



	<p>Physical Theatre and Movement.</p> <p>Elements of production in performance</p>	<p>Appreciating</p>	<p>appropriate to purpose and audience</p> <p>5.2.3 – Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.</p> <p>5.3.1 – Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</p> <p>5.3.2 – Analyses the contemporary and historical contexts of drama</p> <p>5.3.3 – Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology</p>
<p>Stage 6 Preliminary</p>	<p><b>Theatrical Traditions and Performance Styles:</b> Contemporary Australian Theatre, Physical Theatre and Movement</p> <p>Elements of production in performance</p>	<p>Appreciating</p>	<p>P1.2 – Explores ideas and situations, expressing them imaginatively in dramatic form</p> <p>P1.3 – Demonstrates performance skills appropriate to a variety of styles and media</p> <p>P2.6 – Appreciates the variety of styles, structures and techniques that can be</p>

			<p>used in making and shaping a performance</p> <p>P3.1 – Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others</p> <p>P3.2 – Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques</p> <p>P3.4 – Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest.</p>
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## English

Stage	Content	Objective	Outcome
<b>Stage 4</b>	<p>Text type: Drama, Non-fiction (Autobiographical)</p> <p>A wide range of cultural, social and gender perspectives, popular and youth cultures</p>	<p>Objective A: Communicate through speaking, listening, reading, writing, viewing and representing</p> <p>Objective B: Use language to shape and make meaning according to purpose, audience and context</p>	<p>EN4-1A – Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN4-3B – Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</p> <p>EN4-5C – Thinks imaginatively, creatively, interpretively and</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>critically about information, ideas and arguments to respond to and compose texts</p> <p>EN4-7D – Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it</p> <p>EN4-8D – Identifies, considers and appreciates cultural expression in texts</p>
<b>Stage 5</b>	<p>Text type: Drama, Non-fiction (Autobiographical)</p> <p>A wide range of cultural, social and gender perspectives, popular and youth cultures</p>	<p>Objective A: Communicate through speaking, listening, reading, writing, viewing and representing</p> <p>Objective B: Use language to shape and make meaning according to purpose, audience and context</p> <p>Objective C: Think in ways that are imaginative, creative, interpretive and critical</p> <p>Objective D: Express themselves and their relationships with</p>	<p>EN5-1A – A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5-3B – A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</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</p>

		others and their world	ways texts can represent personal and public worlds  EN5-8D – A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
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### English – Standard

Stage	Content	Objectives	Outcomes
Stage 6 – Year 11	Module A: Contemporary Possibilities	<p>Objective A: Communicate through speaking, listening, reading, writing, viewing and representing</p> <p>Objective B: Use language to shape and make meaning according to purpose, audience and context</p> <p>Objective 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>EN11-3 – Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</p> <p>EN11-5 – Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</p>

		Objective D: Express themselves and their relationships with others and their world	<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 world</p> <p>EN11-8 – Identifies and explains cultural assumptions in texts and their effects on meaning</p>
Stage 6 – HSC	Module A: Language, Identity and Culture	<p>Objective A: Communicate through speaking, listening, reading, writing, viewing and representing</p> <p>Objective B: Use language to shape and make meaning according to purpose, audience and context</p> <p>Objective C: Think in ways that are imaginative, creative, interpretive and critical</p>	<p>EN12-1 – Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN12-2 – Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EN12-3 – Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning</p> <p>EN12-5 – Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments</p>

		Objective D: Express themselves and their relationships with others and their world	<p>EN12-6 – Investigates and explains the relationships between texts</p> <p>EN12-7 – Explains and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN12-8 – Explains and assesses cultural assumptions in texts and their effects on meaning</p>
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### English – EAL/D

