

VCE Drama 2025–2029

Unit 2: Contemporary drama
practices and Australian identity

Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



Familiarisation On Demand Videos

- **Video 1:** Overview of Changes
- **Video 2:** Unit 1
- **Video 3:** Unit 2
- **Video 4:** Unit 3
- **Video 5:** Unit 4

VCE Drama 2025-2029

- Accreditation period of 2025–2029, with implementation commencing in 2025
- Consists of four units, with this video focusing on Unit 2
- Important to note, any changes to this study design will be announced through the VCAA Bulletin, the only source of official information from the VCAA. It is the responsibility of the VCE teacher to monitor these changes/advice regularly.

Overview of Unit 2 – Key changes

2019-2024 Drama study design	2025-2029 Drama study design
Australian Identity	Contemporary drama practices and Australian identity
Area of Study 1 – Using Australia as inspiration	Area of Study 1 - Using Australia as inspiration
Area of Study 2 – Presenting a devised performance	Area of Study 2 - Presenting a devised performance
Area of Study 3 – Analysing a devised performance	Area of Study 3 - Analysing and evaluating a devised performance
Area of Study 4 – Analysing an Australian drama performance	Area of Study 4 -Analysing and evaluating an Australian drama performance

Unit 2- Key changes

2019-2024 Drama study design	2025-2029 Drama study design
Australian Identity	Contemporary drama practices and Australian identity
<p>In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study. Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.</p>	

Unit 2- Key changes

2019-2024 Drama study design	2025-2029 Drama study design
Australian Identity	Contemporary drama practices and Australian identity
<p>In creating a performance, students engage with stimulus material to extract ideas and possibilities that allow them to explore an aspect or aspects of Australian identity, which could include engaging with the experiences and perspectives of Aboriginal and Torres Strait Islander peoples, colonial Australians, migrants, refugees, and/or urban and rural communities. They examine selected performance styles in relation to contemporary drama practices and explore the associated conventions, including those of Aboriginal and Torres Strait Islander artists and practitioners, and the broader diversity of Australian stories. Students further develop their knowledge of the conventions of transformation of character, time and place; the application of symbol, and how these conventions may be manipulated to create meaning in performance. They explore, develop and apply dramatic elements and production areas. They consider the sustainable sourcing and ethical use of materials when applying production areas.</p>	

Unit 2- Key changes

2019-2024 Drama study design	2025-2029 Drama study design
Australian Identity	Contemporary drama practices and Australian identity
<p>Students analyse and evaluate their own performance work as well as undertaking an analysis and evaluation of a performance of an Australian work by professional actors, and develop an understanding of relevant drama terminology.</p> <p>An Australian work might:</p> <ul style="list-style-type: none">• be written, adapted or devised by Australian writers or theatre-makers• reflect aspects of Australian identity, which could include the experiences and perspectives of Aboriginal and Torres Strait Islander Peoples, colonial Australians, migrants, refugees, and/or urban and rural communities. <p>Across this unit, students study performance styles and drama practices from a range of historical and/or social and/or cultural contexts. Within this unit, the terms <i>character</i>, <i>performance</i>, <i>story</i> and <i>style</i> may be understood as one or more characters, performances, stories or styles.</p>	

Unit 2 Area of Study 1 – Key Changes

2019-2024 Drama study design	2025-2029 Drama study design
Using Australia as inspiration	Using Australia as inspiration
<p>In this area of study students explore the use of a range of stimulus material to create a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. As they work with stimulus material and a performance structure, students explore and experiment with ways that play-making techniques, expressive skills, performance skills, dramatic elements, conventions, performance styles and production areas may be used to realise the dramatic potential of stimulus material and shape dramatic action. Students also consider how to use techniques intentionally to have an effect on and engage the audience in ways that are appropriate to contemporary drama practice. Students record and document their use of play-making techniques and the creative processes used to shape and to develop this performance work</p>	<p>In this area of study, students explore stimulus material to create a performance based on a person, an event, an issue, a place, an artwork, a piece of music, a text, or an icon from a contemporary or historical Australian context. This may include Aboriginal and Torres Strait Islander Peoples' experiences and perspectives and may include stimulus material that reflects the diverse perspectives of what it means to be Australian. As they work with stimulus material and a performance structure, students explore and experiment with ways that play-making techniques, expressive skills, performance skills, dramatic elements, conventions, performance styles and production areas may be used to realise the dramatic potential of stimulus material and shape dramatic action. Students consider how to source and apply production areas in a sustainable way.</p> <p>Students also consider how to intentionally use techniques to affect or engage an audience in ways that reflect contemporary drama practices. Students record and document their use of play-making techniques and the creative processes used to shape and develop this performance work.</p>

