

# Drama

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	SDD315115
COURSE SPAN	2015 — 2019
COURSE STATUS	LIVE
READING AND WRITING STANDARD	YES
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

## Drama is a Level 3 course requiring successful completion of Drama Level 2 or considerable experience in the performing arts

Learners study four compulsory units in Skills Development, Exploring and Devising, Presenting and Reflecting and Live Theatre Analysis. Both ensemble and solo work are external assessment requirements as well as a written exam. This course may lead to further study in Theatre Performance Level 3.

### Rationale

Drama is a performance based art form experienced in all cultures and from the very beginnings of human interactions. Drama is a means to develop: the capacity to understand and appreciate social values, communication skills for personal and public contexts, self-confidence and emotional mindfulness, and the ability to creatively and collaboratively explore, initiate, challenge, resolve and celebrate learning and artistic endeavour.

### Learning Outcomes

On successful completion of this course, learners will be able to:

- use vocal techniques to communicate meaning
- create and sustain characters
- communicate ideas and intentions using elements of drama
- work collaboratively to create drama
- be able to create coherent devised drama
- understand genre and style in dramatic contexts
- present polished drama works
- apply reflective practices and identify processes for further development
- review the effectiveness of a wide range of elements in live theatre performances
- use oral and written communication conventions to communicate information and ideas about drama
- be able to undertake research about drama genres and styles, abide by the principles of academic integrity and use appropriate referencing (citation) when presenting finding
- be able to identify and appropriately react to potential hazards in a drama-space environment, and appropriately apply work-safe principles and practices.

## Access

Due to the significance placed on ensemble work a minimum of three (3) learners are required for a provider to offer this course. A group of at least three candidates is required for external assessment purposes.

Learners must attend at least three (3) different live theatre performances. These will be live, not recordings of video/filmed performances. At least two (2) of the three (3) live theatre performances will *not* be school/college productions.

## Pathways

Drama – Foundation Level 2 is a pathway course leading to study of Drama Level 3.

Drama Level 3 may be used as a pathway course leading to study of Theatre Performance Level 3.

The study of Drama Level 3 is relevant to learners who wish to pursue further study at tertiary level, in vocational educational training (VET) settings or to pursue industry or community related pathways.

## Resource Requirements

Providers of this course will need equipment, materials and a suitable space for dramatic movement to carry out the practical components of the course effectively and safely.

## Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

## Course Description

Learners will be provided with practical and creative opportunities to acquire drama skills, knowledge and understanding. Through a practical and theoretical study of drama, learners are exposed to a wide range of experiences and stagecraft. Learners develop an understanding of the creative and collaborative processes and skills needed to make drama works.

## Course Requirements

There are four (4) compulsory areas of study in this course:

Area 1 – Skills Development

Area 2 – Exploring and Devising

Area 3 – Presenting and Reflecting

Area 4 – Live Theatre Analysis

These areas may be delivered as discrete units or run concurrently throughout the year.

## Course Content

### Area 1 – Skills Development

This area focuses on the development of core skills in voice, physical movement, improvisation and character development, group dynamics, memorisation, and incorporation of Drama terms and vocabulary, including:

- *voice*: understanding how the voice works and the ability to manipulate elements of vocal technique for a variety of purposes, effects and meaning
- *movement*: the development and use of movement skills in exploring a range of possibilities for the physicalisation of character and to communicate mood and meaning of drama works
- *improvisation*: the ability to use improvisation techniques as a discrete set of skills and as an aid for rehearsal and devising purposes
- *character*: the ability to create, sustain and refine a variety of characters
- *ensemble*: the ability to participate generously as a member of an ensemble, with an awareness of the needs of the group in performance
- *memorisation techniques and practice*: in solo and group contexts
- *work safe practices*: the ability to recognise and manage potential hazards in the dramatic space.

### Area 2 – Exploring and Devising

This area focuses on using drama skills, techniques and processes to explore, devise and communicate ideas in a drama form, including:

- working independently to create drama by shaping group work
- exploration of ideas through the study of text and sub-text
- exploration of the contribution of technical production elements (including light, sound, design, set, properties, costume, makeup, AV) to establishing mood and creating time and place
- development of skills in group work (including timing and credible interaction)
- comparing and contrasting characteristics such as styles, themes, genres, purposes and content in drama
- recognising and exploring different styles and genres\*
- exploration of selected historical periods and cultural contexts of drama (e.g. Greek, Medieval, Elizabethan).

\* 'Style' may be interpreted as *how* the theatre/drama is done (such as naturalism, realism, expressionism, absurdity, modernism, classical).

'Genre' may be interpreted as the *kind* or *sort* of theatre/drama (comedy, courtroom drama, tragedy, historical, satirical, docudrama).

### Area 3 – Presenting and Reflecting

This area focuses on the presentation of polished drama works to an audience, and the ability to reflect and comment on personal drama experiences, involving and including:

- presentation of individual and group work to audiences
- use of stagecraft elements\* in a variety of settings
- reflecting on the processes and outcomes of drama tasks
- identification, review and analysis of aspects of drama experiences in formal written tasks
- *management of personal items*: props, costumes and set items – the development of skills to manage items required for own performance, and those important to the dramatic intention of the scene
- identification and appropriate reaction to potential hazards in a drama environment (e.g. reporting 'sharps' or trip hazards, electrical malfunctions, spilled liquids)
- appropriate application of work-safe principles, practices and procedures in a drama environment (e.g. following stage manager or teacher directions in regard to safety issues, following safety procedures in regard to theatre equipment such as flies, counter weights and set items, prompt reporting of hazards, fire drills, keeping areas clean, care of props, costumes)
- *understanding theatre etiquette*: being punctual to rehearsals, being ready for cues, being respectful of others performing, being quiet backstage, following directions on stage, being respectful of others' personal property, costumes and props, being respectful of the performance environment on stage and backstage, bringing required materials to class, responding promptly to requests and directions from stage manager, director and/or teacher.

\* Stagecraft elements: spatial awareness of self and others in performance, listening to others in performance, use of eye contact, audience awareness, solving of unexpected problems in performance, management of personal prop, costume and set items.

## Area 4 – Live Theatre Analysis

This area focuses observing, identifying, analysing and discussing the work of others, including:

- a critical examination of the meanings and context of live drama experiences
- the identification and discussion of artistic choices in practice
- the ability to place the discussion in the wider context of theatre as an art form in both written and oral formats
- *understanding dramatic production elements of live performances* including: design and technical use of lighting, sound and music, set, properties, costume, makeup and or AV; directorial shaping of performance; success of acting performances; and use of performance space.

## Work Requirements

Learners undertaking this course will participate in a range of practical drama experiences, both solo and in a group situation. Learners must perform from memory and all work will be presented on set deadlines.

Tasks will be based on text and learner-devised work will also be included. Learners are required to participate in a major public performance based either on a published text or a piece of learner-devised theatre, which is experimental in form, structure or theme. Learners are required to write about this production for both internal and external assessment purposes.

Learners will be required to undertake a role as part of an ensemble in the rehearsal and performance of a text based production for a public performance. A second performance experience will be for external assessment purposes.

Learners will record regular reflections about their learning over the course of the year. These reflections will provide an indication of the learner's progress through the drama performance and skills development tasks.

Learners will attend a minimum of three live theatre performances and submit a written response on these performances, employing formal essay style.

Following the Skills Development work, learners will participate in a whole class production based on a genre or theatre practice from a published play script, published or devised Children's Theatre script or Devised Documentary script, with a polished performance outcome to help build drama and group skills. Emphasis will be placed on the place of the play text and playwright in Theatre History, an exploration of social, political or cultural context as relevant and the influence of this information on the production elements.

Further work throughout the year on monologues, duologues, small scenes from play scripts and related text linked thematically by devised drama processes with culminating performance outcomes, will serve as skill development and preparation for the practical external assessment.

Throughout the year learners will attend live theatre productions, in addition to the viewing of the work of peers; to be followed by class discussions, forums, critique style reflections and essay writing skill development in order to complete a minimum of three live theatre reviews.

## GENERAL WORK EXPECTATIONS

This course requires a class of learners to undertake and fulfil the role of a performer working as a member of a group, and individually. Individual learners must be aware that such roles involve expectations that they will:

- complete necessary tasks in preparation for rehearsals/performances (e.g. memorising lines, learning blocking)
- take responsibility for ensuring that they know and understand rehearsal rosters/performance calls, and plan for attendance (e.g. with part-time employer, in regard to transport), and
- be punctual to all rehearsals/performances.

In addition to any penalties a provider may choose to impose on an individual who fails to meet these expectations, learners must be aware that failure to meet these expectations will have adverse effects on their assessment outcomes. For example, a learner who has not memorised lines may be penalised for this in the assessment of Criterion 6. A learner who does not know and understand their blocking and other elements of stagecraft in an assessed performance may be penalised for this in the assessment of Criterion 3. A learner who arrives late, unprepared or who fails to appear may be penalised for this in the assessment of Criterion 4 as they have failed to support the group.

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (\*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

## Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

**Process** – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

## External Assessment Requirements

The external assessment for this course will comprise:

- a written examination assessing criteria: 7 and 8
- a practical assessment assessing criteria: 1, 2 and 6.

### *Theoretical Assessment Overview*

The examination will comprise two components:

- analysis of at least two live theatre performances
- analysis of group performance.

### *Practical Assessment Overview*

The Practical Assessment will comprise two components:

- a group performance
- a solo performance by individual candidates.

The group performance will be of a published play. It may be an extract.

The solo performance will be a memorised performance of an item. The item will be a published prose **or** poetry **or** monologue.

For further information see the current external assessment specifications and guidelines for this course available in the Supporting Documents below.

## Criteria

The assessment for Drama Level 3 will be based on the degree to which the learner can:

1. use vocal techniques to communicate meaning\*
2. create and sustain characters\*
3. use elements of drama to create meaning
4. work collaboratively to create drama
5. apply understanding of genre and style to dramatic works
6. present polished drama works\*
7. appraise personal drama skills\*
8. appraise dramatic performances\*

\* = denotes criteria that are both internally and externally assessed

## Standards

### Criterion 1: use vocal techniques to communicate meaning

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
modifies and manipulates audibility of voice appropriate to space and dramatic work	adjusts audibility of voice appropriate to the space	uses voice that is audible and appropriate to the space
uses a full range of vocal techniques to communicate context and subtext	explores and adjusts pitch, pace and pause to create mood and meaning	uses pitch, pace and pause to support meaning
controls and adjusts diaphragmatic breathing for safe vocal delivery and creative vocal delivery	controls and adjusts breath for safe vocal delivery	controls breath for safe vocal delivery
uses vocal intonation to assist audience's understanding of text and/or character intention and motivation	uses intonation to communicate author's intention and/or character's motivation	uses intonation to convey the meaning of the text
selects and uses voice flexibly to convey context, genre and style.	selects and uses voice appropriate to context, genre and style.	uses voice appropriate to context, genre and style.

These standard elements refer to vocal skills such as:

- vocal skills and techniques – pitch, pace, pause, volume, inflection, stress, clear articulation and breath support
- dramatic elements – dramatic tension, mood, language, tone and accent
- project voice (projection) implies safe delivery of the voice through good diaphragmatic breathing

### Criterion 2: create and sustain characters

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
presents fully developed characters with different physical and emotional characteristics	presents a range of credible characters	presents characters that are different from self
uses body, gesture and expression to convey character, subtext and inner emotion for duration of performance	uses body, gesture and expression to convey character and basic motivation	uses body, gesture and expression to convey character
sustains and develops a character for the full duration of drama work	sustains and adapts a character within drama work	sustains character within drama work
selects and uses characterisation to communicate context, genre and style.	uses characterisation to communicate context, genre and style of text.	uses elements of characterisation to communicate context, genre and style of text.

