

2021 National Recovery Annual Teaching Plan in DRAMATIC ARTS: Grade 10. Term 1

| Term 1 45 days | Week 1 27-29 January (3 days) | Week 2 1-5 February (5 days) | Week 3 8-12 February (5 days) | у | 15-19 F | eek 4 February days) | Week 5 22-26 February (5 days) | ruary 1-5 March | | | Week 7 8-12 March (5 days) | Week 8 15-19 March (5 days) | Week 9 23-26 March (4 days) | Week 10 29-31 March (3 days) | | | |
|--|--|--|--|---------|-----------------------|---|--|---|---|--|--|---|--|---|--|--|--|
| Topic 1 | (c aujo) | Introduction to Dra | <u> </u> | ours) | (** | y • / | (Campo) | (* *** | <u>, -, </u> | | (o uu yo) | (caa)c) | (:) | (Campe) | | | |
| Topic 2 | 1. Baseline | South African The | atre: Cultural Per | rforma | ance For | | | | | | | | | | | | |
| Topic 3 | assessment South African Theatre: Play Text one. (10 hours) | | | | | | | | | | | | | REVISION | | | |
| Topic 4 | 2. Revision Scene Study. (8 hours minimum) | | | | | | | | | | | | | | | | |
| PAT 1 | Continue to, throughout the term, rehearse PAT 1's Dramatic Items and research and write on PAT 1's Written task BLOOM'S TAXONOMY: DAVE'S TAXONOMY: | | | | | | | | | | | | | | | | |
| | | NOMY: EVELS OF KNOWLE | DGE | | | | 1Y: Fechnique Levels | OF KNOWL | .ED0 | GE | The South Afri | can CAPS Curriculum a | ims to create learners that | can think critically and | | | |
| | iy CREATING | Synthesise ideas from different sources or materials to create new perspectives or a new original product Judging the value of research | Create, Design, Develop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce | 0%-100% | 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+ | 95%-100% 90% - 95% 80% - 90% | creatively about and assess on practical, the ta | ut the subject knowledge every level of both, dep axonomies of: | e they learn. To develop thin pending on whether the con | nking citizens, teach, learn tent is the theoretical or | | | |
| Core Concepts, | Meta Tal Thinking | content, based on criteria or standards, comparing ideas a identifying the strengths and weaknesses of scholarly work | Defend, Compare the value of | 0%-90% | Meta Thinking 8 | ARTICULATING | Actions are performed in a harmonious and coordinated manner | Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve | В | 70% - 79% | Dave's: Imitati | ing, manipulating, precis | bering, understanding, applying, analysing, evaluation and creating manipulating, precision, articulation and naturalisation | | | | |
| Skills, Knowledge, Values, attitudes and | Procedu Thinking WISTITANA | G Examining the research on theories, linking evidence, an seeing relationships between parts or something Using ideas in new ways and | Select, Point out, Categorise, Classify Select, Sketch | 60%-79% | Procedural | 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 | icient, oming an C | | CAPS Topic 2: Unde | S p: 13 erstand the origins and e | sic elements of drama, theatre and voice production. nd expressions of South Africa theatre in Cultural ral Tradition. CAPS p:13-14 | | | | |
| techniques | Onceptus King Conceptus Co | applying theories to real situation Describing what knowledge means, finding the main ideas | Organise Summarise, Fynlain | 0%-59% | Concept | MANIPULATING | Astions are undermed from money | Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present | | 40% -49% 50% - 59% | Play Topic 4: Deve | Text. CAPS p: 14 lop performance skills in | iderstand and apply elements of drama in a South African scripted CAPS p: 14 erformance skills in a scene from a play, Refine vocal and body ce skills. CAPS p: 15 | | | | |
| | Factual Thin | ideas and their trends and significance Remembering the concepts, content, knowledge, skills, | List, Name, Remember, 0%-29% | | 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 | F G H | 20 % - 39% 10 - 19% 0 - 9% | Note: For the prose | | | | | | | |
| Requisite Pre- Knowledge | Grade 9 Theoretical | al and Practical Cond | epts, Skills, Conte | ent, Va | alues, Att | itudes, Tec | hniques, Principles, Ch | naracteristics | 5 | _ | | | | | | | |
| Resources (other than textbook) to ensure effective learning, | 1. Curriculum Coverage: Hours: Every week, for a 5-day cycle per week, teachers MUST teach a minimum of 2 hours of Practical CKSV + a minimum of 2 hours of Theory CKSV + 1 hour minimum of rehearsals after school 2. 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 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 3. Venue and Equipment: Dedicated Dramatic Arts rehearsal room/double classroom with wooden floor. A wooden Cubic's A flats. Textbook, DVDs of Play Texts, Play T | | | | | | | | | | | | | | | | |
| teaching and assessment | 4. Academic exc | cursion: The Princi | pal, Circuit Manaç | ger an | d teache | r of the sch | | school's No | | | | | range the attendance of | | | | |
| Informal Assessment | | ntinually and directly | engage the learne | ers in | diagnosti | ic, formative | e and continuous asses determine where the Co | ssment prac | | | vhere re-teaching | ı is required. | | | | | |
| School Based Assessment | TASK 1 Performance Ass • Written Section | essment Task (PAT on: Journal (25 marl Section: Dramatic I |) 1 (s) | | | | | All the 1. 2. | the of following the control of the | detail of owing su rriculum formand | what, how, when bject documents: | and to which extend an | d level to set assessment / | examinations, are stipulated in | | | |



2021 National Recovery Annual Teaching Plan in DRAMATIC ARTS: Grade 10. Term 2

| Term 2 46 days | Week 1 13 - 16 April (4 days) | | Week 2 Week 3 19 - 23 April 28 -30 April | | Wee 3 - 7 | May | Week 5 10 - 14 May | Week 6 17 -21 May | Week 7 Week 8 24 - 28 May 31 May – 4 June | | Week 9 7 – 11 June | Week 10 14 – 18 June | | | | |
|---|---|--|---|--|--|---|---|--|---|---|---|---|---|--|--|--|
| | | • • | (5 days) | (3 days) | | (5 da | ıys) | (5 days) | (5 days) | (5 days) | (5 days) | (5 days) | (4 days) | | | |
| Topic 5 Topic 6 | Origins of | western ir | neatre and Greek Thea | atre. (12 nours) | | | | Play Text 2. Greek T | | | | DE | VISION | | | |
| - | Continue | to through | ut the term reheares | DAT 2's Drame | atia Itar | | | • | | | | KL | REVISION | | | |
| PAT 2 | | TAXONOM | out the term, rehearse | PATZS Drama | atic iter | | TAXONON | | itten task | | | | | | | |
| | | | LS OF KNOWLEDGE | | | | | IT: FECHNIQUE LEVELS | OF KNOWLEDGE | The South African | CAPS Curriculum aims t | o create learners that | can think critically | | | |
| | 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% | Thinking | NATURALISING | A high level of creative and innovative performance is achieved with actions becoming integrated and second nature | Flawless, A++ 95%-100% No errors, A+ 90% - 95% Create, Invent A 80% - 90% | and creatively about teach, learn and as the theoretical or p | ut the subject knowledge ssess on every level of b ractical, the taxonomies | they learn. To develooth, depending on whof: | op thinking citizens, ether the content is | | | |
| Core Concepts, | Meta al Thinking | EVALUATING | Judging the value of research o content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work | Judge, | 80%-90% | | ARTICULATING | Actions are performed in a harmonious and coordinated manne | Adapt, Combine, Master, Modify, B 70% - 70% | Bloom's: Remembering, understanding, applying, analysing, evaluation and creating Dave's: Imitating, manipulating, precision, articulation and naturalisation | | | | | | |
| Skills, Knowledge, Values, attitudes | Procedur Thinking | ANALISING Examining the research on theories, linking evidence, and seeing relationships between parts or something | theories, linking evidence, and seeing relationships between parts or something | Compare, Differentiate, Select, Point out, Categorise, Classify Select, Sketch | 60%-79% | Procedural ai ininkin | PRECISION | Actions are more precise but with still some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, | Perform skilfully, Proficient, Becoming an C 60% - 69% expert | Understa Develop | nd the basic elements of vocal and physical skills | lls | | | | |
