**Video transcript: WACE 2015-16 – The Arts**

Year 11 students in 2015 and Year 11 and Year 12 students in 2016 will study the revised Western Australian Senior Secondary Curriculum for the first time.

The Western Australian Curriculum will include the Australian Curriculum courses which have been adopted and adapted to suit Western Australian needs and WACE courses which have been adapted to suit the revised structure.

There is increased rigour. The changes are not about making school harder for students. They do raise the bar, though. Raising expectations means that we are supporting students to achieve at a higher standard.

For more information about the changes to the WACE starting in 2015 we recommend you watch the WACE 2015–16 overview video.

Courses in the Arts build on the current WACE courses.

The Arts learning area includes List A courses in Dance, Drama, Media Production and Analysis, Music and Visual Arts.

Design, which is included in both the Arts and Technologies learning areas, is a List B course.

Dance, Design, Drama, Media Production and Analysis, Music and Visual Arts are all available as ATAR and General courses.

There is also a Visual Arts Preliminary course.

Foundation courses are typically for students with severely limited literacy and numeracy skills. Only students who have not demonstrated the minimum standard in the relevant component of the literacy and numeracy requirement may enrol in these courses.

Preliminary coursesare for students who have identified special needs.

It is important to remember that students who have achieved the literacy standard are not eligible to enrol in Foundation English and other List A Foundation courses. As well as this, students who achieve the minimum standard of literacy in Semester 1 of Year 11 are **not** eligible to continue in the associated Foundation courses in Semester 2 of that year.

Information about the literacy standard is available on the Authority website.

In the Arts learning area, Visual Arts Preliminary is designed to meet the needs of education support students.

Visual Arts Preliminary focuses on three aims. These are visual arts ideas, visual arts skills and visual arts responses.

Visual arts in society has been removed as one of the aims.

There is a syllabus for each year of each course that sets out the content to be covered in each unit. The Year 11 syllabus details Units 1 and 2. The Year 12 syllabus details Units 3 and 4.

Units 1 and 2 are typically studied as a pair. Units 3 and 4 must be studied as a pair.

The complexity of the syllabus content increases from Year 11 to Year 12. For this reason, a student cannot complete Year 12 units and then move to Year 11 units.

Typically, the Year 11 and 12 Western Australian syllabuses follow the same structure. They all begin with a rationale and aims that are followed by information about the organisation of the course. Unit information includes a unit description, learning outcomes and unit content.

The syllabuses include information about school-based assessment and grading, which is supported through grade descriptions. The grade descriptions have been modified from the current WACE courses. These are interim descriptions and will be refined during the early years of implementation.

The grade descriptions are included in an appendix of the syllabuses. Many courses also have a glossary that defines key words in the context of the course.

Consistent with the Australian Curriculum, the organisation section of the syllabuses includes reference to general capabilities and cross-curriculum priorities. The unit information, specifically the unit content, identifies the expected learning within each syllabus. Unless they are identified within the specified unit content, the general capabilities and cross-curriculum priorities are not assessed.

Some syllabus elements are course and year specific.

In general, the progression from Year 7–10 in the Year 11 syllabuses shows how the courses build on knowledge, understandings and skills.

The Year 11 and 12 ATAR course syllabuses adopted and adapted from the Australian Curriculum are organised around the course aims and unit learning outcomes.

The Year 12 ATAR courses contain the WACE examination design briefs.

The Year 11 and 12 ATAR course syllabuses based on the current Stage 2 and Stage 3 WACE courses are organised around the course outcomes.

Year 12 General courses, except Preliminary, include information about the externally set tasks, known as ESTs, which are part of the Authority’s moderation processes from 2016. There are sample externally set tasks on our website.

The Arts learning area provides students with opportunities to be creative and critical thinkers as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.

In all six new arts courses, there has been minimal change to the content taken from the current WACE course.

In the Dance ATAR and Dance General courses these changes have been made to provide better clarity of requirement and expectation but have not changed the intent of the original content.

Minor amendments have been made to the glossary that is included in the appendix of all Dance courses. These amendments have been primarily for clarification.

In Drama, the content has been reviewed to reinforce the focus of each unit, and the content headings have been refined to support common understanding of how the content relates to drama in performance. For example, drama processes has been renamed drama processes and the elements of drama because drama processes involves work with selected elements of drama.

Additionally, there has been a simplification of roles to be covered in each pair of units. For example, there are no manager roles in the new Drama course and the director role is not addressed until Year 12.

Finally, there are new set text lists for Year 12 Drama courses and suggested text lists for Year 11 Drama courses, with emphasis on texts that address the focus of the relevant unit.

Each of the courses in Media Production and Analysis have seen changes to some of the content dot points to provide better clarity of interpretation and expectation of depth of treatment. These modifications have not changed the intent of the content.

The Music ATAR course has seen minor changes to some contexts to allow for better contextual comparability and sequential development of some concepts.

A scope and sequence of aural and theory common content has been added as an appendix to the Year 12 ATAR syllabus. This will assist with preparation for section one of the written examination.

Assessment types and weightings have been slightly modified in the Music General course. The aural and theory content is generic and can be delivered through any context. Please refer to the assessment table.

There are now three options available in the practical component of the General course: performance, composition portfolio or production/practical project.

The Visual Arts courses follow the same format and structure as their previous course equivalent and there have been minimal changes to the content in Visual Arts ATAR and General.

Year 12 Visual Arts General incorporates the content and focus of the current 1C and 1D units but reflects the increased rigour of the Stage 2 units.

Design ATAR now has four identified, rather than defined, contexts to allow teachers to deliver the content across all contexts.

Design General will continue to have the defined contexts used in the current WACE course.

Using reworded headings as an organising feature means the content in the Design courses is better aligned to the relevant heading.

Several content dot points have been modified or moved to promote clarity of interpretation and depth of treatment in both the Design ATAR and General courses.

Design ATAR Units 3 and 4, based on units 3A and 3B, have been renamed to broaden the scope of the content delivery.

Units 1 and 2 of Design General are an amalgamation of the current units 1A to 1D.

A course unit is completed when a grade is assigned.

This means a student must have had the opportunity to complete the structured education program and the assessment program unless the school accepts there are exceptional and justifiable circumstances.

The assessment program is summarised in the assessment table.

You will notice the assessment tables for Year 12 now show fixed assessment weightings rather than having a weighting range.

Examinations are now specified as a separate assessment type.

In Dance, Drama, Media Production and Analysis, and also Design, the investigation assessment type has been removed. The skills and knowledge demonstrated through investigations will now be assessed through practical and/or response tasks.

In Dance and Drama the practical tasks are referred to as performance. In Media Production and Analysis and Design they are productions.

The Year 12 Media Production and Analysis ATAR course now requires only one practical production task to be completed.

In Music ATAR the weightings for task types in written and practical components have changed.

In Music General the assessment types and weightings are slightly different with the weightings now fixed for Year 12.

Apart from the generic changes of fixed weightings and inclusion of the examination task type, there have been no changes to the assessment tables in Visual Arts.

The external requirements for the current Year 12 Arts courses will remain the same for all Year 12 ATAR Arts courses.

The Year 11 ATAR and Year 11 and 12 General courses continue to have practical components, which are assessed within the school assessment program.

There is an emphasis on group work in the Year 11 and 12 Dance General courses and on group processes in the Year 11 ATAR and Year 11 and 12 Drama General courses.

Design General includes an extended production project that must be completed in a format suitable for presentation to the client. Students will follow a design brief.

In the Year 11 ATAR and Year 11 and 12 General courses for Media Production and Analysis and Visual Arts, the practical components, which are assessed within the school assessment program, will retain the same arrangements as in the current WACE courses.

The weightings for performance tasks in Music ATAR have changed slightly. Students can now select one of three options to complete the practical component of the general course:

* performance
* composition portfolio, or
* production/practical project.

Students enrolled in Year 12 ATAR courses are required to sit the WACE examination. When sitting an external examination, it is critical that students make a genuine attempt.

There is no change to the examination design briefs for Year 12 Dance and Visual Arts.

In Design, the portfolio of 15 A3 single-sided sheets labelled by the School Curriculum and Standards Authority will no longer be part of permissible items in the written examination.

The Year 12 Drama ATAR practical examination will feature additional preparation time for the improvisation. The time for the original solo performance will be reduced by one minute.

The Year 12 Drama ATAR written examination will now have two sections. Candidates will be allowed more time in section one, with the time increasing from 60 minutes to 90 minutes.

Section two and three will be collapsed into one section of 60 minutes duration. Candidates will discuss one role for both the provided texts in one extended answer.

In Media Production and Analysis, there have been minor modifications to the written and practical examination design briefs which provide greater clarity of how candidates are expected to complete the section requirements. For example, print productions will now be limited to 12 single-sided, or six double-sided, pages.

The weightings for each section of the Year 12 Music ATAR examination have been modified.

Personal listening devices will no longer be required for examinations. Instead, recorded excerpts are to be played simultaneously to all candidates from a common source.

The order of sections two and three in the written examination have been swapped to account for the change to a common recording. This will enable candidates to first complete all sections requiring musical recordings.

The extended response has been replaced by two-to-four questions requiring extended paragraph responses, one of which can be common to all contexts.

Students who enrol in General courses, except Preliminary, must make a genuine attempt in the externally set task to complete a course.

The ESTs will be written assessments. The Authority will inform schools during Term 3 of the preceding year of the section or sections of the syllabus content on which an EST will be based.

The ESTs will be worth 15 per cent of a student’s final mark.

More information about ESTs is available on the Authority website.

Syllabuses will be reviewed typically on a five-year cycle, according to learning area. The schedule of review will be published in 2014.

The Australian Government announced a review of the Australian Curriculum in January 2014. The report on the review is due to be completed by 31 July 2014. Any changes that the Australian and Western Australian Governments may endorse as a result of the review will be considered in the Western Australian syllabuses as part of our curriculum review cycle.

A range of support materials for teachers can be found on the Authority’s website.

We encourage teachers to participate in briefings and discussions and to register for the Authority’s eCircular to keep up to date.