

**Riverside 2019 Education
Curriculum Links**

Show: Girl in the Machine

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

Subject Links: Drama, English, Society and Culture

Drama

| Stage | Content | Objectives | Outcomes |
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| Stage 5 | Topics: Contemporary Theatre, Elements of production in performance | Appreciating | <p>5.2.2 – Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</p> <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 | Theatrical Traditions and | Appreciating | P1.2 – Explores ideas and situations, |

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| | <p>Performance Styles: Contemporary Theatre</p> <p>Elements of production in performance</p> | | <p>expressing them imaginatively in dramatic form</p> <p>P1.3 – Demonstrates performance skills appropriate to a variety of styles and media</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 influences that have impacted upon drama and theatre performance styles, structures and techniques</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> |
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English

| Stage | Content | Objective | Outcome |
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| Stage 5 | <p>Text type: Drama.</p> <p>A wide range of cultural, social and gender perspectives,</p> | <p>Objective A: Communicate through speaking, listening, reading, writing, viewing and representing</p> | <p>EN5-1A – A student responds to and composes increasingly sophisticated and sustained texts for understanding,</p> |

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| | <p>popular and youth cultures.</p> <p>Texts that include aspects of environmental and social sustainability</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>interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5-3B – A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>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</p> <p>EN5-7D – A student understands and evaluates the diverse ways texts can represent personal and public worlds</p> |
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English – Standard

| Stage | Content | Objectives | Outcomes |
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| Stage 6 – Year 11 | Module A: Contemporary Possibilities | Objective A: Communicate through speaking, listening, reading, writing, viewing and representing | <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</p> |

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| | | <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>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>EN11-5 – 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> <p>EN11-7 – Understands and explains the diverse ways texts can represent personal and public world</p> <p>EN11-8 – Identifies and explains cultural assumptions in texts and their effects on meaning</p> |
| <p>Stage 6 – HSC</p> | <p>Common Module: Texts and Human Experiences (Supplementary 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> |

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| | | <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>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</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 |
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| Stage 6 – Year 11 | Module A: Narratives that Shape our World | Objective A: Communicate through speaking, listening, reading, writing, viewing and representing | <p>EA11-1 – Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA11-2 – Uses and evaluates processes, skills and knowledge required to effectively respond to and compose</p> |

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| | | <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>texts in different modes, media and technologies</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>EA11-5 – Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <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> |
| Stage 6 – HSC | Common Module: Texts and Human Experiences (Supplementary text) | <p>Objective A: Communicate through speaking, listening, reading, writing, viewing and representing</p> <p>Objective B: Use language to shape</p> | <p>EA12-1 – Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA12-3 – Critically analyses and uses language forms, features</p> |

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| | | <p>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>and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p>EA12-5 – Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA12-6 – Investigates and evaluates the relationships between texts</p> <p>EA12-7 – values the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> |
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Society and Culture

| Stage | Content | Objectives | Outcomes |
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| Stage 6- Preliminary | Contemporary Context (across all topics) – The impact of technologies, including communication technologies, on individuals, groups and institutions. | <p>Social and cultural concepts and their application</p> <p>Personal, social and cultural identity and interactions within societies and cultures</p> <p>How personal experience and public knowledge interact to develop social and cultural literacy</p> | <p>P1 – Identifies and applies social and cultural concepts</p> <p>P2 – Describes personal, social and cultural identity</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</p> |

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| | | continuity and change, personal and social futures | and cultures |
| Stage 6 – HSC | Social and Cultural Continuity and Change. Social Conformity and Nonconformity | <p>Social and cultural concepts and their application</p> <p>Personal, social and cultural identity and interactions within societies and cultures</p> <p>How personal experience and public knowledge interact to develop social and cultural literacy</p> <p>Continuity and change, personal and social futures</p> | <p>H1 – Evaluates and effectively applies social and cultural concepts</p> <p>H2 – Explains the development of personal, social and cultural identity</p> <p>H4 – Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy</p> <p>H5 – Analyses continuity and change and their influence on personal and social futures</p> |