NSW CURRICULUM LINKS

SHOW: Girls in Boys' Cars

Suitable for: Years 9 – 12 (Stages 5 - 6) Subject Links: Drama, English, PDHPE

Drama

Drama	T		
Stage	Content	Objectives	Outcomes
Stage 5	Dramatic Forms and Styles: Contemporary Australian Theatre; Book Adaptation; Women in Theatre	Making	5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action 5.1.4 explores, structures and refines ideas using dramatic forms, performance
		Performing	forms, performance styles, dramatic techniques, theatrical conventions and technologies. 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
		Appreciating	5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and



			technologies to create dramatic meaning. 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
			5.3.2 analyses the contemporary and historical contexts of drama
			5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.
Stage 6- Preliminary	Theatrical Traditions and Performance Styles: Contemporary Australian Theatre; Women in Theatre	Performing	P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers

	Critically Studying	P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements 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
Australian Drama and Theatre: Contemporary Australian Theatre	Making	H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
	Drama and Theatre: Contemporary Australian	Australian Drama and Theatre: Contemporary Australian Theatre

Voice of Women	Performing	
in Theatre	j	H2.2 uses dramatic and
(topic relevance-		theatrical elements
not prescribed text)		effectively to engage an audience
text		dudience
		H2.4 appreciates the
		dynamics of drama as a
	Critically Studying	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
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English

Stage	Content	Objectives	Outcomes
Stage 5	Text type:	Objective A:	EN5-1A: A student
	Drama; Fiction.	communicate	responds to and
		through speaking,	composes increasingly
	A wide range of	listening, reading,	sophisticated and
	cultural, social		sustained texts for



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and gender perspectives, popular and youth cultures.	writing, viewing and representing	understanding, interpretation, critical analysis, imaginative expression and pleasure
	Objective B: use language to shape and make meaning according to purpose, audience and context	EN5-3B: A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
	Objective C: think in ways that are imaginative, creative, interpretive and critical	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
	Objective D: express themselves and their relationships with others and their world	EN5-7D: A student understands and evaluates the diverse 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

English Standard

Stage Content Objectives Outcomes





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Year 12	Common Module: Texts and Human	Objective A: communicate through speaking,	EN12-1 independently responds to and composes complex texts
	Experiences;	listening, reading,	for understanding,
	(related text)	writing, viewing and	interpretation, critical
	(related text)	representing	analysis, imaginative
	Module A:		expression and pleasure
	Language,		
	identity and	Objective C: think in	EN12-5 thinks
	Culture	ways that are	imaginatively, creatively,
	(related text)	imaginative,	interpretively, analytically
		creative, interpretive and critical	and discerningly to
		ana criticai	respond to and compose texts that include
			considered and detailed
			information, ideas and
			arguments
			EN12-6 investigates and
			explains the relationships
			between texts
		Objective D: express	5N40 7 1 : 1
		themselves and their	EN12-7 explains and evaluates the diverse
		relationships with others and their	ways texts can represent
		world	personal and public
			worlds
			EN12-8 explains and
			assesses cultural
			assumptions in texts and
			their effects on meaning

English Advanced

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Stage	Content	Objectives	Outcomes	
Year 11	Module A:	Objective A:	EA11-1 responds to,	
	Narratives that	communicate	composes and evaluates	
		through speaking,	complex texts for	



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Shape ou World	ur listening, reading, writing, viewing and representing	understanding, interpretation, critical analysis, imaginative expression and pleasure
	Objective C: think in	EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
	ways that are imaginative, creative, interpretive and critical	EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
	Objective D: express themselves and their relationships with others and their world	EAL11-6 investigates and evaluates the relationships between texts EAL11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
		EAL11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

Year 12	Common Module: Texts and Human Experiences (related text)	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
		Objective B: use language to shape and make meaning according to	EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EA12-3 critically analyses and uses language forms,
		purpose, audience and context	features and structures of texts justifying appropriateness for specific purposes, audiences and contexts
		Objective C: think in ways that are imaginative,	and evaluates their effects on meaning
		creative, interpretive and critical	EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
			EA12-6 investigates and evaluates the

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	relationships between
	texts

PDHPE

Stage	Content	Objectives	Outcomes
Stage 5	Health, Wellbeing and Relationships	demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships	PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships