



DRAMA

ATAR course

Year 12 syllabus – What’s changing: General capabilities

For teaching in 2027

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

As part of the Western Australian Certificate of Education (WACE) Refreshment to investigate the assessment and reporting of the general capabilities on the Western Australian Statement of Student Achievement (WASSA), the Authority has updated the statements about the general capabilities in each syllabus.

The Authority has mapped the general capabilities through the unit content and assessment types for each of the WACE courses. Students will have the opportunity to develop the general capabilities identified in the course through the teaching, learning and assessment programs. These general capabilities will be reflected on the WASSA.

Important information

WACE Refreshment: Investigating the assessment and reporting of the general capabilities on the Western Australian Statement of Student Achievement (WASSA)

This document contains information that will be included in the syllabus effective from 1 January 2027.

Users of the syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. Teachers should find opportunities to incorporate the following capabilities into the teaching and learning program for the Drama ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Critical and creative thinking

In the course, students find satisfying solutions to creative problems by using a broad repertoire of critical and creative thinking skills, including investigating new possibilities for achieving dramatic outcomes. For example, through a nominated approach to performance, students can apply new ideas for character presentation, audience interaction and design choices to highlight particular themes and messages.

Ethical understanding

Through the exploration of drama, students understand and empathise with diverse perspectives and experiences. They devise and enact dramatic works which explore complex moral and ethical dilemmas, prompting them to think critically about right and wrong, justice, and equity.

Intercultural understanding

Students learn that the creation of drama, whether devised or through script interpretation, requires an understanding and thoughtful representation of cultures from different times and/or places. They understand that success in conveying meaning on stage depends on an understanding of historical, social and cultural contexts, which inform all aspects of performance, from design and direction to acting. When staging stories from other cultures, they carry out research to ensure authenticity and respect.

Literacy

Students develop literacy in the course by reading and analysing a variety of texts, exploring their meaning and communicating this meaning to an audience through performance. They use various forms and styles of communication with appropriate drama conventions, and explore and apply recognised practitioner or company approaches to interpreting texts.

Numeracy

Numeracy in drama involves students recognising and understanding the use of spatial reasoning and measurement in rehearsing and performing in various spaces. It also informs the application of selected design roles and relevant theatre technologies.

Personal and social capability

All learning in drama is a social, collaborative and cooperative process. Students in the Drama ATAR course work together with empathy and develop self-awareness through their interactions and relationships. They learn to manage their time to achieve goals, whether working in groups or handling solo tasks.

Addressing the other general capabilities

Although the following general capabilities have not been identified as a focus in the Drama ATAR Year 12 syllabus, teachers may find opportunities to incorporate these capabilities into the teaching and learning program.

- Digital literacy

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the general capabilities in the Drama ATAR course

A representation of the general capabilities for the two years is summarised in the table below.

| Year | Course | Course type | General capabilities | | | | | | |
|---------|---------------|-------------|----------------------|----|----|----|---|---|-----|
| | | | CCT | DL | EU | IU | L | N | PSC |
| Year 11 | Drama (AEDRA) | ATAR | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Year 12 | Drama (ATDRA) | ATAR | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability