

## Drama

### Stage 6 Draft Syllabus Package

### Consultation Report

#### 1. Background

The preparation of the Drama Stage 6 Draft Syllabus Package took into account the instructions described in the writing brief approved by the Board in November 1998.

The Drama Stage 6 Draft Syllabus Package has been distributed widely for comment over the period 6<sup>th</sup> March to the 6<sup>th</sup> April 1999. Additionally, consultations on the Drama Stage 6 Draft Syllabus Package have involved meetings with the following:

- ⇒ school sector representatives
- ⇒ Department of Education and Training
- ⇒ Catholic Education Commission
  
- ⇒ tertiary representatives  
TAFE (Media and Entertainment ITAM)
  
- ⇒ industry education representatives
  - Bell Shakespeare Company
  - Sydney Theatre Company
  
- ⇒ professional associations
  - Educational Drama Association
  
- ⇒ The Board Curriculum Committee for Drama.

Modifications to this draft, following widespread consultations, will enable the syllabus package to be finalised for submission to the Board Curriculum Committee, and the Board.

84 written responses to the consultation progress report in Drama were received. The sample profile is as follows:

**65 Individual responses**

<b>Teachers</b>	<b>58</b>			
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<b>Rural</b>	<b>22</b>			
<b>Government</b>	<b>16</b>	<b>Catholic</b>	<b>3</b>	<b>Independent</b> <b>3</b>
<hr/>				
<b>Metropolitan</b>	<b>36</b>			
<b>Government</b>	<b>19</b>	<b>Catholic</b>	<b>5</b>	<b>Independent</b> <b>12</b>
<b>Academics</b>	<b>3</b>			
<b>Others</b>	<b>4</b>			

**19 institution/group responses**

**Organisation details:**

<b>Schools:</b>	<b>14</b>			
<b>Moderate (&lt;500)</b>	<b>1</b>	<b>Medium (500 – 800)</b>	<b>5</b>	<b>Large (&gt;800)</b> <b>8</b>
<b>Government</b>	<b>10</b>	<b>Catholic</b>	<b>3</b>	<b>Independent</b> <b>1</b>
<hr/>				
<b>Tertiary/post-school:</b>	<b>0</b>			
<b>Universities</b>	<b>0</b>	<b>TAFE</b>	<b>0</b>	<b>Industry/training</b> <b>0</b>
<hr/>				
<b>Special Interest:</b>	<b>5</b>			
<b>Parent Groups</b>	<b>0</b>	<b>School Sectors</b>	<b>2</b>	<b>Other</b> <b>0</b>
<b>Teacher/professional associations</b>			<b>3</b>	

