

TROPHY BOYS CURRICULUM LINKS

Suitable for: Stage 6 Preliminary and HSC

Curriculum links: English, Drama, Society and Culture, Life Ready

ENGLISH			
STAGE	MODULES	CONTENT	OUTCOMES
Stage 6 Preliminary	Elective Modules Module M: Landscapes of the Mind – English and the creative arts	Students Engage personally with texts: <ul style="list-style-type: none"> • Engage with a broadening range of texts that incorporate increasing levels of language complexity. • Identify the main ideas and purposes of texts. • Recognise implicit meanings to draw inferences. • Integrate new ideas and information with existing understanding. • Predict meaning using text structures and language features. • Access and investigate texts in the course of preparation for discussion, interviews and reports, and for individual and collaborative research projects. • Reflect on the relevance and usefulness of each source. • Engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways. • Appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience. • Explore the ways community, local or global issues are represented in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander Peoples. 	ES11-1 Comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes. ES11-2 Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts. ES11-3 Gains skills in accessing, comprehending and using information to communicate in a variety of ways. ES11-5 Develops knowledge, understanding

		<p>Understand the connections between language, context and meaning:</p> <ul style="list-style-type: none"> • Recognise the ways that social, community and workplace texts are constructed for particular purposes, audiences and contexts. • Develop criteria to evaluate the effectiveness of a text or its ideas. • Use and interpret structural and language features, for example visual and aural cues, to identify main ideas, supporting arguments and evidence. • Understand an increasing number of unfamiliar words, recognising that some words and phrases have figurative meanings. • Distinguish between facts and opinions presented in texts. • Recognise the text structures and language features of texts, for example visual and aural cues, to differentiate between main ideas, supporting arguments and evidence. • Investigate the relationships between context, purpose and audience and the impact on meaning in social, community and workplace texts. • Consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first-person narrator. • Explore the ways text structures and language features are used to influence audiences, for example image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements. <p>Respond to and compose texts:</p> <ul style="list-style-type: none"> • Categorise ideas and information about specific themes or ideas. • Experiment with vocabulary, register and modality to create texts for different audiences. 	<p>and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts.</p> <p>ES11-8 Identifies and describes relationships between texts.</p> <p>ES11-9 Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade.</p>
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Stage 6 HSC	Elective Modules Module M: Landscapes of the Mind – English and the creative arts	Students Engage personally with texts: <ul style="list-style-type: none"> • Engage increasingly with texts where the relationships between concepts and information is not explicit and requires inference and interpretation. • Read, view and listen to texts to connect, interpret, and visualise ideas. • Integrate prior knowledge with new information to predict, construct or confirm understanding. • Monitor own comprehension and use a combination of strategies when meaning is lost, for example re-read to identify the main idea. • Access and investigate texts in the course of preparation for discussion, interviews and reports, and for individual and collaborative research projects. • Determine the credibility and reliability of source material to contexts and topics. • Account for the similarities and differences in the ways texts represent or respond to a topic or theme. • Appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience. • Assess the representation of community, local or global issues in social, community, workplace or literary texts including texts by and about Aboriginal and/or Torres Strait Islander Peoples. 	ES12-1 Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes. ES12-2 Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts. ES12-3 Accesses, comprehends and uses information to communicate in a variety of ways.