Unit 2 Area of Study 1

2019-2024 Drama study design

2025-2029 Drama study design

Using Australia as Inspiration

Using Australia as Inspiration

Outcome

On completion of this unit, the student should be able to devise work and document play-making techniques used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and reflects contemporary drama practices.

Key Knowledge

- play-making techniques for constructing and developing devised performance work
- performance styles from a range of contexts that are relevant to contemporary drama practice
- conventions appropriate to contemporary drama practice
- application of symbol and transformation of character, time and place
- expressive and performance skills
- production areas appropriate to the selected performance styles

- play-making techniques for constructing and developing devised performance work that reflects aspects of Australian identity
- performance styles from a range of contexts relevant to contemporary drama practices
- conventions relevant to contemporary drama practices
- application of symbol and transformation of character, time and place
- expressive and performance skills
- production areas relevant to the selected performance styles
- sustainable sourcing and use of production areas

Unit 2 Area of Study 1

2019-2024 Drama study design

2025-2029 Drama study design

Using Australia as Inspiration

Using Australia as Inspiration

Outcome

On completion of this unit, the student should be able to devise work and document play-making techniques used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and reflects contemporary drama practices.

Key Knowledge

- ways in which dramatic elements are used to shape and to develop devised drama
- processes for documenting the play-making techniques used to create a devised performance, for example script-writing
- approaches to establishing, maintaining and manipulating relationships between actor and audience to communicate meaning

- ways in which dramatic elements are used to shape and develop devised drama
- processes for documenting the play-making techniques used to create a devised performance, for example script-writing
- approaches to establishing, maintaining and/or manipulating relationships between actor(s) and audience to communicate meaning.

Unit 2 Area of Study 1

2019-2024 Drama study design

2025-2029 Drama study design

Using Australia as Inspiration

Using Australia as Inspiration

Outcome

On completion of this unit, the student should be able to devise work and document play-making techniques used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and reflects contemporary drama practices.

Key Skills

- use a range of play-making techniques to develop subject matter from stimulus material
- document ways that selected stimulus material can be researched, interpreted and shaped into a performance
- collate and document information on performance styles from a range of contexts
- apply play-making techniques in the development of performance work
- identify and use conventions appropriate to contemporary drama practice
- apply symbol and transformation of character, time and place
- apply expressive and performance skills

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- identify and use conventions relevant to contemporary drama practices
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Unit 2 Area of Study 1

2019-2024 Drama study design

2025-2029 Drama study design

Using Australia as Inspiration

Using Australia as Inspiration

Outcome

On completion of this unit, the student should be able to devise work and document play-making techniques used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and reflects contemporary drama practices.

Key Skills

- identify and use production areas appropriate to selected performance styles to give meaning to performance work
- identify and use dramatic elements
- document the use of play-making techniques to construct a devised performance
- develop and rehearse approaches to manipulating the relationship between actor and audience to communicate meaning.

- identify, source and use production areas relevant to selected performance styles to give meaning to performance, **considering sustainability**
- identify and use dramatic elements
- document the play-making techniques used to construct a devised performance
- develop and rehearse approaches to **establishing, maintaining and/or manipulating** the relationship between actor(s) and audience to communicate meaning.

Unit 2 Outcome 1 teaching and learning

Creating a devised performance

Outcome

On completion of this unit, the student should be able to devise work and document play-making techniques used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and reflects contemporary drama practices.

