriers and lack of:

- Writing skills
- Evaluative skills
- Terminology
- Many learners did not interpret the question correctly or did not respond to all the aspects required in the question.
- Many questions were loaded with a number of requirements within one question.
- The increasing introduction of cognitive levels requirements had a negative impact on learner responses.
- The format of Section D differed from previous year where learners had a choice question and could have influenced them negatively.
- It is evident that there is a variety of teaching methodologies and approaches resulting in confusion as questions are not familiar to that teaching context. (We suggest a simplification of questions in simple language.)

QUESTION 1

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

- Question 1, refer to the rubric in the memorandum. Adjustment of marking criteria that includes more rigid implementation of higher thinking processes and cognitive levels resulted in a lower achievement by majority of learners in this question.
- The improvement in the layout of the question and sub bullets have however caused learners to be able to directly respond to the question.

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

Learners in the rural areas did not do well at all due language barriers and lack of:

- Writing skills
- Evaluative skills
- Terminology

Common errors are:

- Learners did not answer the question
- Learners regurgitated information without forming their own arguments and opinions.
- Learners do not provide adequate examples from the text.
- Learners were not prepared to meet the criteria requirements as teachers were not supplied with the new rubric included in the current memorandum beforehand.

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

- Preparation in basic subject terminology.
- Learners must be prepared for the inclusion of grade 10 and 11 work in the paper.
- Evaluative skills should be taught.
- Learners should practice writing essays throughout the year using the new rubric as a guideline.
- Pay attention to formulating an argument

<ul style="list-style-type: none"> • Provide motivations for statements • Provide examples from relevant texts • Pay attention to introduction, body and conclusion.
d) Describe any other specific observations relating to responses of learners
Language barriers and adequate preparation regarding multiple approaches of application of knowledge and interpretations of texts.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
The one essay required by PAT is not sufficient in preparation for the examination.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Question 2. Learners seem to be doing fairly well (average of 52%) in this question however basic knowledge caused learners to lose marks, e.g. question 2.1.1, 2.1.2. • Question 2.1.3 learners discussed the law but very few responded to the second part of the question relating to “stress on specific characters”. • Question 2.2.2 learners experienced difficulty to produce appropriate answers by not relating to the effectiveness of multiple roles. • Question 2.3 would have provoked better answers from learners if the question was simplified, e.g. Explain the title of the play, or Discuss the title in relation to the last scene. • Question 2.4 as with other evaluative questions, learners experienced difficulty with the skill of evaluation. • Very few learners achieved a distinction in this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • language barriers and lack of: <ul style="list-style-type: none"> o Writing skills o Evaluative skills o Terminology • Learners were unable to master argumentative style writing.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> o Preparation in basic subject terminology. o Learners must be prepared for the inclusion of grade 10 and 11 work in the paper. <p>Evaluative skills should be taught. Argumentative style writing should be focused on throughout the year.</p>
(d) Describe any other specific observations relating to responses of learners
Learners did not also reference to the text.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should provide learners with a variety of possible interpretative questions to develop analytical skills. Detailed knowledge of text is required.

QUESTION 3

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

- Question 3.2 Learners did not understand the concept of ‘effect’ and therefore very few concluded to respond with the emotional impact related to the question.
- Question 3.3 Very few learners could refer to accurate references in the text.
- Question 3.6 Learners were challenged with the evaluative nature of the question. Learners gave generalized answers and struggled to include all three bullets pertaining to apartheid as well as contemporary audiences.

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

- Learners in previously disadvantaged contexts did not do well at all due language barriers and lack of:
 - Writing skills
 - Evaluative skills
 - Terminology

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

- Preparation in basic subject terminology.
- Learners must be prepared for the inclusion of grade 10 and 11 work in the paper. Evaluative skills should be taught.

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

Learners need to find multiple references across the text e.g. question 3.3

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

Teachers should provide learners with a variety of possible interpretative questions to develop analytical skills.

Detailed knowledge of text is required.

Notes in the prescribed school edition will be beneficial.

QUESTION 4

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

- Question 4.3.2 Learners did not get to the reflective part of the question but could easily name the two moments.
- Question 4.4 Most learners struggled with the evaluation of Source E. Especially regarding the second part of the question with reference to the text.
- Question 4.5 Learners did not always read the question properly.
- Question 4.6 Learners battle with evaluative skills and generalize with few references to the text.

