

SECTION 4

ASSESSMENT

4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (assessment for learning) and formal (assessment of learning). In both cases, regular feedback should be provided to learners to enhance the learning experience.

In Dance Studies the approach to assessment and feedback should be constructive and encouraging to build learners' confidence. Since the body is the instrument for this subject, great care should be taken to avoid hurtful personal remarks.

4.2 Informal or daily assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement which can be used to improve his/her learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as pausing during the lesson to observe learners or to discuss with them how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Self-assessment and peer assessment actively involves learners in assessment. This is important, as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded, unless the teacher wishes to do so. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

4.3 Formal assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. The forms of assessment used should be appropriate to the age and developmental level of learners. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, etc. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject.

4.4 Programme of assessment

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

4.4.1 Programme of assessment for Dance Studies

The formal assessment requirements for Dance Studies are as follows:

GRADES 10 AND 11:

One performance assessment task (PAT) per year. **This PAT makes up 25% of the final year marks.**

Two written tests, one mid-year written and one mid-year practical examination make up the school-based assessment (SBA) which is worth 25% of the marks per year.

The final examination in term 4 includes a practical examination and a written examination. This makes up 50% of the final mark.

SBA 25 %	PAT 25%	FINAL EXAMINATIONS 50%
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GRADE 10 and 11 FORMAL ASSESSMENT FOR DANCE STUDIES			
SCHOOL BASED ASSESSMENT (Internal)			EXAMINATION (Internal)
Term One	Term Two	Term Three	Term Four
TASK 1 Written Test 50 Marks	TASK 2 Written Examination 100 Marks	TASK 3 Written Test 50 Marks	TASK 5 Written Examination 100 Marks
10%	20%	20%	40%
Informal practical assessment	Practical Examination 100 marks	Informal practical assessment	Practical Examination 100 marks
	50 %		60%
SBA 100 marks = 25% (practical = 50% and written = 50%)			FINAL 200 = 50 %
SBA 100 + PAT 100 + FINAL examinations 200 =Total 400 marks			

GRADE 12:

One performance assessment task (PAT) per year. **This PAT makes up 25% of the final year marks.**


One written test, two written examinations and one practical examination makes up the **school-based assessment which is worth 25% of the marks.**

The final external written and practical examinations make up **50% of the year marks.**

SBA 25 %	PATs 25%	FINAL EXAMINATIONS 50%
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Formal Assessment Grade 12			
Term 1	Term 2	Term 3	Term 4

Written test: 50 marks Informal practical assessment	Practical examination: 100 marks Written examination: 150 marks converted to 100	Written Trial examination: 150 marks converted to 100 Informal practical assessment	FINAL Practical examination: 100 marks FINAL Written examination: 150 marks
50 marks +	200 marks +	100 marks +	
SBA $350 \div 3.5 = 100$ marks			
PAT : 100 marks			FINAL : 200 marks
SBA 100 + PAT 100 + FINAL examinations 200 =Total 400 marks			

GRADE 12 FORMAL ASSESSMENT FOR DANCE STUDIES			
SCHOOL BASED ASSESSMENT (Internal)			EXAMINATION (Internal)
Term One	Term Two	Term Three	Term Four
TASK 1 Written Test 50 Marks	TASK 2 Written Examination 150 Marks (converted to 100 marks)	TASK 3 Trials Written Examination 150 Marks	TASK 5 Written Examination 150 Marks (converted to 100 marks)
10%	20%	20%	40%
Informal practical assessment	Practical Examination 100 marks	Informal practical assessment	Practical Examination 100 marks
	50 %		60%
SBA 100 marks = 25% (practical = 50% and written = 50%)			FINAL 200 = 50 %
			
	Practical = 60 marks Written = 40 marks 100 Marks = 25 %		
SBA 100 + PAT 100 + FINAL examinations 200 =Total 400 marks			

4.4.3 Performance assessment tasks should include both theoretical and practical aspects. The theory should be integrated and applied within the practical.

Grade 10	1 compulsory PAT	PAT: Popular African dance - term 2 and 3
Grade 11		PAT: Ceremonial African dance - term 2 and 3
Grade 12		PAT: Composition of a group dance - term 1 and 2

4.4.4 Paper 1: Written tests and examinations

The written tests and examination must cater for a range of cognitive levels and abilities of learners, as shown

below:

Cognitive levels	Percentage of task
Lower order: knowledge	30
Middle order: comprehension and application	40
Higher order: analysis, evaluation and creativity	30

4.4.5 Paper 2: Practical tests and examinations

The set class in the dance major should show progression in the year as well as in the FET phase from grade 10 - 12. Tests and examinations should include the technical class work, a group or solo dance and an unset improvisation.

The final practical examination in Grade 12 should take place between August and September. The examination is internally set and externally marked and moderated. (See **Examination Guidelines** for details).

