



DIRECTORATE: CURRICULUM FET PROGRAMMES

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ASSESSMENT INSTRUCTION 13 OF 2015

TO: DEPUTY DIRECTORS-GENERAL
CHIEF FINANCIAL OFFICER
CHIEF DIRECTORS
DIRECTORS AND DISTRICT DIRECTORS
CHIEF EDUCATION SPECIALISTS
EDUCATION DEVELOPMENT OFFICERS
DEPUTY CHIEF / SENIOR EDUCATION SPECIALISTS
PRINCIPALS AND TEACHERS OF ALL PUBLIC AND INDEPENDENT
SCHOOLS: GRADES 10 – 12
TEACHER UNIONS / ORGANISATIONS
SCHOOL GOVERNING BODIES

DATE: 26 JANUARY 2014

**REQUIREMENTS FOR THE KEEPING OF A JOURNAL
AS PART OF THE PRACTICAL EXAMINATION COMPONENT FOR DRAMA STUDIES
(GRADES 10 – 12)**

Keeping a **Dramatic Arts Journal** will be compulsory from 2015 as is indicated in the Curriculum Policy Statement (CAPS) pages 53-57 for Drama Studies. All learners are therefore required to keep a journal in Grades 10 – 12 as part of the practical component of the subject Drama Studies.

“The purpose is to keep a written record of both the preparation and the performance component of the performance examination. In the event of a candidate not being able to participate in the performance examination the teacher and the moderator will use this written record to determine the learner’s mark”

All Dramatic Arts learners (Grades 10 – 12) will be required to submit the journal on the day of performance of the practical examination.

The journal is a record of all processes involved in preparation and performance of formal assessments and also contains reflective and evaluative aspects. This is not a fancy decorated showpiece but an academic note keeping process and a developmental instrument and can contain:

- Informal and formal writing
- sketches and pictures including photographs
- quotes
- feedback notes provided by teacher and peer
- texts that were used in performances
- contextual and/or analytical writing
- diagrams
- mind maps
- tables, etc.

Entries need to reflect rehearsal schedules and dates of entries, texts, analysis, techniques, approaches, reflections and evaluations.

1. RESPONSIBILITIES OF THE TEACHER:

- 1.1. Ensure that all Dramatic Arts learners keep a journal for all of the PAT's.
- 1.2. Provide learners with a written instruction outlining the purpose as well as expectations for the journal.
- 1.3. Ensure incremental complexity from grade 10 to 12.
- 1.4. Ensure that the learner's PAT's culminate into the final examination.
- 1.5. Ensure that where deviations from the abovementioned process take place it will be recorded in the journals. Learners are free to change material performed in the PAT with substitutes in the final theme programme.
- 1.6. Ensure there is **no mark allocation for the journals**.
- 1.7. Ensure that journals include notes and feedback to the learner.
- 1.8. Ensure that journals are submitted on the day of performance to support **validation of the mark** achieved in the performance.

2. RESPONSIBILITY OF THE SUBJECT ADVISOR / DISTRICT OFFICIAL / CLUSTER LEADER:

- 2.1. Ensure that the Assessment Instruction is distributed and mediated to all Dramatic Arts Teachers.
- 2.2. Monitor the implementation of journal keeping by teachers and learners.
- 2.3. Monitor the submission of journals when formal practical assessments are taking place PAT's and Practical Examinations.



- 2.4. Ensure cluster moderations include the moderation of journals.
- 2.5. Report on the implementation and moderation of journals on a quarterly basis to the Subject Planner for Arts subjects.

3. RESPONSIBILITIES OF PRACTICAL EXAMINATION MODERATORS:

- 3.1. Receive, peruse, read and validate the journal before the performance is presented.
- 3.2. Sign the journal of each learner and indicate the date at the bottom of the last entry.
- 3.3. Keep a record of learners that did not submit journals.

The attached document (**Annexure A**) is a guideline developed by the Provincial Subject Committee that can support teachers with the implementation of journals.

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DR. AS NUKU
(A) DEPUTY DIRECTOR GENERAL: IOM



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ANNEXURE A

DRAMATIC ARTS JOURNAL FOR THE PRACTICAL EXAMINATION GRADES 10-12

The Dramatic Arts Journal is a personal mapping of the creative and technical journey of the theme programme/ audition programme. Feel free to personalise the cover, index page and layout of the journal.

It must include the following though:

1. Copy of theme programme (text).
2. Programme with notes to the audience
 - a. Theme, performance style and recommended target audience.
 - b. List of sources of items with acknowledgements.
3. Copy of rehearsal plan / schedule.
4. Explain / describe the process that you/ the group embarked upon to finally chose the theme.
5. List the items in the theme programme and describe how each contributes to the overall theme programme e.g. scene, choral verse, movement, musical theatre extract; prose, poetry, links etc. (minimum of 3 genres which includes the appropriate performance style).
6. Evaluate:
 - a. Your personal vocal qualities e.g. articulation, projection, resonance, intonation, tone etc. (minimum number of 3).
 - b. Personal physical/movement skills e.g. Body language, physical characterization, balance, weight & strength.
7. How did you go about constructing the theme programme?
 - a. Sequence of events / actions that forms the theme programme
 - b. Motivate your selection/choice.
 - c. How and why did you translate the above sequence into actions on stage (plotting through line of action)?
 - d. Outline the design elements and justify its use within the theme programme.
8. Reflect on interpretation, characterization and performance of your theme programme. Pay attention to the following aspects: voice, movement, stage space, emotional connection, visualisation techniques, and audience awareness.
9. Write an essay reflecting on your personal journey within the group and as an individual. Highlight both positive and negative learning developments.
(Remember: statement, opinion, motivation, example [SOME])

Tips:

Use appropriate emotional language.

Always include appropriate stage, acting, theatrical, performance terminology as is applied in all aspects of Dramatic Arts.