**Key Issues**

<b>Summary of Key Issues for Stage 6 Drama arising from the consultation process:</b>	<b>Summary of action taken as a result of these Key Issues:</b>
<ul style="list-style-type: none"> <li>The changes to various components of the syllabus have a focus on the more academic students and will deter the average or below average students from attempting the Stage 6 Course. The Syllabus does not meet the needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Changes to topics and texts, to the written components, to the internal assessment of the Rationale, to assessment weightings, to criteria for marking and sample examination material and to outcomes in the final syllabus have considered these concerns.</li> </ul>
<ul style="list-style-type: none"> <li>A reduction of topics in the written section from a choice of fourteen topics to a choice of seven and the inclusion of a core in the Australian Drama and Theatre section (reduced from a choice of seven to a choice of two) limits the amount of Australian content in the HSC course, discriminates against less capable students and fails to cater for the full range of candidates. Issues concerning resourcing and teacher expertise need to be considered.</li> </ul>	<ul style="list-style-type: none"> <li>The proposed World Drama and Theatre component from the Draft syllabus has been amended by writers and the BCC to become 'Studies in Drama and Theatre' with an increase in choice of topics from 5-7. This will allow a mix in topics, theatrical movements, styles, forms etc and may include study of non-Australian and Australian material and increases choice, while retaining the written core as proposed in the Draft syllabus.</li> </ul>
<ul style="list-style-type: none"> <li>The lack of inclusion of the course prescriptions including Texts lists for Australian Drama and Theatre made clarification of content difficult. There was concern that the topics may be too academic, inaccessible or too text based.</li> </ul>	<ul style="list-style-type: none"> <li>Noted. The rubrics for topics and text lists have been reviewed by writers and the BCC to accommodate concerns. The topics and texts will be released in a separate document with the final Syllabus.</li> </ul>
<ul style="list-style-type: none"> <li>Changes to Individual Projects were supported. Further writing of the Critical Analysis (Research Report) is required to meet the needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>The Critical Analysis (Research Report) has been rewritten in the final syllabus.</li> </ul>
<ul style="list-style-type: none"> <li>Revise Performance bands to represent student performance in all aspects of drama.</li> </ul>	<ul style="list-style-type: none"> <li>Noted. Performance bands represent typical performance at this level of achievement. They reflect performance in Drama and thus incorporate all components in each band, they are included in the assessment support material for the final syllabus. The BCC recommended that the Performance Bands be reviewed during the Syllabus Evaluation process.</li> </ul>
<ul style="list-style-type: none"> <li>The inclusion of the manifesto is positive, as an internal assessment item. The preferred title is Rationale. Concerns were raised that the manifesto increased the amount of written tasks.</li> </ul>	<ul style="list-style-type: none"> <li>The rationale has been incorporated as an internal assessment tool and will be referred to by examiners during the marking process. Appropriate changes to outcomes, content and assessment sections have been made in the final syllabus.</li> </ul>
<ul style="list-style-type: none"> <li>7-10 Syllabus needs urgent revision and to accommodate continuity K-12</li> </ul>	<ul style="list-style-type: none"> <li>Noted. The recommendations for revision of the 7-10 Drama Syllabus will be addressed following the release of the Stage 6 HSC Drama Syllabus. The word 'continuum' for Drama has been removed from page 7, and School Certificate Drama has replaced Drama 7-10 Syllabus to reflect the current situation of Stages 4 and 5.</li> </ul>
<ul style="list-style-type: none"> <li>A Support document is necessary to accompany the syllabus and to assist teachers with new content in the syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>Noted. Content for a support document has been proposed by writers to include units of work for the new content proposed in the final syllabus.</li> </ul>

**Drama Stage 6 Draft Syllabus Package Consultation Report**

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<b>Summary of Key Issues for Stage 6 Drama arising from the consultation process:</b>	<b>Summary of action taken as a result of these Key Issues:</b>
<ul style="list-style-type: none"> <li>• Revision of wording in some outcomes to provide clearer direction to teachers about what is expected of students and to include all Individual Projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes to clarify outcomes were incorporated by writing team into the final syllabus pages 11-13</li> </ul>
<ul style="list-style-type: none"> <li>• The reduction of internal choice of questions for topics in the HSC written examination places unnecessary pressure on students. Questions will be too general and will not meet the needs of all students. Internal choice in questions is the preferred option.</li> </ul>	<ul style="list-style-type: none"> <li>• The writing team has produced two options for the Assessment Support package . The BCC recommended the retention of internal choice. Advice has been sought from the assessment branch.</li> </ul>
<ul style="list-style-type: none"> <li>• There was no glossary included in the draft. A glossary is needed. While many terms in drama are used in every day language, their meaning in drama often differs from common usage.</li> </ul>	<ul style="list-style-type: none"> <li>• Noted. A glossary has been included in the final syllabus.</li> </ul>

**3. Analysis**

*3.1 Quantitative Analysis*

Note:

- This quantitative analysis is based on 74 responses that were received on or before 14 April 1999.
- 10 responses were received after this date and are listed at the end of this report.

3.1.1 Drama in the Stage 6 Curriculum

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3	40	29	0	2	0
4.1%	54.1%	39.2%	0.0%	2.7%	0.0%

3.1.2 Pathways for Drama Stage 6 Students

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
5	29	31	6	3	0
6.8%	39.2%	41.9%	8.1%	4.1%	0.0%

3.1.3 Aim

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3	45	25	0	1	0
4.1%	60.8%	33.8%	0.0%	1.4%	0.0%

3.1.4 Objectives

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
3	37	27	4	3	0
4.1%	50.0%	36.5%	5.4%	4.1%	0.0%

3.1.5 Course Structure

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
7	38	17	6	5	1
9.5%	51.4%	23.0%	8.1%	6.8%	1.4%

3.1.6 Outcomes

3.1.6a Preliminary course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
8	34	27	3	1	1
10.8%	45.9%	36.5%	4.1%	1.4%	1.4%

3.1.6b HSC course outcomes

<b>Nil Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>10</b>	<b>32</b>	<b>25</b>	<b>5</b>	<b>1</b>	<b>1</b>
<b>13.5%</b>	<b>43.2%</b>	<b>33.8%</b>	<b>6.8%</b>	<b>1.4%</b>	<b>1.4%</b>

3.1.7 Content

<b>Nil Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>9</b>	<b>21</b>	<b>29</b>	<b>7</b>	<b>4</b>	<b>4</b>
<b>12.2%</b>	<b>28.4%</b>	<b>39.2%</b>	<b>9.5%</b>	<b>5.4%</b>	<b>5.4%</b>

3.1.8 Course Requirements

<b>Nil Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>8</b>	<b>21</b>	<b>21</b>	<b>9</b>	<b>10</b>	<b>5</b>
<b>10.8%</b>	<b>28.4%</b>	<b>28.4%</b>	<b>12.2%</b>	<b>13.5%</b>	<b>6.8%</b>

3.1.9 Assessment Components, Weightings and Tasks

<b>Nil Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>11</b>	<b>28</b>	<b>21</b>	<b>8</b>	<b>4</b>	<b>2</b>
<b>14.9%</b>	<b>37.8%</b>	<b>28.4%</b>	<b>10.8%</b>	<b>5.4%</b>	<b>2.7%</b>

3.1.10 Drama Stage 6 HSC Examination Specifications

<b>Nil Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>10</b>	<b>18</b>	<b>23</b>	<b>11</b>	<b>7</b>	<b>5</b>
<b>13.5%</b>	<b>24.3%</b>	<b>31.1%</b>	<b>14.9%</b>	<b>9.5%</b>	<b>6.8%</b>

3.1.11 Post-School Opportunities

3.1.11a Links between courses and training packages

<b>Nil Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>11</b>	<b>16</b>	<b>33</b>	<b>10</b>	<b>2</b>	<b>2</b>
<b>14.9%</b>	<b>21.6%</b>	<b>44.6%</b>	<b>13.5%</b>	<b>2.7%</b>	<b>2.7%</b>

3.1.11b Links between courses and VET opportunities

<b>Nil Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>10</b>	<b>17</b>	<b>33</b>	<b>10</b>	<b>2</b>	<b>2</b>
<b>13.5%</b>	<b>23.0%</b>	<b>44.6%</b>	<b>13.5%</b>	<b>2.7%</b>	<b>2.7%</b>

3.1.12 Drama Stage 6 Sample HSC Assessment Items

<b>Nil Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>14</b>	<b>17</b>	<b>23</b>	<b>10</b>	<b>6</b>	<b>4</b>
<b>18.9%</b>	<b>23.0%</b>	<b>31.1%</b>	<b>13.5%</b>	<b>8.1%</b>	<b>5.4%</b>

3.1.13 Drama Stage 6 Draft Performance Bands

<b>Nil Response</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>10</b>	<b>21</b>	<b>28</b>	<b>9</b>	<b>3</b>	<b>3</b>
<b>13.5%</b>	<b>28.4%</b>	<b>37.8%</b>	<b>12.2%</b>	<b>4.1%</b>	<b>4.1%</b>

3.1.14 Overall Evaluation

<b>Nil Response</b>	<b>Excellent as is</b>	<b>Good, with fine-tuning</b>	<b>Acceptable with re-working</b>	<b>Unsure</b>	<b>Unsatisfactory in issues treatment</b>
<b>9</b>	<b>7</b>	<b>24</b>	<b>26</b>	<b>2</b>	<b>8</b>
<b>11.8%</b>	<b>9.2%</b>	<b>31.6%</b>	<b>34.2%</b>	<b>2.6%</b>	<b>10.5%</b>



