



education

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NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

SUBJECT ASSESSMENT GUIDELINES

DRAMATIC ARTS

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PREFACE TO SUBJECT ASSESSMENT GUIDELINES

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.

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1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

2.1 Introduction

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

2.2 Continuous assessment

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

2.2.1 Daily assessment

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group 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. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

2.2.2 Programme of Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4*	4	4*	16
	FAL	4*	4	4*	16
Life Orientation	1	1*	1	2*	5
Mathematics or Maths Literacy	2	2*	2	2*	8
Subject choice 1**	2	2*	2	1*	7
Subject choice 2**	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*	14
	FAL	5	5*	4*	14
Life Orientation	1	2*	2*		5
Mathematics or Maths Literacy	3	2*	2*		7
Subject choice 1**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 2**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 3	2	2*	(2*) 3*		(6 [#]) 7

Note:

- * One of these tasks in Term 2 and/or Term 3 must be an examination
- ** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.
- # The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
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

2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

3. ASSESSMENT OF DRAMATIC ARTS IN GRADES 10 - 12

3.1 Introduction to assessment in Dramatic Arts

Assessment in Dramatic Arts determines whether the learning required to achieve the four Learning Outcomes is taking place and whether any difficulties are being encountered. Assessment implies the gathering, recording and reporting of information on the achievement of Assessment Standards and Learning Outcomes.

In Dramatic Arts a teacher has to assess what has been achieved at the levels of:

- The individual
- The group
- The situation or product
- Skills
- Feelings and thought responses
- Knowledge acquisition

In Dramatic Arts the learner's development is always seen as a whole, with each area of growth connected to and overlapping the others. There is not necessarily a sequential order; learners may explore and reflect while at the same time they may be responding and communicating within the work.

In Dramatic Arts the following needs to be emphasised:

- Communication skills
- Performance elements or modes
- Active and creative engagement and expression
- Exploration and representation
- Development of practical skills
- Construction and performance

The **purpose** of practical assessment in Dramatic Arts is to evaluate the learner's practical work and skills. Evidence of Learning Outcome 2, which is a practical-based Learning Outcome, is required. The achievement of Learning Outcomes 3 and 4 are also assisted by practical assessments. Clearly this **performance** and **skills-based** approach must be assessed or examined practically.

The skills used in Dramatic Arts include describing, analysing, interpreting, evaluating and appreciating drama practices, processes and products through critical reflection. These skills contribute to technical proficiency and creative expressiveness, problem solving, development of acting skills and engagement in practical activities.

Insight is gained through the acquisition of conceptual and applied knowledge.

The attitudes promoted through Dramatic Arts include aspects such as neat work; personal, social and artistic discipline; active participation; assertiveness and consistency.

Learners are taught to appreciate the contributions of group members and they develop their own value system through arguments, debates and opportunities to express opinions.

3.2 Daily assessment in Grades 10, 11 and 12

Daily assessment tasks in Dramatic Arts should give learners opportunities to explore and research the subject in exciting and focused ways. Assessment should be part of every lesson and should complement learning activities.

Daily assessment can be used to develop learners' knowledge, skills and values, assess learners' strengths and weaknesses, provide additional support to learners, revisit or revise certain sections of the curriculum and motivate and encourage learners. The following is an example of a daily assessment task:

GRADE 10 - TASK ONE	
Grade 10: Choral piece	Learning Outcome 1: Assessment Standard 1 Learning Outcome 3: Assessment Standard 1
The teachers' assessment of individual learners	
The teacher chooses a choral ode from <i>Antigone</i> or any other specific choice and divides the class into groups of six to eight learners. Each group is given a verse to prepare. The teacher assists with the choice of light and dark voices, gestures, etc. Learners will have the criteria explained to them before they begin. Skills related to vocal variation and delivery will be explored, taught and rehearsed.	
While the learners practise and prepare in their groups, the teacher uses the observation checklist as an assessment tool to observe and record individual learners' performance.	
Assessment has three stages and is based on the practical work done by learners. Firstly, the teacher observes individual learners in the classroom situation while they work in groups. Secondly, peer assessment of another practical groups' performance assists learners in developing a choral ode. Finally, the teacher assesses a polished performance for summative assessment.	

