English
Senior High

Grades 11 and 12

Syllabus

Standards-Based

Department of Education

'FREE ISSUE
NOT FOR SALE'

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Grades 11 and 12

Syllabus

Standards-Based

Department of Education

Issued free to schools by the Department of Education

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Acronyms

AAL	Assessment AS Learning
AFL	Assessment FOR Learning
AOL	Assessment OF Learning
BOS	Board of Studies
CDD	Curriculum Development Division
CP	Curriculum Panel
CS	Content Standard
EO	Evidence Outcomes
ESD	Education for Sustainable Development
GoPNG	Government of Papua New Guinea
IHD	Integral Human Development
MSD	Measurement Services Division
NCSB	National Curriculum Standards and Benchmarks
NCSF	National Curriculum Standards Framework
NDoE	National Department of Education
OBC	Outcomes-Based Curriculum
OBE	Outcomes-Based Education
PNG	Papua New Guinea
SAC	Subject Advisory Committee
SBC	Standards-Based Curriculum
SBE	Standards-Based Education
SCG	Subject Curriculum Group
STEAM	Science, Technology, Engineering, Arts, and Mathematics
UNCRC	United Nations Convention on the Rights of the Child

Secretary's Message

The Department of Education adopted the Standards-Based Curriculum (SBC) in 2013 after general concerns were raised about declining quality of students' learning across the national education system when the Outcomes-Based Curriculum (OBC) was in use. Hence, the GoPNG established a Task Force Committee (2013) to review OBC and subsequently made recommendations for curriculum reform. It is at this juncture that the SBC is officially recognised as the National Curriculum for Papua New Guinea (PNG).

The SBC is grounded in the notion of Standards that set directions for the learning goals for PNG's National Education system. Standards describe what students should know and be able to achieve by the end of each grade level. The SBC has content-standards and grade-level benchmarks that all teachers, students, policy makers, and other stakeholders have to work towards achieving. The National Content Standards illustrate clear intentions of what students studying in the PNG education system need to learn, know, understand, and be able to do or achieve in specific subject of study.

The ultimate aim of the Standards-Based Education in PNG is to prepare students for careers, higher education, and citizenship. This means that education should focus on developing and equipping students with essential knowledge, skills, values, and attitudes that can be used in all spheres of their lives. Education must therefore aim to provide all children with an equal opportunity to achieve high academic standards that are internationally comparable. Education must also aim to motivate and prepare students to pursue Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses in higher education institutions and pursue careers in STEAM related fields.

Thus in studying English as a subject, students get to learn about the English language and how to use it effectively. The study of English plays a vital role in the development of literacy, enhances students learning in all areas of the curriculum, and provides them with the communication skills and critical understanding of language necessary for active participation in society. Studying English will provide students opportunities for communicating information competently and effectively. Students demonstrate their expressive abilities by creating oral, written, and visual texts that inform different audiences. Students will use appropriate English skills and processes to communicate through listening, speaking, reading, and writing.

I commend and approve this Grades 11 & 12 English Syllabus to be used by teachers in all Senior High Schools throughout Papua New Guinea.

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UKE W. KOMBRA, PhD.
Secretary for Education

Introduction

The Introduction of SBC into PNG is an important government directive. The main rationale for having a Standards-Based Education is to raise PNG's performances in all aspects of education; curriculum development, teacher training, student and teacher performance, monitoring, school management, and leadership.

PNG adopted the SBC in order to improve standards of learning for Papua New Guinean students. Thus, teachers need to have a clear purpose and focus on what is to be taught and assessed. Whilst, on the other hand, students have to know what they have to learn and be able to do. Thus, both teachers and students will have to understand the purpose and focus of the SBC.

This English syllabus contains the English National Content Standards and grade-level benchmarks for six strands:

1. Reading
2. Writing
3. Listening
4. Speaking
5. Communication and
6. English Grammar

The English content standards are consistent with, and aligned to, the ultimate aim of Standards-Based Education and Curriculum, which envisages to prepare students for pathways into careers, higher education, and citizenship. Content standards are benchmarked at each grade level.

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

Students will use an integrated text-based approach to study a range of genres including literary prose, media, academic, and everyday texts. Teachers will choose from a range of texts suitable for students to study individually or in groups. As students are involved in listening, speaking, reading, viewing, and writing a range of texts, they use appropriate language conventions to make meanings and recreate their knowledge bases.

English is to be timetabled for 320 minutes for eight periods per week for Grades 11 & 12 (40 minutes x 8 periods).

Aims and Goals

The ultimate aim of education in PNG is to prepare children for careers, higher education, and citizenship. To achieve this aim, a number of enabling aims and goals have been formulated based on evidence. The ultimate aim and the enabling aims and goals are closely linked. The enabling or operational aims and goals are described here.

Aims and Goals of Standards-Based Education and Curriculum

Curriculum aims and goals articulate the outcomes that will be achieved in the long-term and the medium-to-long term. They embed the development and educational aspirations of PNG and its citizens. These have been influenced by evidence from the analysis of context and research on teaching and learning, and on social, economic, political, technological, and cultural developments. There is a close link between the aims and goals of the curriculum. This is important for ensuring that the chain of learning results is clear.

Aim 1: Students will acquire essential and relevant knowledge, skills, values, and attitudes that will prepare them for careers, higher education, and citizenship.

Goals

Students will be able to:

(a) acquire essential in-demand knowledge and employability skills, and values, and attitudes required for working, studying, and living in the 21st century.

(b) achieve internationally comparable and high academic standards, and attain essential proficiencies that will enable them to make a smooth transition from secondary to post-secondary institutions, pursue a variety of career pathways, and live purposeful, productive, responsible, and harmonious lives.

(c) acquire and use intellectual, emotional, cultural, physical, creative, vocational, recreational, and spiritual knowledge, skills, values, and attitudes as bases for living fulfilling, purposeful, and productive lives in communities in which they choose to live.

Aim 2: Students will achieve internationally comparable and high academic standards in English, Mathematics, Science, Technology, Engineering, Social Science, Character and Social Development, Citizenship and Christian Values Education, Business and Commerce, Agriculture, Arts, Physical Education, and Industrial Arts and Technology.

Goals

Students will be able to:

(a) read and comprehend a variety of texts, communicate orally and in writing, use different approaches and modes of communication, identify different purposes of communication, and understand and appreciate PNG's languages and the languages of people from different cultures.

(b) understand and apply mathematical reasoning, statistical thinking, processes, formulas, and concepts to solve different mathematical problems.

(c) examine and apply scientific inquiry, reasoning, thinking, processes, and concepts to solve problems and improve real life situations. And understand the importance of logical and abstract thinking in the solving of problems, the importance of mathematics in science reasoning, and recognize the role of science in every aspect of life.

(d) attain Science, Technology, Engineering, Arts, and Mathematics (STEAM) education literacy and become proficient in the use of STEAM principles and skills to solve problems posed by both the natural and physical environments by developing creative and innovative solutions.

(e) acquire fundamental knowledge and skills in computer, communications, and construction technology and attain essential proficiencies that will prepare them for careers and higher education programs in computer, communications, and construction technology related fields.

(f) investigate and develop an in-depth understanding of how people interact and relate to each other and their places, examine the different social, economic, political, environmental, natural, and physical systems, processes, structures, and organisations, and appreciate the cultural and language differences that exist amongst people.

(g) analyse and critically reflect on the essential social and relationship values and skills, health and peace values and attitudes, and problem-solving and conflict management skills needed for social and character development, social cohesion, development of healthy and peaceful families and communities, and caring for the natural and physical environments.

(h) understand the significance and purposes of Biblical values and principles in the shaping of personal character and personal conduct, developing and adhering to moral and ethical standards in one's conduct and relationships, and preparation for eternal life.

(i) examine their civic and citizenship responsibilities, the importance of these responsibilities to harmonious living and maintaining social cohesion, and community and national development and well-being.

(j) develop an in-depth understanding of business and commerce principles, processes, concepts, and practices, including e-business and e-commerce, and use the knowledge, skills, values, and attitudes learnt and mastered to start and manage their own businesses.

(k) acquire knowledge, skills, values and attitudes required for learning and practice of arts, and the application of knowledge and skills to express themselves, promote PNG's cultures, and make a living.

(l) recognise the importance of healthy mind, body, and spirit, the importance of physical exercise and sport, balanced diet, and regular exercise in living a healthy life style.

(m) attain essential agriculture knowledge, skills, values, and attitudes required for making a living in agriculture related contexts, starting and managing agriculture businesses for personal and family sustainability, and pursing agriculture-oriented livelihoods.

Aim 3: Students will attain both regional and internationally comparable standards in literacy and numeracy.

Goals

Students will be able to:

(a) develop fluency in reading and comprehension to enable them to decode, critique, critically analyse, and synthesize a variety of texts.

(b) acquire essential writing and publication proficiencies to enable them to write and publish a variety of texts.

(c) learn and demonstrate proficiency on the essential mathematics knowledge, skills, values, and attitudes and use these to solve problems in real life situations.

(d) attain the expected levels of literacy in Science, Social Science, Character and Social Development, Citizenship and Christian Values Education, Industrial Arts and Technology, Business and Commerce, Agriculture, Arts, Physical Education.

Aim 4: Students will continue to develop their full potential and empowered to be dynamically involved in the process of freeing themselves from oppressive situations, contribute to promoting the common good and welfare of society, and develop a sense of responsibility for oneself and others.

Goals

Students will be able to:

(a) recognise and critically analyse the situations that oppress and marginalise them and others, and take appropriate individual and collective actions to transform these situations in order to improve their wellbeing and the well-being of others.

(b) develop a positive attitude towards community service and responsibility for the well-being of the community while being responsible for their personal behaviour and conduct and hold others to account for their behaviour and attitudes in the interest of public good.

(c) develop effective communication and social skills, and think critically and rationally when solving problems and making decisions at different stages of their personal development.

(d) interpret language and cultural expressions attributed to oppressed and marginalised groups by dominant and powerful groups and challenge these in order to improve their situations.

Aim 5: Students will contribute towards the development of knowledge-based economy and society, and the transformation of Papua New Guinea from a developing to a middle-income country by continuously learning and applying knowledge, skills, values, and attitudes to improve the prevailing social, economic, political, cultural, scientific, and technological conditions.

Goals

Students will be able to:

(a) value creativity and innovation; the spirit of autonomy and independence; and foster an attitude to knowledge creation and application to improve working, living, and development conditions.

(b) obtain relevant knowledge, skills, values, and attitudes that will enable them to be multi-skilled, life-long learners, and knowledge-based workers capable of functioning in a changing world and work environment.

Aim 6: Students will continue to learn throughout their lives and apply the outcomes of learning to improve their personal and collective learning, growth, and development, and the quality of life for oneself and others.

Goals

Students will be able to:

(a) think sensibly for themselves and to develop as individual members of a community.

(b) develop and foster an attitude towards continuous learning as a basis for improving one's own knowledge, thinking, practice, value and belief system and hence improve life outcomes.

(c) cultivate a positive attitude towards research, reflection, and critical analysis as a basis for lifelong learning.

Aim 7: Students will acquire essential knowledge, skills, values, and attitudes necessary for the building of peaceful and safe communities, living together, upholding the principles of a democratic state and society, building social cohesion, promoting equity and social justice, and ensuring economic prosperity for all.

Goals

Students will be able to:

(a) value justice, responsibility, equality between men and women, mutual respect and cooperation, and actively contribute to the building and fostering of peaceful, safe, and inclusive communities.

(b) use effective communication skills and think creatively in a rational manner and develop better problem solving and decision-making skills at appropriate levels and ages.

(c) examine in-depth problems at hand by collecting and using evidence to make informed decisions about the best strategies to address the problems and achieve results that are satisfactory to all stakeholders.

(d) become happy, healthy, and useful members of society.

(e) analyse the principles of democracy, how a democratic government works, citizen's democratic rights and responsibilities, and the weaknesses and strengths of the democratic ideology.

Aim 8: Students will foster an understanding and an appreciation of PNG's many cultures and languages, their influence on the construction and representation of Papua New Guinean's identities, and the value, knowledge, and belief systems that underlie these diverse cultures and languages; while embracing the cultural and linguistic differences, and take actions to sustain the good and eliminate the bad aspects of cultures.

Goals

Students will be able to:

(a) have pride and responsibility towards their cultures and languages, and preserve and promote one's identity through language and culture while at the same time learning, appreciating, and tolerating other cultures and languages, both local and international.

(b) communicate with other people through written and spoken language, through mathematics and through other ways such as art, music and movement.

