

Political Science

Senior High

Grade 12

Teacher Guide

Standards-Based



Papua New Guinea

Department of Education

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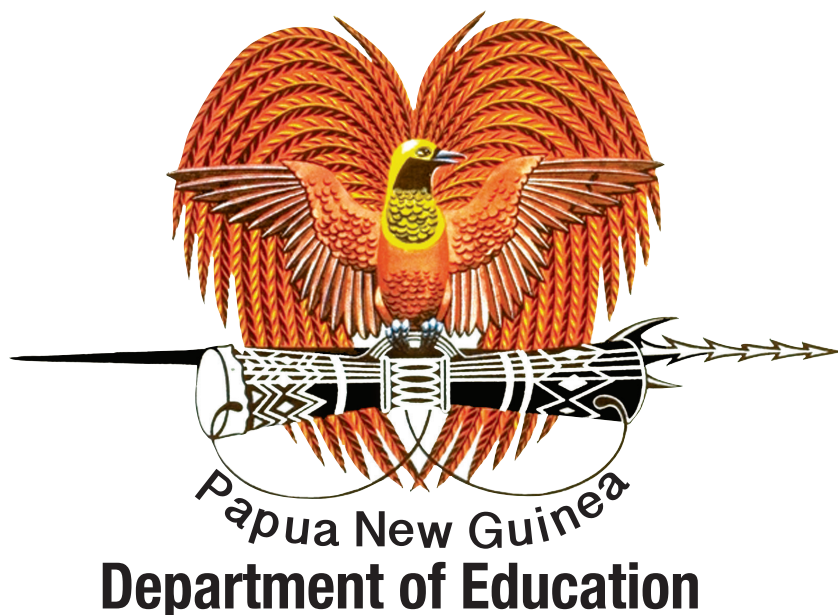
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Issued free to schools by the Department of Education

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Contents

Acknowledgements.....	iv
Acronyms.....	v
Secretary’s Message.....	vi
Introduction.....	1
Structure of the Teacher Guide.....	2
Purpose of the Teacher Guide.....	3
How to use the Teacher Guide.....	5
Syllabus and Teacher Guide Alignment.....	10
Learning and Performance Standards.....	12
Core Curriculum.....	16
Science, Technology, Engineering, Arts, and Mathematics.....	17
Curriculum Intergration.....	32
Essential Knowledge, Skills, Values and Attitudes.....	36
Teaching and Learning Strategies.....	39
Units and Topics.....	40
Unit 1: Government Systems.....	42
Unit 2: Political Ideologies and Systems.....	57
Unit 3: International Relations.....	88
Unit 4: Civic and Citizenship.....	100
Standards-Based Lesson Planning.....	128
Assessment, Monitoring, and Reporting.....	133
Glossary.....	152
References.....	154
Appendices.....	155

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Acronyms

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

Secretary's Message

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

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

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

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

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

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

I approve and commend this Social Science Teacher Guide for Grade 12 to be used in all High Schools throughout Papua New Guinea.



UKE W. KOMBRA, PhD.
Secretary for Education

Introduction

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

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

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

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

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

Social Science is to be timetabled for 240 minutes per week in grade 12.

Structure of the Teacher Guide

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

1. General Information

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

2. Teaching and Learning

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

3. Assessment

- Performance Assessment
- Performance Standards

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

Purpose of the Teacher Guide

This teacher guide describes what all teachers should know and do. The overarching purpose is to help teachers to effectively plan, teach, assess, evaluate, report and monitor students' learning and mastery of national and grade-level expectations. That is, the essential knowledge, skills, values and attitudes

(KSVAs) described in the content standards and grade-level benchmarks, and their achievement of the national and grade-level proficiency standards.

Thus, the teacher is expected to:

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

and evaluation skills), values (personal, social, work, health, peace, relationship, sustaining values), and attitudes in lesson planning, instruction and assessment;

- meaningfully connect what students learn in Social Science with what is learnt in other subjects to add value and enhance students' learning so that they can integrate what they learn and develop in-depth vertical and horizontal understanding of subject content;
- formulate effective SBC lesson plans using learning objectives identified for each of the topics;
- employ SBC assessment approaches to develop performance assessments to assess students' proficiency on a content standard or a component of the content standard described in the grade-level benchmark;
- effectively score and evaluate students' performance in relation to a core set of learning standards or criteria, and make sense of the data to ascertain students' status of progress towards meeting grade-level and nationally expected proficiency standards, and use evidence from the assessment of students' performance to develop effective evidence-based intervention strategies to help students' who are making inadequate or slow progress towards meeting the grade-level and national expectations to improve their learning and performance.

How to use the Teacher Guide

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

The first thing teachers should do is to read and understand each of the sections of the teacher guide to help them understand the key SBC concepts and ideas, alignment of PNG SBC components, alignment of the syllabus and teacher guide, setting of content standards and grade-level benchmarks, core curriculum, STEAM, curriculum integration, essential knowledge, skills, values and attitudes, strands, units and topics, learning objectives, SBC lesson planning, and SBC assessment. A thorough understanding of these components will help teachers meet the teacher expectations for implementing the SBC curriculum, and therefore the effective implementation of Grade 12 Political Science Curriculum. Based on this understanding, teachers should be able to effectively use the teacher guide to do the following:

Determine Learning Objectives and Lesson Topics

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

Identify and Teach Grade Appropriate Content

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

Integrate the Core Curriculum in Lesson Planning, Instruction and Assessment

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

Integrate Cognitive, High Level, and 21st Century Skills in Lesson Planning, Instruction and Assessment

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

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

Integrate Social Science values and attitudes in Lesson Planning, Instruction and Assessment

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

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

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

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

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

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

Plan Standards-Based Lessons

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

Use Standards-Based Assessment

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

Make Informed Judgments About Students' Learning and Progress Towards Meeting Learning Standards

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

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

Prepare Students' Performance Reports

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

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

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

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

Develop Additional Benchmarks

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

Avoid Standardisation

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

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

Syllabus and Teacher Guide Alignment

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

Grade 12 Social Science comprises of the Syllabus and Teacher Guide. These two documents are closely aligned, complimentary and mutually beneficial. They are the essential focal points for teaching and learning the essential Social Science knowledge, skills, values and attitudes.

