

**Public Consultation Report 2021
Drama and Specialist Drama**

ACT Board of Senior Secondary Studies

Public Consultation Report 2021

Drama A/T/M

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the writing team.
- Amendments to the course have been made where required, as a result of the consultation process.

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Topic	Comment	Developers Response
<p>Q2 COURSE RATIONALE</p> <p>The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students.</p>	<p>1 agree 4 strongly agree</p>	
<p>Q3 COURSE GOALS</p> <p>The course goals are clear about the intended learning but allow flexibility.</p>	<p>5 agree</p>	
<p>Q4 Unit Title:</p> <p>Creativity in Drama</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>2 agree 3 disagree</p> <p>4.1 All performances require a creative element this is an oversimplification of Drama and most of these elements are required in any performance task.</p> <p>4.2 The unit description is very broad. Is there a way of being more specific and reference theatre practitioners that focus on the human experience similar to what has been addressed in the content descriptions?</p>	<p>4.1 Yes, the developers agree that creativity will occur in all units. The four units are intended to be interconnected. This unit allows the creative processes of actors, directors, playwrights and/or producers to be taught explicitly. Teachers will target particular approaches to the creative process for student consideration as a part of their programs of learning. This will build capacity for subsequent work. The four units are intended to be interconnected.</p> <p>4.2 Unit descriptions are designed to provide a brief overview and a conceptual focus. The specific knowledge, skills and understandings are conveyed in the content descriptions, and which provide examples. Courses are designed to allow for flexibility, rather than being highly prescriptive and specifying particular theatre practitioners that teachers must include.</p>

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Topic	Comment	Developers Response
<p>Q5 Unit Title: Creativity in Drama The specific unit goals are clearly outlined and appropriate to the unit.</p>	<p>4 agree 1 disagree 5.1 very basic and overly general.</p>	<p>5.1 They are broad, conceptual and general by design to describe the learning outcomes of the unit and address the Achievement Standards, which are common across all units. They are not a syllabus.</p> <p>This unit allows the central notion of creativity and the creative processes of actors, directors, playwrights and/or producers to be taught explicitly. Teachers will target particular approaches for student consideration as a part of their programs of learning.</p> <p>Teachers will refer to goals, content descriptions and achievement standards to develop a specific program of learning that explores these key concepts and methodologies.</p>
<p>Q6 Unit Title: Creativity in Drama The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>3 agree 1 disagree 1 strongly disagree 6.1 This is the most helpful section of the unit as it refers the specific theatre examples.</p>	<p>6.1 Teachers will refer to goals, content descriptions and achievement standards to develop a specific program of learning that explores these key concepts and methodologies. The examples are to suggest possibilities not prescribe content.</p>
<p>Q7 Unit Title: Creativity in Drama The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>4 agree 1 strongly disagree</p>	

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Topic	Comment	Developers Response
<p>Q8 Unit Title: Communicating Meaning in Drama</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>3 agree 2 disagree</p> <p>8.1 "clearly describes" is not an accurate description</p> <p>8.2 This is by far the most specific unit description out of the four core units</p> <p>8.3 Again all performance has an aim and a meaning. This is not a separate unit of work</p> <p>8.4 There is significant overlap between this and the English T unit with a similar title</p>	<p>8.1 The ACT system empowers teachers to develop programs of learning based on the concepts outlined in the curriculum. Unit descriptions are designed to provide a brief overview and a conceptual focus. The specific knowledge, skills and understandings are conveyed in the specific unit goals and content descriptions, which serve that purpose. Courses are designed to allow for flexibility, rather than being highly prescriptive and</p> <p>8.2 Noted.</p> <p>8.3 This unit allows the particular communicative techniques of chosen forms and genres within the program of learning to be deconstructed and understood. This is a key skill set in Drama and will allow it to be explicitly taught. This will build capacity for subsequent work.</p> <p>8.4 The unit structure was developed based on expert advice and consultation. While the title of the units may be similar, the content descriptions reveal quite a different emphasis. In the delivery of Drama, the performance and production elements provide a different focus to the English T unit. Further, as both disciplines engage with text, i.e. written text, performed text, spoken text, there are commonalities in the frameworks of analysis.</p>

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<p>Q9 Unit Title:</p> <p>Communicating Meaning in Drama</p> <p>The specific unit goals are clearly outlined and appropriate.</p>	<p>4 agree</p> <p>1 disagree</p> <p>9.1 Again, all performance has an aim and a meaning. This is not a separate unit of work</p> <p>9.2 There is significant overlap between this and the English T unit with a similar title</p> <p>9.3 "clearly is not an accurate description</p>	<p>9.1 This unit allows the particular communicative techniques of chosen forms and genres within the program of learning to be deconstructed and understood. This is a key skill set in Drama and will allow it to be explicitly taught. This will build capacity for subsequent work.</p> <p>9.2 The unit structure was developed based on expert advice and consultation. As both disciplines engage with text, i.e. written text, performed text, spoken text, there are commonalities in the frameworks of analysis. English's approach will not necessarily include performance and production elements.</p> <p>9.3 The ACT system empowers teachers to develop the program of learning based on the needs of their context, the unit description, specific unit goals, Content Descriptions and Achievement Standards.</p>
<p>Q10 Unit Title:</p> <p>Communicating Meaning in Drama</p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>4 agree</p> <p>1 disagree</p> <p>10.1 There is significant overlap between this and the English T unit with a similar title.</p> <p>10.2 Please add Bertolt Brecht to the example theatre practitioners.</p>	<p>10.1 The unit structure was developed based on expert advice and consultation. While the title of the units may be similar, the content descriptions reveal quite a different emphasis. In the delivery of Drama, the performance and production elements provide a different focus to the English T unit. As both disciplines engage with text, i.e. written text, performed text, spoken text, there are commonalities in the frameworks of analysis.</p> <p>10.2 You will find Brecht in the Innovation unit. The developers tried not to repeat examples. Teachers should feel free to use Brecht when suitable for their context but should not substantially duplicate content across units.</p>

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<p>Q11 Unit Title:</p> <p>Communicating Meaning in Drama</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>3 agree</p> <p>1 disagree</p> <p>11.1 There is significant overlap between this and the English T unit with a similar title.</p> <p>11.2 An experienced teacher yes...def not an early career teacher</p> <p>11.3 It is too broad it does not give enough structure to make sure each school will create the same type of unit</p>	<p>11.1 The unit structure was developed based on expert advice and consultation. While the title of the units may be similar, the content descriptions reveal quite a different emphasis. In the delivery of Drama, the performance and production elements provide a different focus to the English T unit. As both disciplines engage with text, i.e. written text, performed text, spoken text, there are commonalities in the frameworks of analysis.</p> <p>11.2 The ACT system empowers teachers to develop the program of learning based on the concepts outlined in the curriculum. Working collaboratively to develop programs of learning would provide support for an early career teacher.</p> <p>11.3 Curriculum developed for ACT senior secondary students is designed to allow flexibility, to address the needs and interests of students, the context of the school and the students</p> <p>Teachers will develop a program of learning on the concept communication. Teachers will be able to explore communication in depth. The unit content description and Achievement standards combined will provide guidance for teachers.</p>
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<p>Q12 Unit Title:</p> <p>Drama in Context</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>2 agree</p> <p>2 disagree</p> <p>12.1 It is too broad. It does not give enough structure to make sure each school will create the same type of units.</p> <p>12.2 There is significant overlap between this and the English T unit with a similar title.</p> <p>12.3 Be more specific that stating. "Students engage with a range of perspectives through exploration of different genres, forms, practices, approaches, and techniques". Can you refer to specific genres and techniques</p> <p>12.4 All performances have a context.</p> <p>12.5 There is significant overlap between this and the English T unit "Perspectives"</p>	<p>12.1 Curriculum developed for ACT senior secondary students is designed to allow flexibility, to address the needs and interests of students, the context of the school and the students Teachers will develop a program of learning on the concept communication. Teachers will be able to explore communication in depth. The unit content description and Achievement standards combined will provide guidance for teachers.</p> <p>12.2 The unit structure was developed based on expert advice and consultation. While the title of the units may be similar, the content descriptions reveal quite a different emphasis. In the delivery of Drama, the performance and production elements provide a different focus to the English T unit. As both disciplines engage with text, i.e. written text, performed text, spoken text, there are commonalities in the frameworks of analysis.</p> <p>12.3 The unit description provides an overview, while content descriptions have specific examples to support teacher thinking and planning.</p> <p>12.4 Yes, the developers agree. This will give rich topics for study.</p> <p>12.5 The English T unit has been developed based on the ACARA Senior Secondary English curriculum. It has specific elaborations of content based on the study of English as a discipline. The Drama course is not based on the same Framework or Achievement Standards as English. These differences will ensure the delivery of an entirely different unit – and course.</p>
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<p>Q13 Unit Title: Drama in Context The specific unit goals are clearly outlined and appropriate.</p>	<p>4 agree 1 disagree 13.1 All performances have a context. 13.2 There is significant overlap between this and the English T unit "Perspectives"</p>	<p>13.1 Yes, the developers agree. This will give rich topics for study. 13.2 The English T unit has been developed based on the ACARA Senior Secondary English curriculum. It has specific elaborations of content based on the study of English as a discipline. The Drama course is not based on the same Framework or Achievement Standards as English. These differences will ensure the delivery of an entirely different unit – and course.</p>
<p>Q14 Unit Title: Drama in Context The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>4 agree 1 strongly disagree 14.1 There is significant overlap between this and the English T unit "Perspectives" 14.2 "clearly elaborate " is not an accurate description 14.3 Please use more up to date and contemporary text examples rather than "Summer of the Seventeenth Doll".</p>	<p>14.1 The English T unit has been developed based on the ACARA Senior Secondary English curriculum. It has specific elaborations of content based on the study of English as a discipline. The Drama course is not based on the same Framework or Achievement Standards as English. These differences will ensure the delivery of an entirely different unit – and course. 14.2 Teachers will develop their program of learning based on the concepts outlined in the curriculum. 14.3 Suggested examples are not prescriptive. They have been selected to indicate a wide range of contexts, including historical contexts. The developers have used a range of examples across units to indicate the wide variety of options. A more contemporary example has been added.</p>

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<p>Q15 Unit Title: Drama in Context The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 agree 1 strongly disagree 15.1 There is significant overlap between this and the English T unit "Perspectives" 15.2 "clearly describes" is not an accurate description</p>	<p>15.1 The English T unit has been developed based on the ACARA Senior Secondary English curriculum. It has specific elaborations of content based on the study of English as a discipline. The Drama course is not based on the same Framework or Achievement Standards as English. These differences will ensure the delivery of an entirely different unit – and course. 15.2 Teachers will develop their program of learning based on the concepts outlined in the curriculum.</p>
<p>Q16 Unit Title: Adaptation in Drama The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>2 agree 1 disagree 1 strongly disagree 16.1 'Adaptation in drama' is basically the 'Comparative Texts' English T unit, with a theatrical bent. There is significant overlap there with English. 16.2 An experienced teacher yes...def not an early career teacher</p>	<p>16.1 The English T unit has been developed based on the ACARA Senior Secondary English curriculum. It has specific elaborations of content based on the study of English as a discipline. The Drama course is not based on the same Framework or Achievement Standards as English. These differences will ensure the delivery of an entirely different unit – and course. 16.2 Working collaboratively to develop programs of learning would provide support for an early career teacher.</p>
<p>Q17 Unit Title: Adaptation in Drama The specific unit goals are clearly outlined and appropriate.</p>	<p>3 agree 2 strongly disagree 17.1 'Adaptation in drama' is basically the 'Comparative Texts' English T unit, with a theatrical bent. There is significant overlap there with English.</p>	<p>17.1 The English T unit has been developed based on the ACARA Senior Secondary English curriculum. It has specific elaborations of content based on the study of English as a discipline. The Drama course is not based on the same Framework or Achievement Standards as English. These differences will ensure the delivery of an entirely different unit – and course.</p>

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<p>Q18 Unit Title:</p> <p>Adaptation in Drama</p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>2 agree</p> <p>1 disagree</p> <p>2 strongly disagree</p> <p>18.1 'Adaptation in drama' is basically the 'Comparative Texts' English T unit, with a theatrical bent. There is significant overlap there with English.</p> <p>18.2 "clearly" is not an accurate description</p> <p>18.3 More theatre examples/ practitioners need to be included in the content descriptors</p>	<p>18.1 The English T unit has been developed based on the ACARA Senior Secondary English curriculum. It has specific elaborations of content based on the study of English as a discipline. The Drama course is not based on the same Framework or Achievement Standards as English. These differences will ensure the delivery of an entirely different unit – and course.</p> <p>18.2 The ACT system empowers teachers to develop the program of learning based on the concepts outlined in the curriculum.</p> <p>18.3 Suggested examples are not prescriptive. They have been selected to indicate a wide range of contexts, including historical contexts. The developers have used a range of examples across units to indicate the wide variety of options. Some more examples have been added.</p>
<p>Q19 Unit Title:</p> <p>Adaptation in Drama</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>2 agree</p> <p>1 disagree</p> <p>2 strongly disagree</p> <p>19.1 'Adaptation in drama' is basically the 'Comparative Texts' English T unit, with a theatrical bent. There is significant overlap there with English</p> <p>19.2 An EXPERIENCED teacher yes...def not an early career teacher</p>	<p>19.1 The English T unit has been developed based on the ACARA Senior Secondary English curriculum. It has specific elaborations of content based on the study of English as a discipline. The Drama course is not based on the same Framework or Achievement Standards as English. These differences will ensure the delivery of an entirely different unit – and course.</p> <p>19.2 Working collaboratively to develop programs of learning would provide support for an early career teacher.</p>

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<p>Q20 Unit Title: Independent Study The unit description clearly explains the purpose of a negotiated study.</p>	<p>4 agree 1 disagree 20.1 Similar to previous independent unit. 20.2 Please note that "Independent" should not be capitalised in the unit blurb. This error needs to be rectified. And where is the Principal's written permission to be stored? This requirement is absurd and should be dictated at a faculty level 20.3 An experienced teacher yes...def not an early career teacher</p>	<p>20.1 Noted 20.2 The design of the unit titled Independent Unit has been Board endorsed for delivery in ACT senior secondary schools and will be reflected in all courses in 2022. 20.3 Working collaboratively to develop programs of learning would provide support for an early career teacher.</p>
<p>Q21 Unit Title: Independent Study The specific unit goals are clearly outlined sufficiently flexible for developing a negotiated study.</p>	<p>5 agree</p>	
<p>Q22 Unit Title: Independent Study The content descriptions clearly elaborate on the unit description and the specific unit goals for developing a negotiated study.</p>	<p>4 agree 1 disagree 22.1 An experienced teacher yes...def not an early career teacher</p>	<p>22.1 Working collaboratively to develop programs of learning would provide support for an early career teacher.</p>

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<p>Q23 Unit Title: Independent Study The content descriptions allow flexibility and sufficient guidance about what is to be taught.</p>	<p>5 agree</p>	
<p>Q24 Unit Title: Independent Study The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>3 agree 2 disagree 24.1 An experienced teacher yes...def not an early career teacher</p>	<p>24.1 Working collaboratively to develop programs of learning would provide support for an early career teacher.</p>

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Specialist Drama A/T/M

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- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the writing team.
- Amendments to the course have been made where required, as a result of the consultation process.