		<p>Understand the connections between language, context and meaning</p> <ul style="list-style-type: none"> • Explain how social, community and workplace texts are constructed for particular purposes, audiences and contexts. • Apply and articulate criteria used to evaluate a text or its ideas. • Integrate relevant information and ideas from texts to develop their own interpretations. • Recognise how language features can be used to alert a reader to a shift in focus or meaning, for example a change in tense. • Interpret and draw inferences from structural and language features as well as the aural and visual cues used in texts. • Understand an increasing number of unfamiliar words, including words with non-literal meanings and some abstraction. • Use ethical research practices for example acknowledging sources and avoiding plagiarism and collusion. • Explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidence. • Identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech. • Describe the relationships between context, purpose and audience and the impact on meaning in social, community and workplace texts. • Recognise the use of media, types of texts, text structures and language features, for example, subjective and objective reporting in feature articles and current affairs programs, appeals to reason and emotion in persuasive texts and juxtaposition of images in websites. • Explore issues and ideas represented in a range of texts and explain points of view and implications. 	<p>ES12-5 Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences.</p> <p>ES12-8 Understands and explains the relationships between texts.</p> <p>ES12-9 Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences.</p>
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Stage 6 Preliminary Standard	Module B: Close study of Literature Drama	Students Engage personally with texts: <ul style="list-style-type: none"> • Investigate, appreciate, and enjoy a wide range of texts and different ways of responding. • Engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning. 	EN11-1 Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.

		<ul style="list-style-type: none"> • Investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways. • Reflect on how their personal values and perspectives are confirmed or challenged through their engagement with a variety of texts including those by and about Aboriginal and/or Torres Strait Islander People(s). • Relate their responses to texts to aspects of human experience. <p>Develop and apply contextual knowledge:</p> <ul style="list-style-type: none"> • identify and describe the contexts of composing and responding, for example personal, social, historical, cultural and workplace contexts, and consider how these contexts impact on meaning • Analyse how texts are created in and for a variety of contexts, audiences and purposes. • Analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback, and salience. • understand how the contexts of composers (authors, poets, playwrights, directors, designers and so on) and responders influence their perspectives and ideas • Identify and describe the social, moral and ethical positions represented in texts. • Understand how contexts influence the perspectives represented in texts and how audiences respond to them. • Recognise how context influences the cultural assumptions that underpin their own and others' compositions of, and responses to, texts. <p>Understand and apply knowledge of language forms and features:</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> <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>
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<p>Stage 6 Preliminary</p>	<p>Module A: Narratives that shape our World</p>	<p>Students</p> <p>Engage personally with texts:</p> <ul style="list-style-type: none"> • Explain the relationship between responder, composer, text and context. • Appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences. • Engage with complex texts to understand and appreciate the power of language in shaping meaning. • Investigate and explain how mode, medium and form shape responses to texts, for example how spoken language can evoke particular audience reactions. • Understand that significant language concepts may operate across different textual forms, for example narrative and point of view in speeches, documentaries and poems. • Compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character. • Reflect on intertextual relationships between familiar texts and a widening range of new texts. • Understand that texts offer vicarious experiences of the wider world for critical reflection and pleasure. • Appreciate the different ways in which a text can be valued, for example for its themes, aesthetic qualities or representation of cultures. • Explain and evaluate whether their own perspectives and values align with the perspectives and values expressed in texts. • Consider the effect of engaging with other cultures and values through texts on their own perspectives and values. <p>Develop and apply contextual knowledge:</p>	<p>EA11-1 Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EA11-3 Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning.</p> <p>EA11-4 Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.</p> <p>EA11-5 Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.</p>
<p>Advanced</p>	<p>Drama</p>		

