

**English**

**Lower Secondary  
Syllabus**



Papua New Guinea  
Department of Education

Issued free to schools by the Department of Education

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## **Acknowledgements**

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## Secretary's message

This syllabus is to be used by teachers to teach English to Lower Secondary students (Grades 9 and 10) throughout Papua New Guinea. This syllabus builds upon concepts, English skills and attitudes from Upper Primary and links to concepts, English skills and attitudes in Upper Secondary. It provides a sound foundation for further learning.

The Lower Secondary English syllabus contributes to integral human development as it is based on the students' physical environments, societies and cultures. It links to the *National Education Plan's* vision which is that secondary education enables students to achieve their individual potential to lead productive lives as members of the local, national and international community as they undertake a broad range of subjects and work related activities that can be used in everyday life.

This syllabus provides opportunities for students to explore language in a variety of contexts. It is aimed at fostering deeper understanding of both the English language and the students' vernacular and through this understanding, the many Papua New Guinean cultural and contemporary issues that the reform principles are based on.

English will be learnt in relation to students' society, local and global cultures and the influences that direct the course of these changes. In their exposure to a wide range of spoken, written and visual texts from within and outside the classroom, students learn how to communicate effectively with others and make wise and informed decisions about matters to do with family, personal relationships and the wider community. It will encourage students to read and write for pleasure and to use language effectively in everyday life. Thus, the English syllabus will be seen as a vehicle to carry through all aspects of learning.

I commend and approve this syllabus as the official curriculum for English to be used in all schools with Grades 9 and 10 students throughout Papua New Guinea.

**DR. JOSEPH PAGELIO**  
Secretary for Education

## Introduction

The *National Curriculum Statement* states that education in Papua New Guinea is outcomes based. All Lower Secondary syllabuses use an outcomes approach. The English syllabus has been designed using learning outcomes which identify the knowledge, skills, attitudes and values that all students achieve or demonstrate by the end of Grade 10. It selects the essential knowledge and skills from syllabuses teachers have used in the past, and incorporates these with developments in English to ensure that the syllabus provides relevant skills and knowledge for students. Language is one of the national curriculum learning areas and this English syllabus builds on the knowledge and skills students have learnt in primary school.

Upper Primary Language Strands	Upper Primary Language Substrands	Lower Secondary English Strands	Lower Secondary English Unit organisation
Speaking and listening	Production	Speaking and listening	Texts and contexts
Reading	Skills and strategies	Reading and viewing	Language
Writing	Context and text	Writing	Skills and strategies
	Critical literacy		

Assessment is an important component of teaching for learning and is integrated into the teaching and learning activities of English. Continuous assessment in English provides feedback to students and the teacher on students' progress towards achievement of the learning outcomes. It helps students improve their standards of achievement by knowing what they need to do well and where they need to improve. In English, teachers will gather evidence from students' work during the course of the term and use those continuous assessments to improve their teaching and students' learning.

English is explored using a range of texts. Through critical analysis deeper meanings are drawn and discussed. The learner becomes familiar with features of English such as spelling, vocabulary, grammar, punctuation, layout, and the important functions of the different modes of communications. Students understand and use appropriate language to meaningfully interact with increasingly diverse audiences in their journey as learners and into adulthood. Students build on prior knowledge, skills, and understanding as they progress through to the next grade level.

The English syllabus is organised using three strands; speaking and listening, reading and viewing and writing. It involves learning about the different genres used in school and the wider community. Students use an integrated text-based approach to study a range of genres including literature, media and everyday texts. Teachers will choose from a range of texts suitable for their students to study individually or in groups. As students listen to, speak about, read, view and write a range of texts, they make meaning and identify and use the appropriate conventions of language.

At Grade 9 and 10 emphasis is placed on the development of an appropriate level of competence of reading and viewing, writing and speaking and listening skills. Students undertake a variety of activities to improve their

language skills and these approaches cater for the range of needs, interests and abilities of all students and adequately equip them for life after Grade 10 either in their communities or onto an academic pathway.

English is to be timetabled for five periods per week in Grades 9 and 10.

## Rationale

Learning English is important because it is the medium of national and global communication. It is the language of international communication, business and politics. With more than 800 different languages in Papua New Guinea, speakers of these languages can be drawn together through the learning and use of English.

Through the study of English, necessary knowledge, skills, attitudes and values will be imparted to the students. Students will learn that English transmits cultural perspectives, including gender, class, and ethnicity and enables students to recognise and understand the differences in people. Learning English will emphasise the importance of contemporary cultural issues which shape meaning and reality and develop positive attitudes to life at school and in society to enable students to live successfully with others.

Students learn English so that they can communicate effectively in a variety of situations; in the market place, in the business world and in the technological world. The use of computers, mobile phones and modern equipment requires English reading and viewing skills and an understanding of the English language. A good command of English provides students with increased opportunities for enjoyable leisure activities such as reading or writing for pleasure and watching television and movies.

Potential career opportunities in urban, community or village contexts are increased for students who have a good command of English. Fluency in, and an understanding of English is critical for students in Papua New Guinea who want to go onto higher study or to work in a profession.

## Curriculum principles

The national curriculum principles should influence what students learn and how teachers teach. These principles relate to our way of life, integral human development and teaching and learning from the *National Curriculum Statement*.

### Our way of life

#### Cultural relevance

Cultural relevance focuses on the richness and diversity of Papua New Guinean cultures and languages. Our traditional life is based on a holistic perspective that integrates the past, present and future. Papua New Guineans are the original inhabitants of Papua New Guinea and live in sophisticated, organised and self-sufficient societies. Our customs and traditions constitute a cultural mosaic, rich and diverse, including different cultural groups. Our customs and traditions are unique. The English syllabus enables students to demonstrate an understanding and appreciation of the values, customs and traditions of Papua New Guinea and recognise Papua New Guinean languages as forms of cultural expression.

#### Maintenance of vernacular language

The Department of Education *Language Policy in all Schools* states that at the secondary level, lessons will be conducted in English, but teachers can use opportunities to further develop the students' oral and written vernacular (or lingua franca) skills, for example when a concept is better explained using the vernacular or lingua franca. Students must be encouraged to learn and use English, but secondary schools should not discourage free communication in vernacular languages that students speak in and out of the school grounds.

#### Cultural diversity

Papua New Guinea is fortunate to have so many languages and cultures. The diversity of our cultures is the source of our knowledge, skills, attitudes and Melanesian values. As a multicultural society, we must protect, promote and respect our many cultures and languages. There are many people from our own ethnic groups and from other countries with their own cultures, living and working together in Papua New Guinea. We must ensure that we promote and share our cultures and maintain our languages and in this way, cultural diversity will be maintained and enjoyed while learning experiences will be enriched.

## Ethics, morals and values

Papua New Guinea is striving to create a society in line with democratic, liberal traditions. The citizens of Papua New Guinea should recognise appropriate social relationships based on sound human and religious ethics, morals and values which are required for interaction with families, villages, wantoks and other groups and people from other provinces and nations. The process of socialisation requires a belief in the ethics, morals and values of the Melanesian extended family. It requires dialogue with and respect for others and a willingness to conserve and promote those aspects of our traditions, which are consistent with integral human development. Socialisation also requires an awareness of the interdependence of individuals, societies and nations in the modern world. It requires involvement with family, church, school, community and the world beyond.

The English syllabus places emphasis on teaching ethics, morals and values and the integration of subjects to enable students to experience real-life situations.

## Integral human development

### Facilitating integral human development

The English syllabus contributes to integral human development which is described in the *National Curriculum Statement* as follows:

- *integral* in the sense that all aspects of a person are important
- *human* in the sense that social relationships are basic
- *development* in the sense that every individual has the potential to grow in knowledge, wisdom, understanding, skills and goodness.

Integral human development is the ultimate goal for every person who receives an education.

## Nation building and national unity

Papua New Guinea is a young nation. There is still a great deal of nation building to be done. The English syllabus will enable students to help Papua New Guinea develop a national identity as one nation through the means of communication in one language. Learning English will help students recognise their capabilities and develop their own talents and participate in the development of the national community.

## Catering for diversity

### Gender

All Lower Secondary syllabuses are designed to cater for the educational needs and interests of both girls and boys. The Department of Education *Gender Equity in Education Policy* (2003) recommends that no student in the education system of Papua New Guinea will be disadvantaged on the basis

of gender. The policy aims to prepare students for a satisfying life beyond school where:

- equal, non-violent relationships exist between females and males
- rights to personal respect and safety are reflected in everyday life
- positive cultural values and individual differences are acknowledged and respected.

There is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. To implement the policy, teachers have the responsibility to use and promote gender equity practices in their classrooms and with the wider community. This means teachers:

- use teaching and learning strategies that meet the needs and rights of all female and male students
- use gender inclusive language, content, methodology and assessment
- respect positive cultural values and challenge unfair cultural practices
- respect the contributions of men and women to society
- promote positive attitudes and behaviours of social responsibility, empathy and sensitivity.

In English, students will be given equal opportunities to participate in all practical learning and assessment activities regardless of gender. In gender sensitive classrooms:

- there is a safe, challenging learning environment which is socially and culturally supportive
- boys and girls have the right to equal power
- students take turns in being the leader and reporter
- students share and participate in activities involving different students
- students show respect for other students and their contributions
- teachers encourage students to challenge stereotyped gender roles.

## **Students with special needs**

Many students have special needs. Gifted students should be given opportunities to extend their learning. Students with physical impairments need special support in the classroom. Teachers have a responsibility to ensure that the learning needs of these students are met. All students are individuals and all have the right to quality education in order to reach their full potential.

## **Teaching and learning**

English is a practical subject and teaching and learning must reflect this. Learning will be done through practical activities; students will learn by speaking and listening, creative thinking and doing.

## Student-centred learning

The English syllabus uses a student-centred approach as a vehicle to guide and facilitate students' learning. A student-centred approach provides students with the opportunity to practice and develop critical and creative thinking, problem solving, decision-making as well as range of practical skills and knowledge.

A student centred approach means that teaching and learning strategies need to be flexible to cater for individual differences and learning should be relevant and meaningful to the experiences and needs of the students. A student-centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve the English learning outcomes. Students learn best by being actively active involved in their learning through reading and viewing, writing, speaking and listening, and taking opportunities to be creative.

In English, students are encouraged to think critically about what they are learning and to take responsibility for their learning. They learn to teach each other and to learn from each other, to work cooperatively and to work individually. They know that learning has a serious purpose. They enjoy using a wide range of texts and developing a wide variety of speaking, reading and writing skills. Students learn how to communicate well with others, how to work things out for themselves and how to get the information they need. They become confident through being given the opportunity to use their knowledge and imagination in speaking and writing creatively.

## Inclusive curriculum

All students are individuals and all have the right to quality education in order to reach their full potential. An inclusive curriculum uses content, language and teaching methods that take account of all students. All Lower Secondary syllabuses value the experiences and knowledge of all students, regardless of gender, ability, geographic location, religious and cultural background, or socioeconomic status.

When interpreting and implementing syllabus learning outcomes teachers must ensure that the teaching, learning, and assessment activities are inclusive of all students. The following statements identify important requirements of an inclusive curriculum.

- All students have fair access to resources such as time spent with the teacher, space in the classroom, books and equipment, outside space.
- All students have equal opportunity to participate fully in teaching, learning and assessment activities.
- The curriculum includes and addresses the needs and interests of all students; girls as well as boys, gifted students, students with disabilities and students from different cultural and religious backgrounds.
- The experiences and knowledge of all students are valued by teachers and are reflected in classroom practice.
- Teaching and learning methods cater for different learning styles by allowing students opportunities to learn in different ways.
- Teachers use a variety of assessment methods that give students opportunities to demonstrate achievement of learning outcomes.

Teachers have a responsibility to ensure that the curriculum they teach, and the classroom practices they use, give all students the opportunity to reach their full potential.

## **Relevance**

The English syllabus should be relevant to the social, spiritual and resource development needs of a community. A key focus of the English syllabus is to provide all students with real life and relevant learning experiences. There is a clear emphasis on the development of practical skills and knowledge that will ensure students are able to achieve and maintain a sustainable way of life beyond their school years. Learning English should provide students with opportunities to make connections with, and draw from their cultural, linguistic and everyday knowledge, skills and attitudes and apply this to what is being learnt in their classrooms. It is essential that students are aware of and value community and local knowledge and realise that learning takes place inside and outside the school context.

Most people in Papua New Guinea work in the informal economy. Students who leave at the end of Grade 10 may need to find work in the informal economy. These students, however, will not only need to be skilled to work in the informal economy, but they will also need to be prepared to work in the formal economy and undertake further education if there are opportunities. To do this they will need to be functionally literate in English.

## **Language development across the curriculum**

Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for real purpose learning of English. Vocabulary and grammar must be explicitly taught in relevant contexts across the curriculum. Language also provides secondary students with opportunities to develop, explore and express their vernacular or lingua franca.

## **Lifelong learning**

Learning English is an important part of a student's education but learning continues throughout life. The experiences that students have in English are critical in encouraging them to continue learning. Students know at least one language when they come to school. They may learn others outside school and continue to learn after they leave school. The curriculum should build on what students already know. Learning English promotes lifelong learning through everyday leisure activities such as watching the news, documentaries and dramas on television or listening to music and songs.

## **Integration**

Relevant and meaningful teaching and learning experiences for Lower Secondary students can best be provided by integrating subjects so that they apply to real-life situations. The English language is used in all subjects and assists with purposeful integration.

## **Safety**

The Department of Education requires all teachers to have a duty of care. All students have a duty to act responsibly and safely at all times. Teachers and students must follow safety instructions and procedures at all times. The schools must observe all safety requirements as instructed by the Secretary for Education.

## Aims of English

The aim of the subject English is for all students to be functionally literate by the end of Grade 10.

This syllabus aims to develop the following knowledge, skills and attitudes in all students.

### Knowledge

- The way English can be used for a variety of purposes, audience and contexts through the use of a range of texts.
- A wide range of contexts and texts and the capability to critically analyse texts in relation to personal experiences and the experiences of different societies within Papua New Guinea and beyond.

### Skills

- The ability to communicate effectively, appropriately and responsibly in a variety of social and functional contexts through the production of a range of texts.
- The ability to speak, listen, read and view, and write with imagination and intellectual competence for a range of audiences and contexts.
- The ability to use language including mother tongue, lingua franca and English to understand, develop and communicate ideas and information to interact with others in the society.
- The ability to organise thinking both logically and in sequence and demonstrate this in written and spoken form.

### Attitudes

- The ability to demonstrate a deeper understanding and appreciation of their own and other cultures, and a commitment to maintaining their own cultures through the competent use of language.
- The ability to make informed choices about language use in a range of social contexts.
- The ability to use appropriate functional language skills that will enhance cultural maintenance, social interactions and self-esteem.

## Content overview

### Broad learning outcomes

The English broad learning outcomes are statements that identify the knowledge, skills, attitudes and values all students achieve or demonstrate at the end of Grade 10. The broad learning outcomes for English are listed below.

Students can:

1. use and understand English structures and forms according to rules and conventions for functional and creative purposes
2. communicate ideas and information in a variety of ways (written, oral, and visual) according to purpose, audience and context
3. respond to and analyse a variety of texts on a range of issues from Papua New Guinea and the world
4. respond to and value different cultures through the study of literature and other texts.

### Strands

The study of English is described in the following three strands:

- speaking and listening
- reading and viewing
- writing.

English is best taught through integration of all the above strands.

### Speaking and listening

The speaking and listening strand deals with the ability to speak with clarity, fluency and appropriateness. Students listen for specific purposes such as identifying key ideas, taking note of information and summarising main points. In their local surroundings and the global community, they learn to listen and speak about more challenging ideas and issues. This enables them to interact in both formal and informal situations such as speaking in public and performing in plays, participating in interviews, and inquiring and negotiating in daily life routines. In speaking and listening, students learn to:

- interpret a range of spoken texts
- participate in formal and informal dialogues
- compose and present spoken texts for a range of contexts, purposes and audiences
- identify and use appropriate English for spoken texts
- use digital and electronic technologies where appropriate.

## Reading and viewing

In the reading and viewing strand students develop the ability to read with clarity and understanding and are able to demonstrate this in a wide range of situations. Their knowledge about the world around them can be broadened as they read and view a diverse range of texts. Reading these texts will enable them to gain information about current critical issues such as HIV/AIDS, to expand on personal experiences and to gain enjoyment. As they read and view a variety of texts they learn to:

- engage with a range of written and visual texts for different purposes
- interpret and respond to different texts
- demonstrate critical understanding of texts
- identify the language appropriate to the kind of texts
- use information and communication technologies and critically analyse electronic information for accuracy and quality.

## Writing

Students can demonstrate competency when they can compose a range of texts to communicate thoughts, feelings ideas and opinions with a range of audiences within the school, community and beyond. They learn to write for different purposes so as to inform, persuade, speculate, reflect and hypothesise. In writing the students learn to:

- consider the purpose for their writing
- compose a range of texts
- demonstrate critical understanding of the contexts and audiences of their texts
- use appropriate language for the kind of text or genres
- make sense and meaning of their texts to a range of situations and audiences.

## The scope and sequence of unit organisation

The English syllabus is organised into units using the three strands; reading and viewing, writing and listening and speaking. In these units students will use a range of texts and show understanding of these texts by exploring the contexts in which they are produced and critically analysing different perspectives. The study of English is important for making meaning of texts. As students produce and engage with these texts they develop multiple strategies as readers, viewers, writers, listeners and speakers.

## Texts and contexts

The use of a variety of texts will enable students to engage with, produce, and respond to a range of situations. The choice of texts will be based on a negotiated learning approach by both the teacher and the students. Texts refer to the art of communication in language that may take the form of

spoken, written, visual, or a combination of different modes in a range of different contexts.

The different contexts include:

- the situational contexts in which a text and its language is constructed in different ways to suit the purpose, audience and subject in the three strands
- the socio-cultural context which will enable students to reflect on a diverse range of values, beliefs, behaviours and ways of thinking and doing things.

In the English syllabus, a range of texts are studied and used to facilitate learning of formal English structure and forms. The ranges of texts listed are all possibilities (see page 15). Teachers and students select from the type of texts available at the school. In their exposure to a wide range of text-based learning, students develop a sense of identity in being part of a larger society with others in their immediate environment.

With this perspective, their engagement with literature, media and everyday texts will facilitate learning and communicating within English and other languages that are also important. Using these texts to share, interpret, convey meaning and make sense of their cultural societies, the skills to speak, read, view, think and write will be sharpened.

Literature texts enable students to develop and understand cultural values. They also enhance learning to respect and appreciate those values that are different to their own. Works of literature enable students to understand and explore values in a society such as Papua New Guinea. Students build a critical awareness of the powerful influence of popular cultures that are a part of the modern global society of which Papua New Guinea is a part.

The study and use of media texts are critical in today's society. Students need to identify and respond to different forms of media texts that are available in the modern world.

All texts are part of people's daily lives and are critical for effective daily engagement. The development of critical literacy will be encouraged in students as they are exposed to a variety of texts. Critical literacy will present knowledge as a social construction linked to norms and values. It enables the students to understand the deeper meanings of texts by equipping them with skills to analyse the validity and source of information. It is important that students know how texts work, how they manipulate readers, and how they position them to read or interpret situations in particular ways. They need the tools to carry out analysis. They need to ask why a text is produced, what the message is and what version of reality it presents. Critical literacy therefore, presents itself as an important area to cover in English.

As students leave school, they form local and the global communities which leads to the practical use of the range of texts that they have covered in their English learning in Grades 9 and 10. In their endeavours to go beyond Grade 10 pursuing an academic career or one that will lead to their communities, texts in English learning and communication in speaking, reading, viewing and writing can equip students to be functional and literate people in society.

## **Language**

Understanding aspects of language is important to enable students to discover new ideas and information and to convey and receive information. Language shapes meaning and creates reality in a whole range of contexts. Students understanding of how language is constructed and used in different contexts and different cultural societies can enable them to learn about people and their complexity. This will enable them to find their own place in this complex world and confidently apply this knowledge.

In the speaking, listening and reading and viewing strands, English is further explored using a range of texts. Through critical analysis deeper meanings can be drawn and discussed. The learner is able to become familiar with features of English such as spelling, layout, punctuation and the important functions of the different modes of communication. Students understand and use appropriate language to meaningfully interact with increasingly diverse audiences at school and into adulthood.

## **Skills and strategies**

A range of skills and strategies can be used to explore different ideas through the texts that students study and produce. The range of strategies may include skimming, predictions prior to reading and brainstorming of ideas, use of questioning and props to elicit information, and discussions to discover other peoples' point of view. Students can develop many ways to express ideas as they recognise and explore the function and power of language.

### Unit learning outcomes mapped against broad learning outcomes

Broad learning outcomes	1 Use and understand English structures and forms according to rules and conventions for functional and creative purposes	2 Communicate ideas and information in a variety of ways (written, oral, and visual) according to purpose, audience and context	3 Respond to and analyse a variety of texts on a range of issues from Papua New Guinea and the world	4 Respond to and value different cultures through the study of literature and other texts
Unit 9.1	9.1.1 create simple written and oral texts demonstrating control of language when communicating with familiar audiences		9.1.2 read, view, listen to and discuss texts about, or used in, everyday home and leisure activities in the wider Papua New Guinean community	
Unit 9.2	9.2.1 create written and oral texts that are common in the world of work using appropriate structures and language features		9.2.2 read, view, listen to and discuss aspects of the world of work in a range of texts from Papua New Guinea contexts and other sources	
Unit 9.3	9.3.1 create narrative texts based on Papua New Guinean experiences using appropriate structures and language features		9.3.2 read, view, listen to and discuss a range of narrative texts from Papua New Guinea and beyond	
Unit 9.4	9.4.1 create written and oral texts that inform, influence or persuade adopting the structure and language features of the genre		9.4.2 read, view, listen to and discuss a range texts designed to inform, influence and/or persuade others.	
Unit 10.1	10.1.1 create written and oral texts about issues relating to the home and social environments using language appropriate to contexts and purpose.		10.1.2 recognise and use literacy strategies to develop intercultural competence for understanding, responding to, and initiating effective communication	
Unit 10.2	10.2.1 create written and oral texts to demonstrate views related to different types of formal and informal work available in the community		10.2.2 read, view, listen to and respond to a range of complex texts used in the workplace	
Unit 10.3	10.3.1 create sustained written and oral texts which apply knowledge of language features for a range of purposes and cultural contexts		10.3.2 read, view, listen to and respond to range of complex texts about Papua New Guinea and beyond to enhance perception of their broadening world and their relationship with it.	
Unit 10.4	10.4.1 create sustained written and oral texts that inform, influence or persuade adopting the conventions of a range of genres.		10.4.2 read, view, listen to and respond critically to a range of texts designed to inform, influence and/or persuade others.	

## Grade 9 and Grade 10 Range of texts

<p><b>Literature</b></p> <p>Literary texts are characterised by the aesthetic use of language and the imagination to shape, explore, reproduce understandings about, reflect on, represent, and speculate about human experience through the construction of real and imagined (including virtual) worlds. Literary texts can be <i>narrative</i> (narrating events) or <i>non-narrative</i> (reflecting upon events and issues) such as:</p>	
<p><b>Classic and Contemporary Literature</b></p> <ul style="list-style-type: none"> <li>• traditional stories, legends, myths</li> <li>• short stories</li> <li>• novels (adventure, fantasy, mystery, science fiction, crime, spy, romance, western)</li> <li>• reflective/literary essays</li> <li>• eulogies and orations</li> <li>• biographies and autobiographies</li> <li>• rhymed and action verse</li> <li>• ballads (including traditional/folk and literary ballads)</li> <li>• lyric poems (including songs, haiku, odes, poems/songs of social comment, sonnets)</li> <li>• short plays</li> <li>• mask dramas</li> </ul>	<p><b>Popular Literature</b></p> <ul style="list-style-type: none"> <li>• diary or journal entry (recording and reflecting on personal experience)</li> <li>• cartoon strips, photo stories, picture stories, captions</li> <li>• narrative films</li> <li>• public speeches and debates</li> <li>• formula verse (including limericks, shape poems, cinquains)</li> <li>• acrostic poems, alphabet poems, syllable poems, theme poems</li> <li>• song lyrics</li> <li>• street theatre</li> <li>• skits, sketches</li> <li>• radio plays</li> </ul>
<p><b>Media</b></p> <p>Mass-media texts are those produced in a variety of paper and electronic media for a mass audience. They are used to communicate, entertain, inform and/or persuade. They can be print, images or a combination of both. Mass media texts include: <i>reports</i> (reporting on events, phenomena, issues) and <i>expositions</i> (explaining and analysing events, phenomena, issues) such as:</p> <ul style="list-style-type: none"> <li>• advertisements and classifieds (newspapers, radio, television, magazines and signboards)</li> <li>• newspapers and magazines (editorials, letters to the editor, feature articles and stories, special reporting such as crime, sports issues, social issues)</li> <li>• computer games and computer interaction (e.g. accessing databases and software programs), web pages</li> <li>• television programs (cartoons, drama, children's programs, soap opera, serials etc.)</li> <li>• media news reports, documentaries and current affairs</li> <li>• video clips, feature films, DVDs</li> <li>• radio and television features and commercial scripts and radio talkback</li> <li>• film and book reviews</li> </ul>	
<p><b>Everyday Texts</b></p> <p>Everyday texts are those associated with education, leisure, work, family and daily life. They are used to communicate, entertain, inform and/or persuade. They can be print, images or a combination of both. Everyday texts include: <i>transactions</i> (negotiating relationships, information, goods and services) and <i>procedures</i> (directing, explaining), such as:</p> <ul style="list-style-type: none"> <li>• journals and diaries</li> <li>• instructions, labels, captions, pamphlets, brochures, posters and leaflets</li> <li>• messages, questionnaires, and forms</li> <li>• personal and business letters, invitations, apologies, complaints</li> <li>• telephone conversations, speeches and public addresses, assemblies</li> <li>• artworks</li> <li>• arguments (written or spoken) which communicate a point of view</li> <li>• discussions and debates</li> <li>• information texts (spoken, written and visual), recounts, descriptions, observations, comments and explanations, instruction manuals</li> <li>• notes, summaries and essays</li> <li>• group work, reports, surveys and questionnaires</li> <li>• daily bulletin, school magazines, newsletters and notices</li> <li>• formal meeting procedures, minutes</li> <li>• job applications (curriculum vitae and resumes), interviews</li> </ul>	

## Grade 9 units

### 9.1 Home and Leisure

Term 1, 10 weeks

In this unit students use a range of texts to examine, analyse and interpret past, present and future representations of individuals at home and at leisure within their community. They examine at least six (6) texts and identify local and global issues in relation to the home and the local environments. Students have the opportunity to read, view, listen to, discuss and write texts used in, or about the home in various community settings and about forms of leisure. Students' achievements of the learning outcomes in this unit are assessed using a written and an oral response.