Teaching and Learning Example

- Students collect stimulus material that reflects an aspect or aspects of Australian identity: pictures, images, cartoons, headlines, articles, advertising material, song lyrics, artifacts, videos, books, interviews.
- Students explore how stimulus material can be interpreted, shaped and developed into a devised performance through the play-making techniques: researching, brainstorming, scripting.
- Students explore the dramatic potential of stimulus material through **workshop activities** on contemporary drama practices, manipulation of conventions, dramatic elements, production areas, performance styles, expressive and performance skills
- Students document and reflect on how **workshop activities** (e.g. improvising activities like hot seating, experimentation, walking the room) were used to stimulate ideas and shape the development of characters
- Students record work in progress rehearsals, watch and reflect on use of space and actor/audience relationship
- Students reflect on rehearsal feedback to edit and refine performances.

Unit 2 Assessment

Outcome 1

Demonstrate the application of play-making techniques to devise and develop a solo and/or ensemble drama work based on stories and/or characters.

Document the play-making techniques used to create and develop stories and characters in drama in one of the following formats:

- a paper-based journal
- an e-journal
- a journal that combines hard and soft copy components.

Outcome 1 Assessment Task example

Task/Audience: Devise an ensemble or solo performance based on the history of Coranderrk (stimulus will be provided). The intended audience could be family/friends or a student audience. Your performance must combine contemporary drama practices that incorporate a range of conventions and techniques, creating dramatic work that goes beyond representations of reality. The work may include further research and stories that support the overall message.

Groups: 4/5 students, 20 mins or

Solo: 6-7 mins

Stimulus: Various- incorporates a range of: a person, an event, an issue, a place, an artwork, a piece of music, a text, or an icon

Performance Styles: Physical Theatre, Theatre of Cruelty, Poor Theatre

Conventions: Transformation of time, place and character. Application of symbol

Dramatic Elements: Conflict, Contrast, Tension

Unit 2 Area of Study 2 – Key Changes

2019-2024 Drama study design	2025-2029 Drama study design
Presenting a devised performance	Presenting a devised performance
<p>In this area of study students present a performance to an audience of a devised work based on a person, an event, an issue, a place, an artwork, a text and/or an icon from an Australian context. The performance should be based on the work developed for Outcome 1, and should take place in a performance space appropriate to the theme or the subject matter of the drama</p>	<p>In this area of study, students present to an audience a performance of a devised work based on a person, an event, an issue, a place, an artwork, a text and/or an icon from an Australian context. This may include Aboriginal and Torres Strait Islander Peoples' stories and experiences and/or reflect the diverse perspectives of what it means to be Australian in contemporary times. The devised performance should be based on the work developed for Outcome 1 and should take place in a performance space relevant to the theme or the subject matter of the drama and the intended audience.</p>

Unit 2 Area of Study 2

2019-2024 Drama study design

2025-2029 Drama study design

Presenting a devised performance

Presenting a devised performance

Outcome

On completion of this unit, the student should be able to present a devised performance that reflects aspects of Australian identity through the application of contemporary drama practices.

Key Knowledge

- how stories and ideas are conveyed to communicate meaning in performance
- performance styles from a range of historical and/or cultural and/or social contexts
- ways dramatic elements can be applied and manipulated in performance
- how conventions appropriate to contemporary drama practice may be used to enhance a performance
- application of symbol and transformation of character, time and place

- how stories and ideas are conveyed to communicate meaning in performance
- performance styles and conventions that reflect a range of contemporary drama practices
- ways in which dramatic elements can be applied and manipulated in performance
- application of symbol and transformation of character, time and place

Unit 2 Area of Study 2

2019-2024 Drama study design

2025-2029 Drama study design

Presenting a devised performance

Presenting a devised performance

Outcome

On completion of this unit, the student should be able to present a devised performance that reflects aspects of Australian identity through the application of contemporary drama practices.

Key Knowledge

- production areas appropriate to selected performance styles
- ways the relationship between the actor/s and audience are created and manipulated
- expressive and performance skills

- **sustainable sourcing and application** of production areas
- production areas relevant to selected performance styles
- ways in which the relationship between the actor(s) and audience is established, **maintained** and manipulated
- expressive and performance skills.

