Applied English

Upper Secondary

Syllabus

Papua New Guinea
Department of Education

Acknowledgements

Contents
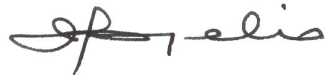
Secretary's message

This Applied English syllabus is to be used by teachers to teach Upper Secondary students (Grades 11 and 12) throughout Papua New Guinea. This syllabus builds upon concepts, skills and attitudes learnt in Lower Secondary and provides a sound foundation for further learning.

The Upper Secondary Applied 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.

Students studying Applied English relate their learning to society, to local and international cultures, and to the influences that direct the course of change in these environments. Students learn the art of effective communication, the skill of sound decision making, and to accept and value views other than their own.

Students explore many texts and identify the roles that language plays, either purely as a medium of communication or as a means to transfer specific knowledge about a particular subject. This syllabus is a vehicle of communication for all aspects of learning.

I commend and approve this syllabus as the official curriculum for Applied English to be used in all schools with Grades 11 and 12 students throughout Papua New Guinea.

DR JOSEPH PAGELIO
Secretary for Education

Introduction

This syllabus is based on the curriculum principles from the National Curriculum Statement. It 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 12. It is linked to the national curriculum learning area of Language and builds on the knowledge and skills students have learnt since elementary grades. The Applied English syllabus offers a number of pathways to post-secondary study and the workforce. It has specialised and general applications in both areas.

Lower Secondary English Strands	Lower Secondary English Units	Upper Secondary English Themes (units)
Speaking and listening Reading and viewing Writing	Texts and Contexts Language Skills and Strategies	Introduction to Communication Introduction to Media Cultural Studies: Part 1 Cultural Studies: Part 2 Applied Writing Focus on Literature Biography

Applied English uses a thematic approach. The units are presented as themes relevant to students' life experiences and the texts used link to the themes. Students explore the components of Applied English using a range of texts. Through these texts meaning is constructed and understood.

A number of genres are explored through a wide range of texts including literature, media and everyday texts. Students use an integrated text-based approach to study these genres. Teachers choose from a range of texts suitable for their students to study individually or in groups. Students undertake a variety of activities linked to the themes to improve their reading and viewing, writing, speaking and listening skills.

The learning in Applied English is more meaningful and interesting when students learn to speak well about, actively read, critically view, and creatively write a range of texts. They make meaning from, identify and use the appropriate conventions of language.

Applied English is to be timetabled for 240–250 minutes per week in Grades 11 and 12.

Rationale

English has become an international language used worldwide. English is a necessary tool for students so they can be competent in receiving a wide range of information communicated in English and in responding to it effectively using the appropriate conventions of the language.

Language transmits cultural perspectives including those of gender, class, ethnicity and ideologies. The study of English enables students to recognise and understand the differences in people and their contexts. Learning English facilitates the discussion of local and global issues that shape meaning and the realities of life, enabling students to develop constructive attitudes to life at school and in society for living in harmony with others.

Students learn English so that they can communicate effectively in a variety of situations: in the market place, in the business world, in the academic 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 student with increased opportunities for enjoyable leisure activities, such as reading or writing for pleasure and watching television and movies.

Career opportunities are increased in urban, community or village contexts for students with a good command of English. Proficiency in English is critical for students in Papua New Guinea who want to pursue higher studies or to work in a profession.

Aims

The study of Applied English aims to:

- equip students with the language and creative abilities to participate confidently and constructively in society
- equip individuals to work for the positive and sustainable development of themselves, their community, their nation, and the world
- develop the ability to envision imaginatively and express creatively
- enable students to understand a wide range of potential future pathways in life, and to choose a fulfilling and valuable option for themselves
- develop individuals' abilities to take in, process, and evaluate information, knowledge, beliefs and values
- develop individuals' abilities to express information, knowledge, beliefs and values
- improve students' technical command of the English language for use in a wide variety of situations and contexts
- develop understanding, tolerance, and positive appreciation of the global diversity of cultures and belief systems
- develop critical and original thinking, problem solving, planning, and organisation skills
- develop the ability to work proactively as individuals, and cooperatively within groups
- help students read and respond to texts in a wide range of contexts, and to analyse critically in relation to both their personal experiences and the experiences of different societies in Papua New Guinea
- help students develop analytical skills and their ability to make inferences, deductions and justifications.

Strands

The study of Applied English is focused on the following four strands:

• 'Reading and viewing'
• 'Listening'
• 'Speaking'
• 'Writing'

These strands can be seen in two ways. First, they are the media through which communication takes place, and secondly, they are skills that students need to learn in order to use English proficiently in their lives.

By reading and viewing a wide range of texts, students learn how language is used in context. They develop competency in taking in information and ideas and values.

In listening, students develop effective receptive skills as they listen to different samples of oral communication texts that are used in different settings for different purposes and recognise the distinct language features used in each of them.

In speaking, students develop competency in effective oral communication using correct and appropriate conventions of the English language.

In writing, students use the appropriate conventions in English to express and communicate their ideas on complex issues that they have drawn from the texts that they have read, viewed and listened to.

Because English is a holistic means of communication, this syllabus is organised around themes. Language and thinking cannot be separated. Students learn the skills, knowledge and attitudes in the context of a theme.

Learning outcomes

The Applied English learning outcomes listed below identify the knowledge, skills, attitudes and values all students achieve or demonstrate at the end of Grade 12.

Students can:

1. use and understand English structures and conventions
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
3. interpret and analyse literary texts and the use of figurative language features and other aspects of literary style
4. identify and evaluate the implications of information and values and suggest possible alternatives
5. analyse texts as culturally constructed forms
6. collect and evaluate information from a range of sources, including media
7. create texts in a variety of literary forms and conventions.

Learning outcomes mapped against units							
Learning outcomes	**Units**						
	11.1	**11.2**	**11.3**	**11.4**	**12.1**	**12.2**	**12.3**
1. Use and understand English structures and conventions	✔	✔	✔	✔	✔	✔	✔
2. Analyse language techniques, structures and conventions in order to apply language purposely and effectively	✔		✔	✔	✔	✔	✔
3. Interpret and analyse literary texts and the use of figurative language features and other aspects of literary style	✔					✔	
4. Identify and evaluate the implications of information and values and suggest possible alternatives		✔			✔		
5. Analyse texts as culturally constructed forms	✔		✔	✔	✔		
6. Collect and evaluate information from a range of sources, including media		✔					✔
7. Create texts in a variety of literary forms and conventions	✔	✔			✔	✔	✔

Unit sequence and content

Grade 11 units	Grade 12 units
11.1 Introduction to Communication *10 weeks* An introduction to language features used by writers to create effect, and to the structures employed by various genres, including poetry short stories and drama • Text types	**12.1 Applied Writing** *10 weeks* • What pathways are open to me? • Language for success in the formal sector • Language for success in self-employment and community development • Promoting good citizenship
11.2 Introduction to Media *10 weeks* An introduction to written and visual features of various media texts and their role in creating bias • Media text types • Persuasion and propaganda texts	**12.2 Focus on Literature** *10 weeks* Extending language use and critical reading and viewing skills through revisiting literary texts • Text types
11.3 Cultural Studies: Part 1 *10 weeks* An introduction to the concept of cultural identity and exploration of the elements which make up personal and cultural identity, and how culture is presented through fiction • Text types	**12.3 Biography** *10 weeks* An introduction to the content, language and structure of biographical texts • Text types
11.4 Cultural Studies: Part 2 *10 weeks* A study of current and historical texts relating to nation building with a particular focus on Papua New Guinea and the road to independence. Language focus is on the way people, issues and events are represented through images and language in order to construct a national identity • Text types	

Grade 11 units

11.1 Introduction to Communication

10 weeks

Students are introduced to a range of texts and review their purpose, intended audience and language features. The first texts should be familiar or on familiar issues. The idea that literature is a writer's personal response to the world is introduced and evidence of culture or cultural biases and attitudes in the texts is identified.

Although students have been learning grammar, vocabulary, spelling, punctuation and oral skills since primary school, they need to continue this learning. Explicit teaching of subject-specific terms related to literature using literary texts that reflect their general age interests is needed. Learning is applied in written and oral activities.

Learning outcomes

Students can:

1. use and understand English structures and conventions
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
3. interpret and analyse literary texts and the use of figurative language features and other aspects of literary style
5. analyse texts as culturally constructed forms
7. create texts in a variety of literary forms and conventions.

To achieve the learning outcomes, students:

- read a variety of texts such as short stories, poetry and drama
- summarise the gist and key features of texts of different genres
- learn literary techniques used by various writers to convey their message
- apply learning of literary techniques and language features in writing in their own short creative texts
- perform their own creative play scripts with other class members
- analyse connections between purpose, audience and context when critically reading and listening to texts of different genres
- demonstrate the ability to comprehend and apply grammar, vocabulary, spelling and punctuation in communication contexts.

Content

Students acquire knowledge and skills through the learning and teaching of content through texts.