Syllabus and teacher guide alignment	
Syllabus	Teacher Guide
Outlines the ultimate aim and goals, and what to teach and why teach it - Overarching and SBC principles - Content overview - Core curriculum - Essential knowledge, skills, values and attitudes - Strands and units - Evidence outcomes - Content standards and grade-level benchmarks - Overview of assessment, evaluation, and reporting	Describes how to plan, teach, and assess students' performance - Determine topics for lesson planning, instruction and assessment - Formulate learning objectives - Plan SBC lesson plans - Select teaching and learning strategies - Implement SBC assessment and evaluation - Implement SBC reporting and monitoring

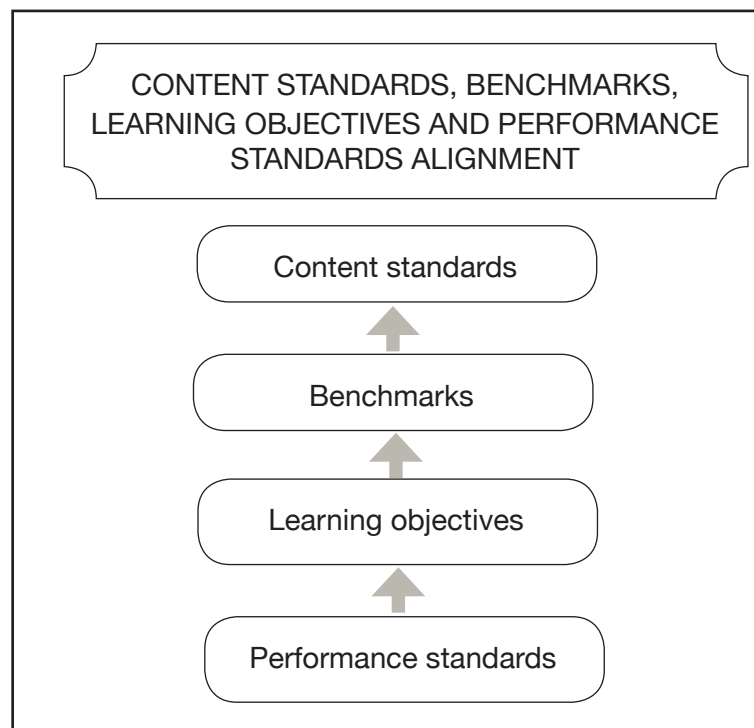
The syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what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

This teacher guide should be used in conjunction with the syllabus. Teachers should use these documents when planning, teaching and assessing Grade 12 Social Science content.

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

Learning and performance standards alignment

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



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

Learning and Performance Standards

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

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

Content standards

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

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

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

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

Benchmarks

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

Grade-level benchmarks:

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

APPROACH FOR SETTING NATIONAL CONTENT STANDARDS AND GRADE-LEVEL BENCHMARKS

Strands



Content standards

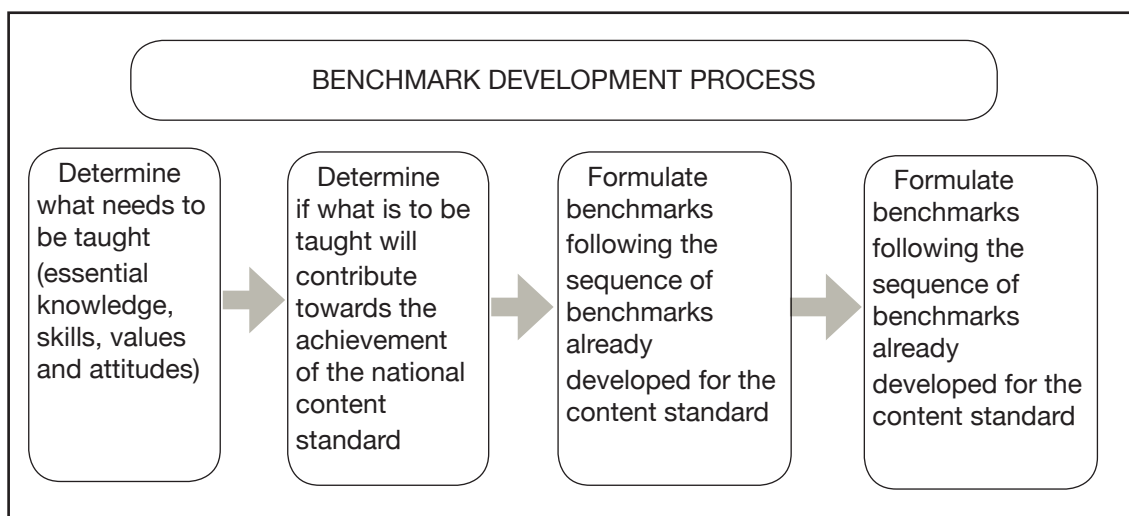


Grade-level Benchmarks

Development of additional benchmarks

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

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



Learning objectives

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

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

Performance standards

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

Performance standards:

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

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

Proficiency standards

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

Core Curriculum

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

The core curriculum includes:

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

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

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

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

Science, Technology, Engineering, Arts and Mathematics

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

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

Objectives

Students will be able to:

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

Content overview

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

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

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

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

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

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

STEAM problem-solving methods and approaches

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

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

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

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

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

Engineering and technology problem-solving methods and approaches

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

Parts substitution

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

Diagnostics

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

Troubleshooting

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

Reverse engineering

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

Divide and conquer

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

Extreme cases

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

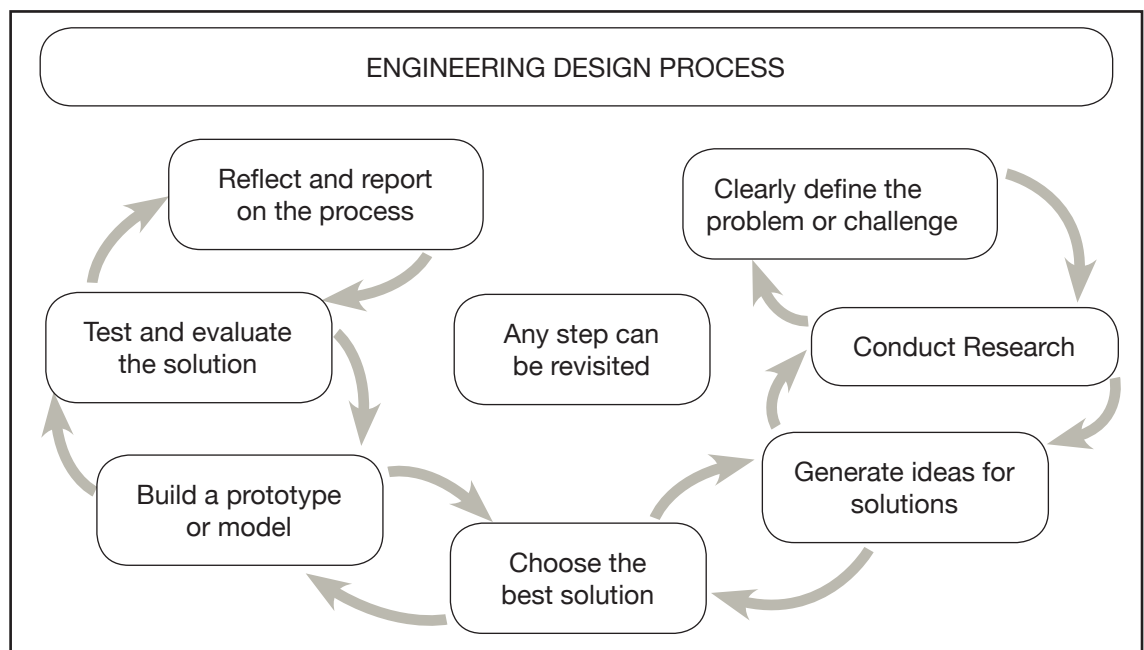
Trial and error

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

Engineering design process

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

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



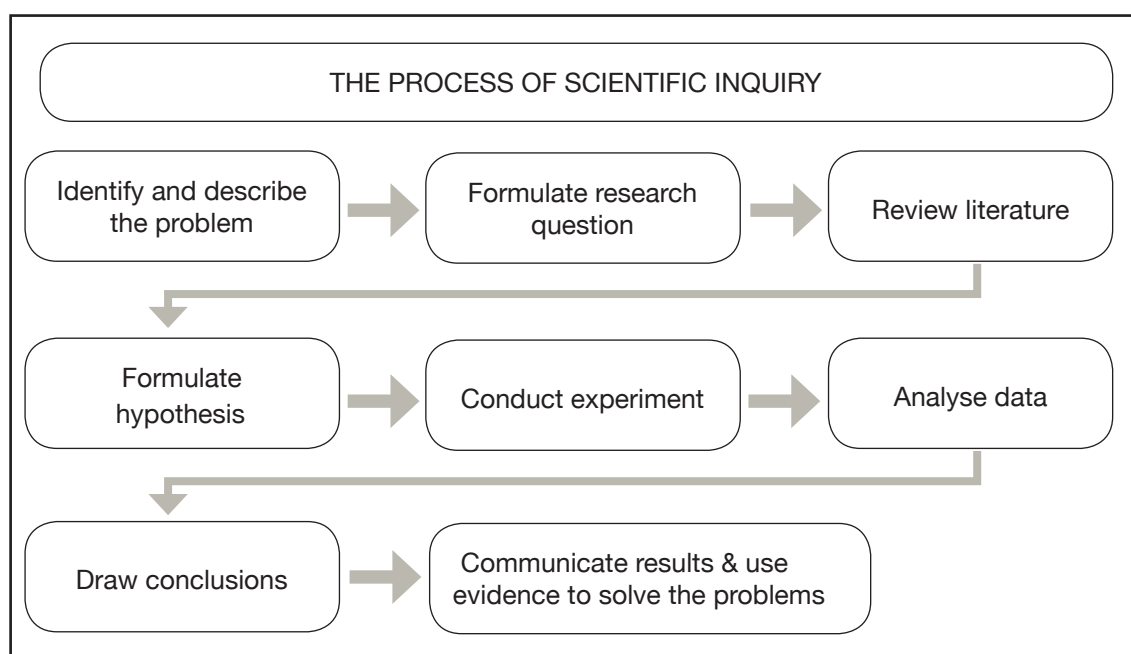
The scientific method and approach to problem-solving

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

There are six basic science process skills:

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

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



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

Step 1: Identify and describe the problem

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

Example - Observation

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

Step 2: Formulate research question

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

Example - Question

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

Step 3: Review literature

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

Example - Literature review

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

Step 4: Formulate hypothesis

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

Example – Hypothesis

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

Step 5: Conduct experiment

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

Example - Experimental procedure

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

Result: The flashlight does not produce light

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

Result: The flashlight does produce light.