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Topic	Comment	Developers Response
Q1 Which school are you from?		
Q2 COURSE RATIONALE The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students.	No responses	
Q3 COURSE GOALS The course goals are clear about the intended learning but allow flexibility.	1 agree Please see general comment below for Drama and Specialised Drama (and a final general comment re assessment weightings for consideration for ALL the new arts courses).	The Arts Framework was developed in 2020. Public consultation was a formal part of this process. Weightings were considered in the Arts Framework consultation. The Framework has now been Board endorsed. A copy of responses to the Arts Framework are available on the BSSS website. The Achievement Standards, unit goals and content descriptions require a range of task types to be provided. The open table allows focus on meaningful and authentic tasks as opposed to being concerned with the weighting balance between making and responding. Tasks that synthesise both strands can be more easily offered. (Note: No general comment was made)

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<p>Q4 Unit Title:</p> <p>Innovation in Drama</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>1 agree</p> <p>Please see general comment below for Drama and Specialised Drama (and a final general comment re assessment weightings for consideration for ALL the new arts courses).</p>	<p>The Arts Framework was developed in 2020. Public consultation was a formal part of this process. Weightings were considered in the Arts Framework consultation. The Framework has now been Board endorsed. A copy of responses to the Arts Framework are available on the BSSS website. The Achievement Standards, unit goals and content descriptions require a range of task types to be provided. The open table allows focus on meaningful and authentic tasks as opposed to being concerned with the weighting balance between making and responding. Tasks that synthesise both strands can be more easily offered.</p> <p>(Note: No general comment was made)</p>
<p>Q5 Unit Title:</p> <p>Innovation in Drama</p> <p>The specific unit goals are clearly outlined and appropriate to the unit.</p>	<p>No responses</p>	
<p>Q6 Unit Title:</p> <p>Innovation in Drama</p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>1 disagree</p> <p>Please see general comment below for Drama and Specialised Drama (and a final general comment re assessment weightings for consideration for ALL the new arts courses)</p>	<p>The Arts Framework was developed in 2020. Public consultation was a formal part of this process. Weightings were considered in the Arts Framework consultation. The Framework has now been Board endorsed. A copy of responses to the Arts Framework are available on the BSSS website. The Achievement Standards, unit goals and content descriptions require a range of task types to be provided. The open table allows focus on meaningful and authentic tasks as opposed to being concerned with the weighting balance between making and responding. Tasks that synthesise both strands can be more easily offered.</p>

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<p>Q7 Unit Title: Innovation in Drama The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 disagree Please see general comment below for Drama and Specialised Drama (and a final general comment re assessment weightings for consideration for ALL the new arts courses).</p>	<p>The Arts Framework was developed in 2020. Public consultation was a formal part of this process. Weightings were considered in the Arts Framework consultation. The Framework has now been Board endorsed. A copy of responses to the Arts Framework are available on the BSSS website. The Achievement Standards, unit goals and content descriptions require a range of task types to be provided. The open table allows focus on meaningful and authentic tasks as opposed to being concerned with the weighting balance between making and responding. Tasks that synthesise both strands can be more easily offered.</p>
<p>Q8 Unit Title: Leadership in Drama The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>No response</p>	
<p>Q9 Unit Title: Leadership in Drama The specific unit goals are clearly outlined and appropriate.</p>	<p>No response</p>	
<p>Q10 Unit Title: Leadership in Drama The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>No response</p>	

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Topic	Comment	Response
<p>Q11 Unit Title: Leadership in Drama</p> <p>The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>No response</p>	
<p>Q12 Unit Title: Entrepreneurship in Drama</p> <p>The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>No response</p>	
<p>Q13 Unit Title: Entrepreneurship in Drama</p> <p>The specific unit goals are clearly outlined and appropriate.</p>	<p>No response</p>	
<p>Q14 Unit Title: Entrepreneurship in Drama</p> <p>The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>No response</p>	

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Topic	Comment	Response
<p>Q15 Unit Title: Entrepreneurship in Drama The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 disagree Please see general comment below for Drama and Specialised Drama (and a final general comment re assessment weightings for consideration for ALL the new arts courses).</p>	<p>The Arts Framework was developed in 2020. Public consultation was a formal part of this process. Weightings were considered in the Arts Framework consultation. The Framework has now been Board endorsed. A copy of responses to the Arts Framework are available on the BSSS website. The Achievement Standards, unit goals and content descriptions require a range of task types to be provided. The open table allows focus on meaningful and authentic tasks as opposed to being concerned with the weighting balance between making and responding. Tasks that synthesise both strands can be more easily offered.</p>
<p>Q16 Unit Title: Interdisciplinary Inquiry in Drama The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>1 disagree Please see general comment below for Drama and Specialised Drama (and a final general comment re assessment weightings for consideration for ALL the new arts courses).</p>	<p>The Arts Framework was developed in 2020. Public consultation was a formal part of this process. Weightings were considered in the Arts Framework consultation. The Framework has now been Board endorsed. A copy of responses to the Arts Framework are available on the BSSS website. The Achievement Standards, unit goals and content descriptions require a range of task types to be provided. The open table allows focus on meaningful and authentic tasks as opposed to being concerned with the weighting balance between making and responding. Tasks that synthesise both strands can be more easily offered.</p>

