

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 10 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
TOPIC 1	1. Baseline assessment 2. Revision	Introduction to Dramatic Arts (8 hours)							Revision and assessment	Revision and assessment	
TOPIC 2		South African Theatre: EITHER cultural performance forms OR oral tradition OR both (10 hours)									
TOPIC 3						Play text 1: South African Theatre (10 hours)					
TOPIC 4						Scene study (8 hours)					
PAT 1		Continue to, throughout the term, rehearse PAT 1's Dramatic Items and research and write on PAT 1's Written task									
CORE CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND TECHNIQUES	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE			DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE							
	Meta Thinking	Procedural Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Flawless, No errors, Create, Invent	A++	95%-100%	The South African CAPS curriculum aims to create learners that can think critically and creatively about the subject knowledge they learn To develop thinking citizens, teach, learn and assess on every level of both the taxonomies, depending on whether the content is the theoretical or practical. Bloom's: Remembering, understanding, applying, analysing, evaluating and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation Topic 1: Understand and apply basic elements of drama, theatre and voice production Topic 2: Understand the origins and expressions of South African theatre in cultural performance forms or oral tradition Topic 3: Identify, understand and apply elements of drama in a South African scripted play text Topic 4: <ul style="list-style-type: none"> Develop performance skills in a scene from a play Refine vocal and body performance skills Note: For the PAT's first dramatic item, select a monologue/poem/prose/dramatised prose/praise poem/storytelling, etc. in either one of the following genres: African drama forms or oral traditions
			EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Judge, Value, Defend, Compare the value of		ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B	
	Procedural Thinking	ANALYSING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	PRECISION	Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse	Perform skilfully, Proficient, Becoming an expert	C	60% - 69%		
		APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	MANIPULATING	Actions are performed from memory and from instruction learnt	Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	D	40% - 49%		
		Conceptual Thinking	UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	IMITATING	The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject	Repeat, Duplicate, Reproduce, Imitate, Copy	E	50% - 59%	
	MEMORISING		Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	F				20% - 39%		
Factual Thinking	Conceptual Thinking	MEMORISING						G	10 - 19%		
								H	0 - 9%		
REQUISITE PRE-KNOWLEDGE	Theoretical and practical concepts, skills, content, values, attitudes, techniques, principles and characteristics from Grade 9										
RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	<ol style="list-style-type: none"> Curriculum coverage: Hours: Every week, for a five-day cycle per week, teachers MUST teach a minimum of two hours of practical CKSV plus a minimum of two hours of theory CKSV plus one hour minimum of rehearsals after school Teacher qualification: Teachers who teach this subject must have a minimum of a three-year bachelor's degree in Drama. This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher interested in Drama will not be qualified to prepare learners for the rigour of the subject content. The subject is not equivalent to the school concert. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content Venue and equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, four wooden cubics, four flats, textbook, DVDs of play texts, play texts, learner workbook and learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black tracksuit pants and T-shirts Academic excursion: The principal, circuit manager and teacher of the school must budget in the school's norms and standards for one ticket per learner and arrange the attendance of all learners of a live professional theatre performance at a professional theatre 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices Educators must also peruse the learners' workbooks and the journals and determine where the curriculum gaps are and where re-teaching is required 										
SCHOOL-BASED ASSESSMENT	TASK 1 Performance assessment task (PAT) 1 <ul style="list-style-type: none"> Written section: Journal (25 marks) Performance section: Dramatic item 1 (25 marks) TASK 2 Control test (50 marks)					All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents: <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Task guidelines Examination guidelines 					

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 10 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
TOPIC 5	Origins of Theatre and Greek Theatre (12 hours)									Revision and assessment	Revision and assessment
TOPIC 6					Play text 2: Greek Theatre (8 hours)						
TOPIC 7	Non-Verbal communication (8 hours)										
TOPIC 8					Text interpretation (individual performance) (8 hours)						