- iii. Write down these results

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

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

Step 6: Analyse data

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

Example - Analysis

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

Step 7: Draw conclusions

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

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

Example - Valid hypothesis

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

Example - Invalid hypothesis

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

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

Step 8: Communicate findings

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

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

Example - Communication of findings

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

Artistic design

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

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

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

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

STEAM-based lesson planning

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

Developing STEAM-based lesson plans

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

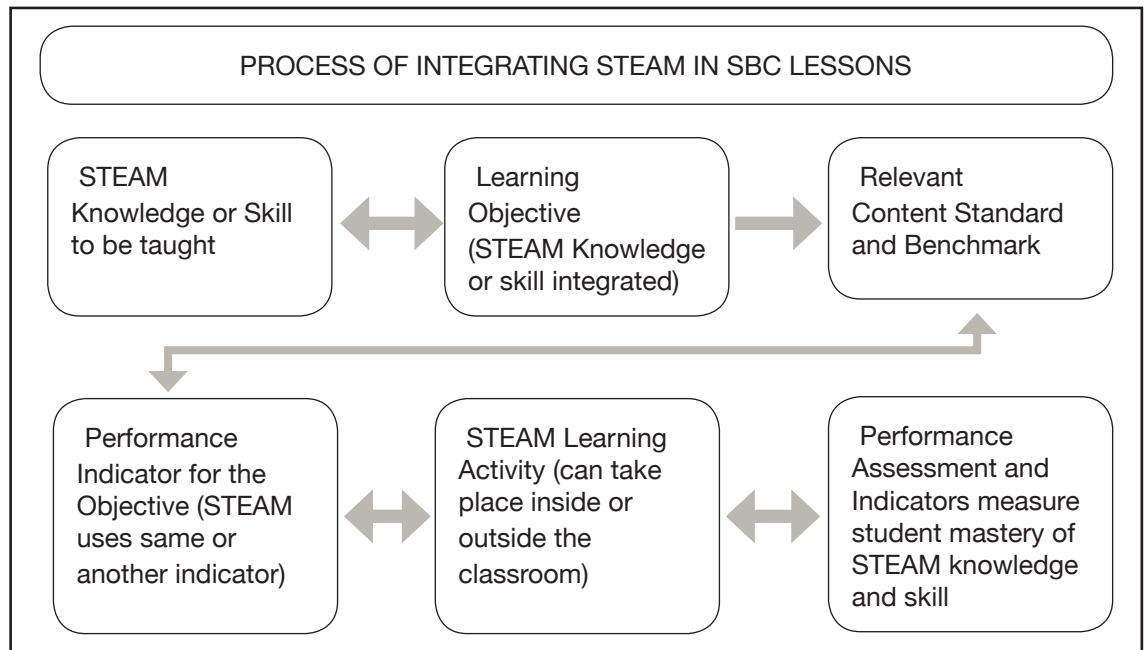
Integration of STEAM problem-solving skills into standards-based lesson plans

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

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

Teachers are expected to integrate the essential STEAM principles, processes, skills, values and attitudes described in the grade 12 benchmarks when formulating their standards-based lesson plans. Opportunities should be provided inside and outside of the classroom for students to learn, explore, model and apply what they learn in real life or related situations. These learning experiences will enable students to develop a deeper understanding of STEAM principles, processes, skills, values and attitudes and appreciate their application in real life to solve problems.

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



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

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

STEAM teaching strategies

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

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

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

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

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

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

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

STEAM learning strategies

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

STEAM-based assessment

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

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

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

Effective STEAM-based assessment strategies

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

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

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

1. Rubrics

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

2. Performance-Based Assessments

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

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

3. Portfolio Assessment

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

4. Self-assessment

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

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

5. Peer Assessment

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

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

6. Student Response System

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

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

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

Curriculum Integration

What is Curriculum Integration?

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

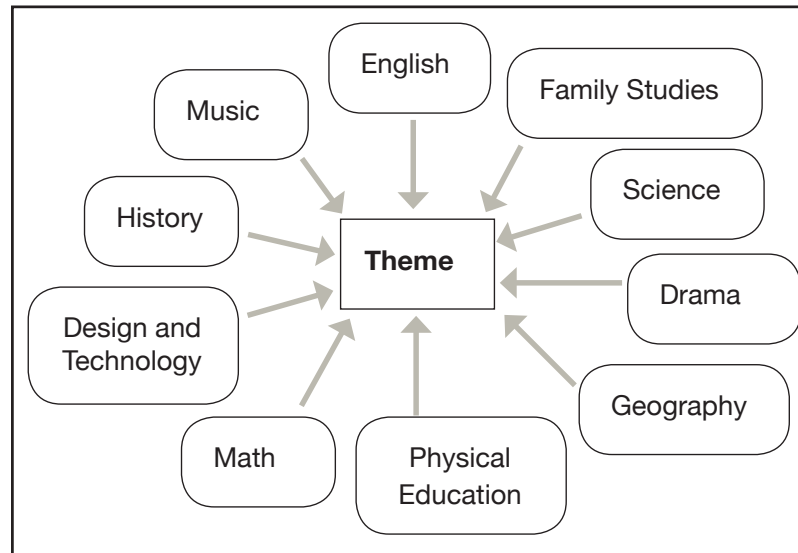
Teachers must develop intriguing curriculum by going beyond the traditional teaching of content based or fragmented teaching to one who is knowledge based and who should be perceived as a 21st century innovative educator. Curriculum integration is a holistic approach to learning thus curriculum integration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

