

# SLINGSBY

- Journey In Wonder -



## **The Young King**

By *Oscar Wilde* and Adapted by *Nicki Bloom*



### **STUDY GUIDE**

**Australian National Curriculum and SACE Links for  
Drama and English Students**

*Compiled by Hannah McCarthy-Oliver for Slingsby*

## AUSTRALIAN NATIONAL CURRICULUM AND SACE LINKS FOR DRAMA AND ENGLISH STUDENTS

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### Slingsby “The Young King” Educational Materials

Students viewing and responding to “The Young King”, and who undertake the practical activities in our Educational Materials, will cover much of the listed content below...

#### DRAMA

*Click on this link for more details:*

<http://www.australiancurriculum.edu.au/the-arts/drama/curriculum/f-10?layout=1>

#### Years 3-4

- Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama **(ACADRM031)**
- Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place **(ACADRM032)**
- Shape and perform dramatic action using narrative structures and tension in devised and scripted drama... **(ACADRM033)**  
Identify intended purposes and meaning of drama, starting with Australian drama... **(ACADRR034)**

#### Years 5-6

- Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations **(ACADRM035)**
- Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action **(ACADRM036)**
- Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience **(ACADRM037)**
- Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts... **(ACADRR038)**

#### Years 7-8

- Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes **(ACADRM040)**
- Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions **(ACADRM041)**
- Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect **(ACADRM042)**
- Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions... **(ACADRM043)**
- Perform devised and scripted drama maintaining commitment to role **(ACADRM044)**
- Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning **(ACADRR045)**
- Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia... **(ACADRR046)**

## AUSTRALIAN NATIONAL CURRICULUM AND SACE LINKS FOR DRAMA AND ENGLISH STUDENTS

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### Slingsby “The Young King” Educational Materials

#### Years 9-10

- Improvise with the elements of drama and narrative structure to develop ideas, and explore sub-text to shape devised and scripted drama (ACADRM047)
- Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)
- Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces... (ACADRM049)
- Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (ACADRM050)
- Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (ACADRM051)
- Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)
- Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from... (ACADRR053)

**\*\*Please note...** *The content including Drama of Aboriginal and Torres Strait Islander Peoples, is not covered by this production and materials and thus, has respectfully been omitted from the above descriptions. See web links for more details.*

#### SACE LINKS

##### Year 11-12

Responses in these Educational Resources cover the SACE requirements for the Stage 1 and 2 Drama Folio – REVIEW WRITING assessment tasks.

#### ENGLISH

<http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1>

## **Slingsby “The Young King” Educational Materials**

### **Year 3**

- Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning **(ACELA1475)**
- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations **(ACELA1476)**
- Understand that paragraphs are a key organisational feature of written texts **(ACELA1479)**
- Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons **(ACELT1594)**  
Draw connections between personal experiences and the worlds of texts, and share responses with others **(ACELT1596)**
- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative **(ACELT1599)**
- Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue **(ACELT1791)**
- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations **(ACELY1676)**  
Plan and deliver short presentations, providing some key details in logical sequence **(ACELY1677)**
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features **(ACELY1680)**
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements **(ACELY1685)**

## **Slingsby “The Young King” Educational Materials**

### **Year 4**

- Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group **(ACELA1488)**
- Understand differences between the language of opinion and feeling and the language of factual reporting or recording **(ACELA1489)**
- Discuss literary experiences with others, sharing responses and expressing a point of view **(ACELT1603)**
- Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension **(ACELT1605)**
- Create literary texts that explore students’ own experiences and imagining **(ACELT1607)**
- Create literary texts by developing storylines, characters and settings **(ACELT1794)**
- Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently **(ACELY1688)**
- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences **(ACELY1689)**
- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text **(ACELY1690)**
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements **(ACELY1697)**

## **Slingsby “The Young King” Educational Materials**

### **Year 5**

- Understand that the pronunciation, spelling and meanings of words have histories and change over time **(ACELA1500)**
- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships **(ACELA1501)**
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts **(ACELA1512)**
- Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts **(ACELT1608)**
- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others **(ACELT1609)**
- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses **(ACELT1610)**
- Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes **(ACELT1611)**
- Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced **(ACELT1612)**
- Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes **(ACELY1796)**
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements **(ACELY1700)**
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience **(ACELY1704)**
- Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements **(ACELY1707)**