(c) investigate the underlying knowledge, value, and belief systems of different cultures and languages, and take appropriate individual and collective actions to eliminate aspects of cultures that hinder the building and fostering of healthy relationships and peaceful and safe environments, that are oppressive and detrimental to human development, and detrimental to the promotion of inclusive development and a hindrance to promoting and safeguarding fundamental human rights.

Aim 9: Students will develop their knowledge and an appreciation and respect for the natural environment and physical and human resources, and the need to develop these in ways that are sustainable for the benefit of current and future generations.

Goals

Students will be able to:

(a) cultivate and maintain an attitude to respect life, care for nature, and contribute to the protection of the environment.

(b) help develop and sustain Papua New Guinea's environment and its physical and human resources, for the benefit of current and future generations.

(c) become wise guardians of Papua New Guinea's resources.

(d) act responsibly and within the spirit of environment sustainability in the use of natural resources with the knowledge that local actions on environment have both local and global consequences.

Aim 10: Students will develop healthy self-concepts; contribute to the establishment and sustainability of healthy communities; the eradication of common diseases; and improvement in the health status of all citizens.

Goals

Students will be able to:

(a) demonstrate an understanding of the different stages of child development from conception to childhood, adolescence to adulthood.

(b) show awareness and understanding of the importance of building and promoting healthy life styles and healthy communities as prerequisites for healthy living and life style.

(c) investigate common diseases in PNG and their causes and symptoms, appreciate the consequences and impact they have on the citizens, look at what is being done to eradicate these diseases, and know how they can contribute to eradicating these diseases.

Aim 11: Students will understand that parenthood is a lifelong responsibility however, in exercising this right they should be aware of the impact of uncontrolled population growth and its consequences on families, communities, the environment, available resources, and the nation.

Goals

Students will be able to:

(a) appreciate the importance of having a family unit and show awareness of parental responsibilities, recognize the consequences of the decisions they make regarding the size of their families, recognizing the fact that the quality of life for their children depend on the decisions they make.

(b) aware of the contributing factors to population growth and demonstrate an understanding of the consequences of uncontrolled population growth.

Aim 12: Students will acquire knowledge, skills, values, and attitudes required for social and economic development, for gainful employment and self-employment, and for transforming individual and collective livelihoods and alleviating poverty.

Goals

Students will be able to:

(a) acquire knowledge, skills, values, and attitudes required for active participation in the formal and informal economy as means for making a sustainable living.

(b) explain and apply the concepts and practices of self-reliance and personal viability to create own employment as an alternative to formal employment.

(c) foster an attitude towards work by acquiring relevant values, knowledge, and skills that will prepare them to pursue vocational skills occupations.

Aim 13: Students will develop required values and respect for oneself, others, and the community, and use these as a basis for developing effective national and global citizenships traits.

Goals

Students will be able to:

(a) learn about and show awareness about past and present outstanding and model citizens whose character, moral standing, ethical standards, and contributions have shaped PNG and the world.

(b) demonstrate awareness and understanding of their civic and citizenship roles and responsibilities, the importance of performing these responsibilities in a transparent and accountable way for the greater good of PNG and their communities, and the consequences of neglecting these roles and responsibilities.

(c) develop and foster values, behaviours, attitudes, and communication competencies required to live together and in harmony with peoples of other cultures and linguistic groupings.

(d) show awareness and concern for the welfare and the rights of others, contribute to the promotion of justice for all and the empowerment of the oppressed and marginalized people, promote gender and social inclusion as the basis for protecting and promoting the rights of all.

Overarching Curriculum Principles

Curriculum principles identify, describe, and focus attention on the important concerns that must be addressed when developing the curriculum at all levels of schooling. They are based on significant social, economic, political, cultural, religious, philosophical, environmental, and educational values and beliefs. Curriculum principles are evidence-based and influenced by best practice. The following principles underpin the design, development, and implementation of SBC in PNG.

Relevance

The national curriculum should target the national, community, and personal social, economic, political, cultural, environmental, and spiritual, development needs and aspirations. Curriculum should aim to prepare children for careers, higher education and citizenship. Children should be equipped with essential, in demand knowledge, skills, values, and attitudes to meet the demands and challenges of working, studying, and living in a complex, knowledge-based, and technology driven economy and society of the 21st century. This can be achieved through the development of rigorous and comparable learning standards, design, development, implementation, and monitoring of a quality SBC, and embedding of values and critical, creative, decision-making, reasoning, problem-solving, high level, 21st century, and STEAM skills in the curriculum.

The national curriculum will enable teachers to support students' learning by encouraging teaching and learning in real-life contexts, and providing opportunities for students to address the problems posed by the natural and physical environments by developing creative and innovative solutions. This means students will relate and use the knowledge, skills, values and attitudes learnt in different subjects to real life situations.

Multiculturalism

PNG is blessed and fortunate to have so many languages and cultures. The diversity of our cultures is the source of our knowledge, skills, attitudes, and values. As a multicultural society, we must protect, promote, and respect our many cultures and languages. There are many people from our own ethnic groupings and from other countries with their own cultures living and working together in PNG. This is the most multicultural country in the world. We must ensure that we promote and share our cultures with the rest of the world. We must also critically examine and address the problematic aspects of our cultures.

Ethics, Morals, and Values

PNG is striving to create a society in line with democratic liberal traditions. The citizens of PNG should recognise appropriate social relationships based on sound human and religious ethics, morals and values. These are

required for interaction with families 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, dialogue with and respect for others and a willingness to conserve and promote those aspects of our traditions, which are consistent with studying, working, and living in the 21st century global society. Socialisation also requires an awareness of the interdependence of individuals, societies, and nations in the postmodern world. It requires involvement with family, school, church, community, and the world beyond.

Integral Human Development

Integral human development focuses on the holistic development of every person. National curriculum should provide opportunities for all children to receive an education that will enable them to:

- be dynamically involved in the process of freeing themselves from every form of domination and oppression so that they will have the opportunity to develop as integrated persons in relationship with others. This means that the national curriculum must integrate and maximise socialisation, participation, liberation, and equality;
- be aware of human potential and the willingness to develop and maximize this potential so that each individual can solve his or her own problems, contribute to the common good of society, and maintain, promote, and improve the learning, working, and living conditions of all, and
- acquire and consistently use Biblical and spiritual values, personal, social and sustainability values, and work, relationship, health, and peace values in their lives.

PNG is a rapidly changing society and faces many challenges. To face these effectively, an individual must strive to become an integrated person and to work with others to create a better community.

The process of integral human development calls for a national curriculum, which helps individuals to:

- identify their basic human needs;
- analyse situations in terms of these needs;
- see these needs in the contexts of spiritual and social values of the community; and
- take responsible action in co-operation with others.

The success of a national curriculum requires the integrated involvement of all the agents of education such as the home, church, school, and community.

The Right to Healthy Living

The health status of PNG is very low. All citizens have a right to clean water, a nutritious diet, improved sanitation, and appropriate and better local health services. Students need to learn attitudes; skills, and

knowledge that will help them become productive, healthy, and contented citizens of PNG. They need to be given a set of skills that will enable them to improve their own and their community's health in order to improve the health status of PNG. The national curriculum will ensure that students have the opportunity to learn about healthy living and lifestyles.

Nation Building and National Unity

Our nation is young and there is still a great deal of nation building to be done. Students need to be given the skills to undertake this task and participate in nationally organised events. The national curriculum should enable them to understand how Papua New Guinean societies work and how they can be a useful part of these societies. Students should learn that they have a place in PNG and that PNG has a place in the world as a whole. They will be able to help PNG develop a national identity as one nation if they learn to:

- work together with tolerance;
- respect one another, their traditional ways and resolve problems peacefully;
- respect and act in the spirit of the national Constitution;
- recognise their capabilities and develop their own talents;
- participate in the development of the national community; and
- protect and safeguard the national wealth and resources.

Sustainability

The natural environment of PNG is as diverse as its cultures. It is often under threat from uncontrolled exploitation, over logging, abuses associated with mining, over fishing, dynamiting of reefs, and dumping of toxic wastes. Our diverse cultures are also under threat from over exploitation and commercialisation of sacred cultural practices. Our cultural traditions are not being handed down from generation to generation. The national curriculum will guide students to further appreciate, respect, and value their natural environment, cultures, customs, and traditions. It will give them the skills and knowledge to identify problems and issues and to take action to sustain these aspects of life in PNG.

Gender Equity and Social Inclusion

Gender is what it means to be a woman or a man. Gender refers to those behaviours and attitudes that are culturally accepted as ways of being a woman (femininity) and being a man (masculinity). Addressing gender issues goes well beyond ensuring that females have the same opportunities as males to receive an education. A person's experiences determine the way they understand and make sense of the world. Gender is also culturally determined. In PNG, there is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. The national curriculum will provide students with subjects,

resources, activities, and experiences that value the needs of both girls and boys.

Females are generally a disadvantaged group in PNG. PNG does not have in place a good record about gender equity for females. Violence against females is widely acknowledged as a serious problem. A number of health and other indicators of human development show that females have a lower quality of life than males. Females have lower literacy rates and lower income levels than males. Males hold nearly all positions of leadership, authority, and decision making.

Men hold most senior positions in government departments and the community. It is a similar situation in the Department of Education, provincial education divisions, and schools. The national curriculum will provide students with opportunities to consider these problems and ways of addressing gender issues.

Inclusive Curriculum

The national curriculum is inclusive and designed to meet the needs of all students irrespective of their abilities, gender, geographic locations, and cultural language, or socioeconomic backgrounds. The national curriculum must be implemented by teachers in ways that are inclusive of all students at all levels of schooling. Much more can be achieved if parents, community leaders, churches, and schools co-operate and communicate with each other.

Students learn in different ways. It is best to use a variety of methods to teach them. No one method is best. It is true that students are very different and even the same students learn best from different methods at different times. By using a range of teaching methods, it is more likely that the needs of all students will be met. In order to be inclusive of all students, teachers need to cater for a range of physical, social, cultural, emotional, spiritual, and intellectual needs of their students. This can be achieved through using appropriately and carefully planned learning activities, a range of teaching methods and strategies, and thoughtful use of the language of communication.

To be inclusive, teachers will need to ensure that all girls and boys have the opportunity to participate. Teaching practices, including classroom organisation and management, should ensure that girls and boys are able to participate fully in all learning activities. Participation requires that individuals are motivated to achieve the goal of socialisation fully where they are encouraged to develop a sense of obligation for the opportunity to contribute. Through participation, individual creativity can be recognised and encouraged, without losing sight of the principle of communal sharing. Participation is the key to social interaction and can lead to social mobility. It can also help to conserve and generate knowledge and cultural values for future generations.

Student-Centered Learning

Student-centered learning recognises the fact that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student-centered approach will endeavour to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher might focus on teaching students how to learn and help them discover relevant information. It is essential to teach students how to learn while at the same time teaching them important content. A student-centered classroom will usually involve students working together in small groups using activity centeres set up in the classroom while the teacher works more closely with one or two students. The national curriculum describes what all students are expected to learn in all subjects. A student-centered approach allows teachers to be more flexible in determining the most effective ways to help all students achieve these learning outcomes.

Lifelong Learning

School is an important part of a student's education but learning continues throughout life. The initial experience that students have with the school curriculum is critical in encouraging them to continue learning throughout their lives. Going to school should be an enjoyable and satisfying experience for the students and should prepare them for life after school. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The national curriculum should build on what students already know. Teachers should make use of this knowledge and skills. When students are learning new, unfamiliar things, teachers should relate the new things to what students already understand. This important learning will continue throughout life as students increasingly take responsibility for their own learning. Increasingly, students who leave school will look for opportunities to continue their education and to return to school or some other educational or training institutions in order to improve their qualifications.

Language Development Across the Curriculum

The national curriculum will provide opportunities for language development across the curriculum. Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for purposeful learning. Specific subjects have different language requirements such as, the vocabulary and language features of science and the written and oral genres to narrate, explain, persuade, report, and discuss the particular content of various subjects. The conventions and differences must be explicitly taught in relevant contexts across the curriculum.

Knowledge, Skills, Values, and Attitudes for Careers, Higher Education, and Citizenship in the 21st Century

PNG shapes and is being shaped by the 21st century social, economic, political, cultural, religious, and environmental discourses and practices. It is important to provide opportunities for students to learn in-depth and master the 21st century knowledge, skills, values, and attitudes to prepare them for careers, higher education, and citizenship. There is an increasing demand for knowledge-based workers and workers with qualifications in STEAM globally. This cadre of workers is not available in PNG because education is not geared towards preparing this category of workers. PNG children should be equipped with the necessary 21st century and STEAM proficiencies to ensure that they are marketable globally and can contribute meaningfully to the development of PNG.