In preparing students to write or produce their own texts, teachers must focus on language structure, vocabulary, and grammar appropriate for each text type selected for study.

#### Unit learning outcomes

Students can:

- 9.1.1 create simple written and oral texts demonstrating control of language when communicating with familiar audiences
- 9.1.2 read, view, listen to and discuss texts about, or used in, everyday home and leisure activities in the wider Papua New Guinean community.

#### Text types

- Personal letters
- Holiday brochures
- Posters and signs
- Computer games and programs
- Newspapers and magazines
- Advertisements and classifieds
- Radio and television programs
- Song lyrics
- Timetables
- Instructions and labels
- Recipes

## Content

### Reading and viewing

Read and view a range of home and leisure texts from both in and beyond Papua New Guinea using a range of strategies to analyse the content and language features.

#### *Texts and contexts*

- interpret/follow printed instructions on food and clothing labels, recipes, instruction forms and others in the home and school environments
- read for purpose, audience and connection between ideas about home and leisure that are generated
- recognise ideas, values and beliefs, biases and stereotypes in home and leisure texts, for example discriminatory language, racist attitudes
- examine a range of local and global issues from a variety of home and leisure texts
- examine the different structure of a range of home and leisure texts.

#### *Language*

- identify the language features of different home and leisure texts e.g. use of descriptive language in texts such as holiday brochures
- identify the use of formal or informal language in texts depending on purpose and audience
- analyse the use of expressive language in poems and song lyrics for example pacing, rhyme, similes and metaphors
- identify the contribution of written/visual imagery to help create meaning.

#### *Skills and strategies*

- record and organise responses to a range of home and leisure texts e.g. note-taking, summarizing,
- research information about home and leisure by using the contents, diagrams e.g. in posters, newspapers, magazines.

### Speaking and listening

Listen to, talk about, produce and present a range of oral texts used in, or about home and leisure activities both in and beyond Papua New Guinea.

#### *Texts and contexts*

- identify and comment on ideas and information about home and leisure aspects and point of view
- discuss the messages within song lyrics that feature local and global issues
- identify alternative viewpoints and messages in spoken and visual home and leisure texts
- select and participate in a variety of different speaking and listening activities using the appropriate text structure and content.

*Language*

- select appropriate language for a variety of purposes relating to the home environment
- identify ways in which language is used in the Papua New Guinean culture e.g. explore how different varieties of English are represented
- reflect on language choices to create and express thoughts, ideas and feelings
- identify how the roles and relationships between speaker and listener in the home and wider society affect the language used.

*Skills and strategies*

- identify and discuss main issues of a topic and draw conclusions
- listen for key words, phrases or structural cues to identify points in a range of spoken home and leisure texts
- recognise verbal and nonverbal cues as entry points to a discussion
- use questions appropriate to context of the home or the school situation
- listen for pleasure or appreciation to oral texts in a range of the school and home situations.

**Writing**

Write a range of texts used in, or based on home and leisure experiences using appropriate content, language structures and strategies.

*Texts and contexts*

- produce appropriate written texts based on important issues relating to the home and the school environment
- use appropriate structures and content for different forms of home and leisure writing
- consider audience and cultural knowledge when preparing writing and adjust writing style to suit the purpose
- write texts for familiar audiences providing a personal viewpoint supported by factual or textual information.

*Language*

- select vocabulary for precise meaning in a range of home and leisure texts
- include appropriate content relevant to topic and text type
- write with an understanding of language conventions appropriate to the texts and contexts.

*Skills and strategies*

- participate by sharing ideas and views in collaborative writing projects with peers and others
- use appropriate headings, paragraphs and graphics to compose a range of texts
- record information from a variety of sources for specific purposes such as recipes, messages, newspapers, film
- review, proofread and edit when drafting for publishing.

## Assessment

### **Assessment task one**

Compose an oral text or texts relevant to the home or leisure environment.

#### *Assessment criteria*

Assessment task one will be assessed on the extent to which the student can:

- produce appropriate oral texts based on issues relating to the home and the leisure environment
- use appropriate structures and content for different forms of home and leisure activities in oral texts
- consider audience and adjust style to suit the purpose
- create texts for familiar audiences providing a personal viewpoint supported by factual or textual information.

50 marks

### **Assessment task two**

Compose one or more written texts relevant to the home or leisure environment.

#### *Assessment criteria*

Assessment task one will be assessed on the extent to which the student can:

- produce appropriate written texts based on issues relating to the home and the leisure environment
- use appropriate structures and content for different forms of home and leisure activities in written texts
- consider audience and adjust style to suit the purpose
- create texts for familiar audiences providing a personal viewpoint supported by factual or textual information.

50 marks

Total: 100 marks

## 9.2 The World of Work

Term 2, 10 weeks

In this unit students read, view, listen to and speak about, and write a variety of workplace texts to assist them in pursuing their personal or work interests. Their engagement with a range of workplace texts should give students the opportunity to apply the skills, knowledge and understandings required to fit in to real-life work situations. Students are required to read and study at least five (5) different texts types from those listed below. One of these must include a business letter. This unit is assessed by two written responses.

In preparing students to write or produce their own texts, teachers must focus on language structure, vocabulary, and grammar appropriate for each text type selected for study.

### Unit learning outcomes

Students can:

- 9.2.1 create written and oral texts that are common in the world of work using appropriate structures and language features
- 9.2.2 read, view, listen to and discuss aspects of the world of work in a range of texts from Papua New Guinea contexts and other sources.

### Text types

- Diaries and journals
- Invitations
- Notes and instructions
- Business letters: complaints, information, invitation
- Messages
- Speeches
- Catalogues
- Job descriptions
- Classifieds
- Workplace documents such as quotes or invoices
- Reports

### Content

#### Reading and viewing

Read and view a range of Papua New Guinea and world workplace texts and analyse their structure, content and language features.

#### *Texts and contexts*

- discuss the purpose and audience for a range of workplace texts

- identify, interpret and analyse the variety of careers and vocational experiences that are available
- interpret/follow printed instructions or directions, e.g. map, street directory
- analyse the kinds of information appropriate in different workplace texts e.g. formal letter, message
- identify the structures appropriate to different workplace texts, e.g. business letter, advertisement.

#### *Language*

- identify the language features of different workplace texts e.g. argument letter persuades the reader to a particular viewpoint, job advertisements influence applicants.

#### *Skills and strategies*

- summarise and note take main ideas in workplace texts
- interpret how layout and/or page design provides a reading/viewing path
- record and organise information about the world of work.

### **Speaking and listening**

Listen to, talk about, produce and present a range of oral workplace texts to communicate with others in a range of work situations.

#### *Texts and contexts*

- produce and perform formal/informal oral presentations to communicate or inform others in a range of work situations
- listen and respond appropriately to the choice of ideas and opinions of others
- listen and respond to local and culturally diverse information
- identify the main workplace ideas and information in a range of spoken texts
- present a variety of workplace oral texts using the appropriate text structure and information, e.g. in a mock job interview.

#### *Language*

- listen and respond appropriately to the ideas and opinions of others
- recognise and appreciate the value of a diversity of languages used in different workplace oral texts
- extend use of vocabulary and grammar specific to workplace oral texts
- discuss and use informal or formal language according to the text, audience and context.

#### *Skills and strategies*

- select, order and organise workplace information for prepared spoken presentations
- recognise and discuss ways that messages are conveyed verbally and non-verbally in different cultural settings, e.g. body language, tone of voice

- use voice intonation, body movement and facial expressions to enhance meaning
- adjust tone of voice and pronunciation to a particular purpose, situation or listener's reaction.

### **Writing**

Write workplace texts for different audiences and purposes, including appropriate ideas and information and using the structure and language features for that text.

#### *Texts and contexts*

- adjust writing style to suit the context, audience and purpose
- create workplace texts using written or visual and audio resources
- use local situational workplace experiences to draw ideas and information for composing texts
- use the appropriate structure for composing the workplace text.