3.2 *Issues Raised and Writing Team Action*

<b>Syllabus Item</b>	<b>Issues</b>	<b>Source/s</b>	<b>Action</b>
<b>Drama in Stage 6 Curriculum</b>	<p>General agreement</p> <ul style="list-style-type: none"> <li>Some discussion on the need to clarify further why students study the subject and what makes it distinctive and relevance to a variety of professions.</li> <li>Specific comments on the narrowing of teaching and learning opportunities particularly in Australian drama and theatre. The Eurocentric nature of methodology was commented on.</li> </ul>	<p>10 teachers Newtown Group Casula Group Trinity Group 1 Industry Rep 1 Systems Rep</p>	<ul style="list-style-type: none"> <li>Noted. References are made to industry on pages 7, 9 and 47.</li> <li>Changes made to the written components (page 24), and topics and texts in the Course Prescriptions document by the writing team have accommodated some of these concerns.</li> </ul>
<b>Pathways for Drama Stage 6 Students</b>	<ul style="list-style-type: none"> <li>Dissatisfaction with the notion a continuum exists. The present 7-10 Drama syllabus is a School Certificate course only and does not address Stage 4. Consultation indicated the urgent need to revise the 7-10 syllabus to accommodate changes to the Stage 6 syllabus and Drama in the Creative Arts Syllabus Stages 1-3 document. The table does not accurately represent post school opportunities referred to later in the syllabus.</li> </ul>	<p>Teacher and Industry Consultation 6 Teachers DET BCC 1 Academic St Catherine's Group</p>	<ul style="list-style-type: none"> <li>Noted. Recommendations on the issue of 7-10 Drama have been made to the Board by the BCC. Minor changes have been made the writing team to reflect the current situation ie. That a School Certificate Drama syllabus exists for stage 5, with nothing in Stage 4. The word Continuum page 7 has been removed from the title and from the label under the diagram. Post school opportunities have been included in the table page 7.</li> </ul>
<b>Aim</b>	<p>General agreement</p> <ul style="list-style-type: none"> <li>The artform and the ideological underpinnings of Drama. Social cultural and audience perspectives, self-confidence, self-esteem communicative and social skills are developed in Drama and should be emphasised.</li> </ul>	<p>Newtown, Casula and Trinity Groups 1 Industry Rep 4 teachers</p>	<ul style="list-style-type: none"> <li>Noted. Minor changes have been made to the Aim on page 9 by the writing team. The underpinnings of Drama as an artform are addressed in the Rationale page 6.</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Changes to format suggested to clarify layout and organisation. The recommendation was made to include headings Making, Performing and Critically Studying as organisers/stems to assist reading in this section.</li> </ul>	<p>3 teachers Industry Consultation Teacher Consultation BCC 1 Academic</p>	<ul style="list-style-type: none"> <li>Agreed. Some changes to assist clarity have been made by the writing team (page 11).</li> </ul>

Syllabus Item	Issues	Source/s	Action
<p><b>Course Structure</b></p>	<p>Mixed response</p> <ul style="list-style-type: none"> <li>Comments were made on the diagrammatic illustration of the components Australian Drama and Theatre and World Drama and Theatre. Concern was expressed that the inclusion of the Australian Drama and Theatre section has decreased the amount of Australian content in order to develop a common written core. This has narrowed choice, does not maximise the diversity of backgrounds of the teachers and has implications for resourcing. A solution suggested by the BCC, DET and consultation was to amend the proposed World Drama and Theatre and Australian Drama and Theatre, merging them into one topic called 'Studies in Drama and Theatre.' This would remove the outmoded distinction between World and Australian Drama and would allow a mix in topics. The new studies might include learning areas that are uniquely Australian, increasing choice of Australian content. Study would include two questions from ten topics - one topic (possibly Australian) would be compulsory, the other question would be chosen from nine topics.</li> <li>Consultation concerns were that the topics suggested for study in the written components might be too text based and would not address the needs of all candidates. Recommend that the topics be reviewed urgently to avoid a Eurocentric focus, and to ensure pre-1970s Australian Drama is incorporated into the core. A request was made to ensure the inclusion of Aboriginal Theatre in the compulsory area of study.</li> <li>Changes to Preliminary course content to make it more explicit are supported. There needs to be a statement about interrelatedness of the components. An imbalance in the time for the Preliminary course (3 terms) and HSC (4 terms) makes it difficult to cover</li> </ul>	<p>DET Teacher and Industry Consultation Coffs Harbour Collegiate Newtown and St Catherine's Groups 1 Systems Rep 8 teachers</p> <p>Teacher and Industry Consultation 6 teachers</p> <p>13 teachers Winmalee Bathurst/Orange, Jamison and Coomealla Groups</p>	<ul style="list-style-type: none"> <li>The writing team, BCC and key focus groups made the decision that for the final syllabus the core component Australian Drama and Theatre will remain as per the Draft Syllabus. Concerns raised in Consultation regarding the narrowing of choice will be accommodated by an increase in topics in the World Drama and Theatre section from 5-7, renaming this component, Studies in Drama and Theatre, to include topics which could be drawn from non-Australian and Australian material. Changes to topics and texts ensure a Eurocentric focus is not maintained (pages 10, 24 and 25).</li> <li>Topics and texts have been reviewed by the BCC and writers to be released in a Course Prescriptions document with the final Syllabus. Aboriginal texts have been included as texts for study in the written components.</li> </ul>

