

		Performing	<p>theories to inform and enhance individual and group devised works</p> <p>H2.4 – Appreciates the dynamics of drama as a performing art</p> <p>H2.5 – Appreciates the high level of energy and commitment necessary to develop and present a performance</p>
		Critically Studying	<p>H3.1 – Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements</p> <p>H3.3 – Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements</p> <p>H3.4 – Appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies</p> <p>H3.5 – Appreciates the role of the audience in various dramatic and theatrical styles and movements</p>

History

Stage	Content	Objectives	Outcomes
Stage 5	Core Study – Depth Study 3:	Develop knowledge and understanding of	HT5-1 – Explains and assesses the historical

	<p>Australians at War: World Wars I and II (1914 – 1918, 1939 – 1945)</p>	<p>the nature of history and significant changes and developments from the past, the modern world and Australia</p> <p>Develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia</p> <p>Value and Appreciate history as a study of human experience</p> <p>Value and Appreciate the nature of history as reflecting differing perspectives and viewpoints</p> <p>Value and appreciate the contribution of past and present peoples to our shared heritage</p>	<p>forces and factors that shaped the modern world and Australia</p> <p>HT5-2 – Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p>HT5-4 – Explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-7 – Explains different contexts, perspectives and interpretations of the modern world and Australia</p>
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Modern History

Stage	Content	Objectives	Outcomes
<p>Stage 6 – Year 11</p>	<p>Investigating Modern History – The Nature of Modern History (The Contestability of the Past, 4. History and Memory, 5. The Representation and Commemoration of the Past)</p>	<p>Develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context</p> <p>Develop an understanding of</p>	<p>MH11-6 – Analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>MH11-7 – Discusses and evaluates differing interpretations and representations of the past</p>

		<p>continuity and change over time</p> <p>Communicate their understanding of history, sources and evidence, and historical interpretations</p>	<p>MH11-9 – Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>MH11-10 – Discusses contemporary methods and issues involved in the investigation of modern history</p>
Stage 6 – Year 12	Part I: Core Study: World War I 1914 – 1919: A Source-based Study	<p>Key features, issues, individuals and events from the eighteenth century to the present</p> <p>The process of historical inquiry</p>	<p>H1.1 – Describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies</p> <p>H1.2 – Analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies</p> <p>H3.3 – Analyse and evaluate sources for their usefulness and reliability</p> <p>H3.4 – Explain and evaluate differing perspectives and interpretations of the past</p>

English

Stage	Content	Objectives	Outcomes
Stage 5	<p>Text type: Drama</p> <p>A widely defined Australian literature</p> <p>A wide range of cultural, social and gender perspectives,</p>	Objective A: Communicate through speaking, listening, reading, writing, viewing and representing	EN5-1A – A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

	<p>popular and youth cultures</p>	<p>Objective C: Think in ways that are imaginative, creative, interpretive and critical</p> <p>Objective D: Express themselves and their relationships with others and their world</p>	<p>EN5-2A – A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>EN5-5C – A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-7D – A student understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN5-8D – A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>
<p>Stage 6 – Year 11</p>	<p>A range of types of texts (Drama)</p> <p>Texts with a wide range of cultural, social and gender perspectives</p>	<p>A. Communicate through speaking, listening, reading, writing, viewing and representing</p> <p>C. Think in ways that are imaginative, creative, interpretive and critical</p>	<p>EN11-1 – Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</p> <p>EN11-2 – Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EN11-5 – Thinks imaginatively, creatively, interpretively and</p>

			<p>analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN11-6 – Investigates and explains the relationships between texts</p> <p>EN11-7 – Understands and explains the diverse ways texts can represent personal and public worlds</p> <p>EN11-8 – Identifies and explains cultural assumptions in texts and their effects on meaning</p>
<p>Stage 6 – HSC</p>	<p>Supplementary Text for:</p> <p>Area of Study: Discovery</p> <p>Standard Module A: Experience Through Language – Elective 1 (Distinctive Voices)</p> <p>Advanced Module C: Representation and Text (Elective 2 – Representing People and Landscapes)</p>	<p>Students will develop knowledge and understanding of the contexts, purposes and audiences of texts</p> <p>Students will develop knowledge and understanding of the forms and features of language and structures of texts</p> <p>Students will develop skills in responding to and composing a range of texts</p> <p>Students will develop skills in reflection as a way to evaluate their processes of composing, responding and learning</p>	<p>1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning</p> <p>2A. A student recognises different ways in which particular texts are valued</p> <p>4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses</p> <p>6. A student engages with the details of text in order to respond critically and personally</p> <p>7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts</p>

			12A. A student explains and evaluates different ways of responding to and composing texts
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