		<ul style="list-style-type: none"> • Explain the personal, social, historical and cultural contexts of composing and responding, and evaluate how these contexts impact on meaning. • Analyse and explain how and why texts influence and position readers and viewers. • Explain the effect of language choices in different personal, social and cultural contexts and how these choices influence meaning. • Explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion. • Compare the ways texts may be composed and responded to in different contexts and how this influences meaning. • Reflect on the ways in which particular texts are influenced by other texts and contexts. • Examine how texts in different literary forms, media or traditions are similar or different. • Investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts. • Evaluate the impact of specific cultural references on meaning, for example historical allusion, cultural stories and symbol. • Examine the ways in which authors represent Australian culture, place and identity both to Australians and the wider world. • Explore how literature reflects cultural change. <p>Understand and apply knowledge of language forms and features:</p> <ul style="list-style-type: none"> • Analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences. 	<p>EA11-6 Investigates and evaluates the relationships between texts.</p> <p>EA11-7 Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.</p> <p>EA11-8 Explains and evaluates cultural assumptions and values in texts and their effects on meaning.</p>
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Stage 6 Preliminary Extension 1	Independent Project	Students Engage personally with texts: <ul style="list-style-type: none"> • Appreciate and understand the relationships between complex texts and the ways in which textual connections offer multiple interpretation. • Reflect on the value of independent investigation and the ways it informs responding and composing. • Articulate personal responses to texts and critique the changing ways that texts are valued over time. Develop and apply contextual knowledge: <ul style="list-style-type: none"> • Analyse the effect of cultural values on the evaluation and composition of texts. 	EE11-3 Thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts. EE11-4 Develops skills in research methodology to undertake effective independent investigation.

		<ul style="list-style-type: none"> • Consider why particular texts may be perceived as culturally significant. • Evaluate the relevance and quality of a variety of critical, informative and creative texts used in particular contexts. • Examine the relationships between a text and the culture in which it was responded to and composed. <p>Understand and apply knowledge of language forms and features:</p> <ul style="list-style-type: none"> • Examine and analyse the ways language reflects values and shapes meaning. • Analyse the ways in which language, style and conventions are shaped by cultural, social and historical context. <p>Respond to and compose texts:</p> <ul style="list-style-type: none"> • Apply creative and critical thinking to enhance the quality of their responses and compositions. • Use research skills to investigate and inform thinking about ideas, audience, purpose, context and notions of value. • Reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed. • Critically evaluate the different ways in which values are shaped in and through texts. 	EE11-5 Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts.
Stage 6 HSC Extension 2	The Composition Process Major Work Reflection Statement	Students Engage personally with texts: <ul style="list-style-type: none"> • Critique conceptually complex texts to refine and test original ideas. • Document in a journal the development of an informed personal perspective and voice based on extensive, autonomous investigation. 	EEX12-3 Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition.

	The Major Work Journal	<p>Develop and apply contextual knowledge:</p> <ul style="list-style-type: none"> Recognise the impact of context in shaping the perspectives, cultural assumptions and values represented in their own composition and a wide range of other texts. Use knowledge gained through independent investigation to evaluate the multiple layers of contextual influence in the compositional process. <p>Understand and apply knowledge of language forms and features:</p> <ul style="list-style-type: none"> Use knowledge of language conventions to communicate complex ideas in an effective and sustained manner. Use extensive research to make astute judgements about the concept, form and style of compositions. <p>Respond to and compose texts:</p> <ul style="list-style-type: none"> Use a journal to record, develop and synthesise thinking as they create their own composition. Integrate imaginative, creative, interpretive and critical ways of thinking to produce a conceptually sophisticated composition. Create an original composition underpinned by targeted extensive independent investigation. 	EEX12-4 Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea.
DRAMA			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 6 Preliminary	Improvisation, Playbuilding, Acting Elements of Production in Performance	Through Drama, students will develop knowledge and understanding about and skills in: <ul style="list-style-type: none"> Using the elements of drama and theatre in performance Recognising the place and function of drama and theatre in communities and societies, past and present. Critically studying a variety of forms and styles used in drama and theatre. 	P1.8 Recognises the value of individual contributions to the artistic effectiveness of the whole.