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

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

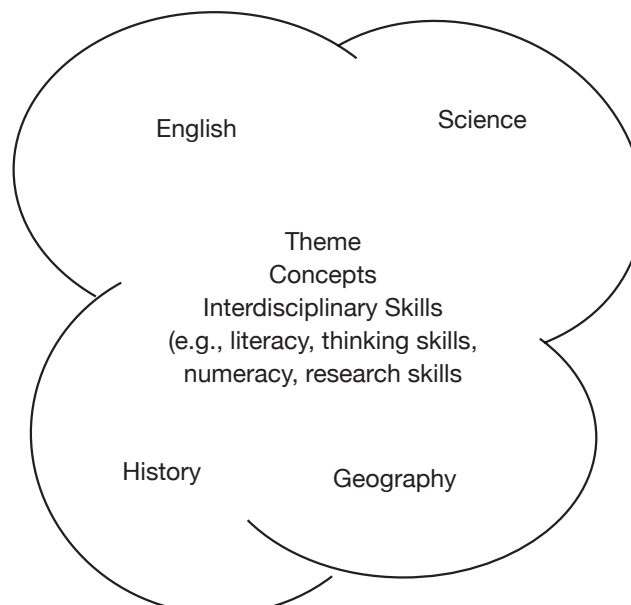
1. Multidisciplinary approach

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



2. Interdisciplinary approach

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



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

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

3. Intra-disciplinary approach

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

4. Trans-disciplinary approach

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

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

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

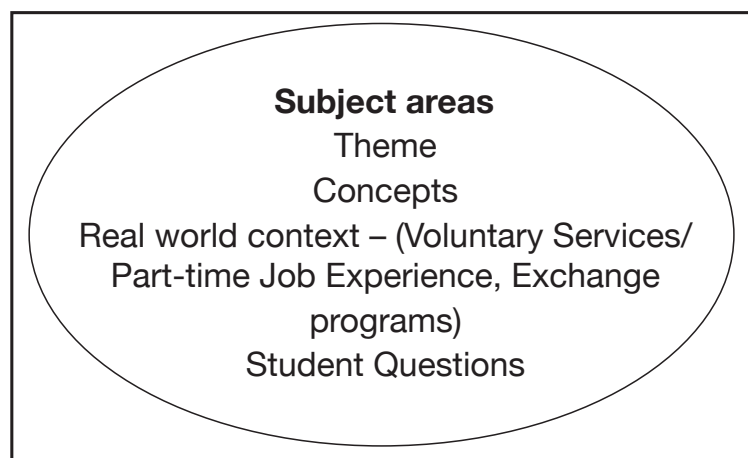
1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources
2. The teacher finds out what the students already know and helps them generate questions to explore. The teacher also provides resources for students and opportunities to work in the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

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

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

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

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



Essential Knowledge, Skills, Values, and Attitudes

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

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

Geography

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

History

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

Political Science

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

Economics

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

Environment

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

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

Research Skills

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

Collaborating Skills

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

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

Critical Thinking

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

Creative and Innovative Skills

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

Communicating Skills

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

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

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

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

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

Values & Attitudes
• Curiosity • Initiative • Adaptability • Leadership • Collaboration & teamwork • Participation • Passion for exploring & learning • Appreciation of the awesomeness of nature, events, people etc • Being patriotic and responsible • Show consideration • Respect the environment and people • Embrace diversity • Maintain positive values

Teaching and Learning Strategies

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

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

These teaching and learning strategies will help teachers to;

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

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

Please find a list of the different teaching and learning strategies in Appendix 3. page 157.

These strategies;

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

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

Units and Topics

This section of the teacher guide contains the Social Science – Political Science content to be taught in grade 12. It consists of;

- units
- topics

Political Science in grade 12 has four (4) units. They are;

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

The table below outlines the units and topics of Political Science in grade 12 to be taught in an academic year. This will guide teachers to plan and teach the Geography strand in grade 12.

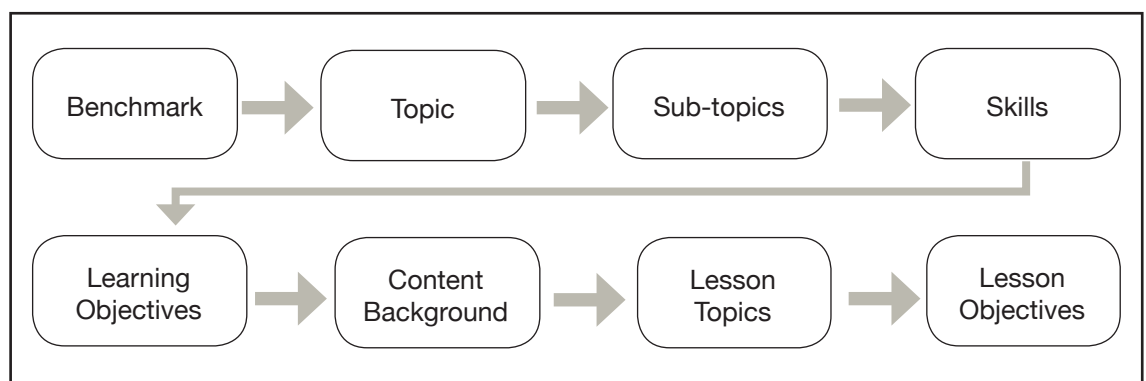
Units	Topics
Government Systems	Topic 1: Principles of socialism Topic 2: Purpose of socialist governments Topic 3: Structure of socialist governments Topic 4: Roles and responsibilities of socialist governments Topic 5: Political process of socialist governments Topic 6: Decision and law making in socialist countries Topic 7: Citizens' demand in socialist government systems Topic 8: Comparative study Topic 9: Government Systems
Political Ideologies and Systems	Topic 1: Biographies of socialist leaders Topic 2: Ideologies of socialist leaders Topic 3: National symbols of socialist countries Topic 4: Patriotic activities in socialist countries Topic 5: Biographies of different political leaders Topic 6: Influences of leaders of other political ideologies Topic 7: National symbols and identity of other political ideologies Topic 8: Patriotic activities of other political ideologies
International Relations	Topic 1: Relations of people with different backgrounds Topic 2: Purpose, impact and outcomes of relations Topic 3: Conflicts in relationships Topic 4: Factors influencing relationships Topic 5: Role of media in promoting peace and relationship
Civic and Citizenship	Topic 1: Human rights laws, policies and practices Topic 2: Promoting and protecting rights of women and girls, people with disabilities and marginalized and vulnerable Topic 3: Human rights abuse in different political systems Topic 4: Rights of marginalized and vulnerable groups in different political systems Topic 5: Human Rights Conventions Topic 6: Enforcing human rights in different political systems Topic 7: Awareness on human rights violation Topic 8: Emancipating and empowering citizens' rights Topic 9: Mechanisms of dealing with human rights violations