Syllabus Item	Issues	Source/s	Action
	Preliminary content in the indicative 120hrs allocated.	DET	<ul style="list-style-type: none"> <li>Noted. Changes have been made to the diagram to represent more clearly the relationship between components (page 10). This is explained more clearly in the Content section. 40 indicative hours taken out of the Preliminary sections (page 10) to ensure interrelated approaches are taken.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Changes were suggested to clarify outcomes to provide consistency throughout the syllabus and to address all areas of learning and to provide clearer direction to teachers about what is expected of students. Some Preliminary course outcomes were viewed as being more complex than in the HSC course. It was not clear that Preliminary outcomes are subsumed in the HSC outcomes.</li> </ul>	Teacher and Industry Consultation BCC, DET, CEC St Catherine's Group Murwillumbah and Casula Groups, 9 teachers 2 Systems Reps 1 Industry Rep	<ul style="list-style-type: none"> <li>Noted. Writers have amended the final syllabus outcomes accordingly (pages 11-13). The layout of the table on page 12 makes this clearer.</li> </ul>
<b>Content</b>	<p>Mixed response</p> <ul style="list-style-type: none"> <li>Consultation indicated a lack of clarity in the reasons for an inclusion of a written core, and changes made to Australian Drama and Theatre to accommodate the core. The narrowing of choice in both written components was a concern for many respondents, compounded further by the reduction of choice in examination questions. (See comments in the course structure).</li> <li>The failure to include course prescriptions and text/topic lists to assist clarification of changes to content, and the rubrics for study was criticised.</li> </ul>	Teachers and Industry consultation EDA, DET, BCC, CEC 26 teachers Newtown ,Windsor, Coomealla , St Catherine's, Windsor, Coffs Harbour Collegiate, Oakhill College, Winmalee and Jamison Groups 1 Industry Rep 1 Systems Rep 2 Academics	<ul style="list-style-type: none"> <li>Changes have been incorporated by the writing team described above in Course Structure</li> <li>The BCC, writers and key focus groups have reviewed texts and topics for release in a separate document containing course prescriptions.</li> </ul>

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Syllabus Item	Issues	Source/s	Action
	<p>Mixed response</p> <ul style="list-style-type: none"> <li>The preferred term was 'Rationale' rather than 'Manifesto'.</li> <li>There was some concern regarding the impact on marking if the Rationale were externally assessed- increasing the written components of the course and disadvantaging less able students.</li> <li>A sample Rationale, and strategies for the writing of a Rationale for each project was requested for inclusion in a support document</li> </ul>	<p>Teachers consultation. 12 teachers 1 Systems Rep CEC, DET Windsor Group Murwillumbah Group Bathurst/Orange and Newtown Group 1 academic</p>	<ul style="list-style-type: none"> <li>Writers have changed the wording from Manifesto to 'Rationale' (page 34).</li> <li>The Rationale will be marked internally. Writers have made changes to accommodate internal assessment (pages 34-46, 52).</li> <li>Noted. Samples and teaching strategies for developing a Rationale will be considered for inclusion in a support document.</li> </ul>
	<ul style="list-style-type: none"> <li>There was general support for the inclusion of the component Theatrical Traditions and Performance Styles, however further writing in this section is required. Confusion was indicated over the topics listed. This list was seen as mandated causing concern that the content would be too dense in the Preliminary course. Indigenous and multi-cultural perspectives were requested for inclusion. There was a mixed response to the elements of film included in this section- some sought further clarification on teaching content and others disagreed with the inclusion.</li> </ul>	<p>Teachers consultation 4 teachers 1 academic BCC Newtown Group</p>	<ul style="list-style-type: none"> <li>Writers have made changes to the Theatrical Traditions and Performance Styles component to accommodate concerns (page 23). The list of topics has been removed and a paragraph on perspectives has been added.</li> </ul>
	<ul style="list-style-type: none"> <li>A support document is requested for the new content in the syllabus.</li> <li>Concern was expressed that a glossary was not included. Whilst drama terms have common usage, the recommendation was that terms specific to Drama used throughout the document need to be clarified.</li> </ul>	<p>10 teachers Murwillumbah Group BCC DET 1 academic St Catherine's Group Coffs Harbour Collegiate</p>	<ul style="list-style-type: none"> <li>Noted. Content suggested has been incorporated into a proposal for a support document.</li> <li>A glossary has been included in the final syllabus incorporating terms requested during consultation (page 57).</li> </ul>

