

Years 9–10 standard elaborations — Australian Curriculum v9.0: Drama

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Drama describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Years 9–10 Australian Curriculum: Drama achievement standard

By the end of Year 10, students analyse how and why the elements of drama, performance skills and/or conventions are manipulated in drama they create, perform and/or experience. They evaluate how drama in a range of styles and/or from a range of contexts communicates ideas, perspectives and/or meaning. They evaluate how drama is used to celebrate and challenge perspectives of Australian identity.

Students work individually and/or collaboratively to shape and manipulate use of the elements of drama, conventions and/or dramatic structures to communicate ideas, perspectives and/or meaning. They use performance skills relevant to style and/or form to sustain belief, roles and characters in performances of improvised, devised and/or scripted drama for audiences.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Drama for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/drama/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

Years 9–10 Drama standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Exploring and responding	discerning analysis of how and why the elements of drama, performance skills and/or conventions are manipulated in drama they create, perform and/or experience	informed analysis of how and why the elements of drama, performance skills and/or conventions are manipulated in drama they create, perform and/or experience	analysis of how and why the elements of drama, performance skills and/or conventions are manipulated in drama they create, perform and/or experience	description of how and/or why the elements of drama, performance skills and/or conventions are used in drama they create, perform and/or experience	identification of elements of drama, performance skills and/or conventions used in drama they create, perform and/or experience
	discerning evaluation of how: <ul style="list-style-type: none"> drama in a range of styles and/or from a range of contexts communicates ideas, perspectives and/or meaning drama is used to celebrate and challenge perspectives of Australian identity 	informed evaluation of how: <ul style="list-style-type: none"> drama in a range of styles and/or from a range of contexts communicates ideas, perspectives and/or meaning drama is used to celebrate and challenge perspectives of Australian identity 	evaluation of how: <ul style="list-style-type: none"> drama in a range of styles and/or from a range of contexts communicates ideas, perspectives and/or meaning drama is used to celebrate and challenge perspectives of Australian identity 	description of how: <ul style="list-style-type: none"> drama in a range of styles and/or from a range of contexts communicates ideas, perspectives and/or meaning drama is used to celebrate or challenge perspective/s of Australian identity 	identification of: <ul style="list-style-type: none"> drama in a range of styles and/or from a range of contexts drama used to celebrate or challenge perspective/s of Australian identity

	A	B	C	D	E
Creating and making	collaborative and/or individual: <ul style="list-style-type: none"> shaping, manipulation and use of elements of drama, conventions and/or dramatic structures to purposefully communicate ideas, perspectives and/or meaning 	collaborative and/or individual: <ul style="list-style-type: none"> shaping, manipulation and use of elements of drama, conventions and/or dramatic structures to effectively communicate ideas, perspectives and/or meaning 	collaborative and/or individual: <ul style="list-style-type: none"> shaping, manipulation and use of elements of drama, conventions and/or dramatic structures to communicate ideas, perspectives and/or meaning 	collaborative and/or individual: <ul style="list-style-type: none"> use of elements of drama, conventions and/or dramatic structures to communicate aspects of ideas, perspectives and/or meaning 	collaborative or individual: <ul style="list-style-type: none"> use of elements of drama, conventions and/or dramatic structures
Presenting and performing	discerning use of performance skills relevant to style and/or form to sustain belief, roles and characters in performances of improvised, devised and/or scripted drama for audiences.	informed use of performance skills relevant to style and/or form to sustain belief, roles and characters in performances of improvised, devised and/or scripted drama for audiences.	use of performance skills relevant to style and/or form to sustain belief, roles and characters in performances of improvised, devised and/or scripted drama for audiences.	variable use of performance skills relevant to style and/or form in performances of improvised, devised and/or scripted drama for audiences.	fragmented use of performance skills relevant to style and/or form in performances of improvised, devised and/or scripted drama for audiences.

Key **shading** emphasises the **qualities that discriminate between the A–E descriptors**



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