#### *Language*

- use adjectives, nouns, verbs, adverbs and simple comparisons to enhance texts where appropriate
- recognise and use tense and grammar correctly, e.g. subject/ verb agreement, prepositions and prepositional phrases
- select vocabulary appropriate to the topic and the context.

#### *Skills and strategies*

- use paragraphs, headings and graphics where appropriate to meaningfully compose texts
- use a range of ways to plan writing, e.g. discussion, notes, lists, diagrams
- research and record information from a variety of sources for specific purposes
- review, proofread and edit when drafting all written work.

## Assessment

### **Assessment task one**

Write one or more business letters such as a complaint, information request or an invitation.

#### *Assessment criteria*

Assessment task one will be assessed on the extent to which the student can:

- research and record information from a variety of sources for specific purposes
- use paragraphs, headings and graphics where appropriate to meaningfully compose texts
- use appropriate language features
- review, proofread and edit when drafting written work.

50 marks

### **Assessment task two**

Written response – analyse one or more workplace texts from the list of text types prescribed for this unit

#### *Assessment criteria*

Assessment task two will be assessed on the extent to which the student can:

- identify and analyse aspects of the world of work in the text
- identify and analyse the language features in the text
- identify and analyse the organisational structure of the text.

50 marks

Total: 100 marks

## 9.3 Stories from Papua New Guinea and the World

Term 3, 10 weeks

In this unit students explore a range of issues and ideas about their own cultural and societal backgrounds as well as those of others, in a contemporary setting. As they read, view and produce a range of texts, students will examine the structure and language features of these narratives and analyse those produced by others. They will write their own narrative texts drawing from their own experiences. Students will select at least five (5) text types in this unit from the list below. The students' achievements of the unit learning outcomes will be assessed through an oral presentation and creative writing.

In preparing students to write or produce their own texts, teachers must focus on language structure, vocabulary, and grammar appropriate for each text type selected for study.

### Unit learning outcomes

Students can:

- 9.3.1 create narrative texts based on Papua New Guinean experiences using appropriate structures and language features
- 9.3.2 read, view, listen to and discuss a range of narrative texts from Papua New Guinea and beyond.

### Text types

- Traditional stories legends and myths from Papua New Guinea
- Novels and short stories – Papua New Guinean and others
- Narrative films and DVDs
- Short plays or scripts
- Feature articles
- Video clips
- Poems, cartoons and picture stories.
- Narrative songs and ballads.

### Content

#### Reading and viewing

Read and view a range of stories from Papua New Guinea and beyond that focus on familiar and some unfamiliar issues.

#### *Texts and contexts*

- identify the main purposes, audiences and features of narrative texts
- read and view texts which explore a range of concepts and issues

- analyse and make inferences about characters, setting and plot
- discuss connections between ideas drawn from their societies and the global environment
- identify the structures of narrative texts, e.g. orientation, complication, resolution
- analyse how media is used to tell stories
- relate oral expressions to their history, culture, time and the location in comparison to other places in the world.

#### *Language*

- discuss the use of narrative language in texts, e.g. action verbs, past tense, linking words, dialogue, descriptive language, nouns
- use language confidently to respond thoughtfully and critically to narrative texts
- interpret simple figurative language that develops imagery.

#### *Skills and strategies*

- use a range of reading strategies such as scanning or skimming to formulate related ideas
- share ideas based on viewing of title, topic or illustrations on a written text.

### **Speaking and listening**

Listens to, talks about and produces a range of oral stories about Papua New Guinea based on personal experience using appropriate structures, language and strategies.

#### *Texts and contexts*

- listen to, comment on and tell a range of narratives including oral histories of Papua New Guinea or others
- identify viewpoints in narratives, explain understanding and give reasons for these
- listen to and speak about issues extracted from the texts
- produce and perform a range of range of spoken texts about a range of issues in Papua New Guinea
- participate in guided discussions demonstrating understanding of character, plot and theme
- use the appropriate structure for an oral narrative presentation.

#### *Language*

- discuss figurative language in a variety of spoken texts, e.g. simile, metaphor, imagery
- experiment with language to assume dramatic roles and characterisation in spoken narratives
- identify ways that language is used in popular culture when telling stories
- explore links between language, culture and worldview, e.g. connotation of words

- use appropriate language to participate in guided discussions on a range of social and cultural issues
- listen to a range of spoken texts including oral histories.

*Skills and strategies*

- identify and use strategies to capture audience in an oral speech
- use pace, volume, pronunciation, movement, gesture and facial expression to convey meaning when telling a story.

**Writing**

Write narratives based on local and personal experience of living in Papua New Guinea using appropriate content, language structures and strategies.

*Texts and contexts*

- produce a narrative text based on traditional Papua New Guinea stories or local experiences
- adopt organisational features of a narrative, e.g. orientation, complication and resolution
- address the elements of a narrative including setting, plot/events, character development
- produce texts describing the different value systems and attitudes within their cultural settings.

*Language*

- use a variety of simple, compound and complex sentences when writing a narrative
- use adjectives, nouns, verbs, adverbs to enhance the narrative
- use paragraphs for separate sections of the narrative
- use punctuation appropriately, e.g. commas, apostrophes
- use appropriate grammar and language for a written narrative.

*Skills and strategies*

- research ideas and information to develop a topic or an idea in a narrative account
- proofread drafts, using checklists for conventions, punctuation, grammar and spelling.

## Assessment

### **Assessment task one**

Oral presentation – story telling

Tell a short story, for example:

- a story based on life experiences
- a made up story
- retell a myth or legend.

#### *Assessment criteria*

Assessment task one will be assessed on the extent to which the student can:

- develop a plan and draft for an oral narrative
- use pace, volume, pronunciation, movement, gesture and facial expression to convey meaning when telling a story
- use narrative language features in spoken texts such as defined characters, descriptive language, dialogue and appropriate tense.

50 marks

### **Assessment task two**

Creative writing

#### *Assessment criteria*

Assessment task two will be assessed on the extent to which the student can:

- adopt organisational features of a narrative such as orientation, complication and resolution
- address the elements of a narrative including setting, plot/events, character development.

50 marks

Total: 100 marks

## 9.4 Persuading and Informing

Term 4, 10 weeks

In this unit students study at least six (6) different text types from the list below. Students read, view or listen to a range of persuasive and informative texts, one of which must be an advertisement, to enable them to analyse and evaluate issues in Papua New Guinea and the world around them. They write and orally present a persuasive text or informative text using the appropriate structure and language features, informing or arguing to justify a position. Assessment will be by a written response, an oral presentation and a test.

In preparing students to write or produce their own texts, teachers must focus on language structure, vocabulary, and grammar appropriate for each text type selected for study.

### Unit learning outcomes

Students can:

- 9.4.1 create written and oral texts that inform, influence or persuade adopting the structure and language features of the genre
- 9.4.2 read, view, listen to and discuss a range of texts designed to inform, influence and/or persuade others.

### Text types

- Debates
- Radio – talkback, news
- Diaries
- Autobiographies, biographies and other non-fictional books
- Reports
- Advertisements – print and radio
- Newspapers – news and feature articles
- Magazines
- Documentaries
- Cartoons and comics (political and social comment)
- Speeches.

### Content

#### Reading and viewing

Read and view a range of persuasive texts that inform, influence or persuade about Papua New Guinea issues and the world beyond.

*Texts and contexts*

- identify and analyse biases and stereotypes in persuasive texts, e.g. discriminatory language, illustrations
- recognise that films and other forms of popular culture reflect dominant ideologies and persuade the viewer to think in particular ways
- recognise that the main purpose of an argument is to persuade the reader to a particular point of view.
- offer opinions and attempt to persuade others to a point of view
- identify main issues in a persuasive text and draw conclusions
- identify the structure of persuasive texts, e.g. statement of issue, argument, summing up.

#### *Language*

- identify the language features of persuasive texts, emotive words, present tense, linking words
- discuss cause and effect in an argument through use of conjunctions like 'because' and 'therefore'.

#### *Skills and strategies*

- select and use a range of strategies to interpret persuasive texts, e.g., scanning for main points, re-reading
- identify the order of ideas and information in persuasive texts
- identify, summarize and note main ideas
- use a diagram to summarise information, e.g. flow charts, story maps, cartoon sequences.

### **Speaking and listening**

Listen to, talk about and produce a range of oral persuasive texts based on local Papua New Guinea issues and the world beyond.

#### *Texts and contexts*

- adjust own spoken persuasive texts for different purposes, situations and audiences
- discuss different interpretations of a range of Papua New Guinea and world issues and viewpoints and respond appropriately
- identify key evidence supporting an argument in a discussion
- offer opinions and attempt to persuade others to a point of view.

#### *Language*

- explore and discuss the relationship between the use of language and power in persuasive texts, e.g. the use of dialect, slang, secret languages, code and jargon to exclude others
- identify and use appropriate language when presenting a range of spoken persuasive texts e.g. emotive words, present tense, variety of verbs, connectives, nouns
- use some subtleties of vocabulary and tone to express ideas/feelings to argue or discuss.