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

- Learners in previously disadvantaged contexts did not do well at all due language barriers and lack of:
 - Writing skills
 - Evaluative skills
 - Terminology

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

- Preparation in basic subject terminology.
- Learners must be prepared for the inclusion of grade 10 and 11 work in the paper. Evaluative skills should be taught.

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

Refer to question 4.6, realism can be seen as a psychological, empirical and scientific study of character(s) in context provided in the performance.

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

Teachers should provide learners with a variety of possible interpretative questions to develop analytical skills.

Detailed knowledge of text is required.

Learners need to develop creativity regarding realism set design

QUESTION 5

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

- Question 5 Learners did fairly well in this question (average 55%).
- Question 5.4 and 5.6 were seen as somewhat confusing as many learners wrote the same answer for both questions.
- There were repetition of learner responses to question 5.2 and question 8.7. Both questions required learner to elaborate on Stanislavski skills.
- Question 5.5 *Explain how the two female characters in Nothing but the Truth reflect the tension between Western and African cultures.* Learners were able to state the differences between Mandisa and Thando but majority of learners were unable to analyse how these differences created tension in the Makhaya household.
- Question 5.6 Learners were able to list what each aspect of the poster represented but did so in bullet form and could not formulate their own findings in an essay format. They tend to generalize. Lacking reference to text.

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

- Learners in previously disadvantaged contexts did not do well at all due language barriers and lack of:
 - Writing skills
 - Evaluative skills
 - Terminology

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

- Preparation in basic subject terminology.
 - Learners must be prepared for the inclusion of grade 10 and 11 work in the paper.
- Evaluative skills should be taught.

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

Refer to question 5.1.2, 5.5, 5.6, realism can be seen as a psychological, empirical and scientific study of character(s) in context provided in the performance.

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

Teachers should provide learners with a variety of possible interpretative questions to develop analytical skills.
Detailed knowledge of text is required.

QUESTION 6

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

- **Question 6 No school in the province presented this play.**

QUESTION 7

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

- Question 7 Learners did well in this question (average 59%)
- Question 7.7 Learners provided facts without motivations. Learners were able to state the facts but could not link it to the theatricality as required.

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

- Learners in previously disadvantaged contexts did not do well at all due language barriers and lack of:
 - Writing skills
 - Evaluative skills
 - Terminology

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

- Preparation in basic subject terminology.
 - Learners must be prepared for the inclusion of grade 10 and 11 work in the paper.
- Evaluative skills should be taught.

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

Refer to question 7.6, 7.7, realism can be seen as a psychological, empirical and scientific study of character(s) in context provided in the performance.

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

Teachers should provide learners with a variety of possible interpretative questions to develop analytical skills.
Detailed knowledge of text is required.
Calvinism needs to be taught extensively. Cultural context of the period needs to be explored.
Refer to question 7.2, 7.3, 7.6, 7.7.

QUESTION 8

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

- Question 8 did not do well in this question. (average of 43%).
 - Question 8.1 and 8.2 Different centres use different diagrams and terminology.
 - Question 8.4 Some learners were unable to respond to this question. Some learners could provide a list of features but not the second part of the question relating the contribution to theatre.
 - Question 8.5/ 8.6 Confusion was evident in the responses of learners. Some responded to Lee Strasberg and others to Stanislavski. Some did not respond to question 8.6 but could answer 8.7. Some provided the grade 11 Lee Strasberg approach to 8.6 if they selected the American Theatre choice in grade 11. Other learners who did not learn about American theatre in grade 11 were confused by this question.
 - Question 8.8 Most learners could not achieve good results in this question. Possible reasons are:
 - The complexity of the format of the question made it difficult for learners to respond appropriately. E.g. American language in the source.
 - Learners could not formulate an answer responding to the skills, processes and final creation in relation to the “deep silence” they were supposed to create.
- Superficial and sentimental responses were common.

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

- Learners in previously disadvantaged contexts did not do well at all due language barriers and lack of:
 - Writing skills
 - Evaluative skills
 - Terminology

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

- Preparation in basic subject terminology.
 - Learners must be prepared for the inclusion of grade 10 and 11 work in the paper.
- Evaluative skills should be taught.

