

# **Social Science**

## **Lower Secondary Syllabus**



Papua New Guinea  
Department of Education



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## **Issued free to schools by the Department of Education**

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## **Acknowledgements**

The Lower Secondary Social Science Syllabus was written, edited and formatted by the Curriculum Development Division of the Department of Education. The development of the syllabus was coordinated by the late Grace Kulnol Tombil.

Teachers, inspectors, tertiary educators, community members, representatives from non-government organisations and the Social Science Subject Advisory Committee have developed this syllabus through meetings, workshops and consultations.

The Department of Education dedicates this syllabus to the memory of Grace Kulnol Tombil who died in September, 2005, soon after she completed writing this document. Her contribution to education in Papua New Guinea will be remembered through this Social Science Syllabus.

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## Secretary's message

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

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

The Social Science Syllabus develops in students the knowledge, skills, attitudes and values necessary to participate actively in a changing society as informed, confident and responsible citizens. Students will learn relevant knowledge about Papua New Guinea and its place in the world. They will become aware of the increasing interdependence Papua New Guinea has with other countries as a result of globalisation when they learn to understand the modern structures and relationships established at local and international levels.

Social Science students develop in themselves the practical experience and academic skills needed to understand the changing world around them in terms of places, cultures, use of resources and natural and social systems in the past, present and future.

Students develop the ability to become better thinkers and decision makers to develop new and integrated approaches to solve the social and environmental issues that are affecting people. They need to develop ways that are sustainable and beneficial for Papua New Guinea and the world.

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

**DR. JOSEPH PAGELIO**  
Secretary for Education

## Introduction

All Lower Secondary Syllabuses use an outcomes based approach. The Social Science Syllabus has been designed using learning outcomes which identify the knowledge, skills, attitudes and values that all students achieve or demonstrate by the end of Grade 10. It selects the essential knowledge and skills from syllabuses teachers have used in the past, and incorporates this with developments in social science to ensure that the syllabus provides relevant knowledge and skills for students. It is linked to the national curriculum learning area Culture and Community and builds on the knowledge and skills students have learnt since elementary grades.

<b>Upper Primary Social Science Strands</b>	<b>Lower Secondary Social Science Strands</b>	<b>Lower Secondary Social Science Units</b>
Environment and resources Organisation Culture Integrating projects	Time, continuity and change People, place and space Civics and citizenship Sustainability	Places in the Pacific Region Population Change, Resources and Migration Investigating PNG History Resource Development and Management Environment Change, Pollution and Solutions PNG and the Global Community

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

The Social Science Syllabus has been designed to be relevant by providing topics that include knowledge, skills, values, and attitudes that are useful for all students. The syllabus is flexible as extension topics are provided to allow students to study areas in depth. Units have academic and practical components, with all units emphasising the development of the social science skills. School developed units can be written to suit local community needs and can be taught as part of the syllabus.

Social Science is the study of relationships between people, and between people and their environment. It enables students to develop their knowledge and understanding of their society and of how interactions occur among the different cultures, societies, and environments. Students develop and apply skills as they investigate society, explore issues, make decisions, and work cooperatively with others. The understandings and skills they develop enable them to participate in society as informed, confident, and responsible citizens.

Social Science builds on learning from Upper Primary where the focus is the local and regional areas of Papua New Guinea, by shifting the emphasis towards the country of Papua New Guinea, the Pacific region and beyond, while using the students' local areas for field trips and practical activities. Such learning includes the development of understandings of globalisation, of challenges to the society and environment such as HIV/AIDS, of the issues of sustainability, of the great leaders of the country, of our unique cultural heritage and the multicultural nature of our society.

This syllabus outlines the strands and units for all students in grade 9 and 10. It has four strands: Time, continuity, and change; People, space and places; Civics and citizenship; and Environment and sustainability. The strands provide the basis for the development of units. It will create a foundation for students who continue to upper secondary social science subjects like geography, history, economics and politics.

The learning of Social Science will be more meaningful and interesting when students are taken out of the classrooms. This syllabus emphasises that students be exposed to real life experience and situations in the field. All units require students to engage in field trips, excursions and outdoor activities. The teacher and the school, therefore, should take necessary actions and precautions when arranging for such outings.

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

## Rationale

The study of Social Science is very important for students of Papua New Guinea as it develops in students the knowledge, skills, attitudes and values necessary for them to participate actively in a changing society as informed, confident and responsible citizens.

In the study of this subject students will gain relevant knowledge about Papua New Guinea and its place in the world. This enables them to understand the changing world around them in terms of places, spaces, cultures, use of resources and natural and social systems in the past, present and future.

Social Science enables students to become aware of the increasing interdependence Papua New Guinea has with other countries as a result of globalisation. They will learn to understand the modern types of social, economic and political structures and relationships established at local and international level. They will also learn that due to unsustainable population increase the demand for natural resources is increasing greatly while the availability of natural resources is decreasing rapidly every year. Students will also learn that most of the wealth, goods and services are not distributed equally throughout Papua New Guinea and the world which causes rapid rural –urban migration and more social and environmental problems.

Students will develop these understandings by interacting with one another and asking questions, observing and critically evaluating and analysing their environment and society, and trying to solve present problems based on past experiences. They use skills of enquiry such as investigating, reasoning, participating and communicating to help them become purposeful, tolerant and involved members of their community.

Social Science contributes towards Integral Human Development by providing for individual students to develop the ability to make reasoned and informed decisions as citizens of a multi-cultural and democratic society. It does this by developing students' sense of their social world and their place in it; their respect for their own cultural heritage and that of others; their respect for the rights of other people; their beliefs in the values of social fairness, democracy and environmental sustainability; and their ability to contribute to the quality of life in Papua New Guinea, now and in the future.

The development of knowledge, skills and attitudes gained in Social Science will enable students to become better thinkers and decision makers. This encourages students to develop new and integrated approaches to consider solutions to social and environmental issues through appreciating and respecting the natural environment, physical and human resources. They are then able to take action in an accepted and responsible manner to contribute towards achieving a better and sustainable future for themselves, their families and their country.

Learning Social Science will enable students to build confidence and competency for further studies and paid and unpaid employment.

## Curriculum principles

The national curriculum principles should influence what students learn and how teachers teach. These principles relate to Our Way of Life, Integral Human Development and Teaching and Learning (NCS, 2002, p. 22).

### Our way of life

#### Cultural relevance

Cultural relevance focuses on the richness and diversity of Papua New Guinean cultures and language. These cultures and languages are examined within their own unique contexts and within historical, contemporary and future realities. Our traditional life is based on a holistic perspective that integrates the past, present and future. Papua New Guineans are the original inhabitants of Papua New Guinea and live in sophisticated, organised and self-sufficient societies. Our customs and traditions constitute a cultural mosaic: rich and diverse, including different cultural groups. Our customs and traditions are unique. Social Science enables students to:

- demonstrate an understanding and appreciation of the values, customs and traditions of Papua New Guinea
- demonstrate recognition of the importance of the relationship between Papua New Guinea and the world around it.

#### Maintenance of vernacular language

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

#### Cultural diversity

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

The wealth of cultural diversity in Papua New Guinea is clearly illustrated in our communities, both rural and urban. Social Science teachers and students will conscientiously conserve our cultural diversity and as a

result maintain our uniqueness by applying social science skills and knowledge in their everyday lives.

### **Ethics, morals and values**

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

This syllabus places emphasis on civics and citizenship with a focus on ethics, morals and values, social skills and character building to develop positive social contributions to the community.

### **Integral human development**

The Social Science Syllabus is underpinned by integral human development which is described in the National Curriculum Statement on page 21 as:

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

Integral human development is the ultimate goal for every person who receives an education and is based on an awareness of human potential and the willingness to develop 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 built and human environment in a sustainable manner. Papua New Guinea is a rapidly changing society and faces many challenges. Studying Social Science assists students to face these effectively, and encourages individuals to strive to become an integrated person and to work with others to create a better community.

### **Nation building and national unity**

Papua New Guinea is a young nation. There is still a great deal of nation building to be done. The Lower Secondary Syllabuses should enable students to understand how Papua New Guinea societies work and how they can be a useful part of these societies. Students should learn that they have a place in Papua New Guinea and that Papua New Guinea has a place in the world as a whole. They will become more able to help Papua New Guinea 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
- protect and safeguard the national wealth and resources and consider how they will contribute to national revenues.

Social Science promotes national identity by encouraging pride in our society through promoting understanding of our rich cultural heritage, the beauty and richness of our country and its natural resources, and our importance in the Pacific region.

### **Citizenship**

The Social Science Syllabus provides students with the opportunity to learn about:

- political activities, legal assemblies and associations
- problems associated with inhumane treatment, forced labour and the need for the freedom of employment
- the importance of the freedom of conscience, of expression and of information
- freedom of movement and protection of privacy
- meaningful participation in and access to representation in all levels of government
- how benefits and services can be equally distributed
- how to take part in nation building
- the need and importance of equal participation by women in all areas of life
- maximising their participation in every aspect of national development.

The students will use this knowledge in many different ways as useful, active and law abiding citizens.

### **Sustainability**

The natural environment of Papua New Guinea is as diverse as its cultures. It is often a violent natural and physical environment, and threatened by issues such as rapid population expansion and misuse of resources such as over logging, abuses associated with mining, over fishing, dynamiting reefs and dumping toxic wastes. Our diverse cultures are also threatened by over exploitation and commercialisation of sacred cultural practices. Some of our cultural traditions are not being handed down from generation to generation. The Lower Secondary Syllabuses will guide students to further appreciate, respect and value their natural environment, cultures, customs and traditions. They will give them the skills and knowledge to identify problems and issues and to take action to sustain these aspects of life in Papua New Guinea.

In terms of Social Science we are looking at sustaining our land and water resources so that they can be used by the many generations to come.

### **Catering for diversity**

#### ***Gender***

All Lower Secondary Syllabuses are designed to cater for the educational needs and interests of both girls and boys. The Department of Education *Gender Equity in Education Policy (2003)* recommends that no student in the education system of Papua New Guinea will be disadvantaged on the basis of gender. The policy aims to prepare students for a satisfying life beyond school where:

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

To implement the policy, teachers have the responsibility to use and promote gender equity practices in their classrooms and with the wider community. This means teachers:

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

There is a need for sensitivity to local cultural practices and values, with respect to traditional roles for males and females. In Social Science, students are given equal opportunities to participate in all practical learning and assessment activities regardless of gender.

In gender sensitive classrooms:

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

#### ***Students with special needs***

Many students have special needs. This includes students who are gifted and those who are disadvantaged. Gifted students should be

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

This syllabus promotes the principles of equity through providing a diverse range of learning experiences and fair assessment practices.

### **Teaching and learning**

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

### **Student-centred learning**

A student centred approach means that teaching and learning approaches need to be flexible to cater for the individual differences and learning should be relevant and meaningful to the experiences and needs of the students. A student-centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve the learning outcomes.

Social Science focuses on the social science skills of investigation, observation, analysis, reporting and evaluation. Teaching and learning must reflect this. Students will learn by using these skills, creative thinking and problem solving and by participating in excursions and field studies.

In Social Science students are encouraged to think critically about what they are learning and to take responsibility for their learning. They learn to teach each other and to learn from each other: to work cooperatively and to work individually. They know that learning has a serious purpose. They enjoy a wide range of activities. Students learn how to communicate well with others, how to work things out for themselves and on how to get the information they need. They need to learn to think in ways that make sense, using their experiences, their knowledge, their intelligence and their imagination.

### **Inclusive curriculum**

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

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

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

### **Relevance**

The Lower Secondary Syllabuses should be relevant to the social, spiritual and resource development needs of a community. This can be achieved by integrating teaching and learning situations that reflect the knowledge, skills, attitudes and spiritual values needed for integral human development. A relevant Lower Secondary curriculum will prepare students for productive community living; integrate academic and practical education; and will provide ways to paid and unpaid employment.

Most people in Papua New Guinea work in the informal economy. Students who leave at the end of Grade 10 may need to find work in the informal economy. These students, however, will not only need to be skilled to work in the informal economy, but they will also need to be prepared to work in the formal economy and undertake formal education if there are opportunities. All students will need applied and academic skills and knowledge. All students will need to know how to adapt new technologies and knowledge appropriately to their environment.

The Lower Secondary curriculum will enable teachers to support students' learning by encouraging teaching in real-life contexts. This means relating the skills and knowledge of subjects to real life situations. People from the community could be involved in learning activities to help teach skills and traditional knowledge where appropriate.

A key focus of this Social Science Syllabus is to provide all students with real life and relevant learning experiences. There is a clear emphasis on the development of practical skills and knowledge that will ensure students are able to achieve and maintain a sustainable way of life beyond their school years. Learning in Social Science should provide students with opportunities to make connections with, and draw from their cultural, linguistic and everyday knowledge, skills and attitudes and apply this to what is being learnt in their classrooms. It is essential that

students are aware of and value community and local knowledge and realise that learning takes place inside and outside the school context.

### **Language development across the curriculum**

Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for real purpose learning. Social Science has specific language requirements such as vocabulary and language features which must be explicitly taught in relevant contexts across the curriculum.

### **Lifelong learning**

Social Science is an important part of a student's education but learning continues throughout life. The experiences that students have in Social Science are critical in encouraging them to continue learning throughout their lives. 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 curriculum should build on what students already know. Important learning in Social Science will continue throughout life. 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. Skills learnt in Social Science will be very important in future life.

### **Safety**

All teachers have a duty of care, and all students have a duty to act responsibly and safely at all times. Teachers and students must follow safety instructions and procedures given in each unit at all times. Schools must observe all safety requirements as instructed by the Secretary for Education.

## Aims of Social Science

Social Science aims to enable students to:

- participate actively in a changing society as informed, confident and responsible citizens
- respond to problems and challenges in their lives in creative, innovative, rational and ethical ways
- understand the basic concepts about the world in which they live
- have a good sense of social awareness and be able to respond to social issues
- be responsible citizens who are able to gain the necessary skills, in order to live happily and productively in the communities in which they choose to live and serve
- apply what they are learning to life and work-related situations for the benefit of themselves, their family, community and country.

## Content overview

### Broad learning outcomes

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

Students can:

1. communicate ideas and information in a variety of ways
2. explain the relationships between people, space, places and events through time
3. explain the relationships between natural and built environments in Papua New Guinea and the world
4. demonstrate an understanding of issues relating to sustainable, ethical allocation and management of resources
5. apply the Social Science skills of inquiry, observation, classification, recording and interpreting
6. demonstrate understanding of personal responsibilities in relation to a sustainable society and environment.

### Strands

The strands describe the dimensions of the subject. They are broad, organising structures that define ways of approaching learning in the Social Science Syllabus. They incorporate cross-curriculum learning and skills and are 'woven' through the units within Social Science.

The strands for Social Science are time, continuity and change, people, place and space, civics and citizenship and environment and sustainability.

#### Time, continuity and change

This strand deals with understandings about the social world and how it changes over time. A sound development of understandings of the nature of change is necessary to make sense of the social world. Students will learn the ways and patterns of change in events and in societies through time and experiences that draw on past, present, and possible future settings. They will examine the ways in which people's values, aspirations, and actions have been shaped and continue to be shaped by social change and social continuity. As they study relationships between events and people, students will learn to recognize short-term and long-term causes of events and people's actions and to predict the consequences of these for society. By doing

so they learn to recognise that people can influence the future in socially just and democratically sustainable ways. Students develop skills and knowledge at a local level as historians and anthropologists.

### **People, space, and place**

This strand emphasises the importance of place and the environment to people. Students will understand how people influence place and environment and how they are influenced by them. They will examine the different ways people and groups view, adapt and use places and consider how and why people move between places and how places and environments change. They will learn that environments include both natural and cultural features. They learn how people regulate the use of places and how differences over their use can be resolved. Students develop geographic skills and knowledge required to begin to think and act at a local level as geologists, meteorologists, town planners and economists.

### **Civics and citizenship**

Because people are social beings, they live as members of a variety of groups. Through this strand, students will study the kinds of groups people form, the kinds of groups they join, the ways in which groups function, and the ways in which interaction occurs within and between groups, regions and nations. They will learn about different groups that exist in the society, the reasons why groups are formed, and the dynamic nature of groups. They will find out how groups operate to meet particular goals, challenges and crises.

Students will understand their rights, roles, and responsibilities as they have as citizens of Papua New Guinea and they will learn about the rules and laws that determine people's behaviour. They will discover how individuals, communities, and nations exercise their rights and meet their responsibilities. They will understand the effects of change on these rights, roles and responsibilities too. They use democratic skills and knowledge to understand the ethical roles of politicians and community leaders.

### **Environment and sustainability**

Students will develop their knowledge of the nature of resources and of the ways people work to obtain resources. Students will learn that resources are limited and that, as consequences, the allocation and management of resources involves difficult choice, which may sometimes lead to conflict. Students will understand the ways in which economic activities can create advantages and disadvantages for the environment and for particular individuals, groups, institutions and nations.

Until recently population, farming and fishing have been sustainable in Papua New Guinea for 10,000 years, perhaps longer than anywhere else in the world. International trade, increased population and technology have led to unsustainable ways such as over fishing, over clearing of land and too few resources for all. This strand will encourage

students to realise that to sustain healthy lives for all Papua New Guinea people and the land, everyone must contribute to solutions.

Students will learn and act at a local level as ecologists and environmentalists in ways that also contribute to sustainable development.

## Units

The content for this syllabus is organised into units. Each unit has a unit description, specific learning outcomes which link with the broad learning outcomes of the subject, topics, and indications of what skills and knowledge must be studied in each topic, assessment criteria and examples of assessment tasks.

There are seven core units and one optional unit. All students must complete the four core units in grade 9 and the three core units in grade 10. All units are 10 weeks long. Extensions are provided in some core units for students who wish to study the content in more depth. Schools may teach the Grade 10 option unit if they wish to.

The units are:

<b>9.1</b>	<b>Places in the Pacific Region</b> <b>Extension</b> – Climate and its effects
<b>9.2</b>	<b>Population Change, Resources and Migration</b> <b>Extension</b> – Land, law and people in Papua New Guinea
<b>9.3</b>	<b>Investigating Papua New Guinea History</b>
<b>9.4</b>	<b>Civics and Citizenship</b> <b>Extension</b> - Comparative study of systems of government
<b>10.1</b>	<b>Resource Development and Management</b>
<b>10.2</b>	<b>Environment Change, Pollution and Solutions</b> <b>Extension</b> - Global environmental change
<b>10.3</b>	<b>Papua New Guinea and the Global Community</b> <b>Extension</b> - International relationships in action
<b>Option 1 Think Globally, Act Locally</b>	

## School developed units

In Social Science schools may develop their own unit to replace the Grade 10 option and/or replace the extension work in Grade 9 or 10 units with school developed content. Units are developed within the nationally accredited curriculum framework and use the broad learning outcomes of the subject. In both cases the changes must be submitted to the Secondary Board of Studies for approval.

**Unit learning outcomes mapped against broad learning outcomes**

Blo s	1 Communicate ideas and information in a variety of ways	2 Explain the relationships between people, space, places and events through time	3 Explain the relationships between natural and built environments in Papua New Guinea and the world	4 Demonstrate understanding of issues relating to sustainable, ethical allocation and management of resources	5 Apply the Social Science skills of inquiry, observation, classification, recording and interpreting	6 Demonstrate understanding of personal responsibilities in relation to a sustainable society and environment
Unit 9.1	Demonstrate a range of mapping skills		Apply geographic skills to describe the physical surroundings they live in Demonstrate understanding of physical characteristics of places in the Pacific		Apply geographic skills to describe the physical surroundings they live in	
Unit 9.2	Demonstrate graphing and mapping skills	Demonstrate an understanding of population change and its impact on the environment Describe the social issues caused by population change		Demonstrate an understanding of population change its and impact on the environment Describe the social issues caused by population change		Demonstrate an understanding of population change and its impact on the environment Describe the social issues caused by population change
Unit 9.3	Investigate aspects of PNG's past from a range of historical sources and communicate findings from investigations in oral and written forms	Identify the social forces that have shaped and continue to shape Papua New Guinea and its neighbours Explain the relations between people and events through time			Investigate aspects of PNG's past from a range of historical sources and communicate findings from investigations in oral and written forms	
Unit 9.4		Demonstrate an understanding of political systems of Papua New Guinea		Demonstrate an understanding of political systems of Papua New Guinea	Apply social science skills to make sound or informed decisions	Apply social science skills to make sound or informed decisions
Unit 10.1	Examine and discuss government policies on natural resources in PNG		Describe and explain how people can manage resources in a sustainable way	Compare and contrast renewable and non-renewable resources Examine and discuss government policies on natural resources in PNG		Describe and explain how people can manage resources in a sustainable way
Unit 10.2	Communicate ideas and information in a variety of ways		Identify, describe and explain the causes and effects of environmental changes		Apply knowledge and skills to preserve and promote a sustainable environment for a better living	Apply knowledge and skills to preserve and promote a sustainable environment for a better living
Unit 10.3	Communicate ideas and information about the cultural, social, political economic relations that exist between PNG and the global	Compare and contrast types of conflict			Collect, organise and present information for a variety of purposes	Compare and contrast types of conflict

community					
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## Unit sequence and content

Grade 9 units	10 weeks	Grade 10 units	10 weeks
<b>9.1 Places in the Pacific Region</b> <ul style="list-style-type: none"> <li>• Places in PNG and the Pacific</li> <li>• Shaping the land</li> <li>• Climatic regions of the Pacific and their characteristics</li> <li>• Vegetation of the Pacific region</li> <li>• Land use in the Pacific</li> <li>• Countries in the Pacific</li> </ul> <p><b>Extension:</b> Climate and its effects</p>		<b>10.1 Resource Development and Management</b> <ul style="list-style-type: none"> <li>• Non-renewable resources</li> <li>• Renewable resources</li> <li>• People and the Earth</li> <li>• Government and resource development and management in Papua New Guinea</li> </ul>	
<b>9.2 Population Change, Resources and Migration</b> <ul style="list-style-type: none"> <li>• Where people live and why</li> <li>• Population change</li> <li>• People on the move</li> <li>• Local population patterns</li> <li>• The pull of the city</li> </ul> <p><b>Extension:</b> Land, law and people in Papua New Guinea</p>		<b>10.2 Environmental Change, Pollution and Solutions</b> <ul style="list-style-type: none"> <li>• Environmental change –past, present and future</li> <li>• The ways in which people change their environment</li> <li>• The local environment</li> <li>• Conservation and preservation of the environment</li> </ul> <p><b>Extension:</b> Global environmental change</p>	
<b>9.3 Investigating Papua New Guinea History</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Tingim bek – finding out about PNG history <ul style="list-style-type: none"> <li>- The far distant past (50,000+ yrs ago)</li> <li>- The world comes to PNG (1600s - 1900s)</li> <li>- World Wars in Papua New Guinea</li> </ul> </li> </ul>		<b>10.3 Papua New Guinea and the Global Community</b> <ul style="list-style-type: none"> <li>• Globalisation and its effect on Papua New Guinea</li> <li>• What are international relations?</li> <li>• Conflicts and resolutions</li> </ul> <p><b>Extension:</b> International relationships in action</p>	
<b>9.4 Civics and Citizenship</b> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Being a citizen</li> <li>• Being a leader</li> <li>• Government</li> <li>• Law and order</li> <li>• Ethics</li> </ul> <p><b>Extension:</b> Comparative study of systems of government</p>		<b>Option</b> <b>Think Globally, Act Locally</b> <ul style="list-style-type: none"> <li>• Community project - participate in a local initiative to address an environmental or social problem</li> </ul>	

## Grade 9 units

### 9.1 Places in the Pacific region

10 weeks

How far is Port Moresby from Fiji? Why do we have rainforest in Papua New Guinea? Why do we have volcanoes in Papua New Guinea? Students in Grade 9 will be able to answer such questions after studying this unit. This unit enables students to learn where Papua New Guinea is in relation to the rest of the world. Students learn how to locate villages, towns, cities, countries and the major oceans and continents. They learn how land was formed and shaped, and is shaping all the time. They learn about the effects of climate on the vegetation in the Pacific region.

This unit encourages students to observe, collect, identify, map and record the physical features of environments by participating in outdoor lessons and excursions.

Students' achievements of the learning outcomes will be assessed through the application of geographical skills in a field trip or activity and a case study, and mapping tests.

Students can study the extension work if they complete the core unit.

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### Unit learning outcomes

Students can:

- 9.1.1 demonstrate a range of mapping skills
- 9.1.2 apply geographic skills to describe the physical surroundings they live in
- 9.1.3 demonstrate an understanding of physical characteristics of places in the Pacific.

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### Content

Students acquire knowledge and skills through the teaching and learning of this content. Students participate in field trips or outdoor activities to observe, sketch and map geographical features of the local environment such as landforms, vegetation and land use. Students describe the physical features and land use of at least one Pacific country which contrasts with their own environment. Students use atlases extensively throughout this unit.

#### Places in Papua New Guinea and the Pacific

##### Atlas work

- where is Papua New Guinea in the Pacific?
- which countries are Papua New Guinea's neighbours?
- locating continents and oceans

- locating countries in the Pacific region
- using lines of latitudes
- using lines of longitude
- using scale – to determine distances and understand size
- direction.

### **Physical characteristics of the local environment and one contrasting country in the Pacific**

#### **Shaping the land**

- land building factors
  - the moving crust
  - the islands of the Pacific.
- land shaping factors
  - weathering
  - erosion
  - deposition
  - natural disasters e.g. landslides, eruptions
  - man-made changes e.g. reclaimed land, quarries, mines, dams.

#### **Climatic regions of the Pacific and their characteristics**

- tropical regions
  - temperature
  - rainfall
  - effect of climate on vegetation
- temperate regions
  - temperature
  - rainfall
  - effect of climate on vegetation
- climate characteristics of the local environment.

#### **Vegetation of the Pacific region and the local environment**

- natural vegetation – forest, grassland, swamp, coastal
- changes to vegetation over time - impact of:
  - population
  - animals
  - fire
  - climate change including green house effect and pollution
  - natural disasters
- location and climate
- introduced vegetation.

#### **Land use in the Pacific and the local area**

- forest
- agriculture
  - subsistence
  - semi-subsistence
  - commercial
- industry

- resources
- urban
- coastal
- local area.

### **Countries in the Pacific**

Case study of the physical characteristics of one Pacific country that contrasts with the local environment such as Australia, Fiji, Samoa, Solomon Islands, Vanuatu, Tonga, Indonesia, and New Zealand:

- land forms
- climate
- vegetation
- land-use.

### **Skills to be taught and learnt**

- observation and classification when studying land shaping factors
- mapping, graphing, drawing skills
- using an atlas
- recognising and recalling information
- collecting and analysing information
- research and inquiry skills
- interpreting, comparing and explaining changes in vegetation
- numeracy and literacy skills.

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## **Extension: Climate and its effects**

This extension enables students to examine aspects of climate in more depth:

- what makes climate different?
  - angle of the sun
  - seasons
  - altitude and latitude
  - distance from the sea
  - air movements
  - precipitation
  - wind patterns
- the difference between climate and weather
- climate and its effects on vegetation
- cyclones and their effect on Papua New Guinea.

## Assessment for 9.1 Places in the Pacific region

### Assessment Task One

Mapping test

- label maps
- calculate distance
- locate places
- identify major physical features of Pacific countries.

#### Assessment criteria

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

- use scales to calculate distances between places
- use latitude and longitude references accurately to locate places on a map
- correctly label maps.

30 marks

### Assessment Task Two

Using maps, sketches, diagrams and graphs describe the physical characteristics of:

- the local environment based on field trip observations or outdoor activities
- one Pacific country.

#### Assessment criteria

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

- identify and describe physical features of the local environment
- identify and describe physical characteristics of one Pacific country
- describe people's use of the local environment
- accurately and clearly report information through maps, sketches, diagrams, and graphs.
- 

70 marks

**Total: 100 marks**

## 9.2 Population change, resources and migration

10 weeks

What is population explosion? Does it affect the natural resources this earth has? This unit will empower students by providing basic factual information about the relationships that exists between people and resources. Students will learn the basic aspects of population, resources and migration. The population of Papua New Guinea and the world is increasing at a very rapid rate and the demand for necessities of life is very high. Natural resources, goods and services are used at an alarming rate. Most goods and services are not equally and fairly distributed to all people. People move when they can not sustain their livelihood. A city is where people aim for. Rural-urban migration creates serious social and environmental problems for all cities. This unit will help students realise that the world they live in is in danger and they need to develop strategies now to solve some of these problems to save it.

Current articles in newspapers will be used for resources for this unit. Students' achievements of the learning outcomes will be assessed through an oral presentation and a test.

Students undertake the extension if they complete the core unit.

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### Unit learning outcomes

Students can:

- 9.2.1 demonstrate an understanding of population change and its impact on the environment
  - 9.2.2 describe the social issues caused by population change
  - 9.2.3 demonstrate graphing and mapping skills.
- 

### Content

Students acquire knowledge and skills through the teaching and learning of this content. Students will analyse newspaper and other media articles and reports which refer to population issues such as population growth, migration, land use and law and order. Students will survey local groups to find out where they came from and why they moved.

#### Where people live and why

Where do people live in the world?

- world population distribution and density
    - why some areas of the world are densely populated?
    - why some areas of the world are sparsely populated?
  - overpopulation
    - when is an area over-populated?
    - why do areas become overpopulated?
    - which areas of the world are over-populated?
-

## Population change

Population change in Papua New Guinea:

- causes of population change
  - high birth rate
  - rapid population growth
  - possible effects of disease and epidemics such as HIV/AIDS, malaria, TB
- the effects of population change
  - pressure on land and resources
  - overcrowding in cities
  - social problems
  - law and order problems
  - sustainability of resources and the environment.

Comparison of population structure and problems of Papua New Guinea with at least one other country e.g. Japan, Australia, Uganda, China, Indonesia, South Africa.

## People on the move

Migration

- why do people migrate?
  - pressure on land and resources
  - natural disasters such as famine
  - promise of a better life
- migration during prehistory
- forced migration (refugees) such as after famine, war or conflict (at least one case study).

## Local population patterns

Detailed study of a squatter settlement, village station or town using field trips, surveys or questionnaires to find out about:

- where people have come from and why they came
- changes to the population
- access to services
- levels of employment
- changes to employment options over time.

## The pull of the city

- rural –urban migration – causes and effects
- comparison of urbanisation in the developed and developing world
- advantages and problems of living in cities
- urbanisation in Papua New Guinea.

## Skills to be taught and learnt

- recognising and recalling information
- interpreting, comparing and explaining population statistics

- graphing and mapping skills
- communicating ideas and information in a variety of ways
- survey and questioning skills
- inquiry and research skills
- analysing media articles and reports.

## Extension - Land, law and people in Papua New Guinea

This extension looks at the importance of land to the people of Papua New Guinea. It looks at the laws relating to land, problems to do with land ownership and emphasises sustainable land management practices. Students use media resources to collect information about land issues in Papua New Guinea.

### **The importance of land in Papua New Guinea**

- land ownership
- land registration
- land disputes
- land compensation
- land usage
- land management
- sustaining the land and sea.

## Assessment for 9.2 Population change, resources and migration

### Assessment Task One

Test - Interpreting population statistics such as:

- graphs
- tables
- population pyramids
- population density maps.

### Assessment criteria

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

- clearly interpret graphs/tables etc
  - clearly define demographic terms with examples.
- 40 marks

### Assessment Task Two

Oral presentation on population change or migration and its causes and effects in either a global context or a local context

### Assessment criteria

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

- demonstrate an understanding of factors which cause population to change
- describe impact of population change or migration
- communicate information clearly.

60 marks

**Total: 100 marks**

### 9.3 Investigating Papua New Guinea history

**10 weeks**

How did the people live in Papua New Guinea and the Pacific region for the last 50 years? What about 50,000 years ago? How do we know? This unit will be able to provide some answers to these questions. This unit deals with the social changes that have occurred in the past in Papua New Guinea and the Pacific region. Students will examine how different types of historical evidence can help them understand how people have lived, how they were discovered and colonised by other people, how they have contributed towards the development of their country, and how they became independent and progressed to this day. Students will learn the ways in which these people's values, aspirations and actions that have been shaped and continue to be shaped by the social changes that occur with time.

This unit allows students to examine the ways in which the past can be investigated, analysed, remembered and recorded through practical lessons that focus on examining evidence. They will learn that people experience events in differing ways and that people's views of time and events differ from one to another. Students will consider and appreciate how past experiences and actions are perceived, interpreted and revised and how these perceptions and interpretations may influence people's view and actions in the future.

In this unit students learn and apply historical concepts, skills and methods to go back in time and place to uncover the origin of their people and place. When the students discover their origin they will be able to understand the present and use this knowledge to predict their future. In this way students will respect and be proud of their cultural and historical heritage in their community. Skills include collecting and analysing information from different sources, explaining historical concepts and events both orally and in writing, listening, questioning and summarising.

Students' achievement of the learning outcomes will be assessed through tests and a historical investigations portfolio.

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#### Unit learning outcomes

Students can:

- 9.3.1 investigate aspects of Papua New Guinea's past from a range of historical sources and communicate findings from investigations in oral and written forms
- 9.3.2 identify the social forces that have shaped and continue to shape Papua New Guinea and its neighbours
- 9.3.3 explain the relations between people and events through time.

