

NSW CURRICULUM LINKS

SHOW: Fourteen

Suitable for: Years 10 – 12 (Stage 5- 6)

Subject Links: English, Drama

English

Stage	Text Requirements	Content	Outcome
Stage 5	Text type: Drama; Autobiography a range of texts by Australian authors a range of cultural, social and gender perspectives, including from popular and youth cultures	Reading, Viewing and Listening to Texts	EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts
		Understanding and responding to texts A	EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
		Understanding and responding to texts B	EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.
		Understanding and responding to texts C	EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

English- Standard

Stage	Modules	Objectives	Outcomes
Year 11	Module B: Close Study of Literature- Autobiography	<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,</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>EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p>EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond</p>

		<p>creative, interpretive and critical</p> <p>Objective D: express themselves and their relationships with others and their world</p>	<p>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>
Year 12	<p>Common Module: Texts and Human Experiences (related text);</p> <p>Module A: Language, Identity and Culture (related text)</p>	<p>Objective A: communicate through speaking, listening, reading, writing, viewing and representing</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,</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 others and their world</p>	<p>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> <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- Advanced

Stage	Content	Objectives	Outcomes
Year 11	Module A: Narratives that Shape our World	Objective A: communicate through speaking, listening, reading, writing, viewing and representing Objective C: think in ways that are imaginative, creative, interpretive and critical Objective D: express themselves and their relationships with others and their world	EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EA 11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments EA11-6 investigates and evaluates the relationships between texts EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

			EA11-8 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 Objective B: use language to shape and make meaning according to purpose, audience and context	EA 12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure 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, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

		Objective C: think in ways that are imaginative, 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 relationships between texts
		Objective D: express themselves and their relationships with others and their world	EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

Drama

Stage	Content	Objectives	Outcomes
Stage 5	Dramatic Forms and Styles: Autobiographical Theatre, Verbatim Theatre, Magical Realism	Making	5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action

		Performing	<p>5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.</p> <p>5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</p>
		Appreciating	<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>

			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: Autobiographical Theatre, Verbatim Theatre, Magical Realism	Performing	P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
		Critically Studying	P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques P3.3 analyses and synthesises

			<p>research and experiences of dramatic and theatrical styles, traditions and movements</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>
<p>Stage 6- HSC</p>	<p>Australian Drama and Theatre: Contemporary Australian Theatre Practice. (topic relevance- not prescribed text)</p> <p>Topic 5: Verbatim Theatre (topic relevance- not prescribed text)</p>	<p>Making</p> <p>Performing</p> <p>Critically Studying</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>H2.2 uses dramatic and theatrical elements effectively to engage an audience</p> <p>H2.4 appreciates the dynamics of drama as a performing art</p> <p>H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre</p>

			<p>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>H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements</p>
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