Stage	Content	Objectives	Outcomes
Stage 6 – HSC	<p>Module A: Texts and Human Experiences (related text)</p> <p>Module B: Language, Identity and Culture</p>	<p>Objective A: Communicate through speaking, listening, reading, writing, viewing and representing</p> <p>Objective B: use language to shape and make meaning according to purpose, audience and context</p> <p>Objective C: Think in ways that are imaginative, creative, interpretive and critical</p> <p>Objective D: Express themselves and their</p>	<p>EAL12-1A – Responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EAL12-4 – Applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts</p> <p>EAL12-5 – Thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts</p> <p>EAL12-6 – Investigates and evaluates the relationships between texts</p> <p>EAL12-7 – Integrates understanding of the</p>

		relationships with others and their world	diverse ways texts can represent personal and public worlds  EAL12-8 – Analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
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## Dance

Stage	Content	Objectives	Outcomes
Stage 4	Dance as an artform  Elements of Dance	Dance Composition  Dance Appreciation	4.2.1 – Identifies and explores aspects of the elements of dance in response to a range of stimuli  4.3.1 – Describes dance performances through the elements of dance  4.3.2 – Identifies that dance works of art express ideas
Stage 5	Dance as an artform  Elements of Dance	1. Dance Performance  2. Dance Composition  3. Dance Appreciation	5.1.3 – Demonstrates an understanding and application of aspects of performance quality and interpretation through performance  5.2.1 – Explores the elements of dance as the basis of the communication of ideas  5.3.1 – Describes and analyses dance as the communication of ideas within a context  5.3.2 – Identifies and analyses the link between their performances and





			<p>H4.4 – Demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance</p> <p>H4.5 – Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation</p>
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### Community and Family Studies

Stage	Content	Objectives	Outcomes
Stage 6 – Preliminary	Families and Communities	<p>The contribution positive relationships make to individual, group, family and community wellbeing</p> <p>The influence of a range of societal factors on individuals and the nature of groups, families and communities</p> <p>An appreciation of the diversity and interdependence of individuals, families, groups and communities</p>	<p>P2.2 – Describes the role of the family and other groups in the socialisation of individuals</p> <p>P2.3 – Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</p> <p>P2.4 – Analyses the interrelationships between internal and external factors and their impact on family functioning</p> <p>P3.1 – Explains the changing nature of families and communities in contemporary society</p> <p>7.1 – Appreciates differences among individuals, groups and families within communities and values</p>

			their contributions to society
Stage 6 – HSC	Family and Societal Interactions	<p>The contribution positive relationships make to individual, group, family and community wellbeing</p> <p>The influence of a range of societal factors on individuals and the nature of groups, families and communities</p> <p>An appreciation of the diversity and interdependence of individuals, families, groups and communities</p>	<p>H2.2 – Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities</p> <p>H3.2 – Evaluates networks available to individuals, groups and families within communities</p> <p>H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities</p> <p>7.1 – Appreciates differences among individuals, groups and families within communities and values their contributions to society</p>

## Society and Culture

Stage	Content	Objectives	Outcomes
Stage 6 – Preliminary	<p>The Social and Cultural World</p> <p>Personal and Social Identity</p>	<p>Social and cultural concepts and their application</p> <p>Personal, social and cultural identity and interactions within societies and cultures</p> <p>Continuity and change, personal and social futures</p>	<p>P1 – Identifies and applies social and cultural concepts</p> <p>P3 – Identifies and describes relationships and interactions within and between social and cultural groups</p> <p>P5 – Explains continuity and change and their implications for societies and cultures</p>

<p>Stage 6 – HSC</p>	<p>Social and Cultural Continuity and Change</p> <p>Social Inclusion and Exclusion</p>	<p>Social and cultural concepts and their application</p> <p>Personal, social and cultural identity and interactions within societies and cultures</p> <p>Continuity and change, personal and social futures</p>	<p>H1 – Evaluates and effectively applies social and cultural concepts</p> <p>H3 – Analyses relationships and interactions within and between social and cultural groups</p> <p>H5 – Analyses continuity and change and their influence on personal and social futures</p>
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