PAT 2	Continue to, throughout the term, rehearse PAT 2's Dramatic Items and research and write on PAT 2's written task										

CORE CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND TECHNIQUES	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE				DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE				<p>The South African CAPS curriculum aims to create learners that can think critically and creatively about the subject knowledge they learn</p> <p>To develop thinking citizens, teach, learn and assess on every level of both the taxonomies, depending on whether the content is the theoretical or practical.</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluating and creating</p> <p>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 5:</p> <ul style="list-style-type: none"> Understand the origins of Western drama and theatre in a ritual Understand the basic elements of Greek theatre Develop vocal and physical skills Demonstrate integration of voice and body in choral verse interpretation and performance <p>Topic 6: Understand the elements of drama and conventions of Greek plays in a specific play text or extracts from a play text</p> <p>Topic 7:</p> <ul style="list-style-type: none"> Explore the use of the body to communicate Use drama and theatre forms and styles to convey non-verbal communication <p>Topic 8:</p> <ul style="list-style-type: none"> Demonstrate continuous development of vocal skills Apply skills to interpret an individual text <p>Note: For the PAT's first dramatic item, select a monologue/poem/prose/dramatised prose/praise poem/storytelling, etc. in either one of the following genres: African drama forms or oral traditions</p>																																																													
	<table border="1"> <tr> <td rowspan="2">Meta Thinking</td> <td>CREATING</td> <td>Synthesise ideas from different sources or materials to create new perspectives or a new original product</td> <td>Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce</td> <td>90%-100%</td> </tr> <tr> <td>EVALUATING</td> <td>Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work</td> <td>Judge, Value, Defend, Compare the value of</td> <td>80%-90%</td> </tr> <tr> <td rowspan="2">Procedural Thinking</td> <td>ANALYSING</td> <td>Examining the research on theories, linking evidence, and seeing relationships between parts or something</td> <td>Compare, Differentiate, Select, Point out, Categorise, Classify</td> <td>60%-79%</td> </tr> <tr> <td>APPLYING</td> <td>Using ideas in new ways and applying theories to real situation</td> <td>Select, Sketch Solve, Use, Demonstrate, Organise</td> <td>40%-59%</td> </tr> <tr> <td rowspan="2">Conceptual Thinking</td> <td>UNDERSTANDING</td> <td>Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance</td> <td>Summarise, Explain, Illustrate, Give examples</td> <td>30%-39%</td> </tr> <tr> <td>MEMORISING</td> <td>Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject</td> <td>List, Name, Remember, Identify</td> <td>0%-29%</td> </tr> </table>	Meta Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work			Judge, Value, Defend, Compare the value of	80%-90%	Procedural Thinking	ANALYSING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%	APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch Solve, Use, Demonstrate, Organise	40%-59%	Conceptual Thinking	UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	30%-39%	MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%	<table border="1"> <tr> <td rowspan="2">Meta Thinking</td> <td>NATURALISING</td> <td>A high level of creative and innovative performance is achieved with actions becoming integrated and second nature</td> <td>Flawless, No errors, Create, Invent</td> <td>A++</td> <td>95%-100%</td> </tr> <tr> <td rowspan="2">ARTICULATING</td> <td rowspan="2">Actions are performed in a harmonious and coordinated manner</td> <td rowspan="2">Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve</td> <td>A+</td> <td>90% - 95%</td> </tr> <tr> <td>A</td> <td>80% - 90%</td> </tr> <tr> <td rowspan="2">Procedural Thinking</td> <td>PRECISION</td> <td>Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse</td> <td>Perform skillfully, Proficient, Becoming an expert</td> <td>B</td> <td>70% - 79%</td> </tr> <tr> <td>MANIPULATING</td> <td>Actions are performed from memory and from instruction learnt</td> <td>Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present</td> <td>C</td> <td>60% - 69%</td> </tr> <tr> <td rowspan="3">Conceptual Thinking</td> <td rowspan="3">IMITATING</td> <td rowspan="3">The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject</td> <td rowspan="3">Repeat, Duplicate, Reproduce, Imitate, Copy</td> <td>D</td> <td>40% - 49%</td> </tr> <tr> <td>E</td> <td>50% - 59%</td> </tr> <tr> <td>F</td> <td>20% - 39%</td> </tr> <tr> <td rowspan="2">Factual Thinking</td> <td rowspan="2"></td> <td rowspan="2"></td> <td rowspan="2"></td> <td>G</td> <td>10 - 19%</td> </tr> <tr> <td>H</td> <td>0 - 9%</td> </tr> </table>	Meta Thinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature	Flawless, No errors, Create, Invent	A++	95%-100%	ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	A+	90% - 95%	A	80% - 90%	Procedural Thinking	PRECISION	Actions are more precise but with still some errors. Precision is not perfection. 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REQUISITE PRE-KNOWLEDGE	Theoretical and practical concepts, skills, content, values, attitudes, techniques, principles and characteristics from Grade 10
