

Character and Social Development Senior High

Grades 11 and 12

Syllabus

Standards-Based



Papua New Guinea

Department of Education

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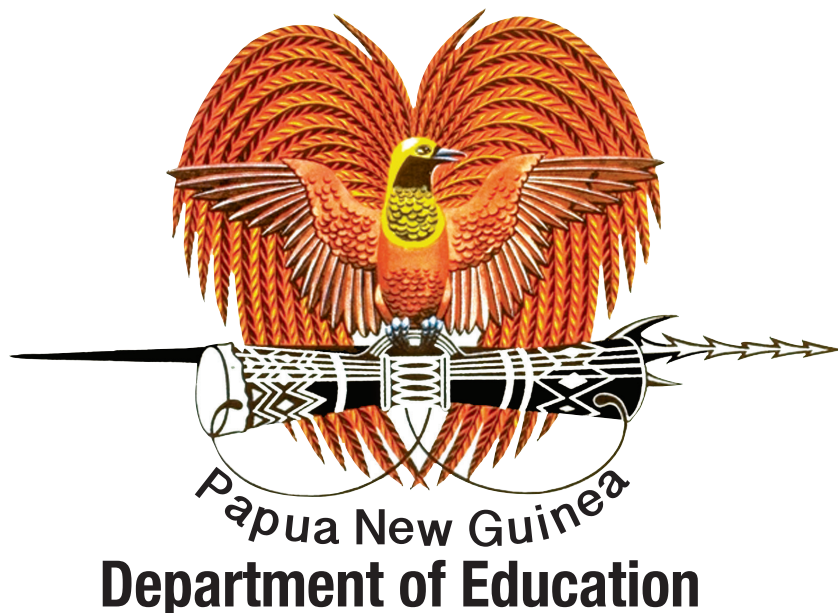
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Issued free to schools by the Department of Education

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The Curriculum Panel Members (CPM), Syllabus Advisory Committee (SAC) and Board of Studies (BOS) committee members are acknowledged for their quality assurance and endorsement of this syllabus.

Acronyms

AAL	Assessment As Learning
AFL	Assessment For Learning
AOL	Assessment Of Learning
BOS	Board Of Studies
CDD	Curriculum Development Division
CPM	Curriculum Panel Members
ESD	Education for Sustainable Development
CSD	Character and Social Development
NDoE	National Department of Education
OBC	Outcomes-Based Curriculum
OBE	Outcomes-Based Education
SAC	Syllabus 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 in Papua New Guinea (PNG) is to prepare students for careers, higher education, and citizenship. This means that education should focus on developing and equipping students with essential knowledge, skills, values, and attitudes that they can use in all spheres of their lives. Education must therefore aim to provide all children with an equal opportunity to achieve high academic standards that are internationally comparable. Education must also aim to motivate and prepare students to pursue Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses in higher education institutions and pursue careers in STEAM related fields.

Children's character and social development have been given little or no emphasis in the curriculum over the years. Thus, children who complete the general education system often graduate with serious character and social development gaps. Children often lack the ability to solve problems and manage conflict, make informed decisions, understand the results of personal and collective actions, develop and foster healthy relationships, behave in acceptable and respectful ways, and live together as useful and productive citizens.

Character and Social Development focuses on equipping children with a core set of values and principles, and decision-making, problem solving, conflict management, relationship, and health knowledge, skills, values, and attitudes that will effectively prepare them for careers, higher education, and citizenship in the 21st century and beyond. Values and principles are the fundamental building blocks of character and social development and for creating safe and peaceful homes and communities, developing and fostering healthy and mutually beneficial relationships, creating and promoting healthy lifestyles, families, and communities, and making informed decisions. The ultimate aim of this curriculum is for all children to promote, model, and use values and principles in all aspects of their lives.

I commend and approve this Grades 11 & 12 Character and Social Development Syllabus to be used in all Senior High Schools throughout Papua New Guinea.



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

Introduction

Values and principles, whether good or bad, influence all aspects of our lives, including our thinking, feelings, actions, practice, habits, attitudes, perspectives, behaviours, and characters. In sum, they shape and define our identities, worldviews, and being in the world. Values and principles and their influence or lack of in children's character and social development has been and continues to be a major concern for all societies. This is particularly the case in Papua New Guinea (PNG).

In PNG, values and principles that were once the glue that bound together traditional societies and relationships between the people and the environment began eroding at the advent of colonization and the eventual transition of PNG from a traditional to a modern society. Many of the relationship, governance and management, health, decision-making, authority, transparency and accountability, peace, and citizenship values and principles that were cherished, promoted, and strictly adhered to in traditional PNG societies have been lost and replaced with modern value systems, with serious consequences. This is exemplified by the break down in law and order, disrespect for other people, undermining of human rights, disrespect for the rule of law, increasing levels of corruption, lack of manners amongst the citizens, and poor attitudes and behaviours that are counter-productive to social cohesion and national unity.

Character and Social Development aims to reverse the negative trend and restore the essential values and principles that are critical not only for the development of personal character and well-being, but also for the improvement of social health and the well-being of PNG and its citizens. To these ends, the curriculum aims to equip children with a core set of values and principles, and essential knowledge and skills to effectively prepare them for careers, higher education, and citizenship. These values and principles are also STEAM related and will be at the core of STEAM education, including all real-life experiences that students will be involved in. Character and Social Development will provide a moral and ethical platform for all children to model, promote, and use values and principles in all aspects of their lives. Children will be made aware that values and principles are the fundamental building blocks of character and social development and for creating safe and peaceful homes and communities, developing and fostering healthy and mutually beneficial relationships, creating and promoting healthy lifestyles, families, and communities, and making informed decisions.

Character and Social Development is timetabled for 80 minutes per week for grades 11 and 12. Teachers can use the time allocated to do their time table or program according to their school needs.

Aims and Goals

The national curriculum aims and goals identify and describe the long-term and the medium-to-long-term learning results that will be achieved if the curriculum is effectively implemented and enabling policies and system reforms and supports are developed and implemented simultaneously. The aims and goals of the SBC identify the important knowledge, skills, values, and attitudes that all students are expected to acquire and master in order to effectively function in society and actively contribute to its development and welfare. They were formulated using evidence from the analysis of the social, economic, political, and philosophical contexts and research. And were shaped and informed by significant national policy frameworks such as Vision 2050, international conventions and development goals, and PNG’s National Goals and Directive Principles.

Ultimate Aim

The ultimate aim of education is to prepare children for careers, higher education, and citizenship. To achieve this aim, a number of enabling aims and goals were formulated based on evidence. The ultimate aim of education and the enabling aims and goals are closely linked.

Aims and Goals

Aim	Goals Students will be able to:
<p>Aim 1: Students will acquire essential and relevant knowledge, skills, values, and attitudes that will prepare them for careers, higher education, and citizenship.</p>	<ul style="list-style-type: none"> a. obtain prerequisite knowledge and skills and cultivate and foster important values and attitudes required to effectively function in a higher education and training environment. b. achieve high language, mathematics, science, social science, moral and ethical, creative and vocational skills, and citizenship standards that will ensure a smooth transition from secondary school to higher education and training institutions.

Aim	Goals Students will be able to:
<p>Aim 2: Students will achieve high standards in Language, Mathematics, Science and Technology, Social Science, Civic and Citizenship Education, Character and Social Development, and Skills Education (Creative, Physical, and Vocational skills).</p>	<ol style="list-style-type: none"> a. acquire and use intellectual, emotional, cultural, physical, creative, vocational, recreational, and spiritual knowledge, skills, values, and attitudes as a basis for living a fulfilling and a productive life in the communities in which they choose to live. b. understand and apply mathematical reasoning, processes, formulas, and concepts to solve mathematical problems. c. examine and apply scientific reasoning, processes, and concepts to improve real life situations. d. be aware of scientific standards and methods and their application across all branches of science. e. be aware of logical and abstract thinking in the formulation of problems, the importance of mathematics in science reasoning, and recognize the role of science in every aspect of life. f. explain the connection between science and technology and recognize the importance of technology in the development of communities, the improvement of peoples' lives, in communication, and industry. g. acquire fundamental knowledge and skills to build and market different types of technology. h. communicate orally and in writing, use different approaches and modes of communication, identify different purposes of communication, and understand and appreciate PNG's languages and the languages of people from different cultures. i. be aware of their civic and citizenship responsibilities, the importance of these responsibilities to harmonious living and maintaining social cohesion, and to community and national development and well-being. j. acquire knowledge, skills, values and attitudes required for learning and practice of creative arts, and the application of knowledge and skills to express themselves, promote PNG's cultures, and make a living. k. recognise the importance of healthy mind, body, and spirit, the importance of physical exercise and sport, balanced diet, and regular exercise in living a healthy life style.

Aim	Goals Students will be able to:
<p>Aim 3: Students will attain both regional and internationally comparable standards in literacy and numeracy.</p>	<ul style="list-style-type: none"> a. acquire essential reading skills to enable them to learn to read and read to learn throughout their lives. b. learn basic skills of writing, comprehending and evaluating information, following instructions, analysing others writing, and communicating with others. c. learn and apply basic mathematics skills in real life situations to improve their own personal growth and the advancement of their communities and the nation.
<p>Aim 4: Students will develop their full potential and empowered to be dynamically involved in the process of freeing themselves from oppressive situations, contribute to promoting the common good and welfare of society, and develop a sense of responsibility for oneself and others.</p>	<ul style="list-style-type: none"> a. recognize and critically analyse the situations that oppress and marginalize them and others, and take appropriate individual and collective actions to transform these situations in order to improve their wellbeing. b. develop a positive attitude towards community service and responsibility for the well-being of the community while being responsible for their personal behaviour and conduct and hold others to account for their behaviour and attitudes in the interest of public good. c. develop effective communication and social skills, and think critically and rationally when solving problems and making decisions at different stages of their personal development. d. interpret language and cultural expressions attributed to oppressed and marginalized groups by dominant and powerful groups and challenge these in order to improve their situations.
<p>Aim 5: Students will contribute towards the development of knowledge-based economy and society, and the transformation of Papua New Guinea from a developing to a middle-income country by continuously learning and applying knowledge, skills, values, and attitudes to improve the prevailing social, economic, political, cultural, scientific, and technological conditions.</p>	<ul style="list-style-type: none"> a. value creativity and innovation; the spirit of autonomy and independence; and foster an attitude to knowledge creation and application to improve working and development conditions. b. obtain relevant knowledge, skills, values, and attitudes that will enable them to be multi-skilled, lifelong learners, and knowledge-based workers capable of functioning in a changing world and work environment.
<p>Aim 6: Students will continue to learn throughout their lives and apply the outcomes of learning to improve their personal and collective learning, growth and development, and the quality of life for oneself and others.</p>	<ul style="list-style-type: none"> a. think sensibly for themselves and to develop as individual members of a community. b. develop and foster an attitude towards continuous learning as a basis for improving one's own knowledge, thinking, practice, value and belief system and hence improve life outcomes. c. cultivate a positive attitude towards research, reflection, and critical analysis as bases for lifelong learning.

Aim	Goals Students will be able to:
<p>Aim 7: Students will acquire essential knowledge, skills, values, and attitudes necessary for the building of peaceful and safe communities, living together, upholding the principles of a democratic state and society, building social cohesion, promoting equity and social justice, and ensuring economic prosperity for all.</p>	<ul style="list-style-type: none"> a. value justice, responsibility, equality between men and women, mutual respect and cooperation, and actively contribute to the building and fostering of peaceful, safe, and inclusive communities. b. use effective communication skills and think creatively in a rational manner and develop better problem solving and decision making skills at appropriate levels and ages. c. examine in-depth problems at hand by collecting and using evidence to make informed decisions about the best strategies to address the problems and achieve results that are satisfactory to all stakeholders. d. become happy, healthy and useful members of their society. e. analyse the principles of democracy, how a democratic government works, citizen’s democratic rights and responsibilities, and the weaknesses and the strengths of the democratic ideology.
<p>Aim 8: Students will foster an understanding and an appreciation of PNG’s many cultures and languages, their influence on the construction and representation of Papua New Guinean’s identities, and the value, knowledge, and belief systems that underlie these diverse cultures and languages; while embracing the cultural and linguistic differences, and take actions to sustain the good and eliminate the bad aspects of cultures.</p>	<ul style="list-style-type: none"> a. have pride and responsibility towards their cultures and languages, and preserve and promote one’s identity through language and culture while at the same time learning, appreciating, and tolerating other cultures and languages, both local and international. b. communicate with other people through written and spoken language, through mathematics and through other ways such as art, music and movement. c. investigate the underlying knowledge, value, and belief systems of different cultures and languages, and take appropriate individual and collective actions to eliminate aspects of cultures that hinder the building and fostering of healthy relationships and peaceful and safe environments, that are oppressive and detrimental to human development, and detrimental to the promotion of inclusive development and a hindrance to promoting and safeguarding fundamental human rights.

Aim	Goals Students will be able to:
<p>Aim 9: Students will develop their knowledge and an appreciation and respect for the natural environment and physical and human resources, and the need to develop these in ways that are sustainable for the benefit of current and future generations.</p>	<ul style="list-style-type: none"> a. cultivate and maintain an attitude to respect life, care for nature, and contribute to the protection of the environment. b. help develop and sustain Papua New Guinea’s environment and its physical and human resources, for the benefit of current and future generations. c. become wise guardians of Papua New Guinea’s resources. d. act responsibly and within the spirit of environment sustainability in the use of natural resources with the knowledge that local actions on environment have both local and global consequences.
<p>Aim 10: Students will develop healthy self-concepts; contribute to the establishment and sustainability of healthy communities; the eradication of common diseases; and improvement in the health status of all citizens.</p>	<ul style="list-style-type: none"> a. demonstrate an understanding of the different stages of child development from conception to childhood, adolescence to adulthood. b. show awareness and understanding of the importance of building and promoting healthy life styles and healthy communities as prerequisites for healthy living and life style. c. investigate common diseases in PNG and their causes and symptoms, appreciate the consequences and impact they have on the citizens, look at what is being done to eradicate these diseases, and know how they can contribute to eradicating these diseases.
<p>Aim 11: Students will understand that parenthood is a lifelong responsibility however, in exercising this right they should be aware of the impact of uncontrolled population growth and its consequences on families, communities, the environment, available resources, and the nation.</p>	<ul style="list-style-type: none"> a. appreciate the importance of having a family unit and show awareness of parental responsibilities, recognize the consequences of the decisions they make regarding the size of their families, recognizing the fact that the quality of life for their children depend on the decisions they make. b. aware of the contributing factors to population growth and demonstrate an understanding of the consequences of uncontrolled population growth.
<p>Aim 12: Students will acquire knowledge, skills, values, and attitudes required for social and economic development, for gainful employment and self-employment, and for transforming individual and collective livelihoods and alleviating poverty.</p>	<ul style="list-style-type: none"> a. acquire knowledge, skills, values, and attitudes required for active participation in the formal and informal economy as means for making a sustainable living. b. explain and apply the concepts and practices of self-reliance and personal viability to create own employment as an alternative to formal employment. c. foster an attitude towards work by acquiring relevant values, knowledge, and skills that will prepare them to pursue vocational skills occupations.

Aim	Goals Students will be able to:
<p>Aim 13: Students will develop required values and respect for oneself, others, and the community, and use these as a basis for developing effective national and global citizenships traits.</p>	<ol style="list-style-type: none"> a. learn about and show awareness about past and present outstanding and model citizens whose character, moral standing, ethical standards, and contributions have shaped PNG and the world. b. demonstrate awareness and understanding of their civic and citizenship roles and responsibilities, the importance of performing these responsibilities in a transparent and accountable way for the greater good of PNG and their communities, and the consequences of neglecting these roles and responsibilities. c. develop and foster values, behaviours, attitudes, and communication competencies required to live together and in harmony with peoples of other cultures and linguistic groupings. d. show awareness and concern for the welfare and the rights of others, contribute to the promotion of justice for all and the empowerment of the oppressed and marginalized people, promote gender and social inclusion as the basis for protecting and promoting the rights of all.

Overarching Curriculum Principles

Curriculum principles identify, describe and focus attention on the important social, economic, political, cultural, technological, religious, environmental, educational, gender, and philosophical dimensions that must be addressed when developing and implementing curriculum at all levels of schooling. They are based on, inter alia, significant values and beliefs about teaching and learning, human existence, survival, and relationships, knowledge and reality, and about the nature of development and human growth and advancement.

Relevance

For the national curriculum to be relevant it must be aligned to the ultimate aim and the operational aims and goals of education. It should ultimately contribute towards the preparation of children for careers, higher education, and citizenship. In addition, it should enable all children to achieve high and comparable academic standards and contribute towards the attainment of the envisaged level of education quality.

The majority of students will leave school at the end of grade 8, 10 or 12. They should be equipped with career or work readiness knowledge, skills, values and attitudes before they leave school to enable them to seek appropriate careers either by being employed by someone else or by creating their own employment. Career related knowledge, skills, values and attitudes should be taught and reinforced by all subjects and all teachers from prep to grade 12. STEAM provides an important pathway for students to acquire the essential knowledge, skills, values and attitudes required for careers, particularly in STEAM related jobs. STEAM skills and knowledge should be integrated into the national curriculum and taught across all subjects to provide opportunities for students to progressively learn and become proficient in them before leaving school.

The national curriculum should focus also on preparing students for higher education. Higher education readiness knowledge, skills, values and attitudes should be integrated into the national curriculum for all grades and school levels. These should be targeted at closing the knowledge and skills gaps between the general and higher education. Students are expected to progressively learn and master the essential higher education preparedness knowledge, skills, values and attitudes to enable them to make a smooth transition from grade 12 to higher education. These knowledge, skills, values and attitudes should prepare them to effectively function in the higher education environment.

Furthermore, the national curriculum needs to prepare students for citizenship. All children should be expected to learn and master the essential citizenship preparedness knowledge, skills, values and attitudes before they leave school. These are important for shaping students' characters and enabling them to live and work as useful, caring, and productive citizens. Students should be prepared to carry out their civic

and citizenship responsibilities and contribute to the creation and fostering of safe and peaceful communities, and caring and living harmoniously with the environment and people of other cultures and backgrounds.

Multiculturalism

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

Ethics, Morals and Values

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

Integral Human Development

The Philosophy of Education for PNG as described in the *Matane Report* acknowledges the National Goals and Directive Principles in the National Constitution and is based on integral human development:

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

Integral human development is the ultimate goal for every person who receives an education and:

- will result in every person being dynamically involved in the process of freeing himself or herself from every form of domination and oppression so that each individual will have the opportunity to develop as an integrated person in relationship with others. This means that the national curriculum must integrate and maximise socialisation, participation, liberation and equality;

- is based on an awareness of human potential and the willingness to develop this potential so that each individual can solve his or her own problems, contribute to the common good of society and maintain, promote and improve learning and living; and
- presumes the goodness and dignity of every person. It calls for the promotion of self and mutual respect, a sense of self-worth and self-discipline and a sense of responsibility for one self and others.

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

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

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

The success of a national curriculum requires the integrated involvement of all the agents of education such as the home, church, school and community. Within the national curriculum, the teachers must integrate knowledge, skills and attitudes to allow students to achieve the desired outcomes of integral human development.