See Appendix 1 for an example of a daily assessment task in Grade 12.

3.3 Assessment in Grades 10 and 11

The Programme of Assessment for Dramatic Arts in Grades 10 and 11 comprises of seven tasks which are internally assessed. Of the seven tasks, six tasks which are completed during the school year make up 25% of the total mark for Dramatic Arts, while the end-of-year assessment is the seventh task and makes up the remaining 75%. This end-of-year assessment has two components: the written examination (150 marks) and a final performance examination (150 marks).

Dramatic Arts is a performance orientated subject and to fully assess all the knowledge, skills and values of the subject in an authentic manner, integrated performance tasks which incorporate both the preparation for and a performance

are necessary. These integrated performance tasks should showcase the learners' broad range of knowledge, skills and values that have been acquired during the learning process.

The requirements of the Learning Outcomes of Dramatic Arts should be considered when choosing integrated assessment tasks. In each year there must be individual and group practical work. An original work must be devised in Grade 10 and 11; different forms and styles of performance must be covered in the integrated tasks and three texts and their contexts must be studied each year.

3.3.1 Example of a Programme of Assessment for Grades 10 and 11

The Programme of Assessment comprises the following tasks:

- Two tests (first and third term)
- Two exams (midyear and end-of-year, both examinations include a performance)
- Three integrated performance tasks where both the preparation and the performance are assessed (one per term in terms 1–3)

Example of a Programme of Assessment for Grades 10 and 11:

Term 1	Term 2	Term 3	Term 4
Task 1: Integrated performance task (group) (50) <ul style="list-style-type: none"> • Preparation • Performance 	Task 3: Integrated performance task (individual) (50) <ul style="list-style-type: none"> • Preparation • Performance 	Task 5: Integrated performance task (group) (50) <ul style="list-style-type: none"> • Preparation • Performance 	Task 7: GRADE 10 and 11- End-of-year exam (300) <ul style="list-style-type: none"> • Written exam (150) • Performance (150) Preparation Performance
Task 2: Test (50)	Task 4: GRADE 10- Midyear exam (200) <ul style="list-style-type: none"> • Written exam (100) • Performance (100) Preparation Performance GRADE 11- Midyear exam (300) <ul style="list-style-type: none"> • Written exam (150) • Performance (150) Preparation Performance 	Task 6: Test (50)	

See Appendix 2 for examples of assessment tools.

The following tables provide guidance on how to calculate the final mark for Dramatic Arts in Grades 10 and 11.

Calculating the final mark for Grade 10:

Tasks undertaken during the year	End-of-year assessment task
25%	75%
100 marks	300 marks
Task 1: Integrated performance task (group) 50 +	Task 7: End-of-year exam
Task 2: Test 50 +	• Written exam 150 +
Task 3: Integrated performance task (individual) 50 +	• Performance 150
Task 4: Midyear exam 200 +	
Task 5: Integrated performance task (group) 50 +	
Task 6: Test 50 +	
TOTAL 450/4,5 = 100	TOTAL = 300
Total for DRAMATIC ARTS:	400 marks

Calculating the final mark for Grade 11:

Tasks undertaken during the year	End-of-year assessment task
25%	75%
100 marks	300 marks
Task 1: Integrated performance task (group) 50 +	Task 7: End-of-year exam
Task 2: Test 50 +	• Written exam 150 +
Task 3: Integrated performance task (individual) 50 +	• Performance 150
Task 4: Midyear exam 300 +	
Task 5: Integrated performance task (group) 50 +	
Task 6: Test 50 +	
TOTAL 550/5,5 = 100	TOTAL = 300
Total for DRAMATIC ARTS:	400 marks

3.3.2 Examples of assessment tasks in Dramatic Arts

Tests

The tests in Dramatic Arts must be substantive in terms of time and marks, and must provide for a range of abilities and assess a range of knowledge and skills. For example, a test should last a minimum of 60 minutes and count a minimum of 50 marks. Tests should include questions on the theoretical underpinnings of personal resources, creating, making and presenting, understanding and analysis, reflection and evaluation.