### Criterion 3: use elements of drama to create meaning

The learner:

Rating A	Rating B	Rating C

uses and builds upon a range of improvisational skills in development of a range of characters	uses improvisation in development of a range of characters	uses improvisation to enhance character
seeks, responds to and incorporates relevant feedback about elements of drama* to improve and develop own dramatic works	responds to and incorporates relevant feedback about elements of drama* to improve own drama works	uses feedback about elements of drama* to develop own drama works
explores and refines ideas and intentions through characterisation and voice to communicate drama works	explores and communicates ideas through characterisation and voice	communicates ideas through characterisation and voice
selects, uses and manipulates technical production elements** to develop and enhance drama works	selects and uses technical production elements** appropriately to develop drama works	uses technical production elements** appropriately for drama works
selects and uses drama stagecraft skills*** with control and consistency as an integral part of the form, style and intention of drama works	uses drama stagecraft skills*** to communicate ideas and intentions of drama works	uses drama stagecraft skills*** to support the intention of drama works
selects, uses and manipulates drama elements* to develop, advance and enhance drama works.	selects and uses elements of drama* to create and develop drama works.	uses elements of drama* to create drama works.

\* *Elements of Drama*: focus, tension, timing, rhythm/movement, contrast, mood, space, language, sound, symbol, conflict, climax, improvisation, characterisation and role play.

\*\* *Technical Production Elements*: lighting, sound and music, set, properties, costume, makeup and AV design.

\*\*\* *Drama Stagecraft Skills*: spatial awareness of self and others within the performing space, listening to others in performance, use of eye contact in performance, audience awareness, solving of unexpected problems in performance, management of *personal* prop, costume and set items.

## Criterion 4: work collaboratively to create drama

The learner:

Rating A	Rating B	Rating C
facilitates group in planning, developing and presenting agreed drama works, analysing and selecting most appropriate dramatic options	co-ordinates planning, developing and presenting agreed drama works	uses self-management strategies in planning, developing and presenting drama works
adjusts own actions to serve and enhance group dramatic intent	appropriately adjusts own actions to serve group dramatic intent	adjusts own actions to serve group dramatic intent
works collaboratively with others, recognises individual strengths and weaknesses, and supports others in achieving agreed goals	works collaboratively with others, and supports group and individuals to achieve agreed goals	works collaboratively with others to achieve agreed goals
effectively employs a range of collaborative strategies to address issues affecting achievement of group goals	employs a range of collaborative strategies to address issues affecting achievement of group goals	employs some collaborative strategies to address issues affecting achievement of group goals
in an appropriate manner, gives group members constructive, insightful relevant feedback on, and suggestions about, their dramatic techniques and interpretations	in an appropriate manner, gives group members constructive, detailed and relevant feedback on their dramatic techniques and interpretations	in an appropriate manner, gives group members some relevant feedback on their dramatic techniques and interpretations
follows workplace safety requirements and procedures in a drama space. The learner correctly identifies and	follows workplace safety requirements and procedures in a drama space. The learner correctly identifies and	follows workplace safety requirements and procedures in a drama space. The learner correctly identifies and



appropriately reacts to potential hazards in a drama environment.	appropriately reacts to potential hazards in a drama environment.	appropriately reacts to potential hazards in a drama environment.
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## Criterion 5: apply understanding of genre and style to dramatic works

The learner:

Rating A	Rating B	Rating C
selects, adapts and refines vocal drama skills appropriate to style, period, context and genre of dramatic works	selects and adapts vocal drama skills appropriate to style, period and genre of dramatic works	uses vocal skills appropriate to style, period and genre of dramatic works
uses and develops a range of appropriate theatrical conventions* in performance	uses theatrical conventions* appropriate to the style of performance	uses theatrical conventions* in performance as directed
selects, uses and refines physical movement skills, gesture and facial expression to convey context, genre and style of dramatic works	selects and uses physical movement skills and gesture appropriate to context, genre and style of dramatic works	uses physical movement skills appropriate to genre and style of dramatic works
selects, adapts and uses prop and costume items in context appropriate to the genre and style of dramatic works.	selects and uses prop and costume items in context appropriate to the genre and style of dramatic works.	uses prop and costume items in context appropriate to the genre and style of dramatic works.

\* *Theatrical conventions*: the specific actions, techniques or style an actor, writer or director employs to create a desired dramatic effect specific to the style, period and/or genre.

## Criterion 6: present polished drama works

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
shares drama works in an engaged manner, demonstrating sustained focus and energy appropriate to character	shares drama works with sustained focus and energy appropriate to character	shares drama works with focus and energy appropriate to character
engages audience with sensitivity, while supporting group members within the intention of the performance	engages audience, while supporting for group members within the intention of the performance	engages the audience without drawing inappropriate focus
uses drama skills with control and commitment as an integral part of the form, style and intention of the performance	uses drama skills to support the form, style and intention of the performance	uses drama skills to present a polished performance
reacts using appropriate eye contact during performance	reacts while sustaining appropriate eye contact during performances	uses eye contact appropriately during performances
accurately delivers memorised dramatic works.	accurately delivers memorised dramatic works with minimal inaccuracy.	delivers memorised dramatic works with minimal inaccuracy and/or prompts.

## Criterion 7: appraise personal drama skills

This criterion is both internally and externally assessed.

### Rating 'A'

The learner **reflects on and critically analyses** own drama works. The learner:

**Rating 'B'**

The learner *reflects on and analyses* own drama works. The learner:

**Rating 'C'**

The learner *reflects* on own drama works. The learner:

Rating A	Rating B	Rating C
accurately uses grammatical conventions, spelling and punctuation in written responses	accurately uses grammatical conventions, spelling and punctuation in written responses	uses grammatical conventions, spelling and punctuation to achieve clarity in written responses
critically selects relevant concepts and performance specific terminology to clarify and augment communication	selects and applies relevant concepts and dramatic terminology to appraise and develop ideas for own work	selects and applies concepts and some dramatic terminology when appraising own work
reflects in writing on a wide range of performance techniques and ideas to explain in detail, own dramatic work	reflects in writing on a range of performance techniques to develop ideas and own dramatic work	reflects in writing on performance techniques to develop and explain own dramatic work
evaluates own drama work within relevant reference to text, its context and its relationship to performance	appraises own drama work within detailed reference to text, its context and its relationship to performance	appraises own drama work within reference to text and its context
clearly identifies information, images, ideas and words of others used in the learner's work	clearly identifies information, images, ideas and words of others used in the learner's work	differentiates information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly
creates appropriate, well structured reference lists/bibliographies.	creates appropriate, structured reference lists/bibliographies.	creates appropriate reference lists/bibliographies.

**Criterion 8: appraise dramatic performances**

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
accurately uses grammatical conventions, spelling and punctuation in written responses	accurately uses grammatical conventions, spelling and punctuation in written responses	uses grammatical conventions, spelling and punctuation to achieve clarity in written responses
uses relevant concepts and theatrical terminology to clarify ideas and convey appropriate meaning when discussing drama works	uses relevant concepts and theatrical terminology to convey appropriate meaning when discussing drama works	uses some concepts and theatrical terminology when discussing drama works
evaluates the degree to which a wide range of production and performance techniques were successful, and provides detailed, informed justification for opinions	critically assesses the degree to which a range of production and performance techniques were successful, and provides justification for opinions	assesses the degree to which some production and performance techniques were successful, and provides justification for opinions

