HOËRSKOOL RANDBURG

Spesifieke Oueromsendbrief nr. 12 van 2026

26 Januarie 2026

Geagte Ouer/Voog,

GRAAD 12: VERLENGDE SKOOLDAG VIR DRAMA

U kind is in die Dramaklas. Saam met u kind gaan ons daaraan werk om die standaard en etiek van Drama in Hoërskool Randburg op die hoogste moontlike vlak te hou.

Hoërskool Randburg se Dramadepartement spog met uitsonderlike prestasies oor die afgelope paar jaar. In 2025 behaal sewe uit 18 leerders onderskeidings en vyf kry B's. Die klas het 'n gemiddeld van 77%. In 2024 behaal vyf uit die 15 leerders onderskeidings en drie ontvang B-simbole. Ons 2023-groep van 24 leerders behaal 'n gemiddelde persentasie van 77% en spog met 12 onderskeidings en drie B's! In 2022 behaal die matrieks 'n persentasie van 78,3 % met 11 uit 21 onderskeidings wat ons, betreffende onderskeidings, sesde in Gauteng geplaas het. Ons is ook baie trots op ons 2018-jaar toe al nege leerders met 'n gemiddeld van 88% onderskeidings behaal het.

In 2017 het 35% uit 17 leerders A-simbole ontvang en meer as 50% het bo 70 gekry. In 2019 was daar sewe A's uit 20 leerders en 80% het bo 70% gekry en in COVID-2020 ontvang agt uit 18 leerders A's en 83% kry bo 70%. In 2021 is daar weereens goeie prestasies behaal met 25% onderskeidings en 'n gemiddeld van 75%.

Die 2026-groep is baie sterk en het 'n goeie werksetiek. Ek glo hulle het die vermoë om hierdie statistiek vol te hou en selfs te verbeter. Dit gebeur egter nie sonder inspanning nie. U behoort bewus te wees van die feit dat 50% van die leerder se punte uit praktiese werk bestaan. Dit beteken dat die leerder reeds teen September, wanneer die praktiese eindeksamen afgehandel is, 'n goeie punt in die sakkie kan hê.

Om 'n goeie punt vir prakties te kry, beteken egter baie, baie harde werk! Volgens die Departement moet 'n leerder ten minste een uur per week naskools aan drama spandeer. Dit is veels te min, maar dit is 'n begin.

Ek wil dit ook onder u aandag bring dat die PAT wat u kind moet doen, 'n geweldige groot deel van die eindeksamenpunt uitmaak. Bestudeer gerus die tabel wat ek in u kind se boek laat plak het. Dit is dus die moeite werd dat hulle hard daaraan werk en ek versoek vriendelik dat u hom/haar daarmee ondersteun en aanmoedig.

Hulle werk ook in hulle verpligte skooluur aan die PAT aangesien dit die onderbou tot die praktiese punt vorm – nog 'n rede waarom dit ononderhandelbaar is dat hy/sy die verpligte skooluur bywoon.

In die lig daarvan, het ons in die klas 'n rooster volgens elke indiwidu se beskikbaarheid opgestel.

Maandag (15:15-16:15)	**Dinsdag (14:00-15:00)**	**Woensdag (14:00-15:00)**	**Donderdag (14:00-15:00)**
Hayley van der Westhuizen	Jan Ferreira	Matthew Marais	Leila Janse van Vuuren
Tristan Hartman	Aliza de Beer	Jana Novella	Marlene van Wyk
Melinda van Deventer	Lia Pretorius	Ruby Martin	Shiloh Knell
Danrich Lambrechts	Monique du Plessis	Matthew Marais	Shané le Roux
Charlene van der Bank			Karosia Absalom

Hierdie rooster is weekliks geldig tot en met die praktiese eindeksamen wat gewoonlik vroeg in September plaasvind. Die bywoning van hierdie klasse is ononderhandelbaar.

Siende dat dit 'n departementele opdrag is (sien die Jaarlikse Onderrigplan op die volgende bladsy), sal punte van die praktiese afdeling van die PAT afgetrek word indien klasse gemis word. 'n Skriftelike verskoning wat deur die ouer geteken is, moet asseblief ook ingedien word. 'n Klas wat gemis is, sal teen **R200** per halfuur opgemaak kan word.

Verder wil ek versoek dat u, u kind aanmoedig om vir elke klas voor te berei. Om sonder voorbereiding op te daag, is so goed soos om glad nie op te daag nie.

Ek sien uit daarna om saam met u kind aan goeie uitslae te werk sodat ons op die sukses van vorige jare se matrieks kan voortbou!

Vriendelike Randjiegroete,

M. Labuschagne
Drama-onderwyser

E. Mans
Adjunkhoof: Akademie

SKEURSTROKIE

Ek, ... (naam van leerder) onderneem om elke week die verlengde skooldag vir Drama by te woon. Ek verstaan dat punte van my PAT afgetrek sal word as ek sonder 'n verskoningsbrief van my ouer af nie die klas bywoon nie.

.....
HANDTEKENING: LEERDER

Ek, ..., ouer van ..... neem kennis van die verlengde skooldag in Drama en sal toesien dat my kind weekliks by die klasse uitkom. Ek sal 'n verskoningsbrief stuur indien die leerder om een of ander rede nie die klas kan bywoon nie.