The Grade 12 final external practical examination of the dance major should consist of:

1. *Four – six learners at a time.*
2. *A set technical class of between 15 – 20 minutes – **50 marks**. This is not a warm-up, but rather a summary of the technique learners have achieved in their dance major over the three year FET period. It should show the main principles of the dance form and be set at the highest level of complexity that the candidate can manage.*

Learners will be assessed on:

- Safe use of the body
- Fitness
- Coordination, control, precision, accuracy, attention to detail
- Level of complexity
- Movement quality
- Musicality and reproduction of rhythms
- Principles of dance major

3. A choreographed set solo of 1–2 minutes in the dance major (not in a mix of styles) – 30 marks. The solo needs to be set by a professional choreographer or the dance teacher or could be an excerpt from a professional dance work and should be set at the highest level of complexity that the candidate can manage. The level of complexity/length will influence the learner's final result. Each learner should personalise the solo.

Learners will be assessed on:

- Level of complexity
 - Principles of dance major
 - Movement quality, performance
 - Musicality and varied dynamics
4. A solo or group improvisation – **20 marks**. Provinces should decide and provide guidance on the content

expected each year.

Learners will be assessed on:

- Structure – beginning and ending
- Creative use of space and relationships
- Interpretation of stimulus
- Imagination, creativity, innovation
- Commitment
- Response to music

4.5 Recording and reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the knowledge, as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his/her readiness to progress or be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Calculating the weighting of term marks for Dance Studies

GRADE 10 and 11 WEIGHTING BREAKDOWN								
TERM	1	2		3	3		4	
TASK	TASK 1	TASK 2		TASK 3	TASK 4 (PAT)		TASK 5	
AREA OF ASSESSMENT	Written test	Practical exam	Written exam	Written test	Practical	Written	Practical exam	Written exam
MARK	50	100	100	50	50	50	100	100
WEIGHTING	10%	50%	20%	20%	60%	40%	60%	40%
TOTAL	SBA 100 marks = 25%				PAT-100 marks = 25%		FINAL EXAM - 200 marks = 25%	

GRADE 12								
TERM	1	2		3	2		3	4
TASK	TASK 1	TASK 2		TASK 3	TASK 4 (PAT)		TASK 5 (FINALS)	
AREA OF ASSESSMENT	Written test	Practical exam	Written exam	Written exam	Written	Practical	Practical exam	Written exam
MARK	50	100	150	150	40	60	100	150
WEIGHTING	10%	50%	20%	20%	40%	60%	60%	40%
TOTAL	SBA 100 marks = 25%				PAT 100 marks = 25%		FINAL EXAM - 200 marks = 25%	

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The various achievement levels and their corresponding percentage bands are shown in the table below.

Codes and percentages for recording and reporting

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 Moderation of assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

Moderation in Dance Studies includes internal moderation by the school as well as external face-to-face and cluster moderation.

It is highly recommended that all practical examinations and performance assessment tasks (PATs) are filmed and made available on video or DVD for moderation or in case of illness or injury (See annexure D).

4.6.1 Formal assessment (SBA)

- Grades 10 and 11 tasks are moderated internally. Provincial officials must moderate a sample of these tasks during their school visits, or cluster meetings to verify the standard of the internal moderation.
- Grade 12 tasks must be moderated internally and externally – face-to-face or cluster- by a lead teacher or provincial official. The provincial education departments will manage the face-to-face and cluster moderation process.

4.6.2 Practical assessment tasks (PAT)

- Grades 10 and 11 PATs will be sample moderated by the provincial officials in the 3rd or 4th term. All documentation must be available for the official visit. The official will select the samples.
- Grade 12 PAT will be face-to-face moderated by a peer teacher and/or a provincial official.

4.6.3 Final practical external examinations

Provinces will appoint an external examination panel to include:

1. Provincial internal moderator – Subject Advisors/lead teachers
2. Provincial chief examiner – Lead teachers
3. Co-examiner(s) – lead teachers/teachers

The panel should vary to include at least one expert in the relevant dance form.

- Practical final examinations must take place between August and September.
- The maximum duration for the entire practical dance examination process is 6 weeks in term 3 and/or 4.
- Provinces will make all the arrangements. This includes the communication with the teachers and schools, arranging the venues, the times, the examining panel and anything else that needs to be done in the management of the practical NSC examinations for Grade 12.
- Before the final practical examinations begin, the provincial internal moderator will meet with the provincial examiners in order to orientate them on examination matters, examination protocols and standardisation.
The Examination Guideline marking tool and rubric must be strictly adhered to insure standardisation across provinces.
- The provincial internal moderator will visit a sample of examination sites during the examinations in order to assure the quality of the examination process.
- The teachers responsible for the teaching of the practical component being examined will be expected to be present with the examiners to facilitate the conducting of the examination and to *present their practical year marks and the full breakdown of the school-based assessment marks (SBA) for moderation.*
- Note that the provincial chief examiner makes the final decision on the assessment mark.

4.7 Annexures

Annexure A: Format of the written examination question paper: Grade 12

Dance Studies Paper 1

Marks: 150

Time: 3 hours

The paper consists of TWO sections.