## Content

Students acquire knowledge and skills through the teaching and learning of this content. Students will investigate people and events in Papua New Guinea's history through evidence based activities including:

### Site study

For example: war cemetery, public monument, archaeological site, buildings of historical significance, cultural events/celebrations/initiations, and museums

### Oral history

For example: traditional story tellers/village elders, war veterans, community figures, participants in historical events, family members

### Recorded history

Primary and secondary sources, for example: speeches, letters, newspapers, records, journals, documentary film, photographs, paintings, songs, radio, recordings

### Artifacts

For example: stone axe, adze, pottery, digging stick, bones, relics of the colonial era, relics of missionary activity, war relics

### Introduction

- What is history?
- Why do we study history?
- How do historians investigate the past?

### Tingim bek – finding out about Papua New Guinea history

The far distant past (50,000+ yrs ago):

- evidence - what are proofs of today that tell of the far distant past?
- the Pacific pathfinders
  - who were the early people who arrived in Papua New Guinea and the Pacific region?
- living in the Pacific
  - how did they live in the past in the Pacific?
- changing life patterns
  - what are the changes the people had to adopt and adapt?

### The world comes to Papua New Guinea (1600s -1900s)

- evidence - what are proofs of today that tell of the people who came to the Pacific?
- newcomers to the Pacific
  - who, why, when did newcomers come to the Pacific?

- examine one Southeast Asian country and one European example.
- effects and reactions
  - explorers and 'new' land
  - longer contacts
  - the explorers
  - the settler – Australia and New Zealand
  - traders, miners, planters and labour recruiters
  - missionaries
  - administrators and government representatives.

### **World Wars in Papua New Guinea**

- evidence - what are proofs of today that tell of the wars in Papua New Guinea?
- why war came to Papua New Guinea
- the experiences of Papua New Guinean people during the wars
- long-term effects of the war.

### **Skills to be taught and learnt**

#### Investigation skills

- pose historical questions
- plan and conduct investigations using appropriate information gathering strategies
- collect information from a range of appropriate sources
- analyse and organise information in response to the historical questions posed

#### Skills of analysis

- critically evaluate the points of view in different historical sources
- interpret information from graphic forms such as maps, tables, graphs, flow charts, diagrams, illustrations, cartoon
- construct timelines for different purposes
- discuss historical issues
- explain historical events
- analyse cause and effect
- identify important events, issues, features
- summarise information for a particular purpose
- use information collected to infer and extrapolate
- listening, viewing and note taking

#### Communication skills

- present information in a variety of written forms such as short answers, summaries, reports, essays
- present information in a variety of graphic forms including maps, tables, graphs, flow charts, diagrams, illustrations, models
- present information orally in a variety of ways such as discussions, talks, dramatic reconstructions/role plays, interviews

Attitudes and values such as tolerance, social justice, cultural awareness and respect must underpin this unit

## Assessment for 9.3 Investigating Papua New Guinea History

### Assessment Task One

Test with short answer questions

#### Assessment criteria

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

- identify social forces that shaped people's lives in the past and present
- explain the relationship between people and events through time
- use historical terms and concepts in appropriate contexts.

40 marks

### Assessment Task Two

Historical investigations portfolio

#### Assessment criteria

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

- plan and conduct investigations using appropriate information gathering strategies
- collect information from a range of appropriate sources
- analyse and organise information in response to the historical questions posed by the investigation
- explain the relationship between people and events through time
- use historical terms and concepts in appropriate contexts.

60 marks

**Total: 100 marks**

## 9.4 Civics and citizenship

10 weeks

Students will learn that Papua New Guinea, like any other society throughout history, has structures and rules for the benefit of all citizens. This unit will help students to appreciate, promote and develop a positive approach to the rules of society at an individual, community and global level and will therefore focus on roles, rights and responsibilities. Students will understand and value these when interacting with others, observing, critically evaluating and analysing society and its effects on their lives. By knowing about their rights and responsibilities and acting appropriately, they can contribute to society and influence future change in a positive way.

Students' achievements of the learning outcomes will be assessed through practical activities.

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### Unit learning outcomes

Students can:

- 9.4.1 apply social science skills to make sound or informed decisions
  - 9.4.2 demonstrate an understanding of political systems of Papua New Guinea.
- 

### Content

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

#### Independence

- independent Papua New Guinea
  - main steps to independence
  - key people – case study of one person
  - impact on provision of services
- Papua New Guinea - how far have we gone?
  - what can we learn from the past?
  - neo - colonialism
    - independent yet dependent
  - where do we want to go - how can we get there?

#### Being a citizen

- individual rights and responsibilities
    - obeying laws of the land
    - ethical and responsible personal decision making
    - volunteering in the community
    - looking after land and property
    - civic duties of citizens
  - voting
    - when and how do I enrol?
-

- completion of enrolment forms
- enrolment in the common role
- vote for a good leader.

### **Being a leader**

- role of elected leaders
- leadership qualities
- responsibilities to
  - the people
  - the province
  - the nation.

### **Government**

- provide essential services, such as:
  - health
  - education
  - infrastructure
  - management of country's resources
  - security – police and army
- elections
  - role and function of electoral commission
  - electoral processes
  - voting in elections
  - limited preferential voting.

### **Law and order**

- why do we need laws?
- what are the sources of Papua New Guinea law?
- how are laws made today?
- who has the final say about law in Papua New Guinea?
- how does Papua New Guinea's legal system attempt to ensure fairness and to protect people
- constitution and laws
  - the purpose of the constitution
  - types of laws
- law enforcement
  - Ombudsman - roles and functions and process for complaint
  - court systems
  - policing.

### **Ethics**

- what are ethics?
- corruption
  - bribery
  - nepotism
  - mismanagement
- impact of misuse of positions of responsibility
- impact of misuse of public funds
- human rights.

### **Skills to be taught and learnt**

- research and find out about changes of the past
  - collect, record and evaluate information
  - investigating skills
  - decision making skills
  - compare and contrast events and changes
  - analyse articles and cartoons
  - identify and recall information
  - deconstruct information to determine a point of view
  - communication skills such as debate and discussion.
- 

### **Extension: Comparative study of systems of government**

Comparison of Papua New Guinea's parliamentary system with the government of one other country:

- type of government and characteristics
- rights of citizens
- law and order.

## Assessment for 9.4 Civics and citizenship

### Assessment Task One

Group work: Develop a set of rules for an organisation outlining member rights and responsibilities.

#### Assessment criteria

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

- Develop a set of practical rules
  - explain the purpose of rules and how they protect the individual as well as the organization as a whole.

30 marks

### Assessment Task Two

Students organise a mock parliament and hold a debate on an issue.

#### Assessment criteria

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

- demonstrate an understanding of the processes and procedures of parliament
- use informed arguments to debate an issue
- communicate information in a variety of ways
- participate in the mock parliament sessions.

70 marks

**or**

Students conduct a mock election

#### Assessment criteria

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

- plan, organise and conduct election campaign
- demonstrate understanding of electoral procedures
- communicate information in a variety of ways
- participate in the mock election campaign.