| and techniques | Conceptual | APPLYING | Using ideas in new ways and applying theories to real situation Describing what knowledge means, finding the main ideas, | Solve, Use, Demonstrate, Organise Summarise, | 40%-59% | Conceptu | MANIPULATING | 'controlled', smooth and with finesse Actions are performed from memory and from instruction learnt | Implement, Demonstrate, Re-create, Repeat, | performa Topic 6: Understa | Demonstrate integration of voice and body in choral verse interpre performance Topic 6: Understand the elements of drama and conventions of Greek play | | | | | |
| | al Thinking | UNDERSTANDIN | | Explain, Illustrate, Give examples List, | 30%-39% | Thinking | | The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, | Execute, Present Repeat, Duplicate, Present F 20 % - 39% | Note: For the DAT's second Dramatic Item, select a maneleque/peom/prose/ | | | | | | |
| | Factu | MEMORISING | content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject | Name, Remember. | 0%-29% | Factual | IMITATING | content, values, attitudes, skills, techniques, characteristics and principles in the subject | Reproduce, G 10 – 19% Imitate, Copy H 0 – 9% | dramatised prose/praise poem/storytelling etc. in either one of the following genres: African Drama Forms or Oral Tradition or South African | | | | | | |
| Requisite Pre- Knowledge | Grade 10 | Theoretical a | and Practical Concepts | , Skills, Content, | , Values | l s, Attitude: | s, Techniqu | es, Principles, Charact | teristics | Airican D | Tama Forms of Oral Trac | ullion of South African | | | | |
| Resources (other than textbook) to ensure effective learning, teaching and assessment | Teach Venue Acade | er qualificate and Equipremic excursion | after school tion: Teachers who tea The Creative Arts 'school concert'. I ment: Dedicated Drama learner journal. N ion: The Principal, Ci al learners of a li | ach this subject of the acher or a teat of the acher or a teat of the acher or a teat of the acher of the ach | must ha acher 'ir vith higl sal room does No nd teach | ave a minir nterested' h levels of n/double cla OT require ther of the | mum of a th in Drama wi f drama ski assroom wi e lighting eq school musi mance at a | ree-year Bachelor's of the second state of the second seco | degree in Drama. This repare learners for the repare learners for the research as high levels of oden Cubic's, 4 flats, Ted make up. The performs Norms and Standards. | is a specialised subjectigour of subject contents of academic and theo atbook, DVDs of Playmances are in standard | ct with difficult theoretica nt. The subject is not equal retical concepts and concepts and concepts and concepts and concepts and concepts, learned black track suit pants a parner, and arrange the a | I concepts. uivalent to the ontent er workbook nd t-shirts. | n of rehearsals | | | |
| Informal Assessment | Educators | | ually and directly engageruse the Learner work | | | | | | practices. m gaps are and where r | re-teaching is required | | | | | | |
| School Based Assessment | WrittePerforTASK 3 | n Section: F rmance Sect | ment Task (PAT) 2 Research/Essay (25 m tion: Dramatic Item 2 t: Written (100 marks) | (25 marks) | | | | | All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: 1. Curriculum and Assessment Policy Statement 2. Performance Assessment Task Guidelines 3. Examination Guidelines | | | | | | | |



2021 National Recovery Annual Teaching Plan in DRAMATIC ARTS: Grade 10 Term 3

| Term 3 46 days | Week 1 13 - 16 April (4 days) | | Week 2 Week 3 19 - 23 April 28 -30 April 2 (5 days) (3 days) | | Week 4 2 - 6 August 10 (5 days) | | 10 - 13 | 0 - 13 August 16 - 2 | | Week 6 20 August (5 days) | | Week 3 -27 Au (5 days | gust 30 | • | Week 9 6 -10 Sept (5 days) | Week 10 13-17 Sept (5 days) | Week 11 20-23 Sept (4 days) | |
