

Language and Literature

Upper Secondary Syllabus



Papua New Guinea
Department of Education

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Secretary's message

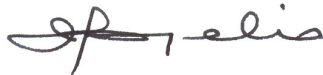
This Language and Literature syllabus is to be used by teachers to teach Upper Secondary students (Grades 11 and 12) throughout Papua New Guinea. This syllabus builds upon concepts, skills and attitudes learnt in Lower Secondary and provide a sound foundation for further learning.

The Upper Secondary Language and Literature Syllabus contribute 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 Language and Literature relate their learning to society, the local culture and the global culture; and to influences that direct the course of change in these environments. Students learn the art of effective communication and the skill of sound decision making, and accept and value views other than their own.

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

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



DR JOSEPH PAGELIO

Secretary for Education

Introduction

Language and Literature is designed for students with a good command of English and is largely literature-based. The basic premise is that students' language use develops through a study of literature, media studies and associated activities.

This syllabus is based on the curriculum principles from the National Curriculum Statement. It has been designed using learning outcomes that 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 Language and Literature 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 Units
Speaking and Listening Reading and Viewing Writing	Texts and Contexts Language Skills and Strategies	Journeys and Quests: Part 1 Journeys and Quests: Part 2 Cultural Contexts: Part 1 Cultural Contexts: Part 2 Life Stories: Part 1 Life Stories: Part 2 Writers' Workshop: Part 1 Writers' Workshop: Part 2

Language and Literature uses a thematic approach. Units are presented as themes relevant to students' life experiences and the texts used link to the themes. Students explore the components of language and literature using a range of texts. Through these texts meaning is constructed and understood.

The central focus of Language and Literature is the interpretation and contextual analysis of a wide range of texts and the way language is used within them to create meaning. 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. In addition, students learn to interpret and analyse texts in terms of their aesthetic and functional value, and how issues raised in these texts relate to broad society.

The learning in Language and Literature 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, and identify and use the appropriate conventions of language.

Because Language and Literature is a vehicle for holistic personal development, this syllabus is organised around *themes*. Language and thinking cannot be separated, so as students learn the skills, knowledge and attitudes involved in gaining competence in each strand, they do so in the context of a theme.

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

Rationale

Language and Literature is a tool for communication and creating national coherence. It is a channel through which people learn about their cultures, values and norms, and through which their world views and others are defined. Language and Literature offers a window onto different worlds and ideas, and opportunities to evaluate cultural perspectives. It provides unique opportunities to discuss and evaluate philosophies and ethics. Language and Literature fosters critical thinking, imagination, creativity and independent thought.

Language plays an important part in who we are, and therefore in defining our perspectives and the meanings we extract from texts. It is important for students to study because language expresses identity and governs a student's personal, social, intellectual and imaginative development.

A study of Language and Literature heightens awareness of the manipulative power of words and enables students to become more discerning and critical of what they read, view or hear, and of what they speak and write. The subject develops communication skills so that students become proficient in using language for a wide range of purposes and audiences. At the same time, Language and Literature plays an important role in integral human development, enabling students to make productive contributions to society.

The study of Language and Literature enables students to appreciate the past and present, to imagine and shape the future, and to identify processes of social, cultural and political change. The language and thinking skills gained from this course enable students to cope with a more rigorous post-secondary education, and to promote their career opportunities in international and national community contexts and capacity building in the village context.

Aims

The study of Language and Literature aims to:

- equip students with the language skills to express and evaluate information, knowledge, beliefs and values in a range of ways for a range of audiences
- give students an insight into how language shapes our thoughts and beliefs
- develop critical and original thinking, problem solving, planning and organisational skills and students' ability to make inferences, deductions and justifications
- enable students to read and respond to texts in a wide range of contexts and develop understanding, tolerance and positive appreciation of the global diversity of cultures and belief systems
- promote a sense of identity and debate about ethics through a study of the written, visual and oral texts
- develop an appreciation of literature in its own right to promote students' enjoyment of reading
- stimulate imagination and promote creative expression to encourage the expansion of a Papua New Guinean literary 'voice'.

Strands

The study of Language and Literature includes 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, viewing and listening to 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 to recognise distinct language features used in different settings for different purposes.

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

In writing, students use the appropriate conventions in English to logically, fluently and creatively express and communicate their ideas on issues that arise from the texts that they have read, viewed and heard.