#### *Skills and strategies*

- plan, draft, edit and present an oral persuasive text
- use pace, volume, pronunciation, movement, gesture and facial expression to convey meaning
- identify successful strategies used by speakers to engage audiences and attempt these in own presentations.

### **Writing**

Write persuasive texts based on Papua New Guinea and world issues using appropriate structures, language and strategies.

#### *Texts and contexts*

- consider audience knowledge when preparing writing and adjust writing style to suit the purpose
- explore the issues in Papua New Guinea communities and the world beyond and include information in a written persuasive text
- use the appropriate structure of persuasive texts, e.g. statement of issue, argument and evidence, summary.

#### *Language*

- use adjectives, nouns, verbs, adverbs and simple comparisons to enhance description
- recognise and use tense and grammar correctly
- select persuasive and emotive vocabulary and use content words relevant to topic or issue
- use layout appropriately, e.g. headings, paragraphs for separate points.

#### *Skills and strategies*

- use a range of ways to plan writing, e.g. discussion, notes, lists, diagrams
- review, proofread and edit when drafting for publishing
- research ideas and information to develop a topic or argument.

## Assessment

### **Assessment task one**

Write persuasive texts such as a newspaper article and an advertisement.

#### *Assessment criteria*

Assessment task one will be assessed on the extent to which the student can:

- use a range of ways to plan writing
- use appropriate language forms and features for the types of texts chosen
- research ideas and information to develop a topic or argument.

50 marks

### **Assessment task two**

Oral responses

Provide information orally on topics and argue a point of view.

#### *Assessment criteria*

Assessment task two will be assessed on the extent to which the student can:

- plan, draft, edit and present oral persuasive texts
- use pace, volume, pronunciation, movement, gesture and facial expression to convey meaning
- identify successful strategies used by speakers to engage audiences and attempt these in own presentations.

50 marks

Total: 100 marks

## Grade 10 units

### 10.1 The Home and Society

Term 1

10 weeks

In this unit students study six (6) different text types from those listed below. This unit will enable the student to understand issues relating to the home environment and the wider society. Through exposure to a range of texts students will develop an understanding of the interrelationship between language in the home environment and how culture and the home environment influence and inform language development. They will read, view, listen to, speak about and write a range of texts focusing on aspects of the home and wider society and critically analyse ideas, information and issues. This unit will be assessed by a folio and a listening comprehension test.

In preparing students to write or produce their own texts, teachers must focus on language structure, vocabulary, and grammar appropriate for each text type selected for study.

#### Unit learning outcomes

Students can:

- 10.1.1 create written and oral texts about issues relating to the home and social environments using language appropriate to contexts and purpose
- 10.1.2 recognise and use literacy strategies to develop intercultural competence for understanding, responding to, and initiating effective communication.

#### Text types

- Book and film reviews
- Song lyrics
- Personal and specialised recounts
- Films
- Short stories
- Information sources such as instructions, labels, captions, pamphlets and brochures, posters, leaflets.
- Video clips
- Television programs such as lifestyle and travel programs

## Content

### Reading and viewing

Read and view a range of home and wider society texts focusing on issues relating to the relationship between language and culture. Analyse the content, language and strategies used when reading and viewing.

#### *Texts and contexts*

- explore and value the diversity and range of the functions of literacy in the home and across society and cultures
- create personal and aesthetic awareness as readers/viewers of, and listeners to, a range of texts from the home and society
- recognise and examine the critical functions of a range of texts used in the home, e.g. newspapers, letters, information texts
- analyse the ways in which media, literary and everyday texts influence audiences about everyday issues, e.g. elections, HIV/AIDS
- use texts to analyse cultural/racial/gender roles and stereotyping in the Papua New Guinean cultural environment
- analyse the structure of a range of different text types used in the home and wider society
- identify how ideas and information have been selected to appeal to different groups
- identify main issues of a topic and draw conclusions.

#### *Language*

- examine and discuss use of specific media techniques across a range of visual texts, e.g. sound, movement, framing
- identify/develop use of language features particular to writing styles/forms, e.g. use of precise information
- analyse the stylistic features used to appeal to specific audiences, e.g. the language of advertising, format, slogans
- identify how English usage varies in the home environment and situations in wider society
- interpret simple figurative language that develops imagery.

#### *Skills and strategies*

- select texts appropriate for development of a portfolio reflecting aspects of home and wider society
- keep notes about the texts chosen
- use various search techniques to select a range of information about home and the wider society, e.g. websites, magazines, newspapers, TV documentaries, news reports.

### Speaking and listening

Listen to, speak about, compose and present a range of oral texts used in, or about home and the wider society using appropriate content, language and strategies.

*Texts and contexts*

- distinguish the difference in language for formal, informal and everyday texts
- identify purpose and ways in which language is used in popular culture, e.g. explore how different varieties of English are represented in advertisement, lyrics and video clips
- examine alternative viewpoints in spoken texts
- select, identify and analyse structures used in different forms of oral texts, e.g. a recount includes an orientation, events in sequence and a personal comment.

*Language*

- reflect on language choices to create and express thoughts, ideas and feelings
- analyse language used for valid argument and for challenging ideas in discussion and debate
- use appropriate language for the genre, e.g. a recount includes who, when, what, where, action verbs, past tense, linking words connected to time and specific people
- interpret the language of media and everyday texts that reflect home and wider society issues
- explore and discuss the relationship between language and power in Papua New Guinea society and beyond
- explore links between language, culture and worldview, such as connotations of words, attitudes expressed in colloquial terms for men and women.

*Skills and strategies*

- identify and interpret language structures and features of a range of spoken texts that help speakers to influence an audience, e.g. body language, vocabulary
- plan, prepare, present a range of oral texts for formal and informal situations in the home and wider society
- use a portfolio of work to support an oral text.

**Writing**

Write a range of texts used in, or about home and the wider society including appropriate content, language and strategies.

*Texts and contexts*

- compose reflections demonstrating an understanding of the beliefs/values in texts studied
- recognise and make appropriate choices about bias and stereotypes in everyday situations and include in own written texts
- compose a variety of writing genres using the appropriate structures
- select subject matter according to purpose, text type, audience and medium for effectiveness
- compose creative and analytical responses to ideas and themes in a range of home and wider world texts.

*Language*

- construct media texts showing a range of language techniques, e.g. colour, size, objects, texture, angle
- apply knowledge of conventions of language including grammar and spelling in a range of texts reflecting the home environment, e.g. use of a question mark to indicate a question is asked.

*Skills and strategies*

- planning, editing and composing a range of everyday texts for the home and wider society, e.g. letters, notes, summaries, memos, cards, diaries
- manipulate the relationship between text and graphics to convey meaning
- take notes, select information, identify key ideas and plan a sequential flow in produced text
- research ideas and information about home and leisure to develop a range of text types.

## Assessment

### **Assessment task one**

During the term construct a portfolio consisting of at least four texts used in, or about the home or social environment. One text must be song lyrics and one text must display examples of critical information such as warning texts or timetables and schedules. Each text must be analysed in relation to the messages and information conveyed and the language used.

#### *Assessment criteria*

Assessment task one will be assessed on the extent to which the student can:

- select an appropriate range of everyday texts used in, or about the home and wider society
- identify the language, forms and features of the selected texts
- make notes, select information and identify key ideas
- analyse messages and information in relation to the home and social environments.

60 marks

### **Assessment task two**

Two listening comprehension tests

#### *Assessment criteria*

Assessment task two will be assessed on the extent to which the student can:

- listen with accuracy and understanding of audio text
- take notes and identify key ideas.

40 marks

Total: 100 marks

## 10.2 The World of Work 2

Term 2, 10 weeks

In this unit students study five (5) different text types from those listed below. This unit enables students to experience the types of texts they will encounter in the workplace. Exposure to workplace texts can open the door to a world of life experiences for students by providing the opportunity to develop knowledge, understanding and skills regarding the world of work. Through reading, viewing, listening to, speaking about and writing a range of workplace texts students will gain an awareness of work readiness, employer expectations, the roles and purpose of different jobs and an appreciation for the role of life long planning and managing pathways.

This unit is assessed by a written and oral report of the findings of a survey or research, and a test. In preparing students to write or produce their own texts, teachers must focus on language structure, vocabulary, and grammar appropriate for each text type selected for study.

### Unit learning outcomes

Students can:

- 10.2.1 create written and oral texts to demonstrate views related to different types of formal and informal work available in the community
- 10.2.2 read, view, listen to and respond to a range of complex texts used in the workplace.