Integrated Performance Tasks

The integrated performance tasks will focus on Learning Outcome 1 and 2 and will make up 50 marks for each of Tasks 1, 3 and 5 in Dramatic Arts.

The integrated performance tasks are each made up of two components: written preparation and performance/ observation. Marks should be allocated to both the preparation and the product of the performance/ observation and both the informal and formal preparation for a performance/ observation should be

recorded in a source book/ workbook kept specifically for Dramatic Arts. The written preparation should comprise of research, planning and any other record keeping required to prepare for a performance in Dramatic Arts.

Suggested Grade 10 integrated tasks:

- group-based practical: a movement item, mime item, dance drama, tableaux, scene, storytelling or poetry (choral verse)
- individual practical: popular or cultural performance or ritual

Suggested Grade 11 integrated tasks:

- group-based practical: scene work, poetry speaking, physical theatre
- individual practical: research, improvisation and workshopping which will develop into the term 4 examination
- prepare for and attend formal dramatic production and write review

Example of a Grade 10 integrated task:

TASK: Popular dance form

Choose **ONE** cultural dance form (for example, Kaapse Klopse, Toyi-Toyi, Volkspele, iS'cathamiya, Gumboot, Kwaito, Tshikona, Malende or iS'pantsula) and research it. The research could be done on the Internet, from books and magazines or through interviews with community members, family or friends.

In the **written** preparation include a description of the performance, the historical context, a description of the costume and make-up, and some pictures or drawings that assist the reader to understand a performance.

In the **performance** the group performs one of the dance forms. The presentation should be three to five minutes in length and must attempt to convey the ethos of the original performances.

Example of a Grade 11 integrated task:

TASK: Evaluation or review

Learners are required to watch a performance of a text not necessarily studied in class. The learner must write an essay in which he or she shows an understanding of what dramatic techniques were used, why they were used, how they are used and where in the production they were used.

The essay should have an introduction (e.g. a few informative sentences about the nature of the production), a body of several paragraphs examining the success or failure of the production in the light of dramatic techniques (e.g. the set, acting style, sound effects, characters, props, actor-audience relationship, costumes) and a conclusion (e.g. the learner expresses an overall opinion of the production and whether he or she would recommend it to other people).

Knowledge developed through the analysis of set texts and the practical performances of learners must be applied to a performance. Learners should show knowledge of the performance space and its particular requirements and the actor-audience relationship. Through identifying cultural-specific elements in the performance, learners develop a broad worldview and understand and respect other value systems.

See Appendix 3 for an example of a research project which can be undertaken as preparatory work in an integrated task for Grade 11.

Learners should write about their own and others' practical experiences (source book/ workbooks). There should be reflection on all practical performances. Projects and other presentation forms should be considered in keeping with the Learning Outcome: Create, Make and Present.

In Grades 10 and 11 the integrated tasks are internally set and assessed.

See Appendix 4 for examples of rubrics which can be used to assess learner performance in the integrated tasks for Dramatic Arts.

3.3.3 Format for the examinations in Grades 10 and 11

There are **two** examinations in Grades 10 and 11: one midyear and the other one at the end of the year. Each examination consists of a written examination and a performance examination. The outline for the written examination paper is as follows:

GRADE	NUMBER OF PAPERS	DURATION	MARK ALLOCATION
10	1	2 hours	Midyear: 100 End-of-year: 150
11	1	3 hours	Midyear and end-of-year: 150

The end-of-year written examination paper for Grade 11 follows a similar structure to the Grade 12 external paper. In this way, learners will have experience of writing a three-hour paper when confronted with one in the Grade 12 examinations. This written paper will constitute 150 marks of the end-of-year assessment mark in Grades 10 and 11.

Weighting of the Learning Outcomes in the written paper:

LEARNING OUTCOME	WEIGHTING (%)
1	20
3	60
4	20
	100

(LO2 is covered by the practical component.)