Sections	Possible content to be included	Marks
<p>Section A: Safe dance practice and health care Topic 1</p>	<ul style="list-style-type: none"> • Dance conventions and values • Application of safe dance practice • Developing fitness • Performance skills/movement quality • Principles, purposes and processes of warming up and cooling down • Posture, stance and alignment • Muscles and anatomical actions (optional question) • Components of fitness: strength, flexibility, endurance, core stability, neuromuscular skills • Injury: causes, care and prevention • Benefits of good nutrition and hydration in performance • Mental health: tension, stress, relaxation, concentration 	60
<p>Section B: Dance history and literacy Topic 2 and Topic 3</p>	<ul style="list-style-type: none"> • Value of improvisation • Dance elements – space/time/force • The use of multidisciplinary art forms and technologies • Choreographic structures and performance spaces • Principles, characteristics and styles of two dance forms and mixing dance forms • Functions and values of dance in society • In depth analysis of one prescribed South African dance work and choreographer • In depth analysis of one prescribed international dance work and choreographer • Dance symbolism • Analysis of music/accompaniment and composer of prescribed dance works. 	90

Annexure B: Prescribed choreographers and dance works

Selections may be made from the prescribed list included in the Examination Guidelines to study from Grades 10 - 12. The selection should be based on the availability of resources such as DVDs and written material. Please note that this list will be updated from time to time. Schools will be informed well in advance regarding changes to this list via the updated Examination Guidelines.

Annexure C: Performance Assessment Tasks (PAT)

One performance assessment task (PAT) per year to extend over two terms.

GRADE 10 PAT – terms 2 - 3: Popular African dance work to include:

- Viewing the popular African dance work
- Learning the principles, style, characteristics and steps from this dance
- Exploring and learning about the music/accompaniment for this dance
- Presenting this 1 minute dance with consideration for dance elements
- Learning and writing about the dance to include:
 - Origin
 - Cultural and social background
 - Reason for the dance being performed – social/cultural/theatrical, etc.
 - Description of the outfits/dress/props
 - Description of the dance movements/vocabulary, use of space, formations or patterns, dynamics
 - Outlining the music/accompaniment/instruments used
 - Marketing: designing a poster using colour, design, information and visual impact

GRADE 11 PAT – terms 2 - 3: Classical, ceremonial African dance work to include:

- Viewing the works
- Learning the principles, style, characteristics and steps from this dance
- Exploring and learning about the music/accompaniment for this dance
- Presenting this 2 minute dance in groups of 3 – 6 with consideration for dance elements
- Learning and writing about the dance to include:
 - Origin
 - Cultural and social background
 - Reason for the dance being performed – social/cultural/transformational rituals, etc.
 - Description of the outfits/dress/props
 - Description of the dance movements/vocabulary, use of space, formations or patterns, dynamics
 - Outlining the music/accompaniment/instruments used
 - Symbolism

GRADE 12 PAT – terms 1 - 2: Learners may choreograph the group dance alone, in pairs or groups of 3 – 6.

Genre/style/form: The choreography is not limited to the dance major or any particular genre or style. Learners should have free range, be encouraged to move away from known steps and formations and to explore and create new movement vocabulary and structures.

Assessment: Learners should be informed in advance what criteria they will be individually assessed on in their choreographies. The mark sheet and rubric from the PAT document must be used.

The assessment may take place in a public performance, together with other schools or in a class performance.

An **authenticity certificate** must be included.

Choreography of a group dance to include:

- A theme/intent/idea
- Improvising around this theme/intent/idea to develop creativity, imagination, new movement vocabulary
- Considering and experimenting with dance elements – space/time/force
- Considering and experimenting with choreographic elements
- Working with others, managing time, problem solving, people management skills, leadership and organisational skills
- Developing ideas from a starting point to a final product – creative and critical thinking, decision making, synthesis, application of skills and knowledge
- Including production elements for the group dance
- Selection of music/accompaniment/mixed media, other
- Selecting the performance space – conventional/non-conventional
- Written section to include:
 - One page programme note
 - One page written reflection on the process
 - Production planning
 - Marketing

Annexure D: Dancers with serious illness or injury in grade 12

Although dance is a practical subject, occasionally a learner finds he/she is unable to complete the practical components in Grade 12 due to a debilitating illness or injury. In this case the following procedures are required:

1. Apply to the provincial Head of Education with a motivating letter from the principal and the parents, and accompanied by a doctor's certificate of not older than one week, for permission for a dispensation.
2. The dispensation will allow the learner to either:
 - Delay the examination to a later date in the current year but to be completed by the end of the NSC examination period.
 - Apply to do the examination as a supplementary examination to be completed before the end of March the following year.
 - In cases where the learner will not recover at all they may present a written research project in lieu of the practical examination.
 - On successful application the provincial coordinator in collaboration the DBE examination department will outline the research requirements in detail which will appear in the Examination Guidelines.

The research will comprise of:

- 1 500 words
- Images/power points/illustration, etc.
- Structure
- Oral presentation
- Engagement with the exam panel

4.8 General

This document should be read in conjunction with:

- 4.8.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R - 12; and*
- 4.8.2 The policy document, *National Protocol for Assessment Grades R - 12.*
- 4.8.3 National examination guidelines for Dance Studies
- 4.8.4 Nation Performance Assessment Task Guidelines

