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**Department of Education**

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# **GAUTENG DEPARTMENT OF EDUCATION**

## **DRAMA**

### **SCHOOL-BASED ASSESSMENT**

#### **PORTFOLIO**

GAUTENG DEPARTMENT OF EDUCATION

## CONTINUOUS ASSESSMENT

# DRAMA

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## **1. What is a portfolio?**

A portfolio is a collection of a learner's work and is determined by the Subject Assessment Guidelines (SAG).

Portfolios are also defined as an ongoing systematic collection of products which represent milestones in the learner's journey towards excellence. This collection includes items, which represent the whole terrain, and also shows how the learner's journey has progressed towards a specific aim.

The collection of portfolio items and from different components of the curriculum makes the portfolio an instrument for documentation and analysis, serving as a summary of the learner's progress throughout the year.

Portfolios enable the teacher to find out more about the learner as an individual, but the learners also find out more about themselves. It is a report on the learner's progress, as well as a report of that which the learner perceives to be important.

Arter and Spandel summarise the main characteristics of portfolios when they describe a portfolio as follows: "A portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in given area(s). This collection must include student participation in selection of portfolio content, the guidelines for selection, the criteria for judging merit and evidence of student self-reflection."

It is thus emphasised that a portfolio is an arrangement of the characteristics of authentic assessment. It makes continuous assessment possible and includes a rich variety of items as evidence of that which the students know and can do. The content of portfolios can be created within realistic contents. In addition, it can also be a reflection of the process of product development. It provides an excellent opportunity to transform assessment into a learning experience. Think of the portfolio

as a mechanism whereby a story is told – a story that will communicate something about the learner to the reader.

## **2. Purpose**

The primary reasons for using portfolios as one type of authentic assessment tool include:

- assessing learner's accomplishment of learning outcomes
- assessing the quality of learner's sustained work
- allowing learners to turn their own special interests and abilities into a show-case
- encouraging the development of qualities such as pride in quality workmanship, ability to self-evaluate, and ability to accomplish meaningful tasks
- documenting improvement of learners' work

## **3. 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 DRAMA (CASS) and external assessment which makes up the remaining 75% (EXAMINATION). The Programme of Assessment for DRAMA comprises seven tasks which are internally assessed. The external assessment component comprises two components: a Practical Assessment Task and one written theory paper.

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

The following diagram shows the annual assessment plan for DRAMA.

**Annual assessment plan for DRAMA, Grade 12**

Term 1	Term 2	Term 3	Term 4
Task 1: Integrated performance task (group) (50) <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Performance</li> </ul>	Task 3: Integrated performance task (individual) (50) <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Performance</li> </ul>	Task 5: Integrated performance Task (combined individual and group) (50) <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Performance</li> </ul>	External exam (300) <ul style="list-style-type: none"> <li>• Written exam (150)</li> <li>• Performance (150)                             <ul style="list-style-type: none"> <li>▪ Preparation</li> <li>▪ Performance</li> </ul> </li> </ul>
Task 2: Test (50)	Task 4: Midyear exam (300) <ul style="list-style-type: none"> <li>~Written exam (150)</li> <li>~Performance (150)                             <ul style="list-style-type: none"> <li>▪ Preparation</li> <li>▪ Performance</li> </ul> </li> </ul>	Task 6: Test (50)	
		Task 7: Trial exam (150) <ul style="list-style-type: none"> <li>~Written exam (150)</li> </ul>	

**Suggested formats for the Grade 10 performance examination:**

- Mid-year (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:**

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

Task 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+		
<b>TOTAL</b>	<b>700/7.5 =100</b>	<b>TOTAL</b>	<b>=300</b>
<b>Total for DRAMATIC ARTS:</b>		<b>400 Marks</b>	

The content for portfolios for DRAMA is guided by the programme of assessment as stipulated in the Subject Assessment Guidelines (SAG).

The portfolio comprises:

- Two tests (first and third term)
- Two written examinations (midyear and trial)
- Three practical tasks (one per term in terms 1,2 and 3)

## 5. Programme of Assessment in Grade 12

### DRAMATIC ARTS GRADE 12

<b>School</b>	
<b>Examination Centre</b>	
<b>Student's name</b>	
<b>Examination number</b>	
<b>Educator</b>	
<b>Student signature</b>	
<b>Educator signature</b>	
<b>Colour code</b>	

### TASK 1 - Integrated Performance Task (group)

This task should be based on any one of the texts selected from **Section 1** of the list of prescribed texts.