Science, Technology, Engineering, Arts, and Mathematics

The majority of careers in the 21st century is STEAM related. However, demand for STEAM graduates and experienced workers far exceed the supply of this cadre of workers. What is more, although a slow paradigm shift is taking place, careers in STEAM fields are dominated by males. Females are beginning to venture into these careers but at a very slow pace. There is an enormous gender parity gap in this area. Thus, it is critical for STEAM knowledge, skills, values, and attitudes to be taught from prep to post-secondary school level to provide opportunities for all students to attain STEAM related proficiencies before leaving school. The main aim of this education is to shape students' thinking, motivate, and influence them to develop an interest in careers in the STEAM field, and pursue STEAM related academic programs in institutions of higher education.

Standards-Based Curriculum Principles

The principles of SBC include the following:

- Setting of high academic standards and a careful and continuous assessment and reporting of students' performance against these standards will motivate students to perform at a much higher level.
- Standards allow every student, every parent, and every teacher to share in common expectations of what students should know, understand, and be able to do.
- Students will learn more when more is expected of them in school and at home.
- The setting of clear, measurable, and attainable standards is the key to attaining high academic standards and hence the attainment of the desired quality of education.
- All children are capable of learning and achieving high academic standards, regardless of their backgrounds.
- Students can learn in their own ways and at their own rates.

Protection of Children's Right

It is paramount that children's rights stipulated in national legal and policy frameworks, and international conventions such as the United Nations Convention on the Rights of the Child (UNCRC) are recognised, promoted, protected, and safeguarded by everyone and every organisation working and dealing with children's welfare and well-being. A child is defined by UNCRC as a human being below the age of 18 years. However, definitions of a child may differ based on the socio-cultural contexts of different countries. Notwithstanding the differences in definitions, biologically, a child is generally anyone between birth and puberty.

The four core principles of UNCRC underpinning children's rights are:

- non-discrimination.
- devotion to the best interests of the child.
- the right to life, survival and development.
- respect for the views of the child.

Children's rights are human rights and therefore they should be promoted and safeguarded by the whole of the education system. They should permeate all education plans, policies, programs, and activities, and firmly embedded in the school curriculum, teaching and learning practices, and the overall management of the education system.

English Rationale, Aims and Goals, and Guiding Principles

Rationale

In Papua New Guinea, 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 the country, 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. Mastery and Fluency in, and an understanding of, English is critical for preparing Papua New Guinean children for careers, higher education, and citizenship in the 21st century and beyond.

Important Knowledge, Skills, Values, and Attitudes All Students Must Master to Prepare Them for Careers, Higher Education, and Citizenship

- Read, make sense, and analyse a variety of texts using story elements, themes, characters, plots, and contexts.
- Enjoy reading for a variety of purposes.
- Draw conclusions, make inferences, and generalizations.
- Infer traits, feelings, and motives of characters or individuals from a variety of texts and situations.
- Use information to form, explain, and support predictions, assumptions, particular positions, opinions, and points of view.
- Analyse information and viewpoints presented in a variety of texts in order to develop well-formed opinions and summarize information in a text.
- Use critical analysis skills to analyse different texts in terms of the theme, character, plot, and setting.

- Use correct grammar, spelling, punctuation, capitalisation, referencing, and structure in writing a variety of texts for a variety of purposes and audience.
- Critique their writing as well as the writing of others.
- Display an understanding and appreciation of literature by listening to others and responding appropriately.
- Demonstrate skill in inferential and evaluative listening.
- Communicate ideas in writing to accomplish a variety of purposes.
- Use communication skills to communicate effectively using language appropriate to the situation and audience.
- Use research skills to research a variety of language topics, present information in a variety of formats, interpret information, and draw conclusions from the data and the text.

Aims and Goals

Aims

The national curriculum for English aims to ensure that all students:

- read fluently, accurately and expressively with understanding;
- develop the habit of reading, for both pleasure and information;
- acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- write clearly, accurately and coherently, adapting their language and style in a range of contexts, purposes and audiences;
- elaborate and explain clearly their understanding and ideas of a wide range of texts through different genre types;
- are competent in the art of speaking and listening, making formal and informal presentations, demonstrating to others and participating in debate.

Goals

Students will be able to:

- have an open-minded attitude towards different cultures, ideologies and points of view and a willingness to share ideas with different people;
- foster the love of reading and writing and create awareness of the value and power of language;

- a critical attitude towards the ideas and values encountered in spoken and written English texts;

- recognize and use language expressively to enhance meaning confidently;

- have a cautious and critical attitude towards language learning with an attempt to improve one's capability and use language to achieve the desired purpose.

Guiding Principles

The English curriculum principles are anchored on the following; language acquisition, learning, teaching, and assessment principles.

All languages are interrelated and interdependent

Learning of mother tongue or first language strengthens and supports the learning of other languages. The underlying proficiencies in one language will benefit the learning of other languages especially English.

Language learning and acquisition is an active process that begins at birth and continues throughout life

It is continuous and recursive throughout students' lives. Students enhance their language abilities by using what they know in new and more complex contexts. They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their learnt knowledge and using them in a variety of contexts, students develop language fluency and proficiency.

An effective English Language curriculum develops thinking and language together through interactive learning

Effective use of the English language both requires and extends thinking. As students listen to a speech, view a documentary, discuss poetry or write an essay, they engage in thinking. Students develop their ability to remember, understand, analyse, evaluate, and apply the ideas they encounter in English language and all other disciplines when they read increasingly complex texts and undertake increasingly challenging assignments that requires them to write or speak in response to what they are learning

English Assessment takes different forms and can be used in a variety of ways

Assessment can and should be supportive of learning. It is an integral part of teaching and learning and, as such, it is used to support and improve learning by helping learners and teachers to identify the next steps in their learning. It attempts to capture the learner's total array of skills and abilities and measures language proficiency in the context of specific subject matter. Assessment procedures are based on the idea that various aspects of a learner's life, both academic and personal, are integral to the development of language proficiency and cannot be ignored. In this sense, the most valuable assessment takes place at the site of learning where learners receive support and guidance. Learning is best supported in the classroom context when clear goals are established between teacher and learner and when images of successful learning can be shared by reference to those goals.

STEAM Rationale, Aim and Goals, and Guiding Principles

Rationale

The majority of careers in the 21st century is STEAM related. However, demand for STEAM graduates and experienced workers far exceed the supply of this cadre of workers. What is more, although a slow paradigm shift is taking place, careers in STEAM fields are dominated by males. Females are beginning to venture into these careers but at a very slow pace. There is an enormous gender parity gap in this area. Thus, it is critical for STEAM education to be introduced and taught from prep to the higher education level to provide opportunities for students to study in-depth and master the STEAM related knowledge, skills, values, and attitudes, and engage in real life experiences to learn and have hands-on experience of applying STEAM concepts, processes, ideas, skills, values, and attitudes to solve real problems and come up with creative and innovative solutions.

Ultimate Aim

The ultimate aim of STEAM education is to develop a STEAM literate society in which all citizens have the expected level of STEAM literacy. STEAM literacy refers to an individual's:

- knowledge, skills, values, and attitudes to identify problems and questions in life situations, explain the natural and design world, and draw evidence-based conclusions about STEAM issues;
- understanding of characteristic features of STEAM disciplines as forms of human knowledge, inquiry, and design;
- awareness of how STEAM disciplines shape our material, intellectual, and cultural environments, and
- willingness to engage in STEAM related issues and with the ideas of STEAM as a constructive, concerned, and reflective citizen.

Goals

The following are the goals of STEAM.

(i) Provide students with STEAM related experiences and opportunities to use STEAM concepts, ideas, and skills to solve problems relating to the natural and physical worlds, and use the evidence to make informed decisions about the interventions.

(ii) Build positive attitudes and embed essential STEAM values in children thereby motivating them to choose STEAM related careers or undertake STEAM related academic programs or courses of study.

(iii) Provide students opportunities to work in collaboration and

partnership with people engaged in STEAM related careers or disciplines to learn about how STEAM skills, concepts, processes, and ideas are applied in real life.

(iv) Build a pool of STEAM workers who can contribute to national and global development and progress.

(v) Enable children to achieve high academic standards

Guiding Principles

Integration and application of knowledge and skills in real life situations

Integration of STEAM knowledge and skills and their application to real-life situations inside and outside of the classroom setting will enable students to explain how STEAM disciplines shape our material, intellectual, cultural, economic, social, and environmental contexts.

Emphasis is on the learning and the application of STEAM knowledge and skills to investigate, explain, and solve problems rather than on content

STEAM education emphasizes the learning and the application of knowledge, and skills to investigate, explain, and solving physical and natural problems rather than on in-depth teaching and learning of STEAM content.

STEAM related knowledge and skills are used to investigate, explain, and solve problems relating to the natural and physical environments

STEAM education focuses on providing the learners real life experiences of how STEAM related skills, concepts, processes, ideas, principles, values, and attitudes are applied and used to identify problems and questions in real life situations, explain the natural and physical world, and draw evidence-based conclusions.

Core Curriculum

A core set of common learnings (knowledge, skills, values, and attitudes) have been integrated into the curriculum to provide all students an opportunity to acquire and master these before they are career, higher education, and citizenship ready. The core curriculum includes:

- Cognitive skills (critical and creative thinking);
- Reasoning, problem-solving and decision-making skills;
- High level thinking skills (analysis, evaluation and synthesis);
- 21st century skills;
- STEAM principles and skills;
- Spiritual values and virtues;
- Reading, writing and communication skills, and
- Essential values and attitudes.

The above knowledge, skills, values and attitudes should be taught and assessed by all teachers from prep to Grade 12. These are reinforced at each school grade and school level to enable students to become proficient in their application in different career, higher education and citizenship contexts.

Essential Knowledge, Skills, Values and Attitudes

Students' learning of the English language is based on their ability to master and demonstrate proficiency in the use of essential knowledge, processes, skills, values, and attitudes in real life or related situations.

Essential English knowledge, processes, skills, values, and attitudes have been integrated into the content standards and benchmarks. They will also be integrated into the performance standards. Teachers are expected to plan, teach, and assess these in their lessons.

Provided here are examples of different types of knowledge, processes, skills, values, and attitudes that all students are expected to learn and master as they progress through the grades. These are expanded and deepened in scope and the level of difficulty and complexity are increased to enable students to study in–depth the subject content as they progress from one grade to the next.

Types of Knowledge

There are different types of knowledge. These include:	
• Public and private (privileged) knowledge • Specialised knowledge • Good and bad knowledge • Concepts, processes, ideas, skills, values, attitudes • Theory and practice • Fiction and non-fiction • Traditional, modern, and postmodern knowledge	• Subject and discipline-based knowledge • Lived experiences • Evidence and assumptions • Ethics and Morales • Belief systems • Facts and opinions • Wisdom • Research evidence and findings • Solutions to problems

The specific English essential knowledge that senior high school students need to master in each strand include:

Reading:

- Textual evidence.
- Inference.
- Themes or central ideas of a text.
- Complex account.
- Objective summary (of the text).
- Author's choices.
- Impact of the author's choices regarding how to develop and relate elements of a story or drama.
- Complex characters.
- How complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- A variety of strategies to build comprehension.
- Word and phrase meaning as used in the text.
- Figurative and connotative meanings (as used in the text).
- Impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- Text structure.
- How an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Aesthetic impact.
- Grasping point of view.
- Literature (stories, dramas, and poems).

Writing:

- Stylistic and thematic elements of literary texts (that can be refined to engage or entertain an audience).
- Precise language and domain-specific vocabulary.
- Appropriate transitions (to create cohesion and clarify the relationships among ideas and concepts).
- Informative/explanatory texts.
- Literary and narrative texts.
- Controlling idea in a paragraph.
- Descriptive and expressive language.
- Transition words, phrases, and clauses (to convey sequence and signal shifts from one-time frame or setting to another).
- Figurative and sensory language (to convey experiences and events).
- Literary and narrative techniques.
- Literary and/or narrative genres.
- A variety of stylistic devices to engage or entertain an audience.
- Content-specific language, style, tone, and text structure (to compose or adapt writing for different audiences and purposes).
- Writing process.
- Research techniques/skills.
- Argumentative text.