How were the topics developed?

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

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

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



Unit of work

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

Unit 1: Government Systems

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

Benchmark 12.3.1.1: Identify and examine the main principles of socialism.

Topic 1: Principles of socialism

Sub-topics:

- What is socialism?
- Principles of socialism

Skills: Critical thinking - Analysing the principles of socialism

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

- Discuss the term 'socialism'.
- Identify the principles of socialism.
- Explain the principles of socialism.

Content Background

Definition of socialism

Socialism is an economic system where everyone in a society equally owns the factors of production.

What is a socialist government?

A socialist government is a state or country that encourages an economic system where everyone in the society equally owns the factors of production. The ownership is acquired through a democratically elected government. It could also be a cooperative or a public corporation where everyone owns shares. The four factors of production are labor, entrepreneurship, capital goods, and natural resources.

Principles of socialism

Socialists take into account both individual needs and greater social needs. They allocate resources using central planning, as in a command economy. Examples of the greater social needs include transportation, defense, education, health care, and preservation of natural resources. Some also define common good as caring for those who cannot directly contribute to production. Examples include the elderly, children, and their caretakers. A mantra of socialism is, "From each according to his ability, to each according to his contribution." Everyone in a society receives a share of the production based on how much each has contributed. This system motivates them to work long hours if they want to receive more. Workers receive their share of production after a percentage has been deducted for the common good.

Socialists assume that the basic nature of people is cooperation. They believe that this basic nature has not yet emerged in full because capitalism or feudalism has forced people to be competitive. Socialists argue that the economic system must support this basic human nature before these qualities can emerge.

In conclusion, the common principles of socialism are outlined below.

- common (public/mutual) ownership of society's resources
- state ownership of production and distribution of goods and services
- production without profit
- central planning (government plans)
- co-operation – everyone working together for a greater society
- collectivism – the group takes priority over the needs of the individuals within the group
- equality – everyone has equal access to opportunities
- class – the objective of socialism is to remove social class

Suggested Resources

1. Definition of socialism. *Retrieved from: <https://en.wikipedia.org>*
2. Principles of socialism. *Retrieved from: <https://en.wikipedia.org>*

Benchmark 12.3.1.2: Explain the purpose(s) of a socialist government.

Topic 2: Purposes of socialist governments

Sub-topics:

- Purposes of a socialist government
- Socialist governments of the world

Skills: Critical thinking – Analysing (examine) the purpose of socialist governments

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

- Explain the purpose of socialist governments.
- Identify socialist governments in the world.

Content Background

The socialist economy usually operates within pre-defined objectives. These objectives are generally socio-economic. These objectives may have aggregate demand or satisfaction of a public need or also have full employment or a location of factors of production.

Targets are prioritised and fixed to achieve these objectives which cover all the aspects of the economy. Since the socialist economy aims at a stable economy, it has to have proper goals defined so that it works in harmony with society.

Purpose of socialist governments

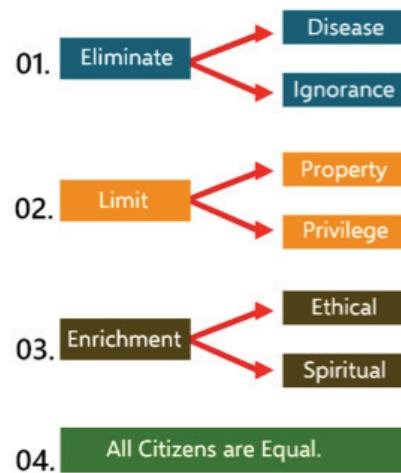
Under a socialist government, workers are no longer exploited because they own the means of production. Profits are spread equitably among all workers according to their individual contribution. But the cooperative system also provides for those who cannot work. It meets their basic needs for the good of the whole society. The system eliminates poverty. It provides equal access to health care and education and no one is discriminated for accessing these basic goods.

Everyone works at what one is best at and what one enjoys. If society needs jobs to be done that no one wants, it offers higher compensation to make it worthwhile. Natural resources are preserved for the good of the whole society.

Socialism Today

- Socialists want to make sure no one becomes too rich or too poor
- Socialists want to control key parts of the economy such as Health Care, Banking, Railroads, Mines, Steel Industry
- In socialist countries most services are free such as: education, child care, medical, unemployment and retirement benefits

Objectives of Socialism



Examples of socialist governments

There are no countries that are 100% socialist. Most have mixed economies that incorporate socialism with capitalism, communism, or both.

