

School administrators and Heads of Learning Area – Drama and teachers of Drama ATAR Year 11 are requested to note for 2025 the following minor syllabus changes. The syllabus is labelled ‘For teaching from 2025’.

Drama | ATAR Year 11 | Summary of minor syllabus changes for 2025

The content identified by ~~strikethrough~~ has been deleted from the syllabus and the content identified in *italics* has been revised in the syllabus for teaching from 2025.

Creative team

In Unit 3 and Unit 4, students will study the contexts of drama in rehearsal, *and* performance, and respond to drama in role as a member of the Creative team.

- Director – decides on an interpretation and vision to realise the drama. *Blocks the dramatic action.*

A **minimum of two roles** are to be researched and applied ~~in~~ *across* Units 1 and ~~Unit~~ 2.

Unit 1

Drama language

Elements of drama

- character: representing real and defined traits *that drive motivation, including subtext*
- relationships: connection between two or more characters, *including status*
- situation: specified setting and *given* circumstances
- space: ~~the physical setting~~ *use of performance space to define settings*

Drama processes

- director’s vision which informs rehearsal, *blocking* and performance *choices*

Production and performance

Theatre ~~Design and technology choices~~

- application of design role and ~~theatre~~ *relevant* technologies

Unit 2

Drama language

Elements of drama

- character: presenting identifiable and defined traits *that drive motivation, including subtext*
- relationships: connection between two or more characters, *including status*
- situation: specified and unspecified setting and *given* circumstances
- space: ~~the physical and fictional space~~ *use of performance space to define settings*

Drama processes

- director’s vision which informs rehearsal, *blocking* and performance *choices*

Theatre ~~Design and technology choices~~

- application of design role and ~~theatre~~ *relevant* technologies

Appendix 1 – Grade descriptions Year 11

A	Effectively and creatively integrates drama knowledge, conventions and processes in the realisation of drama performances.
	Effectively, accurately and collaboratively applies processes and conventions to support drama that communicates meaning and creates audience impact.
	Succinctly describes, interprets and analyses texts and contexts, with detailed evidence and justification.
	Clearly communicates using accurate drama terminology.
	Effectively and efficiently structures work by using all specified oral and written communication forms.
B	Competently and creatively applies drama knowledge, conventions and processes in the realisation of drama performances.
	Competently, collaboratively and with accuracy applies processes and conventions to support drama that communicates meaning and creates audience impact.
	Describes and interprets, with some analysis, the texts and contexts with appropriate evidence and justification.
	Communicates clearly using some accurate drama terminology.
	Structures work effectively using all specified oral and written communication forms.
C	Adequately applies drama knowledge, conventions and processes in the realisation of drama performances.
	Adequately, with some accuracy and collaboration, applies processes and conventions to support drama that communicates some meaning and audience impact.
	Describes the texts and contexts using some evidence and justification.
	Communicates using some appropriate drama terminology.
	Structures work with some accuracy using oral and written communication forms.
D	Applies drama knowledge, conventions and processes in a superficial way in the realisation of drama performance.
	Uses some processes and conventions to support drama that shows meaning and/or audience impact.
	Briefly describes the text using superficial evidence or justification.
	Communicates using minimal drama terminology.
	Meets some task requirements, although efforts are sometimes inaccurate, incomplete and/or ineffective.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

A

Effectively and creatively integrates drama knowledge, conventions and processes in the realisation of practical/written tasks.

Effectively communicates meaning and creates audience impact.

Effectively interprets and analyses texts and contexts, with detailed evidence and justification in specified oral and written forms, applying appropriate drama terminology.

B

Competently and creatively applies drama knowledge, conventions and processes in the realisation of practical/written tasks.

Competently communicates meaning and creates audience impact.

Competently interprets with some analysis of texts and contexts, using appropriate evidence and justification in specified oral and written forms, applying appropriate drama terminology.

C

Adequately uses drama knowledge, conventions and processes in the realisation of practical/written tasks.

Adequately communicates some meaning and creates some audience impact.

Adequately describes the texts and contexts, using some evidence and justification in oral and written forms, using some appropriate drama terminology.

D

Uses limited drama knowledge, conventions and processes in the realisation of practical/written tasks.

Communicates limited meaning and/or audience impact.

Briefly describes the text using limited evidence or justification in oral and written forms, with limited or inaccurate terminology.

E

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Glossary

For the purposes of the WACE Drama syllabuses, the following definitions will apply.

Blocking

The positioning of actors in rehearsal and performance.

Drama text

A script or other stimuli, such as an image, that serves as the foundation for a drama performance.

Elements of drama

~~space – the place where dramatic action is situated, whether it be physical, fictional or emotional~~

Form

Non-realism can be sub-categorised into various *other forms* ~~genres~~ such as Absurdism, Commedia dell'arte, Elizabethan, Epic, Greek Theatre, Magic Realism and Musical Theatre.

Given circumstance

The specific conditions and context presented in a text, including the time period, location, social environment, historical context, and relevant background information.

Motivation

What drives a character to speak and act in certain ways.

Realisation

The process of actualising, creating and/or presenting something.

Relevant technologies

Technologies that support a performance, such as lighting, sound, props, costumes, multimedia.

Status

The hierarchy of characters.

Subtext

The underlying meaning that can reveal a character's true feelings and motivations.

Theatre technologies

~~Technologies that support a performance, such as lighting, sound, props, costumes, multimedia.~~

Theme

An idea or message explored in a text or performance.

Transition

The movement from one scene and/or section to another.