Unit 2 Area of Study 2

2019-2024 Drama study design

2025-2029 Drama study design

Presenting a devised performance

Presenting a devised performance

Outcome

On completion of this unit, the student should be able to present a devised performance that reflects aspects of Australian identity through the application of contemporary drama practices.

Key Skills

- present a solo performance or an ensemble performance to an audience
- shape stories and ideas to communicate meaning in performance
- use performance styles from a range of historical and/or cultural and/or social contexts
- manipulate dramatic elements to convey meaning and enhance a performance
- demonstrate effective use of conventions appropriate to contemporary drama practice

- present a solo performance or an ensemble performance to an audience
- shape stories and ideas to communicate meaning in performance
- manipulate dramatic elements to convey meaning and enhance performance
- demonstrate effective use of conventions relevant to contemporary drama practice and performance styles

Unit 2 Area of Study 2

2019-2024 Drama study design

2025-2029 Drama study design

Presenting a devised performance

Presenting a devised performance

Outcome

On completion of this unit, the student should be able to present a devised performance that reflects aspects of Australian identity through the application of contemporary drama practices.

Key Skills

- apply symbol and transformation of character, time and place
- incorporate production areas appropriate to selected performance styles
- apply expressive and performance skills
- create and manipulate a clear actor–audience relationship in the performance, appropriate to selected performance styles
- use techniques appropriate to contemporary drama practice to engage, and have a specific effect on, the audience

- apply symbol and transformation of character, time and place
- incorporate production areas relevant to selected performance styles and consider sustainability
- apply expressive and performance skills
- establish, **maintain** and/or manipulate actor–audience relationships in a performance relevant to selected performance styles
- apply techniques relevant to contemporary drama practices to engage with and affect an audience.

Presenting a devised performance

Outcome: On completion of this unit the student should be able to perform devised works to an audience.

Teaching and Learning Example

Students rehearse, edit and refine an ensemble and/ or solo performance developed in Outcome 1. They document the process and create a working script. They make decisions about production areas and the use of the performance space. They seek feedback from peers and their teacher throughout the process, particularly in relation to directorial decisions and communication of ideas. Students then present this work to an audience, ensuring that include the key knowledge.

Examples

- Present a devised performance using the stimulus of a poem or song lyrics e.g. 'Sorry' by Christopher Moore, VIC
- Present a devised performance based on the story of Coranderrk as seen in the SBS series 'The First Australians' (sample outline provided under Outcome 1)
- Present a devised performance based on significant moments in the life of a First Nations man William Barak

Unit 2 Assessment

Outcome 2

Perform a devised solo or ensemble drama work that reflects aspects of Australian identity.

Outcome 2 Assessment Task example

Students present a devised solo or ensemble drama work that reflects aspects of Australian identity and are assessed against the key skills:

- Demonstration of stories and ideas being shaped to communicate meaning
- Application and manipulation of dramatic elements
- Presentation of conventions from contemporary drama practices and selected performance styles
- Application of symbol and transformation of character, time and place
- Application of production areas
- Application of expressive skills
- Application of performance skills
- Establishment maintenance and/or manipulation of an actor-audience relationship
- Evidence of techniques relevant to contemporary drama practices

Unit 2 Area of Study 3 – Key Changes

2019-2024 Drama study design	2025-2029 Drama study design
Analysing a devised performance	Analysing and evaluating a devised performance
<p>In this area of study students observe and analyse their own performance work completed in Outcomes 1 and 2. They reflect on and articulate the ways they used play-making techniques and processes to explore and to extract the dramatic potential of the stimulus material. Students analyse their approaches to shaping and refining their work and creating and manipulating the actor–audience relationship. They continue to develop the use of appropriate drama terminology.</p>	<p>In this area of study, students reflect on, describe, analyse and evaluate their own devised performance work completed in Outcomes 1 and 2. They reflect on and articulate the ways in which they applied play-making techniques and processes to explore and extract the dramatic potential of the stimulus material. Students analyse their approaches to shaping and refining their work and creating, maintaining and/or manipulating the actor–audience relationship. They continue to develop their knowledge and application of relevant drama terminology.</p>

Unit 2 Area of Study 3

2019-2024 Drama study design	2025-2029 Drama study design
Analysing a devised performance	Analysing and evaluating a devised performance
Outcome On completion of this unit, the student should be able to reflect on, describe, analyse and evaluate the development of a performance to an audience of their devised work.	
Key Knowledge	
<ul style="list-style-type: none">• key knowledge identified in Outcomes 1 and 2• appropriate drama terminology used to analyse devised performances.	<ul style="list-style-type: none">• key knowledge identified in Outcomes 1 and 2• relevant drama terminology to reflect on, describe, analyse and evaluate devised performances.