|---|--|----------------|---|---|--|---|---|---|--|---|---|--|---|---|---|--|-----------------------------------|--|
| Topic 7 | Non-verba | al commun | ication. (Individual | . Dramatic item) (4 hrs | | | | | | | | | | | | | | |
| Topic 8 | Text Inter | pretation. | (Individual. Dramat | ic item) (4 hrs) | | | | | | | | | | | | - | | |
| Topic 9 | Medieval Theatre or Commedia Dell Arte or Indian Theatre. (10 hours) | | | | | | | | | | | | | REVISION | | | | |
| Topic 10 | | | | | | Play Text 3. Medieval Theatre or Commedia dell' Arte or Indian Theatre. (8 hours) | | | | | | | | | | REVISION | | |
| Topic 11 | | | South African The | atre. Workshop Theat | re (16 ho | ours) | | | | | | | | | | | | |
| PAT 3 | Continue | to, througl | hout the term, rehe | arse PAT 3's Dramatic | Items a | nd resea | arch and wr | ite on PAT | 3's Writte | n task | | | | | | | | |
| | BLOOM'S T | | OF KNOWLEDGE | | | | TAXONOMY: CAL AND TEC | HNIQUE LEVE | LS OF KNO | WLEDGE | | | The South A | frican CAPS Curri | culum aims to create lear | ners that can think | critically and | |
| Core Concepts, Skills, Knowledge, Values, attitudes and techniques | Thinking . | CREATING | original product | Powerop, Find out, Formulate, Make up, Hypothesise, Plan, Formulate, Produce | 5-1 00 % | Thinking | NATURALISING | A high level of crec innovative perform with actions becon and second nature | nance is achieved ming integrated | Flawless, No errors, Create, Invent | A+ | 95%-100% 90% - 95% 80% - 90% | and assess of practical, the | creatively about the subject knowledge they learn. To and assess on every level of both, depending on who practical, the taxonomies of: Bloom's: Remembering, understanding, applying, at | | ther the content is the theoretical or | | |
| | Meta | EVALUATIN | Judging the value of rese content, based on criteric standards, comparing ide identifying the strengths a weaknesses of scholarly v | Judge, Value, Defend, | Meta 1 | Meta Thinking | ARTICULATING | Actions are perform | | Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve | В | 70% - 79% | Dave's: Imitating, manipulat Topic 7: Understand and app | | ng, precision, articulation and naturalisation bly the use of the body for communication bly the use of drama and theatre forms and styles to | | | |
| | Procedu Thinking | ANALISING | parts or something | , and Differentiate, Select, Point out, Categorise, Classify Select, Sketch | %-79% Land | | PRECISION | Actions are more p some errors. Precis perfection. It is to b articulated, accura | ion is not pe clear, ate, correct, | Perform skilfully, Proficient, Becoming an expert | skilfully, ng an c 60% - 69% Topic 8: Apply Apply | | onvey non-verbal opply and analyse opply skills to interp | oal communication se continuous development of vocal skills terpret an individual text and evaluate either Medieval Theatre or Commedia Dell | | | | |
| | onceptua | APPLYING | Using ideas in new ways of applying theories to real situation Describing what knowled | Demonstrate, Organise | 5-59% | MANIPULATING | 'controlled', smooth and with the Actions are performed from many and from instruction learnt | | Implement, Demonstrate, Re-create, Repeat | D | 40% -49% | Ar Topic 10: Ur | Arte or Indian Theatre Topic 10: Understand, apply and evaluate Commedia Dell Arte or Indian | | conventions of Medieval Theatre or | | | |
| | Co Factual Thinking | UNDERSTAND | means, finding the main i | deas, Explain, 30% | 5 -39 % | | 4 | The learner is learning or has learnt to | | Perform, Execute, Present Repeat, | form, cute, Present peat, F | 50% - 59% 20 % - 39% | Topic 11: Ur Af | Topic 11: Understand and apply the workshop (play building) process in the South African context | ne South | | | |