The *written examination paper* could include the following:

- Paragraph questions
- Contextual questions
- Paragraph and short questions based on personal development and experiences in Learning Outcomes 1
- In Grade 11 there should be a minimum of one essay (as per the Grade 12 paper format)

The performance examination will make up 150 marks of the end-of-year assessment mark in Grades 10 and 11.

Suggested formats for the Grade 10 *performance examination*:

- Midyear (100): Individual exam – Two of the following presented on a central theme: monologue, poetry, dramatised prose, popular or cultural performance or ritual
- End-of-year (150): Group-based exam – children’s or educational theatre which could consist of:
 - Movement or tableaux
 - Two group items:
 1. A workshopped scene
 2. Prose or poetry speaking (choral verse)

Suggested formats for the Grade 11 *performance examination*:

- Midyear (150): individual practical exam – monologue, poetry, dramatised prose
- End-of-year (150): original performance based on for example, community theatre, poor theatre (see Learning Outcome 2, Assessment Standard 3 for Grade 11)

3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Dramatic Arts and external assessment which makes up the remaining 75%. The Programme of Assessment tasks for Dramatic Arts are internally assessed.

Together the Programme of Assessment and the external assessment component make up the annual assessment plan for Grade 12.

Example of an annual assessment plan for Grade 12:

Term 1	Term 2	Term 3	Term 4
Task 1: Integrated performance task (group) (50) • Preparation • Performance	Task 3: Integrated performance task (individual) (50) • Preparation • Performance	Task 5: Integrated performance task (combined individual and group) (50) • Preparation • Performance	External exam (300) • Written exam (150) • Performance (150) - Preparation - Performance
Task 2: Test (50)	Task 4: Midyear exam (300) • Written exam (150) • Performance (150) - Preparation - Performance	Task 6: Test (50)	
		Task 7: Trial exam (150) • Written exam (150)	

In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

The following tables provide guidance on how to calculate the final mark for Dramatic Arts in Grade 12.

Calculating the final mark for Grade 12

Tasks undertaken during the year		External assessment task	
25%		75%	
100 marks		300 marks	
Task 1: Integrated group task	50 +	External exam	
Task 2: Test	50 +	• Written exam	150 +
Task 3: Integrated individual task	50 +	• Performance	150
Task 4: Midyear exam	300 +		
Task 5: Integrated group task	50 +		
Task 6: Test	50 +		
Task 7: Trial exam	150 +		
TOTAL	700/7.5	TOTAL	= 300
	= 100		
Total for DRAMATIC ARTS:		400 marks	

3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Dramatic Arts in Grade 12 comprises of seven tasks. Of the seven tasks, two tasks are examinations and two are tests. The remaining three tasks should consist of integrated performance tasks where both the preparation and the performance are assessed.

Tests

The tests in Dramatic Arts must be substantive in terms of time and marks, and must provide for a range of abilities and assess a range of knowledge and skills. For example, a test should last a minimum of 60 minutes and count a minimum of 50 marks. Tests should include questions on the theoretical underpinnings of personal resources, creating, making and presenting, understanding and analysis, reflection and evaluation.

Integrated Performance Tasks

The integrated performance tasks will focus on Learning Outcome 2 and will make up 50 marks for each of Tasks 1, 3 and 5 in Dramatic Arts.

The separate integrated tasks are each made up of two components: written preparation and the performance/ observation. Marks should be allocated to both the preparation and product of the performance/ observation and both the informal and formal preparation for a performance should be recorded in a source book/ workbook kept specifically for Dramatic Arts. The written preparation should comprise of research, planning and any other record-keeping required to prepare for a performance in Dramatic Arts. In Grade 12 the integrated tasks are internally set and assessed.

Performance examination

Each candidate must participate in at least THREE of the following items:

- Movement, dance, drama or mime item (use of music optional)
- Scripted scene(s) from plays
- Scenes workshopped by learners

- Group items (e.g. dramatised prose, physical theatre, musical theatre, cultural performances, dramatised storytelling or choral verse)
- Individual items (e.g. poetry, monologue or dramatised prose)

Learners should choose **three** pieces, which contrast in terms of **style, form, character** and **period**. It is necessary that these pieces are linked into a cohesive polished performance (see p.50 of the Subject Statement for Dramatic Arts: Learning Outcome 2 Assessment Standard 1). **One** of the pieces should be individual and **one** of these pieces should be a group piece. **Two** out of three pieces should use both **voice** and **body** in performance.