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RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	<ol style="list-style-type: none"> Curriculum coverage: Hours: Every week, for a five-day cycle per week, teachers MUST teach a minimum of two hours of practical CKSV plus a minimum of two hours of theory CKSV plus one hour minimum of rehearsals after school Teacher qualification: Teachers who teach this subject must have a minimum of a three-year bachelor's degree in Drama. This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher interested in Drama will not be qualified to prepare learners for the rigour of the subject content. The subject is not equivalent to the school concert. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content Venue and equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, four wooden cubics, four flats, textbook, DVDs of play texts, play texts, learner workbook and learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black tracksuit pants and T-shirts Academic excursion: The principal, circuit manager and teacher of the school must budget in the school's norms and standards for one ticket per learner and arrange the attendance of all learners of a live professional theatre performance at a professional theatre
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INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices Educators must also peruse the learners' workbooks and the journals and determine where the curriculum gaps are and where re-teaching is required
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SCHOOL-BASED ASSESSMENT	<p>TASK 3 Performance assessment task (PAT) 2</p> <ul style="list-style-type: none"> Written section: Research/ Essay (25 marks) Performance section: Dramatic item 2 (25 marks) <p>TASK 4 Mid-Year Examination: Written (100 marks)</p> <p>TASK 5 Mid-Year Examination: Performance (100 marks)</p>	<p>All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents:</p> <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Task guidelines Examination guidelines
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2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 10 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11				
TOPIC 9	Choose at least one of the following: Medieval Theatre or Commedia Dell' Arte or Indian Theatre (10 hours)									Revision and assessment	Revision and assessment				
TOPIC 10					Play text 3: Medieval Theatre OR Commedia Dell' Arte OR Indian Theatre OR South African Theatre (8 hours)										
TOPIC 11	South African Theatre: Workshopped Theatre (16 hours)														
PAT 3	Throughout the term, continue to rehearse PAT 3's dramatic items and research and write PAT 3's written task														
CORE CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND TECHNIQUES	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE				DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE				<p>The South African CAPS curriculum aims to create learners that can think critically and creatively about the subject knowledge they learn</p> <p>To develop thinking citizens, teach, learn and assess on every level of both the taxonomies, depending on whether the content is the theoretical or practical.</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluating and creating</p> <p>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 9: Apply, analyse and evaluate either medieval theatre or commedia dell' arte or Indian theatre</p> <p>Topic 10: Understand, apply and evaluate conventions of medieval theatre or commedia dell' arte or Indian theatre</p> <p>Topic 11:</p> <ul style="list-style-type: none"> Understand and apply the workshop (play building) process in the South African context Workshop and create a short play <p>Note: For the PAT's first dramatic item, select a monologue/poem/prose/dramatised prose/praise poem/storytelling, etc. in either one of the following genres: African drama forms or oral traditions</p>						
	Meta Thinking	CREATING	Synthesise ideas from different sources or materials to create new perspectives or a new original product	Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce	90%-100%	Meta Thinking	NATURALISING	A high level of creative and innovative performance is achieved with actions becoming integrated and second nature					Flawless, No errors, Create, Invent	A++ A+ A	95%-100% 90% - 95% 80% - 90%
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RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	<ol style="list-style-type: none"> Curriculum coverage: Hours: Every week, for a five-day cycle per week, teachers MUST teach a minimum of two hours of practical concepts, knowledge, skills and values (CKSV) plus a minimum of two hours of theory CKSV plus one hour minimum of rehearsals after school Teacher qualification: Teachers who teach this subject must have a minimum of a three-year bachelor's degree in Drama. This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher interested in Drama will not be qualified to prepare learners for the rigour of the subject content. The subject is not equivalent to the school concert. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content Venue and equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, four wooden cubics, four flats, textbook, DVDs of play texts, play texts, learner workbook and learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black tracksuit pants and T-shirts Academic excursion: The principal, circuit manager and teacher of the school must budget in the school's norms and standards for one ticket per learner and arrange the attendance of all learners of a live professional theatre performance at a professional theatre 														