The Right to Healthy Living

The health status of PNG is very low. All citizens have a right to a healthy life. Factors such as clean water, a nutritious diet, improved sanitation, and appropriate and better local health services are essential for a healthy life style. Students need to learn the values, attitudes, skills and knowledge that will help them become productive, healthy and contented citizens. They need to be given a set of skills that will enable them to improve their own and their community's health as well as improve the health status of PNG. The national curriculum will ensure that students have the opportunity to learn about healthy living.

Nation Building and National Unity

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

- work together with tolerance;

- respect one another, their traditional ways and resolve problems peacefully;
- respect and act in the spirit of the National Constitution;
- recognise their capabilities and develop their own talents;
- participate in the development of the national community; and
- protect and safeguard the national wealth and resources and consider how they will contribute to national development.

Sustainability

The natural environment of PNG is as diverse as its cultures. It is under threat from rapid population growth, uncontrolled exploitation, and human activities such as logging, mining, over fishing, dynamiting of reefs and dumping of toxic wastes. Our diverse cultures are also under threat from over exploitation and commercialisation of sacred cultural practices. The national curriculum will guide students to further appreciate, respect and value their natural environment, cultures, customs and traditions. It will give them the skills and knowledge to identify problems and issues and to take action to sustain these aspects of life. It is important for children to learn about the importance of sustainable development and its relationship with sustainable livelihoods and the environment.

Sustainable development education is an integral part of learning in the 21st century. It is much more than the teaching of sustainability content; it is about teaching new ways of thinking about and perceiving the realities of our world and the possibilities for change. It is an approach to teaching and learning based on the ideals and principles that support sustainability of human rights, sustainable livelihoods, peace, environmental protection, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures.

Sustainable development education prepares students to be actively involved in creating a sustainable future by engaging them in solutions-based design and action that integrate knowledge across different disciplines and that considers diverse social, economic, and cultural perspectives. These skills and approaches also position students to perform more successfully across the school curriculum and prepare them for careers, higher education, and citizenship.

Gender Equity and Social Inclusion

Gender equity means equally valuing both the differences and the similarities between boys and girls and the varying roles they play. It does not mean that girls become the same as boys. It means that having the ability to access rights or opportunities does not depend on being male or female.

Integrating this critical understanding into our school culture, teaching/ learning and assessment strategies and operational planning within the school and the community will help us to understand the differences

between boys and girls and to develop different treatments to achieve more equal results regardless of gender.

Social Inclusion means ensuring that people who might be excluded socially because of their sex, age, status, clan, descent, disability, ethnic background, HIV or other health status, migrant status, religion, sexual orientation, social status, where they live or other social identity, have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development and to benefit from the results.

The Department of Education Gender Equality in Education Policy, 2003 recommends that no students in the education system of Papua New Guinea will be disadvantaged on the basis of gender. To implement the policy, teachers have the responsibility to use and promote gender equality practices in their classrooms and with the wider community.

In gender inclusive environment students:

- Should be involved in all activities through formal and structured learning settings;
- Curriculum should be inclusive that it caters for all gender and social issues that enhance students' learning;
- Share and equally participate in activities, involving all students;
- Show respect for other students and their contributions in the learning environment;
- A safe, challenging learning environment which is socially and culturally supportive; and
- Program that recognizes the contributions to society of both women and men.

Approaches used lessons should reflect a balance of gender roles and responsibilities. It is important to provide fair and equal access to resources, participation and teaching time to promote gender equity for girls and boys.

Teachers are responsible for ensuring that what is taught and learned contributes in a positive way to the lives of both girls and boys, and all students should have equal access to the knowledge and skills that schools provide. Teachers are encouraged to have equal expectations of girls and boys and to treat them equally.

Inclusive Curriculum

The Department of Education is committed to supporting the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible and adaptable to all learners. An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education.

The national content standards describe what all students should know (content) and be able to do (how well students must learn what is set out in the content standards) at the primary school level. Teachers should plan, teach, and assess students' mastery of the required knowledge, skills, values, and attitudes in ways that suit students' interests and abilities, and enable all students to make the required progress towards the attainment of content standards. This means exercising flexibility and drawing from curricular for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degree of differentiation exercised will depend on students' proficiency levels and status of progress towards the attainment of content standards. The following will help students meet grade or school level expectations:

- varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Justification of what to be delivered to the students should take into account diverse cultures, beliefs, strengths, experiences, and interests that exist in any classroom and that influence the way students learn.
- continuous formative evaluation must be used to shape instruction, thus maximizing students' opportunities for achieving success. Assessment strategies must be appropriate to the way the curriculum is designed and delivered.
- suitable technology should be used in instruction to facilitate learning and enhance success.

To be inclusive, teachers will need to ensure that all girls and boys have equal opportunity to participate in all learning activities. Teaching practices, including classroom organization and management, should ensure that girls and boys are supported to achieve high academic standards.

Student-Centred Learning

Student-centred learning recognises the fact that no two classes are alike and no two children are the same with respect to their needs. A teacher who uses a student-centred approach will endeavour to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teacher might focus on teaching students how to learn and help them discover relevant information themselves. It is essential to teach students how to learn independently while at the same time teaching them the essential knowledge, skills, values, and attitudes. A student-centred classroom will usually involve students working together in small groups or independently using activity centres set up in the classroom while the teacher works more closely with one or two students or completing various learning activities.

The national curriculum describes what is expected of all students in terms of what they should learn and do at the end of each grade or

cluster for all subjects. A student-centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve the intended learning outcomes.

Language Development across the Curriculum

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

Lifelong Learning

School is an important part of a student's education but learning continues throughout life. The initial experience that students have with the school curriculum is critical in encouraging them to continue learning throughout their lives. Going to school should be an enjoyable and satisfying experience for students and should prepare them for life after school. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The national curriculum should permit students to learn and become proficient in lifelong learning skills.

When students are learning new, unfamiliar things, teachers should relate the new things to what students already know and can do. This important learning will continue throughout life as students increasingly take responsibility for their own learning.

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

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

Science, Technology, Engineering, Arts and Mathematics (STEAM) Education

The majority of careers in the 21st century is STEAM related. However, demand for STEAM graduates and experienced workers far exceed the supply of this cadre of workers. What is more, although a slow paradigm shift is taking place, careers in STEAM fields are dominated by males. Females are beginning to venture into these careers but at a very slow pace. There is an enormous gender parity gap in this area. Thus, it is critical for STEAM education to be introduced and taught from prep to the higher education level to provide opportunities for students to study in-depth and master the STEAM related knowledge, skills, values and attitudes, and provide equal opportunity for both males and females to be engaged in real life experiences to learn and have hands-on experience of applying STEAM principles, concepts, processes, ideas, skills, values, and attitudes to solve real problems and come up with solutions. The main aim of this education is to shape students' thinking, motivate, and influence them to develop an interest in careers in STEAM fields or pursue STEAM related undergraduate and postgraduate programs in institutions of higher education.

Standards-Based Curriculum Principles

The principles of the Standards Based Curriculum (SBC) include the following:

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

Protection of Children's Rights

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

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

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

Character and Social Development Rationale, Aim and Goals, and Guiding Principles

Rationale

There is a total breakdown of morals, values, and ethics in PNG contributing to high levels of corruption, serious law and order problems, ethnic and tribal conflicts, poor distribution and access to basic services, and marginalization of many citizens. Moral decay is contributing to disrespect for the rule of law, denial and disrespect for human rights, undermining of cultural values and beliefs, eroding of relationships with the environment and the people of other cultures, and a lack of accountability for individual and collective actions. There is a major need for the citizens to change their attitudes and ascribe to a common set of values in order to restore morality amongst all citizens and ensure value driven leadership and citizenship. Likewise, the health status of PNG citizens has not improved much over the last few decades. Infant and maternal mortality rates still remain a major challenge for PNG. Life style, sexually transmitted, and communicable diseases continue to increase amongst the population. Building and fostering of healthy life styles, healthy families, and communities are critical to improving the health status of all citizens. Character and Social Development focuses on the importance of values in building and fostering healthy relationships, promoting healthy life styles and living, creating safe and peaceful homes and communities, making informed decisions, and communicating effectively with others. It aims to provide a meaningful basis for the teaching of values and essential principles, equipping students with problem solving and conflict management skills, promoting and fostering healthy living, and teaching students the importance of evidence-based decision-making.

Ultimate Aim

Character and Social Development aims to provide a meaningful basis for the teaching of values, morals and ethics, equipping students with problem solving and conflict management skills, promoting and fostering healthy living, and teaching students the importance of evidence-based decision-making.

Goals

Students will be able to:

- i. Ascribe to a core set of values that will serve as the basis for their existence and conduct in daily life, and judge their own standard of conduct and the standard of conduct of others.
- ii. Evaluate the consequences of positive and negative behaviour and propose effective strategies for improving and fostering positive behaviours and mindsets.

- iii. Use the Bible as the basis for learning about and modelling one's behaviour and for cultivating and fostering relationships and respecting the rights of all living things to co-exist.
- iv. Relate to and respect the environment.
- v. Appreciate and respect cultural and linguistic diversity, and their role in the development of identities and the teaching and fostering of cultural norms, standards of behaviour, relationships, and citizenship responsibilities.
- vi. Understand the importance of human rights and the importance of respecting, upholding, and protecting the rights of others, particularly the rights of the marginalized, the oppressed, and the vulnerable people.
- vii. Make informed decisions by identifying problems, collecting and analysing data to understand the problems, considering various options for solving problems, and develop, implement, and monitor strategies for results.
- viii. Identify and analyse the different factors that contribute to the promotion and fostering of healthy lifestyles and living, and prevention of diseases, and factors that contribute to the creation of health problems and all types of diseases, and analyse the consequences.
- ix. Explain the different structures and functions of the human body and their relationships to personal health.
- x. Identify different forms of violence, their causes, consequences and the strategies for preventing and addressing them.
- xi. Appreciate the importance of creating and fostering peace within oneself, with and between individuals and groups, at school, at home, in the community, and at the national, regional, and global levels as the basis for eliminating all forms of conflict and violence.

