



			<p>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><b>Stage 6 – Preliminary</b></p>	<p><b>Dramatic Traditions and Performance</b>  <b>Styles:</b> Verbatim Theatre, Issue-based theatre, Theatre for social change</p>	<p>Making</p> <p>Performing</p> <p>Critically Studying</p>	<p>P1.4 – Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively</p> <p>P2.1 – Understands the dynamics of actor-audience relationship</p> <p>P2.2 – Understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers</p> <p>P2.6 – Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance</p> <p>P3.2 – Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques</p> <p>P3.3 – Analyses and synthesises research and experiences of dramatic</p>

			and theatrical styles, traditions and movements
<b>Stage 6 – HSC</b>	<b>Topic 5:</b> Verbatim Theatre	Making  Performing  Critically Studying	H1.3 – Uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works  H2.2 – Uses dramatic and theatrical elements effectively to engage an audience  H2.4 – Appreciates the dynamics of drama as a performing art  H3.1 – Critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements  H3.3 – Demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements  H3.5 – Appreciates the role of the audience in various dramatic and theatrical styles and movements

## English

<b>Stage</b>	<b>Content</b>	<b>Objective</b>	<b>Outcome</b>
<b>Stage 5</b>	<b>Text type:</b> Drama  A wide range of cultural, social and gender perspectives, popular and youth	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

	cultures	<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 others and their world</p>	<p>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 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>
--	----------	--	--

**Music**

Stage	Content	Objectives	Outcomes
-------	---------	------------	----------





	PDHPE	<p>the skills that enable them to adopt and promote healthy and active lifestyles:</p> <p>Communication Decision-Making Problem-Solving</p>	<p>5.11 – Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations</p> <p>5.12 – Adapts and applies decision making processes and justifies their choices in increasingly demanding contexts</p> <p>5.16 – Predicts potential problems and develops, justifies and evaluates solutions</p>
<b>Stage 6 – Preliminary</b>	<b>Modules:</b> Core 1 – Better Health for Individuals	<p>Knowledge and understanding of the factors that affect health</p> <p>A capacity to exercise influence over personal and community health outcomes</p> <p>An ability to apply the skills of critical thinking, research and analysis</p>	<p>P1 – Identifies and examines why individuals give different meanings to health</p> <p>P2 – Explains how a range of health behaviours affect an individual’s health</p> <p>P4 – Evaluates aspects of health over which individuals can exert some control</p> <p>P6 – Proposes actions that can improve and maintain an individual’s health</p> <p>P15 – Forms opinions about health-promoting actions based on a critical examination of relevant information</p>
<b>Stage 6 – HSC</b>	<b>Modules:</b> Core 1 – Health Priorities in Australia. Option 1 – The Health of Young People. Option 5	<p>Knowledge and understanding of the factors that affect health</p>	<p>H2 – Analyses and explains the health status of Australians in terms of current trends and groups most at risk</p>

	– Equity and Health	<p>A capacity to exercise influence over personal and community health outcomes</p> <p>An ability to apply the skills of critical thinking, research and analysis</p>	<p>H3 – Analyses the determinants of health and health inequities</p> <p>H5 – Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities</p> <p>H14 – Argues the benefits of health-promoting actions and choices that promote social justice</p> <p>H15 – Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all</p>
--	---------------------	---	---

## Society and Culture

Stage	Content	Objectives	Outcomes
<b>Stage 6 – Preliminary</b>	<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>P2 – Describes personal, social and cultural identity</p> <p>P5 – Explains continuity and change and their implications for societies and cultures</p>
<b>Stage 6 – HSC</b>	<p>Social and Cultural Continuity and Change. Equality and Difference</p>	<p>Personal, social and cultural identity</p> <p>Continuity and change, personal and social futures and strategies for change</p> <p>The role of power, authority, gender and technology in</p>	<p>H1 – Explains the interaction between persons, societies, cultures and environments across time</p> <p>H4 – Evaluates continuity and change, and assesses social futures and strategies for change and the implications for</p>

		societies and cultures	societies and cultures  H5 – Evaluates the influence of power, authority, gender and technology on decision-making and participation in society
--	--	------------------------	---