

Drama Syllabus Refinements Summary

(For implementation and examination in 2012)

Council has endorsed generic minor changes to all course syllabuses to provide greater clarity of the examinable components of each syllabus for both teachers and the examining panels. Each course syllabus has therefore been amended, as appropriate, to include:

- a lead in statement for each 'Unit description' to clearly define the purpose of this section:
The unit description provides the focus for teaching the specific unit content.
- two additional statements (where course appropriate) in the 'Unit content' section:
 1. *It is recommended that students studying Stage 3 have completed Stage 2 units.*
 2. *This is the examinable content of the course. (Stage 2 and 3)*
- revised wording of 'Unit descriptions' to improve alignment with the syllabus 'Unit content'
- revised 'Unit learning contexts' heading (where appropriate) to:
Suggested learning contexts, Defined learning contexts or Prescribed learning contexts.

Council endorsed the addition of the grade descriptions to the syllabus. These have been inserted as an appendix to each syllabus, replacing the outcome progressions.

Vocational Education and Training (VET) information in the syllabus has also been updated to ensure currency.

Processes have also been in place for minor syllabus review, in particular, for those courses that were examined for the first time in 2010. Feedback from teachers about course implementation and about the syllabus has been collected through ongoing examination development processes, school systems and sector meetings and Course Advisory Committee meetings. Feedback necessitating some action for minor syllabus review has been responded to.

Drama Syllabus Refinements

1. The complete unit descriptions have replaced the abridged unit descriptions in the front section of the syllabus.
2. The focus/name of each unit has been edited for clarification.
3. The unit content opening paragraph for each unit now indicates that the content is studied in the context of the content descriptions on pages 4 and 5 of the syllabus.
4. A recommendation that students studying **Stage 3** have completed **Stage 2** units has been included.
5. There is a clear differentiation between suggested and examinable contexts.
6. Types of spaces of performance have been specified: *use of proscenium, thrust, in-the-round, traverse, and promenade spaces of performance.*
7. In 'Design and technologies' the visual elements and the principles of design have been specifically named.
8. As the most commonly covered designer role, scenographer has been moved to the top of the Designer list on the Roles page and all design roles have been named by the person i.e. *Scenographer* rather than *scenography*.

9. The Set text list was due to be revised for 2012. In order to give teachers plenty of notice about which texts might be removed, it was decided to delay most changes until next year's refinements. Accordingly, texts that will be examinable for the first time in 2012 and texts that will no longer be examinable for 2012 have been tagged. (Texts to be removed from the list were chosen because no school is studying those texts for the WACE exams.)
10. The list of plays appropriate for **Stage 1** has been expanded and updated. Texts that may be unsuitable have been removed.
11. Unit descriptions have been revised to more precisely reflect the unit content.