Alternatively a candidate can choose to do a practical technical examination only for the end of year final practical examination Grade 12.

The technical option includes the following:

- Stage management (compulsory)
 - Present stage managers script with all cues and other activities that is required for production
 - Rehearsal schedule
 - Cue sheets
- Two other technical aspects e.g. sound, lights, costume, properties, set design and make-up.
 - Present designing process
- Evidence of technical work from Grade 10 and Grade 11 portfolios must be kept and submitted at the beginning of Grade 12.

It is important to note that this option is subject to availability of technical resources at the learning site/institution. This option is covered by Learning Outcome 2 Assessment Standard 4 in Grade 11 and Grade 12.

Learners therefore have three choices in the final practical component:

- Choice 1: A theme-styled programme
- Choice 2: An audition style programme
- Choice 3: A technical option

Each school should decide on a suitable dress code / number code for their candidates when performing. The length of the programme can be worked out on five to eight minutes per candidate. A **complete script** of the theme programme should be available at moderation. All items (e.g. links or songs etc.) must be translated by the learner into the language of instruction.

See Appendix 4 for examples of rubrics which can be used to assess learner performance in the integrated tasks.

All moderation of **formal** practical assessments of all candidates will be carried out by **external moderators**, for example a subject advisor or trained moderators who have been officially appointed by the subject advisor for Dramatic Arts and who have been trained to moderate or assess the Dramatic Arts practical exam. The quality of the practical performance is controlled at a district, regional and provincial level.

3.4.2 External assessment in Grade 12 - Examinations

The external assessment in Grade 12 consists of two components: a written examination (150 marks) and a final performance examination (150 marks).

The external examination consists of a written paper and a performance examination.

Learners will write one written external examination paper of three hours. The written paper will have three questions of equal weighting, based on the three suggested texts and candidates will be required to answer all three questions.

The Learning Outcomes and Assessment Standards should be adequately covered but for the purpose of structure, the written paper will be broken down according to a mark scheme to provide a guideline for the marker. The external *written examination* should include the following:

- One long essay on any of three texts
- Paragraph questions
- Short questions related to general aspects of theatre practice
- A creative interpretation question that involves applying practical knowledge of dramatic practices to the texts or contexts studied or the practical class work

A variety of questioning techniques should be used in the examination.

QUESTION 1	QUESTION 2	QUESTION 3
<u>Essay on text 1:</u> Dealing with any aspect of the text contents, context or performance.	<u>Contextual on text 2:</u> Direct reference to passage and to text as a whole Shorter questions testing dramatic principles, speech and practical application.	<u>Contextual on text 3:</u> Direct reference to passage and to text as a whole. Shorter questions testing dramatic principles, speech and practical application.
<u>Shorter questions:</u> Various questions linking to text, theatre history or practical application.	<u>Integrated questions:</u> Integrating speech, practical application, the text and theatre history.	<u>Integrated questions:</u> Integrating speech, practical application, the text and theatre history.
<u>Paragraphs:</u> Theatre history, the text, practitioners or practical application.	<u>Paragraphs:</u> Theatre history, the text, practitioners or practical application.	<u>Paragraphs:</u> Theatre history, the text, practitioners or practical application.

Suggested format for the Grade 12 *performance examination*: Learners have three choices in the final practical component:

- Choice 1: A theme-styled programme
- Choice 2: An audition style programme
- Choice 3: A technical option

3.5 Promotion

The focus in Dramatic Arts is developmental and learners should be able to demonstrate some mastery in all the Learning Outcomes at various stages of the

learning process. However, at exit level, it is expected that learners would have achieved the minimum benchmarks for the four Learning Outcomes.

