

# Political Science

## Senior High

Grade 11

### Teacher Guide

Standards-Based



Papua New Guinea

Department of Education

**'FREE ISSUE  
NOT FOR SALE'**



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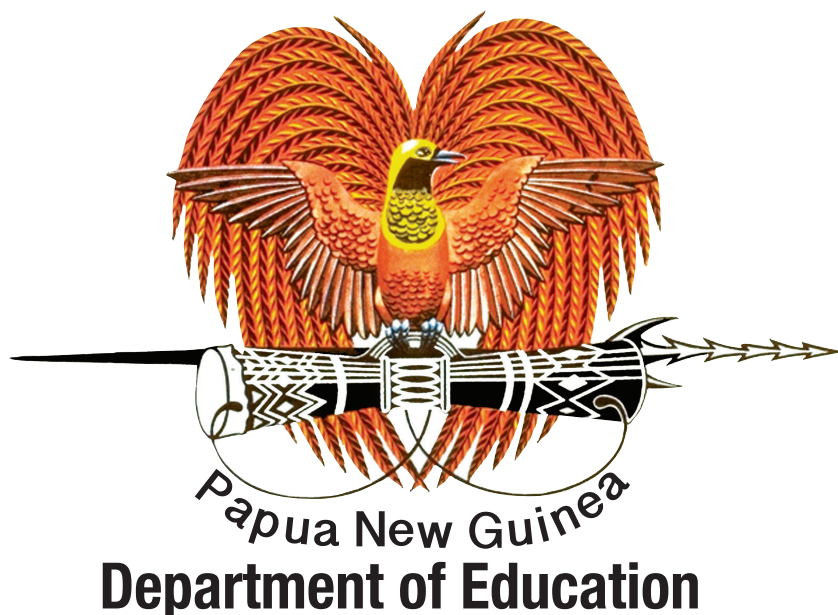
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**Issued free to schools by the Department of Education**

Published in 2020 by the Department of Education, Papua New Guinea

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*Graphic Design & Layout by Vitus Witnes Kanua*

ISBN: 978-9980-905-97-0

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# Acknowledgements

Grade 11 Social Science (Political Science) Teacher Guide was developed by the Curriculum Development Division of the Department of Education. It was coordinated by Lily Pup Mali with assistance from the Subject Curriculum Group (SCG) members.

Secondary School teachers in NCD and Central Province and the UPNG lecturers are acknowledged for their contributions to this teacher guide.

Curriculum Panel (CP), Subject Advisory Committee (SAC) and Board of Studies (BOS) members are acknowledged for consideration and endorsement of the teacher guide.

# Acronyms

AAL	Assessment AS Learning
AFL	Assessment FOR Learning
AOL	Assessment OF Learning
BOS	Board Of Studies
CDD	Curriculum Development Division
CP	Curriculum Panel
DA	Diagnostic Assessment
IHD	Integral Human Development
GoPNG	Government of Papua New Guinea
KSVA	Knowledge Skills Values and Attitudes
MTDG	Medium Term Development Goals
NDoE	National Department of Education
OBC	Outcomes-Based Curriculum
OBE	Outcomes-Based Education
PNG	Papua New Guinea
SAC	Subject Advisory Committee
SBC	Standards-Based Curriculum
SBE	Standards-Based Education
SCG	Subject Curriculum Group
STEAM	Science, Technology, Engineering, Arts and Mathematics

## Secretary's Message

The ultimate aim of Standards-Based Education (SBE) in Papua New Guinea is to prepare students for careers, higher education, and citizenship. SBE will therefore focus on providing students with careers, higher education, and citizenship preparedness knowledge, skills, values and attitudes that they can use to work, study and live in the 21<sup>st</sup> century.

Standards-Based Curriculum (SBC) in PNG is closely aligned to and is key to achieving this aim and its related operational goals. The curriculum is underpinned by four key pillars:

- morals, values and attitudes;
- cognitive, reasoning, decision-making, problem-solving, high level and 21<sup>st</sup> century skills;
- Science, Technology, Engineering, Arts and Mathematics (STEAM),
- core curriculum.

Social Science is a significant curriculum framework for teaching children and enabling them to progressively develop proficiency on fundamental ideas of Geography, History, Political Science Economics and Environment. This curriculum addresses Social Science skills and processes of geography, civic and cultural literacy, historical and economical literacy and global awareness.

Thus, students will be able to make informed decisions and will be equipped with problem-solving and management knowledge, skills, values and attitudes in Social Science. This enables them to function effectively in the work and higher education environments as productive and useful citizens of a culturally diverse and democratic society in an interdependent world.

Social Science teachers are expected to effectively plan, teach, and assess these knowledge, skills, values, and attitudes. This teacher guide describes what teachers are expected to know and do to enable all their students to effectively learn and demonstrate the expected levels of proficiency in all the grade level Social Science knowledge, skills, values and attitudes, and attain the national content standards.

I commend and approve this Social Science Teacher Guide for Grade 11 to be used in all High Schools throughout Papua New Guinea.



**UKE W. KOMBRA, PhD.**  
Secretary for Education



# Introduction

Social Science - Political Science aims to develop and instill in students the ability to gauge views from all spectrums of life and be able to analyse and make proper judgments and statements to resonate and promote peace and harmony for all people. As individuals, they must be aware of issues of paramount importance affecting their daily lives such as their social groupings and institutions, governance and the natural world surrounding them. Thus, they are able to create and foster great cohesion within their locality which should have an impact on the world and over to sustain and maintain life.

The study of Social Science enhances students' understanding of inter-disciplinary concepts and issues in relation to geography, history, politics, economics and environment within PNG and globally.

Social Science aims to provide a meaningful pedagogical framework for teaching and learning essential and in demand knowledge, skills, values, and attitudes that are required for the preparation of students for careers, higher education and citizenship in the 21<sup>st</sup> century.

Students should be prepared to gather and understand information, analyse issues critically, learn independently or collaboratively, organize and communicate information, draw and justify conclusions, create new knowledge, and act ethically.

Students' employability will be enhanced through the study and application of STEAM principles. STEAM is an integral component of the core curriculum. All students are expected to study STEAM and use STEAM related skills to solve problems relating to both the natural and the physical environments. The aim of STEAM education is to create a STEAM literate society. It is envisioned that the study of STEAM will motivate students to pursue and take up academic programs and careers in STEAM related fields. STEAM has been embedded in the Social Science curriculum. Equal opportunities should be provided for all students to learn, apply and master STEAM principles and skills.

Social Science is to be timetabled for 240 minutes per week in grade 11.

# Structure of the Teacher Guide

This teacher guide comprises of three main sections that provide essential information that all teachers should know and do to effectively implement the Social Science - Political Science curriculum.

## 1. General Information

- Purpose of the teacher guide
- How to use the teacher guide
- Syllabus and teacher guide alignment
- Learning and performance standards
- Core Curriculum
- STEAM
- Curriculum Integration
- Essential KSVAs

## 2. Teaching and Learning

- Teaching and Learning Strategies
- Units and Topics
- Standards-Based Lesson Planning

## 3. Assessment

- Performance Assessment
- Performance Standards

The above components are linked and closely aligned. They should be connected to ensure that the intended learning outcomes and the expected quality of education standards are achieved. The close alignment of planning, instruction and assessment is critical to the attainment of learning standards.

## Purpose of the Teacher Guide

This teacher guide describes what all teachers should know and do. The overarching purpose is to help teachers to effectively plan, teach, assess, evaluate, report and monitor students' learning and mastery of national and grade-level expectations. That is, the essential knowledge, skills, values and attitudes (KSVAs) described in the content standards and grade-level benchmarks, and their achievement of the national and grade-level proficiency standards.

Thus, the teacher is expected to:

- understand the significance of aligning all the elements of Standards-Based Curriculum (SBC) as the basis for achieving the expected level of education quality;
- effectively align all the components of SBC when planning, teaching, and assessing students' learning and levels of proficiency;
- effectively translate and align the Social Science syllabi and teacher guide to plan, teach and assess different Social Science units and topics, and the KSVAs described in the grade-level benchmarks;
- understand the Social Science national content standards, grade-level benchmarks, and evidence outcomes;
- effectively make sense of the content (KSVAs) described in the Social Science national content standards and the essential components of the content described in the grade-level benchmarks;
- effectively guide students to progressively learn and demonstrate proficiency on a range of Social Science knowledge, skills, processes, concepts, ideas, principles, practices, values and attitudes;
- confidently interpret, translate and use Social Science content standards and benchmarks to determine the learning objectives and performance standards, and plan appropriately to enable all students to achieve these standards;
- embed the core curriculum in their Social Science lesson planning, instruction, and assessment to permit all students to learn and master the core KSVAs required of all students;
- provide opportunities for all students to understand how STEAM has and continues to shape the social, political, economic, cultural, and the environment contexts and the consequences, and use STEAM principles, skills, processes, ideas and concepts to inquire into and solve problems relating to both the natural and physical (man-made) worlds as well as problems created by STEAM;

- integrate cognitive skills (critical, creative, reasoning, decision-making, and problem-solving skills), high level thinking skills (analysis, synthesis and evaluation skills), values (personal, social, work, health, peace, relationship, sustaining values), and attitudes in lesson planning, instruction and assessment;
- meaningfully connect what students learn in Social Science with what is learnt in other subjects to add value and enhance students' learning so that they can integrate what they learn and develop in-depth vertical and horizontal understanding of subject content;
- formulate effective SBC lesson plans using learning objectives identified for each of the topics;
- employ SBC assessment approaches to develop performance assessments to assess students' proficiency on a content standard or a component of the content standard described in the grade-level benchmark;
- effectively score and evaluate students' performance in relation to a core set of learning standards or criteria, and make sense of the data to ascertain students' status of progress towards meeting grade-level and nationally expected proficiency standards, and use evidence from the assessment of students' performance to develop effective evidence-based intervention strategies to help students' who are making inadequate or slow progress towards meeting the grade-level and national expectations to improve their learning and performance.

# How to use the Teacher Guide

Teacher Guide provides essential information about what the teacher needs to know and do to effectively plan, teach and assess students learning and proficiency on learning and performance standards. The different components of the teacher guide are closely aligned with SBC principles and practice, and all the other components of PNG SBC. It should be read in conjunction with the syllabus in order to understand what is expected of teachers and students to achieve the envisaged quality of education outcomes.

The first thing teachers should do is to read and understand each of the sections of the teacher guide to help them understand the key SBC concepts and ideas, alignment of PNG SBC components, alignment of the syllabus and teacher guide, setting of content standards and grade-level benchmarks, core curriculum, STEAM, curriculum integration, essential knowledge, skills, values and attitudes, strands, units and topics, learning objectives, SBC lesson planning, and SBC assessment. A thorough understanding of these components will help teachers meet the teacher expectations for implementing the SBC curriculum, and therefore the effective implementation of Grade 11 Social Science Curriculum. Based on this understanding, teachers should be able to effectively use the teacher guide to do the following:

## *Determine Learning Objectives and Lesson Topics*

Topics and learning objectives have been identified and described in the Teacher Guide. Lesson objectives are derived from topics that are extracted from the grade-level benchmarks. Lesson topics are deduced from the learning objectives. Teachers should familiarise themselves with this process as it is essential for lesson planning, instruction and assessment. However, depending on the context and students' learning abilities, teachers would be required to determine additional learning objectives and lesson topics. Teachers should use the examples provided in this teacher guide to formulate additional learning objectives and lesson topics to meet the educational or learning needs of their students.

## *Identify and Teach Grade Appropriate Content*

Grade appropriate content has been identified and scoped and sequenced using appropriate content organisation principles. The content is sequenced using the spiraling sequence principles. This sequencing of content will enable students to progressively learn the essential knowledge, skills, values and attitudes as they progress further into their schooling. What students learn in previous grades is reinforced and deepens in scope with an increase in the level of complexity and difficulty in the content and learning activities. It is important to understand how the content is organised so that grade appropriate content and learning activities can be selected, if not already embedded in the benchmarks and learning objectives, to not only help students learn and master the content, but ensure that what is taught is rigorous, challenging, and comparable.

*Integrate the Core Curriculum in Lesson Planning, Instruction and Assessment*

Teachers should use this teacher guide to help them integrate the core curriculum – values, cognitive and high-level skills, 21<sup>st</sup> century skills, STEAM principles and skills, and reading, writing, and communication skills in their lesson planning, instruction and assessment. All students in all subjects are required to learn and master these skills progressively through the education system.

*Integrate Cognitive, High Level, and 21<sup>st</sup> Century Skills in Lesson Planning, Instruction and Assessment*

Teachers should integrate the cognitive, high level and 21<sup>st</sup> century skills in their annual teaching programs, and give prominence to these skills in their lesson preparation, teaching and learning activities, performance assessment, and performance standards for measuring students' proficiency on these skills. Social Science addresses the skills and processes of geography, civic and cultural literacy, historical and economical literacy and global awareness. Thus, students will be able to make informed decisions, problem-solving and management knowledge, skills, values and attitudes in Social Science. This enables them to function effectively in the work and higher education environments as productive and useful citizens of a culturally diverse and democratic society in an interdependent world.

In addition, it envisages all students attaining expected proficiency levels in these skills and will be ready to pursue careers and higher education academic programs that demand these skills, and use them in their everyday life after they leave school at the end of Grade 12. Teachers should use the teacher guide to help them to effectively embed these skills, particularly in their lesson planning and in the teaching and learning activities as well as in the assessment of students' application of the skills.

*Integrate Social Science Values and Attitudes in Lesson Planning, Instruction and Assessment*

In Social Science, students are expected to learn, promote and use work, relationship, peace, health, social, personal, family, community, national and global values in the work and study environments as well as in their conduct as community, national and global citizens. Teachers should draw from the information and suggestions provided in the syllabus and teacher guide to integrate values and attitudes in their lesson planning, instruction, and assessment. They should report on students' progression towards internalizing different values and attitudes and provide additional support to students who are yet to reach the internalization stage to make positive progress towards this level.

*Integrate Science, Technology, Engineering, Arts and Mathematics (STEAM) Principles and Skills in Lesson Planning, Instruction and Assessment*

Teachers should draw from both the syllabus and teacher guide in order to help them integrate STEAM principles and skills, and methodologies in their lesson planning, instruction and assessment. STEAM teaching and learning happens both inside and outside of the classroom. Effective STEAM teaching and learning requires both the teacher and the student to participate as core investigators and learners, and to work in partnership and collaboration with



relevant stakeholders to achieve maximum results. Teachers should use the syllabus, teacher guides and other resources to guide them to plan and implement this and other innovative and creative approaches to STEAM teaching and learning to make STEAM principles and skills learning fun and enjoyable and, at the same time, attain the intended quality of learning outcomes.

*Identify and Use Grade and Context Appropriate, Innovative, Differentiated and Creative Teaching and Learning Methodologies*

SBC is an eclectic curriculum model. It is an amalgamation of strengths of different curriculum types, including behavioural objectives, outcomes, and competency. Its emphasis is on students attaining clearly defined, measurable, observable and attainable learning standards, i.e., the expected level of education quality. Proficiency (competency) standards are expressed as performance standards/criteria and evidence outcomes, that is, what all students are expected to know (content) and do (application of content in real life or related situations) to indicate that they are meeting, have met or exceeded the learning standards. The selection of grade and contextually appropriate teaching and learning methodologies is critical to enabling all students to achieve the expected standard or quality of education. Teaching and learning methodologies must be aligned to the content, learning objective, and performance standard in order for the teacher to effectively teach and guide students towards meeting the performance standard for the lesson. They should be equitable and socially inclusive, differential, student-centred, and lifelong. They should enable STEAM principles and skills to be effectively taught and learned by students. Teachers should use the teacher guide to help them make informed decisions when selecting the types of teaching and learning methodologies to use in their teaching of the subject content, including STEAM principles and skills.

*Plan Standards-Based Lessons*

SBC lesson planning is quite difficult to do. However, this will be easier with more practice and experience over time. Effective SBC lesson plans must meet the required standards or criteria so that the learning objectives and performance standards are closely aligned to attain the expected learning outcomes. Teachers should use the guidelines and standards for SBC lesson planning and examples of SBC lesson plans provided in the teacher guide to plan their lessons. When planning lessons, it is important for teachers to ensure that all SBC lesson planning standards or criteria are met. If standards are not met, instruction will not lead to the attainment of intended performance and proficiency standards. Therefore, students will not attain the national content standards and grade-level benchmarks.

*Use Standards-Based Assessment*

Standards-Based Assessment has a number of components. These components are intertwined and serve to measure evaluate, report, and monitor students' achievement of the national and grade-level expectations, i.e., the essential knowledge, skills, values and attitudes they are expected to master and demonstrate proficiency on. Teachers should use the information and examples on standards-based assessment to plan, assess, record, evaluate, report and monitor students' performance in relation to the learning standards.

### *Make informed Judgments About Students' Learning and Progress Towards Meeting Learning Standards*

Teachers should use the teacher guide to effectively evaluate students' performance and use the evidence to help students to continuously improve their learning as well as their classroom practice.

It is important that teachers evaluate the performance of students in relation to the performance standards and progressively the grade-level benchmarks and content standards to make informed judgments and decisions about the quality of their work and their progress towards meeting the content standards or components of the standards. Evaluation should not focus on only one aspect of students' performance. It should aim to provide a complete picture of each student's performance. The context, inputs, processes, including teaching and learning processes, and the outcomes should be evaluated to make an informed judgment about each student's performance. Teachers should identify the causal factors for poor performance, gaps in students learning, gaps in teaching, teaching and learning resource constraints, and general attitude towards learning. Evidence-based decisions can then be made regarding the interventions for closing the gaps to allow students to make the required progress towards meeting grade-level and national expectations.

### *Prepare Students' Performance Reports*

Reporting of students' performance and progress towards the attainment of learning standards is an essential part of SBC assessment. Results of students' performance should be communicated to particularly the students and their parents to keep them informed of students' academic achievements and learning challenges as well as what needs to be done to ensure the students' make positive progress towards meeting the proficiency standards and achieving the desired level of education quality. Teachers should use the information on the reporting of students' assessment results and the templates provided to report the results of students' learning.

### *Monitor Students' Progress Towards Meeting the National Content Standards and Grade-Level Benchmarks*

Monitoring of students' progress towards the attainment of learning standards is an essential component of standards-based assessment. It is an evidence-based process that involves the use of data from students' performance assessments to make informed judgments about students' learning and proficiency on the learning standards or their components, identify gaps in students' learning and the causal factors, set clear learning improvement targets, and develop effective evidence-based strategies (including preplanning and re-teaching of topics), set clear timeframes, and identify measures for measuring students' progress towards achieving the learning targets.

Teachers should use the teacher guide to help them use data from students' performance assessments to identify individual students' learning weaknesses and develop interventions, in collaboration with each student and his/her parents or guardians, to address the weaknesses and monitor their progress towards meeting the agreed learning goals.



*Develop Additional Benchmarks*

Teachers can develop additional benchmarks using the examples in the teacher guide to meet the learning needs of their students and local communities. However, these benchmarks will not be nationally assessed as these are not comparable. They are not allowed to set their own content standards or manipulate the existing ones. The setting of national content standards is done at the national level to ensure that required learning standards are standardised, maintained and monitored to sustain the required level of education quality.

*Avoid Standardisation*

The teaching and learning strategies by means of lesson plans, lesson objectives and assessment should not be standardised when implementing the Social Science curriculum. SBC does not mean that the content, lesson objectives, teaching and learning strategies, and assessment are standardised. This is a misconception and any attempt to standardise the components of curriculum without due consideration of the teaching and learning contexts, children's backgrounds and experiences, and different abilities and learning styles of children will be counterproductive. It will hinder students from achieving the expected proficiency standards and hence, high academic standards and the desired level of education quality. That is, they should not be applied across all contexts and with all students, without considering the educational needs and the characteristics of each context. Teachers must use innovative, creative, culturally relevant, and differentiated teaching and learning approaches to teach the curriculum and enable their students to achieve the national content standards and grade-level benchmarks. And enable all students to experience success in learning the curriculum and achieve high academic standards.

The teaching and learning and assessment strategies provided in this teacher guide are not fixed and can be changed. Teachers should use the information and examples provided in the teacher guide to guide them to develop, select, and use grade, context, and learner appropriate content, learning objectives, teaching and learning strategies, and performance assessment and standards. SBC is evidence-based hence decisions about the content, learning outcomes, teaching and learning strategies, students' performance, and learning interventions should be based on evidence. Teaching and learning should be continuously improved and effectively targeted using evidence from students' assessment and other sources.

# Syllabus and Teacher Guide Alignment

A teacher guide is a framework that describes how to translate the content standards and benchmarks (learning standards) outlined in the syllabus into units and topics, learning objectives, lesson plans, teaching and learning strategies, performance assessment, and measures for measuring students' performance (performance standards). It expands the content overview and describes how this content identified in the content standards and their components (essential KSVAs) can be translated into meaningful and evidence-based teaching topics and learning objectives for lesson planning, instruction and assessment. It also describes and provides examples of how to evaluate and report on students' attainment of the learning standards, and use evidence from the assessment of students' performance to develop evidence-based interventions to assist students who are making slow progress towards meeting the expected proficiency levels to improve their performance.

Grade 11 Social Science comprises of the Syllabus and Teacher Guide. These two documents are closely aligned, complimentary and mutually beneficial. They are the essential focal points for teaching and learning the essential Social Science knowledge, skills, values and attitudes.

Syllabus and teacher guide alignment	
Syllabus	Teacher Guide
Outlines the ultimate aim and goals, and what to teach and why teach it	Describes how to plan, teach, and assess students' performance
<ul style="list-style-type: none"> <li>- Overarching and SBC principles</li> <li>- Content overview</li> <li>- Core curriculum</li> <li>- Essential knowledge, skills, values and attitudes</li> <li>- Strands and units</li> <li>- Evidence outcomes</li> <li>- Content standards and grade-level benchmarks</li> <li>- Overview of assessment, evaluation, and reporting</li> </ul>	<ul style="list-style-type: none"> <li>- Determine topics for lesson planning, instruction and assessment</li> <li>- Formulate learning objectives</li> <li>- Plan SBC lesson plans</li> <li>- Select teaching and learning strategies</li> <li>- Implement SBC assessment and evaluation</li> <li>- Implement SBC reporting and monitoring</li> </ul>

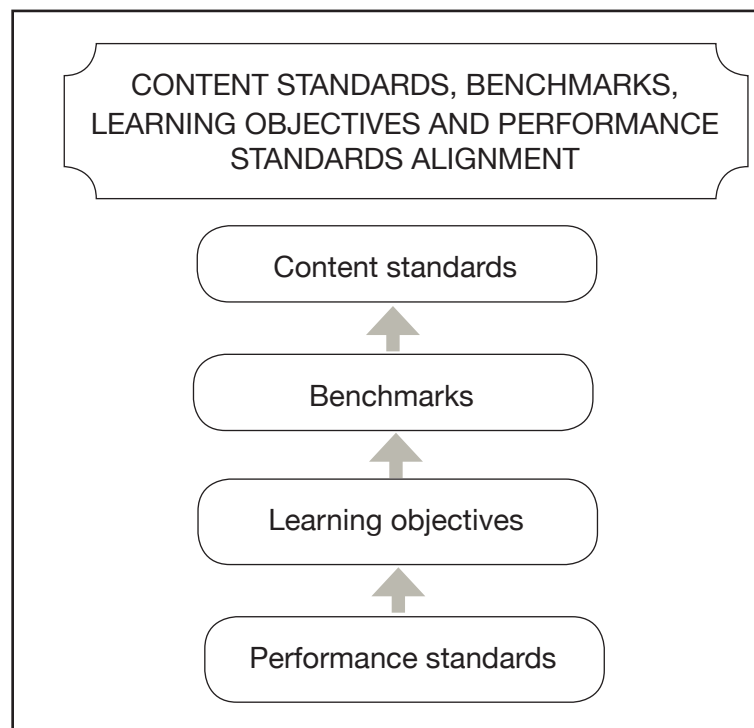
The syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what is outlined in the syllabus by describing the approaches or the how of planning, teaching, learning, and assessing the content so that the intended learning outcomes are achieved.

This teacher guide should be used in conjunction with the syllabus. Teachers should use these documents when planning, teaching and assessing Grade 11 Social Science content.

Teachers will extract information from the syllabus (e.g., content standards and grade-level benchmarks) for lesson planning, instruction and is for measuring students' attainment of a content standard as well as progress to the next grade of schooling.

## Learning and performance standards alignment

Content standards, benchmarks, learning objectives, and performance standards are very closely linked and aligned. There is a close linear relationship between these standards. Students' performance on a significant aspect of a benchmark (KSVA) is measured against a set of performance standards or criteria to determine their level of proficiency using performance assessment. Using the evidence from the performance assessment, individual student's proficiency on the aspect of the benchmark assessed and progression towards meeting the benchmark and hence the content standard are then determined.



Effective alignment of these learning standards and all the other components of PNG SBE and SBC (ultimate aim and goals, overarching, SBC and subject-based principles, core curriculum, STEAM, and cognitive, high level, and 21<sup>st</sup> century skills) is not only critical but is also key to the achievement of high academic standards by all students and the intended level of education quality. It is essential that teachers know and can do standards alignment when planning, teaching, and assessing students' performance so that they can effectively guide their students towards meeting the grade-level benchmarks (grade expectations) and subsequently the content standards (national expectations).

# Learning and Performance Standards

Standards-Based Education (SBE) and Standards-Based Curriculum (SBC) are underpinned by the notion of quality. Standards define the expected level of education quality that all students should achieve at a particular point in their schooling. Students' progression and achievement of education standard(s) are measured using performance standards or criteria to determine their demonstration or performance on significant aspects of the standards and therefore their levels of proficiency or competency. When they are judged to have attained proficiency on a content standard or benchmark or components of these standards, they are then deemed to have met the standard(s). That is, achieved the intend level of education quality.

Content standards, benchmarks, and learning objectives are called learning standards while performance and proficiency standards (evidence outcomes) can be categorised as performance standards. These standards are used to measure students' performance, proficiency, progression and achievement of the desired level of education quality. Teachers are expected to understand and use these standards for lesson planning, instruction and assessment.

## Content standards

Content standards are evidence-based, rigorous and comparable regionally and globally. They have been formulated to target critical social, economic, political, cultural, environmental, and employable skills gaps identified from a situational analysis. They were developed using examples and experiences from other countries and best practice, and contextualized to PNG contexts.

Content standards describe what (content - knowledge, skills, values, and attitudes) all students are expected to know and do (how well students must learn and apply what is set out in the content standards) at each grade-level before proceeding to the next grade. These standards are set at the national level and thus cannot be edited or changed by anyone except the National Subject-Based Standards Councils. Content Standards:

- are evidence-based;
- are rigorous and comparable to regional and global standards;
- are set at the national level;
- state or describe the expected levels of quality or achievement;
- are clear, measurable and attainable;
- are linked to and aligned with the ultimate aim and goals of SBE and SBC and overarching and SBC principles;
- delineate what matters, provide clear expectations of what students should progressively learn and achieve in school, and guide lesson planning, instruction, assessment;
- comprise knowledge, skills, values, and attitudes that are the basis for quality education;
- provide teachers a clear basis for planning, teaching, and assessing lessons;

- provide provinces, districts, and schools with a clear focus on how to develop and organise their instruction and assessment programs as well as the content that they will include in their curriculum.

## Benchmarks

Benchmarks are derived from the content standards and benchmarked at the grade-level. Benchmarks are specific statements of what students should know (i.e., essential knowledge, skills, values or attitudes) at a specific grade-level or school level. They provide the basis for measuring students' attainment of a content standard as well as progress to the next grade of schooling.

Grade-level benchmarks:

- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the grade level;
- are linked to the national content standards;
- are clear, measurable, observable and attainable;
- articulate grade level expectations of what students are able to demonstrate to indicate that they are making progress towards attaining the national content standards;
- provide teachers a clear basis for planning, teaching, and assessing lessons;
- state clearly what students should do with what they have learned at the end of each school-level;
- enable students' progress towards the attainment of national content standards to be measured, and
- enable PNG students' performance to be compared with the performance of PNG students with students in other countries.

APPROACH FOR SETTING NATIONAL CONTENT STANDARDS AND GRADE-LEVEL BENCHMARKS

Strands



Content standards

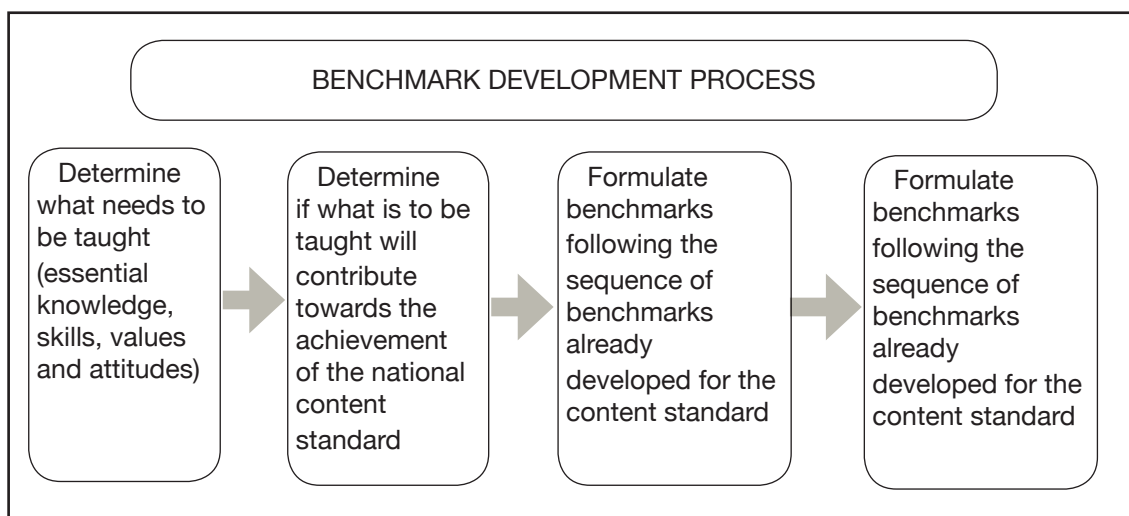


Grade-level Benchmarks

## Development of additional benchmarks

Teachers should develop additional benchmarks to meet the learning needs of their students. They should engage their students to learn about local, provincial, national and global issues that have not been catered for in the grade-level benchmarks but are important and can enhance students' understanding and application of the content. However, it is important to note that these benchmarks will not be nationally examined as they are not comparable. Only the benchmarks developed at the national level will be tested. This does not mean that teachers should not develop additional

benchmarks. An innovative, reflect, creative and reflexive teacher will continuously reflect on his/her classroom practice and use evidence to provide challenging, relevant, and enjoyable learning opportunities for his/her students to build on the national expectations for students. Teachers should follow the following process when developing additional grade-level benchmarks.