Guiding Principles

Guiding principles in Character and Social Development are underpinned by a core set of essential beliefs relating to the importance of values and principles in everyday life, particularly values relating to work, personal conduct, creation and fostering of healthy life styles, the creation and sustainability of peace and harmony amongst people and the environment, and protection and care of the natural environment. These values and principles are important for regulating personal thinking and conduct, for living and working together, and for caring and respecting the importance of all living things to co-exist.

Values, Ethics and Morals are Building Blocks of a Socially Cohesive Society

The development and sustainability of a stable and a cohesive society fundamentally requires individuals who are morally upright and ethically grounded in the fundamental life values. The development and prosperity of society depends, to a greater extent, on not only the inculcation of individuals with acceptable values, ethics and morals, but more significantly on the application of these principles in all aspects of human life and in social, political, economic, and cultural realms of society. Thus, it is important for children to begin the process of acquiring and modelling acceptable values, ethics and morals at a young age and progressively develop and internalise these as they become older. This is perhaps the most powerful way of shaping children to become responsible, productive, considerate, and respectful citizens.

Promotion and Sustainability of Healthy Livelihoods is Key to Creating and Fostering Healthy Communities

Many Papua New Guinean citizens are dying of curable and life style diseases. These diseases are caused by life style choices, attitudes, and behaviours as well as poor living conditions and a lack of awareness of the different ways of preventing them. The promotion and modelling of healthy life styles and adoption of disease prevention behaviours, attitudes, and mindsets can contribute significantly towards improving the health of individuals and families and hence, creating and fostering healthy communities. Healthy communities are important enablers of good health and healthy living. Healthy communities can provide an environment that is conducive for healthy living and a platform for promoting and fostering healthy lifestyles.

Creation and Promotion of Safe and Peaceful Communities

Conflict and violence are daily occurrences in many homes and communities in PNG. This is epitomised by high incidences of gender-based violence, tribal and ethnic conflicts, and school violence. Many strategies have been employed to address these forms of conflict and violence. However, these strategies have made little difference in minimizing or eliminating conflicts and violence in PNG. Education, through the school curriculum provides an effective pathway for addressing conflict and violence, which in most cases are generational and deeply rooted in the psyche of society and reinforced by the values that people hold. Children should be provided opportunities to learn in-depth all forms of conflict and violence, their causes, and their consequences, and how these could be effectively managed and mitigated to bring about lasting peace and harmony amongst all people. They should also learn about the advantages of creating and fostering safe and peaceful communities. Safe and peaceful communities are prerequisites for building and sustaining peace and living harmoniously with others and respecting their right to life and right to live in an environment that is free of violence.

STEAM Rationale, Aims and Goals, and Guiding Principles

Ultimate Aim

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

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

Goals

The following are the goals of STEAM.

- i. Provide students with STEAM related experiences and opportunities to use STEAM concepts, ideas, and skills to solve problems relating to the natural and physical worlds, and use the evidence to make informed decisions about the interventions.
- ii. Build positive attitudes and embed essential STEAM values in children thereby motivating them to choose STEAM related careers or undertake STEAM related academic programs or courses of study.
- iii. Provide students opportunities to work in collaboration and partnership with people engaged in STEAM related careers or disciplines to learn about how STEAM skills, concepts, processes, and ideas are applied in real life.
- iv. Build a pool of STEAM workers who can contribute to national and global development and progress.
- v. Enable children to achieve high academic standards.

Guiding Principles

Integration and Application of Knowledge and Skills in Real Life Situations

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

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

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

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

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

Core Curriculum

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

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

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

Essential Knowledge, Skills, Values and Attitudes

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

These knowledge, skills, values and attitudes have been integrated into the content standards and benchmarks. They will also be integrated into the performance standards. Teachers are expected to plan and teach these essential knowledge, skills, values and attitudes in their lessons, and assess students' performance and proficiency, and progression towards the attainment of content standards.

Types of Knowledge

There are different types of knowledge. These include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Public and private (privileged) knowledge • Specialised knowledge • Good and bad knowledge • Concepts, processes, ideas, skills, values, attitudes • Theory and practice • Fiction and non-fiction • Traditional, modern, and postmodern knowledge | <ul style="list-style-type: none"> • Subject and discipline-based knowledge • Lived experiences • Evidence and assumptions • Ethics and Morals • Belief systems • Facts and opinions • Wisdom • Research evidence and findings • Solutions to problems |
|--|---|

Types of Processes

There are different types of processes. These processes will be used to develop students' knowledge and understanding, thinking, and communication, and enable them to apply and connect what they learn to different contexts. These include:

- Problem-solving
- Logical reasoning
- Decision-making
- Design process thinking
- Engineering design process
- Creative design process
- Reflection
- Cyclic processes

- Mapping (e.g. concept mapping)
- Modelling
- Simulating
- Replication

Types of Skills

There are different types of skills. These include:

1. Cognitive (Thinking) Skills

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

(i) Critical Thinking Skills

A person who thinks critically always evaluates an idea in a systematic manner before accepting or rejecting it. Critical thinking skills include:

- Attributing
- Comparing and contrasting
- Grouping and classifying
- Sequencing
- Prioritising
- Analysing
- Detecting bias
- Evaluating
- Metacognition (Thinking about thinking)
- Making informed conclusions.

(ii) Creative Thinking Skills

A person who thinks creatively has a high level of imagination, able to generate original and innovative ideas, and able to modify ideas and products. Creative thinking skills include:

- Generating ideas
- Creating
- Inventing
- Deconstruction and reconstruction
- Relating
- Making inferences
- Predicting
- Making generalisations
- Visualizing
- Synthesising
- Making hypothesis
- Making analogies
- Invention
- Transformation
- Modelling
- Simulating

2. Reasoning Skills

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

3. Decision-Making Skills

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

4. Problem Solving Skills

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

5. High Level Thinking Skills

High level thinking skills include analysis, synthesis, and evaluation skills.

(i) Analysis Skills	Analysis skills involve examining in detail and breaking information into parts by identifying motives or causes, underlying assumptions, hidden messages; making inferences and finding evidence to support generalisations, claims, and conclusions.
(ii) Synthesis Skills	Synthesis skills involve changing or creating something new, compiling information together in a different way by combining elements in a new pattern proposing alternative solutions.
(iii) Evaluation Skills	Evaluation skills involve justifying and presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on set criteria.

Types of Values

Core Values	Sustaining Values
<p>Personal Values (Importance, worth, usefulness)</p> <ul style="list-style-type: none"> • Sanctity of life • Truth • Aesthetics • Honesty • Human • Dignity • Rationality • Creativity • Courage • Liberty • Affectivity • Individuality 	<ul style="list-style-type: none"> • Self-esteem • Self-reflection • Self-discipline • Self-cultivation • Principal morality • Self-determination • Openness • Independence • Simplicity • Integrity • Enterprise • Sensitivity • Modesty • Perseverance
<p>Social Values</p> <ul style="list-style-type: none"> • Equality • Kindness • Benevolence • Love • Freedom • Common good • Mutuality • Justice • Trust • Interdependence • Sustainability • Betterment of human kind • Empowerment 	<ul style="list-style-type: none"> • Plurality • Due process of law • Democracy • Freedom and liberty • Common will • Patriotism • Tolerance • Gender equity and social inclusion • Equal opportunities • Culture and civilisation • Heritage • Human rights and responsibilities • Rationality • Sense of belonging • Solidarity • Peace and harmony • Safe and peaceful communities

Types of Attitudes

Attitudes (Ways of thinking and behaving points of view) include;

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

Content Standards, Benchmarks, and Evidence Outcomes

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

Content Standards

Content Standards are broadly stated expectations of what students should know (content), understand, and be able to do (how well students must apply what they have learnt) in particular subjects, grade level, or school level. For example, Pupils will be able to interact and convey simple messages using comprehensible language.

Benchmarks

Benchmarks are the specific components of the knowledge, process, skill, concept, principle, or idea identified by a content standard.

They are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades, or levels of development.

Benchmarks focus on the essential knowledge, skills, values and attitudes that all students are expected to learn and demonstrate competency using various representations in real life situation.

Evidence Outcomes

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

Content Standards and Benchmarks Coding

The following coding system is used to code the Character and Social Development strands, content standards and grade-level benchmarks. The coding system is used across all grades from prep-grade 12.

Content Standard Coding

Strand: Strand is indicated by the first digit (for example, **1**)

Content Standard: Content Standard is indicated by the second digit (for example, **1.1**)

The content standard will read as: Content Standard **1.1**

Benchmark Coding

Grade: Grade is indicated by the first digit (for example, **11**)

Strand: Strand is indicated by the second digit (for example, **11.1**).

Content Standard: Content Standard is indicated by the third digit (for example **11.1.1**)

Benchmark: Benchmark is indicated by the fourth digit (for example, **11.1.1.1**)

The grade-level benchmark will read as: **11.1.1.1**.

Content Overview

Content overview provides an outline of what grade 11 and grade 12 students will learn. Content is organised around two strands – Values and Character Development and Social Development. Essential knowledge, skills, values and attitudes that all students are expected to learn and master are given under each of these strands. Each strand is further organised into units.