LEARNING OUTCOME 1: APPLY PERSONAL RESOURCES		
<p>By the end of Grade 10 a learner who has achieved the minimum competencies for this Learning Outcome can: Develop skills and resources which equip him/her to select and use verbal and non-verbal communication techniques which best match the dramatic situation being explored and therefore convey meaning.</p>	<p>By the end of Grade 11 a learner who has achieved the minimum competencies for this Learning Outcome can: Build on the skills and resources already developed to apply and evaluate verbal and non-verbal interpretative skills in a variety of forms and contexts.</p>	<p>By the end of Grade 12 a learner who has achieved the minimum competencies for this Learning Outcome can: Apply the technical skills of communication in an integrated way to convey thought and feeling creatively and effectively in a variety of forms and contexts.</p>

LEARNING OUTCOME 2: CREATE, MAKE AND PRESENT		
<p>By the end of Grade 10 a learner who has achieved the minimum competencies for this Learning Outcome can: Select and use diverse dramatic elements and conventions to create a performance through interpretation or improvisation.</p>	<p>By the end of Grade 11 a learner who has achieved the minimum competencies for this Learning Outcome can: Experiment with and use diverse techniques and conventions to create and present performances of original and published work.</p>	<p>By the end of Grade 12 a learner who has achieved the minimum competencies for this Learning Outcome can: Apply interpretative and performance skills to create a cohesive theatrical performance, incorporating a selection of dramatic forms and reflecting a process of exploration and collaboration.</p>

LEARNING OUTCOME 3: UNDERSTAND AND ANALYSE		
<p>By the end of Grade 10 a learner who has achieved the minimum competencies for this Learning Outcome can: Identify and describe texts in context across periods, cultures and styles.</p>	<p>By the end of Grade 11 a learner who has achieved the minimum competencies for this Learning Outcome can: Analyse the relationship between texts and their purposes and contexts.</p>	<p>By the end of Grade 12 a learner who has achieved the minimum competencies for this Learning Outcome can: Research and evaluate the dynamic nature and purposes of drama in diverse contexts.</p>

LEARNING OUTCOME 4: REFLECT AND EVALUATE		
<p>By the end of Grade 10 a learner who has achieved the minimum competencies for this Learning Outcome can: Identify and describe the selection and use of technical conventions in a dramatic performance and explain the embedded worldview and values.</p>	<p>By the end of Grade 11 a learner who has achieved the minimum competencies for this Learning Outcome can: Evaluate the forms, styles and conventions of a dramatic performance and explain and justify the representation of the embedded values, while acquiring a specialised vocabulary for this purpose.</p>	<p>By the end of Grade 12 a learner who has achieved the minimum competencies for this Learning Outcome can: Reflect on and compare the forms, styles and conventions of a dramatic performance using specialised vocabulary to explain and justify the representation of values and the human experience.</p>

3.6 Moderation

The purpose of moderation is to standardise assessment and ensure that learners are fairly assessed. All Grade 10 and 11 tasks are internally moderated, while all Grade 12 tasks should be externally moderated. The subject head for Dramatic Arts or head of department for Arts and Culture at the school will generally manage this process.

APPENDIX 1: EXAMPLE OF A DAILY ASSESSMENT TASK

TASK FOR GRADE 12

Questions on the text

An integrated approach should be used developing such a task. In this example the following Learning Outcomes and Assessment Standards have been integrated:

- Learning Outcome 3: Assessment Standard 1
- Learning Outcome 2: Assessment Standard 1

While teaching a prescribed play text the following examples of daily assessment could be used:

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. The teacher questions the class on reading done for homework and/or reading completed in the previous lesson. The learners' responses are recorded on a checklist to indicate to the teacher their level of understanding.2. Learners prepare three questions based on the homework reading set the previous day. They work in pairs and answer each other's questions. Each learner is supplied with an observation sheet on which to record questions, answers and comments on the standard of questioning. The relevance of the questions set and the answers will indicate the clarity of the learner's understanding of the text.3. In pairs, the learners role-play an interview. Using a scene from the play where there is a dilemma or conflict, one learner is a reporter asking questions of the other who is acting in-role as a character from the play. The class works in pairs simultaneously while the teacher facilitates and assesses using an observation sheet. (Only peer assessment or self-assessment after the fact will be meaningful.) |
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APPENDIX 2: EXAMPLES OF ASSESSMENT TOOLS