	<p>Theatrical Traditions and Performance Styles</p>	<p>and values and attitudes about:</p> <ul style="list-style-type: none"> • The collaborative nature of drama and theatre. • The diversity of the art of dramatic and theatrical performance. • Using the elements of drama and theatre in performance. • Drama and theatre as a community activity, a profession and an industry. 	<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>P2.5 Understands and demonstrates the commitment, collaboration and energy required for a production.</p> <p>P2.6 Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance.</p> <p>P3.1 Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others.</p> <p>P3.2 Understands the variety of</p>
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<p>Stage 6 HSC</p>	<p>Individual Project</p> <p>Critical Analysis – Portfolio of Theatre Criticism</p> <p>Critical Analysis – Applied Research Project</p> <p>Performance</p>	<p>Through Drama, students will develop knowledge and understanding about and skills in:</p> <ul style="list-style-type: none"> • Using drama, through participation in a variety of dramatic and theatrical forms. • Recognising the place and function of drama and theatre in communities and societies, past and present. • Critically studying a variety of forms and styles used in drama and theatre. <p>and values and attitudes about:</p>	<p>H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works</p> <p>H1.9 values innovation and originality in group and individual work</p>

	Scriptwriting	<ul style="list-style-type: none"> • The collaborative nature of drama and theatre. • The diversity of the art of dramatic and theatrical performance. • Drama and theatre as a community activity, a profession and an industry. 	<p>H2.4 appreciates the dynamics of drama as a performing art</p> <p>H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses</p> <p>H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements</p> <p>H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements.</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>Concepts:</p> <ul style="list-style-type: none"> • Persons • Society 	<p>Students will develop knowledge and understanding about:</p> <ul style="list-style-type: none"> • Social and cultural concepts and their application. • Personal, social and cultural identity and interactions within societies and cultures. • How personal experience and public knowledge interact to develop social and cultural literacy. • Continuity and change, personal and social futures. 	<p>P1 Identifies and applies social and cultural concepts.</p> <p>P2 Describes personal, social and cultural identity.</p> <p>P3 Identifies and describes relationships and interactions within and</p>

	<ul style="list-style-type: none"> • Culture • Environment • Power • Authority • Identity • Gender 		<p>between social and cultural groups.</p> <p>P4 Identifies the features of social and cultural literacy and how it develops.</p> <p>P5 Explains continuity and change and their implications for societies and cultures.</p>
<p>Stage 6 HSC</p>	<p>Depth Study:</p> <ul style="list-style-type: none"> • Popular Culture • Belief Systems and Ideologies • Social Inclusion and Exclusion <p>Concepts:</p> <ul style="list-style-type: none"> • Persons • Society • Culture • Environment • Power • Authority 	<p>Students will develop knowledge and understanding about:</p> <ul style="list-style-type: none"> • Social and cultural concepts and their application. • Personal, social and cultural identity and interactions within societies and cultures. • How personal experience and public knowledge interact to develop social and cultural literacy. • Continuity and change, personal and social futures. 	<p>H1 Evaluates and effectively applies social and cultural concepts.</p> <p>H2 Explains the development of personal, social and cultural identity.</p> <p>H3 Analyses relationships and interactions within and between social and cultural groups.</p> <p>H4 Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy.</p>

	<ul style="list-style-type: none"> • Identity • Gender 		H5 Analyses continuity and change and their influence on personal and social futures.
LIFE SKILLS			
STAGE	CONTENT	OBJECTIVES	OUTCOMES
Stage 6	<p>03 Relationships</p> <ul style="list-style-type: none"> • Promoting safety, equality and respect in relationships. <p>04 Sexuality and Sexual Health</p> <ul style="list-style-type: none"> • Safe and ethical behaviour. 	<p>Students will develop knowledge, understanding, skills and attitudes to:</p> <ul style="list-style-type: none"> • Understand the significance of contextual factors that influence independence, relationships, and health behaviours. • Respond positively in challenging and changing situations. 	<p>3.1 Evaluate how contextual factors influence attitudes, values and behaviours.</p> <p>3.2 Analyse the positive and negative implications of technology and digital media on self-concepts, independence, relationships and health behaviours.</p> <p>5.1 Critically analyse situations, attitudes and behaviours that influence independence, health, safety and wellbeing in different contexts.</p> <p>5.2 Recognise and respond appropriately to situations which may be limiting or harmful to self and others.</p>