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

As per CAPS learners should be taught a minimum of THREE isms.

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

Teachers should provide learners with a variety of possible interpretative questions to develop analytical skills.

Detailed knowledge of text is required.

Learners need to discern between real, reality and realism

Learners should be made aware that anti-realist refers to the isms.

Teachers need to use the journal to create study material for learners to be able to answer reflective practical questions, e.g. question 8.8.

REPORT 2: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE

1. STANDARD OF THE QUESTION PAPER

Was the paper of an appropriate standard for Grade 12? Substantiate using the following headings:

(a) Compliance to CAPS and Examination Guidelines

Question 8.5/ 8.6 Confusion was evident in the responses of learners. Some responded to Lee Strasberg and others to Stanislavski. Some did not respond to question 8.6 but could answer 8.7. Some provided the grade 11 Lee Strasberg approach to 8.6 if they selected the American Theatre choice in grade 11. Other learners who did not learn about American theatre in grade 11 were confused by this question.

(b) Cognitive skills assessed

Was there an appropriate distribution of questions in terms of low, middle and higher order cognitive skills?(If No Please attach a weighting grid to show the distribution of the cognitive skills assessed)

Were choice questions assessing similar cognitive skills?

As a developmental tool, it would be appreciated if an analytical rubric of the distribution of cognitive levels can be provided with the memorandum.

(c) Difficulty level of question paper

In general do you think the paper was difficult, fair or easy? Please provide examples with reasons.

Were choice questions of equal level of difficulty?

- Division of easy and difficult questions were well balanced however cognitive levels and degree of difficulty were not even spread across different choice questions. E.g compare Sophiatown in comparison to Nothing but the Truth.

(d) Coverage of prescribed Content and Skills

Does the paper cover the Content and Skills as prescribed in the CAPS? If your answer is no, indicate which Content and Skills were not adequately covered?

Visual literacy has not been assessed appropriately for the last two papers including this one. Over emphasis on Realism and Stanislavski skills dominated Section D which is mainly from

Grade 11.

2. FAIRNESS OF QUESTIONS

Were there any questions that were unfair? List them and substantiate why each one was unfair.

Question 1 essay rubric was not available for preparation of examination.

Question 8 source J was an example of a diagram – different schools use different diagrams that may cause confusion.

Question 8.8 Language is perhaps not fair to learners of all contexts.

3. LANGUAGE

Is the language used appropriate for Grade 12 learners? List questions that were linguistically complex and show how these questions can be re-phrased.

Unnecessary complex formulation of questions is not accessible to all learners.

Question 8.8 Language is perhaps not fair to learners of all contexts.

4. LENGTH OF QUESTION PAPER

Were candidates able to complete the examination within the allocated time?

Yes.

5. USE OF APPROPRIATE TEXTS

Were the texts/ contexts used appropriately? Substantiate.

Source I image not suitable to the play text.

Source J Diagram can confuse learners using different variations.

Source L American language use as well as triple layered question confused learners.

6. MARKING GUIDELINE

Is the mark allocation for all questions appropriate? If no provide examples.

Does the marking guideline cater for all alternative responses?

If No please list all correct responses which were not included in the memo.(indicate the question number and response)

- Question 1 The new rubric had a severe impact on results. E.g. a learner who did not respond to the bullets in the question and the source could not achieve more than 9 marks despite having knowledge of the movement and play text.
- The requirement to appraise and adapt in the top two criteria was very difficult to achieve.
- By only providing a bullet form list of features of each movement, learners who will use this memorandum as a revision study tool in the years to follow will not understand that that is not the requirement of the question. Examples of appropriate arguments, analyses, etc. will be very useful.
- Question 2-4 memorandum was adequate.
- Question 5.1.1 More than three features of a character should be given when question requires 4 features.
- Question 5.2 The question paper wants learner to “name” the stage and not motivate their reason where the marking criteria requires motivations.
- Question 5.4 Four arguments are required when only three possible answers are provided.
- Question 6 No school in the province presented this play.
- Question 7 Memorandum was adequate.

○ Question 8.4 Contributions of movements should be presented separately.
Overall an adequate memorandum