Example 1

Observation sheet for Grade 10

NAMES	CRITERIA			
	Has an ability to listen and respond to comments made.	Contributes appropriate and creative ideas.	Uses negotiating skills to resolve conflict.	Score
Learner 1				
Learner 2				
Learner 3				
Learner 4				
Learner 5				
Learner 6				
Learner 7				
Learner 8				

Example 2

Checklist for Grade 10

Peer assessment of group performances

GROUP	CRITERIA			
	The group has used relevant gestures and suitably stylised posture.	The group has used effective division of lines and words making use of light and dark voices.	The group has demonstrated the emotive quality of sound to convey atmosphere.	The group has conveyed a convincing mood in their interpretation of the verse.
One	Yes	No	Partially	Yes
Two	Yes	Yes	Yes	Yes
Three	Yes	No	No	Partially
Four	Yes	Yes	Yes	Yes
Five	No	Partially	No	Partially
Six	Yes	Yes	Yes	Yes
Seven	No	No	Partially	Partially
Eight	Yes	Yes	Yes	Yes

Example 3

Grade 12

Checklist for reading of text

NAME	CRITERIA			Score
	Has read WITH INSIGHT the section of the work set.	HAS read the section of the work set.	Has NOT read the section of the work set.	
Learner one				
Learner two				
Learner three				
Learner four				
Learner five				
Learner six				
Learner seven				
Learner eight				

Example 4

Grade 12

Observation sheet for role-play

NAME	CRITERIA				
	Excellent grasp of characters and content	Play characters convincingly	Involved in role-play	No work in progress	Score
Learner one					
Learner two					
Learner three					
Learner four					
Learner five					
Learner six					
Learner seven					
Learner eight					

APPENDIX 3: EXAMPLE OF PREPARATORY WORK FOR AN INTEGRATED PERFORMANCE TASK

TASK FOR GRADE 11

Research project

Learning Outcome 3: Assessment Standard 3

- Self-assessment of research project using an assessment grid or checklist
- Teacher assessment of a project using a rating scale

This overall assessment task takes about three weeks to complete and will be assessed summatively by the teacher once it is completed. The task can be adapted to deal with other Learning Outcomes and Assessment Standards and is an example only.

Learners are prepared for the project in class through discussion and debate.

Each learner is given a printed sheet with a timeline and clear instructions as follows:

1. Identify someone from the community who has been involved in any form of live performance within the South African context, for example gumboot dancing, praise singing, community theatre or formal theatre.
2. Draw up an appropriate list of questions for the interview.
3. Record the responses in writing.
4. Do some library research on the particular art form and record findings with relevant references.
5. Write two pages summarising your findings, showing what you have learned about this art form and indicating where and how it is being practised in South Africa today and whether it is thriving or not.
6. Use the assessment grid or checklist as a basis for a final paragraph in which you reflect on how effectively you have explored this art form and suggest areas where you could improve.
7. The learning activity is concluded with a report back by learners.

APPENDIX 4: EXAMPLES OF RUBRICS FOR INTEGRATED PERFORMANCE TASKS

RUBRICS

Example 1: POPULAR PERFORMANCE - WRITTEN ASSIGNMENT

RATING CODE	RATING	MARKS
7 Outstanding	Clear evidence of careful research which the learner understood and interpreted. Form, style, conventions and processes are discussed. All aspects of the assignment topic are covered in detail. The essay is cohesive, logical, informative and interesting to read.	40-50
6 Meritorious	Clear evidence of careful research which the learner understood and interpreted. Form, style, conventions and processes are discussed. All aspects of the assignment topic are covered. The essay is logical, informative and the learner clearly understands the form researched.	35-39
5 Substantial	Evidence of research which the learner understands. Form, style, conventions or processes are discussed. All aspects of the assignment topic are covered. The essay is logical and informative.	30-34
4 Moderate	Evidence of research which the learner has attempted to interpret. Form, style, conventions or processes are discussed. Most aspects of the assignment topic are covered. The essay is informative.	25-29
3 Adequate	Some evidence of research which the learner has attempted to interpret. Most aspects of the assignment topic are covered.	20-24
2 Elementary	No evidence of research, the learner has simply drawn on knowledge the group had and tried to put it down on paper. Few aspects of the assignment topic are covered and those covered are done so in a superficial manner.	15-19
1 Not achieved	No evidence of research being done. The essay shows very little or no knowledge of the assignment topic. The learner made no effort to engage with the topic. The essay is often brief and always superficial.	0-14

