



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DRAMATIC ARTS

ADDENDUM FOR: PERFORMANCE ASSESSMENT TASKS

(Covid-19: Amendments to the administration, performing and marking of the PATs)

GRADE 12

2020

This addendum consists of 6 pages.

The national regulations stipulate that every learner must wear a protective mask at all times and physical distance must be maintained in all interactive situations. The aim of these regulations is to prevent the spread of Covid-19 among learners under the care of the DBE. This implies that extreme caution be exercised when learners are at school to minimise the risk of infection among teachers, learners and other school officials.

As in loco parentis, all officials at a school will reasonably follow all protocols and procedures to ensure compliance and safety.

The national Covid-19 safety regulations have necessitated that the subject Dramatic Arts implement and sustain two important adaptations to the PATs for the duration of the pandemic:

1. No learner or teacher may remove their masks to teach, learn or assess any of the three PATs at any time.
2. Each of the three PATs has to be an INDIVIDUAL Dramatic Item. NO item may be a group or paired item.

NOTE: The selection of Dramatic Items must still be contrasting and of a variety, as stipulated below:

- **Genres and Dramatic Movements:**
African Drama Forms/Commedia dell'Arte/Greek Theatre/South African Theatre/Realistic Theatre/Elizabethan Theatre/Epic Theatre/Poor Theatre/Theatre of the Absurd/Postmodern Theatre
- **Dramatic Forms:**
Poem/Monologue/Prose/Praise Poem/Dramatised Prose/Storytelling/Mime/Physical/Musical Theatre

There are two main scenarios for which the system has to prepare:

- Scenario 1: Schools remain open until the end of the academic year
- Scenario 2: Further lockdown is implemented and schools have to close for an (as yet) unspecified period of time

SCENARIO 1: SCHOOLS REMAIN OPEN UNTIL THE END OF THE ACADEMIC YEAR

1. CAPS content to be taught for the PATs

No changes were made to the Topics' content, contexts, skills, knowledge and techniques. Teachers must still teach all the Topics relevant to the skills, knowledge and techniques required for the PATs (Written as well as Performance Sections).

2. Teaching

Teachers must teach, transfer skills and provide instructions while wearing a mask.

3. Learning

- Learners must learn with their masks on. Skills, knowledge and techniques can be explained and learners can follow instructions and make notes in their personal workbooks.
- The skills taught can be learnt and practised at school (with masks on) and at home (without a mask). The only time a mask may be removed is when the learner is inside his/her home.

It is expected that learners are introduced to, experience and practise the skills and techniques of the voice, the body, acting and text analysis incrementally from Grade 10 to Grade 12. Learners have the opportunity to acquire experience and practise these skills on an ongoing basis, maintaining social distancing protocols. Learners will draw on and apply these skills in the final preparation and rehearsal towards the end-of-year examination.

4. Assessment

Teachers must provide a deadline by which all the PATs for Terms 2 and 3 must be assessed, including the Written Section and the Performance Section.

5. Modality for the Written Section (the way the assessment will be done)

- Teachers must provide learners with the brief/instruction for the Written Section.
- Teachers must inform learners if the Written Section is an essay or a research task or a journal.
- Teachers must facilitate the understanding of the rubric/criteria with the learners.
- Teachers must teach the format of the relevant written task, e.g. Research, Essay and Journal.
- Learners are expected to complete the tasks at school or home, within a reasonable timeframe and to submit the completed tasks for marking.
- Care must be taken in the handling and storage of learners' evidence. Use of gloves by the teacher is recommended.
- Once the completed task is evaluated and marks awarded, teachers must keep evidence of written tasks in a safe place.

NOTE: A learner journal/portfolio is a CAPS requirement and is vital to record the learner's progress and development in both theory and practical work.

6. Modality for the Performance Section (the way the assessment will be done)

The two remaining PATs can be performed either ON-SITE or OFF-SITE.

ON-SITE:

- The two remaining PATs will be performed live on-site (school) by each individual learner and recorded on a cellphone (or suitable recording equipment available).
- Only the individual learner, the subject teacher and the optional support member of staff recording the performance should be in attendance. The classroom or other suitable spaces, such as corridors and courtyards, may be used. Every official and the learner must wear a mask or transparent face shield and physical distance protocols must be adhered to. The room must have sufficient ventilation. After each learner's recording, the surfaces and equipment must be sanitised.
- **NOTE:** The school must make arrangements to support the teacher and learner with the necessary resources to fulfil this performance assessment requirement. It is essential that the learner performs the PAT for assessment and it is a video-/cellphone-recorded version done by the teacher or optional support member of staff.
- The teacher will mark this live performance and award a final mark.
- When learner performance evidence is received, the school is responsible for the electronic safekeeping of every learner's PAT performance, e.g. CD, flash drive, laptop, for moderation purposes by the SA/SES/DCES/DBE.

