Port Moresby International School

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operated by the International Education Agency.

Unit & Assessment Semester Outline for Students & Parents Grades 11 – 12.

Year	**2026**	Semester	2	Grade	11	Unit Value	1
Curriculum		ACT ENGLISH/LANGUAGE & Literature PNG					
Subject Title/s		ENGLISH/LANGUAGE & LITERATURE					
Course Name		REPRESENTATION THOUGH TEXTS					
Code/Unit							

Assessment Tasks

Week Due	Topic(s)	Type of Task	Weighting
8	Novel study	Novel Analysis	40%
12	Novel study	Creative response	30%
15	Novel study	Investigation- Argument	30%

Learning outcomes against which the students will be reported

- Identify, interpret and analyse representation of ideas, attitudes and voices in texts depicted through the relationships between language, text, purpose, context and audience.
- Analyse and evaluate abstract ideas depicted through the relationships between language, text, purpose, context and audience.
- Explore how texts represent the world and human experience.
- Demonstrate textual features.
- Use effective library research skills.
- Speak accurately and fluently in appropriate genres and registers about representations of ideas, attitudes and voices through texts and visuals.

Assessment Criteria

- Level of accuracy and fluency in the construction of written texts
- Level of accuracy and fluency in oral expression
- Ability to compose creative texts in a range of forms and genres for different purposes and audiences
- Ability to demonstrate understanding of text
- Ability to analyse texts for theme and meaning
- Ability to identify and analyse techniques used by authors to create specific effects

Level of critical literacy and application of reading skills to a range of texts

Regulations governing Late Submission of Work, Non-Submission of Work, Attendance, Cheating/Plagiarism, Grade Descriptors, Moderation Procedures, Method of unit score calculation, meshing procedures, Course information, Procedures for calculating course scores & Rights of Appeal may be found in the Grade 11-12

Curriculum Handbooks, or from the POMIS website; **www.pmis.iea.ac.pg**

Summary of Content

Weeks	Content Outline	Curriculum Links
1-2	**Introduction to Unit 2 – Representations through Texts**. Annotate and unpack unit content and its expectations. **Revision:** Elements and techniques in narration **Novel study:** Introduce Novel study **Pre-reading:** Contextualising the setting, research, map reading-identifying places on world setting/ Perspectives **Active & critical reading skills**: surface reading/ chapter summaries	ACT: English Unit 2: Representations through text. PNG
3-4	**Exploring in-depth meaning** **Beginning**: Focus on novel beginning. Exposition What is established – Investigation of context / novel elements, time/place, Character & characterisation, Setting, description verbal/ written/ visual/ Reading and comprehension- chapter questions and answers.	ACT: English Unit 2: Representations through text. PNG
5-6	**Middle:** Discussion questions related to theme/issues, Conflict- different types of conflicts e.g. External & internal conflict Tension building- pebble, rock, boulder ⇨ Climax How are the ideals and themes depicted through the novel? Interpretation of meanings through language features- analysis skills. Chapter analysis	ACT: English Unit 2: Representations through text PNG
7-8	**Ending:** Denouement and resolution of conflict, suspense transformation: Explore the author's intent – purpose or message, Responding, summary, tying together overall message / meanings portrayed through the novel re. themes and central ideas and analyse how these have been communicated. Analysis essay skills- structure and content – language features. **TASK 1: Novel Analysis**	ACT: English Unit 2: Representations through text PNG
9 - 10	**Creative responses: to represent ideas, concepts, themes implicated in novel** **Text focus:** Purpose / audience/ content or message / language features Creative representation. Diary, journal, visual representation, reflective writing, short story etc.	ACT: English Unit 2: Representations through text PNG
11-12	**Representing IDEAS** **Context focus**: deducing meanings implicated through character development and or characterisation, theme, plot development, tone and mood, literary devices. E.g. motif, irony, juxtaposition, figurative language **Themes,** historical, cultural and social aspects of the text. **TASK 2. Creative Response**	ACT: English Unit 2: Representations through text PNG
13-14	**Explore the issue: Introduce argumentation** **Identify the issue**. Issue of contention from novel. Identifying and Refining a Research Topic: Brainstorming/Clustering. Create research questions. Identify Broad idea, narrow down idea, question of debate. Write evidence based claim **Deepening understanding of the issue**: Research/ background reading Questioning to refine understanding and formulate evidences **Research,** synthesise –cluster arguments and evidences.	ACT: English Unit 2: Representations through text PNG
15-16	**Argument Essay structure.** identify the argument's *claim*, *reasons*, and *evidence*, and evaluate the effectiveness of each. Introduction: Broad Idea, question of contention, claim Body: Warrant, backing or support, qualifier, rebuttal, warrant Conclusion. Reiterate claim, summarise, suggest or recommend, **(Assessment Task 3 due – Week 15)**	ACT: English Unit 2: Representations through text PNG
17-18	Reading Passages: Close reading, Inferential reading and short analysis Visuals: close viewing and short analysis	PNG
19-20	Short texts: Reflect/Review/Language Skills/Reading Skills. Focus on/Cover areas of concern – writing, reading, speaking, and listening.	PNG