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SCHOOL-BASED ASSESSMENT	TASK 6 Performance assessment task 3. (pat) <ul style="list-style-type: none"> Written section: Research/ Essay (25 marks) Performance section: Dramatic item 3 (25 marks) TASK 7 Control test (50 marks)				All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents: <ul style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Task guidelines Examination guidelines 										

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 10 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10																																																						
TOPIC 12	Staging conventions or film conventions (10 hours)																																																															
TOPIC 13	<ul style="list-style-type: none"> Preparation of performance /practical work (12 hours minimum) Theme/ Audition Technical Examination programme 																																																															
TOPIC 14						Revision																																																										
CORE CONCEPTS, SKILLS, KNOWLEDGE, VALUES, ATTITUDES AND TECHNIQUES	BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE			DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE			<p>The South African CAPS curriculum aims to create learners that can think critically and creatively about the subject knowledge they learn</p> <p>To develop thinking citizens, teach, learn and assess on every level of both the taxonomies, depending on whether the content is the theoretical or practical.</p> <p>Bloom's: Remembering, understanding, applying, analysing, evaluating and creating</p> <p>Dave's: Imitating, manipulating, precision, articulation and naturalisation</p> <p>Topic 12: Use performance spaces and staging creatively and understand and apply different staging conventions and spaces and how these affect performance</p> <p>Topic 13: Create an integrated performance in which each individual performer presents three dramatic items contrasting in genre and style (items may be from previous terms)</p> <p>Topic 14:</p> <ul style="list-style-type: none"> Revision. Theory: Use Bloom's taxonomy as a guide: Remember, understand, apply, analyse, evaluate and create concepts, skills, knowledge and values Revision: Performance: Use Dave's taxonomy as a guide: Imitate, manipulate, be precise, articulate and naturalise performance skills and techniques 																																																									
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RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT	<ol style="list-style-type: none"> Curriculum coverage: Hours: Every week, for a five-day cycle per week, teachers MUST teach a minimum of two hours of practical concepts, knowledge, skills and values (CKSV) plus a minimum of two hours of theory CKSV plus one hour minimum of rehearsals after school Teacher qualification: Teachers who teach this subject must have a minimum of a three-year bachelor's degree in Drama. This is a specialised subject with difficult theoretical concepts. The Creative Arts teacher or a teacher interested in Drama will not be qualified to prepare learners for the rigour of the subject content. The subject is not equivalent to the school concert. It is a subject with high levels of drama skills and techniques as well as high levels of academic and theoretical concepts and content Venue and equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor, four wooden cubics, four flats, textbook, DVDs of play texts, play texts, learner workbook and learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black tracksuit pants and T-shirts Academic excursion: The principal, circuit manager and teacher of the school must budget in the school's norms and standards for one ticket per learner and arrange the attendance of all learners of a live professional theatre performance at a professional theatre 																																																															
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices Educators must also peruse the learners' workbooks and the journals and determine where the curriculum gaps are and where re-teaching is required 																																																															
SCHOOL-BASED ASSESSMENT	TASK 8 End-of-Year Examination: Written (150 marks)			TASK 9 End-of-Year examination: Performance (150 marks)			All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents: <ol style="list-style-type: none"> Curriculum and Assessment Policy Statement Performance Assessment Tasks guidelines Examination guidelines 																																																									