## **Slingsby “The Young King” Educational Materials**

### **Year 6**

- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects **(ACELA1518)**
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion **(ACELA1525)**
- Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts **(ACELT1613)**
- Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse **(ACELT1617)**
- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways **(ACELT1618)**
- Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice **(ACELT1800)**
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions **(ACELY1709)**
- Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience **(ACELY1816)**
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis **(ACELY1710)**
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience **(ACELY1714)**
- Use a range of software, including word processing programs, learning new functions as required to create texts **(ACELY1717)**

## **Slingsby “The Young King” Educational Materials**

### **Year 7**

- Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources **(ACELA1782)**
- Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns **(ACELA1536)**
- Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance **(ACELA1764)**
- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts **(ACELT1619)**
- Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view **(ACELT1620)**
- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts **(ACELT1621)**
- Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage **(ACELT1803)**
- Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches **(ACELT1622)**
- Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels **(ACELT1623)**
- Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition **(ACELT1625)**
- Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour **(ACELT1805)**
- Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition **(ACELY1719)**
- Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning **(ACELY1804)**
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing **(ACELY1720)**
- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose **(ACELY1721)**
- Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences **(ACELY1724)**
- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas **(ACELY1725)**
- Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts **(ACELY1728)**



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### **Year 8**

- Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody **(ACELA1542)**
- Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning **(ACELA1548)**
- Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups **(ACELT1626)**
- Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts **(ACELT1627)**
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts **(ACELT1807)**
- Recognise, explain and analyse the ways literary texts draw on readers’ knowledge of other texts and enable new understanding and appreciation of aesthetic qualities **(ACELT1629)**
- Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts **(ACELT1630)**
- Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays **(ACELT1767)**
- Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects **(ACELT1632)**
- Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts **(ACELT1768)**
- Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects **(ACELY1808)**
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints **(ACELY1731)**
- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate **(ACELY1736)**
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively **(ACELY1738)**

## **Slingsby “The Young King” Educational Materials**

### **Year 9**

- Understand that roles and relationships are developed and challenged through language and interpersonal skills **(ACELA1551)**
- Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor **(ACELA1552)**
- Understand that authors innovate with text structures and language for specific purposes and effects **(ACELA1553)**
- Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning **(ACELA1560)**
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness **(ACELA1561)**
- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts **(ACELT1633)**
- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts **(ACELT1635)**
- Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style **(ACELT1636)**
- Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes **(ACELT1637)**
- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts **(ACELY1739)**
- Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways **(ACELY1740)**
- Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects **(ACELY1811)**
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes **(ACELY1741)**
- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts **(ACELY1742)**
- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts **(ACELY1744)**
- Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts **(ACELY1745)**
- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features **(ACELY1746)**
- Use a range of software, including word processing programs, flexibly and imaginatively to publish texts **(ACELY1748)**

## **Slingsby “The Young King” Educational Materials**

### **Year 10**

- Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people **(ACELA1564)**
- Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction **(ACELA1570)**
- Evaluate the impact on audiences of different choices in the representation of still and moving images **(ACELA1572)**
- Evaluate the social, moral and ethical positions represented in texts **(ACELT1812)**
- Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses **(ACELT1643)**
- Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience **(ACELT1815)**
- Create imaginative texts that make relevant thematic and intertextual connections with other texts **(ACELT1644)**
- Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage **(ACELY1750)**
- Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences **(ACELY1813)**
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action **(ACELY1751)**
- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences **(ACELY1752)**
- Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues **(ACELY1756)**
- Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user **(ACELY1776)**

### **Year 11 and 12**

There are a multitude of assessment tasks within Stage 1 and 2 English subjects which students could successfully complete by viewing and responding to “The Young King”

For more information go to:

<https://www.sace.sa.edu.au/learning/australian-curriculum/english-subjects-from-2016>

## AUSTRALIAN NATIONAL CURRICULUM AND SACE LINKS FOR DRAMA AND ENGLISH STUDENTS

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### English

#### Essential English

#### English Literary Studies

#### For Example - English – Stage 1

##### **Assessment Type 1: Responding to Texts**

Students produce written, oral, and/or multimodal responses to a text or texts. For a 10-credit subject, students complete at least one response to text. For a 20-credit subject, students complete at least two responses to texts.