### Text types

- Media news reports
- Business letters – employees, clients, letters of application
- Advertisements and classifieds
- Resumes - CVs
- Reports
- Notes and summaries including graphs/tables/diagrams/concept maps.
- Public addresses
- Instruction manuals
- Questionnaires and forms
- Interviews

### Content

#### Reading and viewing

Read and view a range of Papua New Guinea and world workplace texts and examine their content, structure and language features.

*Texts and contexts*

- examine and evaluate the content and connections between workplace texts through knowledge of register, audience and purpose
- compare texts produced by different people on a range of work experiences
- analyse information about the world of work for clarity, relevance and point of view
- identify underlying meanings about the workplace in a range of texts and for different purposes
- identify the structure and format of different workplace texts, e.g. a web page, letters to employers, meeting agendas
- interpret detailed diagrams or illustrations e.g. labels, graphs, tables and flow charts
- identify relevant information about the world of work and draw conclusions for personal use.

*Language*

- examine and discuss use of media techniques in advertising jobs and employment opportunities
- identify and explain persuasive language and techniques used in a range of workplace texts.
- identify the difference in language of formal, informal and everyday workplace texts.

*Skills and strategies*

- interpret how layout and/or page design provides a reading/viewing path.
- select texts appropriate for own work pathway
- research information using community resources
- record and organise information about the world of work
- sequence information using visual organisers that are supported by headings, text and labels, e.g. flow diagrams, time lines, storyboard, story, cycle diagrams, concept maps.

**Speaking and listening**

Listen to, talk about, produce and present a range of oral workplace texts to communicate with others in the world of work.

*Texts and contexts*

- adjust register of own spoken texts for different workplace purposes, situations and audiences
- select, identify and analyse structures used in different forms of oral presentations
- choose subject matter and medium that takes account of whether listeners are known or unknown
- offer opinions about workplace issues and attempt to persuade others to a point of view
- identify how the roles and relationships between speaker and listener affect the context or situation.

*Language*

- identify and interpret language features of a range of spoken texts that help speakers to influence an audience, e.g. appropriate use of vocabulary and grammar for the genre
- analyse qualities of valid argument and challenge ideas in discussion and debate
- explore and discuss the relationship between language and power in society, e.g. the extent to which opportunities for work may be controlled by language
- explore the use of languages of work dialect, slang, secret languages, code and jargon that might exclude others.

*Skills and strategies*

- use pace, volume, pronunciation, movement, gesture and facial expression to enhance oral texts
- explain and use personal criteria for evaluating and responding to spoken texts
- use a variety of strategies to record spoken ideas and information when listening to a range of spoken texts
- identify and use a range of strategies to produce spoken texts, e.g. planning, drafting, editing, publishing
- reflect on how to improve approaches to oral communication, e.g. requesting feedback from peers.

**Writing**

Write a range of workplace texts for different audiences and purposes, including selected ideas and information and using the appropriate structure and language features.

*Texts and contexts*

- construct a variety of texts about possible or imaginary career options
- compose a workplace media text showing knowledge of structure and content
- organise and include subject matter that develops a topic, supports a point of view or offers an explanation
- identify and use basic essay structure, e.g. introduction, topic sentences, body, conclusion
- write texts for specific audiences providing a personal viewpoint and supported by factual information, e.g. an application for a job.

*Language*

- choose appropriate vocabulary and language to suit the text type, purpose and audience, e.g. a letter to an employer using appropriate structure and language features.

*Skills and strategies*

- compose creative and analytical responses to texts
- identify flaws and inconsistencies in own writing and attempt to correct through self-editing

- spell accurately and attempt to edit own spelling
- willingly abandon ideas and drafts for more effective or successful ideas or directions
- take notes, select information, identify key ideas and plan a sequential flow in produced text
- use a diagram to summarise information, e.g. flow chart, story maps or diagrams.

## Assessment

### **Assessment task one**

Written and oral report

Research different types of jobs or professions and present findings as a written and oral report.

#### *Assessment criteria*

Assessment task one will be assessed on the extent to which the student can:

- demonstrate use of the appropriate report structures
- include appropriate content relevant to the chosen jobs or professions and based on research information
- use appropriate language forms and features for the written and oral texts.

60 marks

### **Assessment task two**

A general language test

#### *Assessment criteria*

Assessment task two will be assessed on the extent to which the student can:

- demonstrate an understanding of a range of language features from the texts studied.

40 marks

Total: 100 marks

## 10.3 Papua New Guinea and World Literature

Term 3, 10 weeks

In this unit students study four (4) different text types from those listed below. This unit enables students to generate further understanding about texts. As they read, view, listen to, speak about and write a range of texts their understandings of how the language works as a system will be enhanced. The text range in this unit should combine classic and contemporary texts from Papua New Guinea and abroad. To reflect the rich diversity of the Papua New Guinea culture, a range of themes and cultural orientations are reflected through the recommended texts. Students will examine the multiple and diverse meanings in these texts as they read for pleasure about real and imaginary worlds. As they gain insights into their multilingual and cultural heritages students will develop a sense of power in relation to a range of social and gender issues.

This unit is assessed by a written response. In preparing students to write or produce their own texts, teachers must focus on language structure, vocabulary, and grammar appropriate for each text type selected for study.

### Unit learning outcomes

Students can:

- 10.3.1 create sustained written and oral texts which apply knowledge of language features for a range of purposes and cultural contexts
- 10.3.2 read, view, listen to and respond to a range of complex texts about Papua New Guinea and beyond to enhance perception of their broadening world and their relationship with it.

### Text types

- Novels and short stories
- Biographies and autobiographies
- Narrative films
- Lyric poems including haiku and odes.
- Ballads
- Street theatre
- Radio plays
- Drama scripts

### Content

#### Reading and viewing

Read and view a range of stories from Papua New Guinea and other worlds, and examine and compare the issues and ideas.

*Texts and contexts*

- explore and value the literacy diversity in stories across cultures
- use personal experiences to develop insights into the actions of characters, plot development and other events in narrative texts
- recognise and compare the depiction of reality in texts
- analyse common themes in diverse Papua New Guinea texts
- identify a variety of writing styles used by Papua New Guinea authors and other world writers
- identify different ideas, cultural purposes and values within narrative texts from Papua New Guinea and beyond
- identify how different narrative texts are used to represent people, places, events and things in ways that appeal to different cultural groups
- identify stylistic features of visual texts which are used to control meaning, e.g. shapes of poem.

#### *Language*

- examine stylistic features of poetic, drama, and literary texts
- discuss ways writers use language features to create meaning, e.g. use of vocabulary, tense, verbs, adjectives
- examine the ways speech varies in narratives according to different groups of people
- discuss figurative language in a variety of narrative texts, e.g. simile, metaphor, imagery.

#### *Skills and strategies*

- examine and discuss use of specific media techniques across a range of visual texts, e.g. sound, movement, framing
- recognise and apply strategies to develop understanding, e.g. making inferences about intercultural issues, creating questions about the texts, making notes
- evaluate the usefulness of information in texts.

### **Speaking and listening**

Listen to, speak about and present a range of oral stories about Papua New Guinea and the world beyond and focus on contemporary cultural issues.

#### *Texts and contexts*

- respond thoughtfully and critically to narrative texts in a range of genres e.g. poems and films
- select and summarise spoken ideas and information when listening to a range of spoken texts
- explore links between language, culture and worldview in spoken texts
- develop a main idea or point of view providing some supporting details and evidence to explore ideas and issues
- discuss how character, plot and theme can be linked.

#### *Language*

- use appropriate vocabulary to express ideas and meanings in oral stories

- experiment with patterns of language portrayed in narrative texts to assume dramatic roles and characterisations
- participate in drama performances to build/experiment with the manipulation of voice and presentation style
- identify how the roles and relationships between speaker and listener affect the language used
- identify alternative viewpoints in spoken texts
- select and use appropriate language in a spoken narrative to confidently express ideas, e.g. adjectives to describe people and places.

#### *Skills and strategies*

- use pace, volume, pronunciation, movement, gesture and facial expression to convey meaning and to maintain audience attention
- identify and use a range of strategies to produce spoken texts, e.g. plan, draft, edit and publish
- reflect on how to improve approaches to personal communication, e.g. using checklist criteria, tape recordings, requesting feedback.

### **Writing**

Write narratives based on Papua New Guinea and other world issues focusing on appropriate content, language and use of strategies.

#### *Texts and contexts*

- write with attention to detail, consciously using appropriate structures to involve readers, e.g. use of orientation, complication, resolution in a narrative
- compose reflections which demonstrate an understanding of the Papua New Guinean beliefs/ cultural values
- construct a range of creative and analytical responses to narrative texts based on different issues and viewpoints
- discuss the relationship between text and graphics to convey meaning.

#### *Language*

- examine and write poetry which demonstrates understanding of language techniques, e.g. metaphors in Haiku poetry
- develop characterisation that is relevant to the storyline using descriptions, actions and dialogue
- use simple figurative language when developing plot, characterisation and description
- use appropriate grammar to portray the intended meaning in different texts
- use dialogue which is set out, punctuated and constructed appropriately.