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	<ul style="list-style-type: none"> <li>Mandatory time for starting the Group Presentation needs to be stated (page 35).</li> <li>The title Group Performance is preferred, rather than Group Presentation.</li> <li>Logbooks need to be listed for Group Performance.</li> </ul>	Oakhill College, Winmalee, Coffs Harbour Collegiate, Coomealla and Jamison Groups 5 teachers Teacher and Industry consultation	<ul style="list-style-type: none"> <li>Noted. Writers have made appropriate changes (page 27).</li> <li>Group Performance is used throughout the final Syllabus.</li> <li>A paragraph on logbooks has been added to page 27.</li> </ul>
<b>Course Requirements</b>	<ul style="list-style-type: none"> <li>Suggested amendments to wording and to specific projects to further ensure parity and to make penalties for not meeting criteria for each project clear.</li> <li>Changes to IPs are supported. The proposals for Critical Analysis (Research Report) need review to ensure scope is allowed for students to determine their own area of study This could be improved by including another option that allows for negotiated study as per current syllabus.</li> </ul>	Teacher and Industry Consultation BCC DET CEC Coffs Harbour Collegiate 4 Teachers 1 Systems Rep	<ul style="list-style-type: none"> <li>Key focus groups and writers have addressed these concerns by amendments to wording on pages 34-46.</li> <li>The Research Report has been rewritten and included in the final syllabus (page 37).</li> </ul>
<b>Assessment Components, weightings and tasks</b>	Generally supported <ul style="list-style-type: none"> <li>Written reflection represented in the tables for internal and external assessment, as component is incorrect.</li> <li>Concern was expressed about reduction of number of questions from two to one in the written examination, which increases pressure on students in the examination.</li> <li>Some concerns were raised that there was too much emphasis on written tasks in the HSC internal assessment components.</li> </ul>	3 teachers  6 teachers Teacher and Industry Consultation  CEC 5 teachers	<ul style="list-style-type: none"> <li>The tables for Internal and External Assessment have been amended by writers in the final Syllabus (pages 51, 52, 55).</li> <li>Noted. A recommendation has been made to the Assessment branch to maintain internal choice in questions for topics in Studies in Drama and Theatre</li> <li>The HSC internal components include both experiential and written aspects, which are accommodated in weightings (page 52).</li> </ul>
<b>Stage 6 HSC Examination Specifications</b>	<ul style="list-style-type: none"> <li>Concerns were expressed over the written core if based on the structure presented in the Draft syllabus (see comments in Course Structure).</li> </ul>	DET 13 teachers CEC Windsor, Oakhill College and Winmalee Groups	<ul style="list-style-type: none"> <li>Changes made by the BCC and by the writing team address these concerns (see comments on course structure).</li> </ul>

Syllabus Item	Issues	Source/s	Action
	<ul style="list-style-type: none"> <li>Confusion was expressed about the difference between an extended response essay and a free response essay, and concerns were expressed regarding the lack of choice in questions in the written examination.</li> </ul>		<ul style="list-style-type: none"> <li>The term extended response essay is used in the final Syllabus. The matter of internal choice between questions has been referred to the assessment branch</li> </ul>
<b>Post-School Opportunities</b>	<p>Concerns were raised that:-</p> <ul style="list-style-type: none"> <li>Information creates a perception that training packages qualifications under AQF but not delivered in TAFE. Information relating to specific units of competency requires verification by Industry and TAFE representatives. It is not clear how the school will report student achievement of competency to the Board. It is not clear how students will articulate into training package qualifications if they achieve specific competencies.</li> <li>It is specified that competency should be undertaken by an industry-qualified assessor. In addition, the student will be assessed on the overall course outcomes by their classroom teacher. As competencies have been embedded in the syllabus there is a potential for students to be assessed twice for the same competency. There appears to be an uneven approach to the inclusion of Industry Standards at each BCC and as such some subjects have significantly reduced amounts of recognition.</li> <li>Pages 62 and 63, very general without specific examples cited. Placement in this section is confusing. Does not clearly illustrate how they relate to Drama.</li> </ul>	<p>DET 1 teacher 1 academic 1 systems rep</p>	<ul style="list-style-type: none"> <li>Noted. The post-school section rewritten for all final syllabuses (page 47). As the information on post-school opportunities is currently being developed in the industry, it is difficult to respond this section. As the evaluation of the Syllabus occurs, this section will need review.</li> </ul>