OR

OFF-SITE:

- The two remaining PATs will be performed live off-site (at home) and recorded on a cellphone (or suitable recording equipment available) by each individual learner. As this occurs off-site, no mask is required.
- **NOTE:** The school must make arrangements to support the teacher and learner with the necessary resources to fulfil this performance assessment requirement. It is essential that the learner performs the PAT for assessment and that it is a cellphone-recorded version of good quality. Note the quality of the recording will not be awarded marks. It is, however, essential that the recording is of good quality to enable fair, reliable and valid marking of the learners' performances.
- In this off-site situation the teacher will mark the recorded version and award a final mark.
- When learner performance evidence is received, the school is responsible for the electronic safekeeping of every learner's PAT performance, e.g. CD, flash drive, laptop, for moderation purposes by the SA/SES/DCES/DBE.
- Dramatic Arts teachers must ensure that:
 - Learners are aware that they must perform their PAT for a formal assessment mark
 - Learners announce their name and surname, as well as the Dramatic Form and title of the Dramatic Item for the video recording, e.g. 'My name is Simphiwe Bavuma. I will be performing a monologue from *People are Living There*, written by Athol Fugard'.
- The teacher will subsequently mark each learner's performance, using the relevant rubrics, e.g. prose, poem, monologue, movement.
- Teachers may not mark the quality of the video clip.
- The only imperative is that learners must be seen and heard clearly.
- Learners must film against a 'neutral and light' background with as little furniture in the space as possible.
- Learners must not record in front of a window where the light is behind them.
- The camera frame must record the whole body of the learner; there may not be any close-ups.
- The recording itself must be set up as a static frame – no zooming in or out.
- Acting must be stage acting; NOT film or television acting.
- There must be NO added sound effects, filters, special effects or edits to the clip.
- The candidates must adhere to the dress code stipulated in the CAPS: hair tied back to ensure the face is visible; no jewellery or make-up; black T-shirt and pants.

SCENARIO 2: FURTHER LOCKDOWN IS IMPLEMENTED AND SCHOOLS HAVE TO CLOSE FOR AN (AS YET) UNSPECIFIED PERIOD OF TIME**1. CAPS content to be taught for the PATs**

No changes were made to the Topics' content, contexts, skills, knowledge and techniques. Teachers must still teach all the Topics relevant to the skills, knowledge and techniques required for the PATs.

2. Teaching

- Teachers must teach, transfer skills and provide instructions electronically.
- In any teaching and learning context where Wi-Fi is not available, it is important that teachers prepare written lessons with clear instructions to learners on how to apply and rehearse skills and techniques for the PATs. This can be done during Term 2 when PAT 2 is being taught. Give detailed instructions and provide learners with the time to write it down. Cover vocal, body, movement, acting and text interpretation skills, knowledge and techniques.

- Refer the learners to the specific textbook pages that explain these skills and techniques.
- If learners do have Wi-Fi access and data, create a WhatsApp group. Be available to teach and support learners.

3. Learning

Learners will be in lockdown in their homes. They would have received prepared textbook references and instructions from teachers.

NOTE: Learners are introduced to, experience and practise the skills and techniques of the voice, the body, acting and text analysis incrementally from Grade 10 to Grade 12. By Grade 12 Term 2, learners have acquired substantial experience and practice of these skills to draw from and to apply in the final preparation and rehearsal towards the external end-of-year examination.

4. Assessment

Teachers must provide a deadline by which all the PATs for Terms 2 and 3 must be assessed.

5. Modality for the Written Section (the way the assessment will be done)

- Teachers must provide learners with the brief/instruction for the Written Section.
- Teachers must inform learners if the Written Section is an essay or a research task or a journal.
- Teachers must facilitate the understanding of the rubric/criteria with the learners.
- Teachers must teach the format of the relevant written task.
- Learners must write the task at home and send it electronically to the teacher before the deadline **OR**
- In the case of learners with no Wi-Fi or data, an arrangement should be made with the school that written tasks can be brought to a central collection point and a period of time has to be allowed for sanitisation of learners' written work before being processed. It is vital that all submissions are tracked.
- Written tasks should be assessed with gloves on.

6. Modality for the Performance Section (the way the assessment will be done)

Off-site modalities (see above) will apply to Scenario 2.

GRADE 12 FINAL PERFORMANCE EXAMINATION, PAPER 2

- Learners will choose ONE option from audition (Option 1) or adapted theme programme (Option 2) and follow through on its requirements as outlined by the teacher.
- **NOTE:** There are NO group items, only individual pieces.
- The protocols and procedures for on-site or off-site performances will apply.
- In the event of a protracted further lockdown, some changes may be implemented, but this will be communicated by the DBE.

CONCESSIONS

- The standard procedure for granting a concession must be followed, e.g.:
 - (a) In the case of the published list of barriers, for which learners may apply to receive a concession, parents would already have applied to the Provincial Examinations Directorate for the granting of such a concession. The official documentation must be provided to the principal for safekeeping.
 - (b) In the case of an unexpected illness, the learner must present a signed original medical certificate to the principal, teacher and the provincial official if there is moderation.
- The learners who have been granted a concession or who have a medical certificate must submit the journal that commenced in Term 1 and developed with each term's theoretical and PAT engagement. Entries are made chronologically or sequentially to the end of the year. This completed document will be submitted in lieu of a performance of the PAT/PATs.
- Teachers must ensure that learners reflect in their journals in the eventuality of (a) and/or (b) above.
- The journal entries must be on their development in terms of skills, knowledge and techniques after each lesson and/or rehearsal.
- Teachers must facilitate the journal rubric/criteria and requirements with all the learners to enable them to earn the best mark possible.
- Each learner must complete a declaration of authenticity to ensure it is the learner's own work and that he/she was unassisted in the compilation or completion of the task.
- Learners are reminded that the purpose of the journal is highlighted in the CAPs document (page 56) in the event of a candidate not being able to do a performance for either PAT 2 or PAT 3 or both.