critically analyses drama as a performance art with reference to a wide range of appropriate dramatic elements*, and historical and cultural contexts	analyses drama as a performance art with reference to a range of appropriate dramatic elements*, and historical and cultural contexts	discusses drama as a performance art with reference to a limited range of dramatic elements*, and historical and cultural contexts
clearly identifies information, images, ideas and words of others used in the learner's work	clearly identifies information, images, ideas and words of others used in the learner's work	differentiates information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly
creates appropriate, well structured reference lists/bibliographies.	creates appropriate, structured reference lists/bibliographies.	creates appropriate reference lists/bibliographies.

\* *Dramatic elements* include: design and technical skill delivery in: lighting, sound and music, set, properties, costume, makeup and or AV; directorial shaping of performance; and effectiveness of acting performances. Learners will identify, understand and discuss the links between these dramatic elements.

### Qualifications Available

Drama Level 3 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

### Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 13 ratings (8 from the internal assessment, 5 from the external assessment).

The minimum requirement for an award in Drama Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

11 'A' ratings, 2 'B' ratings (4 'A' ratings, 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)

5 'A' ratings, 5 'B' ratings, 3 'C' ratings (2 'A' ratings, 2 'B' ratings, 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

7 'B' ratings, 5 'C' ratings (2 'B' ratings, 2 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)

11 'C' ratings (4 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## **Course Evaluation**

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

## **Course Developer**

The Department of Education acknowledges the significant leadership of Sharon Reibel, Julienne Coleman, Tammy Giblin, Darren Sangwell, Michelle Weeding, and critical friends.

## **Expectations Defined By National Standards**

There are no content statements developed by ACARA that are relevant to this course.

















## **Accreditation**

The accreditation period for this course is from 1 January 2015 to 31 December 2019.

## **Version History**

Version 1 – Accredited on 19 May 2014 for use in 2015 to 2019. This course replaces Drama (SDD315110) that expired on 31 December 2014.

## Supporting documents including external assessment material

-  [SDD315115 Assessment Report 2015.pdf](#) (2017-07-21 01:05pm AEST)
-  [SDD315115 Assessment Report 2016.pdf](#) (2017-07-21 01:05pm AEST)
-  [SDD315115 Exam Paper 2015.pdf](#) (2017-07-21 01:05pm AEST)
-  [SDD315115 Exam Paper 2016.pdf](#) (2017-07-21 01:05pm AEST)
-  [SDD315110 Assessment Report 2012.pdf](#) (2017-07-26 02:28pm AEST)
-  [SDD315110 Assessment Report 2013.pdf](#) (2017-07-26 02:28pm AEST)
-  [SDD315110 Assessment Report 2014.pdf](#) (2017-07-26 02:28pm AEST)
-  [SDD315110 Exam Paper 2012.pdf](#) (2017-07-26 02:30pm AEST)
-  [SDD315110 Exam Paper 2013.pdf](#) (2017-07-26 02:30pm AEST)
-  [SDD315110 Exam Paper 2014.pdf](#) (2017-07-26 02:30pm AEST)
-  [SDD315115 Exam Paper 2017.pdf](#) (2017-11-21 03:58pm AEDT)
-  [SDD315115 Assessment Report 2017.pdf](#) (2018-03-02 09:51am AEDT)
-  [SDD315115 Practical Assessment Cover Page Template.dotx](#) (2018-05-10 02:51pm AEST)
-  [SDD315115 TASC Exam Paper 2018.pdf](#) (2018-11-22 12:28pm AEDT)
-  [SDD315115 - Assessment Panel Report 2018.pdf](#) (2019-02-05 05:19pm AEDT)
-  [SDD315115 External Assessment Specifications.pdf](#) (2019-04-05 10:54am AEDT)