Table of Strands and Units

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

Strands	Units
Values and Character Development	<ul style="list-style-type: none"> • Values and Character Formation • Responsible Decision-Making • Problem Solving and Conflict Management
Social Development	<ul style="list-style-type: none"> • Health Behaviours • Health Decision-Making • Interpersonal Relationships and Health

Strand 1: Values and Character Development

Rationale

Our schools have the job of preparing children for national and global citizenship. Success in school and in life is built upon the ability to make responsible decisions, solve and manage problems effectively, and use core values as the basis for developing and fostering good attitudes, behaviours, characters, promoting healthy relationships, living together in families and communities, relating to the environment, and respecting the rights of all people and all living things to co-exist.

Values underpin much of what human beings do and how they think and act. They can also be used by especially powerful groups to influence how the powerless groups think, what they believe in, how they act and relate to the powerful groups, and how they live. Values also influence how human beings relate to each other and the environment they live in and how they manage and solve conflicts. It is important for Grade 11 students to learn the essential values for living and working in a variety of contexts. It is equally important for them to learn and master conflict and problem-solving skills so that they can use these to effectively manage and resolve conflicts, and therefore, contribute towards the building and fostering of safe and peaceful communities.

What Grade 12 students will learn in Values and Character Development is built on what they had learnt in preceding grades but with an increase in the level of difficulty and complexity in both the content and learning activities. Students will learn about the core values that underlie PNG's regional and international relationships to enable them to develop an in-depth understanding of the application of relationship values in a variety of contexts and appreciate the significance of such values to the creation and fostering of healthy relationships, the creation and promotion of peace, and the promotion of health. It is important for students to take cognisance of the important role that values play in all spheres of human life and endeavour to promote and model these values in all aspects of their lives.

Evidence-Outcomes

Grade-Level Evidence-Outcomes	
Grade 11	Grade 12
<ul style="list-style-type: none"> Identify and evaluate the core values of citizenship (democracy, respect for and acceptance of authority, equality, freedom of conscience and expression, liberty, tolerance, patriotism, respect for the environment, respect for God). Reflect on the purposes of having core values in different contexts (national, global, cultural, and ideological). Examine how national and global citizenship core values have been practiced or could be practiced and the consequences. Replace democratic citizenship values with alternatives and describe the outcomes. Analyse the principle of government of, by, and for the people in terms of its validity. Research the election process and ascertain if it is fair and free. Evaluate the value of rule of law, how it is applied, and its consequences. Analyse the values of equality and participation, how they are applied, and their consequences. Evaluate the characteristics of caring and uncaring relationships with Pacific countries. Identify and evaluate the reasons for developing and fostering healthy and caring relationships with the citizens of other Pacific countries. Recognize the importance of mutual respect and interdependence in building and fostering a safe and a supportive Pacific culture. Investigate the roles that values of compassion, kindness, and generosity play in building and fostering a safe and a supportive regional culture. Examine the regional culture and ascertain if the values of mutual respect and interdependence are practiced and document the outcomes. Assess lessons learned from personal experiences and mistakes. 	<ul style="list-style-type: none"> Identify and evaluate the core values that underlie Papua New Guinea’s regional and internal relationships. Compare Papua New Guinea’s relationships with democratic and non-democratic nations and the underlying values. Research cases where core regional and global relationship values were violated and the consequences. Analyse the challenges, the benefits, and the drawbacks of bringing together different cultural, ideological, national, and community value systems to form a new set of common values and identity. Analyse regional and global relationship values and how these are modelled by Papua New Guinea and promoted by its citizens. Research cases relating to Papua New Guinea’s regional and international relations to understand the strengths and the weaknesses, and how gaps could be addressed to improve relationships. Identify and evaluate the reasons for developing and fostering healthy and caring relationships globally. Evaluate Papua New Guinea’s caring relationship and attitude towards the vulnerable, marginalized, and oppressed people. Research cases of uncaring and hurtful relationships between different countries, religious groups, cultural groups, political entities, etc. and recommend ways of improving these relationships. Examine the global culture and ascertain if the values of mutual respect and interdependence are practiced and document the outcomes. Assess lessons learned from family, school, and community experiences and mistakes. Implement responsible decision-making skills when working towards common goals and assess how these skills lead to goal achievement. Utilize skills and habits of applying standards of behaviour by asking questions about decisions that citizens or others make, are about to make, or have made. Analyse evidence, arguments, claims, and beliefs used as the basis for family, school and community decisions and actions.

Grade-Level Evidence-Outcomes

Grade 11	Grade 12
<ul style="list-style-type: none"> • Implement responsible decision-making skills when working towards a personal goal and assess how these skills lead to goal achievement. • Utilize skills and habits of applying standards of behaviour by asking questions about decisions that students or others make, are about to make, or have made. • Evaluate personal situations that are safe and unsafe. • Analyse and evaluate evidence, arguments, claims, and beliefs. • Utilize time and materials to complete school assignments on schedule, and anticipate possible obstacles. • Organize and prioritize school schedule. • Analyse the purpose and impact of home activities, policies, and routines. • Interpret and evaluate the importance of personal roles and responsibilities in the overall home climate. • Identify personal feelings and the feelings of others involved with a national problem and apply appropriate self-control and empathy skills. • Use problem solving skills and process to identify and address a problem. And achieve intended outcomes. • Evaluate behaviour as relational aggression and/or bullying. • Identify examples of national and regional conflicts and violence and examine their underlying ideologies and belief systems. • Research cases of national and regional conflict and violence to understand their causes and effects. • Analyse existing laws, conventions, treaties, and other strategies for addressing regional conflict and violence. • Explain how peace could be created and fostered in regions affected by various forms of conflict and violence. 	<ul style="list-style-type: none"> • Utilize time and materials to complete community assignments on schedule. • Anticipate possible obstacles in completing community tasks on schedule. • Advocate for community needs in accomplishing goals. • Identify personal feelings and the feelings of others involved with a global problem and apply appropriate self-control and empathy skills. • Use the problem-solving skills to identify, describe, investigate, and design creative and innovative strategies to solve the problem. • Evaluate how bullying behaviour impacts personal experiences beyond high school and in the work force. • Analyse and evaluate the effectiveness of bullying intervention and reporting strategies. • Identify the different countries involved in or were affected by World War I and World War II. • Research either of the World Wars to ascertain the reasons for each country’s involvement and the outcomes. • Evaluate the social, political, economic, and cultural effects of the World Wars. • Critically analyse Papua New Guinea’s involvement in World War II and the effects on its social, political, economic, and cultural development and relationships. • Examine existing global strategies for preventing wars and fostering and celebrating peace amongst nations (for example, International Peace Day). • Identify countries that have modelled peace (for example Japan) as a result of the wars and examine the reasons for their actions.

Unit 1: Values and Character Formation

Attitudes and behaviours are influenced by values that an individual or a group holds. The practice of these attitudes and behaviours often have consequential effects or outcomes on those exhibiting the attitudes or behaviours as well as on others. The effect of these attitudes and behaviours is often wide ranging. Attitudes and behaviours and the values that underpin them are often deeply rooted and entrenched thus making them difficult to recognise and change.

PNG’s bilateral and multilateral relationships are underpinned by a set of core values. These values should be modelled, promoted, and respected by all parties to a relationship and their citizens to ensure that relationships are fostered and sustained for the common good of all.

It is important for grade 11 students to identify the core citizenship values and examine how these values have influenced how citizens of countries that adhere to the democratic ideology live and relate to each other. These values are further examined in Grade 12 and in a much broader and, to some extent, competing and contradictory ideological, social, economic, and cultural contexts. Grade 12 students should be provided expanded learning opportunities to analyse PNG’s regional and international relationships to understand in-depth the values that underlie these relationships. This will enable them to explain the values held and promoted by different countries and their citizens, and the consequences, the type of relationships that countries enter into and their benefits and challenges, and appreciate the importance of developing and fostering caring and healthy relationships between different countries and their citizens.

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
1.1. Students will be able to identify different values and principles, and appraise their influence on attitudes, habits, thinking, feeling, action, practice, perspectives, behaviour, and character.	11.1.1.1. Identify and evaluate the core values of citizenship (democracy, respect for and acceptance of authority, equality, freedom of conscience and expression, liberty, tolerance, patriotism, respect for the environment, respect for God).	12.1.1.1. Identify and evaluate the core values that underlie Papua New Guinea’s regional and international relationships.
	11.1.1.2. Reflect on the purposes of having core values in different contexts (national, global, cultural, and ideological).	12.1.1.2. Compare Papua New Guinea’s relationships with democratic and non-democratic nations and the underlying values.
	11.1.1.3. Examine how national and global citizenship core values have been practiced or could be practiced and the consequences.	12.1.1.3. Research cases where core regional and global relationship values were violated and the consequences.