Text types
- short stories

- song lyrics
- poetry, and critical analyses of poems
- play scripts
- newspaper articles
- reports

11.2 Introduction to Media

10 weeks

In this unit students read, view and listen to media texts that explore, in different ways, issues arising out of rapid change in family, community and global contexts. Students are taught the generic features of various media texts and the explicit techniques writers, orators and directors use in order to convey their messages. Students are taught media-specific vocabulary in order to discuss or write about these texts.

Some of these texts are primarily expository, other texts are persuasive. Students develop critical thinking and expression skills, recognising bias and prejudice. Students analyse and respond to texts, producing their own work to express facts, ideas, and values clearly and using the language features of expository prose effectively and accurately.

Learning outcomes

Students can:

1. use and understand English structures and conventions
4. identify and evaluate the implications of information and values and suggest possible alternatives
6. collect and evaluate information from a range of sources, including media
7. create texts in a variety of literary forms and conventions.

To achieve the learning outcomes, students:
- read and view texts, both fictional and factual, which represent a variety of genres and comment on a variety of issues
- describe how authors create texts to inform and influence particular audiences for specific purposes, and so choose and use texts appropriately
- select information, ideas and opinions from their reading and note them accurately
- identify and ethically evaluate the use of emotional and persuasive language in persuasive and propaganda texts
- describe language conventions and features used in news and human interest reporting
- describe a wide range of workplace, technological and media texts and explain their uses and potential in terms of audience, purpose, and context
- select a philosophical or ethical issue from a film, take a position on the issue and discuss orally and in writing
- analyse different genres of news stories, particularly:
  - the language conventions and features of each genre
  - the audience, purpose, and context of text types used in newspaper reporting

- make critical judgments and analyse issues relevant to the use of the latest technology communication methods.

Content

Students acquire knowledge and skills through the learning and teaching of content through texts.

Media text types
- hard news stories
- radio broadcasts
- television news and current affairs shows
- soap operas
- human interest and feature stories, including sport
- editorials and opinion columns
- documentary
- full-length feature film

Persuasion and propaganda texts
- speeches
- examples of printed propaganda, including posters
- extracts from argumentative prose using manipulative techniques

11.3 Cultural Studies: Part 1

10 weeks

In this unit students explore the notion of culture and what shapes our cultural identity. Students encounter a range of text types, and analyse and evaluate their purpose, intended audience and language features. At the same time they extend their knowledge and understanding of various language and genre conventions. As in all units, language and theme are inextricably linked.

The research focus of this unit enables students to access a variety of electronic, printed and oral sources and to make effective use of human resources in their families and community. A novel study builds upon the literary learning gained in the first unit and encourages students to appreciate literature for its own sake and also raise their awareness of cultural influences and biases in texts. Students learn to empathise with characters in settings both familiar and unfamiliar, thus broadening their understanding of human experience.

Language skills are developed, enabling the students to take in, evaluate and filter, and select ideas, facts and opinions in a context where emotional and ethical interests are sometimes in conflict. The unit enhances the ability of the student to express his or her own ideas and to be aware of facts and opinions in the form of a report or an expository essay.

Learning outcomes

Students can:

1. use and understand English structures and conventions
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
5. analyse texts as culturally constructed forms.

To achieve the learning outcomes, students:

• read and summarise a variety of text types on cultural issues in Papua New Guinea and around the world

• describe, compare and contrast different representations of personal, communal, national and global identities

• research a cultural issue affecting Papua New Guinea, considering local and socioeconomic factors, and present findings and conclusions

• learn and apply referencing techniques

• view a documentary film or video on a cultural issue and discuss its gist, perspectives and implications

• plan, structure and write paragraphs for an expository essay

• discuss and evaluate the importance of language of origin as a vehicle for personal and cultural identity

• study at least one substantial novel in depth.

Content

Students acquire knowledge and skills through the learning and teaching of content through texts.

Text types
- expository articles
- cartoons
- speeches
- novels
- short stories
- films and videos
- song lyrics and poetry
- Papua New Guinea's Constitution
- UN Declaration of Human Rights
- gender equity policies

11.4 Cultural Studies: Part 2

10 weeks

In this unit students extend their notions of culture to exploring what shapes our cultural identity as a nation. Students encounter a range of text types, and analyse and evaluate their purpose, intended audience and language features. At the same time they extend their knowledge and understanding of various language and genre conventions.

The research focus of this unit enables students to access a variety of electronic, printed and oral sources and to develop an appreciation of the role of language and literature in creating a sense of national unity. It raises their awareness of cultural influences and biases in texts.

Language skills develop, enabling the students to take in, evaluate and filter, and select ideas, facts and opinions in a context where emotional and ethical interests are sometimes in conflict. The unit enhances the ability of the students to express their own ideas, awareness of facts, and opinions, in the form of a report or an argumentative essay.

In this unit students broaden their ability to read, write, speak and listen coherently and cohesively, and respond to a wide range of texts about nation building and national consciousness. Students critically analyse, evaluate and select ideas, facts and opinion about development issues that affect them as citizens.

This unit builds on students' language skills and continues to encourage students to see that they, as citizens, have an important place in their developing society.

Learning outcomes

Students can:

1. use and understand English structures and conventions
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
5. analyse texts as culturally constructed forms.

To achieve the learning outcomes, students:

- read, view and select information from a wide range of texts and critically evaluate ideas and opinions about issues of national consciousness and nation building
- present such ideas and opinions accurately in discussion, explaining their own and others' positions on issues
- write and present a commentary on ideas, positions, and practices
- use language structures and conventions appropriately and effectively
- analyse and evaluate language features used in a wide range of texts
- review form of argumentative essay
- write a report or an argumentative essay

Content

Students acquire knowledge and skills through the learning and teaching of content through texts.

Text types
- The Medium Term Development Strategies(MTDS)
- national songs—lyrics
- the National Pledge
- poems
- newspaper articles
- speeches

Grade 12 units

12.1 Applied Writing

10 weeks

In this unit, students focus on pathways that lead to careers. They read, analyse and respond to newspaper articles, advertisements and editorials, feature articles, magazines, reports, speeches and sermons. The unit enables students to analyse texts in terms of identifying personal perspectives. Students should experiment with a range of text types and manipulate a range of linguistic features to influence audiences. Students review, consolidate and extend the scope of their reading and writing skills by examining a range of texts that relate to study skills and preparation for life after school.

Learning outcomes

Students can:

1. use and understand English structures and conventions
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
4. identify and evaluate the implications of information and values and suggest possible alternatives
5. analyse texts as culturally constructed forms
7. create texts in a variety of literary forms and conventions.

To achieve the learning outcomes, students:

• read and view a wide variety of diverse texts about the economic situation in present-day Papua New Guinea

• create notes, in both linear and mind-map form, summarising gist and detail of a variety of sources.

• write a personal projection on opportunities for using their education in their lives

• write and format an effective curriculum vitae (CV)

• complete forms and letters for job applications

• write a character reference for another person

• perform convincingly in a simulated interview

• create either an effective community development proposal, or a business plan suitable for a new enterprise

• deliver speeches with powerful and appropriate rhetoric on a citizenship-related subject

• read and write various kinds of reports

Content

Students acquire knowledge and skills through the learning and teaching of content through texts.

What pathways are open to me?

Text types
- newspaper articles and advertisements
- government statements and reports
- non-government organisations' (NGOs') reports and statements
- careers publications
- documentary videos and television programs.

Language for success in the formal sector

Text types
- career information texts
- institution brochures and pamphlets
- newspaper advertisements
- application forms
- job descriptions
- person specifications
- testimonials and references
- various reports

Language for success in self-employment and community development

Text types
- development proposals
- business plans
- questionnaires
- interviews

Promoting good citizenship

Text types
- letters in newspapers
- documentaries
- newspaper articles and opinion columns
- books on leadership

12.2 Focus on Literature

10 weeks

This unit uses a literature focus to continue exploring global issues and perspectives and extend students' knowledge of literary techniques.

The skills of critical understanding of poetry, drama, and fiction involve learning to read language on a figurative and symbolic, as well as a factual level. Poetry, for example, through rhythm, metaphor and alliteration, can communicate emotional and spiritual meaning as well as facts. A novel, by extending imagery through narrative, can make sense of our lives on a level beyond fiction. Characterisation and literary style can influence our perceptions and create bias.

This unit emphasises the skills of critical understanding and the development of creative writing skills.

Learning outcomes

Students can:

1. use and understand English structures and conventions
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
3. interpret and analyse literary texts and the use of figurative language features and other aspects of literary style.
7. create texts in a variety of literary forms and conventions.

To achieve the learning outcomes, students:
- identify purposes and intentions of writers and the literary means by which they create sympathy or otherwise towards their subjects or ideas
- identify and describe the ways in which metaphor, symbolism, and other poetic devices are used to communicate
- read poetry from around the world
- analyse and write song lyrics as poetry
- create an individual poetry anthology, containing:
  - at least three poems
  - commentaries on the poems, both on language and theme
  - one original poem (or set of song lyrics)
  - a bibliography, listing literary and non-literary sources of inspiration for the original poem
- write original poetry
  - use figurative and symbolic language
  - use rhythm and rhyme and the music of language
- study the form and language features of drama and play scripts
- read a play script or film script that deals with an issue
- write a character profile

− give examples of how plot, character, setting, movement, acting, sound effects and music are used in drama to construct meaning out of recreated experience

- read at least one longer story, or a number of short stories, that deal with various issues

− demonstrate understanding of the form and language conventions of short stories

Content

Students acquire knowledge and skills through the learning and teaching of content through texts.

Text types
- poems
- plays or drama scripts
- short stories
- novels

12.3 Biography

10 weeks

This unit provides students with the opportunity to explore further issues and develop opinions through studying various non-fiction genres, at the same time enabling them to celebrate the lives of Papua New Guineans and their contributions to their culture and nation. Students develop critical understanding of the construction and conventions of biography and autobiography. They also gain insights into the lives, cultures and subcultures of other world citizens, and challenges they have faced and overcome. Students extend their knowledge of genre types and their specific language use through reading, viewing and listening to non-fiction genres.

Learning outcomes

Students can:

1. use and understand English structures and conventions
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
6. collect and evaluate information from a range of sources, including media
7. create texts in a variety of literary forms and conventions.

To achieve the learning outcomes, students:

- read texts containing representations of lives of well-known or inspirational figures and:
    − identify the narrative techniques employed
    − analyse features of autobiographical and biographical texts
    − identify and critically appraise language conventions and features used in autobiographical and biographical texts
- take notes on the distinctive features of a biography
- research the biography; evaluate the extent of truth and bias in the text
- compare differences in literary style and structure of a biography to style and structure used in fiction
- interview a person to gain biographical details
- apply narrative techniques and language conventions
- revisit features of film making and make notes
- view a 'biopic' (a biographical film)
- summarise the gist of the film
- identify and evaluate how the film is biased in favour of or against certain characters
- use language structures and conventions appropriately and effectively to speak and write about the genres
- write a biography.

Content

Students acquire knowledge and skills through the learning and teaching of content through texts.

Text types

Biography
- autobiography
- biography
- fictional texts incorporating biographical passages

Biographical film
- biographical film

Assessment components, weighting and tasks

The internal assessment mark for Applied English is to be based on the Grade 11–12 syllabus only. Final assessment must be based on a range and balance of the assessment components detailed below.

Components, weightings and tasks for Grade 11 units

Strands	Weighting		Tasks
Listening	30	10%	See outcomes and content sections and refer to Teacher Guide
Speaking	60	20%	See outcomes and content sections and refer to Teacher Guide
Reading and viewing	90	30%	See outcomes and content sections and refer to Teacher Guide
Writing and visual creation	120	40%	See outcomes and content sections and refer to Teacher Guide
Marks/percentage	**300/100%**		

Components, weightings and tasks for Grade 12 units

Strands	Weighting		Tasks
Listening	30	10%	See outcomes and content sections and refer to Teacher Guide
Speaking	60	20%	See outcomes and content sections and refer to Teacher Guide
Reading and viewing	90	30%	See outcomes and content sections and refer to Teacher Guide
Writing and visual creation	120	40%	See outcomes and content sections and refer to Teacher Guide
Marks/percentage	**300/100%**		

Assessment, examinations and certification

The 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 learning and teaching, 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 Applied English

A student's achievement in Applied English at the end of Grade 12 will be assessed against the learning outcomes. Assessment of student progress towards achieving these learning outcomes is cumulative throughout Grades 11 and 12.

It is important that teachers plan the learning and teaching sequence so that there is a balanced spread of assessment during the year. 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 after the relevant section of the unit or topic has been covered.

Assessment for certification

A student's overall achievement in Applied English will be both internally and externally assessed. The final mark awarded to each student 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 wide range of syllabus content and outcomes. For Applied English, the internal assessment marks will provide a summation of each student's

achievements in Grades 11 and 12. The assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 21. A variety of tasks gives students the opportunity to demonstrate all the learning outcomes in different ways to improve the validity and reliability of the assessment.

All schools must meet the requirements for internal assessment as specified in the Grade 12 *Assessment, Examination and Certification Handbook*.

External examination

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

Recording

All schools must meet the requirements for maintaining and submitting student records as specified in the Grade 12 *Assessment, Examination and Certification Handbook*.

Certification

Candidates will be awarded the national certificate only if they meet all requirements for internal and external assessment. Eligibility rules for the award of certificates are specified in the Grade 12 *Assessment, Examination and Certification Handbook*.