Listening:
- Multi-step oral directions.
- Main idea (of expository information).
- Brief, routine messages in familiar.
- Oral presentations.
- Speaker's attitude, mood, emotion and/or innuendo.
- Extended oral messages.
- Body language, tone and voice quality.
- Predictions.
- Extended spoken material.
- New vocabulary.

Speaking:
- Extended messages (in familiar or unfamiliar contexts).
- Main idea (of expository information, simple fiction read aloud, extended oral presentations)
- Extended oral presentations (via radio, video, television and other media).
- Speaker's attitude, mood, emotion and/or innuendo (in extended oral messages).
- Body language.
- Tone and voice quality.
- Predictions.
- Figurative meanings of words.
- Idiomatic phrases.
- Specialized vocabulary.
- Extended spoken material.

Communication:
- Speaker's perspective, tone, and style.
- Inferences.
- Predictions.
- The essentials of complex extended discourse in academic and professional settings.
- Cultural references.
- Lexical variations, idiomatic expressions, colloquialisms, and accents from different countries where English is spoken.
- Fictional works.
- Primary argument and supporting details in written texts.
- Context clues.
- Concrete and abstract topics.
- Types of discourse and registers.
- Language for all purposes.
- Narrative and informative presentations.
- Literature.
- Writing steps/styles.

English Grammar:
- Correct conventions.
- Informational texts.
- Expressive language.
- Command of the conventions of Standard English capitalization, punctuation, and spelling when writing descriptive texts.
- Language functions in different contexts.
- Figures of speech (e.g. hyperbole, paradox).
- Nuances.
- Irony.
- Metaphor.
- Anaphora.
- Similes.
- Onomatopoeia.

Types of Processes

There are different types of processes and students are expected to utilise the different types of processes when studying English. The processes include:

- Problem-solving
- Logical reasoning
- Decision-making
- Design process thinking
- Engineering design process
- Creative design process
- Reflection
- Cyclic processes
- Mapping (e.g. concept mapping)
- Modelling
- Simulating
- Replicating

Types of Skills

There are different types of skills. Students in junior high school will be introduced to different types of English skills and are expected to master and demonstrate proficiency in these essential English skills. The skills include:

1. Cognitive (Thinking) Skills

Thinking skills can be categorized into **critical thinking** and creative **thinking skills.**

i. Critical Thinking Skills

A person who thinks critically always evaluates an idea in a systematic manner before accepting or rejecting it. Critical thinking skills include:	
Analysis Skills – Analysis skills involve examining in detail and breaking down information into parts by identifying motives or causes, underlying assumptions, hidden messages; making inferences, and finding evidence to support generalisations, claims, and conclusions.	*Evaluation Skills* – Evaluation skills involve justifying and presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on set criteria.
Key words	**Key words**
Analyse, compare, contrast, classify, distinguish, infer, explain, separate, select, categorise, connect, differentiate, discriminate, divide, order, point out, prioritise, sub-divide, survey, advertise, appraise, breakdown, calculate, conclude, correlate, criticize, devise, deduce, arrange, discover, establish, examine, organize, outline, investigate, examine, simplify, see, research, recognize, highlight, in-depth, discuss, list, find, group, divide, focus, question, experiment, test, illustrate, identify, deconstruct, and simplify.	Evaluate, criticize, order, appraise, judge, support, compare, decide, discriminate, recommend, summarise, assess, choose, convince, defend, estimate, find errors, grade, measure, predict, rank, score, select, test, argue, conclude, consider, monitor, check, debate, determine, justify, explain, give reasons, interpret, opinion, validate, and value.

ii. Creative Thinking Skills

A person who thinks creatively has a high level of imagination, able to generate original and innovative ideas, and able to modify ideas and products. Creative thinking skills include;
***Synthesis/Creative Skills* – Synthesis skills involve changing or creating something new, compiling information together in a different way by combining elements in a new pattern proposing alternative solutions.**

Key words
Categorise, combine, compose, create, devise, design, explain, generate, modify, organize, plan, rearranges, construct, deconstruct, reconstruct, relate, reorganize, revise, rewrite, summarise, tell, write, formulate, invent, hypothesise, develop, compile, prepare, produce, arrange, rearrange, assemble, role-play, anticipate, make, predict, act-out, model, build, convert, discuss, elaborate, solve, propose, visualize, imagine, extend, tabulate, transform, integrate, innovate, maximize, and minimize.

2. Reasoning Skills

Reason is a skill used in making a logical, just, and rational judgement.

3. Decision-Making Skills

Decision-making involves selection of the best solution from various alternatives based on specific criteria and evidence to achieve a specific aim.

4. Problem-Solving Skills

Problem-solving skills involve finding solutions to challenges or unfamiliar situations or unanticipated difficulties in a systematic manner.

Types of Values

Students learning the English language are also expected to master and demonstrate proficiency in essential core values in real life or related situations. The different types of values include:

1. Personal Values

Core Values	Sustaining Values
• Sanctity of life • Truth • Aesthetics • Honesty • Human • Dignity • Rationality • Creativity • Courage • Liberty • Affectivity • Individuality	• Self-esteem • Self-reflection • Self-discipline • Self-cultivation • Principal morality • Self-determination • Openness • Independence • Simplicity • Integrity • Enterprise • Sensitivity • Modesty • Perseverance

2. Social Values

Core Values	Sustaining Values
• Equality • Kindness • Benevolence • Love • Freedom • Common good • Mutuality • Justice • Trust • Interdependence • Sustainability • Betterment of human kind • Empowerment	• Plurality • Due process of law • Democracy • Freedom and liberty • Common will • Patriotism • Tolerance • Gender equity and social inclusion • Equal opportunities • Culture and civilisation • Heritage • Human rights and responsibilities • Rationality • Sense of belonging • Solidarity • Peace and harmony • Safe and peaceful communities

Types of Attitudes

Attitudes - Ways of thinking and behaving, points of view	
• Optimistic • Participatory • Critical • Creative • Appreciative • Empathetic • Caring and concern • Positive • Confident • Cooperative	• Responsible • Adaptable to change • Open-minded • Diligent • With a desire to learn • With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.

Content Standards, Benchmarks, and Evidence Outcomes

Content standards, benchmarks, and evidence outcomes are all curriculum standards. However, they have specific curriculum purposes. Despite this, these curriculum standards are interconnected and enable the intended learning outcomes to be attained.

Content Standards

Content Standards are broadly stated expectations of what students should know, understand, and be able to do in a particular subject, grade, or school level. They embed essential knowledge, skills, values, and attitudes that all students are expected to learn and master in each strand or unit to prepare them for the next grade or level of schooling.

Benchmarks

Benchmarks are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades, or levels of development. Benchmarks focus on the essential knowledge, skills, values and attitudes that all students are expected to learn, master and demonstrate proficiency.

Evidence Outcomes

Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at each grade, cluster or school level. They indicate that a student is meeting an expectation or achieving a benchmark at the mastery level. They enable teachers to know if a student can do what he/she was expected to know, understand, and do in real life or relevant situations. Evidence outcomes are given for each strand in each grade to describe what all students should do at the end of the different strands of English.

Content Standards and Benchmarks Coding

The following is the coding system used to code the content standards and benchmarks to not only make it easier to interpret and understand the relationship between these two learning standards but also to guide lesson planning, instruction, assessment and reporting of students' performance in relation to a benchmark or content standard.

Content Standard and Benchmark Coding

Grade: Grade is indicated by the first digit (for example, **11**)
Strand: Strand is indicated by the second digit (for example, 11.**1**)
Content Standard: Content Standard is indicated by the third digit (for example 11.1.**1**)
Benchmark: Benchmark is indicated by the fourth digit (for example, 11.1.1.**1**)

Thus the coding will read as;
Content Standard **11.1.1** and Benchmark **11.1.1.1.**

Content Overview

Content overview provides a summary of the strands and the units that will be taught in each grade. English is organised into six (6) strands and twenty five (25) units. The inclusion of strands and units in the curriculum is based on their importance in the learning and mastery of significant English language knowledge, processes, skills, values, and attitudes. This content is critical to students' learning as well as in the development of their competencies and fluency in all aspects of the English language. Strands and units are aligned and closely linked to the overall English curriculum aims, goals, and principles.

Table of Strands and Units

Grade 11 and Grade 12 strands and units are presented in the table below:

Strand	Units
1. Reading	1. Reading for All Purposes: Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Range of Reading and Level of Text Complexity
2. Writing	1. Text Types and Purposes 2. Production and Distribution of Writing 3. Research to Build and Present Knowledge 4. Range of Writing
3. Listening	1. Oral Instructions Comprehension 2. Identify Main Ideas and Supporting Details of Spoken English 3. Determine Speaker Attitude and Point of View 4. Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary 5. Making Inferences and Predictions
4. Speaking	1. Fluency and Pronunciation 2. Speaking Using Appropriate Grammar and Vocabulary 3. Speaking for Varied Purposes, Both Informal and Formal 4. Comprehension and Collaboration
5. Communication	1. Interpretive Listening 2. Interpretive Reading 3. Interpersonal Communication 4. Presentational Speaking 5. Presentational Writing
6. English Grammar	1. English Grammar 2. Knowledge of Language 3. Vocabulary Acquisition and Use

Strand 1: Reading

Rationale

Reading is essential to learning in all content areas; therefore, all teachers are teachers of reading! Reading involves both the application of foundational skills of decoding text and the construction of meaning from text. Key skills in decoding, phonemic awareness and phonics, are primarily developed in kindergarten through third grade, while fluency, vocabulary and comprehension, keys to constructing meaning, extend beyond the early grades. Reading is a strategic problem solving process in which readers gain personal meaning as they interact with media forms in a culturally diverse society. Readers systematically inquire, assess, analyse, synthesize, and critically evaluate information. Constructing meaning from text is first accomplished with teacher guidance, moving students to become proficient and independent readers. During the reading process proficient readers continuously monitor their own reading as they select and apply the strategies most appropriate to the text and purpose of the task before them. Readers must be sensitive to diversity in language use, cultural patterns and dialects. Readers must also be aware of the influences of geography, social groupings and ethnicity, especially that of Papua New Guineans.

Evidence outcomes

Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels.

At the end of Senior High School, students can :

- Identify strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Analyse textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Read a variety of grade appropriate texts and materials.
- Identify two or more themes or central ideas of a text and analyse their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Analyse the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- Analyse how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Use a variety of strategies to build comprehension.

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; and analyse the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- Analyse how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise.
- Analyse how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Analyse a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.
- Read and comprehend literature and other texts including stories, dramas, and poems, self-select texts for personal enjoyment, interest, and academic tasks.

Unit 1: Reading for All Purposes: Key Ideas and Details

This unit aims to help grade 11 students develop their language skills in reading different text types. Students will apply different reading strategies to explore and investigate aims and purposes so that they will be able to express clearly ideas taken from the different texts studied. Hence, students will develop reflective thoughts and be aware of ambiguity in text types.

In grade 12, this unit aims to help students competently generate meanings from texts and make connections to what they already know. Reading helps to build students' proficiencies and competencies in decoding texts and constructing meanings from texts.

Content Standard 1: Students will be able to demonstrate competence in reading skills and strategies to comprehend a variety of texts and media for social, academic and career-related purposes.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.1.1.1: Identify strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**12.1.1.1:** Analyse textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

Content Standard 2: Students will be able to determine central ideas or themes of a text and analyse their development; summarise the key supporting details and ideas with accuracy and fluency to support comprehension at all levels.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.1.2.1: Read a variety of grade appropriate texts and materials. (For example, students will be able to read navigation charts, lunar calendars, newspapers, magazines and internet pages).	**12.1.2.1:** Identify two or more themes or central ideas of a text and analyse their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Content Standard 3: Students will be able to analyse how and why individuals, events, and ideas develop and interact over the course of a text and/or story.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.1.3.1: Analyse the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed).	**12.1.3.1:** Analyse how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Unit 2: Craft and Structure

This unit aims to introduce grade 11 students to demonstrate applications of different reading strategies that will assist (them learners) interpret and give correct meanings with appropriate explanations to the different text types studied. Thus, students in grade 11 need these skills.

Reading is a strategic problem solving process in which readers gain personal meanings as they interact with various text types in a culturally diverse society. Readers systematically inquire, assess, analyse, synthesis, and critically evaluate information.

In grade 12, this unit aims to help students build meanings from texts by analysing and decoding letters, words, grammatical structure and cohesive devices used in the texts. This allows students to develop their thinking, build vocabulary, develop insights into the structures of various text-types, and appreciate what makes an effective piece of writing in terms of cohesion within and across sentences, as well as coherence in the logic of the writings, and the overall organization of the text.