Learning outcomes

The Language and Literature 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 conventions of the English language across a variety of genres for different purposes and audiences
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
3. compare and contrast a range of texts to identify themes, characterisation, language use, literary styles and how these convey the intent of the author
4. analyse and evaluate how texts (both oral and written) are culturally constructed and can be manipulated to influence cultural perspectives
5. evaluate the techniques of media in influencing opinion on a range of social and cultural issues
6. research and evaluate information from a range of sources
7. create imaginative and functional texts in a variety of literary, visual and electronic 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	12.4
1. Use conventions of the English language across a variety of genres for different purposes and audiences		✓	✓	✓	✓	✓	✓	
2. Analyse language techniques, structures and conventions in order to apply language purposely and effectively	✓	✓	✓	✓	✓	✓	✓	✓
3. Compare and contrast a range of texts to identify themes, characterisation, language use, literary styles and how these convey the intent of the author		✓	✓	✓	✓	✓		
4. Analyse and evaluate how texts (both oral and written) are culturally constructed and can be manipulated to influence cultural perspectives		✓	✓	✓				
5. Evaluate the techniques of media in influencing opinion on a range of social and cultural issues		✓	✓		✓	✓	✓	
6. Research and evaluate information from a range of sources	✓		✓		✓	✓		
7. Create imaginative and functional texts in a variety of literary, visual and electronic forms and conventions			✓	✓	✓	✓	✓	

Unit sequence and content

Grade 11 units	Grade 12 units
<p>11.1 Journeys and Quests: Part 1 <i>10 weeks</i></p> <ul style="list-style-type: none"> • Definition and research • Novel or short story 	<p>112.1 Life Stories: Part 1 <i>10 weeks</i></p> <ul style="list-style-type: none"> • Biographical documentary • Autobiography and biography • Biographical drama
<p>11.2 Journeys and Quests: Part 2 <i>10 weeks</i></p> <ul style="list-style-type: none"> • Drama • Film study 	<p>12.2 Life Stories: Part 2 <i>10 weeks</i></p> <ul style="list-style-type: none"> • Autobiography and biography • Biographical film
<p>11.3 Cultural Contexts: Part 1 <i>10 weeks</i></p> <ul style="list-style-type: none"> • Definition and research • Documentary • Novel 	<p>12.3 Writers' Workshop: Part 1 <i>10 weeks</i></p> <ul style="list-style-type: none"> • Text types and recommended texts
<p>11.4 Cultural Contexts: Part 2 <i>10 weeks</i></p> <ul style="list-style-type: none"> • Drama • Film • Poetry 	<p>12.4 Writers' Workshop: Part 2 <i>4 weeks</i></p> <ul style="list-style-type: none"> • Writing business documents

Grade 11 units

11.1 Journeys and Quests: Part 1

10 weeks

Students explore the notion of journeys and quests as a search for nobility, goodness and enlightenment. Students differentiate between types of quests; for example, quests for the greater good of humanity; personal quests; quests involving selflessness; or quests for personal aggrandisement. For Papua New Guineans, this notion of personal journeys and quests may mean a search for knowledge, self-definition, political and cultural awareness and independence and the transition from innocence to maturity. Through this exploration 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 texts comprise a selection of novels, short stories, poetry and library or internet sources. This unit lends itself to using the work of local and national identities. Texts need not be restricted to Papua New Guinean materials.

Learning outcomes

Students can:

2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
6. research and evaluate information from a range of sources.

To achieve the learning outcomes, students:

- interpret and summarise the gist and key details of texts of different genres
- analyse connections between purpose, audience and context when critically reading and listening to texts of different genres
- describe, compare and contrast different representations of personal, communal, national and global identities
- identify and evaluate the morals, values and ethics involved in particular quests
- read, view or listen to a novel or short story, poetry, library or internet reference material, visiting speakers
- analyse the use of emotional and persuasive language in persuasive and propaganda texts
- use appropriate language conventions and features to convey their opinions
- research and write an evaluative report about a journey or quest
- learn and apply referencing techniques
- write a feature article for a magazine about a journey or quest
- create and present an oral transformation based on the chosen novel
- write an analytical essay based on the chosen novel.

Content

Students acquire knowledge and skills through the teaching and learning of this content. Students study:

- at least one substantial text, such as a novel, and a selection of short stories
- the concept of a journey, whether as a personal challenge or a physical journey
- the concept of a traditional quest, in the tradition of a search for nobility and goodness.

Text types and recommended texts

Oral discourse

- local and national people (doctors, missionaries, elders and so on)
- local stories

Library or internet research: Possible research topics

- mythical quests
 - King Arthur and the Knights of the Round Table
- religious quests
 - the London Missionary Society (for example, James Chalmers)
 - Jesus, the Dalai Lama, Paliu Maloat
 - the Crusades
- environmental quests
 - Di Fossey (Save the African Gorillas)
 - the Carteret Islanders (rising sea levels)
 - WWF (Save the Pandas, Save the Rainforests)
 - Greenpeace
- exploratory quests
 - Edmund Hillary and Tenzing Norgay (first ascent of Mt Everest)
 - Douglas Mawson and Ernest Shackleton (Antarctic expedition)
- anthropological quests
 - Margaret Mead
- historical quests
 - Howard Carter (Tutankhamen's tomb in Egypt)

Where possible, students are encouraged to research a Papua New Guinean person.

Novel

Schools may choose a novel according to the resources available. However, it is expected that the novel will be similar in theme. Some suggestions are:

Eri, Vincent 1970, *The Crocodile*, Pacific Writers Series, Jacaranda Press, Brisbane [reprinted 1973 by Penguin, Ringwood].