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
	<p>11.1.1.4. Replace democratic citizenship values with alternatives and describe the outcomes.</p>	<p>12.1.1.4. Analyse the challenges and the benefits of bringing together different cultural, ideological, national, and community value systems to form a new set of common values and identity.</p>
<p>1.2. Students will be able to appreciate the importance of developing, implementing, promoting, and modelling a core set of values.</p>	<p>11.1.2.1. Analyse the principle of government of, by, and for the people in terms of its validity.</p>	<p>12.1.2.1. Analyse regional and global relationship values how these are modelled by Papua New Guinea and promoted by its citizens.</p>
	<p>11.1.2.2. Research the election process and ascertain if it is fair and free.</p>	<p>12.1.2.2. Analyse human rights values and how Papua New Guinea is promoting and safeguarding these rights, and how these are modelled by its citizens.</p>
	<p>11.1.2.3. Evaluate the value of rule of law, how it is applied, and its consequences.</p>	<p>12.1.2.3. Explain how Papua New Guinea and its citizens are held accountable for upholding and promoting global citizenship values, bilateral and multilateral relationship values, human rights, and international development goals, conventions, and treaties.</p>
	<p>11.1.2.4. Analyse the values of equality and participation, how they are applied, and their consequences.</p>	<p>12.1.2.4. Research cases relating to Papua New Guinea's regional and international relations to understand the strengths and the weaknesses, and how gaps could be addressed to improve relationships.</p>
	<p>11.1.2.5. Critique the Constitutional rights described in the Papua New Guinea national Constitution in terms of their expression in citizens' attitudes, thinking, behaviour and its application in law, practice, and actions.</p>	
<p>1.3. Students will be able to comprehend the characteristics of a caring relationship and identify and examine strategies for developing and fostering it.</p>	<p>11.1.3.1. Evaluate the characteristics of caring and uncaring relationships with Pacific countries.</p>	<p>12.1.3.1. Evaluate characteristics of a caring relationship and hurtful relationship within the context of Papua New Guinea's bilateral and multilateral relationships.</p>
	<p>11.1.3.2. Illustrate caring relationships between the peoples of the Pacific.</p>	<p>12.1.3.2. Identify and evaluate the reasons for developing and fostering healthy and caring relationships globally.</p>

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
	<p>11.1.3.3. Identify and evaluate the reasons for developing and fostering healthy and caring relationships with the citizens of other Pacific countries.</p>	<p>12.1.3.3. Evaluate Papua New Guinea’s caring relationship and attitude towards the vulnerable, marginalized, and oppressed people (for example, refugees and asylum seekers, migrants, street kids, homeless people, people living in poverty, etc.).</p>
	<p>11.1.3.4. Research an event that exemplifies caring and healthy relationships between the people of the Pacific.</p>	<p>12.1.3.4. Research cases of uncaring and hurtful relationships between different countries, religious groups, cultural groups, political entities, etc. and recommend ways of improving these relationships.</p>
<p>1.4. Students will be able to identify and examine the values and principles and the strategies for building a safe and a supportive culture, including mutual respect.</p>	<p>11.1.4.1. Recognize the importance of mutual respect and interdependence in building and fostering a safe and a supportive Pacific culture.</p>	<p>12.1.4.1. Recognize the importance of mutual respect and interdependence in building and fostering a safe and a supportive global culture.</p>
	<p>11.1.4.2. Recognize the roles that values of compassion, kindness, generosity play in fostering mutual respect and interdependence in the Pacific region.</p>	<p>12.1.4.2. Recognize the roles that values of compassion, kindness, generosity play in fostering mutual respect and interdependence globally.</p>
	<p>11.1.4.3. Investigate the roles that values of compassion, kindness, generosity play in building and fostering a safe and a supportive regional culture.</p>	<p>12.1.4.3. Investigate the roles that values of compassion, kindness, generosity play in building and fostering a safe and a supportive global culture.</p>
	<p>11.1.4.4. Examine the regional culture and ascertain if the values of mutual respect and interdependence are practiced and document the outcomes.</p>	<p>12.1.4.4. Examine the global culture and ascertain if the values of mutual respect and interdependence are practiced and document the outcomes.</p>

Unit 2: Responsible Decision-Making

It is important to teach grade 11 students about the importance of making informed decisions. Informed decisions are made using evidence while uninformed decisions are informed by assumptions. Grade 11 students should learn how to use evidence from a variety of sources to make decisions and judge the validity and reliability of arguments, claims, and evidence presented to justify a position or point of view. This is an important decision-making skill that, if mastered, will prepare and enable students to become well informed and smart decision-makers. Standards of behavior such as time management, meeting deadlines, and personal roles and conduct are also important factors that should be considered

when making decisions.

In Grade 12, students should learn about the importance of learning from lived experiences. They should be provided increased learning opportunities to critically reflect on their own and others experiences and explain how these experiences have transformed their lives. In doing so, they will develop a better understanding and empathy towards the different experiences that people have undergone and how these experiences have shaped their views of the world, their perceptions of reality, their relationships, health, and decision-making processes, and their behaviours and attitudes. This can also improve how they use time and resources to achieve goals, and how they mitigate obstacles so that the intended outcomes are achieved. Their participation and roles and responsibilities in the family, school and the community can be enhanced if they reflect on their own performance, identify the gaps, and take appropriate actions to improve their participation and performance.

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
<p>1.5. Students will be able to identify and analyse different factors that influence decision-making, including ethical and safety, evidence, values and principles, personal and community, and social, economic, political, and cultural factors.</p>	<p>11.1.5.1. Assess lessons learned from personal experiences and mistakes.</p>	<p>12.1.5.1. Assess lessons learned from family, school, and community experiences and mistakes.</p>
	<p>11.1.5.2. Implement responsible decision-making skills when working towards a personal goal and assess how these skills lead to goal achievement.</p>	<p>12.1.5.2. Implement responsible decision-making skills when working towards common goals and assess how these skills lead to goal achievement.</p>
	<p>11.1.5.3. Utilize skills and habits of applying standards of behaviour by asking questions about decisions that students or others make, are about to make, or have made.</p>	<p>12.1.5.3. Utilize skills and habits of applying standards of behaviour by asking questions about decisions that citizens or others make, are about to make, or have made.</p>
	<p>11.1.5.4. Evaluate personal situations that are safe and unsafe.</p>	<p>12.1.5.4. Evaluate family, school, and community situations that are safe and unsafe.</p>
	<p>11.1.5.5. Effectively analyse and evaluate evidence, arguments, claims, and beliefs.</p>	<p>12.1.5.5. Analyse evidence, arguments, claims, and beliefs used as the basis for family, school and community decisions and actions.</p>

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
<p>1.6. Students will be able to identify and examine the processes and the strategies for organizing time and managing responsibilities in order to attain intended outcomes.</p>	<p>11.1.6.1. Utilize time and materials to complete school assignments on schedule.</p>	<p>12.1.6.1. Utilize time and materials to complete community assignments on schedule.</p>
	<p>11.1.6.2. Anticipate possible obstacles in completing school tasks on schedule.</p>	<p>12.1.6.2. Anticipate possible obstacles in completing community tasks on schedule.</p>
	<p>11.1.6.3. Organize and prioritize school schedule.</p>	<p>12.1.6.3. Organize and prioritize community schedules.</p>
	<p>11.1.6.4. Advocate for school needs in accomplishing goals.</p>	<p>12.1.6.4. Advocate for community needs in accomplishing goals.</p>
<p>1.7. Students will be able to recognize and reflect on the various roles they play and the members of their family, school, and community play in school, family, and community management.</p>	<p>11.1.7.1. Analyse the purpose and impact of home activities, policies, and routines.</p>	<p>12.1.7.1. Analyse the purpose and impact of community-wide activities, policies, and routines.</p>
	<p>11.1.7.2. Interpret and evaluate the importance of personal roles and responsibilities in the overall home climate.</p>	<p>12.1.7.2. Interpret and evaluate the importance of personal roles and responsibilities in the overall, community climate.</p>

Unit 3: Problem-Solving and Conflict Management

Problem-solving and conflict management skills are important for not only mitigating problems and conflicts, they are also important for creating safe and peaceful communities. Grade 11 students should learn about and master the essential problem solving and conflict management and resolution skills and processes to prepare them to solve problems and manage conflicts in a variety of contexts. They should also learn about different types of conflicts and evaluate their causes and consequences. These knowledge and skills will enable them to explain the causes of conflicts, identify the parties involved and the reasons for their involvement, identify and explain the characteristics of places where conflicts occur, and examine the consequences.

It is important for Grade 12 students to understand and appreciate the fact that problems and conflicts can transform and accelerate to become more complex and involve more people and communities than originally intended. They can penetrate deep into peoples' daily lives and workplaces. Bullying for example happens at school, at the workplace, at home and in many other contexts. It is important for students to understand how problems and conflicts start small but can become widespread if they are not resolved and addressed at an early stage. By investigating, analyzing, and evaluating global conflicts such as World Wars I and II, Grade 12 students will understand the reasons for different

countries participating in global conflicts, evaluate the consequences, and examine the fundamental reasons for preventing conflict and creating and fostering peace globally. Students will also understand in-depth how PNG becomes involved in and is affected by global conflicts, and the critical role that all global citizens should play to prevent global conflicts and foster peace.

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
<p>1.8. Students will be able to explain the problem-solving processes and ascertain and analyse the factors that contribute to effective problem solving.</p>	<p>11.1.8.1. Identify personal feelings and the feelings of others involved with a national problem and apply appropriate self-control and empathy skills.</p>	<p>12.1.8.1. Identify personal feelings and the feelings of others involved with a global problem and apply appropriate self-control and empathy skills.</p>
	<p>11.1.8.2. Identify, analyse, and state what the problem is and identify and consider the perspectives of those involved.</p>	<p>12.1.8.2. Identify, analyse, and state what the problem is and identify and consider the perspectives of those involved.</p>
	<p>11.1.8.3. Identify desired outcome and analyse if it is attainable.</p>	<p>12.1.8.3. Identify desired outcome and analyse if it is attainable.</p>
	<p>11.1.8.4. Use creativity and innovation to generate multiple possible solutions and analyse each option in relation to the resources, situation, and personal principles.</p>	<p>12.1.8.4. Use creativity and innovation to generate multiple possible solutions and analyse each option in relation to the resources, situations, and personal principles.</p>
	<p>11.1.8.5. Identify and ask systematic questions that clarify various points of view and lead to the best solution.</p>	<p>12.1.8.5. Identify and ask systematic questions that clarify various points of view and lead to the best solution.</p>
	<p>11.1.8.6. Reflect on the solution, its implementation, and the outcomes.</p>	<p>12.1.8.6. Reflect on the solution, its implementation, and the outcomes.</p>
<p>1.9. Students will be able to appreciate the need to prevent peer cruelty and violence, and identify and examine strategies for dealing with them when they occur whether digitally, verbally, physically, psychologically, and/or relationally.</p>	<p>11.1.9.1. Appreciate and evaluate behaviour as relational aggression and/or bullying.</p>	<p>12.1.9.1. Evaluate how bullying behaviour impacts personal experiences beyond high school and in the work force.</p>
	<p>11.1.9.2. Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside the school setting.</p>	<p>12.1.9.2. Analyse and evaluate effectiveness of bullying invention and reporting strategies.</p>
	<p>11.1.9.3. Conclude how to act in accordance with the principles of respect for all human beings.</p>	<p>12.1.9.3. Investigate and summarize current laws relating to unacceptable behaviour such as harassment, acquaintance and statutory rape, and sexual abuse.</p>