Content Standard 4: Students will be able to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyse how specific word choices shape meaning or tone.

Grade 11 Benchmarks	Grade 12 Benchmarks
11.1.4.1: Use a variety of strategies to build comprehension. (For example, students will be able to activate prior knowledge, predict, visualize and analyse text, distinguish between literal and figurative meaning and identify main ideas and significant details).	**12.1.4.1:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. Analyse the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).

Content Standard 5: Students will be able to analyse the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

Grade 11 Benchmarks	Grade 12 Benchmarks
11.1.5.1: Analyse how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.	**12.1.5.1:** Analyse how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Content Standard 6: Students will be able to assess how point of view or purpose shapes the content and style of a text.

Grade 11 Benchmarks	Grade 12 Benchmarks
11.1.6.1: Analyse a particular point of view or cultural experience reflected in a work of literature from outside Papua New Guinea, drawing on a wide reading of world literature.	**12.1.6.1:** Analyse a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).

Unit 3: Integration of Knowledge and Ideas

This unit aims to help grade 11 students draw together ideas or views from different text types. The focus is on students applying interpretation skills, to give appropriate meanings, so that will demonstrate comprehension as a way of synthesizing ideas, and to finally drawing appropriate conclusions. Thus, students need to be readers who systematically inquire, assess, analyse, synthesize, and critically evaluate information in various texts.

In grade 12, this unit aims to enable students to make sense of new experiences and compare with personal experiences. This allows students to use systemic thinking to make judgments and decisions as a way to solving problems. This engages with learners' critical thinking and problem solving skills.

Content Standard 7: Students will be able to assess how point of view or purpose shapes the content and style of a text. Students will be able to integrate and evaluate the content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grade 11 Benchmarks	Grade 12 Benchmarks
11.1.7.1: Read a variety of grade appropriate texts and materials. (For example, students will be able to read navigation charts, lunar calendars, newspapers, magazines and internet pages).	**12.1.7.1:** Use reference materials to gather information. (For example, students will be able to locate information from library and internet resources).

Content Standard 8: Students will be able to delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade 11 Benchmarks	Grade 12 Benchmarks
11.1.8.1: Draw on and transform source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how a Papua New Guinean author uses oral tradition to create works of literature).	**12.1.8.1:** Analyse how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how a Papua New Guinean author uses oral tradition to create works of literature)

Content Standard 9: Students will be able to analyse how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.1.9.1: Draw on and transform source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how a Papua New Guinean author uses oral tradition to create works of literature).	**12.1.9.2:** Read a variety of grade appropriate texts for a variety of purposes. (For example, students will be able to read narratives, reports, descriptions, maps, charts and graphs in order to solve problems, find information, follow directions, critically analyse or for pleasure).

Unit 4: Range of Reading and Level of Text Complexity

This unit aims to help the grade 11 students identify and draw correct meaning from various texts/visual and analyse the different viewpoints and purposes of the writers/authors presented.

In grade 12, this unit aims to extend/enrich the students' comprehension base. This will enable the students to develop their thinking, build their vocabulary, develop insight into the structure of various text-types and appreciate what makes an effective piece of writing in terms of coherence within and across sentences, coherence in the logic of the writing and the overall organization of the text. They will also learn to appreciate value of reading and become motivated to make reading a lifelong pleasure/ activity.

Content Standard 10: Students will be able to read and comprehend complex literary and informational texts independently and proficiently.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.1.10.1: Use a variety of strategies to build comprehension. (For example, students will be able to activate prior knowledge, predict, visualise and analyse text, distinguish between literal and figurative meaning and identify main ideas and significant details).	**12.1.10.1:** Read and comprehend literature and other texts including stories, dramas, and poems, self-select texts for personal enjoyment, interest, and academic tasks. They will also be able to read widely to understand multiple perspectives and pluralistic viewpoints independently and proficiently.

Strand 2: Writing

Rationale

Never have writers been more in evidence in daily life than they are now. Whether it is in the form of cell phone text messages, instant messages, blogs, e-mails, personal network postings or any of the more traditional forms of writing, there is evidence readily available to show that we are taking ample advantage of our impulses to write. As the forms of writing and methods of publication increase rapidly in our digital world, the skills of writing take on new value. Practice with many different forms and styles of writing using a variety of media to communicate in writing are essential for students to become proficient writers. Successful writers choose and adapt strategies to best fit the topic, purpose and audience of the writing task. Effective writers are adept at knowing when to collaborate and seek feedback to polish and clarify their written communication during the writing process. Proficient writers also understand the ethical and legal issues of using information gained from others in their writing. They follow the protocols of the medium and write in safe and responsible ways.

Evidence outcomes

At the end of Senior High School, students can:

- Initiate, develop, discuss, and present orally or in writing solutions to important issues and problems in English.
- Analyse stylistic and thematic elements of literary texts that can be refined to engage or entertain an audience.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Use literary and narrative texts to develop a controlling idea in a paragraph with descriptive and expressive language.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
- Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.
- Analyse literary and/or narrative genres that feature a variety of stylistic devices to engage or entertain an audience.

- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes.
- Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Gather information from a variety of sources such as print, media and the internet; analyse and evaluate the quality and relevance of the source; and use it to answer complex questions in written form.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products
- Conduct short as well as more sustained research projects to answer a question including a self-generated question.
- Evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- Evaluate explicit and implicit viewpoints, values and attitudes, and assumptions concealed in speech, writing, and illustration.

Unit 1: Text Types and Purposes

This unit introduces grade 11 students to literary and creative writings with aims of identifying purposes and content. Thus, students are exposed to model writing, and then should be able to identify writing features and use them accordingly in individual works. Writings of different text types serve different purposes, and, as such students, will learn that different text types have their own conventions in layout, purpose and style of writing respectively.

In grade 12, this unit aims to encourage students to write different text-types for different purposes. This is to enable students to use writing and other forms of representations to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings, and to use their imagination.

Content Standard 1: Students will be able to write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.2.1.1: Analyse stylistic and thematic elements of literary texts that can be refined to engage or entertain an audience.	**12.2.1.1:** Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.
11.2.1.2: Use literary and narrative texts to develop a controlling idea in a paragraph with descriptive and expressive language.	**12.2.1.2:** Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
11.2.1.3: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organise an event sequence that unfolds naturally and logically.	**12.2.1.3:** Demonstrate their use of grammar, language usage, mechanics, and clarity which are the basis of on-going refinements and revisions within the writing process.
11.2.1.4: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.	**12.2.1.4:** Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
11.2.1.5: Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.	

Content Standard 2: Students will be able to write informative/explanatory texts to examine and convey ideas and information clearly and accurately through the effective selection, organisation, and analysis of content.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.2.2.1: Introduce a topic clearly, previewing what is to follow; organise ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.	**12.2.2.1:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organisation, and analysis of relevant content.

11.2.2.2: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	**12.2.2.2:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
	12.2.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.
	12.2.2.4: Provide a concluding statement or section that follows from and supports the information or explanation presented.

Content Standard 3: Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.2.3.1: Brainstorm ideas for argumentative essays.	**12.2.3.1:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
11.2.3.2: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification.	**12.2.3.2:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
11.2.3.3: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**12.2.3.3:** Establish and maintain a formal style.
11.2.3.4: Demonstrate the use of organisational writing patterns to inform or persuade audience.	

Unit 2: Production and Distribution of Writing

This unit aims to help grade 11 students develop their thought processes and for them to demonstrate understandings of ideas using correct writing processes. This also includes applying knowledge of appropriate conventions of English to create various creative and functional texts in different forms (literary, visual, etc.) for various purposes and for different target audience.

In grade 12, this unit aims to further develop students' writing skills and to make their work available in any medium of texts that learners have access to. This will enable students to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Thus, students will appreciate their abilities to create texts and, be motivated in writing.

Content Standard 4: Students will be able to produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.2.4.1: Produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience.	**12.2.4.1:** Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes.
11.2.4.2: Demonstrate the use of correct English conventions to effectively communicate with written language.	**12.2.4.2:** Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
11.2.4.3: Analyse literary and/or narrative genres that feature a variety of stylistic devices to engage or entertain an audience.	**12.2.4.3:** Master the techniques of effective informational, literary, and persuasive writing.

Content Standard 5: Students will be able to use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, re-writing, or trying a new approach.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.2.4.1: Write with clear focus, coherent organisation, sufficient elaboration, and detail.	**12.2.4.1:** Implement the writing process successfully to plan, revise, and edit written work.
11.2.4.2: Effectively use content specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes.	**12.2.4.2:** Demonstrate in their writing stylistic and thematic elements of literary or narrative texts that can be refined to inform or influence an audience.
11.2.4.3: Apply standard English conventions to effectively communicate with written language.	**12.2.4.3:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Content Standard 6: Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.2.6.1: Gather information from a variety of sources such as print, media and the internet; analyse and evaluate the quality and relevance of the source; and use it to answer complex questions in written form.	**12.2.6.1:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
11.2.6.2: Acknowledge the electronic resources they use in their written work	**12.2.6.2:** Take advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit 3: Research to Build and Present Knowledge

This unit develops grade 11 students' skills in doing research, and stresses the use of evidence based arguments to be used in the written works. Students are guided to investigate and collect information (data), then, have to demonstrate understandings on topics/themes by presenting written reports on issues investigated.

In grade 12, this unit aims to reiterate the use of reference skills that should be used in students' research to avoid plagiarism. Reference skills are part of academic and literary writings so must be taught to students at this level.

Content Standard 7: Students will be able to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.2.7.1: Conduct short as well as more sustained research projects to answer a question including a self-generated question.	**12.2.7.1:** Analyse how an author draws on and transforms source material in a specific work.
11.2.7.2: Solve a problem and narrow or broaden the inquiry when appropriate; synthesise multiple sources on the subject, demonstrating understanding of the subject under investigation.	**12.2.7.2:** Evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

11.2.7.3: Write a research paper on a given topic, using primary and secondary sources and including an introduction, literature review with citations, research method and summary.	**12.2.7.3:** Write a research paper with a good command of grammar and mechanical conventions appropriate for students preparing to enter tertiary institution.

Content Standard 8: Students will be able to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.2.8.1: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.	**12.2.8.1:** Analyse relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
11.2.8.2: Assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**12.2.8.2:** Describe the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Content Standard 9: Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.2.9.1: Analyse how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme).	**12.2.9.1:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
11.2.9.2: Use informational and persuasive texts to develop a controlling idea or theme with descriptive and expressive language.	**12.2.9.2:** Collect, analyse and evaluate information obtained from multiple sources to answer a question, propose solutions or share findings and solutions.

Unit 4: Range of Writing

This unit aims to develop thought processes of grade 11 students, so that they can get to show understandings of issues by researching information, then organising ideas logically, clearly, and structuring works grammatically in their various pieces of written texts.

In grade 12, this unit aims to encourage students to write their thoughts and ideas as routine activities. Writing develops learners' creative thinking to create new and worthwhile ideas and also enables students to elaborate, refine, analyse, and evaluate original ideas to improve and maximize creative efforts. Hence, this will encourage and motivate students to be immersed into the writing culture so that it becomes lifelong learning skills.

Content Standard 10: Students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.2.10.1: Gather information on a topical issue from a variety of sources.	**12.10.1:** Write routinely over extended time frames; time for research, reflection, and revision.
11.2.10.2: Analyse and evaluate the quality and relevance of the source.	**12.10.2:** Evaluate explicit and implicit viewpoints, values and attitudes, and assumptions concealed in speech, writing, and illustration.
11.2.10.3: Produce a suitable written report using relevant sources.	**12.10.3:** Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues.

Strand 3: Listening

Rationale

Speaking is the uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language while listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. Talking and hearing for most people are natural physiological processes; by contrast, speaking and listening are learned. Oral communication is inherently collaborative in nature, and in a digital age it is imperative that students master the oral communication skills and strategies needed for success in personal, social and professional relations. To participate successfully in a global society, students must be prepared to communicate effectively and ethically with individuals from a wide variety of cultures and backgrounds. The listening and speaking standards for English learners identify a student's competency to understand the English language and to produce the language orally. Students must be prepared to use English effectively in social and academic settings. Listening and speaking skills provide one of the most important building blocks for the foundation of second-language acquisition and are essential for developing reading and writing skills in English. To develop proficiency in listening, speaking, reading, and writing, students must receive instruction in reading and writing while developing fluency in oral English.

Evidence outcomes

At the end of Senior High School, students can:

- Analyse multi-step oral directions in unfamiliar situations.
- Analyse the main idea of expository information presented orally, independently.
- Identify details of brief, routine messages in familiar contexts, which may be supported by visuals.
- Identify the main idea of simple oral presentations via radio, video, television and other media.
- Interpret the speaker's attitude, mood, emotion and/or innuendo in extended oral messages by reading body language and/or tone and voice quality, with limited support.
- Interpret and make predictions of multiple speakers' range of attitudes, moods, emotions, innuendos and/or biases in extended oral messages by reading body language and/or tone and voice quality.
- Use knowledge of cognates to comprehend new vocabulary, with extensive support.
- Make predictions based on unfamiliar, extended spoken material.
- Make predictions based on unfamiliar, extended spoken material, with support.
- Make inferences and predictions based on familiar, extended spoken material, with limited support material, with limited support.

Unit 1: Oral Instructions Comprehension

Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention. This unit aims to help the grade 11 students to understand the meaning from contextual clues and non-verbal signals from various presentations through various forms and contexts and make accurate meaning and appropriate responses.

In grade 12, this unit aims to help the students comprehend speech signal (sounds and speeches) and convert them into sound, words and sentences. This will enable the students to effectively analyze and evaluate speech signals and make connections between their own speech signal and those of others. It allows them connect speech signal and make meaning from them.

Content Standard 1: Students will be able to develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.3.1.1: Observe oral directions in media presentations, independently.	**12.3.1.1:** Identify details of extended messages in familiar or unfamiliar contexts, with limited support.
11.3.1.2: Identify multi-step directions, with repetition or rephrasing, within a familiar context or with visual support.	**12.3.1.2:** Observe and highlight details of extended messages in familiar or unfamiliar contexts, with limited support.
11.3.1.3: Follow simple, routine oral directions, with extensive support.	**12.3.1.3:** Analyse the main idea of expository information presented orally, independently.
11.3.1.4: Analyse multi-step oral directions in unfamiliar situations.	

Unit 2: Identify Main Ideas and Supporting Details of Spoken English

This unit aims to develop grade 11 students' listening skills to identify main ideas/ points from various spoken (oral) presentations. Students will listen for a variety of purposes, and communicate effectively and ethically with others from a wide variety of academic, social and cultural backgrounds.

In grade 12, this unit aims to help students develop thoughts to organize, and outline main ideas and supporting details from different texts. This will reinforce students' understandings and interpretations of spoken texts when used in a range of situations for different purposes. Listening skills enables students to make connections between different ideas so as to widen learners' understandings of various texts.

Content Standard 2: Students will be able to identify main ideas and supporting details of spoken languages.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.3.2.1: Identify the main idea of longer, routine messages in familiar contexts, which may be supported by visuals.	**12.3.2.1:** Identify details of brief, routine messages in familiar contexts, which may be supported by visuals.
11.3.2.2: Identify the main idea and details of simple fiction read aloud supported by visuals.	**12.3.2.2:** Identify the main idea of simple expository information presented orally, supported by visuals.
11.3.2.3: Identify the main idea of simple expository information presented orally, supported by visuals.	**12.3.2.3:** Identify the main idea of simple oral presentations via radio, video, television and other media.

Unit 3: Determine Speaker Attitude and Point of View

This unit introduces grade 11 students to identify non-verbal communication as a way to determine speakers' attitudes and points of views. Students as listeners are to identify, describe and interpret non-spoken messages to show the speaker's attitude, mood or emotion of oral messages. This is important as there are meanings underlying non-verbal communication that show inferential meanings.

In grade 12, this unit aims to help students interpret speakers' attitudes, moods or emotions. This will motivate students to set the scene and give them purposes for listening. Listening also enables learners to evaluate different point of views and know other people's perspectives.

Content Standard 3: Students will be able to identify main ideas and supporting details of spoken languages.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.3.3.1: Identify and/or describe the speaker's attitude, mood or emotion in oral messages by reading body language and/or tone and voice quality, with limited support.	**12.3.3.1:** Identify and/or describe a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality, with limited support.

11.3.3.2: Interpret the speaker's attitude, mood, emotion and/or innuendo in extended oral messages by reading body language and/or tone and voice quality, with limited support.	**12.3.3.2:** Describe, compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality.
	12.3.3.3: Interpret and make predictions of multiple speakers' range of attitudes, moods, emotions, innuendos and/or biases in extended oral messages by reading body language and/or tone and voice quality.

Unit 4: Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary

This unit introduces grade11 students to skills of listening to and interpreting academic and specialised terminologies contextually. The aim is for students to be effective listeners in oral communication. Students are to recognize and identify appropriate vocabulary as being specialized language for use in various social contexts, and can draw appropriate or accurate meanings.

In grade 12, this unit aims to help students comprehend new vocabulary within a context. This enables students to increase their vocabularies whilst at the same time, make use of contextual clues to deduce or induce word meanings or implied meanings.

Content Standard 4: Students will be able to comprehend the meaning of academic and/or specialized vocabulary when spoken.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.3.4.1: Recognize high-frequency, grade-level spoken academic vocabulary when presented with extensive contextual support.	**12.3.4.1:** Comprehend specialized vocabulary spoken in a variety of contexts, with support.
11.3.4.2: Comprehend specialized vocabulary spoken in familiar, routine and/or social contexts, with extensive support.	**12.3.4.2:** Identify the literal meanings of words, with support.
11.3.4.3: Recognize and comprehend high-frequency, grade-level spoken academic vocabulary when presented with contextual support.	**12.3.4.3:** Use knowledge of cognates to comprehend new vocabulary, with extensive support.
	12.3.4.4: Identify figurative meanings of words and idiomatic phrases, with support.

Unit 5: Making Inferences and Predictions

This unit exposes grade 11 students to skills of making inferences and predictions whilst engaged in various listening activities. Students need to be able to make logical inferences and predictions based on familiar and unfamiliar, spoken or unspoken material. This approach intends to improve learners' interpersonal communication skills.

In grade 12, this unit aims to help students' to listen and make logical interpretations and inferences. This will enable students to increase their vocabulary while at the same-time use reasoning skills to draw conclusions.

Content Standard 5: Students will be able to make inferences and predictions while listening to different speakers.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.3.5.1: Make predictions based on unfamiliar, extended spoken material, with support.	**12.3.5.1:** Demonstrate effective listening in formal and informal settings.
11.3.5.2: Implement inferences and predictions based on unfamiliar, extended spoken material, with little support.	**12.3.5.2:** Make predictions based on unfamiliar, extended spoken material, with support.
11.3.5.3: Make predictions based on unfamiliar, extended spoken material, without support.	**12.3.5.3:** Make inferences and predictions based on familiar, extended spoken material, with limited support material, with limited support.
	12.3.5.4: Listen critically to comprehend a speaker's message that requires mental and physical strategies to direct and maintain attention.

Strand 4: Speaking

Rationale

Speaking is a unique human act or process of transmitting and exchanging information, ideas, and emotions using oral language while listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. Talking and hearing for most people are natural physiological processes; by contrast, speaking and listening are learned. Oral communication is inherently collaborative in nature, and in a digital age it is imperative that students master the oral communication skills and strategies needed for success in personal, social and professional relations. To participate successfully in a global society, students must be prepared to communicate effectively and ethically with individuals from a wide variety of cultures and backgrounds. The listening and speaking standards for English learners identify a student's competency to understand the English language and to produce the language orally. Students must be prepared to use English effectively in social and academic settings. Listening and speaking skills provide one of the most important building blocks for the foundation of second-language acquisition and are essential for developing reading and writing skills in English. To develop proficiency in listening, speaking, reading, and writing, students must receive instruction in reading and writing while developing fluency in oral English. Students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.

Evidence outcomes

At the end of Senior High School, students can:

- Identify details of extended messages in familiar or unfamiliar contexts.
- Identify the main idea of expository information presented orally, independently.
- Identify the main idea and significant, relevant details of extended oral presentations via radio, video, television and other media
- Identify the main idea and details of simple fiction read aloud.
- Interpret the speaker's attitude, mood, emotion and/or innuendo in extended oral messages by reading body language and/or tone and voice quality.
- Compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality.
- Interpret and make predictions of multiple speakers' range of attitudes, moods, emotions, innuendos and/or biases in extended oral messages by reading body language and/or tone and voice quality.
- Identify figurative meanings of words and idiomatic phrases.

- Comprehend specialized vocabulary spoken in familiar, routine and/or social contexts.
- Make inferences and predictions based on unfamiliar, extended spoken material.

Unit 1: Fluency and Pronunciation

This unit reinforces to grade 11 students, the need to have competency skills in oral articulations of the English language. The focus is on individuals speaking fluently by using clear pronunciation of appropriate intonation and stress with aims of conveying messages clearly to others.

In grade 12, this unit aims to help students identify and respond to ideas on a topic presented orally. This enables students to be assertive to use critical thinking to analyse and evaluate main ideas and details and respond appropriately.

Content Standard 1: Students will be able to speak fluently, using clear pronunciation and with appropriate intonation and stress.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.4.1.1: Give oral directions in media presentations, independently.	**12.4.1.1:** Identify details of extended messages in familiar or unfamiliar contexts, with limited support.
11.4.1.2: Give multi-step directions, with repetition or rephrasing, within a familiar context or with visual support.	**12.4.1.2:** Identify details of extended messages in familiar or unfamiliar contexts, with limited support.
11.4.1.3: Give simple, routine oral directions, with extensive support.	**12.4.1.3:** Identify the main idea of expository information presented orally, independently.
11.4.1.4: Give multi-step oral directions in unfamiliar situations.	**12.4.1.4:** Identify the main idea and significant, relevant details of extended oral presentations via radio, video, television and other media.

Unit 2: Speaking Using Appropriate Grammar and Vocabulary

This unit introduces grade 11 students to use appropriate and correct language form and vocabulary so as to be grammatically competent in different oral contexts. It is important that students are confident in applying oral skills and strategies needed for effective communication in academic, personal, social and cultural contexts.

In grade 12, this unit aims to expand students' vocabulary and help them identify main ideas in oral presentations. This will enable students to be confident to connect ideas between forms and functions, and to be able to use language meaningfully in different contexts.

Content Standard 2: Students will be able to speak using appropriate grammar and vocabulary.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.4.2.1: Recognise high-frequency, grade-level spoken academic vocabulary when presented with extensive contextual support.	**12.4.2.1:** Comprehend specialized vocabulary spoken in a variety of contexts, with support.
11.4.2.2: Comprehend specialised vocabulary spoken in familiar, routine and/or social contexts, with extensive support.	**12.4.2.2:** Identify the literal meanings of words, with support.
11.4.2.3: Recognise and comprehend high frequency, grade-level spoken academic vocabulary when presented with contextual support.	**12.4.2.3:** Use knowledge of cognates to comprehend new vocabulary, with extensive support.
	12.4.2.4: Identify figurative meanings of words and idiomatic phrases, with support.

Unit 3: Speaking for Varied Purposes, Both Informal and Formal

This unit introduces students to the notion that varieties of reasons motivate the need to speak English. The contexts can be informal or formal, and these have various purposes and conventions of speech (appropriate registers). However, the features of, focus, relevance, and cohesion have to be embedded into any oral texts regardless of contextual influence.

In grade 12, this unit aims to help students utilize social registers in any given contexts. This helps students analyse and evaluate situations by way of synthesis between ideas and to give appropriate responses.

Content Standard 3: Students will be able to use and speak English for varied purposes, both informal and formal, with focus, relevance, and cohesion.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.4.3.1: Identify and/or describe the speaker's attitude, mood or emotion in oral messages by reading body language and/or tone and voice quality, with limited support.	**12.4.3.1:** Describe, compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality.

11.4.3.2: Interpret the speaker's attitude,mood, emotion and/or innuendo in extended oral messages by reading body language and/or tone and voice quality, with limited support.	**12.4.3.2:** Interpret and make predictions of multiple speakers' range of attitudes, moods, emotions, innuendos and/or biases in extended oral messages by reading body language and/or tone and voice quality.
11.4.3.3: Identify and/or describe a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality, with limited support.	

Unit 4: Comprehension and Collaboration

This unit aims to develop students' comprehensive and collaborative skills within the speaking and listening contexts. Students will apply active listening to effectively identify main idea(s) across a range of spoken texts (conversations) with diverse individuals. Hence, learners can express their opinions confidently and convincingly using high frequency vocabulary in different contexts.

In grade 12, this unit aims to help students comprehend meanings of English words that show relationship with other words. This will enable students to build up vocabulary and increase their knowledge of synonyms, thus increase learners' word corpus.

Content Standard 4: Students will be able to prepare for and participate effectively in a range of conversations with diverse partners, building on others ideas and expressing their own clearly and persuasively.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.4.4.1: Identify the main idea of longer, routine messages in familiar contexts, which may be supported by visuals.	**12.4.4.1:** Identify details of brief, routine messages in familiar contexts, which may be supported by visuals.
11.4.4.2: Identify the main idea and details of simple fiction read aloud, supported by visuals.	**12.4.4.2:** Identify the main idea of simple expository information presented orally, supported by visuals.
11.4.4.3: Identify details of brief, routine messages in familiar contexts, which may be supported by visuals.	**12.4.4.3:** Identify the main idea of simple oral presentations via radio, video, television and other media.

Strand 5: Communication

Rationale

The Communication domain addresses discreet skills, strategies, and tasks in four distinct areas of speaking, listening, reading, and writing, it is important for parents, teachers and students to understand that the strands of Communication are deeply intertwined. None of the strands should be viewed in isolation as each depends on the other for successful mastery. For example, when children learn to read, speaking and listening skills must be properly utilized for success to be achieved. Likewise, to appreciate and understand literature requires the skills of reading and often writing, discussing with others, and viewing media representations of the written texts. Students cannot communicate in writing if they cannot read. Clearly, communication requires more than the discrete skills; it requires the dynamic interaction of all strands working together to create meaning.

Evidence outcomes

At the end of Senior High School, students can:

- Analyse speaker's perspective, tone, and style as well as differentiate viewpoints heard in a variety of situations.
- Critique films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
- Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
- Analyse cultural references and make inferences and predictions within the cultural framework of the language.
- Examine lexical variations, idiomatic expressions, colloquialisms, and accents from different countries where the English is spoken.
- Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
- Interpret and synthesize meaning from a variety of fictional works and recognized the author's purpose.
- Analyse the primary argument and supporting details in written texts.
- Examine idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.
- Interpret information and draw conclusions of concepts and ideas with ease from culturally authentic sources on a variety of topics.
- Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
- Interpret and analyse forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.

- Express self with fluency, flexibility, and precision on concrete and abstract topics.
- Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
- Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
- Use language for all purposes effectively and consistently.
- Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
- Express and defend viewpoints or recommendations on a variety of topics or statements.
- Think critically and apply concepts in English in order to more effectively communicate, solve problems, and accomplish goals when interacting with a native speaker.
- Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
- Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
- Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
- Write, with fluency and clarity, well-structured documents on complex topics.
- Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.

Unit 1: Interpretive Listening

This unit aims to help grade 11 students advance their oral and interpretive listening skills. The skills require learners to analyse, synthesis, and interpret a variety of texts that discusses various English topics (issues) accordingly.

In grade 12, this unit aims to help students' analyse and interpret oral ideas from different texts.

This unit of study enables students to identify various regional variations in speakers' from different backgrounds. Hence, enabling students to link different pronunciations and words meaningfully according to usage.

Content Standard 1: Students will be able to analyse and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in English	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.5.1.1: Demonstrate understanding of extended speech and short lectures on a variety of topics.	**12.5.1.1:** Demonstrate understanding of lexical variations, idiomatic expressions, colloquialisms, and accents from different countries where English is spoken.
11.5.1.2: Demonstrate understanding of the main ideas on both concrete and abstract topics.	**12.5.1.2:** Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
11.5.1.3: Analyse the speaker's perspective, tone, and style as well as differentiate viewpoints heard in a variety of situations.	**12.5.1.3:** Analyse cultural references and make inferences and predictions within the cultural framework of the language.
11.5.1.4: Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.	**12.5.1.4:** Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.

Unit 2: Interpretive Reading

This unit aims to develop grade11 students' critical reading skills. The focus is on understanding different viewpoints expressed in literary or non-literary texts derived which are derived from a variety of culturally authentic sources. Students are expected to draw out inferences and make predictions based on textual evidence so that they (learners) can competently support their analysis and evaluations of any studied texts.

In grade 12, this unit aims to help students analyse and interpret written

texts within different contexts. This will enable students to seek information, develop thinking skills, enrich content knowledge, enhance language proficiency and broaden perspectives.

Content Standard 2: Students will be able to analyse and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in English.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.5.2.1: Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.	**12.5.2.1:** Interpret information and draw conclusions of concepts and ideas with ease from culturally authentic sources on a variety of topics.
11.5.2.2: Interpret and synthesize meaning from a variety of fictional works and recognise the author's purpose.	**12.5.2.2:** Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
11.5.2.3: Analyse the primary argument and supporting details in written texts.	**12.5.2.3:** Interpret and analyse forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
11.5.2.4: Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.	**12.5.2.4:** Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional lexical variations.

Unit 3: Interpersonal Communication

Communication is an everyday thing in one's life. Students studying English are expected to converse with others fluently in English. This unit aims to help students in grade 11 to use the appropriate social registers to communicate and express themselves with fluency in any setting.

In grade 12, this unit aims to help students' to communicate effectively with others and defend their stand with evidences. This will enable to students to acquire, extract, organize and present relevant information in different text-types (e.g. essays, speech, videos etc..). It also gives them confidence in presenting their ideas to others.

Content Standard 3: Students will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in English.

Grade 11 Benchmarks	Grade 12 Benchmarks
11.5.3.1: Express self with fluency, flexibility, and precision on concrete and abstract topics.	**12.5.3.1:** Use English language for all purposes effectively and consistently.
11.5.3.2: Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.	**12.5.3.2:** Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
11.5.3.3: Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.	**12.5.3.3:** Express and defend viewpoints or recommendations on a variety of topics or statements.
11.5.3.4: Develop and defend complex information during debates or meetings.	**12.5.3.4:** Participate with ease in complex discussions with multiple participants on a wide variety of topics.
11.5.3.5: Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.	**12.5.3.5:** Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
11.5.3.6: Provide structured argument and develop and support hypotheses working around occasional difficulties.	**12.5.3.6:** Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
11.5.3.7: Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.	**12.5.3.7:** Deliver and defend recommendations in business, scientific, academic, or social contexts.
11.5.3.8: Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.	**12.5.3.8:** Think critically and apply concepts in English in order to more effectively communicate, solve problems, and accomplish goals when interacting with a native speaker.

Unit 4: Presentational Speaking

This unit aims to develop grade 11 students' assertiveness in public speaking. As part of confidence building, students will present information, concepts, and ideas from a research topic. Presentations will be based around culturally appropriate contexts. The focus also includes knowing 'how' to adjust oral presentations according to contexts of interaction.

In grade 12, this unit aims to help students to carry out research, organize, outline and present a talk on a topic to an audience. This will enhance students' abilities' to plan and produce coherent and structured texts, thus, providing them (learners) with opportunities to present information, views or arguments on a particular issue with confidence.

Content Standard 4: Students will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in English.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.5.4.1: Deliver a clear and precise presentation that engages and informs a specific type of audience.	**12.5.4.1:** Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
11.5.4.2: Communicate with accuracy, clarity, and precision on many concrete and abstract topics.	**12.5.4.2:** Give a clearly articulated, well-structured presentation on a complex topic.
11.5.4.3: Deliver and defend a viewpoint on an academic or professional issue.	**12.5.4.3:** Adapt presentation to reflect attitudes and culture of the audience.
11.5.4.4: Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.	**12.5.4.4:** Present fluently and with ease in a variety of settings.
11.5.4.5: Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.	**12.5.4.5:** Prepare and present original work (e.g. poems, reports, plays, stories) supported by research.
11.5.4.6: Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.	

Unit 5: Presentational Writing

This unit aims to develop and enhance grade 11 students' writing skills. Expressing ideas, in writing, is an essential skill that every student studying English needs to work towards competently acquiring.

In order to present a good case to readers, writing helps learners express ideas on paper about different topics that follow organised structures and intended purposes.

In grade 12, this unit aims to help students to carry out research, organize, outline and write an essay on a given topic. This will enhance students' abilities to plan and produce coherent and structured texts that captures learners' views or arguments about particular issues.

Content Standard 5: Students will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.5.5.1: Write, with fluency and clarity, well-structured documents on complex topics.	**12.5.5.1:** Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
11.5.5.2: Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.	**12.5.5.2:** Write, edit, and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
11.5.5.3: Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).	**12.5.5.3:** Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
11.5.5.4: Incorporate metaphors, idiomatic and culturally authentic expressions in writing with ease.	**12.5.5.4:** Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
11.5.5.5: Write a narrative about an experience in a clear, fluent style appropriate to different genres.	**12.5.5.5:** Use humour and irony when writing an essay.
11.5.5.6: Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.	**12.5.5.6:** Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.
11.5.5.7: Write creative pieces (poetry, narratives, and plays) using effective imaginary and the appropriate literary devices to genre.	**12.5.5.7:** Write creative fiction that includes an authentic setting, coherent plot, and distinct characters with effective details.

Strand 6: English Grammar

Rationale

To build a foundation for tertiary and career readiness in the English language, students must gain control over many conventions of Standard English Grammar, Usage, and Mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Evidence outcomes

At the end of Senior High School, students can:

- Requires the use of analysis, interpretive, and evaluative strategies.
- Interpret and evaluate complex informational texts, style, expressive language and genres.
- Identify command of the conventions of Standard English capitalization, punctuation, and spelling when writing descriptive texts.
- Observe and demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when reading and writing.
- Apply an understanding of syntax to the study of complex texts when reading.
- Apply knowledge of language to understand how language functions in different contexts.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11 reading and content,* choosing flexibly from a range of strategies.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyse their role in the text.
- Analyse nuances in the meaning of words with similar denotations.

- Demonstrate in writing an understanding of the use of irony, metaphor.
- Demonstrate in writing an understanding of anaphora, similes and onomatopoeia.
- Use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing.
- Use accurately a range of general academic and domain-specific words and phrases sufficient for speaking and listening.
- Demonstrate competency in applying accurately the use of general academic and domain specific words and phrases sufficient for reading, writing, speaking and listening.

Unit 1: Conventions of Standard English

This unit introduces grade 11 students to the important conventions of Standard English which are requirements for producing grammatically correct texts. Students will demonstrate applications of the conventions of Standard English which are: grammar, usage, and mechanics through the productions of different speaking and writing texts; this shows how language is used to convey students' meanings effectively.

In grade 12, this unit aims to help students produce an argumentative essay using Standard English conventions. This focus will enable students to put into practice their enquiry skills, reference skills and thinking skills to produce a finished product (essay) using appropriate standard English conventions.

Content Standard 1: Students will be able to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.6.1.1: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	**12.6.1.1:** Apply correct conventions during literary criticism of texts as it requires the use of analysis, interpretive, and evaluative strategies.
11.6.1.2: Resolve issues of complex or contested usage, consulting references (e.g. Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	**12.6.1.2:** Interpret and evaluate complex informational texts, style, expressive language and genres.

Content Standard 2: Students will be able to demonstrate command of the conventions of Standard English capitalisation, punctuation, and spelling when writing.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.6.2.1: Identify command of the conventions of Standard English capitalisation, punctuation, and spelling when writing descriptive texts.	**12.6.2.1:** Observe and demonstrate command of the conventions of Standard English capitalisation, punctuation, and spelling when reading and writing.
11.6.2.2: Observe hyphenation conventions.	**12.6.2.2:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
11.6.2.3: Spell correctly and edit own work.	**12.6.2.3:** Spell correctly and edit own work and the written work of others.

Unit 2: Knowledge of Language

This unit stresses the need for grade 11 students to analyse different texts critically. Learners need to draw on their previous knowledge of the English language so that they can make sense of how language functions in different contexts.

Similarly, learners need to make appropriate choices when interpreting meanings or making selections of styles to use in different texts; and finally, not to lose sight of comprehension skills in decoding various texts when reading or listening. Hence, students are expected to apply knowledge of language to make sense of how language functions in different contexts.

In grade 12, this unit aims to help students analyse and use the English language for different purposes in different contexts. The focus is on enabling students to put into practice their enquiry skills, information skills, reference skills and thinking skills to show how language functions in different contexts for different purposes.

Content Standard 3: Students will be able to apply knowledge of language to make sense of how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.6.3.1: Vary syntax for effect, consulting references for guidance as needed.	**12.6.3.1:** Apply knowledge of language to understand how language functions in different contexts, to make.

11.6.3.2: Apply an understanding of syntax to the study of complex texts when reading.	**12.6.3.2:** Demonstrate their understanding of English by making effective choices for meaning or style, and to comprehend more fully when reading or listening.

