NSW CURRICULUM LINKS

SHOW: Trophy Boys

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

Subject Links: English, Drama, PDHPE, Society and Culture

English

Stage	Text Requirements	Content	Outcome
Stage 5	Text type: Drama	Reading, Viewing and	EN5-RVL-01
		Listening to Texts	uses a range of personal,
	a range of cultural,		creative and critical
	social and gender		strategies to interpret
	perspectives,		complex texts
	including from	Understanding and	
	popular and youth	responding to texts A	EN5-URA-01
	cultures		analyses how meaning is
			created through the use
			and interpretation of
			increasingly complex
			language forms, features
		Understanding and	and structures
		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	Common Module- Reading to Write	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
			EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
		Objective B: use language to shape and make meaning according to purpose, audience and context	EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
			EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
		Objective C: think in ways that are imaginative, creative, interpretive and critical	EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
			EN11-6 investigates and explains the relationships between texts





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		Objective D: express themselves and their relationships with others and their world	EN11-7 understands and explains the diverse ways texts can represent personal and public worlds EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
Year 12	Common Module: Texts and Human Experiences (related text); Module A: Language, Identity and Culture (related text) Drama text	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
		Objective B: use language to shape and make meaning according to purpose, audience and context	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
		Objective C: think in ways that are imaginative, creative, interpretive and critical	EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to 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 themselves and their relationships with others and their world	EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
		EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

Drama

Stage	Content	Objectives	Outcomes
Stage 5	Dramatic Contexts: Black Comedy	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 styles, dramatic techniques, theatrical conventions and technologies.
		Performing	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: Black Comedy; Theatre for social change; Elements of Production in Performance	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



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			used in making and shaping
			a performance
			P3.2 understands the
		Critically Studying	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
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Stage 6- HSC	Black Comedy	Making	H1.3 uses knowledge and
	(topic relevance-		experience of dramatic and
	not prescribed		theatrical forms, styles and theories to inform and
	text)		enhance individual and
			group devised works
			Stoup devised works
			H2.2 uses dramatic and
		Performing	theatrical elements
			effectively to engage an
			audience
			H2.4 appreciates the
			dynamics of drama as a
			performing art



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	Critically Studying	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 actoraudience 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

PDHPE

Stage	Content	Objectives	Outcomes
Stage 5	Health, Wellbeing and Relationships; Healthy, Safe and Active Lifestyles	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 PD5-2 researches and appraises the effectiveness of health information and support services available in the community PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

	develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity	PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
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Society and Culture

Stage	Content	Objectives	Outcomes
Stage 6-	Topics: The Social	social and cultural	P1 identifies and applies
Preliminary	and Cultural	concepts and their	social and cultural concepts
	World; Personal	application	
	and Social Identity		P2 describes personal,
		personal, social and cultural identity and	social and cultural identity
		interactions within societies and cultures	P3 identifies and describes relationships and interactions within and between social and cultural groups
		continuity and change, personal and social futures	P5 explains continuity and change and their implications for societies and cultures
Stage 6- HSC	Topics: Social and Cultural Continuity and Change; Belief Systems and Ideologies; Social Conformity and	social and cultural concepts and their application	H1 evaluates and effectively applies social and cultural concepts H2 explains the development of personal,
	non-Conformity		social and cultural identity

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