Craven, Margaret 1987, *I Heard the Owl Call My Name*, Pan, London.

Golding, William 1954, *Lord of the Flies*, Faber and Faber, London.

Hemingway, Ernest 1952, *The Old Man and the Sea*, Charles Scribner's Sons, New York.

Lee, Harper 1960, *To Kill a Mockingbird*, Harper and Row, New York.

Maori Kiki, Albert 1970, *Ten Thousand Years in a Lifetime*, Nelson, Melbourne.

Morgan, Sally 1987, *My Place*, Fremantle Arts Centre Press, Fremantle.

Tan, Amy 1991, *The Joy Luck Club*, Vintage, New York.

Tan, Amy 2001, *The Bonesetter's Daughter*, Penguin, Ringwood.

Wendt, Albert 1973, *Sons for the Return Home*, Longman, Auckland.

Short story

Beier, Ulli (ed.) 1973, *Niugini Lives*, Jacaranda Press, Brisbane [includes such stories as Kadiba, John, 'Growing Up in Mailu' and Hannet, Leo, 'Rainmaker's Child'].

Compilations of literary texts

Powell, Ganga (comp.) 1987, *Through Melanesian Eyes: An Anthology of Papua New Guinean Writing*, Macmillan, Melbourne.

Websites

For example, <http://www.pbs.org/becomingamerican/ap_pjourneys.html>.

11.2 Journeys and Quests: Part 2

10 weeks

In this unit, students extend their understanding of language use and literary style through studying people's experiences as portrayed through drama and film. This builds on students' knowledge and understanding and branches out into a more global perspective, enabling students to critically analyse the ways in which these creative texts shape our values and attitudes and position us in the world.

Learning outcomes

Students can:

1. use conventions of the English language across a variety of genres for different purposes and audiences
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
3. compare and contrast a range of texts to identify themes, characterisation, literary styles and how these convey the intent of the author
4. analyse and evaluate how texts (both oral and written) are culturally constructed and can be manipulated to influence cultural perspectives
5. evaluate the techniques of media in influencing opinion on a range of social and cultural issues.

To achieve the learning outcomes, students:

- read a play
- analyse the elements of drama such as orientation, complication and conflict, climax, resolution
- discuss characterisation and characters' motives and the issues that bring them into conflict with their society, their environment or themselves
- enact and analyse a scene or act from the play
- create and present a written transformation based on the chosen play
- write an analytical piece about the play
- view a film
- learn cinematic terms or concepts and be able to apply them in discussions
- discuss plot, setting, characterisation, themes and literary style and how these are presented to convey the author's intentions
- analyse how authors create texts to inform and influence particular audiences for specific purposes
- apply Edward de Bono's 'Six Thinking Hats' strategy as a guide to developing critical and persuasive argument
- write an analytical and evaluative essay based on the film or on aspects of the film such as filming techniques, characterisation, theme, director's intentions.

Content

Students acquire knowledge and skills through the teaching and learning of this content. Students study:

- at least two substantial texts in depth, such as a play and a film
- a selection of supporting material such as oral histories, short stories, poetry, television, legends or internet material
- the way cultural perspectives impact on literature, especially on the connection between identity, place, history, gender and ethnicity
- the way authors manipulate technique in order to voice their opinions
- texts and the use of recurrent symbolism and motifs.

Text types and recommended texts

Drama

Brash, Nora Vagi 1984, 'Taurama', in *Mana: A South Pacific Journal of Language and Literature* (Papua New Guinea issue), vol 8, no. 2, pp. 29–65 (also published 1985 in NCD by Owl).

Hereniko, Vilsoni 1977, *Don't Cry Mama*, South Pacific Creative Arts Society, Suva [reprinted in *Chinese Journal of Oceanic Literature 2* (1981)].

Nowra, L 1994, *Cosi*, Currency Press, Sydney.

Russell, W 1981, *Educating Rita*, Samuel French, London.

Sophocles 1991, *Oedipus Rex*, Dover Publications, New York.

Film

Billy Elliot 2000, film, directed by S Daldry, produced by J Finn, University Focus, USA.

Crouching Tiger, Hidden Dragon 2000, directed by Ang Lee, Asia Union Film and Entertainment Ltd, Taiwan, Hong Kong, China, USA.

Lord of the Rings, film trilogy: *The Fellowship of the Ring* (2001), *The Two Towers* (2002) and *Return of the King* (2003), based on the book *The Lord of the Rings*, by JRR Tolkien; co-written, co-produced and directed by P Jackson, distributed by New Line Cinema, NZ.

Rabbit-Proof Fence 2002, film, produced and directed by P Noyce. Adapted from a novel by Doris Pilkington 1996, *Follow the Rabbit-proof Fence*, University of Queensland Press, St Lucia, Qld.

The Chronicles of Narnia: The Lion, the Witch and the Wardrobe 2005, film based on the 'Chronicles of Narnia' series by CS Lewis; directed by A Adamson, Walt Disney Pictures, USA.

The Color Purple 1985, film, directed by S Spielberg, Warner Bros, USA.

The Land Has Eyes 2004, film, written, directed and co-produced by V. Hereniko, Rotuma, Fiji.

Whalerider 2002, film based on the book, *The Whale Rider 1982*, by Witi Ihimaera; directed by Niki Caro, produced by South Pacific Pictures, NZ.

Wokabaut bilong Tonten 1976, film, Department of Information (Papua New Guinea), Port Moresby.

11.3 Cultural Contexts: Part 1

10 weeks

In this unit students consolidate their concept of cultural identity and develop an awareness and appreciation of different cultural perspectives through a study of literature. The unit enables students to encounter various lifelike issues that arise in the literature and, through discussion, promotes their ability to make informed value judgements for themselves and others, and to develop a tolerance for different perspectives. At the same time, students extend their language knowledge and application of the various conventions of language they encounter in the texts.

Learning outcomes

Students can:

1. use conventions of the English language across a variety of genres for different purposes and audiences
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
3. compare and contrast a range of texts to identify themes, characterisation, language use, literary styles and how these convey the intent of the author
4. analyse and evaluate how texts (both oral and written) are culturally constructed and can be manipulated to influence cultural perspective
5. evaluate the techniques of media in influencing opinion on a range of social and cultural issues
6. research and evaluate information from a range of sources
7. create imaginative and functional texts in a variety of literary, visual and electronic forms and conventions.

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
- research a cultural issue affecting Papua New Guinea, considering local and socioeconomic factors, and present findings and conclusions in the form of an illustrated seminar or PowerPoint presentation
- learn and apply referencing techniques
- view a documentary film or video on a cultural issue and discuss its gist and perspectives
- plan, structure and write an argumentative essay
- discuss and evaluate the importance of language of origin as a vehicle for personal and cultural identity
- write an analytical essay based on the novel, analysing the author's intentions, literary style, cultural context, and evaluating gender, class, religious, cultural and social perspectives.

Content

Students acquire knowledge and skills through the teaching and learning of this content. Students study:

- at least one substantial text in depth, which is a novel
- library and internet reference material, and oral stories of people about culture and cultural issues
- the way cultural perspectives impact on literature, especially on the connection of identity, place, history, gender and ethnicity
- the way authors manipulate technique in order to voice their opinions
- texts and the use of recurrent symbolism and motifs.

Text types and recommended texts

Library and internet

- miscellaneous reference texts

Documentary

Land of the Morning Star 2004, documentary, written and directed by Mark Worth, narrated by Rachel Griffiths, Film Australia.

'Scramble for Africa', episode 4 of *Queen Victoria's Empire* 2001, TV series, written by P Bryers, directed by P Burgess, narrated by D Sutherland, Brook Lapping Productions, UK.

Novel

Achebe, Chinua 1994, *Things Fall Apart*, Anchor Books, New York.

Austen, Jane 2003, *Pride and Prejudice*, Penguin, Ringwood.

Craven, Margaret 1980, *I Heard the Owl Call My Name*, Picador, London.

Duff, Alan 1990, *Once Were Warriors*, Tandem Press, Auckland.

Eri, Vincent 1970, *The Crocodile*, Pacific Writers Series, Jacaranda Press, Brisbane [reprinted 1973 by Penguin, Ringwood].

Ihimaera, Witi 1987, *The Whale Rider*, Heinemann, Auckland.

Jones, Lloyd 2006, *Mr Pip*, Text Publishing, Melbourne.

McBride, James 1996, *The Colour of Water*, Riverhead Books, New York.

Maladina, Moses 2004, *Tabu*, Steel Roberts and Ass., UK.

Matane, Paulius, *Ripples in the South Pacific*,

Duff, Alan 1990, Soaba, Russell 1986, *Maiba: A Papuan Novel*, Three Continents Press, Washington.

Solzhenitsyn, Alexander 1963, *One Day in the Life of Ivan Denisovich*, Gollancz, London.

Soyinka, Wole 1981, *Ake: The Years of Childhood*, Random House, New York.

Thiong'o, Ngugi wa 1987, *Matigari*, African Writers Series, Heinemann, London.

11.4 Cultural Contexts: Part 2

10 weeks

In this unit students broaden the knowledge and understanding they have gained from the first part of this unit through a study of drama, film and poetry. Students continue to consolidate their concept of cultural identity and further develop an awareness and appreciation of different, more global cultural perspectives through a study of literature. The unit enables students to continue to encounter various life issues that arise in creative and expressive literature and, through discussion, promotes their ability to make informed value judgements for themselves and others, and develop a tolerance for different perspectives. Students appreciate that texts are a product of the writer's own historical, cultural and philosophical context. At the same time, students extend their language knowledge and application of the various conventions of language they encounter in the texts.

Learning outcomes

Students can:

1. use conventions of the English language across a variety of genres for different purposes and audiences
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
3. compare and contrast a range of texts to identify themes, characterisation, language use, literary styles and how these convey the intent of the author
4. analyse and evaluate how texts (both oral and written) are culturally constructed and can be manipulated to influence cultural perspectives
7. create imaginative and functional texts in a variety of literary, visual and electronic 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
- view a film and analyse the way in which the director's intentions are conveyed through filming techniques (composition, lighting, sound effects and so on) as well as setting, plot, characterisation and theme
- view a play, either on stage or on DVD or video
- read the script of the play that has been viewed. Evaluate the issues raised in the play and link them to broader societal issues
- discuss how the play may be viewed from different cultural perspectives
- work cooperatively with others to produce a creative response
- read a selection of poetry and analyse the ways in which metaphor, symbolism and other poetic devices are used to communicate
- identify the ways in which poetry reflects a person's cultural background and philosophies
- write original poetry

- create a personal anthology of own and others' poetry and explain or analyse the literary features used and their intended impact.

Content

Students acquire knowledge and skills through the teaching and learning of this content. Students study:

- drama
- film
- a selection of poetry
- the way cultural perspectives impact on literature, especially on the connection of identity, place, history, gender and ethnicity
- the way authors manipulate technique in order to voice their opinions
- texts and the use of recurrent symbolism and motifs.

Text types and recommended texts

Drama

Brash, Nora Vagi 1977, *Which Way Big Man?* Institute of Papua New Guinea Studies, Port Moresby.

Brecht, B 1963, *The Caucasian Chalk Circle*, Methuen, London.

Chekhov, A 1988 (trans. M Frayn), *The Cherry Orchard*, Methuen, London;
or

Chekhov, A 2003 (trans. M Frayn), *The Seagull*, Methuen, London.

Fugard, A 1974, *Statements*, Oxford University Press, London.

Hannet, Leo 1971, 'The Ungrateful Daughter' in U Beier (ed.), *Five New Guinea Plays*, Jacaranda Press, Brisbane.

Hereniko, Vilsoni 1987, 'Sera's Choice' in *Two Plays: A Child for Iva; Sera's Choice*, Mana Publications, Suva.

Ibsen, Henrik 2003, *A Doll's House*, Methuen.

Kaniku, John 1970, *Two Plays from New Guinea: Cry of the Cassowary*, Heinemann Educational, Melbourne.

Kelly, Steven P, *Black Angels*.

Soaba, R 1972, *Scattered by the Wind*.

Waiko, John 1971, 'The Unexpected Hawk' in U. Beier (ed.), *Five New Guinea Plays*, Pacific Writers Series, Jacaranda Press, Brisbane.

Feature film

Blood Diamond 2006, written by Charles Leavitt, produced and directed by Edward Zwick, Warner Bros, USA.

Cargo Moon, written and directed by Glenda Hambly, produced by David Rapsey, Rogue Productions

Dances with Wolves 1990, film, directed by Kevin Costner, distributed by Orion Pictures, USA.

Kokoda 2006, film, directed by Alister Grierson, Palace Films.

Like Water for Chocolate 1992, film based on the novel by Laura Esquivel, directed by A Arau, Cinevista.

Marabe Owen, Chris.

Once Were Warriors 1994, film, directed by R Owen, NZ, based on Alan Duff's 1990 novel of the same name.

Sons for the Return Home 1979, film based on the novel *Sons for the Return Home*, by Albert Wendt, originally published in 1973; written and directed by P Maunder, New Zealand Film Commission.

Ten Canoes 2006, film, directed by R De Heer, distributed by Palace Films, Australia.

The Land Has Eyes 2004, film, written, directed and co-produced by V. Hereniko, Rotuma, Fiji.

Walk into Paradise 1956, film, directed by Lee Robinson, produced by C Rafferty and PE Decharme, Southern International Films (Australia)/Discifilm (France).

Whalerider 2002, film based on the book, *The Whale Rider* 1982, by Witi Ihimaera; directed by Niki Caro, produced by South Pacific Pictures, NZ.

Documentary

Betelnut Bisnis 2004, documentary film, written and produced by A Pike, directed by C Owen, distributed by Ronin Films, Australia.

Black Harvest 1992, documentary film, directed by B Connelly and R Anderson, Arundel Productions, Papua New Guinea, Australia.

First Contact 1983, documentary film, directed by B Connelly and R Anderson, distributed by Filmmakers Library, Australia.

Man without Pigs 1990, documentary film, written and directed by Chris Owen, with John Waiko as himself. Institute of Papua New Guinea Studies, Port Moresby.

Mist in the Mountains 2007, documentary film about HIV and AIDS in Papua New Guinea, produced and directed by Z Cordeiro and P Gibbs.

Poetry: Anthologies

James, Adeola (ed.) 1996, *Papua New Guinea Women Writers: An Anthology*, Pacific Writers Series, Pearson Education.

McFarlane, P and Temple, L (eds) 1996, *Blue Light Clear Atoms: Poetry for Senior Students*, Macmillan, Melbourne.

