

EDUC4036: Specialist Studies in Drama 2

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This course explores the principles and practices of teaching and learning in senior Drama in New South Wales schools. Students will explore planning, programming and assessment for Stage 6 Drama; course and assessment requirements for the NSW Higher School Certificate for Drama; and current issues and trends affecting contemporary Drama education in schools. Informed by local and national curriculum documents and current Stage 6 Drama Prescriptions, this course will address core skills and understandings in Drama such as the elements of drama, improvisation, playbuilding, acting and elements of production in performance as well as theatre traditions and practice within Australia and broader contexts.
Requisites	Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of <ul style="list-style-type: none">- Three HSC band 5s (including one in English) or- 80 units of UoN courses or- Regulatory authority approved comparable pathways or equivalent
Contact Hours	Integrated Learning Session Online 6 hour(s) per Term Full Term Integrated Learning will typically consist of a series of online activities. Lecture Face to Face On Campus 1 hour(s) per Week for 8 Weeks Tutorial Face to Face On Campus 2 hour(s) per Week for 8 Weeks
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan Dr Christine Hatton Christine.Hatton@newcastle.edu.au (02) 4348 4105 Consultation: Please email to make an appointment.
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education VG30 V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	<ul style="list-style-type: none">• Contexts and connections – Stage 6 Drama Curriculum in NSW• Core practices and content in NSW Stage 6 Drama• Pedagogy into practice - planning for drama learning experiences in Stage 6• Assessment, reporting and examination in Stage 6 Drama• Teacher responsibilities in Stage 6 Drama• Teaching the Year 11 & 12 Content Areas• HSC examinations in Drama - teaching issues and requirements
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Develop lesson plans, programs, and assessment tasks for Stage 6 Drama, based on the principles of experiential drama learning2. Select and utilise suitable resources and technologies to deepen the Drama learning experience and engagement of students in the learning process3. Interpret and apply the course and assessment requirements of the NSW Higher School Certificate in Drama4. Understand and analyse key performance styles and theatrical traditions and their creative processes through practical modes of learning and the application of suitable methodologies5. Engage with current debates, theories and curriculum issues in the broader field of Drama education
Course Materials	<p>Required Reading:</p> <ul style="list-style-type: none">- Board of Studies. (2009). Stage 6 Drama Syllabus. Sydney: New South Wales Board of Studies. <p>Required Text:</p> <p>Hatton, C. & Lovesy, S. (2009). <i>Young at art: classroom playbuilding in practice</i>. Oxford: Routledge.</p> <p>Recommended Text:</p> <p>Burton, B. (2001). <i>Living drama</i>. Melbourne: Pearson.</p> <p>Other Resources:</p> <ul style="list-style-type: none">- HSC Drama Marking Guidelines Assessment and Reporting in Drama Stage 6

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Engaging with the field	Theory and practical	
2	4 Mar	Core practices and content in Stage 6 Drama	Theory and practical	
3	11 Mar	Planning for drama learning in Stage 6	Theory and practical	In class performance
4	18 Mar	a) Assessment, reporting and examination in Stage 6 Drama b) Teaching the content areas (Year 11 focus)	Theory and practical	Friday, 22 March, 2024, 11:59pm
5	25 Mar	HSC Drama teaching	Theory and practical	
6	1 Apr	Teaching the content areas: (Year 12 focus): Australian Drama & Theatre	Theory and practical	
7	8 Apr	Teaching the content areas (Year 12 focus) Studies in Drama and Theatre	Theory and practical	
Mid Term Break				
Mid Term Break				
8	29 Apr	HSC examinations in Drama	Theory and practical	Part 1 is due Friday, 3 May, 2024, 11:59pm
				Part 2 is due Friday, 7 June 2024, 11:59pm
Examination Period				
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Playbuilding task: Evaluation and planning	Friday, 22 March, 2024, 11:59pm	Individual	40%	2, 3, 5
2	Unit of work	Part 1 is due Friday, 3 May, 2024, 11:59pm Part 2 is due Friday, 7 June 2024, 11:59pm	Individual	60%	1, 2, 3, 4, 5

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Playbuilding task: Evaluation and planning