Unit 2 Area of Study 3

2019-2024 Drama study design

2025-2029 Drama study design

Analysing a devised performance

Analysing and evaluating a devised performance

Outcome

On completion of this unit, the student should be able to reflect on, describe, analyse and evaluate the development of a performance to an audience of their devised work.

Key Skills

- describe the use of stimulus material to develop and enhance the presentation of characters, setting and context
- describe the use of conventions and how they affect the performance
- describe the application of symbol and analyse transformation of character, time and place
- analyse how dramatic elements are manipulated in the performance
- analyse and evaluate the use of production areas in the performance
- examine the use of expressive and performance skills in the performance

- describe the use of stimulus material to develop and enhance the presentation of characters, setting and context
- describe the use of conventions and how they affect the performance
- describe the application of symbol and analyse transformation of character, time and place
- analyse how dramatic elements are manipulated in the performance
- analyse and evaluate the use of production areas in the performance
- examine the use of expressive and performance skills in the performance

Unit 2 Area of Study 3

2019-2024 Drama study design

2025-2029 Drama study design

Analysing a devised performance

Analysing and *evaluating* a devised performance

Outcome

On completion of this unit, the student should be able to *reflect on, describe, analyse and evaluate* the development of a performance to an audience of their devised work.

Key Skills

- reflect on the use of play-making techniques and analyse the performance of their own work
- evaluate the actor–audience relationship, and how it relates to the selected performance styles and/or contemporary drama practice
- use appropriate drama terminology to describe and analyse performance

- reflect on the use of play-making techniques and analyse the performance of their own work
- evaluate the actor–audience relationship, and how it relates to the selected performance styles and/or contemporary drama practice
- apply relevant drama terminology to *reflect on*, describe, analyse and *evaluate* performance.

Unit 2 Outcome 3 teaching and learning

Analysing a devised performance

Outcome: On completion of this unit, the student should be able to reflect on, describe, analyse and evaluate the development of a performance to an audience of their devised work.

Teaching and Learning Example

- Throughout Outcomes 1 and 2, students should be documenting their process to assist with the completion of this Outcome (Outcome 3).
- Students should engage in conversations with their teachers, their ensemble group and complete self-reflection tasks throughout the process of devising and performing
- These conversations and self-reflection activities should provide scope for students to reflect on, describe, analyse and evaluate their thinking and creative practice.
- Throughout this Outcome, students should understand the importance of reflection and how this reflective practice assists the development and refinement of their devised work.
- Reflections throughout this Outcome could be in the form of a hard-copy journal, digital folio, multi-media presentations, recorded interviews etc.

Unit 2 Assessment

Outcome 3

Analyse **and evaluate** the drama work created and performed in Outcomes 1 and 2 using one of the following formats:

- an oral presentation
- a multimedia presentation
- responses to structured questions.

Outcome 3 Assessment Task example

Written responses to structured questions

- Students are analysing and evaluating their own ensemble performance work
- A range of questions covering key knowledge and skills
- A range of marks allocated to the questions to represent higher and lower order thinking
- Sample questions will be provided in the support materials