The following countries have strong socialist systems:

- Norway, Sweden, and Denmark: The state provides health care, education, and pensions. But these countries also have successful capitalists. The top 10% of each nation's people hold more than 65% of the wealth. That's because most people don't feel the need to accumulate wealth since the government provides a great quality of life.
- Cuba, China, Vietnam, Russia, and North Korea: These countries incorporate characteristics of both socialism and communism.
- Algeria, Angola, Bangladesh, Guyana, India, Mozambique, Portugal, Sri Lanka, and Tanzania: These countries all expressly state they are socialist in their constitutions. Their governments run their economies. All have democratically-elected governments.
- Belarus, Laos, Syria, Turkmenistan, Venezuela, and Zambia: These countries all have very strong aspects of governance, ranging from health care, the media, or social programs run by the government.
- Many other countries, such as Ireland, France, Great Britain, Netherlands, New Zealand, and Belgium have strong socialist parties. Their governments provide a high level of social support. But most businesses are privately owned. This makes them essentially capitalist. Many traditional economies use socialism, although many still use private ownership.

Suggested Resources

1. Socialist government and its purpose: Retrieved from: <https://en.wikipedia.org>
2. Socialist government today. Retrieved from: <https://en.wikipedia.org>

Benchmark 12.3.1.3: Illustrate and interpret the structure of a socialist governments.

Topic 3: Structure of socialist governments

Sub-topics:

- Basis for the structure of socialist governments
- Structure of socialist governments
- Comparative study of the structure of socialist governments

Skills: Critical thinking - Analysing the structure of socialist governments

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

- Explain the basis for the structure of socialist governments.
- Draw a diagram illustrating the structure of socialist governments.
- Compare structures of various socialist governments.

Content Background

Basis for the structure of socialist governments

The basis to a socialist government is grounded on the ideology of socialism. Socialism is an economic system where everyone in a society equally owns the factors of production. The ownership is acquired through a democratically elected government. It could also be a cooperative or a public corporation where everyone owns shares. The Constitution of socialist government is where all aspects on the idea of governance is embedded.

Structure of socialist governments

Note: Develop assessment tasks for students to do. Identify socialist countries and the government structures.

Comparative study of the structure of socialist governments

Different socialist governments can be compared with each other based on how each of the countries have followed what is spelled out in the socialist ideology. For some countries, they follow the majority of what is highlighted in socialist societies. Others say they are socialists in nature but they do not follow what is spelled out in the ideology. It is advisable to analyse this topic by looking at certain aspects that can be used to make a comparison. For example, main focus, election into office, change of governments, etc.

Suggested Resources

1. Basis and structure of socialist governments. Retrieved from: <https://en.wikipedia.org>

Benchmark 12.3.1.4: Identify and examine the roles and responsibilities of socialist governments.

Topic 4: Roles and responsibilities of communist governments

Sub-topic:

- Roles and responsibilities of socialist governments

Skills: Critical thinking – Analysing (examining) the roles and responsibilities of socialist governments

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

- Identify the roles and responsibilities of socialist governments.
- Analyse the roles and responsibilities of socialist governments citing examples.

Content Background

Roles and responsibilities of socialist governments

The central planning authority is the one that undertakes takes the planning and functioning of the socialist economy. More often than not, the state-owned enterprises are the ones that make decisions regarding the production of goods and services along with their supplies. The government creates these enterprises and engages in commercial activities.

Many major economic decisions about how much and what is to be produced, when and where it is to be produced and who should produce and how is to be allocated are taken by Central Economic Planning. This decision is a conscious decision of authority and is based on a detailed survey of the economic community.

The available economic resources are utilized judiciously by the central planning authority, and achievement of objectives of the economy is laid down during the planning period. Since important decisions are taken by administrative departments of the central planning authority, the peoples are left to focus on their strengths and to work in the organizations that run the economy.

Even though a lot of power is vested in economic planning, they are answerable to the questions of people in case of any error. The central financial planning authority is a single entity that is responsible for economic turnover in the country.

Suggested Resources

1. Importance of socialist governments. Retrieved from: <https://en.wikipedia.org>
2. Socialist government roles. Retrieved from: <https://en.wikipedia.org>
3. Characteristics of socialism. Retrieved from: <https://www.marketing91.com/>

Benchmark 12.3.1.5: Analyse the processes of creating, maintaining, or changing a socialist government.

Topic 5: Political process of socialist governments

Sub-topics:

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

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

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

- Describe the process of forming and maintaining socialist governments.
- Examine the election system and process in socialist governments.

Content Background

Formation and maintaining of socialist governments

Formation of socialist governments follows the same strategy used by the majority of modern world governments. The most common way in which governments are formed is through elections. Details of that are outlined in the country's constitution. Maintaining governments in socialist states is very much dictated by the popularity that the government has with the people that voted it in. Some countries who claim to be socialist states sometimes get themselves into being hungry for power, so eventually compromise their standing as socialist states. For example, Cuba. This has become common in third world socialist regimes.

Election systems and processes of socialist governments

As in its installation, Socialist states resort to elections as the principle means of changing governments. Elections are held in accordance to what is stipulated in the country's constitution. Whilst most socialist countries claim to adhere to socialist principles in government in relation to maintenance, there is an increasing number that deviate from such principles, mainly due to the type of leadership in place.

Suggested Resources

1. Government changes in socialist regimes. <https://en.wikipedia.org>

Benchmark 12.3.1.6: Explain the processes and the principles of decision and law making in a socialist country.

Topic 6: Decision and law-making in socialist countries

Sub-topics:

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

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

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

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

Content Background

Basis to decision and law making in socialist governments

As seen earlier, the decision making and law-making processes in socialist regimes lie on what the ideology say about such aspect of governance. In true socialist context, the nature of these processes would be embedded in the country's constitution; however, history has seen deviation in some aspects of decision and law-making processes, particularly in totalitarian socialist regimes.