<b>PREPARATION</b> <b>Select any TWO of the following aspects:</b>	<b>Mark out of:</b>	<b>Mark achieved:</b>
Structural analysis	25	
Sub textual analysis	25	
Character biography	25	
Self assessment: vocal and physical	25	
	Sub-total:50	
<b>PERFORMANCE</b> <b>Select any TWO of the following aspects:</b>		
Performance of a scene	25	
Scripted improvisations based on text	25	
Physical theatre exercise based on text	25	
Any other – prose, poetry	25	
	Sub-total: 50	
	TOTAL: 100	
CASS TASK 1 – 100 ÷ 2	Cass 50	

### TASK 2 – Test based on theoretical component.

<b>The test could be set in any one or a combination of the following formats:</b>	<b>Mark out of:</b>	<b>Mark achieved</b>
Essay preparation	50	
Short essays	50	
A contextual test	50	
Forms, styles, conventions and processes	50	
Research	50	
A review	50	
Self assessment of vocal and physical skills based on speech notes.	50	
	TOTAL: 50	



### TASK 3 – Integrated performance task (Individual)

Learners must select monologues or scenes from plays published in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

<b>PREPARATION</b> <b>Select any TWO of the following aspects:</b>	<b>Mark out of:</b>	<b>Mark achieved:</b>
Structural analysis	25	
Sub textual analysis	25	
Character biography	25	
Self assessment: vocal and physical	25	
	Sub-total: 50	
<b>PERFORMANCE</b> <b>Select any TWO of the following aspects:</b>		
Performance of a monologue	25	
Scripted improvisations based on text	25	
Other	25	
	Sub-total: 50	
	TOTAL: 100	
	Cass 50	

### TASK 4 – Mid-year Examination

This examination should assess all the work done in the theoretical and the practical components of the subject up to this point. In Grade 12 it is important that the bulk of the syllabus be covered before the examination.

<b>Mid-year examination</b>	<b>Mark out of:</b>	<b>Mark achieved:</b>
Theoretical paper based on three prescribed texts selected for the final examination.	3x 50 = 150	
Practical examination that addresses the criteria for the final practical examination. (Choice 1,2 or 3)	3x 50 = 150	
TOTAL MARK	300	

### TASK 5 – Integrated Performance Task (group)

This task should be based on the texts selected from **Section 2** of the list of prescribed texts – South African Theatre.

<b>PREPARATION</b> Select any TWO of the following aspects:	<b>Mark out of:</b>	<b>Mark achieved:</b>
Write a script for performance	25	
Discuss production devices and staging techniques.	25	
Interpretation of a text	25	
Evaluation and reflection	25	
Forms, styles, conventions and processes	Sub-total: 50	
<b>PERFORMANCE</b> Select any TWO of the following aspects:		
Performance of a scene	25	
Scripted improvisations based on text	25	
Physical theatre exercise based on text	25	
Any other	25	
	Sub-total: 50	
	Total: 100	
CASS TASK 1 – 100 ÷ 2	Cass 50	

### TASK 6 – Test-based on theoretical component (Sections 1 and 2)

<b>The test could be set in any one or a combination of the following formats:</b>	<b>Mark out of:</b>	<b>Mark achieved:</b>
Essay preparation	50	
Short essays	50	
A contextual test	50	
Forms, styles, conventions and processes	50	
Research	50	
A review	50	
Self assessment of vocal and physical skills based on speech notes	50	
	TOTAL: 50	
	Cass: 50	

## TASK 7 – Preliminary (Trial) Examination

This examination should assess all the work done in the theoretical and the practical components of the subject.

<b>Preliminary Examination</b>	<b>Mark out of:</b>	<b>Mark achieved:</b>
Theoretical paper based on three prescribed texts selected for the final examination	3x 50 = 50	
Practical examination that addresses the criteria for the final practical examination (Choice 1,2 or 3)	3x 50 = 150	
<b>TOTAL MARK</b>	<b>300</b>	

### 6. Learner Evidence portfolio

The learners' portfolio should be well planned, organised and presented in a neat manner, for example, a file. It should include the following:

- a contents page;
- a continuous moderation report;
- a declaration by the learner;
- a summary of marks;
- the assessment tasks

### 7. Teacher Evidence portfolio

It is required from the Department of Education that a teacher's portfolio should accompany the learners' portfolios. This portfolio should include the following:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks (e.g. practical tasks, tests and examination papers);
- the tools used for assessment for each task (e.g. memorandums, checklists, rubrics); and
- record sheets for each class (working mark sheets).

## 8. Evaluating portfolios

Periodic evaluation of portfolios should be conducted at a time predetermined by the teacher and his learners. Logical times for evaluation would be at the conclusion of a project, the end of a programme or unit, term or academic year.

The teacher must make sure that every assessment task is marked and captured. Marks on the teacher's record sheets must correspond with the marks in the learners' portfolios.

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

<b>LEVEL</b>	<b>MODERATION REQUIREMENTS</b>
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.

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