70 marks

**Total: 100 marks**

## Grade 10 units

### 10.1 Resource development and management

10 weeks

Grade 10 students should know that the resources in their environment are renewable and non-renewable. Students will also know that Papua New Guinea's and the world's population has increased rapidly over the recent years. It is therefore easy for people to abuse the resources around them. In Papua New Guinea, the ability to develop and manage these resources in a sustainable way for the benefit of the people now and for the future generations to come will depend very much on the attitudes of themselves and the government.

Students' achievements of the learning outcomes will be assessed through a portfolio and a test.

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#### Unit learning outcomes

Students can:

- 10.1.1 compare and contrast renewable and non-renewable resources
  - 10.1.2 describe and explain how people can manage resources in a sustainable way
  - 10.1.1 examine and discuss government policies on natural resources in Papua New Guinea.
- 

#### Content

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

##### Non-renewable resources

- features of non-renewable resources
- minerals such as gold, copper, nickel
- energy, such as gas, oil, coal
- conservation of non-renewable resources
  - what can individuals, small communities and governments do?
  - international examples of good practice.

##### Renewable resources

- features of renewable resources
  - forestry
    - global location of forests
    - benefits of forests
    - deforestation and reforestation
  - water
    - distribution of fresh and sea water in the world
    - consumption of water: developed countries and developing countries
-

- importance of water - source of energy, irrigation, domestic use, transportation
- water conservation
- air
  - importance of clean air
  - ways of looking after the air around us
- conservation of renewable resources
  - what can individuals, small communities and governments do?
  - international examples of good practice.

### **People and the earth**

How and why use of resources has changed over time:

- how people used the land 50,000 years ago
- people and food
  - agriculture 15-10,000 years ago
- case study of an example of changing use of resources such as
  - Industrial revolution
  - PNG highlands
  - Tigris and Euphrates
- timeline: people and resource use over time.

### **Government and resource development and management in Papua New Guinea**

- role of government in resource development and management
- resource management policies - mining, forestry, agriculture, fisheries
- sustainable use of resources in PNG.

### **Skills to be taught and learnt**

- deconstruct information to determine a point of view or bias
- use inquiry skills to find out information
- compare and construct information provided
- decision making skills
- interpret, classify and summarise information
- research and library skills
- mapping and drawing skills.

## Assessment for 10.1 Resource development and management

### Assessment Task One

Test – renewable and non-renewable resources

#### Assessment criteria

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

- differentiate between renewable and non renewable resources
- describe characteristics of different types of resources
- demonstrate an understanding of conservation strategies
- demonstrate an understanding of resource management strategies in Papua New Guinea.

40 marks

### Assessment Task Two

Portfolio collection of articles or information from sources such as newspapers, magazines, library books, radio or television broadcasts about resource issues in Papua New Guinea and the world. Students collect at least three articles about three different issues and annotate them with comments on the issue, put forward their point of view in relation to it and suggest solutions.

#### Assessment criteria

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

- collect articles on a range of resource issues
- demonstrate an understanding of the resource issues through their annotations
- put forward a reasoned point of view about the issues
- suggest solutions to the problems of the issues.

60 marks

**Total: 100 marks**

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## 10.2 Environmental change, pollution and solutions 10 weeks

In this unit students learn that Papua New Guinea, as part of the global community, has been, is being and will continue to be affected by environmental change. The students observe, identify and critically analyse peoples' impact on the physical environment. They examine environmental changes from the past to the present and use this knowledge to predict, plan and act for changes in the future. Hence, students are equipped with skills and knowledge to protect and preserve the environment and make the world a better place to live in. They think globally and act locally to make the world a better place to live in.

Students' achievements of the learning outcomes will be assessed through flow charts or diagrams and a case study.

Students can undertake the extension if they complete the core unit.

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### Unit learning outcomes

Students can:

- 10.2.1 identify, describe and explain the causes and effects of environmental changes
  - 10.2.2 apply knowledge and skills to preserve and promote a sustainable environment for better living
  - 10.2.3 communicate ideas and information in a variety of ways.
- 

### Content

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

#### Environmental change –past, present and future

- type of change e.g. slow or violent, rapid change
- people who analyse change as part of their work e.g. geologists, palaeontologists
- effects of change – adaptation versus extinction
- predicting and planning for future changes
- climate change - global warming, the green house effect, the “hole” in ozone layer.

#### The ways in which people change their environment

- overpopulation
    - pressure on the land
    - introduction of new animals and plants
  - extinction of animals
  - deforestation
  - pollution
    - types of pollution
-

- preventative measures – personal, local, global.

### **The local environment**

Study trip to a local area that has been affected by human or physical activities to observe and record changes in the environment, for example:

- river systems, e.g. pollution, erosion, overfishing
- coastal area, e.g. damaged reefs, too few fish or turtles, pollution
- mining area, e.g. reforestation, water pollution, danger for humans
- settlement, e.g. too little firewood, birds, animals, pollution, lack of safety
- factories/industries, e.g. are they sustainable, environmentally friendly?

### **Conservation and preservation of the environment**

- the green revolution
- reasons for preserving the environment
- conserving wildlife – why and how
- conservation in Papua New Guinea – case study of local examples of conservation or preservation in mining/logging/fishing, e.g. OK Tedi, Misima gold mine, Lihir gold mine.
- environmental repair – practical projects such as
  - cleaning reefs, beaches, parks, the school, streets, community areas
  - replanting trees, grass, shrubs
  - clear trash racks in creeks and storm water drains.

### **Skills to be taught and learnt**

- survey and questioning skills
- planning, collecting, recording, and analysing information
- interpreting, comparing and explaining resources
- identify and recall information
- interpret, classify and summarise information
- deconstruct information to determine a point of view or bias
- communicate ideas and information in a variety of ways
- decision making skills.

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## **Extension: Global environmental change**

Global environmental problems are studied in this extension. It will enable students to see the interrelationships between global problems and problems in Papua New Guinea. Students learn through library research and case studies.