Syllabus Item	Issues	Source/s	Action
<p><b>Drama Stage 6 Sample HSC Assessment Items</b></p>	<ul style="list-style-type: none"> <li>Assessment items demonstrate difficulties examiners will find in framing questions for the proposed course. The questions are necessarily vague to catch the broad nature of study in this area. It will be difficult to vary this question to any great extent. If the course were amended this would create greater scope for exam questions.</li> <li>There was a mixed to response to questions some indicated the questions were very demanding, requiring high level analysis and interpretation by students, and a concern that exam questions may discriminate against average or below average student, others indicated they did not meet the needs of the top candidates. The questions and topics should be reworked in order to cater for the full range of students; choice in questions needs to be maintained.</li> </ul>	<p>DET 4 teachers</p> <p>DET 10 teachers</p>	<ul style="list-style-type: none"> <li>These concerns have been accounted for in the development of the sample HSC paper to be released with the final Syllabus.</li> <li>These concerns have been accounted for in the development of the sample HSC paper and will ensure opportunities for all students to demonstrate what they know and can do.</li> </ul>
<p><b>Stage 6 Draft Performance Bands</b></p>	<ul style="list-style-type: none"> <li>Where many tasks in Drama are used to gauge overall performance, performance bands could be misleading. For example, if a student receives full marks in the performance component of the course, but performs badly in the written component, the student may achieve a band four. The band three and four do not currently reflect the above average performance skills of the student and conversely do not recognise the below average written skills. The performance bands need further development to ensure they represent all components of the Drama syllabus.</li> </ul>	<p>Teachers and Industry Consultation 7 teachers 1 Systems Rep 1 TAFE CEC, EDA, BCC,DET Jamison, Bathurst/Orange, Coffs Harbour Collegiate and Windsor groups 1 Systems Rep</p>	<ul style="list-style-type: none"> <li>Performance bands have been revised by a key focus group. Performance bands represent typical performance at this level of achievement. They reflect performance in Drama and thus incorporate all components in each band; they are included in the assessment support material for the final syllabus. Performance bands will need to be reviewed during the Syllabus evaluation process to ensure needs of Drama students have been accommodated.</li> </ul>

Syllabus Item	Issues	Source/s	Action
Overall Evaluation	<p>Generally satisfactory with the following exceptions:</p> <ul style="list-style-type: none"> <li>• Current proposal to reduce Australian content discriminates against average and below average students.</li> <li>• Individual Project Critical Analysis (Research Report) should be broadened to allow student to engage in a negotiated study.</li> <li>• Performance bands revised to represent student performance in all aspects of drama.</li> <li>• A lack of inclusion of a glossary in the draft syllabus.</li> <li>• A support document required to assist teaching strategies for approaching content in the Preliminary course.</li> <li>• The rubrics and text for Australian Theatre and Drama and World Drama and Theatre needed to be available for consultation.</li> <li>• Reduction of topics from 14–7 in the written component limits students' choices, and creates resourcing issues. Two questions per topic in the World Drama and Theatre section for HSC written examination needs to be retained</li> </ul>	<p>DET EDA CEC 34 teachers 2 academics Murwillumbah, Coffs Harbour Collegiate, Oakhill College, Winmalee and Newtown Groups BCC</p>	<ul style="list-style-type: none"> <li>• Amendments have been made to increase Australian content (pages 10, 24 and 25).</li> <li>• The Critical Analysis Research Report has been rewritten in the final Syllabus (page 37).</li> <li>• Noted. Performance bands have been revised for the Assessment document to be released. The BCC have referred concerns to Assessment.</li> <li>• A glossary has been included in the final Syllabus (page 57).</li> <li>• A support document is being considered.</li> <li>• Course Prescriptions have been reviewed and will be released separately from the final Syllabus.</li> <li>• Choices have been broadened in the final Syllabus (pages 10 and 25). Recommendations have been made to the assessment branch to retain internal choice in the Studies in Drama and Theatre section of the final syllabus</li> </ul>
	<ul style="list-style-type: none"> <li>• Not all students have been catered for; particularly gifted and talented students who do not have access to extension courses. The suggestion of an option extension component to recognise students who may wish to pursue theatre placement as well as studying Stage 6 Drama Difficulties for lower than average student - this has not been adequately addressed in the draft.</li> </ul>	<p>EDA CEC 5 teachers Jamison Group</p>	<ul style="list-style-type: none"> <li>• Noted. The final Syllabus is designed to cater for the full range of students in its Rationale (page 6), Aims (page 6), Objectives (page 9), Outcomes (page 11-14), and Content (page 16-24).</li> </ul>