Assessment Type	Project
Purpose	The purpose of this assignment is to allow students to engage with a core component of Stage 6 Curriculum through a practical exploration and demonstration of creative and collaborative processes in playbuilding and a critical reflection on the concepts, implications and challenges of devising for curriculum implementation, drama teaching practice and student learning.
Description	<p>This is an individual written assignment submission that is based on a group experience of playbuilding using a topic drawn from the HSC Topic List. In this task students investigate the nature of the creative process in group devised works and the ways in which teacher facilitation can support the creative process in examination contexts. Students will engage theory on playbuilding, performance and drama pedagogy to analyse the key artistic processes at the centre of the Stage 6 Drama curriculum and examination processes in NSW. In small groups, students will collaborate, create and problem-solve to develop a draft short performance piece to be presented in tutorial time. This performance will become the basis for a written analysis and in-depth teacher reflection. Students will draw upon advanced knowledge of Drama curriculum and theories of theatre making to inform the performance and analysis. Students are assessed on the demonstration of sophisticated analytic skills, curriculum understanding and conceptual understandings about devised drama. Students will engage as reflective practitioners with the critical concepts, modes of inquiry and content of Stage 6 Drama and examine the implications of playbuilding practice for teaching, moderation, assessment, and examination.</p> <p>APST: 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.3</p> <p>Your written assignment needs to provide:</p> <ul style="list-style-type: none">a) a brief evaluation of the group's creative process and intentions for the work (250wds)b) a brief analysis of the way the work links to syllabus content and examination criteria (250wds)c) an evaluation of the piece in light of relevant drama curriculum and theatre theory on playbuilding and performance (500wds)d) identification of two critical issues an HSC teacher would need to pursue for the group in order to develop the work to its full potential for examination and a justification for appropriate strategies to address those issues in practice (500wds) <p>Students are to reference course readings and independent research in their analysis and use appropriate APA 7th referencing in their submission.</p>
Weighting	40%
Length	1500 words
Due Date	Friday 12 March 2024, 11:59pm
Submission Method	Online A coversheet is required for this assignment. Submission via Turnitin on the due date. Assignment will not be marked until all submission requirements are met.

Assessment Criteria	Quality submissions will demonstrate: <ol style="list-style-type: none">1. Skill in analysing and evaluating group playbuilding processes and performance2. An effective understanding of Stage 6 HSC Drama syllabus content and examination criteria3. Depth of analysis of relevant drama curriculum and theatre theory relating to playbuilding and theatre as an art form4. Skill in the identification and evaluation of critical teaching issues related to Stage 6 playbuilding processes5. Evidence of effective written communication and use of citation and bibliographic APA 7th referencing procedure.
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Return Method Online

Feedback Provided Online - Within three weeks of the task being submitted. A marking rubric will be provided.

Assessment 2 - Unit of work

Assessment Type Proposal / Plan

Purpose The purpose of this assignment is to give students the opportunity to apply an advanced understanding of Drama curriculum, syllabus and theatre theory to a unit planning project that addresses an HSC Drama examination topic. Students undertake research in their chosen topic and texts. They consider the key theatrical, social, political and personal contexts of the plays and practice within their chosen topic. They will analyse core components and artistic practice required and plan effective learning and assessment processes suitable for the Stage 6 classroom.

Description Students will research the topic in relation to the syllabus content, then use it to create a HSC unit plan which addresses the key concepts, dramatic forms, styles and contextual information required as the basis for experiential and collaborative learning in Stage 6 Drama. Students are required to select a topic and texts within the in the Australian Drama and Theatre (Core Study) section of the syllabus. In this unit plan students will interpret the topic, address curriculum outcomes and content, utilise effective assessment strategies for practical and written work and reflect an understanding of the HSC examination requirements. Students will provide a rationale for their plan and a weekly overview of the content covered and key strategies for catering for diverse learners and incorporating technologies to enhance the learning process. Students will plan a series of lessons and create resources that will support both experiential and theoretical applications of the topic content. Students are assessed on the quality of planning and their understanding of syllabus and theoretical content, learning design, as well as assessment and examination requirements in Stage 6 Drama. Students are to reference and adapt any sources used in their planning to ensure the planning is their own. Ensure all sources used are from published and authoritative sources (such as books, education authorities or established theatre companies). Strategies modelled in tutorials may be adapted for this assignment.