Powell, Ganga (ed.) 1987, *Through Melanesian Eyes*, Macmillan, Melbourne.

Sipolo, Jolly 1981, *Civilized Girl: Poems*, South Pacific Arts Society, Raiwaqa, Fiji.

Soaba, Russell 2000, *Kwamra: A Season of Harvest—Poems*, Anuki Country Press, Boroko.

Wendt, Albert (ed.) 1995, *Nuanua: Pacific Writing in English since 1980*, University of Hawaii Press, Honolulu.

Winduo, Steven 2000, *Hembemba: Rivers of the Forest*, Institute of Pacific Studies, Suva and Port Moresby.

Poetry by authors such as:

Blake, William; Eliot, TS; Frost, Robert; Murray, Les; Noonuccal, Oodgeroo (alias Kath Walker); Soyinka, W; Yevtushenko, Y.

Grade 12 units

12.1 Life Stories: Part 1

10 weeks

This unit provides students with the opportunity to explore further issues and develop opinions through studying various non-fictional genres, as well as to celebrate the lives of Papua New Guinean citizens and their contributions to their culture and nation. Students develop a critical understanding of the construction and conventions of biographies and autobiographies. Students also gain insights into the lives, cultures and subcultures of other world citizens, and challenges they have faced and overcome. The unit extends students' knowledge of genre types and their specific language use through reading, viewing and listening to non-fictional genres.

Learning outcomes

Students can:

1. use conventions of the English language across a variety of genres for different purposes and audiences
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
3. compare and contrast a range of texts to identify themes, characterisation, language use, literary styles and how these convey the intent of the author
5. evaluate the techniques of media in influencing opinion on a range of social and cultural issues
6. research and evaluate information from a range of sources
7. create imaginative and functional texts in a variety of literary, visual and electronic forms and conventions.

To achieve the learning outcomes, students:

- view a biographical documentary and analyse the genre of documentary making
- complete a text analysis based on a documentary
- discuss in small groups the different perceptions of biographical texts
- read a biography and discuss how the purpose influences writing style; compare a section of it with a fictional piece and analyse differences
- research the background of the biography's subject and identify possible aims and biases of biographers
- interview someone from the community and write up a biographical piece that compares past with present, or urban with rural lifestyles and issues
- create a storyboard for a 'biodoc' (biographical documentary) about a person of significance
- research the various issues and/or historical situations in order to evaluate the perspectives presented
- create a written transformation exercise based on the drama chosen

- write an analytical essay based on the drama chosen.

Content

Students acquire knowledge and skills through the teaching and learning of this content. Students study:

- a biographical documentary and how documentaries are constructed
- a biography and the difference between non-fictional and fictional writing styles
- the life of a prominent person through research
- a biographical drama
- how authors or directors manipulate technique in order to voice their opinions
- texts and the use of recurrent symbolism and motifs.

Text types and recommended texts

Biographical documentary

'Oh Carol' 2004, television program, episode of *Australian Story*, ABC TV, <www.abc.net.au> [Lady Carol Kidu].

Man without Pigs 1990, documentary film, written and directed by Chris Owen, with John Waiko as himself. Institute of Papua New Guinea Studies, Port Moresby.

Taking Pictures 1996, documentary film, Les McLaren and Annie Stivens, Icarus Films, New York [focuses on film makers' documentaries of Papua New Guinea in 1970s to 1990s: highly recommended].

Touching the Void 2003, documentary film based on the book by Joe Simpson, written by Joe Simpson and directed by K McDonald, Darlow Smithson Productions, UK.

Autobiography and biography

Abaijah, Josephine 1991, *A Thousand Coloured Dreams*, Dellasta Pacific, Mt Waverley.

Angelou, M 1997, *The Heart of a Woman*, Random House, New York.

Beah, Ishmael 2007, *A Long Way Gone: Memoirs of a Boy Soldier*, Farrar, Straus and Giroux, New York.

Beier, Ulli (ed.) 1973, *Niugini Lives*, Jacaranda Press, Brisbane [includes such stories as Kadiba, John, 'Growing Up in Mailu' and Hannet, Leo, 'Rainmaker's Child'].

Branson, Richard 1998, *Losing my Virginity*, Times Books, New York.

Diver, S and Bouda, S 1999, *Survival: The Inspirational Story of the Thredbo Disaster's Sole Survivor*, Macmillan, Sydney.

Frame, J 1984, *An Angel at My Table*, Women's Press, Auckland.

Gallman, K 1991, *I Dreamed of Africa*, Penguin, London.

Kidu, Carol 2002, *A Remarkable Journey*, Longman, Sydney.

Malcolm X 1965, *Autobiography of Malcolm X*, as told to Alex Haley, Grove Press, New York.

Mandela, N 1994, *The Long Walk to Freedom: The Autobiography of Nelson Mandela*, Little, Brown and Co, London.