#### **4. Responses**

Written responses were received from the following individuals and groups:

##### **Individuals**

<b>Name</b>	<b>School/Group</b>
Anita Cassidy	North Sydney Boys High
Brendan Duhigg	Trinity Grammar School
Bronwyn Balderston	Inaburra School
Bruce Young	St Mary Star of the Sea College
Cheryl Williams	Jesmond University High School
Clair-Maree Faulkner	Cerdon College
Colin Bachali	Katoomba High School
Derek Fisher	Eagle Vale High School
Des Davis	Theatre South, South Coast
DiAnne McDonald	Brigidine College
Donna Colby	North Sydney Boys School
Drusilla Hendry	Ashcroft High School
Edward Hills	Illawarra Grammar School
Elke Ferguson	Narromine High School
Frances Curtis	Armidale High School
G. Borny	ANU
Greg Ptolemy	All Saints College, Maitland
Ian Bate	Katoomba High School
Inga Scarlett	SCEGGS, Darlinghurst
Janeen Silcock	Balranald Central School
Jenny Bond	Girraween High School
Jodie Connor	St. Edwards College, East Gosford
John Manners	Blaxland High School
Joyce Coute	Sir Joseph Banks High School
Julia Homfrey	Our Lady of Mercy College
Karleen Arnold	Northmead High School
Kate McKenzie-Lawrence	Santa Sabina College
Katrina Wood	Oxley High School, Tamworth
Kelly Andrews	Crestwood High School
Kerrie-Ann Drane	Narooma High School
Leigh Rowney	Merrylands High School
Lindy Crofft-Piggin	Albury District Office
Lisa Balaschow	St. Scholastica's College
Lisa Byrnes	The Australian Institute of Music

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<b>Name</b>	<b>School/Group</b>
Lisa Lynch	Turrumurra High School
Louise Arnott	PLC Sydney
M. Thearle	Blakehurst High School
Mark Hall	Campbelltown Performing Arts High School
Mary Mooney	UWS (Nepean)
Megan Perkins	Canowindra High School
Michael Anderson	DET, Creative Arts Consultant, Curriculum Directorate
Michael Griffiths	Abbotsleigh
Michelle Carey	St. Patrick's Marist College
Mitch Ulacco	Epping Boys High School
N. Ewans	University of Newcastle
Nicki Wilkinson	Beverly Hills Girls High School
Patricia Jane Simmons	John Therry Catholic High School
Paul Weingott	Bradfield College
Pauline Cain	St Ignatius College
Peter Job	Taree High School
Rachel Higgins	Crestwood High School
Richard Meredith	John Paul College, Coffs Harbour
Robert Wickham	Cranbrook School
Samantha Kosky	Newington College
Sarah Lovesy	Santa Sabina
Sharne Sjostedt	Smith's Hill High School
Sharon Phillips	Meriden School
Susan Hoddinott	The Armidale School
Teacher	Penrith High School
Teacher	Wagga Wagga
Tim Baker	Bass Hill High School
Timothy Jones	Australian Theatre for Young People
Tricia Youlden	Willoughby Girls High School
Teacher	Ballina High School
Vincent Davis	Mulwara High School

**Groups**

Group
Casula High School
Catholic Education Commission
Drama Teachers, Cheltenham Girls High School
Coffs Harbour Drama Collegiate: Bellingen HS, Toormina HS, John Paul College, Orara HS
Coomealla High School
Department of Education and Training
Drama Department Loreto, Kirribilli
Educational Drama Association (NSW)
Jamison High School
Murwillumbah High School
Newtown High School of Performing Arts
Oakhill College
Orange/Bathurst District Drama Teachers
Riverside Girls High School
St Catherines, Waverley
Tamworth High School
Trinity Catholic College, Lismore
Windsor High School
Winmalee High School