APST: 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 5.1, 5.2, 5.3

There are two parts to this assignment, each worth 30%.

Templates will be provided and must be used by students for this task.

Part 1 provides an overarching plan of the learning and assessments, and Part 2 provides six practical lesson plans that will engage learners experientially with foundational content and play texts of a topic study. The lessons must all be planned for the early stages of the teaching unit (weeks 1-6).

Part 1

This part of the unit is your overall planning across the 10 week term. It must include:

1. A unit rationale that briefly explains your overall aims and approach to the design of the learning process for this topic.
2. Syllabus objectives, outcomes and core content to be covered.
3. A ten-week unit map showing, in point form, the main content and key learning strategies to be covered each week.
4. A brief statement summarising how the unit caters for each of the following:
 - the needs of diverse learners
 - how the use of technology will be used to enhance the learning
 - support for literacy and numeracy development.
5. A list of the selected assessment strategies to be used within the unit (formal and informal, diagnostic, formative and summative) and an indication of when they occur in the unit and how feedback will be given.
6. Two formal summative assessment of learning tasks; one performance task and one written task that will assess student learning at the end of the unit. For each task, you must provide an assignment sheet to give to students that provides the task outline, marking criteria and marking guidelines. For each assessment task you must also create a student feedback sheet for moderation purposes.
7. A list of all the resources and references used in the unit or used to inform the unit (note: reference lists are required for Part 1 and 2 of this assignment).
8. Copies of at least two handouts created or referenced to support student learning within the unit (included as appendices)

Part 2

Based upon your HSC unit plan and feedback, you must create six lesson plans of one hour's duration each, focusing on three lessons for each play. These must all be practical workshop lessons which investigate the topic in practice, where students work with the key concepts of the topic rubric through experiential activities. These lessons target the early phase of the unit and provide students with the foundations to the topic and texts. Three practical workshop lessons are required on each play (six in total).

For each play, the following must be covered in your lessons:

- the contexts of the text and/or playwright (personal, social, historical, theatrical, political) and how these shaped the plays, their themes and performance styles
- an introduction to key characters via practical script work
- an investigation of the theatrical form and style of the play and its impact on the audience.

In addition to the experiential work covered, each lesson must also include strategies allocated to support student writing about their practical learning experiences. Each lesson should include practical strategies that will assist students in gathering workshop evidence so they can practice writing about their experiential drama work, in preparation for their written assessments and HSC examination.

Students should reference all sources appropriately using APA 7th referencing style.

Weighting	60%
Due Date	Part 1 is due Friday, 3 May, 2024, 11:59pm Part 2 is due Friday, 7 June 2024, 11:59pm
Submission Method	Online A coversheet is required for this assignment. Submission via Turnitin on the due date. Assignment will not be marked until all submission requirements are met.
Assessment Criteria	Quality submissions will demonstrate: 1. An understanding of Stage 6 Drama syllabus content and examination requirements 2. A sound understanding of drama content, texts and practice associated with the chosen topic 3. Effective teaching strategies for high quality practical drama learning experiences that activate key aspects of the topic rubric 4. Use of a range of appropriate and effective assessment strategies to support and assess the learning process 5. Effective analysis, synthesis and organisation of knowledge and information in coherent and informed written responses.
Return Method	Online
Feedback Provided	Online - within three weeks of task submission. A marking rubric will be provided.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas) As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

Adverse Circumstances The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#)

Important Policy Information The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the [policies and procedures](#) that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC4036 Specialist Studies in Drama 2 - Assessment Task 1 Playbuilding Task (40% weighting)