#### *Skills and strategies*

- collaborate with others to research and produce texts
- identify flaws and inconsistencies in own writing and attempt to correct through self-editing

- take notes, select information, identify key ideas and plan a sequential flow in produced text.

## Assessment

### **Assessment task one**

Critical written responses to a novel, short stories, poetry or drama scripts selected for study.

#### *Assessment criteria*

Assessment task one will be assessed on the extent to which the student can:

- use appropriate vocabulary to express ideas and meanings
- explore links between language, culture and worldview
- compose reflections which demonstrate an understanding of the text studied
- construct critical and analytical responses to literature texts.

50 marks

### **Assessment task two**

A review of two texts of the students own choosing.

#### *Assessment criteria*

Assessment task two will be assessed on the extent to which the student can:

- show understanding of text features
- compose reflections on content of text (theme, issues)
- use appropriate language features.

50 marks

Total: 100 marks

## 10.4 Persuading and Informing 2

Term 4, 4 weeks

In this unit students study three (3) different text types from those listed below. This unit enables students to respond to and compose a wide range of texts to develop skills, knowledge and understanding in order to argue, take a position on an issue and justify it, record, organise and store information and share this with others. Students will learn to use specific language and a range of strategies to write persuasive, informative and procedural texts for different audiences and purposes in Papua New Guinea and beyond.

This unit is assessed by a written response. In preparing students to write or produce their own texts, teachers must focus on language structure, vocabulary, and grammar appropriate for each text type selected for study.

### Unit learning outcomes

Students can:

- 10.4.1 create sustained written and oral texts that inform, influence or persuade adopting the conventions of a range of genres
- 10.4.2 read, view, listen to and respond critically to a range of texts designed to inform, influence and/or persuade others.

### Text types

- Speeches – public speaking
- Newspapers – editorials, letters, feature articles
- Advertisements – magazines and television
- Documentaries
- Special reports – crime, social issues
- News reports – print, television, radio
- Discussions.

### Content

#### Reading and viewing

Read and view a range of persuasive and informative texts and critically analyse the issues in Papua New Guinea and wider society. Focus on the use of language and strategies used.

#### *Texts and contexts*

- analyse the ways in which media, literary and everyday texts influence audience
- identify how a range of visual and media texts are used to inform, entertain, influence and challenge textual information or support an idea.

- analyse information for clarity, relevance and point of view
- identify different cultural ways of persuading and informing within texts
- identify how ideas and information have been selected to appeal to different groups
- identify how certain textual resources have been used to represent people, places, events and things in ways that appeal to different groups
- analyse the structure of persuasive and information texts, e.g. an information report includes a general classification of what is being talked about, facts about various aspects of the subject including diagrams, photos, and illustrations.

### *Language*

- identify and explain persuasive language techniques used in a range of print and visual texts, e.g. emotive words, use of slogans
- identify and explain language used in information texts including technical terms, present tense, linking and action verbs, nouns, comparative words
- consider how languages change over time and investigate how visual and linguistic features are used to persuade and to deliver information to a wide range of audiences
- identify how the use of written/visual imagery features help create meanings.

### *Skills and strategies*

- formulate questions about the persuasive and informative texts read
- make notes about the ideas and information in persuasive and informative texts
- use bibliographies to select further texts.

## **Speaking and listening**

Listen to, speak about and compose a range of oral persuasive and informative texts based on Papua New Guinea and the wider world that include appropriate content, language and strategies.

### *Texts and contexts*

- adjust register of own spoken texts for different purposes, situations and audiences
- identify alternative viewpoints in spoken texts
- analyse qualities of valid argument and challenge ideas in discussion and debate
- develop a main idea or point of view providing some supporting details and evidence to explore ideas and issues
- offer opinions and attempt to persuade others to a point of view
- identify meanings not directly stated
- develop a main idea or point of view providing some supporting details and evidence to explore ideas and issues to persuade
- explore strategies used in different forms of oral persuasive presentations, e.g. use of non-verbals in TV advertising, voice effects in oral debates.

### *Language*

- select appropriate language to express thoughts, ideas and feelings convincingly for a variety of purposes
- identify how the roles and relationships between speaker and listener affect the language used
- identify and use appropriate language for spoken persuasive and informative texts and argument, e.g. emotive words, nouns, present tense, variety of verbs, time (first) and logical (therefore) connectives
- experiment with language use in a variety of persuasive oral texts such as debates, interviews, advertisements.

### *Skills and strategies*

- interpret how pace, volume, pronunciation, movement, gesture and facial expression enhance the meaning of the text and use these in spoken texts
- identify successful strategies used by speakers to engage audiences
- use graphics, visuals and audio resources to enhance the persuasive text.

## **Writing**

Write a range of persuasive and informative texts about Papua New Guinea and the wider world, including appropriate language and use of strategies.

### *Texts and contexts*

- demonstrate an understanding of main ideas/themes of a variety of texts
- recognise and make appropriate choices about bias and stereotypes in text construction
- construct texts using appropriate structures, e.g. an argument includes statement of the issue, points of argument and evidence, and some recommendations

### *Language*

- identify, evaluate and use specific language features and terminology in written texts to express ideas, e.g. use of technical terms in an information report
- use appropriate layout for the text type, e.g. use of diagrams, photos, illustrations, paragraphing in a report.

### *Skills and strategies*

- use a range of strategies such as brainstorming to gather information e.g. data for an information report
- take notes, select information, identify key ideas and plan a sequential flow in reproduced text
- proofread drafts, using checklists for conventions, punctuation, grammar and spelling
- use graphics, visuals and audio resources to enhance the persuasive text.

## Assessment

### **Assessment task one**

Write a letter to the editor, or make a speech, in response to a documentary.

#### *Assessment criteria*

Assessment task one will be assessed on the extent to which the student can:

- use appropriate layout and language conventions for the text type
- demonstrate an understanding of main ideas
- create text that informs, influences or persuades
- proofread drafts, using checklists for conventions, punctuation, grammar and spelling.

50 marks

Total: 50 marks

## Assessment, examinations and certification

Assessment and reporting practices described here are detailed further in the *National Assessment and Reporting Policy for Papua New Guinea* (2003) and in other support materials produced by the Department of Education.

### Assessment

The main purpose of assessment is to improve student learning.

Assessment needs to be for learning as well as of learning. It is used to evaluate and improve teaching and learning, report achievement and provide feedback to students on their progress.

Assessment measures students' achievement of learning outcomes as described in the syllabus. It is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

Teaching and learning using an outcomes approach requires teachers to plan their teaching and assess learner performance in relation to outcomes using criteria derived from those outcomes. Assessment involves focusing less on whether a learner has "passed" or "failed" and more on what outcomes a learner has achieved and in which areas further support is required.

### Assessment in English

A student's achievement in English at the end of Grade 10 will be assessed against the broad learning outcomes. Assessment of student progress towards achieving these broad outcomes is cumulative throughout Grade 9 and 10 using specific outcomes for each unit. The matrix on page 16 of the syllabus shows how the unit outcomes are linked to the broad learning outcomes.

During the course of each unit students must complete the tasks specified for the unit. Teachers will expand each task and provide clear guidelines to students for how the task will be completed and how the criteria will be applied.

The assessment tasks and criteria in each unit ensure that there is a common focus for internal assessment in the subject across schools while allowing for flexibility in the design of tasks. A variety of tasks are specified to give students the opportunity to demonstrate all the broad learning outcomes in different ways and to improve the validity and reliability of the assessment.

It is important that teachers plan the teaching and learning sequence so that there is a balanced spread of assessment during the unit. Some tasks, such as investigations or case studies can be designed so that they are completed over a period of time rather than at the end of the unit. Other tasks can be done immediately the relevant section of the unit has been covered.

## Assessment for the School Certificate

A student's overall achievement in English will be both internally and externally assessed. The mark awarded to each student for the School Certificate will be a combination of the internal assessment mark provided by the school and the examination mark.

### Internal assessment

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

For English students the internal assessment marks will provide a summation of each student's achievements in Grades 9 and 10. The assessment tasks used to determine the internal assessment mark must comply with the types of tasks and assessment criteria specified in each of the units.

All schools must meet the requirements for internal assessment as specified in the *Grade 10 Assessment, Examination and Certification Handbook*.

### External examination

The external examination provides a measure of student achievement of those aspects of the broad learning outcomes that can be reliably measured in an examination setting. Questions for the external examination in English will be developed using the outcomes, knowledge and skills in the core units.

### Recording

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 10 Assessment, Examination and Certification Handbook*.

### Certification

Candidates will be awarded a School Certificate only if they meet all requirements for internal and external assessment. Eligibility rules for the award of the School Certificate are specified in the *Grade 10 Assessment, Examination and Certification Handbook*.