### Learning objectives

Learning or instructional objectives are precise statements of educational intent. They are formulated using a significant aspect or a topic derived from the benchmark, and is aligned with the educational goals, content standards, benchmarks, and performance standards. Learning objectives are stated in outcomes language that describes the products or behaviours that will be provided by students. They are stated in terms of measurable and observable student behaviour.

*For example, students will be able to identify all the main towns of PNG using a map.*

### Performance standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “**be able to do**” of “**what students should know and be able to do.**” Performance standards are the indicators of quality that specify how competent a student’s demonstration or performance must be. They are explicit definitions of what students **must do to demonstrate proficiency or competency at a specific level on the content standards.**

Performance standards:

- measure students’ performance and proficiency (**using performance indicators**) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (**performance indicators**) for evaluating, reporting and monitoring students’ level of proficiency in use of a specific knowledge, skills, value, or attitude



- are used to plan for individual instruction to help students not yet meeting expectations **(desired level of mastery and proficiency)** to make adequate progress towards the full attainment of benchmarks and content standards
- are used as the basis for measuring students' progress towards meeting grade-level benchmarks and content standards.

### **Proficiency standards**

Proficiency standards describe what all students in a particular grade or school level can do at the end of a strand, or unit. These standards are sometimes called evidence outcomes because they indicate if students can actually apply or use what they have learnt in real life or similar situations. They are also categorized as benchmarks because that is what all students are expected to do before exiting a grade or are deemed ready for the next grade.

## Core Curriculum

A core set of common learnings (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in modern/postmodern work places, higher-education programs and to be productive, responsible, considerate, and harmonious citizens. Common set of learnings are spirally sequenced from Preparatory - Grade 12 to deepen the scope and increase the level of difficulty in the learning activities so that what is learned is reinforced at different grade levels.

The core curriculum includes:

- cognitive (thinking) skills (refer to the syllabus for a list of these skills);
- reasoning, decision-making and problem-solving skills
- high level thinking skills (analysis, synthesis and evaluation skills);
- 21<sup>st</sup> century skills (refer to illustrative list in *Appendix 2*);
- reading, writing and communication skills (literacy skills);
- STEAM principles and skills;
- essential values and attitudes (Core personal and social values, and sustaining values), and
- spiritual values and virtues.

The essential knowledge, skills, values and attitudes comprising the core curriculum are interwoven and provide an essential and holistic framework for preparing all students for careers, higher education and citizenship.

All teachers are expected to include the core learnings in their lesson planning, teaching, and assessment of students in all their lessons. They are expected to foster, promote and model the essential values and attitudes as well as the spiritual values and virtues in their conduct, practice, appearance, and their relationships and in their professional and personal lives. In addition, teachers are expected to mentor, mould and shape each student to evolve and possess the qualities envisioned by society.

Core values and attitudes must not be taught in the classroom only; they must also be demonstrated by students in real life or related situations inside and outside of the classroom, at home, and in everyday life. Likewise, they must be promoted, fostered and modeled by the school community and its stakeholders, especially parents. A whole school approach to values and attitudes teaching, promoting and modeling is critical to students and the whole school community internalising the core values and attitudes and making them habitual in their work and school place, and in everyday life. Be it work values, relationship values, peace values, health values, personal and social values, or religious values, teachers should give equal prominence to all common learnings in their lesson planning, teaching, assessment, and learning interventions. Common learnings must be at the heart of all teaching and extracurricular programs and activities.



# Science, Technology, Engineering, Arts and Mathematics

STEAM education is an integrated, multidisciplinary approach to learning that uses science, technology, engineering, arts and mathematics as the basis for inquiring about how STEAM has and continues to change and impact the social, political, economic, cultural and environmental contexts and identifying and solving authentic (real life) natural and physical environmental problems by integrating STEAM-based principles, cognitive, high level and 21<sup>st</sup> century skills and processes, and values and attitudes.

Social Science is focused on both goals of STEAM rather than just the goal of problem-solving. This is to ensure that all students are provided opportunities to learn, integrate, and demonstrate proficiency on all essential STEAM principles, processes, skills, values and attitudes to prepare them for careers, higher education and citizenship.

## Objectives

Students will be able to:

- examine and use evidence to draw conclusions about how STEAM has and continues to change the social, political, economic, cultural and environmental contexts.
- investigate and draw conclusions on the impact of STEAM solutions to problems on the social, political, economic, cultural and environmental contexts.
- identify and solve problems using STEAM principles, skills, concepts, ideas and process.
- identify, analyse and select the best solution to address a problem.
- build prototypes or models of solutions to problems.
- replicate a problem solution by building models and explaining how the problem was or could be solved.
- test and reflect on the best solution chosen to solve a problem.
- collaborate with others on a problem and provide a report on the process of problem-solving used to solve the problem.
- use skills and processes learnt from lessons to work on and complete STEAM projects.
- demonstrate STEAM principles, skills, processes, concepts and ideas through simulation and modelling.
- explain the significance of values and attitudes in problem-solving.

## Content overview

STEAM is a multidisciplinary and integrated approach to understanding how science, technology, engineering, arts and mathematics shape and are shaped by our material, intellectual, cultural, economic, social, political and environmental contexts. And for teaching students the essential and in-demand cognitive, high level and 21<sup>st</sup> century skills, values and attitudes, and empower them to effectively use these skills and predispositions to identify and solve problems relating to the natural and physical environments as well as the impact of STEAM-based solutions on human existence and livelihoods, and on the social, political, economic, cultural, and environmental systems.

STEAM disciplines have and continue to shape the way we perceive knowledge and reality, think and act, our values, attitudes, and behaviours, and the way we relate to each other and the environment. Most of the things we enjoy and consume are developed using STEAM principles, skills, process, concepts and ideas. Things humans used and enjoyed in the past and at present are developed by scientists, technologists, engineers, artists and mathematicians to address particular human needs and wants. Overtime, more needs were identified and more products were developed to meet the ever changing and evolving human needs. What is produced and used is continuously reflected upon, evaluated, redesigned, and improved to make it more advanced, multipurpose, fit for purpose, and targeted towards not only improving the prevailing social, political, economic, cultural and environmental conditions but also to effectively respond to the evolving and changing dynamics of human needs and wants. And, at the same time, solutions to human problems and needs are being investigated and designed to address problems that are yet to be addressed and concurred. This is an evolving and ongoing problem-solving process that integrates cognitive, high level, and 21<sup>st</sup> century skills, and appropriate values and attitudes.

STEAM is a significant framework and focal point for teaching and guiding students to learn, master and use a broad range of skills and processes required to meet the skills demands of PNG and the 21<sup>st</sup> century. The skills that students will learn will reflect the demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society. These skills include cognitive (critical, synthetic, creative, reasoning, decision-making, and problem-solving) skills, high level (analysis, synthesis and evaluation) skills and 21<sup>st</sup> century skills. Knowledge-based information and technology driven economies require knowledgeable workers and not technicians. Knowledge workers are lifelong learners, are problem solvers, innovators, creators, critical and creative thinkers, reflective practitioners, researchers (knowledge producers rather than knowledge consumers), solutions seekers, outcomes oriented, evidence-based decision makers, and enablers of improved and better outcomes for all.

STEAM focuses on the skills and processes of problem-solving. These skills and processes are at the heart of the STEAM movement and approach to not only problem-solving and providing evidence-based solutions but also the development and use of other essential cognitive, high level and 21<sup>st</sup> century skills. These skills are intertwined and used simultaneously to gain a broader understanding of the problems to enable creative, innovative, contextually

relevant, and best solutions to be developed and implemented to solve the problems and attain the desired outcomes. It is assumed that by teaching students STEAM-based problem-solving skills and providing learning opportunities inside and outside the classroom, more students will be motivated to pursue careers and academic programs in STEAM related fields thus, closing the skills gaps and providing a pool of cadre of workers required by technology, engineering, science, and mathematics-oriented industries.

Although, STEAM focuses on the development and application of skills in authentic (real life) contexts, for example the use of problem-solving skills to identify and solve problems relating to the natural and physical worlds, it does not take into account the significant influence values and attitudes have on the entire process of problem-solving. Values and attitudes are intertwined with knowledge and skills. Knowledge, skills, values and attitudes are inseparable. Decisions about skills and processes of skills development and application are influenced by values and attitudes (mindset) that people hold. In the same light, the use of STEAM principles, processes and skills to solve problems in order to achieve the outcomes envisaged by society are influenced by values and the mindset of those who have identified and investigated the problem as well as those who are affected by the problem and will benefit from the outcome.

## **STEAM problem-solving methods and approaches**

Problem-solving involves the use of problem-solving methods and processes to identify and define a problem, gather information to understand its causes, draw conclusions, and use the evidence to design and implement solutions to address it.

Even though there are many different problem-solving methods and approaches, they share some of the steps of problem-solving, for example:

1. identifying the problem;
2. understanding the problem by collecting data;
3. analysing and interpret the data;
4. drawing conclusions;
5. using data to consider possible solutions;
6. selecting the best solution;
7. testing the effectiveness of the solution by trialling and evaluating it, and
8. reviewing and improve the solution.

STEAM problem-solving processes go from simple and technical to advance and knowledge-based processes. However, regardless of the type of process used, students should be provided opportunities to learn the essential principles and processes of problem-solving and, more significantly, to design and create a product that addresses a real problem and meets a human need.

The following are some of the STEAM problem-solving processes.

### **Engineering and technology problem-solving methods and approaches**

Engineering and technology problem-solving methods are used to identify and solve problems relating to the physical world using the design process. The following are some of the methods and approaches used to solve engineering and technology related problems.

#### **Parts substitution**

It is the most basic of the problem-solving methods. It simply requires the parts to be substituted until the problem is solved.

#### **Diagnostics**

After identifying a problem, the technician would run tests to pinpoint the fault. The test results would be used either as a guide for further testing or for replacement of a part, which also need to be tested. This process continues until the solution is found and the device is operating properly.

#### **Troubleshooting**

Troubleshooting is a form of problem-solving, often applied to repair failed products or processes.

#### **Reverse engineering**

Reverse engineering is the process of discovering the technological principles underlying the design of a device by taking the device apart, or carefully tracing its workings or its circuitry. It is useful when students are attempting to build something for which they have no formal drawings or schematics.

#### **Divide and conquer**

Divide and conquer is the technique of breaking down a problem into sub-problems, then breaking the sub-problems down even further until each of them is simple enough to be solved. Divide and conquer may be applied to all groups of students to tackle sub-problems of a larger problem, or when a problem is so large that its solution cannot be visualised without breaking it down into smaller components.

#### **Extreme cases**

Considering “extreme cases” – envisioning the problem in a greatly exaggerated or greatly simplified form, or testing using extreme condition – can often help to pinpoint a problem. An example of the extreme-case method is purposely inputting an extremely high number to test a computer program.

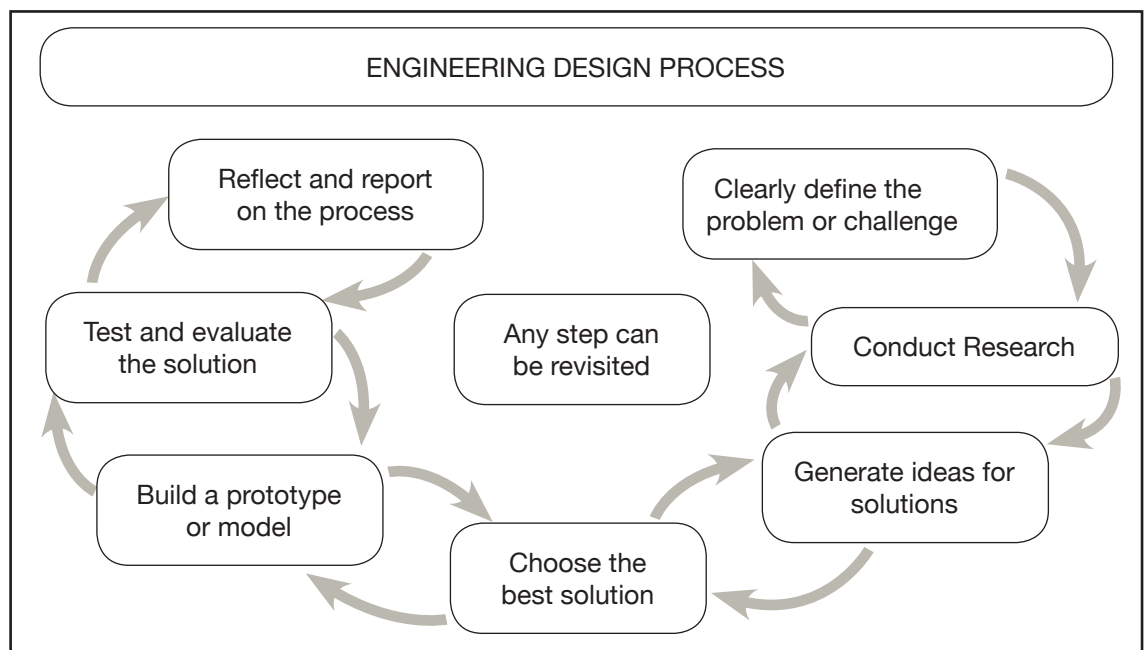
#### **Trial and error**

The trial and error method involves trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

## Engineering design process

Technological fields use the engineering design process to identify and define the problem or challenge, investigate the problem, collect and analyse data, and use the data to formulate potential solutions to the problem, analyse each of the solutions in terms of its strengths and weaknesses, and choose the best solution to solve the problem. It is an open-ended problem-solving process that involves the full planning and development of products or services to meet identified needs. It involves a sequence of steps such as the following:

1. Analysing the context and background, and clearly defining the problem.
2. Conducting research to determine design criteria, financial or other constraints, and availability of materials.
3. Generating ideas for potential solutions, using processes such as brainstorming and sketching.
4. Choosing the best solution.
5. Building a prototype or model.
6. Testing and evaluate the solution.
7. Repeating steps as necessary to modify the design or correct faults.
8. Reflecting and report on the process.



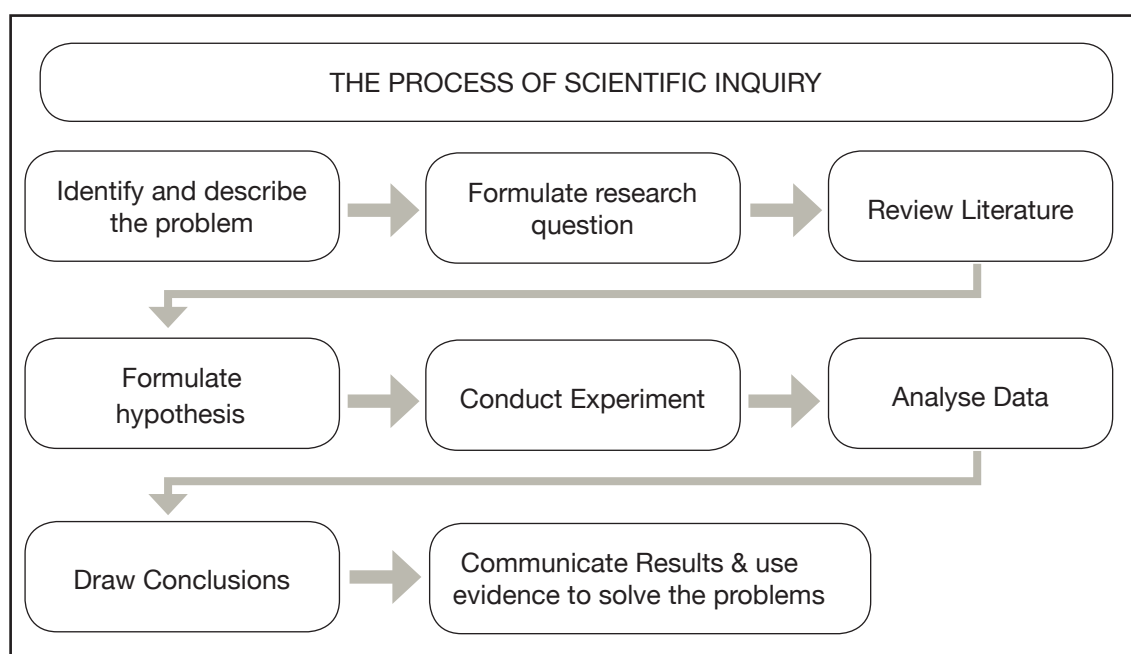
## The scientific method and approach to problem-solving

Science uses predominantly the quantitative-scientific inquiry process to investigate, understand, and make informed decisions about problems relating to the natural world. The steps in the process vary, depending on the purpose of the inquiry and the types of questions asked.

There are six basic science process skills:

1. Observation
2. Communication
3. Classification
4. Measurement
5. Inference
6. Prediction

These processes are at the heart of the scientific inquiry and problem-solving process.



The steps above should be taught and demonstrated by students separately and jointly before they implement the inquiry process. Students should be guided through every step of the process so that they can explain it and its importance, and use the steps and the whole process proficiently to identify, investigate and solve problems. A brief explanation and examples of each step are provided below to help teachers plan and teach each step. Students should be provided with opportunities to practice and reflect on each step until they demonstrate the expected level of proficiency before moving on to the next one.

### Step 1: Identify and describe the problem

Problems are identified mainly from observations and the use of the five senses – smell, sight, sound, touch and taste. Students should be guided and provided opportunities to identify natural and physical environment problems using their five senses and describe what the problem is and its likely causes.



*Example - Observation*

- i. When I turn on a flashlight using the on/off switch, light comes out of one end.

**Step 2: Formulate research question**

After the problem is identified and described, the question to be answered is then formulated. This question will guide the scientist in conducting research and experiments.

*Example - Question*

- i. What makes light comes out of a flash light when I turn it on?

**Step 3: Review literature**

It is more likely that the research problem and question have already been investigated and reported by someone. Therefore, after asking the question, the scientist spends some time reading and reviewing papers and books on past research and discussions to learn more about the problem and the question asked to prepare him/her for his own research. Conducting literature review helps the scientist to better understand his/her research problem, refine the research question and decide on the experiment/research approach before the experiment is conducted,

*Example - Literature review*

- i. The scientist may look at the flashlight's instruction manual for tips or conduct online search on how flashlights work using the manufacturer's or relevant websites. The scientist may even analyse information and past experiments or discoveries regarding the relationship between energy and light.

**Step 4: Formulate hypothesis**

With a question in mind, the researcher decides on what he/she wants to test (The question may have changed as a result of the literature review). The research will clearly state what he/she wants to find out by carrying out the experiment. He/She will make an educated guess that could answer the question or explain the problem. This statement is called a hypothesis. A hypothesis guides the experiment and must be testable.

*Example – Hypothesis*

- i. The batteries inside a flashlight give it energy to produce light when the flashlight is turned on.

**Step 5: Conduct experiment**

This step involves the design and conduct of experiment to test the hypothesis. Remember, a hypothesis is only an educated guess (a possible explanation), so it cannot be considered valid until an experiment verifies that it is valid.

*Example - Experimental procedure*

- i. Remove the batteries from the flashlight, and try to turn it on using the on/off switch.

*Result: The flashlight does not produce light*

- ii. Re-insert the batteries into the flashlight, and try to turn it on using the on/off switch.

*Result: The flashlight does produce light.*

- iii. Write down these results

In general, it is important to design an experiment to measure only one thing at a time. This way, the researcher knows that his/her results are directly related to the one thing he/she changed. If the experiment is not designed carefully, results may be confusing and will not tell the researcher anything about his/her hypothesis.

Researchers collect data while carrying out their experiments. Data are pieces of information collected before, during, or after an experiment. To collect data, researchers read the measuring instruments carefully. Researchers record their data in notebooks, journals, or on a computer.

### **Step 6: Analyse data**

Once the experiment is completed, the data is then analysed to determine the results. In addition, performing the experiment multiple times can be helpful in determining the credibility of the data.

#### *Example - Analysis*

- i. Record the results of the experiment in a table.
- ii. Review the results that have been written down.

### **Step 7: Draw conclusions**

If the hypothesis was testable and the experiment provided clear data, the scientist can make a statement telling whether or not the hypothesis was correct. This statement is known as a conclusion. Conclusions must always be backed up by data. Therefore, scientists rely heavily on data so they can make an accurate conclusion.

If the data support the hypothesis, then the hypothesis is considered correct or valid. However, if the data do not support the hypothesis, the hypothesis is considered incorrect or invalid.

#### *Example - Valid hypothesis*

- i. The flashlight did not produce light without batteries. The flashlight did produce light when batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is valid, given that no changes are made to the flashlight during the experiment.

#### *Example - Invalid hypothesis*

- ii. The flashlight did not produce light when the batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is invalid. In this case, the hypothesis would have to be modified to say something like, "The batteries inside a flashlight give it energy to produce light when the batteries are in the correct order and when the flashlight is turned on." Then, another experiment would be conducted to test the new hypothesis.

An invalid hypothesis is not a bad thing! Scientists learn something from both valid and invalid hypotheses. If a hypothesis is invalid, it must be rejected or modified. This gives scientists an opportunity to look at the initial observation in a new way. They may start over with a new hypothesis and conduct a new experiment. Doing so is simply the process of scientific inquiry and learning.



## Step 8: Communicate findings

Scientists generally tell others what they have learned. Communication is a very important component of scientific progress and problem-solving. It gives other people a chance to learn more and improve their own thinking and experiments. Many scientists' greatest breakthroughs would not have been possible without published communication or results from previous experimentation.

Every experiment yields new findings and conclusions. By documenting both the successes and failures of scientific inquiry in journals, speeches, or other documents, scientists are contributing information that will serve as a basis for future research and for solving problems relating to both the natural and physical worlds. Therefore, communication of investigative findings is an important step in future scientific discovery and in solving social, political, economic, cultural, and environmental problems.

### *Example - Communication of findings*

- i. Write your findings in a report or an article and share it with others, or present your findings to a group of people. Your work may guide someone else's research on creating alternative energy sources to generate light, additional uses for battery power, etc.

## Artistic design

Science uses predominantly the quantitative-scientific inquiry process to investigate, understand, and make informed decisions about problems. The steps in the process vary, depending on the purpose of the inquiry and the types of questions asked. There are six basic science process skills:

The equipping and enabling of students to become proficient in a broad range of STEAM skills, processes and predispositions can also lead to the attainment of many other societal goals, including national and global development goals and aspirations. These goals include:

- sustainability goals;
- peace related goals;
- work related goals;
- academic goals;
- relationship goals;
- health goals;
- adoption and internalisation of values and attitudes accepted by society, and
- improved social, political, economic outcomes.

Even though the original purpose and the drive of STEAM was to develop a pathway to engage students in learning about, experiencing, and applying STEAM skills in real life situations to motivate and hopefully get them to pursue careers in STEAM related fields and undertake STEAM related higher education programs to meet the demand for STEAM workers, STEAM education can also be used to teach and engage students to study more broadly the impact of STEAM on the social, economic, political, intellectual, cultural and environmental contexts. This line of inquiry is more enriching, exciting, empowering and transformative.

## **STEAM-based lesson planning**

Effective STEAM lesson planning is key to the achievement of expected STEAM outcomes. STEAM skills can be planned and taught using separate STEAM-based lesson plans or integrated into the standards-based lesson plans. To effectively do this, teachers should know how to write effective standards and STEAM-based lesson plans.

### **Developing STEAM-based lesson plans**

Teachers should integrate STEAM content and teaching, learning and assessment strategies into their standards-based lesson plans.

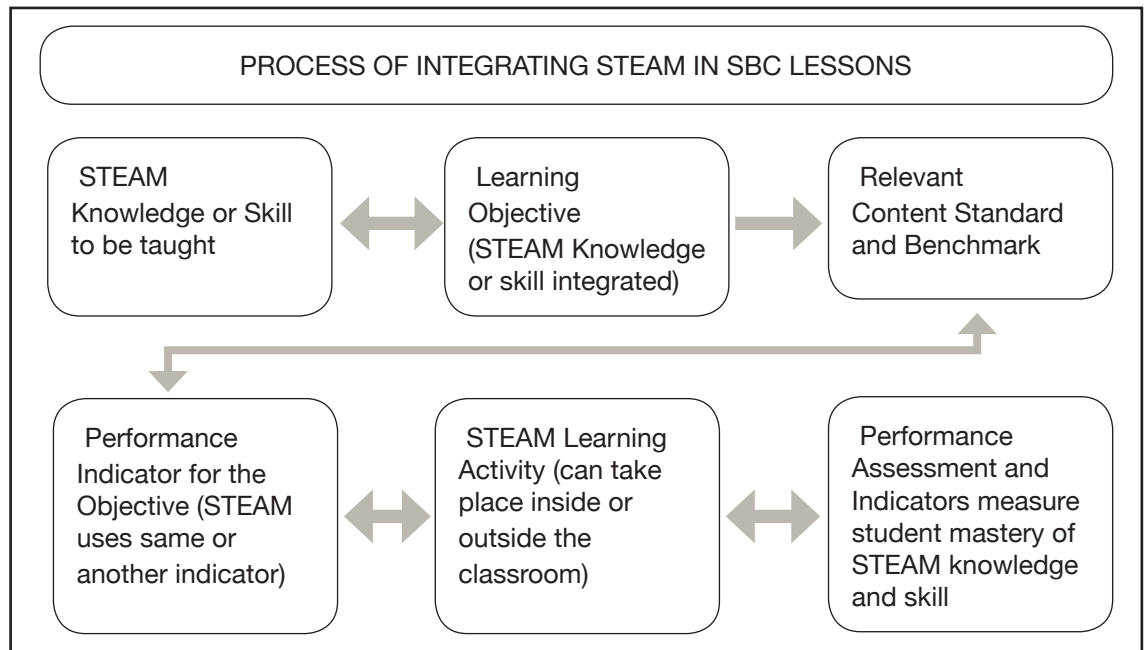
### **Integration of STEAM problem-solving skills into standards-based lesson plans**

Knowing how to integrate STEAM problem-solving skills, principles, values and attitudes as well as STEAM teaching, learning, and assessment strategies into the standards-based lesson plans is essential for achieving the desired STEAM learning outcomes. When integrating STEAM problem-solving skills into the standards-based lesson plans, teachers should ensure that these skills are not only effectively aligned to the learning objective and performance standards, they must also be effectively taught and assessed.

STEAM principles and problem-solving skills are integrated into the content standards and grade-level benchmarks. A list of these skills, including 21<sup>st</sup> century skills, is provided in the Social Science Grades 11 & 12 Syllabus. Teachers should ensure that these skills are integrated in their standards-based lesson plans, taught and assessed to determine students' level of proficiency on each skill or specific components of the skill. Teachers should use the following process as guide to integrate STEAM principles and problem-solving skills into the standards-based lesson plans.

Teachers are expected to integrate the essential STEAM principles, processes, skills, values and attitudes described in the grade 11 benchmarks when formulating their standards-based lesson plans. Opportunities should be provided inside and outside of the classroom for students to learn, explore, model and apply what they learn in real life or related situations. These learning experiences will enable students to develop a deeper understanding of STEAM principles, processes, skills, values and attitudes and appreciate their application in real life to solve problems.

## Process for integrating STEAM principles and problem-solving skills into standards-based lessons



Teachers should follow the steps given below when integrating STEAM problem-solving principles and skills into their standards-based lesson plans.

- Step 1:** Identify the STEAM knowledge or skill to be taught (From the table of KSVAs for each content standard and benchmark). This could already be captured in the learning objective stated in the standards-based lesson plan.
- Step 2:** Develop and include a performance standard or indicator for measuring student mastery of the STEAM knowledge or skill (e.g. level of acceptable competency or proficiency) if this is different from the one already stated in the lesson plan.
- Step 3:** Develop student learning activity (An activity that will provide students the opportunity to apply the STEAM knowledge or skill specified by the learning objective and appropriate statement of the standards). Activity can take place inside or outside of the classroom, and during or after school hours.
- Step 4:** Develop and use performance descriptors (standards or indicators) to analyse students' STEAM related behaviours and products (results or outcomes), which provide evidence that the student has acquired and mastered the knowledge or skill of the learning objective specified by the indicator(s) of the standard(s).

## STEAM teaching strategies

STEAM education takes place in both formal and informal classroom settings. It takes place during and after school hours. It is a continuous process of inquiry, data collection, data analysis, making decisions about interventions, and implementing and monitoring interventions for improvements.

There are a variety of STEAM teaching strategies. However, teaching strategies selected must enable teachers to guide students to use the engineering and artistic design processes to identify and solve natural and physical environmental problems by designing prototypes and testing and refining them to effectively mitigate the problems identified. The following are some of the strategies that could be used to utilise the STEAM approach to solve problems and coming up with technological solutions.

1. Inquiry-Based Learning
2. Problem-Based Learning
3. Project-Based Learning
4. Collaborative Learning

Collaborative learning involves individuals from different STEAM disciplines and expertise in a variety of STEAM problem-solving approaches working together and sharing their expertise and experiences to inquire into and solve a problem.

Teachers should plan to provide students opportunities to work in collaboration and partnership with experts and practitioners engaged in STEAM related careers or disciplines to learn first-hand about how STEAM related skills, processes, concepts, and ideas are applied in real life to solve problems created by the natural and physical environments. Collaborative learning experiences can be provided after school or during school holidays to enable students to work with STEAM experts and practitioners to conduct inquiry and solve problems by developing creative, innovative and sustainable solutions. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path.

Developing STEAM partnerships with external stakeholders e.g., higher education institutions, private sector, research and development institutions, and volunteer and community development organizations can enhance students' learning and application of STEAM problem-solving principles and skills.

1. Participatory Learning
2. Group-Based Learning
3. Task Oriented Learning
4. Action Learning
5. Experiential Learning
6. Modeling
7. Simulation

## STEAM learning strategies

Teachers should include in their lesson plans STEAM learning activities. These activities should be aligned to principle or a skill planned for students to learn and demonstrate proficiency at the end of the lesson to expose students to STEAM and giving them opportunities to explore STEAM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEAM field. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.

## STEAM-based assessment

STEAM-based assessment is closely linked to standards-based assessment where assessment is used to assess students' level of competency or proficiency of a specific knowledge, skill, value, or attitude taught using a set of performance standards (indicators or descriptors). The link also includes the main components such as the purpose, the assessment principles and assessment strategies and tools.

In STEAM-based assessment, assessments are designed for what students should know and be able to do. In STEAM learning students are assessed in a variety of ways including portfolios, project/problem-based assessments, backwards design, authentic assessments, or other student-centered approaches.

When planning and designing the assessment, teachers should consider the authenticity of the assessment by designing an assessment that relates to a real world task or discipline specific attributes (such as simulation, role play, placement assessment, live projects, debates) which should make the activity meaningful to the students, and therefore be motivating as well as developing employability skills and discipline specific attributes.

## Effective STEAM-based assessment strategies

The following sections describe six assessment tools and strategies shown to impact teaching and learning as well as help teachers foster a 21<sup>st</sup> century learning environment in their classrooms:

1. Rubrics
2. Performance-Based Assessments (PBAs)
3. Portfolios
4. Student self-assessment
5. Peer-assessment
6. Student Response Systems (SRS).

Although the list does not include all innovative assessment strategies, it includes what we think are the most common strategies, and ones that may be particularly relevant to the educational context of developing countries in this 21<sup>st</sup> century. Many of the assessment strategies currently in use fit under one or more of the categories discussed. Furthermore, it is important to note that these strategies also connect in a variety of ways.

## 1. Rubrics

Rubrics are both a tool to measure students' knowledge and ability as well as an assessment strategy. A rubric allows teachers to measure certain skills and abilities not measurable by standardized testing systems that assess discrete knowledge at a fixed moment in time. Rubrics are also frequently used as part of other assessment strategies (portfolios, performances, projects, peer-review and self-assessment). They will be discussed in those sections as well.

## 2. Performance-Based Assessments

Performance-Based Assessments (PBA), also known as project-based or authentic assessments, are generally used as a summative evaluation strategy to capture not only what students know about a topic, but if they have the skills to apply that knowledge in a “real-world” situation. By asking them to create an end product, PBA pushes students to synthesize their knowledge and apply their skills to a potentially unfamiliar set of circumstances that is likely to occur beyond the confines of a controlled classroom setting.

The implementation of performance-based assessment strategies can also impact other instructional strategies in the classroom.

## 3. Portfolio Assessment

Portfolios are a collection of student work gathered over time that is primarily used as a summative evaluation method. The most salient characteristic of the portfolio assessment is that rather than being a snapshot of a student's knowledge at one point in time (like a single standardized test), it highlights student effort, development, and achievement over a period of time; portfolios measure a student's ability to apply knowledge rather than simply regurgitate. They are considered both student-centered and authentic assessments of learning.

## 4. Self-assessment

While the previous assessment tools and strategies listed in this report generally function as summative approaches, self-assessment is generally viewed as a formative strategy, rather than one used to determine a student's final grade. Its main purpose is for students to identify their own strengths and weaknesses and to work to make improvements to meet specific criteria. Self-assessment occurs when students judge their own work to improve performance as they identify discrepancies between current and desired performance. In this way, self-assessment aligns well with standards-based education because it provides clear targets and specific criteria against which students or teachers can measure learning.

Self-assessment is used to promote self-regulation, to help students reflect on their progress and to inform revisions and improvements on a project or paper. In order for self-assessment to be truly effective four conditions must be in place: the self-assessment criteria is negotiated between teachers and students, students are taught how to apply the criteria, students receive feedback on their self-assessments and teachers help students use assessment data to develop an action plan.



## 5. Peer assessment

Peer assessment, much like self-assessment, is a formative assessment strategy that gives students a key role in evaluating learning. Peer assessment approaches can vary greatly but, essentially, it is a process for learners to consider and give feedback to other learners about the quality or value of their work. Peer assessments can be used for a variety of products like papers, presentations, projects, or other skilled behaviours. Peer assessment is understood as more than only a grading procedure and is also envisioned as teaching strategy since engaging in the process develops both the assessor and assessee's skills and knowledge.

The primary goal for using peer assessment is to provide feedback to learners. This strategy may be particularly relevant in classrooms with many students per teacher since student time will be more plentiful than teacher time. Although any single student's feedback may not be rich or in-depth as teacher's feedback, the research suggests that peer assessment can improve learning.

## 6. Student Response System

Student response system(SRS), also known as classroom response system (CRS) or audience response system (ARS) is a general term that refers to a variety of technology-based formative assessment tools that can be used to gather student-level data instantly in the classroom through the combination of hardware, (voice recorders, PC, internet connection, projector and screen) and software.

Teachers can ask students a wide range of questions (both closed and open ended), where students can respond quickly and anonymously, and the teacher can display the data immediately on graphs. The use of technology also includes a use of video which examines how a range of strategies can be used to assess students' understanding.

The value of SRS comes from teachers analyzing information quickly and then devising real-time instructional solutions to maximize student learning. This includes a suggested approach to help teachers and trainers assess learning.

# Curriculum Integration

## What is Curriculum Integration?

Curriculum integration is making connections in learning across the curriculum. The ultimate aim of curriculum integration is to act as a bridge to increase students' achievement and engage in relevant curriculum (*Susan M. Drake and Rebecca C. Burns 2008*).

Teachers must develop intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21<sup>st</sup> century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration in PNG SBC will have to equip students with the essential knowledge, skills, values and attitudes that are deemed 21<sup>st</sup> century.

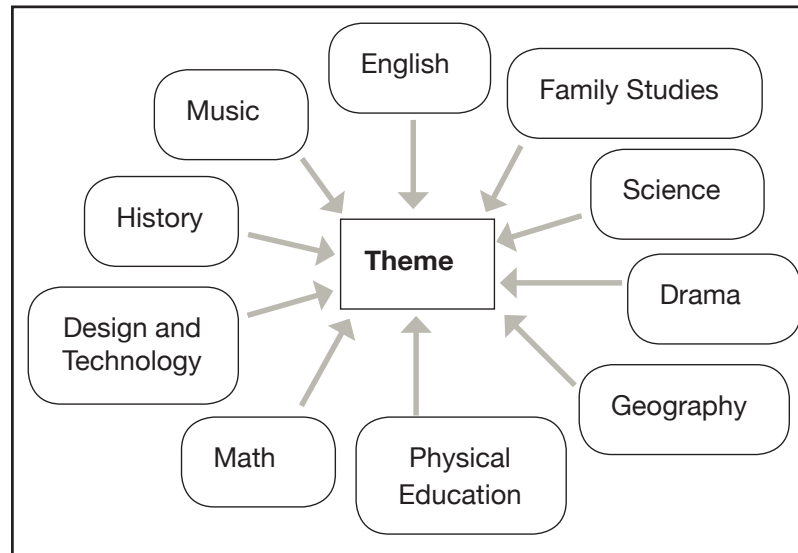
There are three approaches that PNG SBC will engage to foster conducive learning for all its children whereby they all can demonstrate proficiency at any point of exit. Adapting these approaches will have an immense impact on the lives of these children thus they can be able to see themselves as catalyst of change for a competitive PNG. Not only that but they will be comparable to the world standards and as global citizens.

Engaging these three approaches in our curriculum will surely sharpen the knowledge and ability of each child who will foresee themselves as assets through their achievements and thus contribute meaningfully to their country. They themselves are the agents of change. Integrated learning will bear forth a generation of knowledge based populace who can solve problems and make proper decisions based on evidence. Thus, PNG can achieve its goals like the Medium Term Development Goals (MTDG) and aims such as the Vision 2050 for a happy, healthy and wealthy society whereby, all its citizens should have access to and fair distribution to income, shelter, health, education and general goods and services thus improving the general standard of living for PNG in the long run.



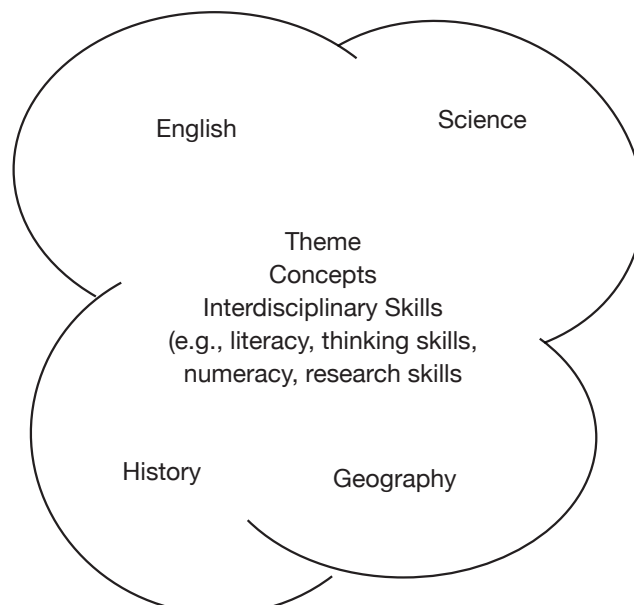
## 1. Multidisciplinary approach

In this approach, learning involves a theme or concept that will be taught right across all subject areas of study by students. That is, content of a particular theme will be taught right across all subjects as shown in the diagram below. For instance, if the theme is global warming, subject areas create lessons or assessment as per their subjects around this theme. Social Science will address this issue and Science and all other subject will do likewise.



## 2. Interdisciplinary approach

This approach addresses learning similarly to the multidisciplinary approach of integrated learning whereby learning takes place within the subject area. However, it is termed interdisciplinary in that the core curriculum of learning is interwoven into each subject under study by the students. For instance; in Social Science geography strand, students write essay on internal migration however, apart from addressing the issues of this topic, they are to apply the skill of writing text types in their essay, such as; argumentative, informative, explanatory, descriptive, expository and narrative essay. They must be able to capture the mechanics of English skills such as grammar, punctuation and so forth.



Though these skills are studied under English, they are considered as core skills that cut across all subjects. For example; if Science students were to write about human development in biology, then the application of writing skills has to be captured by the students in their writing. It is not seen as an English skill but a standard essential skill all students must know and do regardless.

Therefore, essential knowledge, skills, values and attitudes comprising the core curriculum are interwoven and provide an essential and holistic framework for preparing all students for careers, higher education and citizenship in this learning.

### **3. Intra-disciplinary approach**

This approach involves teachers integrating sub disciplines within a subject area. For instance, within the subject Social Science, the strands (disciplines) of geography, environment, history and political science will all be captured studying a particular content for Social Science. For example, under global warming, students will study the geographical aspects of global warming, environmental aspect of global warming and likewise for history, political science and economics. Thus, children are well aware of the issues surrounding global warming and can address it confidently at each level of learning.

### **4. Trans-disciplinary approach**

In this approach, learning goes beyond the subject area of study. Learning is organized around students' questions and concerns. That is, where there is a need for change to improve lives, students develop their own curriculum to effect this need.

The trans-disciplinary approach addresses real-life situations thus giving the opportunity to students to attain real life skills. This learning approach is more to do with Project-Based Learning which is also referred to as problem-based learning or place-based learning.

The three steps to planning project based curriculum (*Chard 1998*).

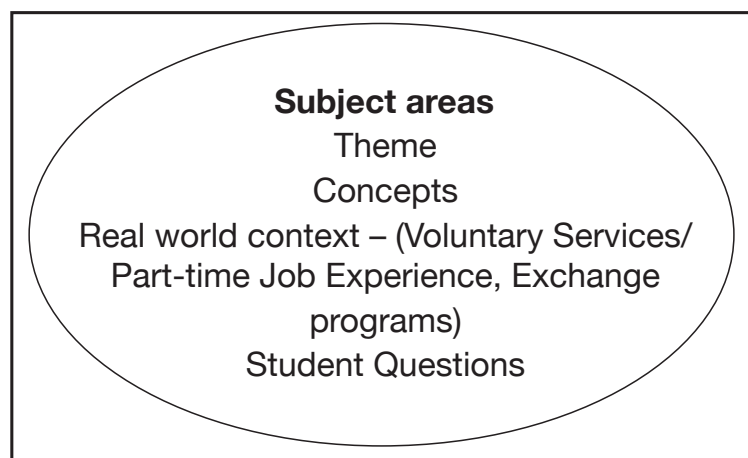
1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources
2. The teacher finds out what the students already know and helps them generate questions to explore. The teacher also provides resources for students and opportunities to work in the field
3. Students share their work with others in a culminating activity. Students display the results of their exploration and review and evaluate the project.

For instance; students may come up with slogans for school programs such as 'Our culture – clean city for a healthier PNG'. The main aim could be to curb betel nut chewing in public areas especially around bus stops and local markets. Here, students draw up their own instructions and criteria for assessment which is; they have to clean the nearest bus stop or local market once a week throughout the year. They also design and create posters to educate the general public as their program continues. They can also involve the town council and media to assist them especially to carry out awareness.

Studies (*Susan M. Drake and Rebecca C. Burns 2008*). have proven that Project based-programs have led to the following:

- Students go far beyond the minimum effort
- Make connections among different subject areas to answer open-ended questions
- Retain what they have learnt
- Apply learning to real-life problems
- Have fewer discipline problems
- Lower absenteeism (*Curtis, 2002*)

These integrated learning approaches will demand for teaches to be proactive in order to improve students learning and achievements. In order for PNG Standards-Based Curriculum to serve its purpose fully, these three approaches must be engaged for better learning for the children of Papua New Guinea now and in the future.



# Essential Knowledge, Skills, Values, and Attitudes

Students' level of proficiency and progression towards the attainment of content standards will depend on their mastery and application of essential knowledge, skills, values, and attitudes in real life or related situations.

Social Science has 5 broad areas (strands) which contain essential knowledge captured in the national content standards and benchmarks. Knowledge is 'what students must know and understand' in Social Science. The fundamental concepts in Social Science are outlined below.

## Geography

- The examination, description, and explanation of the earth - its variability from place to place, how places and features change over time, and the processes responsible for these variations and changes.
- Human geography (population, migration,)

## History

- Historical roots and how past events have shaped Papua New Guinea and the world.
- Reconstructing and interpreting historical events

## Political Science

- Political ideologies and systems (power, authority, governance and functions of different political systems)

## Economics

- The concept of scarcity (limited resources & unlimited needs & wants)
- Satisfying needs and wants
- Decision making

## Environment

- Physical systems and processes of the environment
- Relationship between people and the environment
- Impact of the exploitation of the natural environment
- Good stewards of the environment

Social Science requires 'inquiry-based learning'. The inquiry-based learning 'is an approach that emphasises the role of the student in the learning process, rather than the teacher telling the students what they need to know. It encourages the students to explore a topic, ask questions and share ideas. Therefore, the skills outlined here are essential for 'inquiry-based learning'.

## Research Skills

- Access information
- Organise information
- Evaluate sources
- Use information
- Align solution with task
- Cite all sources accurately

**Collaborating Skills**

Working effectively with peers, listen and share ideas and compromise to create good products

- Show independent initiative
- Assume shared responsibility
- Assist others in their roles
- Contribute ideas
- Keep an open mind
- Apply strategies
- Take a variety of roles
- Tolerate different view points

**Critical Thinking**

Create products that demonstrate abilities to justify arguments, asking questions, analyse complex systems, evaluate evidence, draw conclusions, reflect on learning and explain how to solve problems

**Creative and Innovative Skills**

- Think creatively
- Generate ideas
- Work creatively with others
- Implement innovations

**Communicating Skills**

- Ability to listen, read, write, present, comprehend, share and express ideas and thoughts between different audiences and use multiple forms of media

Thinking is problem-solving. Critical thinking is motivated by a problem. Teachers are advised to raise the level of higher thinking skills for the students.

The 'inquiry-based learning' is a process where students are engaged in;

1. Identify the problem
2. Develop an action plan
3. Research/gather/collect data
4. Analyse/organise data and form conclusions
5. Report the results/presentation

Moreover, Social Science is driven by values. These values and attitudes must be emphasised and reinforced in the teaching and learning process.

Values & Attitudes
<ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Initiative</li> <li>• Adaptability</li> <li>• Leadership</li> <li>• Collaboration &amp; teamwork</li> <li>• Participation</li> <li>• Passion for exploring &amp; learning</li> <li>• Appreciation of the awesomeness of nature, events, people etc</li> <li>• Being patriotic and responsible</li> <li>• Show consideration</li> <li>• Respect the environment and people</li> <li>• Embrace diversity</li> <li>• Maintain positive values</li> </ul>

# Teaching and Learning Strategies

Social Science emphasises and embraces the use of cognitive, reasoning, decision-making, problem-solving and higher-level thinking skills to teach to enhance students' understanding of inter-disciplinary concepts and issues in relation to environment, geography, history, politics and economic within PNG and globally. It aims to provide a meaningful pedagogical framework for teaching and learning essential and in-demand knowledge, skills, values, and attitudes that are required for the preparation of students for careers, higher education and citizenship in the 21<sup>st</sup> century.

Students must be prepared to gather and understand information, analyse issues critically, learn independently or collaboratively, organize and communicate information, draw and justify conclusions, create new knowledge, and act ethically.

These teaching and learning strategies will help teachers to;

- familiarize themselves with different methods of teaching in the classroom
- develop an understanding of the role of a teacher for application of various methods in the classroom

Successful teachers always keep in view that teaching must “be dynamic, challenging and in accordance with the learner’s comprehension. He/she does not depend on any single method for making his/her teaching interesting, inspirational and effective”.

*Please find a list of the different teaching and learning strategies in Appendix 3.*

These strategies;

- make learning more engaging
- make learning more effective
- make learning fun
- encourage higher motivational level
- improve attention spans
- develop higher order thinking and reflective skills
- improve communication skills
- develop the spirit of teamwork/collaboration
- develop leadership skills and qualities
- encourage discovery learning

Therefore, teachers are encouraged to utilise the suggested strategies as well as others.

# Units and Topics

This section of the teacher guide contains the Social Science – Political Science content to be taught in grade 11. It consists of;

- units
- topic

Political Science in grade 11 has four (4) units. They are;

1. Government Systems
2. Political Ideologies and Systems
3. International Relations
4. Civic and Citizenship

The table below outlines the units and topics of Political Science in grade 11 to be taught in an academic year. This will guide teachers to plan and teach the Political Science strand in grade 11.

Units	Topics
<b>Government Systems</b>	Topic 1: Principles of communism Topic 2: Purposes of communist governments Topic 3: Structure of communist governments Topic 4: Roles and responsibilities of communist governments Topic 5: Political process of communist governments Topic 6: Decision and law making in communist countries Topic 7: Citizens' demands in communist government systems Topic 8: Similarities and differences between democracy and communism
<b>Political Ideologies and Systems</b>	Topic 1: Ideology and hegemony Topic 2: Biographies of communist leaders Topic 3: Influences of communist leaders Topic 4: National symbols of communism Topic 5: Patriotism in communist countries
<b>International Relations</b>	Topic 1: Bilateral and multilateral relations between countries of different ideologies Topic 2: Relationships and development Topic 3: Relationships and global development agenda Topic 4: Relationships and conflicts Topic 5: Roles and responsibilities of global organisations Topic 6: Factors that affect bilateral and multilateral relations Topic 7: Roles and responsibilities of foreign missions Topic 8: Promoting and protecting relationships through the media
<b>Civic and Citizenship</b>	Topic 1: Forming, changing and maintaining governments Topic 2: Civic roles and responsibilities Topic 3: Influences on promoting ideologies Topic 4: Citizens roles in decision and law making Topic 5: Role of media and citizens roles and responsibilities Topic 6: Liberating and empowering citizens Topic 7: Roles and responsibilities of citizens from different political systems

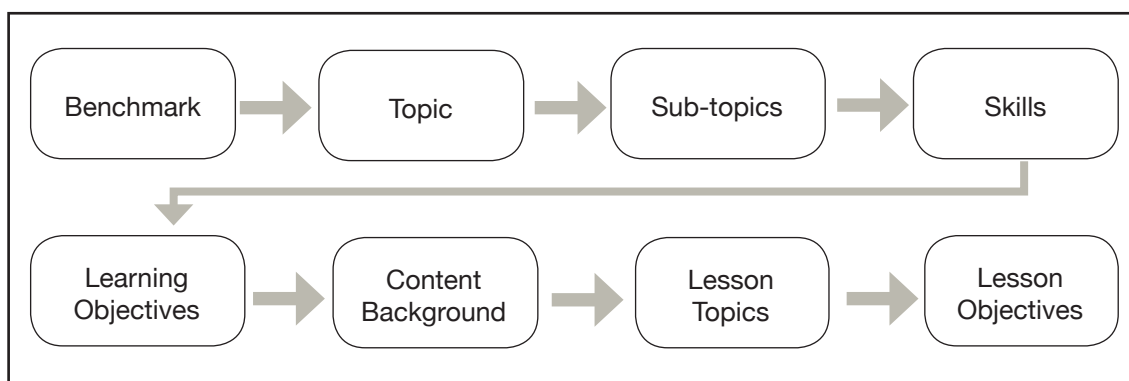


## How were the topics developed?

The topics given in the table were derived from the benchmarks. That is, National content standards are benchmarked at each grade level, which allows for essential KSAVs to be reinforced and expanded throughout the grades. Benchmarks show grade level expectations of what students are able to do to demonstrate that they are making progress towards attaining the content standard. These grade-level benchmarks were then unpacked to identify the topics. From the topics, teachers should be able to develop sub-topics and learning objectives and of course the lesson topics and lessons objectives to be achieved per lesson.

When we unpack a benchmark, we are identifying what students will know and be able to do when they have mastered the benchmark.

1. Write out the benchmark.
2. Write the verbs (skills/actions) – Higher order thinking skills
3. Underline or highlight the big idea (content) in the benchmark. The big idea (content) is the topic derived from the benchmark.
4. Develop sub-topics from the big idea (topic)
5. Write learning objectives according to the sub-topics
6. Derive lesson topics from the learning objectives



## Unit of work

The unit of work outlines the topics, sub-topics and the learning objectives for each of the four (4) units in Political Science, derived from the content standard and the benchmarks. It basically presents what the teacher is expected to teach. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to support teacher's lesson preparation.

# Unit 1: Government Systems

**Content Standard 3.1:** Students will be able to evaluate the purposes, ideologies, concepts, structures, functions and the processes of different government systems.

**Benchmark 11.3.1.1:** Identify and examine the main principles of communism.

**Topic 1:** Principles of communism

**Sub-topics:**

- What is communism?
- History and origin of communism
- Important principles of communism

**Skills:** Critical thinking – Analysing (examine) the principles of communism.

**Learning Objectives: By the end of this topic, students will be able to:**

- Identify and describe communism.
- Provide a chronological background on the history and origins of communism.
- Identify and explain the principles of communism.

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## Content Background

### What is communism?

Communism refers to the political and economic doctrine that aims to replace private property and a profit-based economy with public ownership and communal control of at least the major means of production (e.g., mines, mills, and factories) and the natural resources of a society.

This means that, communism advocates for a classless society in which all property and wealth is communally-owned, instead of by individuals.

Communism is thus a form of socialism, a higher and more advanced form, according to its advocates. Exactly how communism differs from socialism has long been a matter of debate, but the distinction rests largely on the communists' adherence to the revolutionary socialism of Karl Marx.

Therefore, Karl Marx defined communism as a classless, moneyless, stateless society where all property of the means of production is collective.

## What is Communism?



### Historical background and origin of communism

Although the term communism did not come into use until the 1840s—it is derived from the Latin word *communis*, meaning “shared” or “common”. Visions of a society that may be considered communist appeared as long ago as the 4<sup>th</sup> century BCE.

The idea was to serve the interests of the whole community. Because private ownership of goods would corrupt their owners by encouraging selfishness. Plato argued, the guardians must live as a large family that shares common ownership not only of material goods but also of spouses and children. Other early visions of communism drew their inspiration from religion. The first Christians practiced a simple kind of communism, as described in Acts 4:32–37, for example, both as a form of solidarity and as a way of renouncing worldly possessions.

Similar motives later inspired the formation of monastic orders in which monks took vows of poverty and promised to share their few worldly goods with each other and with the poor. The English humanist *Sir Thomas More* extended this monastic communism in *Utopia* (1516), which describes an imaginary society in which money is abolished and people share meals, houses, and other goods in common.

Other fictional communistic utopias followed, notably *City of the Sun* (1623), by the Italian philosopher *Tommaso Campanella*, made attempts to put communist ideas into practice. Perhaps the most noteworthy (if not notorious) of the latter was the theocracy of the *Anabaptists* in the Westphalian city of Münster (1534–35), which ended with the military capture of the city and the execution of its leaders.

It was neither a religious upheaval nor a civil war but a technological and economic revolution, the Industrial Revolution of the late 18<sup>th</sup> and early 19<sup>th</sup> centuries that provided the impetus/motivation and inspiration for modern communism. This revolution, which achieved great gains in economic

productivity at the expense of an increasingly miserable working class, encouraged Marx to think that the class struggles that dominated history were leading inevitably to a society in which prosperity would be shared by all through common ownership of the means of production.

Marx tended to use the terms communism and socialism interchangeably. In his *Critique of the Gotha Programme* (1875), however, Marx identified two phases of communism that would follow the predicted overthrow of capitalism:

1. A transitional system in which the working class would control the government and economy yet still find it necessary to pay people according to how long, hard, or well they worked;
2. Fully realized communism, a society without class divisions or government, in which the production and distribution of goods would be based upon the principle “*From each according to his ability, to each according to his needs.*” Marx's followers, especially the Russian revolutionary Vladimir Ilich Lenin, took up this distinction.

Since then, communism has been largely and exclusively, identified with the form of political and economic organization developed in the Soviet Union and adopted subsequently in the People's Republic of China and other countries ruled by communist parties.

For much of the 20<sup>th</sup> century, about one-third of the world's population lived under communist regimes. These regimes were characterized by the rule of a single party that tolerated no opposition and little dissent.

In place of a capitalist economy, in which individuals compete for profits, party leaders established a command economy in which the state controlled property and its bureaucrats determined wages, prices, and production goals. The inefficiency of these economies played a large part in the collapse of the Soviet Union in 1991, and the remaining communist countries (excepting North Korea) are now allowing greater economic competition while holding fast to one-party rule



## Principles of communism

The most important principle of communism is that no private ownership of property should be allowed. Marx believed that private ownership encouraged greed and motivated people to knock out the competition, no matter what the consequences. Property should be shared, and the people should ultimately control the economy.

- Single Party
- Abolition of Private Property
- Collective Ownership of Means of Production/state ownership of resources
- Central Planning
- Common Good
- Elimination of Unfair Gaps in Incomes
- Provision of Necessaries of Life

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## Suggested Resources

Google search to get more information



**Benchmark 11.3.1.2:** Explain the purpose(s) of a communist government.

**Topic 2:** Purposes of communist governments

**Sub-topics:**

- What is a communist government?
- Examples of communist governments
- Purpose and functions of communist governments

**Skills:** Understanding (explain).

**Learning Objectives:** By the end of this topic, students will be able to:

- Define a communist government.
- List examples of communist governments.
- Explain the purpose and functions of communist governments.

---

**Content Background**

**What is a communist government?**

A communist government is a system of government in which the state plans and controls the economy and a single – often authoritarian – party that holds power. State controls are imposed with the elimination of private ownership of property or capital while claiming to make progress towards a higher social order in which all goods are communally (collectively) owned and shared.

As communism argues for the abolishment of all private property, a communist government ensures that everything that is owned is owned by all members of society. This theory that all property is owned collectively, stipulates that everything a person creates and owns is also collectively shared with everyone else.

Communist governments believed in state controlled, centrally planned economies, which they argued, would eliminate the worst aspects of capitalism-slumps (settlements), unemployment and the unequal distribution of wealth

**Communist governments**

The first full communist government was established in Russia in 1922 after gaining power in 1917. By 1948, eight (8) other Eastern European countries had communist governments and teamed up with Russia (by then was known as USSR-Union of the Soviet Socialist Republic). These eastern European countries included Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania and Yugoslavia.

Other countries that established communist governments include; China, North Korea, North Vietnam-briefly, and Cuba.

## Purposes and functions of communist governments

According to communist writers and thinkers, the goal of communism is to create a stateless, classless society, cashless society. Communist thinkers believe this can happen if people take away the power of the bourgeoisie (the ruling class, who owned the means of production) and establish worker control over the means of production.

Communist regimes or governments were characterised by the rule of a single party that tolerated no opposition and little dissent. Party leaders established command economy in which the state controlled property and its bureaucrats determined wages, prices and production goals. The inefficiency of these economics played a large part in the in the collapse of the Soviet Union in 1991. The remaining communist countries (except North Korea) are now allowing greater economic competition while holding fast to one-party rule. Whether they will succeed in this endeavour remains to be seen.

Communism, political and economic doctrine aims to replace private property and a profit-based economy with public ownership and communal control of at least the major means of production (e.g., mines, mills, and factories) and the natural resources of a society.

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### Suggested Resources

Google search for more information



**Benchmark 11.3.1.3:** Illustrate and interpret the structure of a communist government.

**Topic 3:** Structure of communist governments

**Sub-topics:**

- Basis for the structure of communist governments
- Structure of communist governments

**Skills:** Creative and critical thinking – (Synthesis& Analyse) Illustrating and interpreting the structure of communist governments.

**Learning Objectives: By the end of this topic, students will be able to:**

- Explain the basis for the structure of communist governments.
- Draw a diagram illustrating the structure of communist governments.

---

**Content Background**

**What was the basis for the structure of communist governments?**

Basically, the driving force behind the communist ideology was to eliminate the struggles faced by workers that come with the class system of capitalism. Marx believed that, everyone in a society shares the benefits of labor equally, and eliminates the class system through redistribution of on income.

**Structure of communist governments**

Communism has varied from one communist country to another. But until the late 1980's, certain basic features of communism were shared by all communist countries. One of the features of communism was totalitarianism in which the government controls almost all aspects of peoples' lives.

Communist governments have a single communist party which governs all activities of the country. Communist countries have centrally planned economies (command economies) where the state owns the means of production, and the government planned most economic activity. Moreover, communist countries value cooperation and group needs over personal freedom. In other words, they consider the well-being of the state and society to be more important than that of the individual.

The communist party performs four important roles in a communist system.

1. Selects party members.
2. Maintains total control over public policies.
3. Supervises every branch of government.
4. Screens people for key jobs throughout society

Although, communist parties have shared certain basic characteristics, the structures have varied from country to country.

A common communist party is structured like a pyramid. At the bottom of the pyramid are numerous local party organizations. In the middle are various regional and district organizations. At the top is a party congress, made up of delegates from party organizations throughout the country.

In communist states, all power rests with that state's (communist) party. The people who lead the party also head the government. The individuals who made up the government bureaucracy (system of officials who carry out governmental functions) are all party members.

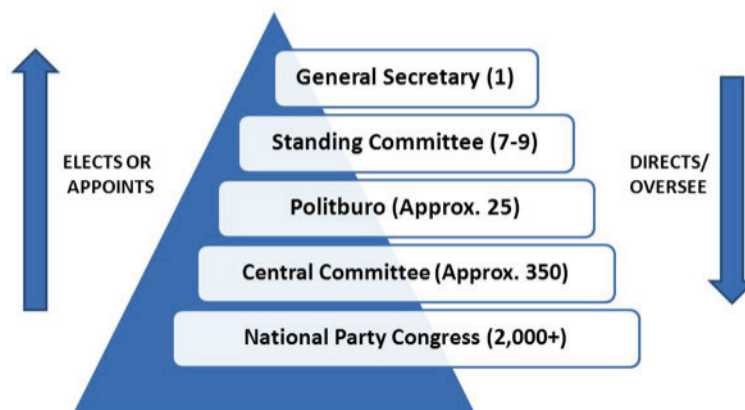
Let us take a look at China's government structure with one Communist Party.

China's Communist Party (CCP) is one of the largest political parties in the world. Since the establishment of the People's Republic of China in 1949, the CCP has been in sole control of that country's government. It is the major policy-making body in China, and it sees that the central, provincial, and local organs of government carry out those policies

The CCP's structure is as follows.

- General Secretary consists of 1 member
- Politburo Standing Central Committee consists of about 7-9 full members
- Politburo (Political Bureau) is made up of 20–25 full members
- Central Committee consist of 200 plus members
- National Party Congress of 2,000 delegates (the number varies)
- Party made up of nearly 90 million

### Structure of the CCP



The general secretary of the Secretariat is formally the highest-ranking official of the party. The CCP has a commission for detecting and punishing abuses of office by party members, and it also has a commission by which it retains control over China's armed forces. The CCP has basic-level party organizations in cities, towns, villages, neighbourhoods, major workplaces, schools, and so on. Power flows from the top down in the CCP.

### Suggested Resources

1. Communism - Classic Layout. World Book, 2012. Web .24 Oct. 2012.  
Retrieved from: <https://cllc.cengage.com/uploads/>
2. Google Search

**How to access and search for scholarly resources**

- i. Click on Google Chrome search engine on your phone
- ii. Type in “Google Scholar”
- iii. Click on google scholar on your search engine (google chrome).
- iv. Type in the topic you want to search and click search (enter).
- v. Click on the article or book on the relevant topic you are teaching and READ.
- vi. Download if PDF version is available.

**Benchmark 11.3.1.4:** Identify and examine the roles and responsibilities of communist governments.

**Topic 4:** Roles and responsibilities of communist governments

**Sub-topics:**

- Roles and responsibilities of communist governments
- Examples of communist governments and their functions

**Skills:** Critical thinking (analysing) - Examining the roles and responsibilities of communist governments.

**Learning Objectives: By the end of this topic, students will be able to:**

- Identify and discuss the roles and responsibilities of communist governments citing examples in Cuba, North Korea, and Russia.

---

**Content Background**

**Roles and responsibilities of communist governments**

Economic systems in countries vary primarily in who owns the factors of production, how the allocation of resources is directed and the method used to direct economic activity.

The purpose of all production is to supply the social and economic requirements of the people. Production is not about profit maximisation.

Production of goods and services can be divided into 'base' production and 'surplus' production. Base production is the amount of goods and services required for the people to live comfortably.

A communist government ensures that the country produces to this level, without relying on international trade so far as that is possible.

The second economic function of a communist country is to ensure that these basic goods and services are distributed, so that everyone does live comfortably.

The third economic task of a communist government is to decide what surplus goods and services should be produced.

The fourth economic role of a communist government is to allocate these surplus goods and services. As a communist country is unlikely to be self-sufficient some surplus will have to be traded. The communist vision is to use at least part of that surplus so that the base level of production can be attained with less labor, freeing workers from at least some hours of drudgery each week.

Let us take a look at examples of communist governments and how they function

## Russia

Russia was the first country in the world to establish a communist government which was the foundation for which other communist governments modelled their system.

The forces that moulded Russia's political culture and shaped Soviet citizens attitude to authority is based on the Tsarist autocracy of the Romanov Dynasty that had ruled Russia since the 17<sup>th</sup> century. The Tsar was an absolute monarchy.

Russia, unlike the UK, had no slow evolution of parliamentary democracy and unlike France and the USA, had no successful middle class –revolutions. The Russian political experience before 1917 was of strong leaders and centralised political control supported by an elite of nobles and a large bureaucracy. Repression of opposition to the ruling elite was the function of the political police. Change, when it occurred, was initiated from above. When Russia became a communist country with totalitarian rulers, it was not difficult for rulers like Joseph Stalin to exert a totalitarian regime on Russian citizens. After all, communist governments believed in state controlled, centrally planned economies, for the benefit of all citizens. Any dissent of any form or kind was brutally taken care of by the government's agents (police, military, etc).

## Cuba

Fidel Castro became the leading political leader of Cuba from 1959 to 2016 after overthrowing the corrupt regime of Batista. Communist activity began in Cuba in 1923. The communist party of Cuba is the ruling party and is a communist party of the Marxist-Leninist model. Hence, everything is controlled by the state and the communist government through its agencies ensures citizens live and work according to its laws. Anybody who dare challenge the state in any way and form is severely dealt with.

## North Korea

North Korea, officially the Democratic People's Republic of Korea, is a country in East Asia constituting the northern part of the Korean Peninsula, with Pyongyang the capital and the largest city in the country. In the North Korean government, the Cabinet is the administrative and executive body. The North Korean government consists of three branches: administrative, legislative, and judicial.

It remains one of the world's most repressive states. In his seventh year in power, Kim Jong-un—who serves as chairman of the States Affairs Commission and head of the ruling Workers' Party of Korea—continues to exercise almost total political control. The government restricts all civil and political liberties, including freedom of expression, assembly, association, and religion. It also prohibits all organized political opposition, independent media, civil society, and trade unions.

The government routinely uses arbitrary arrest and punishment of crimes, torture in custody, and executions to maintain fear and control over the population. The government and security agencies systematically extract forced, unpaid labour from its citizens— including women, children, detainees,

and prisoners—to build infrastructure implement projects, and carry out activities and events extolling the ruling Kim family and the Workers’ Party of Korea (WPK).

The government continues its tight restrictions on unauthorized cross-border travel to China, collaborating with Chinese authorities to capture and return North Korean refugees, and punished North Koreans making contact with the outside world. The government fails to protect or promote the rights of numerous at-risk groups, including women, children, and people with disabilities. The Cabinet is the administrative and executive body is (in theory) organizationally similar to communist parties. In practice it is far less institutionalized and informal politics plays a larger role than usual.

The politics of North Korea takes place within the framework of the official state philosophy which is built upon the principle of centralization. While the North Korean constitution the existence of two minor political parties they are legally bound to accept the ruling role of the WPK.

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### **Suggested Resources**

1. "Communism." Classic Layout. World Book, 2012.Web .24 Oct. 2012.  
*Retrieved from: <https://cllc.cengage.com/uploads/>*
2. Google Search

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- v. Click on the article or book on the relevant topic you are teaching and READ.
- vi. Download if PDF version is available.



**Benchmark 11.3.1.5:** Analyse the processes of creating, maintaining, or changing a communist government.

**Topic 5:** Political process of communist governments

**Sub-topics:**

- Formation and maintaining of communist government
- Election systems and processes of communist governments

**Skills:** Critical thinking - analysing the political process of socialist governments.

**Learning Objectives: By the end of this topic, students will be able to:**

- Describe the process of forming and maintaining communist governments.
- Discuss the election system and process in communist governments.

---

**Content Background**

In a communist system the primary function of public institutions will shift from being about the creation of laws and the control of people into a technical role as an administrator of technical production processes, with a decrease in the scope of traditional politics as scientific administration overtakes the role of political decision-making. Communist society is characterized by democratic processes, not merely in the sense of electoral democracy, but in the broader sense of open and collaborative social and workplace environments.

**How is a communist government formed?**

Communist governments allow only approved Communist Party candidates to stand for elections, and there is usually only one candidate for each position. The Communist Party is the only formal political organisation. All control of political and economic life is centered in its hands. It is the ultimate source of power, the brains of the government, the unifying bond in a land of endless diversity. It does not permit the formation of political groups other than the Communist Party. As a result, voters have no choice of candidates at an election.

**Is there voting in communist countries? How does it work?**

Yes! There is voting in communist countries. However, the list of candidates is selected via a different system compared with the two parties, or multi-party systems of the typical democratic capitalist countries.

In a communist country, there is only one official (dominant) political party, and therefore the candidates are only available from that party. Also, there is no popular voting in a communist country for any government post other than in some cases for the lowest and powerless local levels. For all other levels of government, including the highest national posts, there is a system of increasingly layered and smaller centralized voting which becomes effectively controlled by the Central Committee, or Standing Committee, or Politburo at the national levels. The National Congress body is usually constitutionally the highest authority, but effective control typically resides in either the Central

Committee, Standing Committee or Politburo, or in some cases historically in a single person (e.g. Lenin, Stalin, Mao, Kim, Ho, etc.). With this form of non-popular voting for the highest echelons of government, it's easy for the system to become subject to corruption and dictatorship, as evidenced in history.

In most communist countries, popular elections are held, but they do not really decide who the leaders are. The leaders are hand-picked by the Communist Party members who have the most influence, clout, and power. Public "elections" are just rubber-stamp validations of those choices, where you have the choice of voting "yes" or "no". Even if you vote "no" the person still stays in power. When a leader dies, there is a power struggle, and it's usually the most ruthless, cunning leader who marginalizes his enemies that ends up being the overall leader.

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### Suggested Resources

1. World Governance, Celia Mehan and Shirley Sydenham pp 8-9
2. Communist Society. Retrieved from: <https://en.wikipedia.org/wiki/>

**Benchmark 11.3.1.6:** Explain the processes and the principles of decision and law making in a communist country.

**Topic 6:** Decision and law-making in communist countries

**Sub-topics:**

- Basis to decision and law-making in communist governments
- Decision-making process in communist countries
- Law-making process in communist countries

**Skill:** Critical thinking - Analysing the decision and law making processes in socialist governments

**Learning Objectives: By the end of this topic, students will be able to:**

- Discuss the basis to decision and law-making in communist governments.
- Explain the decision-making process in communist countries.
- Examine the law-making process in communist countries.

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**Content Background**

**Basis to decision and law-making in communist governments**

Marx and Engels desired to end the class system in capitalism leading to exploitation of workers. In the communist movement, a popular slogan stated that; Everyone gave according to their abilities and received according to their needs. Thus, the needs of a society would be put above and beyond the specific needs of an individual. In a communist society, all private ownership would be abolished, and the means of production would belong to the entire community.

**Decision making process in communist states**

In most communist countries, the government makes decisions. The leaders create a plan that outlines their choices. It's executed with laws, regulations, and directives. Those decisions are accepted by the people because of the government's power of compulsion. In N. Korea for instance, citizens who dissent from the government (rather Kim Jong Un himself), are imprisoned for life.

Most assets are state owned and employees were working for the state. They followed the higher authority's direction. Managers had little power to play their leadership role. They were only instruments of state policy.

**Law-making processes in communist states**

As long as communist parties have ruled nation-states, little attention has been devoted to their legislatures. The communist party in communist states has the rights to monopoly of power. Marxism-Leninism stipulates that there are objective laws of social development. However, it is only the party, because of its advanced social consciousness, which has insights into these historical processes.

In practice, communist governments have created laws from central bureaucratic bodies directly controlled by the party and subject to virtually no direct approval from any group except the rulers.

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### Suggested Resources

Information retrieved from:

1. [www.thebalance.com/communism-characteristics...](http://www.thebalance.com/communism-characteristics...)
2. [countrynavigator.com/.../decision-making](http://countrynavigator.com/.../decision-making)
3. [www.scientificpapers.org/download/307](http://www.scientificpapers.org/download/307)
4. [www.answers.com/Q/How\\_are\\_laws\\_made\\_in\\_communism](http://www.answers.com/Q/How_are_laws_made_in_communism)
5. [www.answers.com/Q/Who\\_makes\\_the\\_decision\\_in\\_a...](http://www.answers.com/Q/Who_makes_the_decision_in_a...)

**Benchmark 11.3.1.7:** Evaluate how citizens' demands are addressed and met through the communist government system.

**Topic 7:** Citizens demands in communist government systems

**Sub-topics:**

- Types of citizen's demands in communist countries
- How citizen's demands are met by the communist government systems?

**Skill:** Critical thinking – Evaluating the strategies used in meeting citizens' demands in communist countries.

**Learning Objectives: By the end of this topic, students will be able to:**

- Discuss and identify the types of citizens' demands in communist countries.
- Discuss how citizen's demands are met by communist governments.

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**Content Background**

**Citizens' demands in communist countries**

Citizens' needs in all government systems do not vary much. Every citizen has basic needs to survive. They need goods and services every day for a better living. People work to earn a living.

In communist states, citizens need basic services like, schools, hospitals, recreational centers, freedom of speech, protection of law and so forth.

Citizens in a communist government system do not have the right of freedom of speech, freedom of the press or basically most of the things covered by the 1st amendment in the US Constitution. The government does not allow this because then, people could protest against the government in these ways.

However, in a communist system, people are entitled to jobs. This is because the government owns all means of production, the government can provide jobs for at least a majority of the people. Everyone in a communist country is given enough work opportunities to live and survive.

**Addressing citizen's demands**

A communist state has a centrally planned economy or a command economic system which means, everything is controlled by the state. The communist represents the group. The factors of production are owned by the group. However, the government does not legally own the labor force, but, the central planners tell the people where they should work.

As stated by Karl Marx, *"From each according to his ability, to each according to his need"*. This means that people would work at what they loved and did well. They would happily contribute their skills for the good of all. The economy would prosper because they would work harder than in capitalism.

*"To each according to his need"* meant the community would take care of those who could not work. It would distribute goods and services to everyone

as they required them. Those who were able to work would be motivated by enlightened self-interest.

Communist economies mobilize economic resources on a large scale, execute massive projects, and create industrial power. It can move so effectively because it overrides individual self-interest and subjugates the welfare of the general population to achieve critical social goals. The command economy can wholly transform the societies to conform to the planners' vision.

However, the government sets prices for all the goods and services. Prices are not determined by supply and demand as in capitalist economies. Planners lose the valuable feedback these prices provide about what the people want. They do not get up-to-date information about consumers' needs, and as a result, there is often a surplus of one thing and shortages of others.

This leads to citizens creating black markets to trade the things the planners do not provide, which destroys the trust in Marx's pure communism. People no longer feel the government can give "to each according to his needs."

In the 1980s, communism was starting to have many problems. The Soviet Union suffered from lack of food and bad harvests. The middle class was angry with the communist system, which failed to give them a better life. In many countries growth was slow and leaders saw that the west was overtaking them.

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### **Suggested Resources**

Google Search

#### **How to access and search for scholarly resources**

- i. Click on Google Chrome search engine on your phone
- ii. Type in "Google Scholar"
- iii. Click on google scholar on your search engine (google chrome).
- iv. Type in the topic you want to search and click search (enter).
- v. Click on the article or book on the relevant topic you are teaching and READ.
- vi. Download if PDF version is available.



**Benchmark 11.3.1.8:** Differentiate between democracy and communism.

**Topic 8:** Similarities and differences between democracy and communism

**Sub-topics:**

- Democracy and communism as an Ideology
- Similarities between democracy and communism
- Differences between democracy and communism

**Skills:** Critical thinking - Analysing (differentiate) between democracy and communism.

**Learning Objectives: By the end of this topic, students will be able to:**

- Position democracy and communism in an ideology spectrum/range.
- Compare the similarities and differences between democracy and communism.

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**Content Background**

**The similarities and differences between democracy and communism**

Communism and democracy are two political ideologies or philosophies that dictate how political systems should be managed. Both systems are considered to be 'left-wing' on the political spectrum and more liberal in nature than some other political ideologies alternatives (i.e. fascist or conservative ideologies).

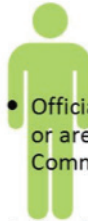
	Communism	Democracy
<b>General Concept</b>	Communism: To each according to their needs. The government will provide what people need and through advances in technology everyone will have an abundance to consume. It is important to note that communism is both a political ideology and social one, in that it dictates how government and social organisation will be established.	Democracy: Everything is decided by citizens, who will have an equal say in decisions that impact people in general. The majority wins and everything will be decided and ruled by a majority vote. Democracy is a political ideology and not a social one, in that it dictates a form of government but any form of social organisation can exist around that government.
<b>Ownership of property</b>	Communism does not allow for individuals to own anything, all property is public and can be used by those who need it (as decided by government).	Individuals can own personal property like homes and businesses. Some government ownership of producing assets still exists as deemed acceptable by the majority vote.
<b>Freedom of Choice</b>	Either through collective vote or the direction of government leadership all economic. Social and political decisions are dictated.	Personal choice is allowed for the most part but there are limitations in place (laws) established by the majority rule government to maintain order and set certain guidelines.

**Access to Services**

Access to services is universal and the state will provide what people need in terms of health care or educational services.

Access to services will vary based on what the majority rule government dictates; in some democratic countries (i.e. Canada) health and education are free to access. Alternatively, in the USA health care is largely private and access to service is driven by private insurers to a significant extent.

## Communism vs. Democracy



### Communism

- Officials get into office by force or are elected by the Communist party.
- People have very little freedoms.
- Owns all property and dominates all forms of life.
- Controls economy.

### Democracy

- Officials are elected to their positions by the masses.
- People have many freedoms like religion, press, speech and assembly.
- Government has very little control over economy.

## Suggested Resources

Google Search

### How to access and search for scholarly resources

- Click on Google Chrome search engine on your phone
- Type in "Google Scholar"
- Click on google scholar on your search engine (google chrome).
- Type in the topic you want to search and click search (enter).
- Click on the article or book on the relevant topic you are teaching and READ.
- Download if PDF version is available.

## Unit 2: Political Ideologies and Systems

**Content Standard 3.2:** Students will be able to identify and interpret the belief systems, representations, behaviours, traditions, structures, practices, and other characteristics that signify political systems and represent their ideologies.

**Benchmark 11.3.2.1:** Define and explain the difference between ideology and hegemony.

**Topic 1:** Ideology and hegemony

**Sub-topics:**

- What is ideology and hegemony?
- Examples of ideologies and hegemonies in the world
- Authoritarian
- Monarchy - Britain

**Skills:** Critical thinking - Remembering (define), understanding (explain) difference between ideology and hegemony.

**Learning Objectives: By the end of this topic, students will be able to:**

- Explain the terms ideology and hegemony.
- Identify and explain different ideologies and hegemonies used in political systems around the world.
- Investigate and explain the origin of Authoritarian rule as an ideology and how it operated in governments of the world.
- Investigate and explain the origin of British Monarchy and its dominance over other countries.

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### Content Background

#### What is an ideology?

An ideology is a set of normative beliefs and values that a person or other entity has for non-epistemic reasons. These rely on basic assumptions about reality that may or may not have any factual basis. The term is especially used to describe systems of ideas and ideals which form the basis of economic or political theories and resultant policies.

Ideologies may be based on religious, social, political, or economic grounds. In many cases, they are a combination of these elements. In practice, they tend to expand and become more complex as the practical issues related to the concept, principles, rules and laws become more involved.

Other brief definitions include:

- a set of beliefs or characteristic of a social group or individual.  
(*Related words describing ideology include; beliefs · ideas · ideals · principles · doctrine · creed · credo · teaching*) and (*Related phrases describing ideology; system of belief · set of principles · statement of beliefs*)

## What does hegemony mean?

Hegemony is the political, economic, or military predominance or control of one state over others. In ancient Greece, hegemony denoted the politico-military dominance of a city-state over other city-states. The dominant state is known as the hegemon. In the 19th century, hegemony came to denote (mean) the “Social or cultural predominance or ascendancy; predominance by one group within a society or milieu (location)”. It could be used to mean “a group or regime which exerts undue influence within a society”. For example, Germany was united under Prussian hegemony after 1871”. In this example, hegemony means leadership or dominance, especially by one state or social group over others.

## What is the difference between ideology and hegemony?

The ideas of ideology and hegemony cannot be used interchangeably because they are completely different. An ideology is a system of, usually political, ideas. It is a general framework within which individual policies or positions are held. Fascism, liberalism, Marxism are all ideologies.

Hegemony on the other hand is a power relationship that involves the manufacturing of consent by the dominated to the dominator. If a social class is hegemonic, other classes in society accept that its way of looking at things is correct. For example, in Marxist philosophy, cultural hegemony is the domination of a culturally diverse society by the ruling class who manipulate the culture of that society, the beliefs, explanations, perceptions, values, and mores—so that their imposed, ruling-class worldview becomes the accepted cultural norm. Thus, hegemony establishes superiority and keeps another group or country under its control whereas ideology professes a thought process which it feels is good for the same group, country or nation.

## Examples of ideology and hegemony in the word

### Hegemony

The most common example of hegemony can be observed in the franchising and globalization of world cuisine, which involves franchises like KFC, Starbucks, McDonald's, Coca cola, etc. It also includes the practice of foreign companies to produce products that are imported.

The cultural influence of the United States on the rest of the world spread through movies, music, and television is a form of hegemony.

### Ideology

An ideology is literally a structured ideal, systematically created as follows:

- i. **Premise (statement):** The basic concepts of the ideal state or objective of the ideology
- ii. **Correlatives:** The working principles used to achieve the ideal
- iii. **Rules and laws:** The requirements for conformity with the ideal
- iv. Socialism, Marxism, Bolshevism, Leninism, Communism, Trotskyism, Stalinism, Maoism

## Suggested Resources

Google Search

### How to access and search for scholarly resources

- i. Click on Google Chrome search engine on your phone
- ii. Type in “Google Scholar”
- iii. Click on google scholar on your search engine (google chrome).
- iv. Type in the topic you want to search and click search (enter).
- v. Click on the article or book on the relevant topic you are teaching and READ.
- vi. Download if PDF version is available.

**Benchmark 11.3.2.2:** Identify and document the biographies of important communist leaders.

**Topic 2:** : Biographies of communist leaders

**Sub-topics:**

- Joseph Stalin - Russia
- Mao Zedong - China
- Kim Jong-un - North Korea
- Fidel Castro - Cuba

**Skills:** Critical & creative thinking (analysis/synthesis) – Identifying and documenting biographies of communist leaders.

**Learning Objectives: By the end of this topic, students will be able to:**

- Identify and name world's powerful communist leaders.
- Construct biographies of communist leaders.

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**Content Background**

In the communist world there are many leaders that may fit the description of being powerful communist leaders. In this unit we will briefly look at four (4) selected communist leaders who ruled their countries with an iron fist.

1. Joseph Stalin - Russia
2. Mao Zedong - China
3. Kim Jong-un – North Korea
4. Fidel Castro - Cuba

**Biography of Joseph Stalin - Dictator of the former USSR (Russia)**

Joseph Stalin ruled the Soviet Union for more than two decades, instituting a reign of death and terror while modernizing Russia and helping to defeat Nazism.



**Quick Facts**

**Name:** Joseph Stalin

**Birth Date:** December 18, 1878

**Death Date:** March 5, 1953

**Place of Birth:** Gori, Georgia, Russia

**Place of Death:** Moscow, Russia

Joseph Stalin rose to power as General Secretary of the Communist Party in Russia, becoming a Soviet dictator after the death of Vladimir Lenin. Stalin forced rapid industrialization and the collectivization of agricultural land, resulting in millions dying from famine while others were sent to labor camps. His *Red Army* helped defeat Nazi Germany during World War II.



## Early Life

On December 18, 1879, in the Russian peasant village of Gori, Georgia, Iosif Vissarionovich Dzhugashvili - later known as Joseph Stalin - was born.

The son of Besarion Jughashvili, a cobbler, and Ketevan Geladze, a washerwoman, Stalin was a frail child. At age 7, he contracted smallpox, leaving his face scarred.

A few years later he was injured in a carriage accident which deformed his left arm (some accounts state his arm trouble was a result of blood poisoning from the injury)

The other village children treated him cruelly, instilling in him a sense of inferiority. Because of this, Stalin began a quest for greatness and respect. He also developed a cruel streak for those who crossed him.

Stalin's mother, a devout Russian Orthodox Christian, wanted him to become a priest. In 1888, she managed to enroll him in church school in Gori. Stalin did well in school, and his efforts gained him a scholarship to Tiflis Theological Seminary in 1894.

A year later, Stalin came in contact with Messame Dassy, a secret organization that supported Georgian independence from Russia. Some of the members were socialists who introduced him to the writings of Karl Marx and Vladimir Lenin. Stalin joined the group in 1898.

Though he excelled in seminary school, Stalin left in 1899. Accounts differ as to the reason; official school records state he was unable to pay the tuition and withdrew. It's also speculated he was asked to leave due to his political views challenging the tsarist regime of Nicholas II.

Stalin chose not to return home, but stayed in Tiflis, devoting his time to the revolutionary movement. For a time, he found work as a tutor and later as a clerk at the Tiflis Observatory. In 1901, he joined the Social Democratic Labor Party and worked full-time for the revolutionary movement.

## Russian Revolution

In 1902, he was arrested for coordinating a labor strike and exiled to Siberia, the first of his many arrests and exiles in the fledgling years of the Russian Revolution. It was during this time that he adopted the name Stalin, meaning "steel" in Russian.

Though never a strong orator like Vladimir Lenin or an intellectual like Leon Trotsky, Stalin excelled in the mundane operations of the revolution, calling meetings, publishing leaflets and organizing strikes and demonstrations.

After escaping from exile, he was marked by the Okhranka, (the tsar's secret police) as an outlaw and continued his work in hiding, raising money through robberies, kidnappings and extortion. Stalin gained infamy being associated with the 1907 Tiflis bank robbery, which resulted in several deaths and 250,000 rubles stolen (approximately \$3.4 million in U.S. dollars).

In February 1917, the Russian Revolution began. By March, the Tsar had abdicated the throne and was placed under house arrest. For a time, the revolutionaries supported a provisional government, believing a smooth transition of power was possible.

But in April 1917, Bolshevik leader Lenin denounced the provisional government, arguing that the people should rise up and take control by seizing land from the rich and factories from the industrialists. By October, the revolution was complete and the Bolsheviks were in control.

### Biography of Mao Zedong – Founding father of the Republic of China



#### Quick Facts

**Name:** Mao Zedong

**Date of Birth:** December 26, 1893

**Place of Birth:** Shaoshan, Hunan, China

**Date of Death:** September 9, 1976

**Place of Death:** Beijing, China

Mao Zedong, also known as Chairman Mao, was born on December 26, 1893. Mao was a Chinese communist revolutionary who became the founding father of the People's Republic of China (PRC), which he ruled as the Chairman of the Communist Party of China from its establishment in 1949 until his death in 1976. Ideologically Marxist–Leninist, his theories, military strategies, and political policies are collectively known as Maoism.

#### Early Life

Mao Zedong was born on December 26, 1893, in Shaoshan village, Hunan Province, China. His father, Mao Yichang, was a formerly impoverished peasant who had become one of the wealthiest farmers in Shaoshan. Growing up in rural Hunan, Mao described his father as a stern disciplinarian, who would beat him and his three siblings, the boys Zemin and Zetan, as well as an adopted girl, Zejian. Mao's mother, Wen Qimei, was a devout Buddhist who tried to temper her husband's strict attitude. Mao too became a Buddhist, but abandoned this faith in his mid-teenage years.

At age 8, Mao was sent to Shaoshan Primary School, learning the value systems of Confucianism, he later admitted that he didn't did not enjoy the classical Chinese texts preaching Confucian morals, instead favouring popular novels like *Romance of the Three Kingdoms* and *Water Margin*.

At age 13, Mao finished primary education, and his father united him in an arranged marriage to the 17-year-old Luo Yixiu, thereby uniting their land-owning families. Mao refused to recognise her as his wife, becoming a fierce critic of arranged marriage and temporarily moving away. Luo was locally disgraced and died in 1910.

Mao had an anti-imperialist outlook early in his life, and was particularly influenced by the events of the Xinhai Revolution of 1911 and May Fourth Movement of 1919.

## Peoples' Republic of China

He later adopted Marxism–Leninism while working at Peking University, and became a founding member of the Communist Party of China (CPC), leading the Autumn Harvest Uprising in 1927.

During the Chinese Civil War between the Kuomintang (KMT) and the CPC, Mao helped to fund the Chinese Workers' and Peasants' Red Army, led the Jiangxi Soviet's radical land policies, and ultimately became head of the CPC during the Long March. Although the CPC temporarily allied with the KMT under the United Front during the Second Sino-Japanese War (1937–1945), China's civil war resumed after Japan's surrender and in 1949 Mao's forces defeated the Nationalist government, which withdrew to Taiwan.

On October 1, 1949, Mao proclaimed the foundation of the PRC, a single-party state controlled by the CPC. In the following years he solidified his control through land reforms and through a psychological victory in the Korean War, as well as through campaigns against landlords, people he termed "counter-revolutionaries", and other perceived enemies of the state.

In 1957, he launched a campaign known as the *Great Leap Forward* that aimed to rapidly transform China's economy from agrarian to industrial. This campaign led to the deadliest famine in history and the deaths of 20–45 million people between 1958 and 1962.

In 1966, Mao initiated the *Cultural Revolution*, a program to remove "counter-revolutionary" elements in Chinese society which lasted 10 years and was marked by violent class struggle, widespread destruction of cultural artifacts, and an unprecedented elevation of Mao's cult of personality. The program is now officially regarded as a "severe setback" for the PRC.

In 1972, Mao welcomed U.S. President Richard Nixon in Beijing, signalling the start of a policy of opening China to the world.

After years of ill health, Mao suffered a series of heart attacks in 1976 and died at the age of 82. He was succeeded as paramount leader by Party Chairman Hua Guofeng, who was quickly sidelined and replaced by Deng Xiaoping.

A controversial figure, Mao is regarded as one of the most important and influential individuals in modern world history. He is also known as a political intellect, theorist, military strategist, poet, and visionary.

Supporters credit him with driving imperialism out of China, modernising the nation and building it into a world power, promoting the status of women, improving education and health care, as well as increasing life expectancy as China's population grew from around 550 million to over 900 million under his leadership.

Conversely, his regime has been called autocratic and totalitarian, and condemned for bringing about mass repression and destroying religious and cultural artifacts and sites. It was additionally responsible for vast numbers of deaths with estimates ranging from 30 to 70 million victims through starvation, prison labour and mass executions.

## Biography of Kim Jong Un-North Korea



### Quick Facts

**Name:** Kim Jong Un

**Date of Birth:** January 8, 1983/1984

**Place of Birth:** North Korea

Much of the early life of Kim Jong-un is unknown to Western media.