Unit 2 Area of Study 4 – Key Changes

2019-2024 Drama study design	2025-2029 Drama study design
Analysing an Australian drama performance	Analysing and evaluating an Australian drama performance
<p>In this area of study students observe and analyse a performance by professional drama performers. Drama performances by students enrolled at school cannot be analysed for this outcome. Students use appropriate drama terminology to explain, analyse and evaluate how the use of dramatic elements, conventions, performance styles, production areas, expressive skills, performance skills, and the actor–audience relationship may be manipulated to communicate meaning in performance. Where students are not able to attend a suitable professional performance they may attend a community performance of appropriate standard. The description of Australian drama on page 18 should inform the choice of performance selected for analysis.</p>	<p>In this area of study, students observe and analyse a performance by professional performers. Drama performances by students enrolled at school cannot be analysed for this outcome. Students apply relevant drama terminology to explain, analyse and evaluate how the use of dramatic elements, conventions, performance styles, production areas, expressive skills, performance skills, and the actor–audience relationship may be established, maintained and/or manipulated to communicate meaning in performance. Where students are not able to attend a suitable professional performance, they may attend a community performance of commensurate standard. The description of Australian work on page 22 should inform the choice of performance selected for analysis.</p>

Unit 2 Area of Study 4

2019-2024 Drama study design	2025-2029 Drama study design
Analysing a professional drama performance	Analysing and evaluating an Australian drama performance
Outcome On completion of this unit, the student should be able to analyse and evaluate a performance by Australian practitioners.	
Key Knowledge	
<ul style="list-style-type: none">• ways in which performance styles, conventions, dramatic elements and production areas are manipulated to structure, and create meaning in, a performance• performance styles and how they are defined by acting, conventions and production areas• ways that the actor–audience relationship may be created and manipulated• appropriate drama terminology that may be used to explain, analyse and evaluate a performance.	<ul style="list-style-type: none">• ways in which performance styles, conventions, dramatic elements and production areas are manipulated to structure and create meaning in a performance• performance styles and how they are defined by acting, conventions and production areas• ways in which the actor–audience relationship may be established, maintained and/or manipulated• ways in which relevant drama terminology is applied to explain, analyse and evaluate a performance.

Unit 2 Area of Study 4

2019-2024 Drama study design

2025-2029 Drama study design

Analysing a professional drama performance

Analysing and evaluating an Australian drama performance

Outcome

On completion of this unit, the student should be able to analyse and evaluate a performance by Australian practitioners.

Key Skills

- analyse the expressive and performance skills used to communicate character to an audience
- analyse ways in which performance styles, conventions, dramatic elements and production areas have been manipulated to communicate meaning in a performance
- explain and evaluate the effectiveness of a range of performance styles, conventions, dramatic elements and production areas in the performance
- analyse and evaluate how the actor–audience relationship was created and manipulated
- use appropriate drama terminology to explain, analyse and evaluate a performance.

- analyse the expressive and performance skills used to communicate character to an audience
- analyse ways in which performance styles, conventions, dramatic elements and production areas have been manipulated to communicate meaning in a performance
- explain and evaluate the effectiveness of a range of performance styles, conventions, dramatic elements and production areas in the performance
- analyse and evaluate how the actor–audience relationship was created and manipulated
- apply relevant drama terminology to explain, analyse and evaluate a performance.

Unit 2 Outcome 4 teaching and learning

Outcome On completion of this unit, the student should be able to analyse and evaluate a performance by Australian practitioners.

Teaching and Learning Example

- Prior to attending a performance, if a script is available, read the script and/or education resources (*companies are not required to produce education resources, so some companies may not have this available*).
- Discuss the character(s), setting(s) and theme(s) in the performance.
- Examine the dramatic elements (where there might be moments of conflict, tension or climax etc.).
- Identify any production areas on which the play relies.
- Research and discuss the performance style(s) of the play.
- Following the performance:
 - discuss the actors' use of expressive and performance skills when representing character and communicating meaning in the performance.*
 - discuss how dramatic elements were applied and manipulated to enhance meaning*
 - discuss how conventions were employed to enhance dramatic potential of the play and how conventions were informed by implied or chosen performance styles*
 - discuss how actor-audience relationship was established, maintained or manipulated*

Unit 2 Assessment

Outcome 4

- Analyse and **evaluate** a performance by Australian practitioners in response to structured questions.

Outcome 4 Assessment Task example

Written responses to structured questions

- Students are analysing and evaluating a professional performance
- A range of questions covering key knowledge and skills
- A range of marks allocated to the questions to represent higher and lower order thinking
- Sample questions will be provided in the support materials

Contact

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