Example 2: POPULAR PERFORMANCE - PRACTICAL PERFORMANCE

RATING CODE	RATING	MARKS
7 Outstanding:	Understands choreographic style, use of space and time and dynamics is excellent. Performs with confidence, enthusiasm and precision. Works as dedicated and organised member of group, often the group leader. Treats the subject matter with respect.	40-50
6 Meritorious:	Understands choreographic style, use of space and time and dynamics is good. Performs with confidence and enthusiasm. Works as dedicated and organised member of group. Treats the subject matter with respect.	35-39
5 Substantial:	Works well as part of a group, participating enthusiastically but lacking leadership and decision-making skills. Follows choreographic style, use of space and time and dynamics is sound. Performs with enthusiasm and energy although often lacks precision. Treats the subject matter with respect.	30-34
4 Moderate:	Participates in group work but adds little to the creation process. Allows others to lead and accepts and supports what is decided. Performs with some sense of the feeling behind the dance form. The learner is uncomfortable and often hesitant in his or her body but willing to try out the dance form.	25-29
3 Adequate	Participates in group work but adds very little to the creation process. Allows others to lead and simply accepts what is decided. Performs with no sense of being part of the group or of the feeling behind the dance form. The learner is uncomfortable and hesitant in his or her body.	20-24
2 Elementary:	Makes very little effort to work as part of a group, immature, easily distracted from task and makes creating a performance difficult for the rest of the group. In performance, the learner cannot remember all the sequences and often lacks concentration and focus but does attempt at this final stage to take the task seriously.	15-19
1 Not achieved	Makes no effort to work as part of a group, immature, easily distracted from task and makes creating performance difficult for the rest of the group. In performance cannot remember the sequences and lacks concentration and focus.	0-14

Example 3: PLAY CRITICISM

RATING CODE	RATING	MARKS
7 Outstanding	The learner identifies dramatic and theatrical skills used in the performance and discusses their effectiveness. He or she evaluates the forms, styles and conventions used and justifies their use in this production. The historical, social, political, cultural and economic contexts of the play are clearly understood and acknowledged. The essay is cohesive, logical, informative and interesting to read.	80-100
6 Meritorious	The learner identifies dramatic and theatrical skills used in the performance and discusses their effectiveness. He or she evaluates the forms, styles and conventions used and justifies their use in this production. The historical, social, political, cultural and economic contexts of the play are understood and may be acknowledged. The essay is logical, informative and interesting to read.	70-79
5 Substantial	The learner identifies dramatic and theatrical skills used in the performance and discusses their effectiveness. He or she recognises the forms, styles and conventions used. The essay shows evidence that some of the historical, social, political, cultural and economic contexts of the play are understood. The essay is logical and informative.	60-69
4 Moderate	The learner identifies dramatic and theatrical skills used in the performance. He or she recognises some of the forms, styles and conventions used. The essay is logical and informative but lacks specific detail.	50-59
3 Adequate	The learner identifies some dramatic and theatrical skills used in the performance. The essay lacks specific detail and focuses on the events on stage rather than analysis of the performance.	40-29
2 Elementary	The learner identifies some dramatic and theatrical skills used in the performance but does not discuss them. The essay lacks specific detail and focuses on explaining the plot of the production rather than analysis of the performance.	30-39
1 Not achieved	The learner identifies dramatic and theatrical skills used in the performance. The essay explains the plot briefly rather than analysing of the performance.	0-29