**Kim Jong-un** (officially transcribed **Kim Jong Un**; Korean: Korean pronunciation: [kim.dʒɔŋ.un]; born 8 January 1983 or 1984) is a North Korean politician. He is the incumbent Supreme Leader of North Korea since 2011 and Chairman of the Workers' Party of Korea since 2012. He is the second child of Kim Jong-il (1941–2011), the country's second leader from 1994 to 2011, and Ko Yong-hui (1952–2004). He is the grandson of Kim Il-sung, who was the founder and first leader of North Korea from 1948 to 1994. Kim is the first North Korean leader who was born after the country's founding, and is also the second youngest currently-serving head of government in the world.

From late 2010, Kim Jong-un was viewed as heir apparent to the leadership of the DPRK, and following the elder Kim's death, North Korean state television announced him as the "Great Successor". Kim holds the titles of Chairman of the Workers' Party of Korea (as First Secretary between 2012 and 2016), Chairman of the Central Military Commission, Chairman of the State Affairs Commission, Commander-in-Chief (as SAC chairman), and member of the Presidium of the Politburo of the Workers' Party of Korea, the highest decision-making body in North Korea.

Kim was promoted to the rank of Marshal of North Korea in the Korean People's Army on 18 July 2012, consolidating his position as the Supreme Commander of the Armed Forces. North Korean state media often refers to him as Marshal Kim Jong-un, "the Marshal" or "Dear Respected."

*Forbes* magazine ranked Kim as the 46th most powerful person in the world in 2013 and the third highest amongst Koreans after Ban Ki-moon and Lee Kun-hee. On 12 December 2013, Kim ordered the execution of his uncle Jang Song-thaek for "treachery". Kim is widely believed to have ordered the assassination of his half-brother, Kim Jong-nam, in Malaysia in February 2017.

In 2018, Kim Jong-un and South Korean President Moon Jae-in met twice in Panmunjom on the border between North and South, and once in Pyongyang. On 12 June 2018, Kim and US President Donald Trump met for a summit in Singapore, the first-ever talks held between a North Korean leader and a sitting US President, to discuss the North Korean nuclear program. A follow-up meeting in Hanoi in February 2019 ended abruptly without an agreement. On 25 April 2019, Kim and Russian President Vladimir Putin held their first summit in Vladivostok, Russia. On 30 June 2019, Kim met with both South Korean President Moon Jae-in and Trump at the Korean Demilitarized Zone.



## 5. Fidel Castro

*This article uses Spanish naming customs: the first or paternal family name is Castro and the second or maternal family name is Ruz.*



### Quick Facts

**Name:** Fidel Castro

**Date of Birth:** August 13, 1926

**Place of Birth:** Birán, Oriente

**Fidel Alejandro Castro Ruz** was a Cuban communist revolutionary and politician who governed the Republic of Cuba as Prime Minister from 1959 to 1976 and then as President from 1976 to 2008.

### Early Life

Fidel Alejandro Castro Ruz was born on August 13, 1926, near Birán, in Cuba's eastern Oriente Province. He was the third of six children, including his two brothers, Raúl and Ramón; and three sisters, Angela, Emma and Agustina. His father, Ángel, was a wealthy sugar plantation owner originally from Spain who did most of his business with the American-owned United Fruit Company, which dominated the agriculture in that region at the time. His mother, Lina Ruz González, had been a maid to Ángel's first wife, Maria Luisa Argota, at the time of Fidel's birth. By the time Fidel was 15, his father dissolved his first marriage and wed Fidel's mother. At age 17, Fidel was formally recognized by his father and his name was changed from Ruz to Castro.

Educated in private boarding schools, Castro grew up in wealthy circumstances amid the poverty of Cuba but was also imbued with a sense of Spanish pride from his teachers. From an early age, Castro showed he was intellectually gifted, but he was also something of a troublemaker and was often more interested in sports than studies. He attended Colegio Dolores in Santiago de Cuba and then El Colegio de Belén in Havana. After his graduation in late 1945, however, Castro entered law school at the University of Havana.

While studying law at the university, he became interested in politics. Castro adopted leftist anti-imperialist politics while studying law at the University of Havana. After participating in rebellions against right-wing governments in the Dominican Republic and Colombia, he planned the overthrow of Cuban President Fulgencio Batista, launching a failed attack on the Moncada Barracks in 1953. After a year's imprisonment, Castro traveled to Mexico where he formed a revolutionary group, the 26<sup>th</sup> of July Movement, with his brother Raúl Castro and Che Guevara.

Returning to Cuba, Castro took a key role in the Cuban Revolution by leading the Movement in a guerrilla war against Batista's forces from the Sierra Maestra. After Batista's overthrow in 1959, Castro assumed military and

political power as Cuba's Prime Minister. The United States came to oppose Castro's government and unsuccessfully attempted to remove him by assassination, economic blockade and counter-revolution, including the Bay of Pigs Invasion of 1961. Countering these threats, Castro aligned with the Soviet Union and allowed the Soviets to place nuclear weapons in Cuba, sparking the Cuban Missile Crisis – a defining incident of the Cold War – in 1962.

Adopting a Marxist–Leninist model of development, Castro converted Cuba into a one-party, socialist state under Policies introducing central economic planning and expanding healthcare and education were accompanied by state control of the press and the suppression of internal dissent.

Abroad, Castro supported anti-imperialist revolutionary groups, backing the establishment of Marxist governments in Chile, Nicaragua and Grenada, as well as sending troops to aid allies in the Yom Kippur, Ogaden, and Angolan Civil War. These actions, coupled with Castro's leadership of the Non-Aligned Movement from 1979 to 1983 and Cuba's medical internationalism, increased Cuba's profile on the world stage.

Following the Soviet Union's dissolution in 1991, Castro led Cuba through the economic downturn of the "Special Period", embracing environmentalist and anti-globalization ideas. In the 2000s, Castro forged alliances in the Latin American "pink tide" – namely with Hugo Chávez's Venezuela – and signed Cuba up to the Bolivarian Alliance for the Americas. In 2006, Castro transferred his responsibilities to Vice President Raúl Castro, who was elected to the presidency by the National Assembly in 2008.

The longest-serving non-royal head of state in the 20<sup>th</sup> and 21<sup>st</sup> centuries, Castro polarized world opinion. His supporters view him as a champion of socialism and anti-imperialism whose revolutionary regime advanced economic and social justice while securing Cuba's independence from American imperialism. Critics view him as a dictator whose administration oversaw human-rights abuses, the exodus of a large number of Cubans and the impoverishment of the country's economy. Castro was decorated with various international awards and significantly influenced different individuals and groups across the world.

**Note:** Provide students with templates of biographies and get them to write biographies of significant figures in politics in PNG.

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## Suggested Resources

Google Search

### How to access and search for scholarly resources

- i. Click on Google Chrome search engine on your phone
- ii. Type in “Google Scholar”
- iii. Click on google scholar on your search engine (google chrome).
- iv. Type in the topic you want to search and click search (enter).
- v. Click on the article or book on the relevant topic you are teaching and READ.
- vi. Download if PDF version is available.



**Benchmark 11.3.2.3:** Interpret the ideologies of important communist leaders in terms of their purposes, implementation, and consequences on the citizens.

**Topic 3:** Influences of communist leaders

**Sub-topics:**

- Ideologies of important communist leaders
- How the ideologies work in the communist countries?
- Advantages and disadvantages of communist ideologist on its citizens

**Skills:** Critical thinking (analysis) – Interpreting the ideologies of communist leaders.

**Learning Objectives: By the end of this topic, students will be able to:**

- Interpret and explain the ideologies of important communist leaders.
- Explain how the ideologies work in communist countries.
- State and discuss the advantages and disadvantages of the communist ideologies on its citizens.

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## Content Background

### Ideologies of important communist leaders

The concept of communism began with German philosophers Karl Marx and Friedrich Engels in the 1840s but eventually spread around the world, being adapted for use in the Soviet Union, China, East Germany, North Korea, Cuba, Vietnam, and elsewhere.

After World War II, the quick spread of communism was perceived as a threat to capitalist countries and led to the Cold War. By the 1970s, almost a hundred years after Marx's death, more than one-third of the world's population lived under some form of communism. The philosophy laid out by Marx and Engels has since been termed Marxism, as it differs fundamentally from the various forms of communism that succeeded it. Marxism includes;

- Leninism,
- Stalinism,
- Maoism,
- Titoism, and many others.

These brands of communism are named after the political leaders of those countries who practiced the communist ideology.

Non-Marist communism includes;

- Anarchist
- Christian

### How the ideologies work in communist countries

Communism is an ideological and a social political movement. Its aim is to set up a better version of society. One that will have everyone own everything but controlled by the government. This society would be based on the common ownership of the means of production and would not rely on social classes, or money.

The working class — or “proletariat” — must rise up against the capitalist owners, or “bourgeoisie,” according to the ideals of communism, and institute a new society with no private property, no economic classes and no profits. Communism differs from socialism, though the two have similarities

### Advantages and disadvantages of communist ideologist on its citizens

These are a list of the most significant advantages and disadvantages which come from the Communist form of government.

Advantages	Disadvantages
<b>It reduces the impact of socioeconomic differences in society.</b> When communism is enforced by the government, everyone is equal.	<b>Public ownership structures are easily manipulated by others.</b> Because there is no private ownership involved, the public nature of all properties creates a higher risk of abuse.
<b>People start life off with the same opportunities.</b> Marx believed that democracy creates destruction over time because the “haves” would stop the “have-nots” from having access to needed resources.	<b>Most employment opportunities are in the agricultural sector.</b> Communist governments restrict trade and commerce unless the needs of the state require additional resources
<b>Employment opportunities abound in communism structures.</b> Everyone who wants a job under communist supervision gets a job.	<b>Individual rights are not a top priority under communist rule.</b> The goal of communism, is to increase the well-being of the entire community
<b>Educational opportunities increase during communist rule.</b> The top priority for a communist government when it comes to power is to offer educational opportunities to the general public.	<b>Opposition is not permitted in communism unless the central authority authorizes it.</b> Only one entity, the oversight state, controls the agenda, messaging, and performance of society under communist rule
<b>It creates a stronger social community.</b> The design of communism works toward the full inclusion of every family structure.	<b>Communism makes no distinction between propaganda and education.</b> Offering education to everyone sounds like an advantage under communism, but it creates results in reverse.
	<b>Dissent is not permitted under Communist rule.</b> Because opposition was considered a criminal act, it could result in lengthy prison sentences.
	<b>There is no way to change the behaviors of the ruling group from within.</b> Communism bases its ideas on a totalitarian system. There are no mechanisms within that kind of government to create change from the inside.
	<b>It reduces levels of meaningful employment in society.</b> Communism does not earn you a paycheck. It gives you the right to continue living with the basic essentials and not much more.

	<p><b>Individuals are given income limits to follow.</b></p> <p>Wealth belongs to the government when following the teachings of communism. That means you have limits on the amount of cash you're able to save for a rainy day.</p>
	<p><b>The outcome of communism is often poverty.</b></p> <p>Communism might suggest that everyone benefits from its structure, but it is the opposite which occurs most often.</p>

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### Suggested Resources

1. List of communist ideologies. *Retrieved from: <https://en.wikipedia.org>.*
2. Communist ideology. *Retrieved from: <https://en.wikipedia.org>.*  
Advantages and disadvantages of communism. *Retrieved from: <https://connectusfund.org>.*

**Benchmark 11.3.2.4:** Recognise and interpret national symbols and other representations of communist nations (for example, national flag, national crest, national monuments, independence day, infrastructure such as buildings, and military).

**Topic 4:** National symbols of communism

**Sub-topics:**

- National symbols used in communist countries
- Features and importance of communist symbols
- Communist symbols and its continuity in modern world

**Skills:** Critical thinking (analysis) – Interpreting the national symbols of communism.

**Learning Objectives: By the end of this topic, students will be able to:**

- Identify and compare national symbols used in communist countries.
- Explain the features and importance of communist symbols.
- Explain the existence of communist symbols in the changing world.

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**Content Background**

**What are the national symbols of communist countries?**

The hammer and sickle have become the pan-communist symbol appearing on the flags of most communist parties around the world.

The hammer and the sickle represent proletarian solidarity – a union between the peasantry and working-class. It was first adapted during the Russian Revolution, the hammer representing the workers and the sickle representing the peasants.



For instance, the flag of the Soviet Union incorporated a yellow-outlined red star and a yellow hammer and sickle on red and flags of Vietnam, China, North Korea, Angola and Mozambique would all incorporate similar symbolism under communist rule.

Some parties have a modified version of hammer and sickle as their symbol, most notably the Workers' Party of Korea which includes a hammer representing

industrial workers, a hoe representing agricultural workers and a brush (traditional writing-implement) representing the intelligentsia.



Moreover, red is the national colour of communist states. The colour red represents the blood of the workers who died in the struggle against capitalism.

The five-pointed red star is also a symbol of communism which represents the five fingers of the worker's hand. The red star became one of the emblems, symbols and signals representing the Soviet Union, alongside the hammer and sickle.

**Suggested Resources**

1. Symbols of communism. *Retrieved from: <https://en.wikipedia.org>*
2. Symbols of communism. *Retrieved from: <https://symbols.com>*

**Benchmark 11.3.2.5:** Recognise and interpret patriotic activities and other representations (for example the national (pledge of allegiance), salute to the national flag, and the national anthem) of different communist nations in terms of their consistency, promotion, protection, and the sustainability of the communist ideology and hegemony.

**Topic 5:** Patriotism in communist countries

**Sub-topics:**

- Patriotic activities and representations of different communist nations
- Sustainability of communist ideology and hegemony

**Skills:** Critical thinking (analysis) – Interpreting the patriotic activities of communism.

**Learning Objectives: By the end of this topic, students will be able to:**

- Identify patriotic activities and describe the significance of these activities.
- Explain and discuss ways of sustaining communist practices and doctrines.

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## Content Background

### State of patriotism in communist countries

Patriotism or national pride is the feeling of love, devotion and sense of attachment to a homeland and alliance with other citizens who share the same sentiment. This attachment can be a combination of many different feelings relating to one's own homeland, including ethnic, cultural, political or historical aspects. In communism and many other ideologies, it encompasses a set of concepts closely related to nationalism. Some manifestations of patriotism in communism emphasise the "land" element in love for one's native land and use the symbolism of agriculture and the soil.

*Adapted from: <https://en.wikipedia.org> "Patriotism in communist countries"*

### Activities of patriotism in communist countries

Activities of patriotism play an important role in advancing different ideologies. Some of the most important and common patriotic activities in communist and non-communist countries include;

- Singing the National Anthem
- Saluting the National Flag
- Reciting the National Pledge

There are also other activities like games, festivals, celebrations, marches and many other organised events. One common activity that symbolises patriotism is the celebration marking independence. This is prevalent among communist and non-communist countries.

**Note for teacher:** Research and describe how different communist countries (China, North Korea) practice the most important patriotic activities. Develop a research based assessment accompanied by a specific criteria/rubric.



## Sustainability of communist ideology and hegemony

Hegemony is the act of leading, ruling or dominating several groups by one influential group. It is the leadership or dominance of a shared system of ideas, values, and ethics within a society or community during a particular historical period.

Hegemony is an important tool used by powerful people, groups, states or regions to influence less powerful people, groups, states or regions to adapt to their beliefs, values and ethics. Hegemony can be political, economic, or military predominance or control of one state over others.

In ancient Greece (8<sup>th</sup> century BC – 6<sup>th</sup> century AD), hegemony denoted the politico-military dominance of a city-state over other city-states. The dominant state is known as the *hegemon*.

In the 19<sup>th</sup> century, hegemony came to denote the “Social or cultural predominance or ascendancy; predominance by one group within a society or milieu”. Later, it could be used to mean “a group or regime which exerts undue influence within a society”. Also, it could be used for the geopolitical and the cultural predominance of one country over others, from which was derived *hegemonism*, as in the idea that the Great Powers meant to establish European hegemony over Asia and Africa.

In cultural imperialism, the leader state dictates the internal politics and the societal character of the subordinate states that constitute the hegemonic sphere of influence, either by an internal, sponsored government or by an external, installed government.

In international relations theory, hegemony denotes a situation of:

- great material asymmetry in favor of one state, who has
- enough military power to systematically defeat any potential contender in the system,
- controls the access to raw materials, natural resources, capital and markets,
- competitive advantages in the production of value added goods,
- generates an accepted ideology reflecting this status quo; and
- functionally differentiated from other states in the system, being expected to provide certain public goods such as security, or commercial and financial stability.

The maintenance and sustainability of the communist ideology is attributed to the hegemony approach taken by powerful communist nations. For example, Russia’s domination of Eastern Europe, and China’s prominence in Asia has kept the communist ideology alive in their respective parts of the world.

Source: <https://en.wikipedia.org> “Sustaining hegemony”

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## Suggested Resources

1. Patriotism in communist countries. Retrieved from: <https://en.wikipedia.org> “
2. Sustaining hegemony. Retrieved from: <https://en.wikipedia.org> “

## Unit 3: International Relations

**Content Standard 3.3:** Students will be able to analyse and discuss government to government and people to people relationships as a basis for satisfying social, economic, political, and cultural demands and achieving development goals and aspirations.

**Benchmark 11.3.3.1:** Identify and evaluate multilateral and bilateral relationships between countries practicing different ideologies in terms of the purposes, implementation, and regulation.

**Topic 1:** Bilateral and multilateral relations between countries of different ideologies

### Sub-topics:

- What is international relations?
- PNG and China – Look North policy
- USA and China – Trade War (Huawei)

**Skills:** Critical thinking (analysis/evaluation) – Identifying and evaluating relationships between countries of different ideologies.

**Learning Objectives: By the end of this topic, students will be able to:**

- Examine international relations.
- Discuss and evaluate the purpose, implementation, regulation and the impact of the 'Look North Policy' between PNG and China.
- Investigate the purpose, implementation, regulation and the impact of the 'Trade War' between USA and China.

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### Content Background

#### What is international relations?

Refers to the way two or more countries interact with each other. Why do they interact with each other? They interact with each other to trade (goods and services), share and exchange information, skills and knowledge with each other.

There are multilateral and bilateral relations. 'Bilateral' is ties between two nations (PNG and China) while 'multilateral' refers to relationships of more than two states within an intergovernmental organisation such as the UN.

#### How do different ideologies affect multilateral and bilateral relations?

Ideologies are important in international relations, whether the relations are bilateral or multilateral in nature. It encompasses issues such as globalization, diplomatic relations, state sovereignty, international security, ecological sustainability, nuclear proliferation, nationalism, economic development, global finance, terrorism, and human rights.

A country may choose to have multilateral or bilateral relations because they share common ideas in a range of ways society functions. For example, Papua

New Guinea has chosen to have multilateral and bilateral relations with Australia because both share common ideas of democracy in the way they want their countries to be run.

Differences or similarities in ideologies also affects the extent at which multilateral and bilateral relations may occur between countries. For example; the extent of the relations between Papua New Guinea and Russia is very much dictated by differing ideologies.

An ideology exists to confirm a certain political viewpoint, serve the interests of certain people, or to perform a functional role in relation to social, economic, political, and legal institution. Ideologies also influence our behaviour and how we make decisions. In politics, ideology often determines whom we vote for. On a larger or global scale, ideologies often heavily influence political parties, leaders and policy.

### **PNG and China – Look North Policy**

Immediately after independence in 1975, PNG adopted a foreign policy that was interwoven in a theory of “Friends to all, enemies to none”. Successive governments until 1992 allowed traditional partners like Australia and New Zealand to dominate trade and investment until some elite thinkers felt that it was time to look north.

The “Look North Policy” was introduced by the then Prime Minister, Paias Wingti-led government in 1992. The Look North Policy has its roots in leading PNG politicians, bureaucrats and student leaders of the post-independence period who thought that the country was still in the hands of colonialism. Influenced by a new crop of advisers and academics, elite Papua New Guineans began to take on new challenges to show maturity and therefore depart from traditional partners.

*(Adapted from: <https://www.ipa.gov.pg> “Look north policy”)*

What is ‘Look North Policy’?

A policy designed to encourage and promote business (trade) relationships with the countries of the Asian Region.

Purpose of the ‘Look North Policy’

Implementation and regulation of the ‘Look North Policy’

Impact of the ‘Look North Policy’

Most Papua New Guineans have come to disapprove of the dubious business activities and the manner in which many Asians have come into the country. In fact, an increasing number of Papua New Guineans blame Asian connections for the introduction of corruption in the country, which found roots around the period of implementation of LNP. (*Imbun, 2014*).

**Note for teacher:** Note for teacher: Use the ‘Look North Policy’ and analyse similar cases.

## USA and China – Trade war (Huawei)

An example of how ideologies has negative influence on relations between two countries is the conflict between USA and China involving one of China's technology company, Huawei. This is based on differing ideologies by the two countries on how they are supposed to do business.

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### Suggested Resources

1. Imbun. Benedict. (2014). *"Look North policy", Asian investment, and Papua New Guineans: a trinity formed for development?* Papua New Guinea. Divine Word University. Retrieved from: <https://researchdirect.westernsydney.edu.au/>
2. Look North Policy. Retrieved from: <https://www.ipa.gov.pg>

**Benchmark 11.3.3.2:** Identify and analyse these relationships in terms of addressing national development aspirations and meeting the demands of citizens, creating and fostering peace amongst nations, security, recognizing, promoting, and protecting the rights of citizens, social, economic, political, religious, and cultural exchanges, alleviating poverty, and enabling inclusive development.

**Topic 2:** Relationships and development

**Sub-topics:**

- National development and citizen's demands
- Peace and security amongst nations
- Rights of citizens
- Social, economic, political, religious, and cultural exchanges
- Alleviating poverty
- Inclusive development

**Skills:** Critical thinking (analysis) – Identifying and analysing relationships and development.

**Learning Objectives: By the end of this topic, students will be able to:**

- Research and identify the importance of international relationship in meeting national development and citizen's demands.
- Identify and explain the strategic reasons and importance for peace and security amongst nations.
- Identify and explain international human rights law and its concerns and welfare of citizens in a particular country.
- Explain how international relations can help alleviate poverty in the world.
- Compare and analyse examples of inclusive development in selected nations.

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**Content Background**

**National development and citizen's demands through international relations**

The way in which a country addresses issues of national development is important. A country's development agenda must reflect the aspirations of its people. International relations can promote opportunities where citizens of one country can learn from another country by sharing information or knowledge of common concerns. Citizens' demands are also met in the form of Aids and grants from other countries used for infrastructure development in the host country. People benefit from the developments occurring. For example, Japan International Cooperation Agency (JICA) worked in partnership with the Education Department of PNG to develop Mathematics and Science Text Books for Papua New Guinea children to be used in schools. JICA assisted in monetary as well as the necessary knowledge and skills to work alongside with Papua New Guineans. It was a great achievement for PNG which will meet the needs of the children.

## Peace and security amongst nations

Peace and security are important requirements of human society. In order to achieve that, relationships need to be developed. Relationships that make it possible for peace to exist should be embraced by individuals, groups, and larger organisations like countries. Different nations of the world have a responsibility of ensuring that peace and security are maintained on the national and international level. Most countries have signed agreements to ensure that this is maintained in the world. For example, one of the roles of the United Nations is to preserve international peace and security.

## Rights of citizens

The word right refers to what a person is entitled to and others are duty bound to respect it. For example, in Papua New Guinea the Constitution guarantees the citizens the right for freedom. This means that citizens of Papua New Guinea have the right to freedom and others have the duty to respect the right to freedom and not violate it. For this to happen, it is important for relationships to be developed between people in all aspects of the communities. Governments of different countries also consider this important as it forms the basis for cooperation between nations of the world. The issue of human rights is observed in this context by member countries who have agreed to up-holding this important aspect of a human society. The 'Universal Declaration of Human Rights' declares that, the international community has a duty to uphold and defend the human rights. Every individual, group, nation, region and the world do their part to make the universal rights a living reality for every man, woman and child everywhere regardless of the ideologies and beliefs.

## Alleviating poverty

Poverty is the state of being extremely poor. Some countries, especially in the developing world in Africa, Asia, the Pacific, Central and South America are so poor that they are unable to fend for themselves. They are usually small island nations or politically unstable nations where the majority of the population live in rural areas. Relationships at the international level is important for these countries as other nations can help respond to their needs. For example, Australia was able to assist Papua New Guinea with relief efforts during the earthquake which affected the highlands region in 2018. This was largely due to the special relationship established between Papua New Guinea and Australia over the years.

(Source: <https://en.wikipedia.org> "Relationships and Development")

## Inclusive development

Inclusive development deals with the concept of making sure that everyone is involved with the processes of development; whether it is creating development or recipients of development. Whether a person is black or white, able or disable, educated or uneducated, rich or poor; they have the right to benefit from development or have the duty to participate in development initiatives of a country. This is called inclusive development. There are international organisations that assist poor countries in this regard. Examples include; Cheshire Homes, World Vision, Save the Children/Child Fund and others.



Because of the relations with different countries of the world, we are part of the international community in which we share all the costs and benefits which are attached with it.

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### Suggested Resources

1. Relationship and Development. *Retrieved from: <https://en.wikipedia.org> "Relationships and Development"*

**Benchmark 11.3.3.3:** Justify and analyse global development agenda, conventions, and treaties (for example the Millennium Development Goals, Sustainable Development Goals, Global Warming/Climate Change, Nuclear Weapons Proliferation Treaty) in terms of their purposes, implementation, regulation, social, economic, political, and cultural implications, and outcomes.

**Topic 3:** Relationships and global development agenda

**Sub-topics:**

- Global development agendas, conventions and treaties
  - Millennium Development Goals
  - Sustainable Development Goals
  - Global Warming/Climate Change – Kyoto Protocol
  - Nuclear Weapons Proliferation Treaty
  - Purposes, implementation and regulation
  - Social, economic, political, and cultural implications and outcomes

**Skills:** Critical thinking (evaluation/analysis) – Justifying and analysing the purpose, implementation, regulation, and impacts of global development agenda, conventions and treaties.

**Learning Objectives: By the end of this topic, students will be able to:**

- Identify and name significant global development agendas, conventions and treaties.
- Research and explain the purposes, implementations and regulations of global development agendas, conventions and treaties.
- Compare and explain the social, economic, political and cultural implications and outcomes of global development agendas, conventions and treaties.
- Appreciate and make awareness of the global development agendas, conventions and treaties in their school and community.

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**Content Background**

**Global development agendas, conventions and treaties**

The world as a whole requires cooperation as a foundational requirements for international relations. In order to do this it relies on development agendas that are common to all which appear in the form of conventions and treaties agreed to and signed by all concerned. Relationships that are created by countries concerned, help drive the need to address various global development issues. Given below are some of the conventions and treaties that address global development.

**Millennium Development Goals (MDGs)**

The United Nations Millennium Development Goals are eight goals that all 191 UN member states have agreed to try to achieve by the year 2015. The United Nations Millennium Declaration, signed in September 2000 commits world leaders to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women. The MDGs are derived from this Declaration, and all have specific targets and indicators.

The Eight Millennium Development Goals are:

1. eradicate extreme poverty and hunger;
2. achieve universal primary education;
3. promote gender equality and empower women;
4. reduce child mortality;
5. improve maternal health;
6. combat HIV/AIDS, malaria, and other diseases;
7. ensure environmental sustainability; and
8. develop a global partnership for development.

The MDGs are inter-dependent; all the MDG influence health, and health influences all the MDGs. For example, better health enables children to learn and adults to earn. Gender equality is essential to the achievement of better health. Reducing poverty, hunger and environmental degradation positively influences, but also depends on, better health.

(Source: <https://en.wikipedia.org> “The medium Development Goals”)

### **Sustainable Development Goals**

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

The 17 SDGs are integrated, that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

Through the pledge to “*To Leave No One Behind*”, countries have committed to fast-track progress for those furthest behind first. That is why the SDGs are designed to bring the world to several life-changing ‘zeros’, including zero poverty, hunger, AIDS and discrimination against women and girls. Everyone is needed to reach these ambitious targets. The creativity, knowhow, technology and financial resources from all societies is necessary to achieve the SDGs in every context.

(Source: <https://featureundp.org> “*Fighting for a stolen future*”)

### **Global Warming/Climate Change – Kyoto Protocol**

The Kyoto Protocol is an international agreement linked to the United Nations Framework Convention on Climate Change, which commits its Parties by setting internationally binding emission reduction targets. Recognising that developed countries are principally responsible for the current high levels of GHG emissions in the atmosphere as a result of more than 150 years of industrial activity, the Protocol places a heavier burden on developed nations under the principle of “common but differentiated responsibilities.”

The Kyoto Protocol was adopted in Kyoto, Japan, on 11 December 1997 and entered into force on 16 February 2005. The detailed rules for the implementation of the Protocol were adopted at COP 7 in Marrakesh, Morocco, in 2001, and are referred to as the “Marrakesh Accords.” Its first commitment period started in 2008 and ended in 2012.

(Adapted from: [https://unfccc.int/Kyoto\\_protocol](https://unfccc.int/Kyoto_protocol) “*What is the Kyoto Protocol?*”)

## Nuclear Weapons Proliferation Treaty

Nuclear proliferation is the spread of nuclear weapons, fissionable material and weapons-applicable nuclear technology and information in nations not recognized as 'nuclear weapons states' by the Treaty on 'The Non-Proliferation of Nuclear Weapons', commonly known as the Non-proliferation Treaty. The Nuclear Non-Proliferation Treaty was an agreement signed in 1968 by several of the major nuclear and non-nuclear Powers that pledge their cooperation in stemming the spread of nuclear technology.

## Purposes, implementation and regulation

Global development or international development is a broad concept denoting the idea that societies and countries have differing levels of development on an international scale. It is important that these developments have a purpose. On top of that they must be implemented in a meaningful manner and regulated so that all stakeholders benefit from it.

## Social, economic, political, and cultural implications and outcomes

The output, outcome or impact (intended or unintended), positive and/or negative of a development intervention. This can have social, economic, political and cultural implications for the stakeholders involved.

**Note for teacher:** This topic requires inquiry-based learning. Provide students with guidelines and questions to research on the global development agendas, conventions and treaties.

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## Suggested Resources

1. The medium Development Goals. Retrieved from: <https://en.wikipedia.org>
2. Fighting for a stolen future. Retrieved from: <https://featureundp.org>
3. What is the Kyoto Protocol? Retrieved from: [https://unfccc.int/Kyoto protocol](https://unfccc.int/Kyoto_protocol)

**Benchmark 11.3.3.4:** Use research skills to investigate conflicts arising out of bilateral and multilateral relationships between countries or between different political groupings and ascertain the background, the purposes, the intended outcomes, and how these conflicts were or being resolved.