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
<p>1.10. Students will be able to identify different forms of violence and analyse their causes, effects, and the strategies for addressing and preventing them.</p>	<p>11.1.10.1. Identify examples of national and regional conflicts and violence (for example, the Bougainville Crisis, military coup in Fiji, separatist movements in Indonesia and the Philippines) and examine their underlying ideologies and belief systems.</p>	<p>12.1.10.1. Identify the different countries involved in or are affected by World War I and World War II.</p>
	<p>11.1.10.2. Research cases of national and regional conflict and violence to understand their causes and effects.</p>	<p>12.1.10.2. Research either of the World Wars to ascertain the reasons for each country's involvement and the outcomes.</p>
	<p>11.1.10.3. Analyse existing laws, conventions, treaties, and other strategies for addressing regional conflict and violence.</p>	<p>12.1.10.3. Evaluate the social, political, economic, and cultural effects of the World Wars.</p>
	<p>11.1.10.4. Explain how peace could be created and fostered in regions affected by various forms of conflict and violence.</p>	<p>12.1.10.4. Critically analyse Papua New Guinea's involvement in World War II and the effects on its social, political, economic, and cultural development and relationships.</p>
		<p>12.1.10.5. Examine existing global strategies for preventing wars and fostering and celebrating peace amongst nations (for example, International Peace Day).</p>
		<p>12.1.10.6. Identify countries that have modelled peace as a result of the wars and examine the reasons for their actions.</p>

Strand 2: Social Development

Rationale

Building and maintaining positive relationships and communicating well with others are central to success in school and in life. Healthy lifestyles and living are also critical to the achievement of livelihood outcomes and living a fulfilling life.

Grade 11 students will use critical, creative, high level, decision-making, and problem-solving skills to investigate various factors that promote the health of infants, adolescents and adults as well as the community. In addition, they will use research skills to investigate environmental, nutritional, behavioural, and attitudinal factors that contribute to poor health and disease prevention, and suggest strategies for addressing these factors in order to improve the health of individuals and communities.

What Grade 12 students will learn in this strand will enable them to develop an awareness and an appreciation of the factors that contribute to personal health as well as the health of families and communities. Therefore, empowering them to take responsibility for establishing and implementing strategies to improve personal health as well as the health of their families and communities. They will also take measures and make informed decisions to prevent diseases and promote and foster healthy lifestyles. Students can take appropriate actions to transform and improve health conditions when they are well informed of the harmful effects of alcohol, drugs, tobacco, and weather on personal health and on the family and the community.

Mitigation of violence requires individuals and groups to understand its causes and the consequences, and to be able to take appropriate actions to address it and create healthy relationships amongst people and create safe and peaceful communities. Grade 12 students will learn to identify and analyse the causes and consequences of violence and provided with opportunities to develop and implement strategies to address violent situations and create peace and harmony in individuals and communities.

Evidence-Outcomes

Grade-Level Evidence-Outcomes	
Grade 11	Grade 12
<ul style="list-style-type: none"> • Judge various sources in the community that promote health and prevent disease, and their effectiveness. • Promote and foster healthy lifestyles and living using a variety of modes to inform students, children, adults, adolescents and youths about lifestyle choices, behaviours, values, habits, and attitudes. • Summarize current laws relating to unacceptable behaviours such as harassment, acquaintance and statutory rape, sexual abuse, substance use, and betel nut use. • Describe the interrelatedness of alcohol, cannabis, and other drugs to health problems such as date rape, HIV, STD, and drinking and driving. • Research a particular drug, its consequences, how it is being addressed, whether or not the strategies used are effective, and what other strategies should be considered to improve the situation. • Evaluate provincial and national programs, projects, and activities targeted at addressing health-risk behaviours. • Research different structures and functions of the human body and evaluate their relationships to personal health. • Investigate the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding. • Analyse the impact of environmental factors such as air, water, or noise on the health of the community such as air pollution affecting asthma and drought conditions affecting water supplies. • Formulate strategies for combating environmental factors that have a detrimental effect on the health of a community. • Identify and investigate the influence of different cultural beliefs and practices on personal, family, and community health. 	<ul style="list-style-type: none"> • Analyse the roles of relationships and responsibilities relating to marriage. • Analyse behaviour in romantic relationships that enhance dignity, respect, and responsibility. • Explain the different structures and functions of the human body and evaluate their relationships to personal health. • Investigate and summarize current laws relating to unacceptable behaviours such as harassment, acquaintance and statutory rape, and sexual abuse. • Identify and investigate the influence of different cultural beliefs and practices on personal, family, and community health. • Formulate strategies for addressing cultural beliefs and practices that are harmful to personal, family, and community health and spread health promoting beliefs and practices. • Compare the effect of traditional and modern medicine in the treatment of common illnesses and diseases. • Analyse health care costs of various health services in different countries and compare with Papua New Guinea. • Explain Electromagnetic Fields and research how these are transmitted, and their effects on the body system. • Explain radiation and research how it is generated and transmitted, and its effect on the body system. • Analyse marketing and advertising techniques and approaches on television in health product and service promotion and their intended results. • Interpret health information provided by parents and other adults, medical officers, media, and other information sources. • Research and provide evidence to support decisions for health programs, activities, and interventions that will benefit different populations. • Analyse provincial and national health policies and provide informed advice on their effectiveness in improving personal, family, and community health.

Grade-Level Evidence-Outcomes	
Grade 11	Grade 12
<ul style="list-style-type: none"> • Formulate strategies for addressing cultural beliefs and practices that are harmful to personal, family, and community health and spread health promoting beliefs and practices. • Investigate various sources in the community that promote health and prevent disease. 	<ul style="list-style-type: none"> • Examine health decisions made at the national and provincial levels and their likely consequences on the health of the citizens. • Evaluate the impact of laws relating to the use of cannabis, betel nut, alcohol, tobacco, and other drugs and substances. • Evaluate provincial and national programs, projects, and activities targeted at addressing health-risk behaviours. • Apply criteria for using passive, aggressive, and assertive communication in relationships. • Analyse the importance of abstinence from sexual activity as the preferred choice of behaviour in relationships to all sexual activity of all unmarried persons. • Determine causal connections that promote health in relationships. • Research the effects of healthy relationships on personal, family, and community health. • Evaluate citizens' rights to basic health care and whether or not these rights are safeguarded and enforced by governments.

Unit 1: Health Behaviours

Health of individuals, families and communities can be enhanced using technology and by caring for people, including babies, avoiding risky behaviours, and addressing a variety of environmental factors that can affect people’s well-being. Conversely, people’s health could easily be compromised by risky behaviours, uncaring relationships, and a don’t care or irresponsible attitude. Grade 11 students should be provided opportunities to study in-depth the influence of technology, personal, family and community attitudes and behaviours, and environmental factors on their own health and the health of others to appreciate the importance of promoting healthy lifestyles and healthy living. In doing so, students will be aware of the importance of collaboration, partnerships, and responsibility in promoting and enhancing health for all.

Care of the human body is fundamental to the prevention of diseases and the promotion of a healthy life style. This is an important fact that Grade 12 students need to understand. In learning about the human body and its structure and functions, students will come to understand that the body system can be affected by a variety of factors, causing it to become vulnerable to diseases. These factors include cultural beliefs and practices. Interpretation and use of health information and various forms of technology and medicine can help to prevent the body from being

infected by diseases. Traditional and modern medicines have and will continue to be used to treat diseases. It is important for students to investigate and understand the use and impact of different medicines, and contribute towards raising awareness about the dangers and benefits of using both traditional and modern medicines.

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
<p>2.1. Students will be able to comprehend and examine concepts related to health promotion and disease prevention to enhance health.</p>	<p>11.2.1.1. Analyse problems during different stages of foetal development.</p>	<p>12.2.1.1. Analyse roles of relationships and responsibilities relating to marriage.</p>
	<p>11.2.1.2. Investigate the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother such as breast feeding.</p>	<p>12.2.1.2. Analyse behaviour in romantic relationships that enhance dignity, respect, and responsibility.</p>
	<p>11.2.1.3. Describe the harmful effects of certain substances on the foetus such as alcohol, tobacco, environmental hazards such as lead, pollution, cannabis, and other drugs.</p>	<p>12.2.1.3. Research different structures and functions of the human body and evaluate their relationships to personal health.</p>
<p>2.2. Students will be able to recognize and analyse the effects of personal decisions, behaviours, attitudes, and habits on personal health throughout life span.</p>	<p>11.2.2.1. Research and/or participate in community health programs that benefit various populations such as volunteering for teen health lines and volunteering in nursing homes.</p>	<p>12.2.2.1. Participate in a presentation to educate others about a variety of health issues such as panel discussions and role plays or skits to inform younger students about dangers of drug use or smoking.</p>
	<p>11.2.2.2. Create and apply strategies for communicating emotions, needs, and wants.</p>	<p>12.2.2.2. Investigate and summarize current laws relating to unacceptable behaviours such as harassment, acquaintance and statutory rape, and sexual abuse.</p>
	<p>11.2.2.3. Investigate various sources in the community that promote health and prevent disease.</p>	<p>12.2.2.3. Design health promotion materials.</p>
<p>2.3. Students will be able to analyse the influence of family, peers, culture, media, technology, and other factors on health behaviours.</p>	<p>11.2.3.1. Analyse the impact of environmental factors such as air, water, or noise on the health of the community such as air pollution affecting asthma and drought conditions affecting water supplies.</p>	<p>12.2.3.1. Identify and investigate the influence of different cultural beliefs and practices on personal, family, and community health.</p>
	<p>11.2.3.2. Formulate strategies for combating environmental factors that have a detrimental effect on the health of a community.</p>	<p>12.2.3.2. Formulate strategies for addressing cultural beliefs and practices that are harmful to personal, family, and community health and spread health promoting beliefs and practices.</p>