SUMMARY OF TASK CRITERIA	Working below expectations: <i>Unsatisfactory</i>	Working towards: <i>Developing</i>	Working at expectations: <i>Effective</i>	Working beyond: <i>Well developed</i>	Working well beyond: <i>Outstanding</i>	Mark out of:
	0-1	1.5 - 2	2.5 - 3	3.5 - 4	4.5 - 5	/5
1. Analysis the group's creative process and intentions in light of syllabus content and examination criteria = /10						
Analyses the group's creative process and intentions for the piece at this early stage of its development	Does not provide any the group's creative process and intentions for the piece at this early stage of its development	Provides limited analysis of the group's creative process and intentions for the piece at this early stage of its development	Provides a satisfactory analysis of the group's creative process and intentions for the piece at this early stage of its development	Provides a substantial analysis of the group's creative process and intentions for the piece at this early stage of its development	Provides an excellent analysis of the group's creative process and intentions for the piece at this early stage of its development	/5
Analyses how the work reflects the HSC syllabus and examination criteria	Fails to analyse the piece in relation to the HSC syllabus and examination criteria	Provides a limited analysis of the piece in relation to the HSC syllabus and examination criteria	Provides a satisfactory and/or general analysis of the piece in relation to the HSC syllabus and examination criteria	Provides an effective analysis of the piece in relation to the HSC syllabus and examination criteria	Provides an exemplary analysis of the piece in relation to the HSC syllabus and examination criteria	/5
	0-4	3-9	10-12	13-17	18 - 20	/20
2. Evaluate the piece in relation to drama curriculum AND theatre theory about playbuilding and performance - /40						
Select relevant drama curriculum and theatre theory to support your argument	No use of relevant drama curriculum and theatre theory to support the argument	Limited use of relevant drama curriculum and theatre theory to support the argument	Uses some relevant drama curriculum and theatre theory to support the argument	Effective use of relevant drama curriculum and theatre theory to support the argument	Excellent use of relevant drama curriculum and theatre theory to support the argument	/20
Critically evaluate the piece in relation to the chosen theory	Does not critically evaluate the piece in relation to the chosen theory	Provides a limited critical evaluation of the piece in relation to the chosen theory	Provides a general critical evaluation of the piece in relation to the chosen theory	Provides a strong critical evaluation of the piece in relation to the chosen theory	Provides an outstanding critical evaluation of the piece in relation to the chosen theory	/20
	0-4	3-9	10-12	13-17	18 - 20	/20
3. Identification of critical issues and justification of intervention strategies - /40						
Identifies two critical issues impacting the group's development of a quality piece of theatre for examination	Does not identify two critical issues impacting the group's development of a quality piece of theatre for examination	Identifies one issue impacting the group's development of a quality piece of theatre for examination. Or identifies two issues that are not critical for the group and/or irrelevant to the group's development of a quality piece of theatre for examination	Identifies two broad issues impacting the group's development of a quality piece of theatre for examination	Identifies two critical issues impacting the group's development of a quality piece of theatre for examination	Perceptively identifies two critical issues impacting the group's development of a quality piece of theatre for examination	/20
Selects appropriate teaching strategies and justifies the approach taken	Does not provide appropriate teaching strategies and justification for the approach taken	Provides minimal teaching strategies and little justification for the approach taken	Provides satisfactory teaching strategies and a basic justification for the approach taken	Provides effective teaching strategies and a sound justification for the approach taken	Provides highly effective teaching strategies and an excellent justification for the approach taken	/20
	0-1	1.5 - 2	2.5 - 3	3.5 - 4	4.5 - 5	/5

4. Written Communication - /10						
Analyses, synthesises and organises knowledge in a coherent framework	Poor written communication with no analysis, synthesis and organisation in a coherent framework	Poor written communication with limited analysis, synthesis and organisation in a coherent framework	Adequate written communication with some analysis, synthesis and organisation in a coherent framework	Substantial written communication with sound analysis, synthesis and organisation in a coherent framework	Outstanding written communication with excellent analysis, synthesis and organisation in a highly coherent framework	/5
Uses APA 7th citation and bibliographic referencing procedures	Incorrect academic referencing	Frequent incorrect academic referencing	Mostly correct academic referencing	Correct academic referencing	Exemplary academic referencing	/5
					TOTAL	/100

EDUC4036 Specialist Studies in Drama 2 - Assessment Task 2 (PART 1) Unit of Work (30% weighting)