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HANDTEKENING: OUER

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2023/24 ANNUAL TEACHING PLANS: DRAMATIC ARTS: GRADE 12 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
TOPIC 1	1. Baseline assessment 2. Revision and consolidation	20th century 'isms' (6 hours)								Revision and assessment
TOPIC 2		Individual Theme/Audition/Technical programme (Directing/ Film Making/ Stage Management) (10 hours + 7 hours minimum after school)								
TOPIC 3				Theatre of the Absurd OR Epic Theatre OR Postmodern Theatre (10 hours)						
TOPIC 4			Prescribed play text 1: 20th Century Theatre Movements: Theatre of the Absurd or Epic Theatre or Postmodern Theatre (10 hours)							

CORE CONCEPTS, SKILLS, KNOWLEDGE AND VALUES

BLOOM'S TAXONOMY: THEORETICAL LEVELS OF KNOWLEDGE

Meta Thinking / Procedural Thinking / Conceptual Thinking / Factual 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%
	EVALUATING	Judging the value of research or content, based on criteria or standards, comparing ideas and identifying the strengths and weaknesses of scholarly work	Judge, Value, Defend, Compare the value of	80%-90%
	ANALISING	Examining the research on theories, linking evidence, and seeing relationships between parts or something	Compare, Differentiate, Select, Point out, Categorise, Classify	60%-79%
	APPLYING	Using ideas in new ways and applying theories to real situation	Select, Sketch, Solve, Use, Demonstrate, Organise	40%-59%
	UNDERSTANDING	Describing what knowledge means, finding the main ideas, summarising or explaining new ideas and their trends and significance	Summarise, Explain, Illustrate, Give examples	30%-39%
	MEMORISING	Remembering the concepts, content, knowledge, skills, values, attitudes, techniques, characteristics and principles in your subject	List, Name, Remember, Identify	0%-29%

DAVE'S TAXONOMY: PRACTICAL AND TECHNIQUE LEVELS OF KNOWLEDGE

Meta Thinking / Procedural Thinking / Conceptual Thinking / Factual 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++	95%-100%
				A+	90% - 95%
				A	80% - 90%
	ARTICULATING	Actions are performed in a harmonious and coordinated manner	Adapt, Combine, Master, Modify, Revise, Adjust, Customise, Solve	B	70% - 79%
	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	C	60% - 69%
	MANIPULATING	Actions are performed from memory and from instruction learnt	Implement, Demonstrate, Re-create, Repeat, Perform, Execute, Present	D	40% -49%
				E	50% - 59%
	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	20 % - 39%
				G	10 - 19%
				H	0 - 9%

The South African CAPS Curriculum aims to create learners that can think critically and creatively about the subject knowledge they learn

To develop thinking citizens, teach, learn and assess on every level of both the taxonomies, depending on whether the content is the theoretical or practical. **Bloom's:** Remembering, understanding, applying, analysing, evaluation and creating

Dave's: Imitating, manipulating, precision, articulation and naturalisation

Topic 1:

- Understand the background and context of modern drama
- Evaluate how social, historical, political and economic contexts, and events such as wars, inform theatre

Topic 2.

- Refine voice and body skills and techniques
- Demonstrate developing mastery of different styles and modes of performance

Topic 3:

- Understand either theatre of the absurd or epic theatre or postmodern theatre as anti-realism
- Identify and analyse the key features and conventions of this dramatic movement
- Evaluate the playwrights and practitioners of the dramatic movement you have selected

Note: For the PAT's dramatic item 1, select a monologue/poem/prose/dramatised prose/praise poem/storytelling/mime/physical theatre etc. in any one of the following genres: African drama forms, Greek theatre, Commedia Dell' Arte, Medieval Theatre, Indian Theatre, South Africa Theatren, Realism in the Theatre, Elizabethan Theatre, Asian Theatre, Expressionist Theatre, Pan-African Theatre, Poor Theatre, South AfricanTheatre pre-1994, Theatre of the Absurd, Epic Theatre, Postmodern Theatre, South African Theatre post-1994

REQUISITE PRE-KNOWLEDGE

Theoretical and practical concepts, skills, content, values, attitudes, techniques, principles and characteristics from Grade 10 and 11

RESOURCES (OTHER THAN TEXTBOOK) TO ENSURE EFFECTIVE LEARNING, TEACHING AND ASSESSMENT

1. **Curriculum coverage:** Hours: Every week, for a five-day cycle per week, teachers MUST teach a minimum of **two hours of practical concepts, knowledge, skills and values** (CKSV) plus a minimum of **two hours of theory** CKSV plus **one 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 the 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, four wooden cubics, four flats, textbook, DVDs of play texts, play texts, learner workbook and learner journal. Note the subject does NOT require lighting equipment, costumes and make up. The performances are in standard black tracksuit pants and T-shirts
4. **Academic excursion:** The principal, circuit manager and teacher of the school must budget in the school's **norms and standards** for one ticket per learner and arrange the attendance of all learners of a live professional theatre performance at a professional theatre

INFORMAL ASSESSMENT

- Educators must continually and directly engage the learners in diagnostic, formative and continuous assessment practices
- Educators must also peruse the learners' workbooks and the journals and determine where the curriculum gaps are and where re-teaching is required

SCHOOL-BASED ASSESSMENT (FORMAL INTERNAL ASSESSMENT)

TASK 1

Performance assessment task (PAT) 1

- Written section: Journal (25 marks)
- Performance section: Dramatic item 1 (25 marks)

TASK 2

- Control test (50 marks)

All the detail of what, how, when and to which extent and level to set assessment/examinations is stipulated in the following subject documents:

1. Curriculum and Assessment Policy Statement
2. Performance AssessmentTasks guidelines
3. Examination guidelines