### **Planning for the future**

- sustainable development globally
- population control

- environmental safety

**Case studies on disasters causing damage to the environment and affecting the population– for example**

- pollution in river systems in Papua New Guinea
  - drought caused by El Nino in the highlands
  - oil spills
  - cyclones and floods in New Orleans in the USA
  - drought and famine in Africa
  - monsoons in Asia.
- 

**Assessment for 10.2 Environmental change, pollution and solutions**

**Assessment Task One**

Produce charts or diagrams of cause and effect of climate or environmental change

**Assessment criteria**

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

- identify the main features of at least one aspect of climate or environmental change in a chart or diagram.  
30 marks

**Assessment Task Two**

Case study – conserving and preserving an environment

**Assessment criteria**

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

- describe and explain the causes and effects of changes to a particular environment
- identify and explain a method of conserving and preserving the case-study environment
- demonstrate an understanding of how plants and/or animals will benefit from conserving and preserving the environment
- use maps, diagrams or graphs to support their explanations.  
70 marks

**Total: 100 marks**

## 10.3 Papua New Guinea and the global community

10 weeks

This unit focuses on Papua New Guinea as part of the global community and its increasing interdependence with other countries. Students learn about the modern types of social, economic and political structures and relationships established at the international level. They also learn that international conflicts occur when international relations turn sour between ethnic groups and countries and how this can affect Papua New Guinea. Students are encouraged to look at other ways of solving these conflicts before opting for war. Students develop these understandings by interacting with one another and asking questions, observing and critically evaluating and analysing how Papua New Guinea is faring with its neighbouring countries and the rest of the world. By using investigating, reasoning, participating and communicating skills, students learn to become purposeful, tolerant and active members of the local, national and global community.

Students' achievements of the learning outcomes will be through assessment of a case study and a test.

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### Unit learning outcomes

Students can:

- 10.3.1 describe and explain the cultural, social, political and economic relations that exist between Papua New Guinea and the global community
  - 10.3.2 compare and contrast types of conflict
  - 10.3.3 collect, organise and present information for a variety of purposes.
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### Content

Students acquire knowledge and skills through the teaching and learning of this content. Students will study current events through newspaper cuttings, radio and television news reports and documentaries.

#### **Globalisation and its effect on Papua New Guinea**

- what is globalisation?
- how has globalisation affected PNG?
  - exposure to international brands
  - western influences
  - music, film and television
  - education expectations
  - travel and tourism.

#### **What are international relations?**

- definition of international relations
  - international relations between PNG and other countries in terms of:
    - trade
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- immigration
- aid
  - o types of aid such as emergency aid, relief aid
  - o reasons for aid
  - o donor and recipient countries
  - o advantages and disadvantages of receiving aid
  - o sustainable aid
- security
- Melanesian countries
  - o South Pacific Forum
  - o Melanesian Spearhead Group.

### **Conflicts and resolutions**

Choose one case-study from **each** of the following types of conflict and examine the origins of the conflict, impact of the conflict and approaches to resolving the conflict including responses by governments.

Ethnic conflict:

- conflict in Papua New Guinea, for example tribal conflict, Bougainville crisis
- struggle for independence in West Papua
- conflict in the Pacific regions, for example Fiji, Kanaks, Solomon Islands
- Rwanda genocide
- Serb and Croat conflict.

International conflict, for example:

- war in Iraq
- conflict in the Sudan.

Other types of conflict such as terrorism, civil war, religious:

- current examples
- 9/11 Twin Towers destruction in New York, USA
- Bali bombing, Indonesia.

### **Skills to be taught and learnt**

- inquiry and library/internet skills
- collect, analyse and organise information
- communicate information in a variety of ways
- listening skills
- public speaking
- classifying, inferring, comparing and explaining skills
- decision making skills
- investigating skills.

## Extension: International relationships in action

In this extension students will complete two case studies to describe the relationships between two of the pairs of countries listed below.

The case studies will explore the relationships in action in terms of:

- immigration
- aid
- trade
- foreign affairs,
- security agreements.

Choose two from, for example:

- Papua New Guinea and Indonesia, or Japan or China or Australia
- The USA and UK
- Australia and Indonesia or China
- USA and Kuwait or Iraq or Iran OR Israel
- France and New Caledonia.

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## Assessment for 10.3 Papua New Guinea and the Global Community

### Assessment Task One

Case-study of conflict

#### Assessment criteria

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

- collect and analyse information and present findings
- compare and contrast the origins and nature of the conflict and approaches to resolution
- describe the consequences of the conflict.

50 marks

### Assessment Task Two - Test

#### Assessment criteria

Assessment task two will be assessed on the extent to which students can demonstrate an understanding of:

- globalisation and its implications for PNG
- international relations between PNG and other countries
- agreements involving Papua New Guinea.

50 marks

**Total: 100 marks**

## Option 1: Think globally, act locally - Community project

This option can be done in Term 4

5 weeks

This option unit is designed for grade 10. It will enable students to design and participate in a practical project that contributes to resource management in their local communities.

Students' achievements of the learning outcomes will be assessed through a project report.

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### Unit learning outcomes

Students can:

- 10.4.1 design activities that contribute to community resource management
  - 10.4.2 describe how people and resources depend on each other for their existence
  - 10.4.3 develop the knowledge and skills to look after resources in their local area.
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### Content

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

#### **Community project – Local resource area management**

Students will take part in a short excursion to a local resource area that has been affected by development, for example a forestry area, mine, fish processing plant, factory, local market, or local small industry, to identify:

- costs and benefits for environment
- resource management issues
- possible future improvements
- job opportunities.

Students will use flow charts, maps, diagrams, surveys and guest speakers to describe their findings.

Students will design and participate in an activity that will help improve the management of the local resource area they have studied. Students may, for example:

- conduct a clean-a-thon to protect local resources
  - conduct a debate e.g. short term gain versus long term loss
  - conduct a survey of the needs of the community in relation to goods and services which could be provided by the
    - local market
    - local industries
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- brainstorm how local needs can be met in a sustainable way
- invite guest speakers for awareness programs.

### **Skills to be taught and learnt**

- collect, record, analyse and evaluate information
  - research and inquiry skills when investigating socially and economically related issues – mining effects
  - drawing and mapping skills
  - communicate information in a variety of ways
  - investigating skills
  - decision making skills.
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## **Assessment for option Think globally, act locally**

### **Assessment task**

Report on community resource management project

### **Assessment criteria**

This assessment task will be assessed on the extent to which students can:

- demonstrate an understanding of the issues through describing and explaining costs and benefits for the environment and the community
- produce appropriate maps and graphs
- suggest a range of appropriate future directions
- design and participate in a community resource management project.

Total 50 marks

## Assessment, examinations and certification

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

### Assessment

The main purpose of assessment is to improve student learning.

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

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

For teaching and learning to be outcomes-based, teachers need to plan their teaching and assess learner performance in relation to outcomes using criteria derived from those outcomes.

Assessing in an outcomes-based way involves focusing less on whether a learner has "passed" or "failed" and more on what outcomes a learner has achieved and in which areas further support is required.

### Assessment in Social Science

A student's achievement in Social Science at the end of Grade 10 will be assessed against the broad learning outcomes. Assessment of student progress towards achieving these broad outcomes is cumulative throughout Grade 9 and 10 using specific outcomes for each unit. The matrix on pages 13 and 14 of the syllabus shows how the unit outcomes are linked to the broad learning outcomes.

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

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

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

unit. Other tasks can be done immediately the relevant section of the unit has been covered.

### **Assessment for the School Certificate**

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

#### **Internal assessment**

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

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

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

#### **External examination**

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

### **Recording**

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

### **Certification**

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