SUMMARY OF TASK CRITERIA	Working below expectations: <i>Unsatisfactory</i>	Working towards: <i>Developing</i>	Working at expectations: <i>Effective</i>	Working beyond: <i>Well developed</i>	Working well beyond: <i>Outstanding</i>	Mark out of:
	0-2	3-4	5-6	7-8	9 - 10	/10
1. Curriculum understanding – /30						
Understanding of the Stage 6 syllabus and the importance of collaborative and experiential inquiry in drama	Poor understanding of the Stage 6 syllabus and the importance of collaborative and experiential inquiry in drama	Limited understanding of the Stage 6 syllabus and the importance of collaborative and experiential inquiry in drama	Satisfactory understanding of the Stage 6 syllabus and the importance of collaborative and experiential inquiry in drama	Effective understanding of the Stage 6 syllabus and the importance of collaborative and experiential inquiry in drama	Excellent understanding of the Stage 6 syllabus and the importance of collaborative and experiential inquiry in drama	/10
Understanding of the HSC examination requirements for a Drama topic study	No understanding of the HSC examination requirements for a Drama topic study	Minimal understanding of the HSC examination requirements for a Drama topic study	Satisfactory understanding of the HSC examination requirements for a Drama topic study	Substantial understanding of the HSC examination requirements for a Drama topic study	Thorough understanding of the HSC examination requirements for a Drama topic study	/10
Depth of understanding of the content, play texts and practice associated with the chosen topic.	Lacks depth of understanding of the content, play texts and practice associated with the chosen topic	Minimal depth of understanding of the content, play texts and practice associated with the chosen topic	Adequate depth of understanding of the content, play texts and practice associated with the chosen topic	Substantial depth of understanding of the content, play texts and practice associated with the chosen topic	Exemplary depth of understanding of the content, play texts and practice associated with the chosen topic	/10
	0-1	1.5 - 2	2.5 - 3	3.5 - 4	4.5 - 5	/5
2. Approach to learning design - /20						
Provides a sound rationale for the learning design of the unit	Provides no rationale for the learning design of the unit	Provides a limited rationale for the learning design of the unit	Provides a satisfactory rationale for the learning design of the unit	Provides a substantial rationale for the learning design of the unit	Provides an excellent rationale for the learning design of the unit	/5
Caters for the needs of diverse learners	Does not cater for the needs of diverse learners	Caters for the needs of diverse learners in minimal or general ways	Caters for the needs of diverse learners in satisfactory ways	Caters for the needs of diverse learners in substantial ways	Caters for the needs of diverse learners in highly effective ways	/5
Integrates technologies to enhance the learning experience	No integration of technologies to enhance the learning experience	Minimal or superficial integration of technologies to enhance the learning experience	Adequate integration of technologies to enhance the learning experience	Sound integration of technologies to enhance the learning experience	Highly effective integration of technologies to enhance the learning experience	/5
Incorporates effective strategies for addressing literacy and numeracy	Does not incorporate effective strategies for addressing literacy and numeracy	Minimal incorporation of effective strategies for addressing literacy and numeracy	Satisfactory incorporation of effective strategies for addressing literacy and numeracy	Substantial incorporation of effective strategies for addressing literacy and numeracy	Excellent incorporation of effective strategies for addressing literacy and numeracy	/5
	0-2	3-4	5-6	7-8	9 - 10	/10
3. Unit planning and design - /20						
Design and sequence effective and engaging learning experiences that address both practical and written requirements of the HSC Drama Course	Poor design and sequencing of learning experiences. Strategies do not address both practical and written requirements of the HSC Drama Course	Limited design and sequencing of learning experiences. Strategies address both practical and written requirements of the HSC Drama Course at some level	Satisfactory design and sequencing of learning experiences. Strategies used generally address both practical and written requirements of the HSC Drama Course	Substantial design and sequencing of effective and engaging learning experiences. Strategies used address both practical and written requirements of the HSC Drama Course	Exemplary design and sequencing of effective and engaging learning experiences. Highly effective strategies used that address both practical and written requirements of the HSC Drama Course	/10
Provides effective resources to deepen and support student learning at HSC level	No resources included	Some simplistic resources included and/or resources are not effectively tailored to HSC level topic study	Some satisfactory resources included, not tailored to HSC level topic study	Effective resources included, appropriately tailored to HSC level topic study	Excellent resources included to deepen and support student learning at HSC level topic study	/10
	0-2	3-4	5-6	7-8	9 - 10	/10

4. Assessment design - /20						
Incorporate timely and appropriate formative assessment strategies to support student learning and provide critical feedback to students (on practical and written work)	Did not incorporate timely and appropriate formative assessment strategies to support student learning and provide critical feedback to students (on practical and written work)	Incorporated some basic and appropriate formative assessment strategies to support student learning and provided some occasions for critical feedback to students (on practical and written work)	Incorporated satisfactory and appropriate formative assessment strategies to support student learning and provided regular occasions for critical feedback to students (on practical and written work)	Incorporated timely and appropriate formative assessment strategies to support student learning and provided regular occasions for effective critical feedback to students (on practical and written work)	Incorporated excellent timely and appropriate formative assessment strategies to support student learning and gave strategic critical feedback to students (on practical and written work)	/10
Design <u>two</u> effective summative tasks (practical and written) derived from syllabus outcomes and content	No tasks were submitted and/or the tasks were not derived from syllabus outcomes and content	Designed <u>two</u> basic summative tasks (practical and written) generally derived from syllabus outcomes and content, with some errors	Designed <u>two</u> satisfactory summative tasks (practical and written) derived from syllabus outcomes and content	Designed <u>two</u> effective summative tasks (practical and written) that were clearly derived from syllabus outcomes and content	Designed <u>two</u> highly effective summative tasks (practical and written) that interpreted syllabus outcomes and content in creative ways	/10
	0-1	1.5 - 2	2.5 - 3	3.5 - 4	4.5 - 5	
4. Written communication – /10						
Analyse, synthesise and organise knowledge in a coherent framework	Poor written communication with no analysis, synthesis and organisation in a coherent framework	Poor written communication with limited analysis, synthesis and organisation in a coherent framework.	Adequate written communication with some analysis, synthesis and organisation in a coherent framework	Substantial written communication with sound analysis, synthesis and organisation in a coherent framework	Outstanding written communication with excellent analysis, synthesis and organisation in a highly coherent framework	/5
Uses APA 7th citation and bibliographic referencing procedures	Incorrect academic referencing	Frequent incorrect academic referencing	Mostly correct academic referencing	Correct academic referencing	Exemplary academic referencing	/5
					TOTAL	/100

EDUC4036 Specialist Studies in Drama 2 - Assessment Task 2 (PART 2) Unit of Work (30% weighting)