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<p>Q17 Unit Title: Interdisciplinary Inquiry in Drama The specific unit goals are clearly outlined and appropriate.</p>	<p>1 agree Please see general comment below for Drama and Specialised Drama (and a final general comment re assessment weightings for consideration for ALL the new arts courses).</p>	<p>The Arts Framework was developed in 2020. Public consultation was a formal part of this process. Weightings were considered in the Arts Framework consultation. The Framework has now been Board endorsed. A copy of responses to the Arts Framework are available on the BSSS website. The Achievement Standards, unit goals and content descriptions require a range of task types to be provided. The open table allows focus on meaningful and authentic tasks as opposed to being concerned with the weighting balance between making and responding. Tasks that synthesise both strands can be more easily offered.</p>
<p>Q18 Unit Title: Interdisciplinary Inquiry in Drama The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>1 agree Please see general comment below for Drama and Specialised Drama (and a final general comment re assessment weightings for consideration for ALL the new arts courses).</p>	<p>The Arts Framework was developed in 2020. Public consultation was a formal part of this process. Weightings were considered in the Arts Framework consultation. The Framework has now been Board endorsed. A copy of responses to the Arts Framework are available on the BSSS website. The Achievement Standards, unit goals and content descriptions require a range of task types to be provided. The open table allows focus on meaningful and authentic tasks as opposed to being concerned with the weighting balance between making and responding. Tasks that synthesise both strands can be more easily offered.</p>
<p>Q19 Unit Title: Interdisciplinary Inquiry in Drama The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 disagree Please see general comment below for Drama and Specialised Drama (and a final general comment re assessment weightings for consideration for ALL the new arts courses).</p>	<p>The Arts Framework was developed in 2020. Public consultation was a formal part of this process. Weightings were considered in the Arts Framework consultation. The Framework has now been Board endorsed. A copy of responses to the Arts Framework are available on the BSSS website. The Achievement Standards, unit goals and content descriptions require a range of task types to be provided. The open table allows focus on meaningful and authentic tasks as opposed to being concerned with the weighting balance between making and responding. Tasks that synthesise both strands can be more easily offered.</p>

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<p>Q20 Unit Title: Independent Study The unit description clearly explains the purpose of a negotiated study.</p>	<p>1 agree Please see general comment below for Drama and Specialised Drama (and a final general comment re assessment weightings for consideration for ALL the new arts courses).</p>	<p>The Arts Framework was developed in 2020. Public consultation was a formal part of this process. Weightings were considered in the Arts Framework consultation. The Framework has now been Board endorsed. A copy of responses to the Arts Framework are available on the BSSS website. The Achievement Standards, unit goals and content descriptions require a range of task types to be provided. The open table allows focus on meaningful and authentic tasks as opposed to being concerned with the weighting balance between making and responding. Tasks that synthesise both strands can be more easily offered.</p>
<p>Q21 Unit Title: Independent Study The specific unit goals are clearly outlined sufficiently flexible for developing a negotiated study.</p>	<p>No response</p>	
<p>Q22 Unit Title: Independent Study The content descriptions clearly elaborate on the unit description and the specific unit goals for developing a negotiated study.</p>	<p>No response</p>	

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<p>Q23 Unit Title: Independent Study The content descriptions allow flexibility and sufficient guidance about what is to be taught.</p>	<p>No response</p>	
<p>Q24 Unit Title: Independent Study The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>No response</p>	

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