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
	<p>11.2.3.3. Develop strategies for aiding in the implementation of a community environmental plan</p>	<p>12.2.3.3. Examine ways of promoting traditional medicine and making it accessible in the treatment of illnesses and diseases.</p>
	<p>11.2.3.4. Relate economic status of individuals, families, and communities to availability and access to health services within the community.</p>	<p>12.2.3.4. Research and compare the effect of traditional and modern medicine in the treatment of common illnesses and diseases.</p>
	<p>11.2.3.5. Examine how technology can influence health.</p>	<p>12.2.3.5. Analyse health care costs of various health services in different countries and compare with Papua New Guinea.</p>
	<p>11.2.3.6. Explain and examine how access to mobile phones, television, and wireless technology can affect personal health.</p>	<p>12.2.3.6. Explain Electromagnetic Fields and research how these are transmitted, and their effects on the body system.</p>
	<p>11.2.3.7. Examine how mobile phones are being used to improve personal, family, or community health.</p>	<p>12.2.3.7. Explain radiation and research how it is generated and transmitted, and its effect on the body system.</p>
	<p>11.2.3.8. Research the effect of nuclear energy on personal, family, and community health.</p>	<p>12.2.3.8. Identify and research a new technology that is contributing to or is improving the way particular diseases are detected and treated.</p>
		<p>12.2.3.9. Analyse marketing and advertising techniques and approaches on television in health product and service promotions and their intended results.</p>

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
<p>2.4. Students will be able to access and evaluate health information, products, and services.</p>	<p>11.2.4.1. Investigate various sources in the community that promote health and prevent disease.</p>	<p>12.2.4.1. Interpret health information provided by parents and other adults, medical officers, media, and other information sources.</p>
	<p>11.2.4.2. Design health promotion materials.</p>	<p>12.2.4.2. Research and evaluate health information targeted at special populations.</p>
	<p>11.2.4.3. Research current health related standards related to health information and products.</p>	<p>12.2.4.3. Research information regarding personal and family health concerns.</p>
	<p>11.2.4.4. Analyse health information based on health-related standards.</p>	

Unit 2: Health Decision-Making

It is important that grade 11 students are given expanded opportunities to evaluate as well as critique different messages relating to the delivery of health services, promotion of health and the prevention of diseases. This line of inquiry will empower students to use data to lobby for improved and equitable health services and advocate for health behaviour and attitude change amongst the people and communities to improve the overall health of citizens.

There should be equitable access to all health services. Governments' health decisions are influenced by this principle. However, in reality this principle is not often adhered to in the provision of health services because government decisions are often not informed by sound research and evidence. It is important for Grade 12 students to understand that equitable access to health services and decisions regarding the provision of health services must be informed by proper research and evidence. Health programs and activities targeting for example health risk behaviours and related laws must be evidenced-based.

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
<p>2.5. Students will be able to demonstrate the ability to use decision-making skills to enhance and promote health.</p>	<p>11.2.5.1. Investigate various sources in the community that promote health and prevent disease.</p>	<p>12.2.5.1. Research and provide evidence to support decisions for health programs, activities, and interventions that will benefit different populations.</p>
	<p>11.2.5.2. Demonstrate leadership skills for advocating health.</p>	<p>12.2.5.2. Examine options for providing separate healthcare facilities for children, women, and people with disabilities to help improve their health.</p>
	<p>11.2.5.3. Advocate for and mobilize community support for the provision of health care facilities and services which members of the community can obtain medical care.</p>	<p>12.2.5.3. Analyse provincial and national health policies and provide informed advice on their effectiveness in improving personal, family, and community health.</p>
	<p>11.2.5.4. Lobby government, private sector, and development partners to provide both improvement health facilities and health technology to treat health problems for which technology and medical procedures are currently unavailable.</p>	<p>12.2.5.4. Examine health decisions made at the national and provincial levels and their likely consequences on the health of the citizens.</p>

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
<p>2.6. Students will be able to practice and evaluate health-enhancing and risk avoiding behaviours.</p>	<p>11.2.6.1. Participate in school or community related efforts to address health-risk behaviours.</p>	<p>12.2.6.1. Evaluate the impact of laws relating to the use of cannabis, betel nut, alcohol, tobacco, and other drugs and substances.</p>
	<p>11.2.6.2. Develop a plan to participate in community efforts to address health-risk behaviours.</p>	<p>12.2.6.2. Research a particular drug, its consequences, how it is being addressed, whether or not the strategies used are effective, and what other strategies should be considered to improve the situation.</p>
	<p>11.2.6.3. Develop educational-safety models for children and adults for use at home, school, and in the community.</p>	<p>12.2.6.3. Develop a plan to participate in provincial and national efforts to address health-risk behaviours.</p>
	<p>11.2.6.4. Investigate treatment plans for drug addiction.</p>	<p>12.2.6.4. Evaluate provincial and national programs, projects, and activities targeted at addressing health-risk behaviours.</p>
	<p>11.2.6.5. Describe the interrelatedness of alcohol, cannabis, and other drugs to health problems such as date rape, HIV, STD, and drinking and driving.</p>	

Unit 3: Interpersonal Relationships and Health

Effective communication is critical to the dissemination or sharing of information. It is also important for the target audience to interpret and make sense of not only what is being said but most importantly what it means and its intentions. This is particularly important when communicating health messages and fostering healthy relationships. Grade 11 students need to learn and master these important communication skills so that they can communicate health and other messages effectively, taking the audience into account. While at the same time, making sure that the intentions of what is communicated are clear so that the target audience understands and adheres to the expectations and is prepared to mitigate the consequences if these do arise.

It is important for Grade 12 students to learn about the importance of effective interpersonal communication skills and relationship skills in promoting and enhancing health. Communication of information on different diseases, their causes and consequences, and how these can be prevented is important for promoting and fostering health behaviours, attitudes, and mindsets. Fostering of healthy relationships built on trust and consideration of the needs, welfare and wellbeing of each other is paramount in avoiding violence and the negative effects of relationships on physical and emotional health.

Content Standards	Grade 11 Benchmarks	Grade 12 Benchmarks
<p>2.7. Students will be able to use and analyse interpersonal communication skills required to enhance health and avoid or reduce health risks.</p>	<p>11.2.7.1. Appraise effective communication skills that demonstrate consideration and respect for self, family, and others.</p>	<p>12.2.7.1. Apply criteria for using passive, aggressive, and assertive communication in relationships.</p>
	<p>11.2.7.2. Associate effective communication with success in school and the workplace.</p>	<p>12.2.7.2. Analyse the importance of abstinence from sexual activity as the preferred choice of behaviour in relationships to all sexual activity of all unmarried persons.</p>
	<p>11.2.7.3. Explain the detrimental effects of inconsideration and disrespectful behaviour.</p>	<p>12.2.7.3. Discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, STDs, HIV, and emotional trauma associated with adolescent sexual activity.</p>
<p>2.8. Students will be able to comprehend and appraise the skills necessary for building and fostering healthy relationships.</p>	<p>11.2.8.1. Apply effective communication skills for building and maintaining healthy relationships.</p>	<p>12.2.8.1. Determine causal connections that promote health in relationships.</p>
	<p>11.2.8.2. Design strategies for implementing effective conflict resolution/mediation strategies.</p>	<p>12.2.8.2. Research the effects of healthy relationships on personal, family, and community health.</p>
	<p>11.2.8.3. Present a model for effective communication skills.</p>	<p>12.2.8.3. Evaluate citizens' rights to basic health care and whether or not these rights are safeguarded and enforced by governments.</p>

Assessment, Monitoring and Reporting

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

What is Assessment?

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

What is Standards-Based Assessment?

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

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

Purpose of Assessment

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

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

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

Types of Assessments

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

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

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

Assessment For Learning

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

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

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

Assessment Of Learning

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

Assessment As Learning

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

Diagnostic Assessment

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

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

Assessment Methods

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

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

Recording and Reporting

Recording

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

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

Reporting

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

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

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

Monitoring and Evaluation

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

Monitoring

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

Evaluation

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

Glossary

Terms	Definitions
Assessment	Activities teachers use to help students learn and to measure and monitor their progress towards the attainment of expected levels of proficiency.
Assessment As Learning	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.
Assessment For Learning	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.
Assessment Of Learning	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.
Assessment strategies	Different ways or approaches of assessing students work.
Performance assessment	A form of assessment that is focused on measuring students' proficiency on a content standard or a component of it.
Benchmarks	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.
Content standards	Content Standards are broadly stated expectations of what (content) students should know. They describe the knowledge, skills, values, and attitudes that students should attain.
Evidence-outcomes	Evidence-outcomes are indicators that indicate students' mastery of essential knowledge, skills, values and attitudes at the end of each grade or school level.
Standard	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.
Standards-Based Curriculum	Describes what all students should know and be able to do at the end of a grade or school level. The main idea behind standards-based curriculum is standards.
Standards-based education	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 standards.
Standards-based assessment	A systematic and ongoing process of collecting and interpreting information about students' achievements.

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