

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 a range of cultural, social and gender perspectives, including from popular and youth cultures	Reading, Viewing and Listening to Texts Understanding and responding to texts A Understanding and responding to texts B Understanding and responding to texts C	EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes. 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	<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, creative, interpretive and critical</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 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>

		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> <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>
Stage 6- Preliminary	<p>Theatrical Traditions and Performance Styles: Black Comedy; Theatre for social change; Elements of Production in Performance</p>	Performing	<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</p>

		Critically Studying	<p>H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre 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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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	<p>PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges</p> <p>PD5-2 researches and appraises the effectiveness of health information and support services available in the community</p> <p>PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p>

		<p>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</p>	<p>PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p>
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Society and Culture

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

		personal, social and cultural identity and interactions within societies and cultures continuity and change, personal and social futures	H3 analyses relationships and interactions within and between social and cultural groups H5 analyses continuity and change and their influence on personal and social futures
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