They may respond to texts in a variety of forms, including a series of short answers and/or extended responses. The length of responses to texts can vary. Some responses may be short, others may be longer; however, no response should be more than 500 words or 5 minutes, or the equivalent in multimodal form.

##### **Responses to texts could include, for example:**

- A commentary on a workplace text
- An oral presentation with visual images
- An email in response to a text
- A series of brief responses to a film text
- A discussion of a film, television program, or game
- A review or comment on a set of instructions (e.g. a manual)
- A blog in response to a news item or sports report
- A set of annotations on a community information text
- A director's commentary on a section of a visual or dramatic text
- Exploration of the use of language in a campaign (e.g. advertising, political, advocacy).

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

**Communication**

**Comprehension**

**Analysis.**

## AUSTRALIAN NATIONAL CURRICULUM AND SACE LINKS FOR DRAMA AND ENGLISH STUDENTS

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### 2016-17 – Stage 2 English

#### **Assessment Type 1: Responding to Texts (30%)**

Students produce three responses to texts. Two of the responses must be written, and one must be oral. Either the oral response or one of the written pieces may be replaced by a multimodal response. The texts on which the responses are based must be chosen from at least three of the categories listed below. One of the three responses could be a comparison of two or more texts from within or across these categories.

#### **The categories are:**

- An extended text such as a novel, a graphic novel, a collection of short stories, a biography, or other non-fiction prose text
- A selection of poetry texts such as a poet study, anthology, theme study, song lyrics
- A drama text or performance
- A film or episode of a television miniseries
- Media texts such as advertisements, talkback radio programs, magazines, technical journals, news presentations, sports reporting, political commentary or cartoons, editorials, websites, social media, blogs, podcasts, gaming, and other forms of digital media.

The written responses should total a maximum of 2000 words; the oral response should be a maximum of 6 minutes; a response in multimodal form should be of equivalent length.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

**Knowledge and Understanding**

**Analysis**

**Application.**

## AUSTRALIAN NATIONAL CURRICULUM AND SACE LINKS FOR DRAMA AND ENGLISH STUDENTS

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### English Literary Studies – STAGE 2 2017

#### **Assessment Type 1: Responding to Texts (50%)**

Students produce up to five responses to their text studies; together, the responses comprise a maximum of 5000 words. One of these responses can be oral or multimodal in form, where 6 minutes is equivalent to 1000 words. There is flexibility within this study for the texts to be considered in terms of each other, leading to a single response or set of responses of up to 5000 words.

#### **As a set, the responses must cover each of the following text studies:**

- Extended prose text
- Film text
- Drama text
- Poetry texts

For the extended prose, film, and drama texts, two of the texts must be from the text list. The third text may be from this list, but is not required to be.

The poetry texts should include poems by at least three poets, with at least one of the poets selected from those on the text list.

One text response must be a critical perspectives task, in which students consider one or more texts (or a selection of texts in the case of poetry) from two critical perspectives. Students consider how the position adopted in a critical perspective reflects a particular interpretation of a text. The perspectives can either be from an identified lens (e.g. feminist or post-colonial perspective) or reflect the student's awareness of his or her own critical reading of the text or texts and the way in which that is informed by the perspectives of other readers, viewers, or critics

For example, a text by a contemporary Indian writer considered from a post-colonial and a feminist perspective Shakespeare play interpreted in terms of its representation of gender and psychological motivation nineteenth-century text scrutinised from a socioeconomic and a race perspective collection of poems examined from a psychological and a personal reading perspective war film viewed from a pacifist and a historical perspective.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

**Knowledge and Understanding**

**Analysis**

**Application.**