| | | MEMORISIN | Remembering the conce content, knowledge, skills | Name, Jes. Remember 0% | 29 % | | IMITATING | watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, techniques, characteristics and principles in the subject | Duplicate, Reproduce, Imitate, Copy | G H | 10 - 19% | Note: Workshop and create a short play Note: For the PAT's third Dramatic Item, select a monologue/podramatised prose/praise poem/storytelling etc. in either of genres: African Drama Forms or Oral Tradition or South A | in either one of the | | | | | |
| Requisite Pre- Knowledge | Grade 10 | Theoretical | and Practical Conce | pts, Skills, Content, Val | ues, Atti | tudes, Te | echniques, P | Principles, Cl | haracteristi | cs | | | l | | | | | |
| Resources (other than textbook) to ensure effective learning, | 2. Teache | r qualificatio | after school on: Teachers who teach The Creative Arts tea 'school concert'. It is ent: Dedicated Dramatic | for a 5-day cycle per week, this subject must have a min acher or a teacher 'interested a subject with high levels Arts rehearsal room/double | nimum of a l' in Drama of drama classroom | a three-yea a will not be skills and with wood | ar Bachelor's e qualified to p I techniques a den floor, 4 woo | degree in Dra repare learner is well as high oden Cubic's, | ma. This is a s for the rigo h levels of a 4 flats, Textb | a specialised s ur of subject c cademic and ook, DVDs of | subject conter theo Play | ct with diffi nt. The sul retical co Texts, Pla | icult theoretical c bject is not equiv ncepts and con ay Texts, learner | concepts. valent to the utent workbook | n of rehearsals | _ | _ | |
| teaching and assessment | 4. Acader | nic excursio | n: The Principal, Circui | the subject does NOT requ t Manager and teacher of th Professional Theatre Perfo | e school m | nust budge | t in the school' | 's Norms and | | | | | | | | | | |
| Informal Assessment | | | y and directly engage the | e learners in diagnostic, form as and the Learner Journals | ative and | continuous | s assessment | practices. | d where re-te | aching is requ | uired. | | | | | | | |
| School Based Assessment | TASK 5 Performal (PAT) • Writte | nce Asses | sment Task 3 Research/Essay (2 ction: Dramatic Iter | Al | All the detail of what, how, when and to which extend and level to set assessment / examinations, are stipulated in the following subject documents: 1. Curriculum and Assessment Policy Statement 2. Performance Assessment Task Guideline 3. Examination Guidelines | | | | | | | | | | | | | |



2021 National Recovery Annual Teaching Plan in DRAMATIC ARTS: Grade 10. Term 4

| Term 4 47 days | Week 1 5 - 8 October (4 days) | | Week 2 Week 3 11 - 15 October (5 days) (5 days) | | 25 - 29 ((5 da | October | Week 5 5 - 8 October (4 days) | Week 6 9-13 October (5 days) | | 1 | Week 7 16-20 October (5 days) | Week 8 23-27 October (5 days) | Week 9 30 Dec -3 Nov (5 days) | Week 10 6-10 November (5 days) | | |
|----------------------------------|---|--------------|--|--|--------------------|---------------|---|--|----------------------------|-------------------------|--|--|---|---|--|--|
| Topic 12 | | | | Staging conventions | or Film co | nventions. (| (10 hours) | | | | | | | | | |
| Topic 13 | Preparation of Performance/Practical work. (12 hours minimum). Theme/Audition/Technical Examination programme | | | | | | | | | | | | | Topic 14 REVISION | | |
| Topic 14 | | | | | | | | | | | | | | | | |
| | BLOOM'S TA | | : LS OF KNOWLEDG | | | S TAXONOI | TECHNIQUE LEVELS | OF KNOWL | | | and creatively abou | CAPS Curriculum aims ut the subject knowledge | e they learn. To develo | p thinking citizens, | | |
| | 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 | % hinking | 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% A+ 90% A 80% | % - 95 % | the theoretical or p | ssess on every level of bractical, the taxonomies pering, understanding, a | of: | | | |
| Core Concepts, | Meta al Thinking | EVALUATING | Judging the value of research content, based on criteria or | or Judge, | Meta T | ARTICULATING | Actions are performed in a harmonious and coordinated manne | Adapt, Combine, Master, Modify, | В 70% - | - 79% | Dave's: Imitating, | loom's: Remembering, understanding, applying, analysing, evaluation ave's: Imitating, manipulating, precision, articulation and naturalisation and Topic 12: Understand and apply different staging conventions are | | | | |
| Skills, Knowledge, Values, | Procedur | ANALISING | Examining the research on theories, linking evidence, and seeing relationships between parts or something | Compare, Differentiate, Select, Point out, Categorise, Classify Select, Sketch | Procedural | PRECISION | Actions are more precise but with stil some errors. Precision is not perfection. It is to be clear, articulated, accurate, correct, 'controlled', smooth and with finesse | | C 60% - | - 69% | h U | how these affect performance Use performance spaces and staging creatively Create an integrated performance in which each individual perform | | | | |
| attitudes and techniques | onceptual | APPLYING | YING Using ideas in new ways and applying theories to real situation Describing what knowledge | Solve, Use, Demonstrate, Organise Summarise, | | MANIPULATING | A-E | Implement, Demonstrate, Re-create, Repeat, | D 40% · | | presents three Dramatic Items, contrasting in genre and s (Items may be from previous terms) CAPS Topic 14: Revision. Theory: Use Blooms Taxonomy as a guide: Rer | | | | | |
| | ctual Thin | NDERSTANDING | means, finding the main ideas summarising or explaining nev ideas and their trends and significance Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, | Explain, Illustrate, Give examples List, Name, | | IMITATING | The learner is learning or has learnt to watch and copy instructions and actions. Actions consist of concepts, content, values, attitudes, skills, | Perform, Execute, Present Repeat, Duplicate, Reproduce, Imitate, | | - 59% - 39% - 19% | K F | Inderstand, Apply, Analy Inowledge and Values Revision: Performance: I | yse, Evaluate and Crea Jse Dave's Taxonomy | Create Concepts, Skills, omy as a guide: Imitate, | | |
| Requisite Pre- | E I | MEMORISING | characteristics and principles i your subject | | | Fac | techniques, characteristics and principles in the subject | Сору | Н 0- | 9% | | Manipulate, be Precise, Manipulate, be Precise, Manipulate, be Precise, Manipulate, Manipulate, Manipulate, be Precise, Manipulate, Manipulate, Bernard, Ber | Articulate and Naturalis | se performance skills | | |
| Knowledge | | | | | | | s, Principles, Characteri | | 4. | 1.01(0) | | | , 41 | | | |
| Resources (other than | | | after school | | | | | | | | | hours of Theory CKS\ with difficult theoretical | | ot renearsals | | |
| textbook) to ensure | Z. Teacher (| quamicam | | • | | | • | • | | | | The subject is not equi | • | | | |
| effective learning, | 3 Vanua an | d Equipm | | | | | | | | | | tical concepts and cor exts, Play Texts, learner | | | | |
| teaching and | J. Venue an | ia Equipiii | | | | | | | | | - | plack track suit pants an | | | | |
| assessment | 4. Academic | c excursio | | | | | budget in the school's Professional Theatre. | Norms and | Standa | rds for | one ticket per learr | ner, and arrange the atte | endance of | | | |
| Informal | | | ally and directly enga | ge the learners in diag | nostic, form | ative and cor | ntinuous assessment p | | | | | | | | | |
| Assessment School Paged | Educators mu TASK 6 | st also per | ruse the Learner wor | kbooks and the Learne | r Journals a | and determine | e where the Curriculum | gaps are an | d where | e re-tea | aching is required. | | | | | |
| School Based Assessment | | Examinati | on: Written. (150 m | arks) | asse | ssment / exa | hat, how, when and to aminations, are stipulate | ed in the follo | | | locuments: 1. SB | 3A = 60% | DMOTION REQUIREMENTS: | | | |
| | TASK 7 End-of-Year I | Examinati | on: Performance. (1 | 50 marks) | 2. 1 | | nd Assessment Policy S Assessment Task Guid Guidelines | T = 20% d-of-Year Examinatior d-of-Year Examinatior | | | | | | | | |