- Matane, Paulius 1972, *My Childhood in New Guinea*, Oxford University Press, London.
- Ondaatje, M 1983, *Running in the Family*, Gollancz, London.
- Pearson Longman [series], *Famous People of PNG*.
- Plath, S 1966, *The Bell Jar*, Faber and Faber, London.
- Robson, RW 1965, *Queen Emma of the South Seas*, Pacific Publications, Sydney.
- Shepherd, J 2007 *Never Tell Me Never*, Random House.
- Simpson, J 1988, *Touching the Void*, Vintage, London.
- Somare, Michael 1975, *Sana: An Autobiography*, Niugini Press, Port Moresby.
- Wedega, Alice 1981, *Listen My Country*, Pacific Publications, Sydney.

Biographical drama

- Brecht, B 1994 (trans. J Willet), *The Life of Galileo*, Methuen, London.
- Rankin, S and Purcell, L 1999, *Box the Pony*, Hodder Headline Australia, Sydney.
- Ross, K G 1979, *Breaker Morant: A Play in Two Acts*, Edward Arnold, Melbourne.
- Shaffer, P 1982, *Amadeus*, Harper and Row, New York.

12.2 Life Stories: Part 2

10 weeks

This unit provides students with more opportunity to explore issues and develop opinions through studying different non-fictional genres. Students develop a critical understanding of the construction and conventions of biographies (in film) and autobiographies. Students also gain insights into the lives, cultures and subcultures of other world citizens, and challenges they have faced and overcome. The unit extends students' knowledge of genre types and their specific language use through reading, viewing and listening to non-fictional genres.

Learning outcomes

Students can:

1. use conventions of the English language across a variety of genres for different purposes and audiences
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
3. compare and contrast a range of texts to identify themes, characterisation, language use, literary styles and how these convey the intent of the author
5. evaluate the techniques of media in influencing opinion on a range of social and cultural issues
6. research and evaluate information from a range of sources
7. create imaginative and functional texts in a variety of literary, visual and electronic forms and conventions.

To achieve the learning outcomes, students:

- read an autobiography
- research the autobiography and evaluate the extent of truth and bias in the text and its historical and social context
- write an analytical essay
- view a 'biopic' (a biographical film)
- apply Edward de Bono's 'Six thinking hats' strategy as a guide to developing critical and persuasive argument
- give a speech to promote the marketing of the film
- use language structures and conventions appropriately and effectively to speak and write about the genres.

Content

Students acquire knowledge and skills through the teaching and learning of this content. Students study:

- an autobiography
- a biographical film

- how authors or directors manipulate technique to voice their opinions
- texts and the use of recurrent symbolism and motifs.

Text types and recommended texts

Autobiography and biography

Abajjah, Josephine 1991, *A Thousand Coloured Dreams*, Dellasta Pacific, Mt Waverley.

Angelou, M 1997, *The Heart of a Woman*, Random House, New York.

Beah, Ishmael 2007, *A Long Way Gone: Memoirs of a Boy Soldier*, Farrar, Straus and Giroux, New York.

Beier, Ulli (ed.) 1973, *Niugini Lives*, Jacaranda Press, Brisbane [includes such stories as Kadiba, John, 'Growing Up in Mailu' and Hannel, Leo, 'Rainmaker's Child'].

Branson, Richard 1998, *Losing my Virginity*, Times Books, New York.

Diver, S and Bouda, S 1999, *Survival: The Inspirational Story of the Thredbo Disaster's Sole Survivor*, Macmillan, Sydney.

Frame, J 1984, *An Angel at My Table*, Women's Press, Auckland.

Gallman, K 1991, *I Dreamed of Africa*, Penguin, London.

Kidu, Carol 2002, *A Remarkable Journey*, Longman, Sydney.

Malcolm X 1965, *Autobiography of Malcolm X*, as told to Alex Haley, Grove Press, New York.

Mandela, N 1994, *The Long Walk to Freedom: The Autobiography of Nelson Mandela*, Little, Brown and Co, London.

Matane, Paulius 1972, *My Childhood in New Guinea*, Oxford University Press, London.

Ondaatje, M 1983, *Running in the Family*, Gollancz, London.

Plath, S 1966, *The Bell Jar*, Faber and Faber, London.

Robson, RW 1965, *Queen Emma of the South Seas*, Pacific Publications, Sydney.

Simpson, J 1988, *Touching the Void*, Vintage, London.

Somare, Michael 1975, *Sana: An Autobiography*, Niugini Press, Port Moresby.

Wedega, Alice 1981, *Listen My Country*, Pacific Publications, Sydney.

Biographical film

A Beautiful Mind 2001, film, adapted from the 1998 book of the same name by Sylvia Nasar, written by Akiva Goldsman and directed by Ron Howard, distributed by DreamWorks SKG, USA.

Cry Freedom 1987, film based on the book *Biko* by Donald Woods, produced and directed by R Attenborough, distributed by Universal Pictures, USA and UK.

Gandhi 1982, film, produced and directed by R Attenborough, distributed by Columbia Pictures, UK and India.