Unit 3: Vocabulary Acquisition and Use

This unit aims to develop grade 11 students' skills in effectively using contextual clues to define vocabulary as that contributes to meanings in different texts. English words and phrases can have more than one literal meaning and that depends on the use in texts. Thus, students need to draw on previous knowledge of the English language to make sense of how vocabulary functions and contributes to meanings in different texts and contexts.

In grade 12, this unit aims to help students determine meanings of words/phrases in context. This will enable students to put into practice skills of using contextual clues to determine meanings of English words/phrases. Thus, students can cross-check their predictions and also to be familiar with using other resources as dictionaries to enhance their learning.

Content Standard 4: Students will be able to determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analysing meaningful word parts, and consulting general and specialised reference materials, as appropriate.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.6.4.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.	**12.6.4.1:** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).
11.6.4.2: Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**12.6.4.2:** Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	12.6.4.3: Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

Content Standard 5: Students will be able to analyse and interpret figurative language, word relationships, and nuances in word meanings.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.6.5.1: Interpret figures of speech (e.g. hyperbole, paradox) in context and analyse their role in the text.	**12.6.5.1:** Demonstrate in writing an understanding of the use of irony, metaphor.
11.6.5.2: Analyse nuances in the meaning of words with similar denotations with similar denotations.	**12.6.5.2:** Demonstrate in writing an understanding of anaphora, similes and onomatopoeia of words with similar denotations.

Content Standard 6: Students will be able to acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.	
Grade 11 Benchmarks	**Grade 12 Benchmarks**
11.6.6.1: Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading and writing.	**12.6.6.1:** Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
11.6.6.2: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for speaking and listening.	**12.6.6.2:** Demonstrate competency in applying accurately the use of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening.

Assessment, Monitoring and Reporting

The relationship between content standards, benchmarks and performance standards is that they all define students' expected levels of proficiency or education quality but at different levels of schooling. Content standards describe the national expectations that all Papua New Guinean children are expected to meet while benchmarks describe the grade-level expectation that all students in a particular grade must meet before proceeding to the next grade. Conversely, performance standards describe the levels of proficiency or quality students should attain to indicate their meeting of grade-level expectations and the national content standards. Effective instruction and assessment are aligned to performance standards, lesson objectives, topic objectives, grade-level expectations, and national content standards.

What is Assessment?

The term "assessment" is generally used to refer to all activities that teachers use to assess students' mastery of what is learned, and to measure and monitor students' progress towards meeting grade-level expectations and the national content standards. Assessment is an on-going process of gathering and interpreting information about students' performance and progress towards meeting grade- level expectations as well as the achievement of the national content standards described in the subject syllabuses. Data should also be used to help and guide students who are yet to meet grade-level and national expectations to make the required progress towards meeting these expectations.

What is Standards-Based Assessment?

In standards-based curriculum, assessment is used to assess students' level of competency or proficiency of a specific knowledge, skill, value, or attitude taught using a set of performance standards (indicators or descriptors) and measuring, monitoring, evaluating, and reporting their progress towards meeting grade and national-level expectations. Assessment is viewed not only as a measurement activity that is performed after a course or a curriculum topic has been taught (summative), but more importantly, as a continuous process (formative) that provides students' performance data to teachers and students regarding their progress towards achieving the intended learning standards. Timely and ongoing assessment of student's learning and mastery of what is learned are key to the learning process and the attainment of the desired learning outcomes.

Throughout the year, teachers will be assessing students' performance and progress towards meeting each grade-level benchmark (grade-level expectation) and each content standard (national-level expectation), and using the data to identify areas where a student or a group of students need more attention, and monitor their progress towards meeting the required standards.

Purpose of Assessment

The primary purpose of assessment is to improve students' learning and teachers' teaching. The other purposes of assessment are to:

- improve students' learning, levels of proficiency, and progress towards meeting the expected standards;
- provide data that teachers, schools, and NDoE can use to make informed decisions about how to improve the quality of teaching and learning in the education system;
- inform teachers about the progress of students towards meeting grade-lev- el and national expectations (standards) and enable them to adjust their lesson planning, instruction, and assessment to improve student learning and proficiency levels;
- inform parents and guardians about their children's achievements and status of progress towards meeting national standards; and what needs to be done to close the gaps and enable children to make the progress required to meet these standards, and
- provide information for schools and systems about teaching strategies, resource allocation and curriculum; and other educational institutions, employers, and the community about the achievements of students in general or of particular students.

Whatever its purpose, assessment is seen as an integral part of the teaching and learning program rather than a separate process.

Types of Assessments

The following types of assessment have been adopted to assess and monitor students' achievement of the education standards.

- Assessment For Learning (AFL)
- Assessment Of Learning (AOL)
- Assessment As Learning (AAL)

Assessment For and Assessment Of Learning are also known as *formative and summative assessments.*

Assessment For Learning

Assessment For Learning (AFL), also known as *classroom assessment*, is different. It is an ongoing process that arises out of the interaction between teaching and learning. It is not used to evaluate learning but to help learners learn better. It does so by helping both students and teachers to understand:

- the performance standards, grade-level benchmarks and content standards that students are expected to meet to achieve the desired level of proficiency or level of education quality;
- where each learner is in relation to the national curriculum standards;

- where they need to be, and
- what they need to do to make progress towards meeting the expected standards.

Assessment Of Learning

Assessment Of Learning (AOL), is the use of a task or an activity to measure, record, and report on a student's level of achievement in regards to specific learning expectations such as unit tests and end of term or year exams. It is normally referred to as *Summative Assessment.*

Assessment As Learning

Assessment As Learning (AAL), is the use of an assessment task or an activity by the teacher in his/her everyday teaching. This strategy provides students with opportunities to understand what they have learnt or are having difficulties with. Self and peer assessments allow students to reflect on their own learning and identify areas of strengths and weaknesses. These tasks offer students the chance to set their own personal goals to improve their own learning.

Diagnostic Assessment

Apart from these three main types of assessment, teachers are expected to do the diagnostic test/assessment to identify strengths and weaknesses in students. This can be done before any teaching and learning of a new content and for new entry levels for students.

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide curriculum and lesson planning.

Assessment Methods

These are some methods that teachers can use to assess students' performances, products, and processes:

- Observing students during the lesson.
- Conferencing with students.
- Students Portfolio.
- Tests.
- Assignment (projects/reports/quizzes/presentations/practical work samples).

Recording and Reporting

Recording

Teachers must keep accurate records of students' achievement of the learning outcomes. They must report these achievements in fair and accurate ways to parents, guardians, teachers and students. Examples of recording methods include:

- anecdotal notes in a journal or diary;
- checklists;
- portfolios of students' work;
- progressive records, and
- work samples with comments written by the teacher.

Reporting

Reporting is communicating clearly to students, parents, guardians, teachers, and others the information gained from assessing students' learning.

Students' reports should be based on assessment information collected from ongoing assessments. Schools will decide on how best the reports will be presented to suit the needs of their communities. Methods will include interviews and written reports. Written reports should include:

- a written record of progress made towards meeting grade-level expectations and the attainment of content standards by each student since the previous report;
- a written record of each student's learning and mastery problems and what needs to be done to make the required progress towards meeting grade-level benchmarks and national content standards, and
- information about students' attitudes, values and general behaviour.

Monitoring and Evaluation

Assessment information should be used to make judgments about students' achievements and monitor their progress towards meeting grade-level expectations and national content standards.

Monitoring

Data from performance assessment should be used to monitor and report on students' performance towards meeting grade-level and national expectations. Performance standards or indicators should be used to report and keep a tab on each students' progress towards meeting the expected level of proficiency or competency. Teachers should develop a clear and measurable set of performance standards or indicators to monitor and report on students' progress and achievements on a regular basis.

Evaluation

Teachers should use assessment data to evaluate the effectiveness of their teaching and the quality of their students' learning, and make improvements to their teaching practices in order to improve student learning outcomes. Evaluation tools such as written records, questionnaires, logs and diaries, submissions or records of meetings and discussion with general staff members, teaching staff, parents, and other community members should be used to evaluate students' and teachers' competency levels, and make informed decisions about how these could be improved.

Glossary

Terms	Definitions
Aims	An aim is a general statement that provides direction or intent to educational action. It is usually written in amorphous terms using words like: learn, know, understand, appreciate, and these are not directly measurable. Aims may serve as organizing principles of educational direction for more than one grade. Indeed these organizing principles may encompass the continuum of educational direction for entire programs, subject areas or the district.
Attitude	Attitude refers to an individual's mental state, which is based on his/her beliefs or value system, emotions, and the tendency to act in a certain way. One's attitude reflects how one thinks, feels, and behaves in a given Situation.
Assessment	Assessment is an on-going process of identifying, gathering, and interpreting information about students' academic achievement and progress towards meeting the content standards.
Assessment As Learning	It is a self or peer assessment that allow students to reflect on their own learning and identify areas of strength and weakness.
Assessment For Learning	It is an ongoing process of assessing students that arises out of the Interaction between teaching and learning. It is not used to evaluate learning but to help teachers to improve their classroom practice and students to improve their learning. This is normally refered to as formative assessment.
Assessment Of Learning	Use of a task or activity to measure, record, and report on a student's level of achievement in regards to specific learning expectations such as unit tests and end of term or year exams. It is normally refered to as summative assessment.
Benchmarks	The specific components of the knowledge, process, skill, concept, principle, or idea identified by a content standard that students are expected to learn, master, and demonstrate proficiency.
Career	A career is the job or profession that someone does for a long period of their life. It includes education, training, and work experience. Career is an Individual's metaphorical "journey" through learning, work, and other aspects of life.
Citizenship	Citizenship is the status of a person recognized under the custom or law as being a legal member of a sovereign state or belonging to a nation. Citizenship indicates the relationship between an individual and a nation state. Normally, the individual is conferred protection by the state, in return for the fulfilment of certain obligations owed by the individual to the state.
Content standards	Standards clearly define what all students are expected to know (content) and be able to do (process). They describe the knowledge, skills, values, and attitudes that students should attain, often called the "what" of "what students should know and be able to do."
Curriculum	A course of study that enables learners to acquire specific knowledge and skills. Curriculum is a framework that sets expectations for student learning.

Curriculum principles	Curriculum principles are the values a school believes will give both their students and community the best chance of succeeding, and what they know to be right, given its context, that are relevant, meaningful, and support students to acquire the knowledge, skills, and competencies necessary to prepare them for their futures.
Diagnostic Assessment	An assessment given to identify a child's strengths and learning needs for improvement.
Evaluation	Assessment of teaching effectiveness and students' learning and mastery of subject content using evidence in order to improve teaching practices and students learning outcomes.
Evidence outcomes	Indicate students' progress towards meeting an expectation at the mastery level or attainment of the expected level of proficiency. They measure students' mastery of, and proficiency on, grade or cluster-level subject content.
Formative assessment	Formative assessment is an ongoing process of assessing and evaluating students' learning of subject content. The main purpose of formative assessment is to improve classroom practice and students' learning outcomes.
Goals	Goals are statements of educational intention which are more specific than aims. Goals encompass an entire program, subject area, or multiple grade levels.
Higher education	Higher education is tertiary education leading to award of an academic degree. It is an optional final stage of formal learning that occurs after completion of secondary education.
Knowledge	Knowledge refers to facts, concepts, principles, processes, tenets, etc. that make up a subject.
Monitoring	General supervision over the teaching and learning of the standards.
Self-assessment	Refers to the assessment of one's own strengths and weaknesses in order to make improvements and make the required progress towards the attainment of intended outcomes.
Skills	Skill refers to the ability of using information and applying it in a context.
Standard	The expected level of quality or achievement which comprises of the knowledge, skills, values, and attitudes that are the basis for quality education.
Standards-based Curriculum	Standards-based curriculum is underpinned by learning standards. It outlines what matters, provide clear expectations of what students should progressively learn and achieve in school, and guide instruction, assessment and evaluation, and reporting.
STEAM education	The teaching and learning in the fields of science, technology, engineering, arts, and mathematics in both formal and informal classroom settings.
STEAM literacy	Ability to identify problems and questions in life situations, explain the natural and design world, and draw evidence-based conclusions about steam issues.
Summative Assessment	Summative assessment is carried out at the end of a period of study. It is also refered to as assessment of learning.

Values	Values are individual beliefs that motivate people to act one way or another. They serve as a guide for human behaviour.
21St century skills	Refers to a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers, and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.

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