SUMMARY OF TASK CRITERIA	Working below expectations:	Working towards:	Working at expectations:	Working beyond:	Working well beyond:	Mark out of:
	<i>Unsatisfactory</i>	<i>Developing</i>	<i>Effective</i>	<i>Well developed</i>	<i>Outstanding</i>	
	0-2	3-4	5-6	7-8	9 - 10	/10
1. Curriculum understanding – /30						
Lessons show an understanding of the Stage 6 syllabus and the importance of collaborative and experiential inquiry in drama	Poor understanding of the Stage 6 syllabus and the importance of collaborative and experiential inquiry in drama	Limited understanding of the Stage 6 syllabus and the importance of collaborative and experiential inquiry in drama	Satisfactory understanding of the Stage 6 syllabus and the importance of collaborative and experiential inquiry in drama	Effective understanding of the Stage 6 syllabus and the importance of collaborative and experiential inquiry in drama	Excellent understanding of the Stage 6 syllabus and the importance of collaborative and experiential inquiry in drama	/10
Lessons show an understanding of the HSC examination requirements for a Drama topic study	No understanding of the HSC examination and prescription requirements for a Drama topic study	Minimal understanding of the HSC examination and prescription requirements for a Drama topic study	Satisfactory understanding of the HSC examination and prescription requirements for a Drama topic study	Substantial understanding of the HSC examination and prescription requirements for a Drama topic study	Thorough understanding of the HSC examination and prescription requirements for a Drama topic study	/10
Lessons show a depth of understanding of the content, play texts and practice associated with the chosen topic	Lacks depth of understanding of the content, play texts and practice associated with the chosen topic	Minimal depth of understanding of the content, play texts and practice associated with the chosen topic.	Adequate depth of understanding of the content, play texts and practice associated with the chosen topic	Substantial depth of understanding of the content, play texts and practice associated with the chosen topic.	Exemplary depth of understanding of the content, play texts and practice associated with the chosen topic	/10
	0-2	3-4	5-6	7-8	9 - 10	/10
3. Lesson planning and design - /40						
Design six effective and engaging learning experiences that address both practical <u>and</u> written requirements of the HSC Drama Course	Poor design of six learning experiences. Strategies do not address both practical <u>and</u> written requirements of the HSC Drama Course	Limited /inconsistent design of six learning experiences. Strategies address both practical <u>and</u> written requirements of the HSC Drama Course at some level	Satisfactory design of six learning experiences. Strategies used generally address both practical <u>and</u> written requirements of the HSC Drama Course	Substantial design of six effective and engaging learning experiences. Strategies used address both practical <u>and</u> written requirements of the HSC Drama Course	Exemplary design of six effective and engaging learning experiences. Highly effective strategies used that address both practical <u>and</u> written requirements of the HSC Drama Course	/10
Selection of appropriate drama teaching strategies to explore the topic that are grounded in experiential learning, suitable for an HSC class	Very poor selection of drama teaching strategies to explore the topic that are grounded in experiential learning, and/or uses a number of strategies inappropriate for the drama classroom	Limited selection of drama teaching strategies to explore the topic that are grounded in experiential learning, and/or uses some strategies inappropriate for the drama classroom	Satisfactory selection of appropriate drama teaching strategies to explore the topic that are grounded in experiential learning	Substantial selection of appropriate drama teaching strategies to explore the topic that are grounded in experiential learning	Excellent selection of highly appropriate drama teaching strategies to explore the topic that are grounded in experiential learning	/10
Effective sequencing and pacing provided for rich and creative learning processes	Weak in sequencing and pacing of the learning processes	Inconsistent and/or poorly conceived sequencing and pacing of the creative learning processes	Provided adequate sequencing and pacing provided for rich and creative learning processes	Effective sequencing and pacing provided for rich and creative learning processes	Clever use of sequencing and pacing provided for rich and creative learning processes	/10
Provides effective resources in the lessons to deepen and support student learning at HSC level	No resources included	Some simplistic resources included and/or resources are not effectively tailored to HSC level topic study	Some satisfactory resources included, not tailored to HSC level topic study	Effective resources included, appropriately tailored to HSC level topic study	Excellent resources included to deepen and support student learning at HSC level	/10
	0-2	3-4	5-6	7-8	9 - 10	/10
4. Assessment design - /20						

Incorporates timely and appropriate formative assessment strategies within lessons to support student learning	Did not incorporate timely and appropriate formative assessment strategies within lessons to support student learning	Incorporated some basic and appropriate formative assessment within lessons to support student learning	Incorporated satisfactory and appropriate formative assessment strategies within lessons to support student learning	Incorporated timely and appropriate formative assessment within lessons to support student learning	Incorporated excellent timely and appropriate formative assessment strategies within lessons to support student learning	/10
Consider the mode and timing of strategic critical feedback to students in the lesson sequence (on practical and written work)	Does not consider the mode and timing of strategic critical feedback to students in the lesson sequence (on practical and written work)	Minimal consideration of the mode and timing of strategic critical feedback to students in the lesson sequence (on practical and written work)	Satisfactory consideration of the mode and timing of strategic critical feedback to students in the lesson sequence (on practical and written work)	Effective consideration of the mode and timing of strategic critical feedback to students in the lesson sequence (on practical and written work)	Excellent consideration of the mode and timing of strategic critical feedback to students in the lesson sequence (on practical and written work)	/10
	0-1	1.5 - 2	2.5 - 3	3.5 - 4	4.5 - 5	
4. Written communication – /10						
Analyse, synthesise and organise knowledge in a coherent framework	Poor written communication with no analysis, synthesis and organisation in a coherent framework	Limited written communication with limited analysis, synthesis and organisation in a coherent framework	Satisfactory written communication with some analysis, synthesis and organisation in a coherent framework	Substantial written communication with sound analysis, synthesis and organisation in a coherent framework	Outstanding written communication with excellent analysis, synthesis and organisation in a highly coherent framework	/5
Uses APA 7th citation and bibliographic referencing procedures	Incorrect/or no academic referencing	Frequent incorrect academic referencing	Mostly correct academic referencing	Correct academic referencing	Exemplary academic referencing	/5
					TOTAL	/100