Gorillas in the Mist 1988, film based on the autobiographical 1983 book by Dian Fossey, directed by Michael Apted, Warner Bros, USA.

Not Without My Daughter 1990, film based on the book by the real-life Mahmoody and W Hoffer, directed by Brian Gilbert, USA.

Shine 1996, film, directed by Scott Hicks, Australian Film Finance Corporation.

The Aviator 2004, film, based on the book *Howard Hughes: The Secret Life* by Charles Higham, directed by M Scorsese, distributed by Warner Bros, USA.

The Power Of One 1992, film, produced by A Milchan and directed by J G Avildsen, Regency Enterprise, USA.

12.3 Writers' Workshop: Part 1

10 weeks

This unit focuses on shorter texts of an informative, persuasive and creative nature. It provides the opportunity for students to read, analyse and respond to reports, speeches, sermons, newspaper articles, feature articles, magazines, advertisements, editorials and letters to the editor, and to identify how style, language, imagery and tone can influence the audience. It enables students to analyse texts in terms of identifying social and cultural values, attitudes and personal perspectives. Students experiment with a range of text types and manipulate a range of linguistic features to influence audiences.

Learning outcomes

Students can:

1. use conventions of the English language across a variety of genres for different purposes and audiences
2. analyse language techniques, structures and conventions in order to apply language purposely and effectively
5. evaluate the techniques of media in influencing opinion on a range of social and cultural issues
7. create imaginative and functional texts in a variety of literary, visual and electronic forms and conventions.

To achieve the learning outcomes, students:

- read and view a wide variety of texts
- discuss examples of writing and their purpose
- engage in small discussion groups to identify the linguistic features of the text and evaluate their impact on the audience
- create notes, in both linear and mind-map form, summarising the gist and detail of a variety of sources
- write paragraphs that analyse the persuasive techniques of advertising and present findings to a small group
- construct pieces for publication or other real purposes and encourage participation in competitions
- write a short story
- write a brief memoir of their schooldays.

Content

Students acquire knowledge and skills through the teaching and learning of this content. Students study:

- a variety of short written texts
- various writing techniques
- how language is used for a variety of purposes.

Text types and recommended texts

- Government or NGO reports
- newspapers
- magazines
- sermons
- speeches; for example, the speeches of Martin Luther King ('I have a dream'), Chief Seattle, Winston Churchill, John F Kennedy, Mahatma Gandhi, Nelson Mandela
- websites; for example, <<http://www.ccc.commnet.edu/grammar/>>
- 'Guide to Grammar and Writing' textbooks

12.4 Writers' Workshop: Part 2

4 weeks

This unit is basically a revision of the learning gained in previous units. 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:

2. analyse language techniques, structures and conventions in order to apply language purposely and effectively.

To achieve the learning outcomes, students:

- write a personal development plan
- read model examples of curriculum vitae and write their own
- read advertisements for job vacancies, and complete forms and write various forms of letters for job applications (enquiry or application)
- write a character reference for another person.

Content

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

Writing business documents

Students study:

- a variety of short written texts
- various writing techniques
- how language is used for a variety of purposes.

Text types

- newspapers
- magazines

Assessment components, weighting and tasks

The internal assessment program measures the achievement of the learning outcomes through course content and across the language modes. An assessment task can be designed to incorporate one or more of the modes and one task may address several learning outcomes.

The internal assessment mark for Language and Literature is to be based on the Grade 11–12 syllabus only. Final assessment should be based on a range and balance of assessment instruments.

- Students compile a portfolio of unit-related written and oral assessments completed throughout the year.
- Tasks, audience, length or time and weightings must be clearly specified for each of the assessment instruments.
- There should be a balance between oral and written work and creative and functional writing.
- Evidence of oral work in the form of scripts and/or PowerPoint notes must be included.
- Assessment instruments should reflect the strand weightings outlined below.
- The Grade 11 portfolio should include 8 assessed pieces.
- In Grade 11, assessment instruments should total 100 marks for each assessment period.
- The Grade 12 portfolio should include 6 assessed pieces.
- In Grade 12, assessment instruments should total 100 marks for the first assessment period. Term 3 marks may be doubled to obtain the required 200 marks.

The components and weighting of tasks for Grades 11 and 12 are detailed below.

Components, weighting and tasks for Grades 11 and 12

Strands	Weighting		Tasks
	Marks	Percentage	
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	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.

Learning and teaching 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 Language and Literature

A student's achievement in Language and Literature 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 and a continuum of learning across Grades 11 and 12. Tasks can be done immediately the relevant section of the unit or topic has been covered.

Assessment for certification

A student's overall achievement in Language and Literature 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 wider range of syllabus content and outcomes than may be covered by the external examination alone.

For Language and Literature 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 be included in the student portfolio. The tasks must also comply with the components, weightings and types of tasks specified in the table on page 26. A variety of tasks gives students the opportunity to demonstrate all the learning outcomes in different ways.

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 Language and Literature will be developed using the outcomes, knowledge and skills in the units.

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*.