#### **Topic 4:** Relationships and conflicts

##### **Sub-topic:**

- Case studies of conflicts arising from bilateral and multilateral relationship

**Skills:** Critical thinking - Analyse (research) the conflicts arising from international relations.

##### **Learning Objectives: By the end of this topic, students will be able to:**

- Identify global conflicts arising from bilateral and multilateral relationships
- Research and examine the purposes, outcomes and resolutions of global conflicts.
- Analyse and compare the conflicts where they are political, economic, social or cultural in nature.

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#### **Content Background**

##### **What are global conflicts?**

A conflict is a struggle or an opposition. It arises from opposing ideas. Global conflicts refer to the conflicts between different nation-states and conflicts between people and organizations in different nation-states. There are so many reasons for conflicts among countries but the common ones include;

- Competition for scarce resources such as land, water, oil and fish
- Different values and belief systems (different ideologies)
- Competing claims over territory for defence or national pride (territorial disputes)

There are so many problems between countries today.

Listed below are some of these conflicts:

1. US-China Trade War
2. Iran-Iraq War (Persian Gulf War)
3. Israeli-Palestinian Conflict
4. PNG-Fiji Bully Beef Saga
5. UK-Argentina over Falkland Islands (Falklands War)
6. Brexit UK leaving the European Union

##### **Case studies of conflicts arising from bilateral and multilateral relationships**

##### **Trade War – USA and China**

What is the cause of the trade war between China and USA?

The two world's largest economies have a bitter trade battle. It is an ongoing economic conflict between China and the US. The US-China trade war began when US President Donald Trump imposed high tariffs and trade barriers on Chinese imports for its alleged unfair trade practices. President Trump complained that US buys more goods from China and China buys fewer goods

from USA. Trump has also accused Chinese firms of stealing US companies' intellectual property. China in turn also set tariffs on US goods. Over time, this has grown into a full-blown trade war.

### **What is the impact of the trade war between China and USA?**

The trade war has negatively impacted the economies of both the United States and China. In the United States, it has led to higher prices for consumers and financial difficulties for farmers. In China, the trade war contributed to a slowdown in the rate of economic and industrial output growth. Firms in China experienced growing labour costs in trying to comply with the standards imposed by the government. The trade war conflict has dragged the global economic growth.

### **Resolution on US-China trade war**

US-China trade war reaches a pause, but still a long way to resolution. According to, 'The Guardian' (Fri. 8<sup>th</sup> Nov. 2019), US President Donald Trump said that, 'he is yet to agree to start reducing tariffs on America's rivals'. Despite all the criticisms and arguments, US and China finally signed an agreement to pause the trade war that has burdened the global economy for two years. The agreement was a relief for global markets and uncertainty for businesses that marked the lengthy period of economic conflict between Washington and Beijing.

### **Iran-Iraq War (Persian Gulf War)**

The war between Iraq and Iran occurred as a result of border disputes and demands for the overthrow of Saddam Hussein's regime. Therefore, the causes are both territorial and political reasons. Saddam Hussein (Iraq President) claimed Shatt-al-Arab, the water way which forms the boundary between Iraq and Iran. Hussein launched an invasion of Iran's oil producing province of Khuzestan and so the war began.



### **Impact of the war between Iraq and Iran**

The war continued for 8 years. Given below are some of the consequences of the war in both countries.

- Destruction of infrastructure
- Displaced millions of people
- Millions of people were killed
- Destruction of Cultural Heritage (Iraq)
- Accumulated foreign debts



## Resolution

On the 20<sup>th</sup> July, 1988, the UN Security Council Resolution 598 was passed. Resolution 598 urged Iraq and Iran to cease fire, withdraw their forces to internationally recognised boundaries.

It requested the UN Secretary-General to dispatch a team of United Nations observers to verify, confirm and supervise the ceasefire and withdrawal of troops. It urges that prisoners of war be released and repatriated without delay after the cessation of active hostilities.

The Security Council of UN called upon Iran and Iraq to cooperate with the Secretary General in implementing this resolution and in mediation efforts to achieve a comprehensive, just and honourable settlement, acceptable to both sides, of all outstanding issues, in accordance with the principles contained in the Charter of the United Nations.

**Note for teachers:** Read more on various global conflicts and develop research based assessment for students.

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## Suggested Resources

1. Iraq and Iran War. Retrieved from: <https://www.britannica.com/event/Iran-Iraq-War>
2. Middle East – The Iran and Iraq War. Retrieved from: [http://news.bbc.co.uk/2/hi/middle\\_east/4260420.stm](http://news.bbc.co.uk/2/hi/middle_east/4260420.stm)
3. Causes and consequences of the Iran-Iraq War 1980. Retrieved from: <https://www.mrallsophistory.com/revision/1980-88.html>
4. A quick guide to the US-China Trade War. Retrieved from: <https://www.bbc.com/news/business>
5. United States Trade War. Retrieved from: [https://en.wikipedia.org/wiki/China%E2%80%93United\\_States\\_trade\\_war](https://en.wikipedia.org/wiki/China%E2%80%93United_States_trade_war)

**Benchmark 11.3.3.5:** Describe and evaluate the roles and responsibilities of the United Nations, World Trade Organization, International Court of Arbitration, International Labour Organization and other global mechanisms for regulating and monitoring relationships between countries and ensuring the building and fostering of peace, fair trade, justice, and the respect for human rights and human dignity.

**Topic 5:** Roles and responsibilities of global organisations

**Sub-topic:**

- Roles and responsibilities of global organisations

**Skills:** Critical thinking - Analyse (describe), evaluating (evaluate) roles and responsibilities of international organisations that regulate and monitor international relations.

**Learning Objectives: By the end of this topic, students will be able to:**

- Identify and explain the historical background and establishment of the global organisations.
- Compare and explain the roles and responsibilities of the global organisations.
- Explain and appreciate the importance and outcomes of these global organisations in fostering world peace, fair trade, justice and respect for human rights and human dignity.
- Demonstrate awareness of important knowledge, skills and values learned from these global organisations at the school and community level.

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### Content Background

International organisations refer to institutions or organisations that are formed by members from more than two countries bonded together by a formal agreement. These organisations establish offices and have activates in several states. This topic will identify international organisations that regulate and monitor relationships between countries ensuring the building and fostering of peace, fair trade, justice, and the respect for human rights and human dignity.

These organisations include;

- United Nations (UN)
- World Trade Organisation (WTO)
- International Court of Arbitration (ICA)
- International Labour Organization (ILO)

### Roles and responsibilities of global organisations

The role that international organizations can play depends on the interests of their member states. States establish and develop international organisations to achieve objectives that they cannot achieve on their own. By the same token, states will not permit international organisations to do things that constitute, in the eyes of these states, interference in their internal affairs. This is particularly true in the very sensitive field of international migration. The entry, economic activities, residence rights, etc., of foreigners are viewed, to this day, as falling under the sovereignty and reserved domain of states. In the field of international migration, no state likes to be told what it can or cannot do

- neither by another state nor by an international organisation.

What are the principal functions accorded to international organisations? They may be summarised under four headings:

- studies or the collection and dissemination of information;
- setting internationally acceptable norms;
- fostering cooperation through meetings;
- engaging in technical cooperation activities.

### **United Nations**

The United Nations (UN) is an inter-governmental organisation responsible for maintaining international peace and security, developing friendly relations among nations, achieving international cooperation, and being a center for harmonising the actions of nations. It is the largest, most familiar, most internationally represented and most powerful intergovernmental organisation in the world. (*Adapted from: <https://www.un.org> "The United Nations"*)

### **World Trade Organisation**

The World Trade Organisation (WTO) is an intergovernmental organisation that is concerned with the regulation of international trade between nations. It is the largest international economic organization in the world.

The WTO deals with regulation of trade in goods, services and intellectual property between participating countries by providing a framework for negotiating trade agreements and a dispute resolution process aimed at enforcing participants' adherence to WTO agreements, which are signed by representatives of member governments and ratified by their parliaments. The WTO prohibits discrimination between trading partners, but provides exceptions for environmental protection, national security, and other important goals. Trade-related disputes are resolved by independent judges at the WTO through a dispute resolution process.

(Source: <https://en.wikipedia.org> "World Trade Organisation")

### **International Court of Arbitration**

The International Court of Arbitration® is the world's leading arbitral institution. Since 1923, it has been helping to resolve difficulties in international commercial and business disputes to support trade and investment.

The Courts' responsibilities include:

- confirming, appointing and replacing arbitrators, as well as deciding on
- any challenges made against them
- monitoring the arbitral process to make certain that it is performed
- properly and with the required speed and efficiency necessary
- scrutinising and approving all arbitral awards to reinforce quality and
- enforceability
- setting, managing and — if necessary — adjusting fees and advances
- overseeing emergency proceedings before the start of the arbitration

The International Court of Arbitration's function is to ensure proper application of the ICC Rules, as well as assist parties and arbitrators in overcoming procedural obstacles. These efforts are supported by the Court's Secretariat, which is made up of more than 80 lawyers and support personnel. English and

French are the Court's official working languages. However, we can administer cases in any language and communicate in all major languages, including Arabic, Chinese, German, Italian, Portuguese, Russian and Spanish.

(Source: <https://iccwb.org> "Arbitration rules and mediation")

### **International Labour Organization**

The International Labour Organization (ILO) is a United Nations agency whose mandate is to advance social justice and promote decent work by setting international labour standards.

(Adapted from: <https://en.wikipedia.org> "The International Labour Organisation")

### **There are also other global organisations aimed at promoting peace, fair trade and justice**

Some of these international organisations that promote peace, fair trade and justice are;

- i. North Atlantic Treaty Organisation (NATO)
- ii. International Police (INTERPOL)
- iii. International Red Cross
- iv. Non-Government Organisations (NGOs)
- v. League of Nations (LON)

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### **Suggested Resources**

1. The United Nations. Retrieved from: <https://www.un.org>.
2. World Trade Organisation. Retrieved from: <https://en.wikipedia.org> "
3. Arbitration rules and mediation. Retrieved from: <https://iccwb.org>
4. The International Labour Organisation. Retrieved from: <https://en.wikipedia.org>

**Benchmark 11.3.3.6:** Identify and analyse the factors that hinder or promote bilateral and multilateral relationships between countries.

**Topic 6:** Factors that affect bilateral and multilateral relations

**Sub-topics:**

- Factors that hinder relationships between countries.
- Factors that promote relationships between countries

**Skills:** Critical thinking - Understanding (identify), analysing (analyse) the factors hindering and promoting relationships.

**Learning Objectives: By the end of this topic, students will be able to:**

- Identify and analyse factors that hinder bilateral and multilateral relations between countries.
- Identify and analyse factors that promote bilateral and multilateral relations between countries.

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**Content Background**

**Factors that hinder relationships between countries**

Relationship between countries is very important for global cooperation. The relationship of a country with other nations is determined by several factors.

Some of these factors hinder relationships while others promote relationships.

Factors	Descriptions
Geography	<ul style="list-style-type: none"> <li>• location/position of countries</li> <li>• climate</li> <li>• natural resources</li> </ul>
Economic	<ul style="list-style-type: none"> <li>• Self-sufficient</li> </ul>
Demography	<ul style="list-style-type: none"> <li>• Population size</li> <li>• Ethnic circumstances</li> </ul>
System of government	The form of the government within a political society and the attitude of the people towards it.
Culture	Different cultures either mend or break relationships
History	The history of a nation shapes the future.

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**Suggested Resources**

1. Relationships and development. Retrieved from: <https://en.wikipedia.org>
2. Factors-determining-international-relations.  
Retrieved from: <https://tyrocity.com/topic>

**Benchmark 11.3.3.7:** Identify and analyse the roles and responsibilities of foreign missions (Embassies and High Commissions) in promoting and ensuring that the desired benefits are derived from bilateral and multilateral relationships.

**Topic 7:** Roles and responsibilities of foreign missions

**Sub-topics:**

- What is foreign mission?
- Embassy, High Commissions and Consulates
- PNG's foreign mission around the world
- Roles and responsibilities of foreign missions

**Skills:** Critical thinking - Understanding (identify), analysing (analyse) the roles and responsibilities of foreign missions.

**Learning Objectives: By the end of this topic, students will be able to:**

- Define the term foreign mission and explain the purpose of foreign missions in international relationships.
- Describe and explain the diplomatic missions such as embassy, high commission and consulate.
- Identify examples of Papua New Guinea's diplomatic missions around the world.
- Explain the roles and responsibilities of the foreign missions.

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**Content Background**

**What is a foreign mission?**

A foreign mission is a permanent diplomatic delegation or agency established in a foreign country. For example, we have the Australian High commission here in PNG. Due to the high level of interaction between countries in the interconnected world today, diplomatic offices, such as embassies and consulates, are needed in each country to aid in and allow such interactions to occur.

The primary purpose of a foreign mission is to;

- represent the home country in the host country
- protect the interests of the home country and its citizens in the host country
- negotiate with the government of the host country.

**Embassy, High Commissions and Consulates**

What is an embassy?

According to Diversity Dictionary, an embassy is an office that represents a nation's government in another country or is a body of persons entrusted with a mission to a sovereign or government. It is located in the capital city of that country.

Within an embassy, there is an ambassador, diplomats and other staff that represent the interest of their country abroad.



Roles of an embassy:

- Acting as an agent for visiting state citizens
- Developing friendly relations with the host country
- Conducting diplomatic activity on behalf of their home government

For travellers, an embassy is where they can go for advice, to resolve travel related issues and obtain passports and travel visas. Therefore, they serve as the contact point between visitors and the host nation.

Who is an ambassador and a diplomat?

A person who works permanently in a foreign country in an embassy representing his or her own country there (Cambridge English Dictionary). An ambassador is officially accepted in this position by that country. An ambassador is the head of the embassy.

On the other hand, a diplomat is not a permanent officer or officers but perform the same function especially for a particular visit only. It means that diplomats are persons appointed by the government of a country to represent that country in another country. Out of them, one is a permanent representative and he is called Ambassador, while others are temporary representatives (for a particular visit).

What is a High Commission?

A High Commission is an embassy of one British Commonwealth country in another commonwealth country.

For instance, PNG and Australia are members of the British Commonwealth; therefore, Australia's foreign mission in here is the 'Australian High Commission'. However, Japan has the Japanese Embassy here in PNG because Japan is not a member of the British Commonwealth. Therefore the foreign mission is called an embassy. A High Commission is headed by a High Commissioner.

What is a consulate?

A consulate is a smaller version of an embassy. It is headed by a consul. It is located other major cities of the country and not in the capital city.

### **PNG's foreign mission around the world**

The Embassy page for Papua New Guinea lists all embassies, high commissions and consulates in Papua New Guinea and all Papua New Guinean embassies, high commissions and consulates abroad. The table below outlines some of PNG's foreign missions around the world.

High Commissions	Embassies
<b>Australia</b> <ul style="list-style-type: none"> <li>• PNG High Commission Located in Canberra</li> <li>• PNG Consulate-General Located in Brisbane</li> <li>• PNG Consulate General Located in Sydney</li> </ul>	<b>Belgium</b> <ul style="list-style-type: none"> <li>• PNG Embassy Located in Brussels</li> </ul>

<b>Fiji</b> PNG High Commission Located in Suva	<b>China</b> PNG Embassy Located in Beijing
India PNG High Commission Located in New Delhi	<b>Indonesia</b> <ul style="list-style-type: none"> <li>• PNG Embassy Located in Jakarta</li> <li>• PNG Consulate-General Located in Jayapura</li> </ul>
<b>Malaysia</b> Papua New Guinea High Commission Located in Kuala Lumpur	<b>Japan</b> Embassy of Papua New Guinea Located in Tokyo
<b>New Zealand</b> PNG High Commission Located in Wellington	<b>Philippines</b> PNG Embassy Located in Manila
<b>Solomon Islands</b> PNG High Commission Located in Honiara	<b>South Korea</b> PNG Embassy Located in Seoul
<b>United Kingdom</b> PNG High Commission Located in London	
<b>United States of America</b> PNG Embassy Located in Washington DC	
© Copyright 2018 Papua New Guinea High Commission, Malaysia No 15, Jalan Keranji 2, Off Jalan Kendondong, Ampang Hilir, 55000 Kuala Lumpur	

## Roles and responsibilities of foreign missions

Basic functions of a diplomatic missions include:

- Represent the home country in the host country
- Protect the interests of the home country and its citizens in the host country
- Negotiate with the government of the host country
- Monitor and report on conditions and developments in the commercial, economic, cultural, and scientific life of the host country
- Promote friendly relations between the host country and the home country
- Develop commercial, economic, cultural, and scientific relations between the host country and the home country
- Issue passports, travel documents, and visas.

(Source: <https://en.wikipedia.org> "Diplomatic Missions")

## Suggested Resources

1. Diplomatic Missions. Retrieved from: <https://en.wikipedia.org>
2. Embassy and Consulate Overview. Retrieved from: <https://www.thoughtco.com>
3. What is an Embassy? Retrieved from: <https://www.diversitytravel.com>
4. Ambassador. Retrieved from: <https://dictionary.cambridge.org>

**Benchmark 11.3.3.8:** Evaluate the role of media in promoting and protecting bilateral and multilateral relationships between countries.

**Topic 8:** Promoting and protecting relationships through the media

**Sub-topic:**

- Role of media in promoting and protecting international relations

**Skills:** Critical thinking - Evaluating (evaluate) the roles of media in promoting and protecting international relations.

**Learning Objective: By the end of this topic, students will be able to:**

- Describe the importance and roles of media in promoting and protecting relationships between countries.

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**Content Background**

Global media is the mass communication on global level, allowing people across the world to access the same information. Some of these global media companies include CNN, internet, BBC, Al-Jazeera, Time Magazine, Guardian Weekend Magazine, Social Media (Facebook, linked in, twitter).

**Role of media in international relations**

The internet transformed the way we communicate with one another. You can now see and speak to a friend on the other side of the world from the comfort of your home. Media has increased people's awareness in their religion, culture and place in the world. Social media and internet have changed the way information is disseminated, that is, faster and easily accessible. Media has become an integral part of world politics.

On the other hand, the role of the media in intergovernmental relationships is to be the apparatus that holds the government accountable to the people. This is regardless of the ideological bent of the reporter or the news organization. If an administration is doing something wrong, it must be brought to light.

Unfortunately, the media has become more of an arbitrator of right and wrong using an ideological bias (left or right) than the apparatus of reporting facts.

So if a news organization believes that an administration is evil, bigoted, blah, blah, blah...They will look much more critically at the people who work for it. They will have a tendency to report everything that is negative and gloss over the good as an aberration.

(Adapted from; <https://om.forgeofempire.com> "The role of the media")

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**Suggested Resource**

1. The role of the media. Retrieved from: <https://om.forgeofempire.com>

## Unit 4: Civic and Citizenship

**Content Standard 3.4:** Students will be able to evaluate and elaborate on the roles, responsibilities, and the rights of citizens in different government systems.

**Benchmark 11.3.4.1:** Examine the involvement of citizens in creating, changing, and maintaining the government in communist, socialist, and other systems of government.

**Topic 1:** Forming, changing and maintaining governments

### Sub-topics:

- Roles of citizens in forming, changing and maintaining governments in communist countries
- Roles of citizens in forming, changing and maintaining governments in socialist countries
- Roles of citizens in forming, changing and maintaining governments in other government systems.

**Skills:** Critical thinking - Analysing (examine) the roles of citizens in the formation, changing and maintain of governments.

**Learning Objective:** By the end of this topic, students will be able to:

- Identify and examine citizen's roles and responsibilities in creating, changing and maintaining governments in communist, socialist and other systems of government.

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### Content Background

#### Roles of citizens in shaping the government

What are the roles of citizens in shaping the government? This question makes it sound as though you are expected to know particular duties that a citizen has in a government.

First, a citizen in a government should have the duty to vote. If it were up to one, voting would be a requirement. What is wonderful about a government is that citizens choose who will represent them. There is no point to a go in which we do not participate.

Second, a citizen of a country should have an obligation to understand the powers and duties of the government, generally set forth in a constitution. If we do not know this, the government that does not act properly has no checks upon it and can avoid carrying out its duties.

Third, a citizen in a country should have the responsibility of knowing his or her rights, which are also generally set forth in a constitution. If we do not know what our rights are, they are meaningless.

Fourth, a citizen should always know who his or her representatives are. If we do not know who is representing us, we do not know whether or not that person is representing us properly, to whom we should complain if that is the case, or to whom we should state our own opinions and preferences.

Fifth, a citizen should assume the responsibility of being informed about the issues that affect the country as a whole, for example, the economy, immigration policy, environmental policy, and foreign policy.

Sixth, a citizen of a nation is also a citizen of the world and as such, should be informed about the major issues that affect other countries. These inevitably have an impact on the citizen. A drought in one country might mean providing foreign aid or might mean a rise in prices of a commodity that the citizen needs.

Seventh, a citizen should be concerned and informed about local conditions, those that affect him or her most directly, what a city is doing about urban blight or homeless people. This is one of the most important aspects of living in a democracy when a citizen is informed, since the information closest to home is usually the best information, and this provides one's greatest opportunity to participate in the democratic process.

Eighth, a citizen should be willing to pay taxes, since without taxes to provide the government, there would be no country. A government must provide for all of its citizens.

Ninth, a citizen must have a duty to obey the law. A country cannot exist in a lawless society, and without the willingness of citizens to obey the law, which is really a social contract, no government has the wherewithal to police a nation of lawbreakers, and anarchy results.

Tenth, a citizen must support public education in every way possible, through the payment of taxes, through local volunteer efforts, through affording this system the respect to which it should be entitled. Public education is the foundation of a nation, meant to educate children to be responsible and knowledgeable participants in the government process. Education is our power to perpetuate the democracy.

(Source: <https://www.enotes.com> "What are citizen's roles in governance?")

**Note for teachers:** Mentioned above are the general roles and responsibilities of a country's citizens. However, they are greatly influenced by the type of government system. Therefore, read further on the different types of governments and how they form, change and maintain their governments.

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### Suggested Resources

1. What are citizen's roles in governance? Retrieved from: <https://www.enotes.com>

**Benchmark 11.3.4.2:** Identify and describe the civic roles and responsibilities of citizens in these government systems.

**Topic 2:** Civic roles and responsibilities in different government systems

**Sub-topics:**

- Civic rights, roles and responsibilities in communist governments
- Civic rights, roles and responsibilities in socialist governments
- Civic rights, roles and responsibilities in other types of governments

**Skills:** Critical thinking – Analysing (identify), describe) the civic roles and responsibilities of citizens in different government systems.

**Learning Objectives: By the end of this topic, students will be able to:**

- Examine and explain civic roles and responsibilities of citizens in communist, socialist and other government systems.
- Compare citizen's participation and engagement in exercising civic roles and responsibilities in communist, socialist and other government systems.

## Content Background

### Civic rights, roles and responsibilities

Citizenship is the common thread that connects all people of a nation. A nation bound not by race or religion, but by the shared values of freedom, liberty, and equality. Citizenship offers many benefits and equally important responsibilities. Being a PNG citizen, one must demonstrate his or her commitment to the nation.

Below you will find several rights and responsibilities that all citizens should exercise and respect. Some of these responsibilities are legally required of every citizen, but all are important to ensuring that countries remain free and prosperous.

(Adapted from: <http://www.bettertogether.org> "The better together")

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• Freedom to express yourself.</li> <li>• Freedom to worship as you wish.</li> <li>• Right to a prompt, fair trial by jury.</li> <li>• Right to vote in elections for public officials.</li> <li>• Right to apply for national employment requiring citizenship.</li> <li>• Right to run for elected office.</li> <li>• Freedom to pursue "life, liberty, and the pursuit of happiness."</li> </ul>	<ul style="list-style-type: none"> <li>• Support and defend the Constitution.</li> <li>• Stay informed of the issues affecting your community.</li> <li>• Participate in the democratic process.</li> <li>• Respect and obey federal, state, and local laws.</li> <li>• Respect the rights, beliefs, and opinions of others.</li> <li>• Participate in your local community.</li> <li>• Pay income and other taxes honestly, and on time, to federal, state, and local authorities.</li> <li>• Serve on a jury when called upon.</li> <li>• Defend the country if the need should arise.</li> </ul>

(Source: <http://www.cpn.org> "Civic practices")



All systems of governments, including communist and socialist states, aspire to take care of the needs of their citizens. The only variations comes in the degree of control in the lives of people, particularly the actual implementation of what a specific ideology says.

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### Suggested Resources

1. Civic Practices. *Retrieved from: <http://www.cpn.org>*
2. The better together. *Retrieved from: <http://www.bettertogether.org>*

**Benchmark 11.3.4.3:** Identify and evaluate the main influences, including political propaganda, on the types of roles that individuals and groups play in promoting the ideals of each ideology, government, or political leader and manifesting these ideals in their thinking, behaviour, and activities.

**Topic 3:** Influences on the roles of citizens in promoting different ideologies

**Sub-topics:**

- Citizens' roles - Patriotism and nationalism
- Main influences on citizens' roles - Political propaganda

**Skills:** Critical thinking - Understanding (identify), evaluating (evaluate) the influences on the roles of individuals in promoting different ideologies.

**Learning Objectives: By the end of this topic, students will be able to:**

- Identify citizens' roles in promoting ideologies of communism and socialism.
- Identify the main influences on citizens' roles in promoting ideologies of communism and socialism.
- Analyse political propagandas and how they promote ideologies of communism and socialism.
- Describe how governments and political leaders promote ideologies through their work and operations.

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## Content Background

### Citizens' roles in promoting ideologies

Patriotism or national pride is the feeling of love, devotion and sense of attachment to a homeland and alliance with other citizens who share the same sentiment. This attachment can be a combination of many different feelings relating to one's own homeland, including ethnic, cultural, political or historical aspects. It encompasses a set of concepts closely related to nationalism. Some manifestations of patriotism emphasise the "land" element in love for one's native land and use the symbolism of agriculture.

*(Adapted from: <https://www.differencebetween.net> "Difference between patriotism and nationalism")*

Nationalism is one's desire to forward the strength, liberty or prosperity of a country. It is a feeling of belonging to a nation which encourages pride in national achievements.

Regardless of the type of government systems which govern them, citizens are devoted to carry out their responsibilities faithfully. They are being patriotic about their country. Whatever, citizens do is all for the good of their country.

### Political leaders

What are the qualities or characteristics good political leaders should possess? Here are the top 5 characteristics of some of the world's most successful political leaders.

## Top 5 Qualities of Good Political Leaders

Deciding which candidate to vote into office is simply a matter of party affiliation for many people. Others, however, cast their votes based on specific characteristics they look for in their candidate of choice. So what are the qualities or characteristics good political leaders should possess? Here are the top 5 characteristics of some of the world's most successful political leaders.

### (i) Honesty

Being honest can sometimes be difficult because it makes individuals vulnerable. It reveals who we really are and discloses our mistakes, which gives others the opportunity to criticize or reject openly. Honesty develops character and builds credibility and trust, which are the foundation to evoke confidence and respect from those around you, and in the case of political leaders, teammates and constituents.

### (ii) Compassion

Compassion is the humane quality of understanding the suffering of others and wanting to do something to alleviate that suffering. While many see compassion as a weakness, true compassion is a characteristic that converts knowledge to wisdom. Good political leaders use compassion to see the needs of those he or she leads and to determine the course of action that would be of greatest benefit to all those involved.

### (iii) Integrity

The word integrity is defined as 'the adherence to moral and ethical principles; the soundness of moral character.' It is a synonym for honesty and uprightness, and is a vital characteristic for those in political leadership. Political leaders who possess integrity can be trusted because he or she never veers from inner values, even when it might benefit them to do so. A leader must have the trust of followers. This requires the highest standard of integrity.

### (iv) Confidence

Having confidence in a political leader is about having faith or belief that he or she will act in a right, proper, or effective way. A good political leader needs to be both confident in himself or herself as well as in their ability to lead. Leaders who possess this quality inspire others, drawing on a level of trust which sparks the motivation to get others on board and get the job done.

### (v) Flexibility

Flexibility for a political leader is about understanding the give-and-take aspects of politics, and the ability to find the common ground. Good politicians listen carefully to all sides, to not only hear their arguments but to especially learn what it will take on behalf of all parties involved to reach a consensus. This characteristic allows political leaders to recognize setbacks and criticism, to learn from them and move forward.

## Main influences in promoting ideologies

Countries that follow a certain ideology put a lot of efforts in promoting the practice. Communist and socialist countries put a lot of effort in ensuring that their ideologies are promoted. In some communist or socialist countries, certain government departments or agencies are tasked to ensure that ideologies are promoted in the strongest possible terms. One medium of ideology promotion rests with education where children are indoctrinated with the focus of the state in terms of advancing the ideology it follows.

## Political propagandas

Propaganda is information that is used primarily to influence an audience and further an agenda, which may not be objective and may be presenting facts selectively to encourage a particular synthesis or perception, or using loaded language to produce an emotional rather than a rational response to the information that is presented. Propaganda is often associated with material prepared by governments, but activist groups, companies, religious organisations, the media, and individuals can also produce propaganda. In the 20<sup>th</sup> century, the term *propaganda* had often been associated with a manipulative approach, but propaganda historically is a neutral descriptive term.

A wide range of materials and media are used for conveying propaganda messages, which changed as new technologies were invented, including paintings, cartoons, posters, pamphlets, films, radio shows, TV shows, and websites. More recently, the digital age has given rise to new ways of disseminating propaganda, for example, through the use of bots and algorithms to create computational propaganda and spread fake or biased news using social media.

Some people have argued that, "Propaganda is making puppets of us. We are moved by hidden strings which the propagandist manipulates.

(Source: <https://en.wikipedia.org/wiki/Propaganda>)

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## Suggested Resources

1. Propaganda. Retrieved from: <https://en.wikipedia.org/wiki/Propaganda>
2. Difference between patriotism and nationalism. Retrieved from: <https://www.differencebetween.net>
3. Leadership Now. "Lucius Quinctius Cincinnatus." (2001).

**Benchmark 11.3.4.4:** Analyse the roles and responsibilities citizens play in decision and law-making, and in ensuring the practice of good governance by leaders of communist, socialist, and other government regimes and systems.

**Topic 4:** Citizens roles in decision and law-making

**Sub-topics:**

- Primary roles and responsibilities of citizens
- Roles and responsibilities of citizen's in decision making in socialist, communist and other government systems
- Roles and responsibilities of citizens in law making in socialist, communist and other government systems
- Consequences of citizens participation in decision and law-making

**Skills:** Critical thinking - Analysing (analyse) the roles and responsibilities of citizens' in decision and law making in various government systems.

**Learning Objectives: By the end of this topic, students will be able to:**

- Identify and explain the primary roles and responsibilities of citizens in socialist, communist and other government systems.
- Examine the roles and responsibilities of citizens in the decision making process in socialist, communist and other government systems.
- Examine the roles and responsibilities of citizens in the law-making process in socialist, communist and other government systems.
- Identify and explain the consequences and impacts of citizens' participation in decision and law-making.

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## Content Background

### Primary roles and responsibilities of citizens

Citizenship is the common thread that connects all citizens of a country. Nations are bound by the shared values of freedom, liberty, and equality. Citizenship offers many benefits and equally important responsibilities. Being a good and responsible citizen of the country, one must engage in activities or assist in tackling issues such as keeping the environment clean, raising money for charities, conserving electricity, water, and natural resources, or protecting public properties.

Below are several roles and responsibilities that all citizens should exercise and respect. Some of these responsibilities are legally required of every citizen, but all are important to ensuring that every country remains a free and prosperous nation.

Roles	Responsibilities
Obeying laws	Support and defend the Constitution.
Paying taxes	Stay informed of the issues affecting your community.
Defending the nation	Defend the country if the need should arise
Registering for selective service	Serve on a jury when called upon.
Serving on juries	Pay income and other taxes honestly, and on time, to federal, state, and local authorities.
	Participate in your local community.
	Respect the rights, beliefs, and opinions of others
	Participate in the democratic process.
	Respect and obey federal, state, and local laws.

Each citizen has certain obligations and responsibilities. Both the government and citizens are responsible for protecting the rights of individuals and for promoting the common good (benefits to the community/people).

When citizens fulfil their obligations to the government they are making their country a safer and better place to live. By following the law and not committing crimes, communities are less dangerous places. By paying taxes, citizens are ensuring that the government can afford to provide services that benefit the general public.

### **Rights and responsibilities of citizen's decision-making**

The rights and responsibilities of citizens in all countries lie in elected leaders. In a socialist state, although there is supposed to be freedoms in relations to citizens expectations, only few countries of the world strictly follow what is highlighted in the socialist ideology.

In communist countries there is tight government control. The decision-making rights and responsibilities lie with only a few officials; usually the communist party representatives. In a nutshell, people have very little or no say in the decision making process.

(Adapted from: <https://en.wikipedia.org> "Citizens in decision-making")

### **Rights and responsibilities of citizens in law-making**

Rights and responsibilities of citizens in terms of law-making in socialist and communist countries are vested in the people through their elected representatives. The difference, however, is centred on the choice of representation, which is vested only in communist party representative for the sake of communism. On most occasions the voters do not have other options available to them.

In socialist countries, citizens make laws through their elected representatives with a lot of freedom to be catered for in a manner opposite what is



emphasized by communist-oriented legislators.  
(<https://www.usa.gov> “Citizens in law making”)

### **Citizens’ participation in making laws and decisions**

Citizen participation means an individual or collective action, with an aim of identifying and addressing issues of public interest. Citizen participation is a process where citizens organize themselves and their goals at the grassroots level and work together through non-governmental community organizations to influence the decision-making process.

Participation in decision-making means an opportunity for the citizens and other stakeholders to influence the development of policies and laws that impact them.

<b>Government system</b>	<b>Citizens’ roles and responsibilities in making decisions and laws</b>
Autocracy	Is a type of government where political power is concentrated in the hands of one person who rules without restriction. There is no rule of law and citizens are not consulted on the decisions and affairs of the country. An autocracy can be a dictatorship or an absolute monarchy.
Communism	Most of the power lies with the communist party which means major decisions and are made by the communist party and those in power. The citizens have very limited power to make decisions and laws.
Democracy	Majority of the people are included in political decision-making. In a direct democracy, citizens themselves vote for or against specific proposals or laws. In an indirect or representative democracy, citizens elect political representatives to make decisions on their behalf.
Dictatorship	Power is then maintained without the consent of the people through a one-party state where political opposition is forbidden. Dictatorships generally restrict individual civil and political rights.

### **Consequences and impacts of citizen’s participation in decision and law-making**

The impact of citizen’s participation is very much dependent on the extent to which leadership accommodates what is spelled in the ideology that the country claims to practice. An increasing number of countries say one thing but practice the opposite. If leadership is faithful to what it claims to be, it must ensure that it practices that. So the practical nature of things vary from country to country. It is very much dependent on leadership within.

## Suggested Resources

1. Basic rights and responsibilities of citizens. *Retrieved from:* <https://en.wikipedia.org>
2. Citizens in decision making. *Retrieved from:* <https://en.wikipedia.org>
3. Citizens in law making. *Retrieved from:* <https://www.usa.gov>
4. Citizenship rights and responsibilities. *Retrieved from:* <https://www.uscis.gov>
5. Roles, rights and responsibilities of citizens. *Retrieved from:* <https://ympacademy.org>
6. Citizen participation in decision making. *Retrieved from:* <https://www.kcsfoundation.org/>
7. Lesson 1. Government and decision making. *Retrieved from:* <https://studentvote.ca/canada>

**Benchmark 11.3.4.5:** Explain the role of media in promoting and critiquing the roles and responsibilities of citizens.

**Topic 5:** Role of media and citizens' roles and responsibilities

**Sub-topics:**

- Influence of media in socialist and communist countries
- Government policies on media in socialist and communist countries
- Effects and impacts of media control

**Skills:** Critical thinking - Understanding (explain) role of media.

**Learning Objectives: By the end of this topic, students will be able to:**

- Identify ways media has influences in socialist and communist countries
- Examine government policies on media in socialist and communist countries
- Identify and describe the effects of media control in socialist and communist countries

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**Content Background**

**Influence of media in socialist and communist countries**

The word “media” has many meaning. As used here, media refers to different modes of communication. Newspapers, books, television and radio are examples of different types of media.

Media functions as a vehicle for the flow of a plurality of viewpoints and multiplicity of voices, thus permitting exercises of citizenship such as participation, criticism and voting. Informed citizens can better and more actively participate in their societies’ decision making processes.

An independent and pluralistic media builds lifelong empowerment by keeping citizens informed and facilitating the flow of educational content. Educating through media is an important way to develop valuable skills that will help in ending violence and eradicating forms of discrimination such as sexism and racism. More importantly, media encourages the acquisition of civic knowledge and facilitates discussion concerning current issues.

Media empower groups that are often marginalized and encourage the participation of the majority of citizens in public life.

*(Adapted from: <http://www.unesco.org/new/en/>)*

The media plays an important role in the political process by;

- Identifying political candidates
- Informing the public about important issues
- Writing editorials and creating political cartoons
- Reporting about different points of view
- Monitoring, or watching, public officials and informing the public about their actions and policies

## Government policies on media in socialist and communist countries

Socialist and communist governments use the media to present information to the public, to shape public opinion and to gain public support. Citizens listen to speeches and media advertisements as well as read newspapers and watch news coverage to make wise decisions when they vote. Citizens know that it is important to evaluate the accuracy, or truth, of everything they read and hear. Some of the ways people evaluate information includes:

- Separating fact from opinion
- Detecting bias in statements
- Evaluating sources of information
- Identifying propaganda

*Adapted from: <https://www.quora.com> "The role of the media"*

## Effects and impacts of media control

The impact of media control is that in communist countries there can be little or no freedom of speech. In extreme cases the governments heavily influence the flow of information into the country and out of the country. Speaking against the government can be dangerous for citizens. In socialist countries there should be more freedom given to the media but at times some countries have some control over the media.

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## Suggested Resource

1. The role of the media. *Retrieved from: <https://www.quora.com>*
2. Empowering citizenship: Media. *Retrieved from: <http://www.unesco.org/new/en/>*

**Benchmark 11.3.4.6:** Identify and analyse factors that emancipate and empower citizens of different political systems to change the systems to better serve their interests and meet their demands.

**Topic 6:** Liberating and empowering citizens

**Sub-topics:**

- Factors that liberate and empower citizens of different political systems
- Citizens influences on political systems in meeting their interest and demand

**Skills:** Critical thinking - Understanding (identify), analysing (analyse) factors that liberate and empower citizens to influence governments to change.

**Learning Objectives: By the end of this topic, students will be able to:**

- Identify and explain factors that liberate and empower citizens of different political systems.
- Investigate and explain how citizens influence political systems in serving interests and meeting their demands.

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**Content Background**

Exponential change is happening in the world around us and within governments. Modern technology is causing a shift in societal behavior. Citizens and residents expect their governments to adapt to the ways in which companies interact with their customers. They expect to be able to access services quickly, efficiently, and in any location that is convenient for them.

Governments are changing, adapting, and evolving, just like the world around us. And while the challenges are real, so are the opportunities. Addressing the challenges governments are facing can be tied back to three, core ideas:

1. Engage and connect with citizens  
Citizen engagement is core to every government's mission. Today's citizens want to have access to government services 24/7/365 on their terms and when convenient to them.
2. Modernize the government workplace  
Governments must provide their employees with the tools they need to do their jobs as efficiently, and as securely as possible. This is where governments can address things like labor and re-skilling gaps and promote safety and security.
3. Enhance government services  
Governments are constantly under pressure to become more efficient, which means finding ways to optimize their operations and transform their processes. It's here that governments can connect those siloed legacy systems and utilize innovative applications such as artificial intelligence, the Internet of Things, and machine learning.

These three ideas make up the heart of transformation of governments.

## Factors that empower citizens of different political systems

Some factors that empower citizens in different political systems are:

- Type of ideology the country follows
- Leadership at government level
- Freedoms given to citizens
- International relations with other countries
- The role of the media

(Adapted from: <https://en.wikipedia.org> “Citizens empowerment”)

## Influence citizens have on political systems in meeting their interest and demand

Here, citizens vote for their government officials. Voting is one way to participate in government. Citizens can also contact their officials when they want to support or change a law. Voting in an election and contacting our elected officials are two ways that people can participate in their government. In democratic countries this is common. In communist and some socialist countries this is not always the case as the ones in government control most of the government functions.

Adapted from: <https://en.wikipedia.org> “Citizens demand on political systems”

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## Suggested Resources

1. Citizens’ empowerment. Retrieved from: <https://en.wikipedia.org>
2. Citizens demand on political systems. Retrieved from: <https://en.wikipedia.org>
3. Core ideas for empowering citizens’ societies and governments. Retrieved from: <https://cloudblogs.microsoft.com/industry-blog/government>



**Benchmark 11.3.4.7:** Differentiate and contrast the roles and responsibilities of citizens from different political systems.

**Topic 7:** Roles and responsibilities of citizens from different political systems

**Sub-topics:**

- Roles and responsibilities of citizens in a Federal system of government
- Roles and responsibilities of citizens in a Conservative system of government

**Skills:** Critical thinking - Evaluating (differentiate, contrast) roles and responsibilities of citizens in a federal and a conservative system of government.

**Learning Objective:** By the end of this topic, students will be able to:

- Compare the roles and responsibilities of citizens in a federal and conservative system of government.

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**Content Background**

Citizens of a country play an important role in political systems of the world. In political systems that practice ideologies that allow citizens to voice their concerns openly without fear, governments are always kept in check by voters that vote them. This can be seen in most democratic nations of the world, for example, USA. In countries where governments have a tight control over the activities of its citizens, they have very little influence on the actions of the government, for example, North Korea.

**Federal system of government**

The federal government is the highest level or national government of some countries; particularly the ones who practice the democratic ideologies. In a federal system of government political power is divided between the national (federal) government and state and local governments.

For example, in Australia, there are three levels of government;

1. Federal (national)
2. State and territory (provincial)
3. Local

In a federal government, citizens play a role in its administration by speaking through their federal members of parliament. Citizens are expected to be responsible and have an obligation towards upholding the laws of the state.

(Adapted from: <https://en.wikipedia.org> "Federal system of governments")

**Conservative system of government**

Conservatism is a political ideology that values the creation and maintenance of stable societies based upon a hierarchy of power lodged in a traditional class of leaders and deep respect for traditional values and institutions.

Conservatism is not suspicious of the power of the state nor does it seek to limit its power. Traditional institutions, such as government and religion, along with traditional values are to be respected.

Conservative government is focus on doing things that have traditionally worked well with governance in the past. They try to stick with traditions and to some extent do not expect drastic changes or approaches to how they have done things in the past. Most non-democratic countries of the world are conservative, for example, Iran.

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### Suggested Resources

1. Federal system of governments. *Retrieved from: <https://en.wikipedia.org>*

# Standards-Based Lesson Planning

## What are Standards-Based Lessons?

In a Standards-Based Lesson, the most important or key distinction is that, a student is expected to meet a defined standard for proficiency. When planning a lesson, the teacher ensures that the content and the methods of teaching the content enable students to learn both the skills and the concepts defined in the standard for that grade level and to demonstrate evidence of their learning.

Planning lessons that are built on standards and creating aligned assessments that measure student progress towards standards is the first step teacher must take to help their students reach success. A lesson plan is a step-by-step guide that provides a structure for an essential learning.

When planning a standards-based lesson, teacher instructions are very crucial for your lessons. How teachers instruct the students is what really points out an innovative teacher to an ordinary teacher. Teacher must engage and prepare motivating instructional activities that will provide the students with opportunities to demonstrate the benchmarks. For instance, teacher should at least identify 3-5 teaching strategies in a lesson; teacher lectures, ask questions, put students into groups for discussion and role play what was discussed.

## Why is Standards-Based Lesson Planning Important?

There are many important benefits of having a clear and organized set of lesson plans. Good planning allows for more effective teaching and learning. The lesson plan is a guide and map for organizing the materials and the teacher for the purpose of helping the students achieve the standards. Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what went well, what didn't), and then improve on it in the future.

Standards-based lesson planning is vital because the content standards and benchmarks must be comparable, rigorous, measurable and of course evidence based and be applicable in real life that we expect students to achieve. Therefore, teachers must plan effective lessons to teach students to meet these standards. As schools implement new standards, there will be much more evidence that teachers will use to support student learning to help them reach the highest levels of cognitive complexity. That is, students will be developing high-level cognitive skills.

## Components of a Standards-Based Lesson Plan

An effective lesson plan has three basic components;

- aims and objectives of the course;
- teaching and learning activities;
- assessments to check student understanding of the topic.

Effective teaching demonstrates deep subject knowledge, including key concepts, current and relevant research, methodologies, tools and techniques, and meaningful applications.

## **Planning for under-achievers**

### **Who are underachieving students?**

Under achievers are students who fail or do not perform as expected. Underachievement may be caused by emotions (low self-esteem) and the environment (cultural influences, unsupportive family)

### **How can we help underachievement?**

Underachievement varies between students. Not all students are in the same category of underachievement.

Given below a suggested strategies teachers may adopt to assist underachievers in the classroom.

- **Examine the Problem Individually**  
It is important that underachieving students are addressed individually by focusing on the student's strengths.
- **Create a Teacher-Parent Collaboration**  
Teachers and parents need to work together and pool their information and experience regarding the child. Teachers and parents begin by asking questions such as;
  - In what areas has the child shown exceptional ability?
  - What are the child's preferred learning styles?
  - What insights do parents and teachers have about the child's strengths and problem areas?
- Help student to plan every activity in the classroom
- Help students set realistic expectations
- Encourage and promote the student's interests and passions.
- Help children set short and long-term academic goals
- Talk with them about possible goals.  
Ensure that all students are challenged (but not frustrated) by classroom activities
- Always reinforce students

## Sample of Standards-Based Lesson Plan

To help teachers plan effective Standards-Based lesson plans, a sample lesson is provided here. Teachers are encouraged to study the layout of the different components of this lesson and follow this design in their preparation and teaching of each lesson. Planning a good lesson helps the teacher to focus on the essential knowledge, skill, value and attitude that students are expected to learn and master at the end of the lesson.

### NOTE FOR TEACHER:

GIVEN BELOW IS A GRADE 10 SBC LESSON PLAN. USE THIS TO HELP YOU DESIGN YOUR LESSON PLANS FOR GRADE 11 POLITICAL SCIENCE

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### Strand 3: Political Science

#### Unit 1: Government systems

**Content Standard 3.1:** Students will be able to evaluate and explain the purposes, ideologies, concepts, structures, functions, and processes of different government systems

**Benchmark 10.3.1.1:** Examine the legal basis (for example the National Constitution) for the democratic government in Papua New Guinea and other countries, including their functions and decision and law making functions

#### Topic 1: Legal basis for democratic government

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#### Lesson Topic: The National Constitution of Papua New Guinea

**Grade:** 10

**Length of lesson:** 40 minutes

#### Essential knowledge, skills, values and attitude

*Knowledge:* The importance of the Constitution as the basis for the democratic government in Papua New Guinea

*Skill(s):* Analysis (explain), Evaluate (justify and make judgments on the importance of having the constitution as the basis for democracy)

*Values:* Instill in their minds and hearts the notion of democracy, peace and harmony, common good, freedom and liberty for all mankind.

*Attitudes:* Appreciate the importance of the National Constitution as the basis for democracy.

**Performance indicator:** Justify the importance of the National Constitution as the basis for the democratic government of Papua New Guinea.

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#### Materials:

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**Instructional Objective(s):** By the end of the lesson, students will be able to;

- Explain the importance of the Constitution as the basis for democratic government in Papua New Guinea

**Essential Questions:**

- What is the importance of the Constitution as the basis for the democratic government in Papua New Guinea

**Lesson Procedure**

Teacher Activities	Student Activities
<b>Introduction (time in minutes)</b>	
<p>Act out 2 minutes drama on breaking common laws and its consequences</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• <i>White collar crime (Bureaucrats stealing money)</i></li> <li>• <i>Robbery</i></li> <li>• <i>Arson</i></li> <li>• <i>What is this drama depicting?</i></li> <li>• <i>How have you been affected by this issues acted out?</i></li> <li>• <i>Who punishes people who break laws?</i></li> </ul> <p>Build on the answers given by students to ask more relating questions about the National Constitution</p> <p>Tell the students the importance of studying this topic</p>	<p>Observe, listen and answer (possible answers)</p> <ul style="list-style-type: none"> <li>• <i>White collar crime (Bureaucrat stealing money):</i> Missing out on services because monies allocated for those services have been squandered on something else</li> <li>• <i>Murder: Losing loved ones, bread winner is now dead, people are scared to move around because there is a murderer on the run.</i></li> <li>• <i>Arson: Properties for shelter and investment could be now lost, people fear for their lives be burnt alive as the arsonist is still on the run</i></li> <li>• <i>The court systems through policing.</i></li> </ul>
<b>Body (time in minutes)</b>	
<b>Modeling</b>	
Show pictures, cartoons, or newspaper articles with reference to the topic for the lesson	Listen and observe
<b>Guided Practice</b>	
Ask students how the government helps to solve the problems they have acted out in the introductory part of this lesson	Listen and answer questions
<b>Independent Practice</b>	
<p>Give students handout on the National Constitution</p> <p>Ask students to use the handout to do the following;</p> <ul style="list-style-type: none"> <li>• <i>What is the National Constitution?</i></li> <li>• <i>Explain the importance of the National Constitution</i></li> <li>• <i>Use newspapers and cut out articles on issues dealing with the National constitution</i></li> </ul>	<p>Use handouts to answer the set questions on the topic for this lesson.</p> <p>List down importance of the National Constitution</p> <p>Explain importance of the National Constitution</p> <p>Cut out newspaper articles on issues dealing with the National Constitution</p>
<b>Conclusion (time in minutes)</b>	
Name one importance of the National Constitution	Listen carefully and answer



# Assessments, Reporting and Monitoring

## What is Standards-Based Assessment (SBA)?

Standards-Based Assessment is an on-going and a systematic process of **assessing, evaluating, reporting** and **monitoring** students' performance and progression towards meeting grade and national level expectations. It is the measurement of students' proficiency on a learning objective or a specific component of a content standard and progression towards the attainment of a benchmark and content standard.

## Purpose of Standards-Based Assessment

Standards-Based Assessment (SBA) serves different purposes. These include instruction and learning purposes. The primary purpose of SBA is to improve student learning so that all students can attain the expected level of proficiency or quality of learning.

Enabling purposes of SBA is to:

- measure students' proficiency on well-defined content standards, benchmarks and learning objectives
- ascertain students' attainment or progress towards the attainment of specific component of a content standard
- ascertain what each student knows and can do and what each student needs to learn to reach the expected level of proficiency
- enable teachers to make informed decisions and plans about how and what they would do to assist weak students to make adequate progress towards meeting the expected level of proficiency
- enable students to know what they can do and help them to develop and implement strategies to improve their learning and proficiency level
- communicate to parents, guardians, and relevant stakeholders the performance and progress towards the attainment of content standards or its components
- compare students' performances and the performances of other students

## Principles of Standards-Based Assessment

The principle of SBA is for assessment to be;

- emphasising on tasks that should encourage deeper learning
- be an integral component of a course, unit or topic and not something to add on afterwards
- a good assessment requires clarity of purpose, goals, standards and criteria
- of practices that should use a range of measures allowing students to demonstrate what they know and can do
- based on an understanding of how students learn
- of practices that promote deeper understanding of learning processes by developing students' capacity for self-assessment
- improving performance that involves feedback and reflection
- on-going rather than episodic

- given the required attention to outcomes and processes
- be closely aligned and linked to learning objectives, benchmarks and content standards.

## Standards-Based Assessment Types

In standards-Based Assessment, there are three broad assessments types.

### 1. Formative Assessment

Formative assessment includes ‘assessment *for* and *as*’ and is conducted during the teaching and learning of activities of a topic.

#### *Purposes of Assessment For Learning*

- On-going assessment that allows teachers to monitor students on a day-to-day basis.
- Provide continuous feedback and evidence to the teachers that should enable them to identify gaps and issues with their teaching, and improve their classroom teaching practice.
- Helps students to continuously evaluate, reflect on, and improve their learning.
- Help teachers to make inferences about student learning to inform their teaching.
- Provide continuous feedback to both students and teachers which enables them to monitor progress, identify and address gaps and errors in learning.

#### *Purposes of Assessment As Learning*

- Occurs when students reflect on and monitor their progress to inform their future learning goals.
- Helps students to continuously evaluate, reflect, and improve their own learning.
- Helps students to understand the purpose of their learning and clarify learning goals.

### 2. Summative Assessment

Summative assessment focuses on ‘assessment of learning’ and is conducted after or at the conclusion of teaching and learning of activities or a topic.

#### *Purposes of Assessment Of Learning*

- Help teachers to determine what each student has achieved and how much progress he/she has made towards meeting national and grade-level expectations.
- Help teachers to determine what each student has achieved at the end of a learning sequence or a unit.
- Enable teachers to ascertain each student’s development against the unit or topic objectives and to set future directions for learning.
- Help students to evaluate, reflect on, and prepare for next stage of learning.

### 3. Authentic Assessment

- Is performed in a real life context that approximates as much as possible, the use of a skill or concept in the real world.
- Is based on the development of a meaningful product, performance or process.
- Students develop and demonstrate the application of their knowledge, skills, values and attitudes in real life situations which promote and support the development of deeper levels of understanding.

#### Authentic Assessment Criteria

Authentic assessment refers to assessment that:

- Looks at students actively engaged in completing a task that represents the achievement of a learning objective or standard.
- Takes place in real life situations.
- Asks students to apply their knowledge, skills, values and attitudes in real life situations.
- Students are given the criteria against which they are being assessed.

#### Performance Assessment

Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Teachers, then judge the quality of the student's work based on an agreed-upon set of criteria. It is an assessment which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

Types of performance assessment;

##### *i. Products*

This refers to concrete tangible items that students create through either the visual, written or auditory media such as;

- Creating a health/physical activity poster
- Video a class game or performance and write a broadcast commentary
- Write a speech to be given at a school council meeting advocating for increased time for health and physical education in the curriculum
- Write the skill cues for a series of skill photo's
- Create a brochure to be handed out to parents during education week
- Develop an interview for a favorite sportsperson
- Write a review of a dance performance
- Essays
- Projects

##### *ii. Process Focused Tasks*

It shows the thinking processes and learning strategies students use as they work such as;

- Survival scenarios
- Problem-solving initiative/adventure/activities
- Decision making such as scenario's related to health issues
- Event tasks such as creating a game, choreographing a dance/ gymnastics routine, creating an obstacle course
- Game play analysis

- Peer assessment of skills or performances
- Self-assessment activities
- Goal setting, deciding a strategy and monitoring progress towards achievement

### *iii. Portfolio*

This refers to a collection of student work and additional information gathered over a period of time that demonstrates learning progress.

### *iv. Performances*

It deals with observable affective or psycho-motor behaviours put into action such as;

- Skills check during game play
- Role plays
- Officiating a game
- Debates
- Performing dance/gymnastics routines
- Teaching a skill/game/dance to peers

## **Performance Standards**

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “be able to do” of “what students should know and be able to do.” Performance standards are the indicators of quality that specify how competent a students’ demonstration or performance must be. They include explanations of how well students must demonstrate the content, explaining how good is good enough.

Performance standards:

- measure students’ performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (performance indicators) for evaluating, reporting and monitoring students’ level of proficiency in use of a specific knowledge, skills, value, or attitude
- are used to plan for individual instruction to help students not yet meeting expectations (desired level of mastery and proficiency) to make adequate progress towards the full attainment of benchmarks and content standards
- are used as the basis for measuring students’ progress towards meeting grade-level benchmarks and content standards.

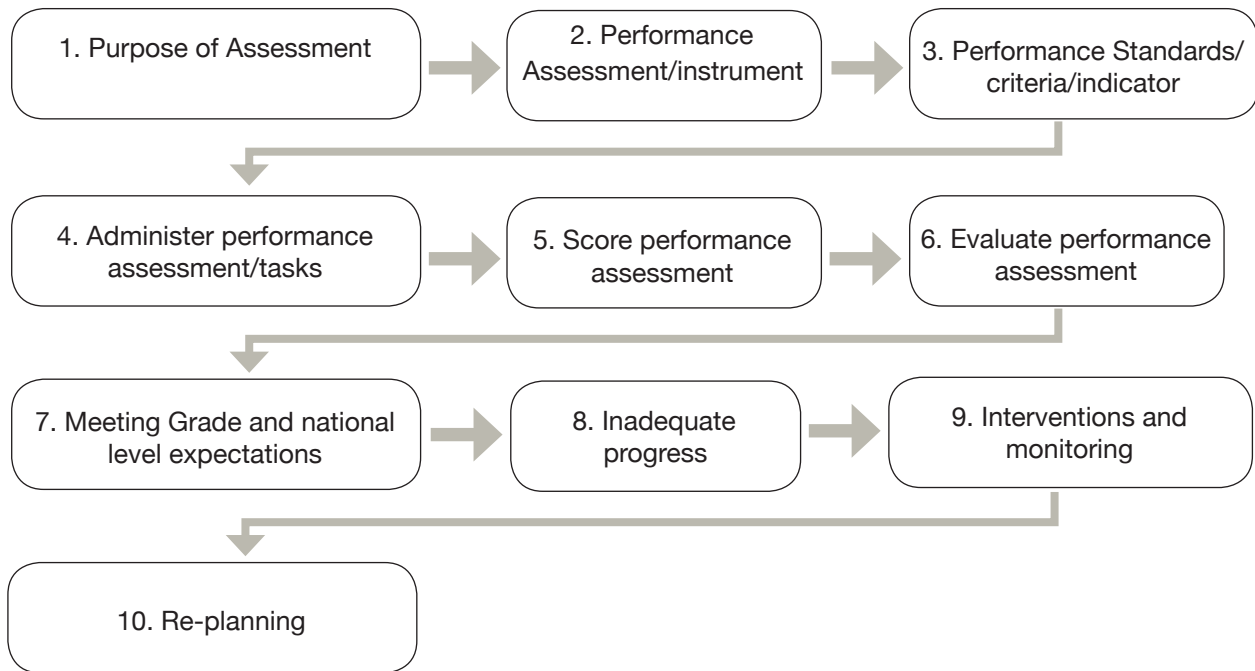
## **Assessment Strategies**

It is important for teachers to know that, assessment is administered in different ways. Assessment does not mean a test only. There are many different ways to find out about student’s strengths and weaknesses. Relying on only one method of assessing will not reflect student’s achievement. Provided in the appendices is a list of suggested strategies you can use to assess student’s performances. These strategies are applicable in all the standards-based assessment types.

*Please refer to Appendix 5 to see the suggested strategies.*

There are different performance assessment methods and assessment strategies for assessing students’ learning and performance on significant components of content standards.

### Standards-Based Assessment Process



### Scoring Students' Assessment

Assessment scoring methods describe how students' assessment tasks will be scored.

The most commonly used methods of scoring students' assessment are:

- i. Checklists
- ii. Rating Scales
- iii. Rubrics

Students' performance is assessed and scored using:

- i. a set of well-defined criteria
- ii. performance standards or indicators,

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and to make judgements about what students know and can do in relation to the standards. They offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the *quality* of the descriptors chosen for assessment.

**Checklists** usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group or a whole class.

**Rating Scales** allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations and students can use them as self-assessment tools. Teaching students to use descriptive words, such as *always*, *usually*, *sometimes* and *never* helps them pinpoint specific strengths and needs. Rating scales also give students information for setting goals and improving performance. In a rating scale, the descriptive word is more important than the related number. The more precise and descriptive the words for each scale point, the more reliable the tool.

Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as *fair*, *good* or *excellent*, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

**Rubrics** use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance. These descriptions focus on the *quality* of the product or performance and not the quantity; e.g., not number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

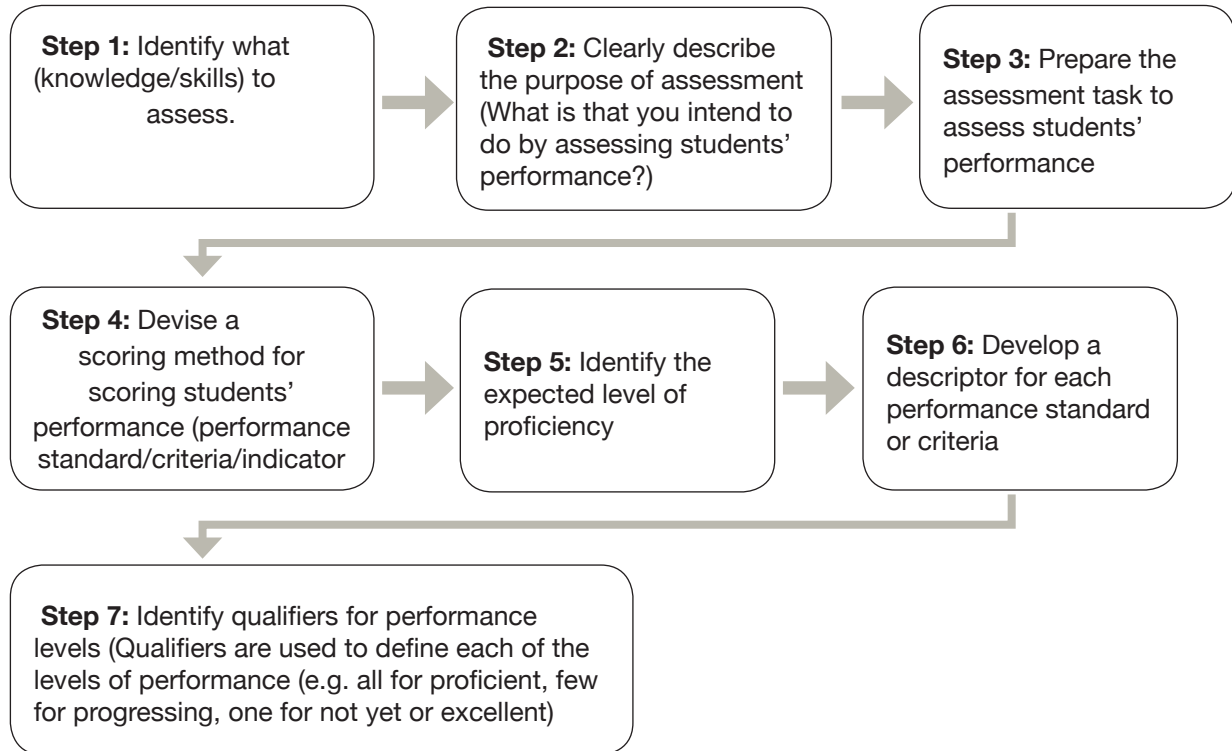
Rubrics are recognized as a way to effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics in a teaching resource provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

However, regardless of which method is used, students' performance, proficiency, and quality of learning should be meaningfully and effectively measured. This will help ascertain if students are meeting grade-level expectations and progressing towards meeting the content standard.



## Assessment Samples

Teachers are required to use the steps outlined below when planning assessment. These steps will guide you to develop effective assessments to improve student's learning as well as evaluating their progress towards meeting national and grade-level expectations.



There are three (3) assessment samples provided here to guide teachers when preparing assessment for students. There is a/an;

- i. formative assessment sample
- ii. summative assessment sample
- iii. authentic assessment sample

Teachers are encouraged to give a variety of assessments using different strategies on one topic to test the understanding and achievement of a content standard and a benchmark by individual students.

## Assessment Types

### NOTE FOR TEACHER:

GIVEN BELOW ARE GRADE 10 ASSESSMENT SAMPLES. USE THESE TO HELP YOU DESIGN YOUR LESSON PLANS FOR GRADE 11 POLITICAL SCIENCE

### Formative Assessment

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#### Strand 1: Geography

#### Unit 1: Skills in Geography

**Content Standard 1.1:** Student will be able to use geographical tools to locate and interpret information about people, places and environment.

**Benchmark 10.1.1.1:** Identify and explain the different types of population pyramids.

**Topic 1:** Types of population pyramids

**Lesson Topic:** Expansive population pyramid

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#### What is to be assessed? - (KSAVs)

Expansive population pyramid and label its features.

#### Performance Task

Draw a sketch of the expansive population pyramid and label its features.

#### Purpose of this assessment

To measure students' proficiency on the achievement of the benchmark and learning objectives

#### Expected level of proficiency

Identify main features of expansive population pyramid.

#### Assessment Strategy

This assessment can be conducted in one lesson as an assessed lesson exercise.

### Assessment Scoring

Rubrics must be developed to articulate the real proficiency of the child. This is an analytical rubrics used to assess the child's learning through the assessment tool a lesson exercise.

Performance standards/Criteria	A	B	C	D	Score
	Advance 10	Proficient 9-5	Progressing 3-4	Not Yet 2	___/10 Marks
Draw a sketch of the expansive population pyramid and describe its features <b>10 marks</b>	Correct sketch drawing of the expansive population pyramid and describes and <u>explain all</u> its features	Good sketch drawing of the expansive population pyramid and <u>describes</u> some of its features	Satisfactory sketch drawing of the expansive population pyramid and <u>describes 2</u> of its features	Poor sketch drawing of the an expansive population pyramid and <u>describes only 1</u> feature	

## Summative Assessment

### Strand 2: History

#### Unit 1: Making Sense of History

**Content Standard 2.1:** Student will be able to discover that people construct knowledge of the past from multiple and various types of sources to make sense of historical patterns, periods of time and the relationship among these elements.

**Benchmarks 10.2.1.1-10.2.1.5:** *(refer to the benchmarks in unit1)*

**Topics 1-5:** *(refer to the topics in unit 1)*

#### What is to be assessed? - (KSAVs)

Historical events that occurred in the Pacific Region

#### Performance Task

Students will do an assignment out of 30marks. You can use other assessment tools (assignment, projects, etc.) to assess student's proficiency on these benchmarks.

Task: Students will be given two week to complete this assignment. They are to;

1. *Choose one of the following countries; PNG, Fiji, Solomon Islands, Tahiti and New Caledonia*
2. *Research on a major event that occurred in one of these countries which shaped the history of the Pacific Region. Use criteria (performance standard) given in the assessment scoring.*

#### Purpose of this assessment

To measure students' proficiency on the achievement of the benchmarks and learning objectives in this unit. (This assessment is to be conducted after teaching the unit)

#### Expected level of proficiency

All students are expected to;

- Identify and interpret major social, political, economic, religious and cultural events that have shaped the history of the Pacific Region
- Define and investigate a social, political, economic, religious and cultural events that occurred in the Pacific Region.
- Use available information to document and compare the social, political, economic, religious and cultural history of the people of the Pacific region
- Examine how knowledge of history is constructed, stored, managed and disseminated in different countries of the Pacific Region
- Analyse the colonial history of the countries of the Pacific Region in terms of the reasons for colonisation, and social, economic, political and cultural impact.

#### Assessment Strategy

An assignment will be used to measure students proficiency.

### Assessment Scoring

Rubrics must be developed to articulate the real proficiency of the child. This is an analytical rubrics used to assess the child's learning through the assessment tool an assignment.

Performance standards/Criteria	A	B	C	D	Score
	Advance 30	Proficient 29-25	Progressing 15-24	Not Yet 2-10	___/30 Marks
State and explain the major event, the date it occurred and the Pacific Island country that it happened in. <b>(2 marks)</b>	Exceptional title, detailed, clear and succinct explanation of the event	Good title and clear explanation of the event	Fair title and satisfactory explanation of the event	Title has no connection to the assigned tasks and the explanation of the event is poor	
Draw a map of the Pacific Island country it happened in and plot the location the major event occurred at. <b>(10 marks)</b>	Correct map drawn and precise location of the place where the event occurred	Good map and place of event marked almost near to the exact location	Satisfactory drawing but the location is far from the exact location	Poor drawing of the map and no attempt to mark the location	
Name the key person or persons who were involved in this major event Attach their profile (pictures, photographs, memoirs). <b>(10 marks)</b>	Detailed profile of the person or persons involved in these events	Shows good knowledge of person or persons involved in these events	Shows fair knowledge of the person or persons involved in these major events	Shows poor knowledge of the person or persons involved in these major events	
Name other foreign countries that took part in this event and what was their reason for taking part. <b>(3 marks)</b>	Correct names of foreign countries who took part and the correct reasons for them taking part in this major event(s)	Shows good knowledge of why foreign countries got involved in this major event(s)	Shows fair knowledge of why foreign got involved in this major event(s)	Shows no idea of foreign countries involvement in this event (s)	
How has this event shaped the history of the Pacific. <b>(5 marks)</b>	Correct explanation of the impact of this event on the Pacific	Good explanation of the impact of this event on the Pacific	Fair explanation of the impact of this event on the Pacific	Unsatisfactory explanation of this event on the Pacific	

## Authentic Assessment

### Strand 3: Political Science

#### Unit 4: Government and Citizenship

**Content Standard 3.4:** Students will be able to evaluate and elaborate on the roles and responsibilities, and the rights of citizens in different government systems.

**Benchmarks 10.3.4.1-10.3.4.5:** (refer to the benchmarks in unit 4)

**Topics 1-5:** (refer to the topics in unit 4)

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#### What is to be assessed? - (KSAVs)

Human Rights in Papua New Guinea

#### Performance Task

Students will do a project worth 20 marks. You can use other assessment tools (assignment, simulation, interview etc) to assess students' proficiency on these benchmarks.

Task: Students will be given two weeks to complete this project then carry out awareness.

1. *They will collect information on Human Rights for example; Children's Rights, Women Rights etc.*
2. *They will make presentation on these rights during assembly, recess and lunch time. (Students will be grouped into 5-6 students per group)*
3. *The best presentation will be given a chance to make a presentation in public in their local community.*

The aim of this project is to develop in students the art of oration or public speaking and at the same time gear them towards careers in this field and promoting good citizenship for all.

#### Purpose of the assessment

To measure students proficiency on the achievement of the benchmarks and learning objectives in this unit. This assessment is to be conducted after teaching this unit.

#### Expected level of proficiency

All students are expected to;

- examine policies and laws on human rights in Papua New Guinea and create context to appropriately implement or apply each law.
- identify and evaluate the types of human rights spelt out in the Papua New Guinea constitution.
- probe the difference between inalienable rights and other rights and how each is promoted and protected using the legal system.
- investigate and report on how the rights of women and girls, people with disability, and other marginalised and vulnerable groups are enforced in Papua New Guinea.
- examine the rights of children and evaluate the policy and legal frame works as well as the processes for enforcing and protecting these rights.



### Assessment Strategy

A project will be used to measure students' proficiency.

### Assessment Scoring

Rubrics will be developed to find out the real proficiency of the child. This is an analytical rubrics used to assess the child's learning through the assessment tool of a project.

Performance standards/Criteria	A	B	C	D	Score
	Advance 25	Proficient 20-24	Progressing 10-19	Not Yet 2-9	__/ Marks
Define Human Rights, identify and explain one Human Rights and explain this right <b>(5marks)</b>	Exceptional title, keywords clearly defined and very clear, logical explanations of the issues on Human Rights	Very good title, key words defined and good explanations covering issues on Human Rights researched on.	Good title, satisfactory explanation of the key words and fair explanations covering issues on Human Rights researched on	Poor title, key words not defined well as well as poor explanations covering issues on Human Rights researched on	
Findings must be substantiated with facts and figures (Newspapers, photographs and articles must be quoted or cited) <b>(10 marks)</b>	Correct information supporting the findings	Some correct information used to substantiate research	Few information used to substantiate findings	No information used to substitute findings	
Presentation of finding as an awareness in the school	Work presented is clear on the chart, oral presentation is loud and clear and confidence is clearly portrayed	Good presentation of the awareness, that is poster was logic but oral presentation and confidence were moderate	Fair presentation of the awareness, that is poster had few inconsistency on the findings and oral presentation and confidence was fair	Poor presentation of the awareness, poster work was oral presentation was inaudible and general lack in confidence during presentation	

## STEAM Assessment

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### Strand 5: Environment

#### Unit 1: Environmental Change

**Content Standard 5.4:** Students will be able to critique and make sense of the impact of human activities on the environment.

**Benchmark 10.5.4.2:** Investigate and explain the notion of “ecological foot print”.

**Topic :** Ecological Footprint

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**Lesson Topic:** Notion of ‘ecological footprint’

#### What is to be assessed? - (KSAVs)

The topic, ‘ecological foot print’.

#### Purpose of the assessment

To measure students proficiency on the achievement of the benchmarks and learning objectives in this topic. This assessment is to be conducted after teaching this topic.

#### Expected level of proficiency

All students are expected to;

- investigate and explain the notion of “ecological foot print”

#### Performance Task

Student will carry out a project worth 30 marks that should contribute to the School Learning Improvement Program (SLIP). This project will assess students' proficiency on the mentioned benchmarks. In order for this assessment type to attain its intended purpose the following must be done carefully;

**Task:** Students will be given a month to complete this project.

1. *all grade 10 Social Science teachers discuss the STEAM project with their HOD*
2. *the Social Science HOD brings this project to the attention of the Head Teacher hence it will involve the learning of all grade 10 classes in the school.*
3. *once approved by the Head Teacher, the Social Science HOD now convenes a meeting with all other subject HOD to integrate this project into their learning. HOD for Social Science will have developed a criteria already and will discuss around that.*
4. *the HOD for other subjects meet with their respective subject teachers to gauge their views and write up criteria with reference to the theme of the project, “Ecological Footprints” bringing out the essence of their subjects in this project.*

5. *the Head Teacher then convenes a meeting with all teachers as they are now aware of the project. HOD for respective subjects give feedback from their meetings. Issues concerning this project must be ironed out and all subjects now carry out this assessment, starting with Social Science.*

The grade 10 Social Science teacher will now do the following;

- i. *Group the students into groups of 6 to design (drawing and manual) a tangible technology that will enhance the notion of “ Ecological Footprints”*
- ii. *The teacher then assess their designs and the best designs now competes with the other best designs from other grade 10 classes.*
- iii. *All the best designers now create models of their designs (e.g., greenhouse) with assistance from their class members. At this stage the other subjects now carry forward this assessed projects theme, ‘Ecological Footprint’ however in the context of their subjects. STEAM is an integrated approach of teaching. All subjects must incorporate the theme put forward by Social Science. They develop criteria that should address this theme. For instance; Business Studies teacher can already think of income earning opportunities for the school by developing a criteria for students to develop business plan from this project. Technology and Industrial Arts (TIA) will develop criteria that will engage the students to construct the models. Science teachers will develop criteria to test students knowledge of the Science process of Engineering Design thinking when they create the models around the theme of ‘Ecological Footprint’. The English subject teachers will set criteria and guidelines for students on how to write manuals so they write about this technology. They must also be given guidelines to writing report. Students get to write report of how they designed this technology. The Mathematics teacher will provide a criteria for the students in terms of the measurements, angles and operations used to work out the size and shape of the technology (e.g., Greenhouse)*

## Assessment Scoring

Rubrics must be developed to find out the real proficiency of the child. This is an analytical rubrics used to assess the child's learning through the assessment tool of a project.

Performance standards/Criteria	A	B	C	D	Score
	Advance 30	Proficient 29-25	Progressing 15-24	Not Yet 2-14	___/ Marks
Design (drawing) a simple technology which should portray the theme <b>(10 marks)</b>	Exceptional title, drawing is clear, detailed and precise	Very good title, drawing is clear though some details missing	Good title, drawing is clear but a lot of details missing	Poor title, drawing does not capture the essence of the theme	
Write a simple manual that is steps on how to create this technology <b>(5 marks)</b>	All steps to create the model clearly explained and in logical order	Steps are in order but not explained clearly	Some steps are missing and explanation of these steps not clear	Steps not in order and explanation is poor	
Construct simple model (prototype) of the technology <b>(15 marks)</b>	Construction of the model captures all aspects of the theme	Some aspects of the theme captured in the model	Few aspects of the theme captured in the mode	No aspects of the theme evident in the model	

# Glossary

Terms	Definitions
<b>Assessment</b>	Activities teachers use to help students learn and to measure and monitor their progress towards the attainment of expected levels of proficiency.
<b>Assessment As Learning</b>	Assessment is used to help students understand and reflect on what they have learnt or are having difficulties with, identify areas of strengths and weaknesses, and set clear, measurable, and attainable personal goals to improve their own learning.
<b>Assessment For Learning</b>	A common form of assessment. It is an ongoing assessment process that arises out of the interaction between teaching and learning. Also referred to as formative assessment.
<b>Assessment Of Learning</b>	Provides a summary of students learning over a given period of time and is generally carried out at the end of a course of study. Also referred to as summative assessment.
<b>Assessment Strategies</b>	Different ways or approaches of assessing students work.
<b>Authentic Assessment</b>	A type of broad assessment that involves students actively engaged in completing a task that represents the achievement of a learning objective or standard. Authentic assessment takes place in real life situations.
<b>Benchmarks</b>	Benchmarks are more detailed descriptions of a specific level of performance expected of students at particular ages, grades, school levels or levels of development. They are the specific components of the knowledge, process, skill, concept, principle, or idea identified by a content standard.
<b>Content Standards</b>	Content Standards are broadly stated expectations of what (content) students should know. They describe the knowledge, skills, values, and attitudes that students should attain.
<b>Curriculum Integration</b>	Curriculum integration in teaching and learning refers to an approach or methodology that cuts across and draws on multiple subject areas to focus on a topic or theme.
<b>Diagnostic Assessment</b>	An assessment given to identify child's strengths and learning needs for improvement.
<b>Formative Assessment</b>	A form of assessment used throughout a unit of study in teaching and learning to measure student's understanding and progress.
<b>Monitoring</b>	General supervision over the teaching and learning of the standards.
<b>Performance Assessment</b>	A form of assessment that is focused on measuring students' mastery of knowledge, skills, values and attitudes taught and learnt in each lesson.
<b>Performance Standards</b>	Performance standards are the indicators of quality that specify how competent a students' demonstration or performance must be.
<b>Proficiency</b>	Mastery of the essential knowledge, skills, values and attitudes in the content standards and benchmarks.

<b>Rubrics</b>	It is a scoring guide used to assess the quality of students responses in an assessment often presented in a table with evaluative criteria at certain levels of achievement.
<b>Self-Assessment</b>	A judgment for official purposes for teachers to make about their abilities, principles or decisions.
<b>Standard</b>	A standard is a level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something, for example, how good a piece of work is.
<b>Standards-Based Curriculum</b>	Describes <b>what</b> all students should know and be able to <b>do</b> at the end of a grade or school level. The main idea behind standards-based curriculum is <b>standards</b> .
<b>Standards-Based Education</b>	An academic program in which clearly defined academic content and benchmarks are aligned. It spells out what schools and communities need to do to ensure achievement of expectations. The main idea behind standards-based education is <b>standards</b> .
<b>Standards-Based Assessment</b>	A systematic and ongoing process of collecting and interpreting information about students' achievements.
<b>STEAM Education</b>	The teaching and learning in the fields of Science, Technology, Engineering, Arts, and Mathematics in both formal and informal classroom settings.
<b>Summative Assessment</b>	A form of assessment used after completing a unit or topic or at a specific point in time in teaching and learning to measure student's mastery of the content standards and benchmarks.
<b>21<sup>st</sup> Century Skills</b>	Refers to a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers, and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.



## References

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URL Websites

# Appendices

## Appendix 1: Bloom's Taxonomy

Level of Understanding	Key Verbs
<b>Creating</b> Can the student create a new product or point of view?	Construct, design, and develop, generate, hypothesize, invent, plan, produce, compose, create, make, perform, plan, produce, assemble, formulate,
<b>Evaluating</b> Can the student justify a stand or decision?	Appraise, argue, assess, choose, conclude, critique, decide, defend, evaluate, judge, justify, predict, prioritize, provoke, rank, rate, select, support, monitor,
<b>Analyzing</b> Can the student distinguish between the different parts?	Analyzing, characterize, classify, compare, contrast, debate, criticise, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organize, outline, relate, research, separate, experiment, question, test,
<b>Applying</b> Can the student use the information in a new way?	Apply, change, choose, compute, dramatize, implement, interview, prepare, produce, role play, select, show, transfer, use, demonstrate, illustrate, interpret, operate, sketch, solve, write,
<b>Understanding</b> Can the student comprehend ideas or concepts?	Classify, compare, exemplify, conclude, demonstrate, discuss, explain, identify, illustrate, interpret, paraphrase, predict, report, translate, describe, classify,
<b>Remembering</b> Can the student recall or remember the information?	Define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, tell, write, duplicate, memorise, recall, repeat, reproduce, state,

## Appendix 2: 21<sup>st</sup> Century Skills

<b>Ways of Thinking</b>	<p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>• Think creatively</li> <li>• Work creatively with others</li> <li>• Implement innovations</li> </ul> <p><b>Critical thinking, problem-solving and decision making</b></p> <ul style="list-style-type: none"> <li>• Reason effectively and evaluate evidence</li> <li>• Solve problems</li> <li>• Articulate findings</li> </ul> <p><b>Learning to learn and meta-cognition</b></p> <ul style="list-style-type: none"> <li>• Self-motivation</li> <li>• Positive appreciation of learning</li> <li>• Adaptability and flexibility</li> </ul>
<b>Ways of Working</b>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Competency in written and oral language</li> <li>• Open minded and preparedness to listen</li> <li>• Sensitivity to cultural differences</li> </ul> <p><b>Collaboration and teamwork</b></p> <ul style="list-style-type: none"> <li>• Interact effectively with others</li> <li>• Work effectively in diverse teams</li> <li>• Prioritise, plan and manage projects</li> </ul>
<b>Tools for Working</b>	<p><b>Information literacy</b></p> <ul style="list-style-type: none"> <li>• Access and evaluate information</li> <li>• Use and manage information</li> <li>• Apply technology effectively</li> </ul> <p><b>ICT literacy</b></p> <ul style="list-style-type: none"> <li>• Open to new ideas, information, tools and ways of thinking</li> <li>• Use ICT accurately, creatively, ethically and legally</li> <li>• Be aware of cultural and social differences</li> <li>• Apply technology appropriately and effectively</li> </ul>
<b>Living in the World</b>	<p><b>Citizenship – global and local</b></p> <ul style="list-style-type: none"> <li>• Awareness and understanding of rights and responsibilities as a global citizen</li> <li>• Preparedness to participate in community activities</li> <li>• Respect the values and privacy of others</li> </ul> <p><b>Personal and social responsibility</b></p> <ul style="list-style-type: none"> <li>• Communicate constructively in different social situations</li> <li>• Understand different viewpoints and perspectives</li> </ul> <p><b>Life and career</b></p> <ul style="list-style-type: none"> <li>• Adapt to change</li> <li>• Manage goals and time</li> <li>• Be a self-directed learner</li> <li>• Interact effectively with others</li> </ul>

### Appendix 3: Teaching and Learning Strategies

Strategy	Teacher	Students
<b>Case Study</b> Used to extend students' understanding of real life issues	Provide students with case studies related to the topic of the lesson and allow them to analyse and evaluate.	Study the case study and identify the problem addressed. They analyse the problem and suggest solutions supported by conceptual justifications and make presentations. This enriches the students' existing knowledge of the topic.
<b>Debate</b> A method used to increase students' interest, involvement and participation	Provide the topic or question of debate on current issues affecting a bigger population, clearly outlining the expectations of the debate. Explain the steps involved in debating and set a criteria/ standard to be achieved.	Conduct researches to gather supporting evidence about the selected topic and summarising the points.  They are engaged in collaborative learning by delegating and sharing tasks to group members.  When debating, they improve their communication skills.
<b>Discussion</b> The purpose of discussion is to educate students about the process of group thinking and collective decision.	The teacher opens a discussion on certain topic by asking essential questions.  During the discussion, the teacher reinforces and emphasises on important points from students responses. Teacher guide the direction to motivate students to explore the topic in greater depth and the topic in more detail.  Use how and why follow-up questions to guide the discussion toward the objective of helping students understand the subject and summarise main ideas.	Students ponder over the question and answer by providing ideas, experiences and examples.  Students participate in the discussion by exchanging ideas with others.
<b>Games and Simulations</b> Encourages motivation and creates a spirit of competition and challenge to enhance learning.	Being creative and select appropriate games for the topic of the lesson. Give clear instructions and guidelines. The game selected must be fun and build a competitive spirit to score more than their peers to win small prizes.	Go into groups and organize.  Follow the instructions and play to win

<b>Observation</b> Method used to allow students to work independently to discover why and how things happen as the way they are. It builds curiosity.	Give instructions and monitor every activity students do	Students possess instinct of curiosity and are curious to see the things for themselves and particularly those things which exist around them. A thing observed and a fact discovered by the child for himself becomes a part of mental life of the child. It is certainly more valuable to him than the same fact or facts learnt from the teacher or a book. Students <ul style="list-style-type: none"> <li>• Observe and ask essential questions</li> <li>• Record</li> <li>• Interpret</li> </ul>
<b>Peer Teaching and Learning</b> <i>(power point presentations, pair learning)</i> Students teach each other using different ways to learn from each other. It encourages; team work, develops confidence, feel free to ask questions, improves communication skills and most importantly develop the spirit of inquiry.	Distribute topics to groups to research and teach others in the classroom.  Go through the basics of how to present their peer teaching.	Go into their established working groups.  Develop a plan for the topic.  Each group member is allocated a task to work on.  Research and collect information about the topic allocated to the group. Outline the important points from the research and present their findings in class.
<b>Performance-Related Tasks</b> (dramatization, song/lyrics, wall magazines) Encourages creativity and take on the overarching ideas of the topic and are able to recall them at a later date	Students are given the opportunity to perform the using the main ideas of a topic.  Provide the guidelines, expectations and the set criteria	Go into their established working groups.  Being creative and create dramas, songs/lyrics or wall magazines in line with the topic.
<b>Project</b> (individual/group) Helps students complete tasks individually or collectively	Teacher outline the steps and procedures of how to do and the criteria	Students are involved in investigations and finding solutions to problems to real life experiences. They carry out researches to analyse the causes and effects of problems to provide achievable solutions. Students carefully utilise the problem-solving approach to complete projects.
<b>Use Media and Technology</b> to teach and generate engagement depending on the age of the students	Show a full movie, an animated one, a few episodes form documentaries, you tube movies and others depending on the lesson.  Provide questions for students to answer before viewing	Viewing can provoke questions, debates, critical thinking, emotion and reaction.  After viewing, students engage in critical thinking and debate

## Appendix 4: Lesson Plan Template

**Strand:** .....

**Unit:** .....

**Content Standard:** .....

**Benchmark:** .....

**Topic 1:** .....

**Lesson Topic:** .....

**Grade:** .....

**Length of Lesson:** .....

### Essential KSAVs

*Knowledge:* .....

*Skill(s):* .....

*Values:* .....

*Attitudes:* .....

**Performance Indicator:**

**Materials:**

**Instructional (lesson) Objective(s):** By the end of the lesson, students will be able to:

- .....
- .....
- .....

**Essential Questions:**

- .....
- .....



## Lesson Procedure

Teacher Activities	Student Activities
Introduction (time in minutes)	
Body (time in minutes)	
<i>Modeling</i>	
<i>Guided Practice</i>	
<i>Independent Practice</i>	
Conclusion (time in minutes)	

## Appendix 5: Assessment Strategies

Strategy	Description
<b>Analogies</b>	Students create an analogy between something they are familiar with and the new information they have learned. When asking students to explain the analogy, it will show the depth of their understanding of a topic.
<b>Classroom presentations</b>	A classroom presentation is an assessment strategy that requires students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts about a topic in order to present a summary of their learning. It may provide the basis for assessment upon completion of a student's project or essay.
<b>Conferences</b>	A conference is a formal or informal meeting between the teacher and a student for the purpose of exchanging information or sharing ideas. A conference might be held to explore the student's thinking and suggest next steps; assess the student's level of understanding of a particular concept or procedure; and review, clarify, and extend what the student has already completed.
<b>Discussions</b>	Having a class discussion on a unit of study provides teachers with valuable information about what the students know about the subject. Focus the discussions on higher level thinking skills and allow students to reflect their learning before the discussion commences.
<b>Essays</b>	An essay is a writing sample in which a student constructs a response to a question, topic, or brief statement, and supplies supporting details or arguments. The essay allows the teacher to assess the student's understanding and/or ability to analyse and synthesize information.
<b>Exhibitions/ demonstrations</b>	An exhibition/demonstration is a performance in a public setting, during which a student explains and applies a process, procedure, etc., in concrete ways to show individual achievement of specific skills and knowledge.
<b>Interviews</b>	An interview is a face-to-face conversation in which teacher and student use inquiry to share their knowledge and understanding of a topic or problem, and can be used by the teacher to explore the student's thinking; assess the student's level of understanding of a concept or procedure and gather information, obtain clarification, determine positions, and probe for motivations.
<b>Learning logs</b>	A learning log is an ongoing, visible record kept by a student and recording what he or she is doing or thinking while working on a particular task or assignment. It can be used to assess student progress and growth over time.
<b>Observation</b>	Observation is a process of systematically viewing and recording students while they work, for the purpose of making programming and instruction decisions. Observation can take place at any time and in any setting. It provides information on students' strengths and weaknesses, learning styles, interests, and attitudes.
<b>Peer assessment</b>	Assessment by peers is a powerful way to gather information about students and their understanding. Students can use set criteria to assess the work of their classmates.

<b>Performance tasks</b>	During a performance task, students create, produce, perform, or present works on “real world” issues. The performance task may be used to assess a skill or proficiency, and provides useful information on the process as well as the product.
<b>Portfolios</b>	A portfolio is a collection of samples of a student’s work, and is focused, selective, reflective, and collaborative. It offers a visual demonstration of a student’s achievement, capabilities, strengths, weaknesses, knowledge, and specific skills, over time and in a variety of contexts.
<b>Questions and answers (oral)</b>	In the question–and–answer strategy, the teacher poses a question and the student answers verbally, rather than in writing. This strategy helps the teacher to determine whether students understand what is being, or has been, presented, and helps students to extend their thinking, generate ideas, or solve problems.
<b>Quizzes, tests, examinations</b>	A quiz, test, or examination requires students to respond to prompts in order to demonstrate their knowledge (orally or in writing) or their skills (e.g., through performance). Quizzes are usually short; examinations are usually longer. Quizzes, tests, or examinations can be adapted for exceptional students and for re-teaching and retesting.
<b>Questionnaires</b>	Questionnaires can be used for a variety of purposes. When used as a formative assessment strategy, they provide teachers with information on student learning that they can use to plan further instruction.
<b>Response journals</b>	A response journal is a student’s personal record containing written, reflective responses to material he or she is reading, viewing, listening to, or discussing. The response journal can be used as an assessment tool in all subject areas.
<b>Selected responses</b>	Strictly speaking a part of quizzes, tests, and examinations, selected responses require students to identify the one correct answer. The strategy can take the form of multiple-choice or true/false formats. Selected response is a commonly used formal procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.
<b>Student self-assessments</b>	Self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning. It is the student’s own assessment of personal progress in terms of knowledge, skills, processes, or attitudes. Self-assessment leads students to a greater awareness and understanding of themselves as learners.
<b>Posters</b>	
<b>Video analysis</b>	
<b>Reflective writing</b>	
<b>Projects</b>	
<b>Observation reports</b>	





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