Decision making process in socialist countries

Different brands of socialism have varying ideas on how to manage societies. Some believe that earth should be split into communes with free-association. Decisions are made through correct democracy. Others believe in syndicates (groups/organisations/associations) or Labour Unions deciding. These syndicates may be run by direct democracy, or delegative democracy. All forms of socialism have one thing in common: common ownership of the means of production. This means the workplace is controlled either by the workers, or the community.

Let us take a look at North Korea

The Supreme People's Assembly (SPA) is "the highest organ of state power," in North Korea. It is not influential and does not initiate legislation independently of other party and state organs. The assembly has the authority to adopt or amend the constitution, laws, and ordinances; formulate the basic principles of domestic and foreign policies; elect or recall the president of the state and other top officials of the government; approve the state economic plan and national budget; and decide whether to ratify or abrogate treaties and questions of war and peace. Assembly decisions are made by a simple majority and signified by a show of hands.

Law making process in socialist countries

The function of law is different in a socialist society. It reflects the change in social relationships. Throughout history the main function of law has been to uphold and regulate property relationships. In protecting and enforcing property rights it follows that in all eras of propertied society the various systems of law have favoured the dominant economic class.

In socialism this historic function of law will end. In a society based on common ownership and voluntary cooperation the sole object of law would be to serve the needs of individuals and interests of the whole community. Such law would provide a framework of freedom, enabling individuals to live out their chosen lives. Law in socialism would express the values of equality and democracy.

A democratic socialist government is a republican democracy, or a parliamentary government, like most first-world governments. False socialist governments, which are in fact communist totalitarian states, ban all political parties except for the communist party. Membership in the communist party is only offered to people who have already proven their loyalty to the communists in power. In those governments, laws are made by committees, and the committees are usually conducted by hierarchies of strongmen and their yes-men.

Law making in various socialist countries

Cuba	China	North Korea
The Criminal Code defines acts that constitute criminal offenses and provides for applicable penalties. ... In addition to codes, the body of Cuban legislation consists of laws passed by the National Assembly of the People's Power (legislature), regulations, executive resolutions, and circulars issued by the government.	Under the Law on Legislation, only the National People's Congress (NPC) and its Standing Committee, the country's top legislature, can make laws. Therefore, if the title says it's a "law," it should be a law made by the NPC or its Standing Committee in terms of the Law on Legislation	Invariably the legislative process is set in motion by executive bodies according to the predetermined policies of the party leadership.

Suggested Resources

1. Decision making in socialist regimes. Retrieved from: <https://orcid.org>
2. How laws are made in socialist governments. Retrieved form: <https://www.quora.com>
3. Pieter Lawrence, (2006). Practical Socialism – Its Principles and Methods. Retrieved from: https://www.marxists.org/archive/lawrence/2006/6socialism_law.htm

Benchmark 12.3.1.7: Evaluate how citizens' demands are addressed and met through the socialist government system.

Topic 7: Citizens demands in socialist government systems

Sub-topics:

- Types of citizen's demands in socialist countries
- Responsibilities of socialist governments to its citizens

Skill: Critical thinking - Evaluating how socialist governments address the needs of the citizens.

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

- Identify and describe types of citizens' demands in socialist countries.
- Assess how citizen's demands are met in socialist government systems.

Content Background

Types of citizen's demands in socialist countries

Demands by citizens in socialist countries revolve around the main focus of governance in socialist regimes. This is where everyone demands a fair share as a token of appreciation depending on how much they have contributed. Whilst this can be seen clearly in well developed countries, the third world so-called socialist countries do not really follow this.

Responsibilities of socialist governments to its citizens

Governments around the world hold their citizens responsible for many things, such as paying taxes, serving in the military or at least cooperating with the law. But most people expect something in return, and the law itself often assigns duties and responsibilities to the government. Citizens who understand these duties are in the best position to hold their governments accountable.

In socialism, the factors of production are valued in relationship to their usefulness to people. Socialists take into account both individual needs and greater social needs. They allocate resources using central planning, as in a command economy. Examples of greater social needs include transportation, defense, education, health care, and preservation of natural resources.

Everyone in society receives a share of the production based on how much each has contributed. This system motivates them to work long hours if they want to receive more. Workers receive their share of production after a percentage has been deducted for the common good. The common good is caring for those who cannot directly contribute to production. Examples include the elderly, children, and their caretakers.

Suggested Resources

1. Responsibilities of socialist governments. Retrieved from: <https://en.wikipedia.org>

Benchmark 12.3.1.8: Differentiate between democracy, communism, socialism and dictatorship.

Topic 8: Comparative study - democracy, communism, socialism and dictatorship

Sub-topics:

- Similarities in democracy, communism, socialism and dictatorship
- Differences in democracy, communism, socialism and dictatorship

Skills: Critical thinking - Analysing the differences and similarities between government systems

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

- Identify and explain the similarities between democracy, communism, socialism and dictatorship.
- Identify and explain the differences between democracy, communism, socialism and dictatorship.
- Identify countries that practice these systems and make comparisons.

Content Background

Similarities and differences in democracy, communism, socialism and dictatorship

The following table highlights some of the major differences in some ideologies practiced by various countries of the world.

Characteristics	Type of government			
	Democracy	Communism	Socialism	Dictatorship
Factors of production are owned by	Everyone	Everyone	Everyone	Individuals
Factors of production are valued for	Everyone	Usefulness to people	Usefulness to people	Nation building
Allocation of factors of production decided for	Everyone	Central plan	Central plan	Central plan

Communism vs. Democracy



Communism

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

Democracy

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

GOVERNMENT

Leader is appointed by the Party	Communism
Leader is elected by the people	Democracy
Everyone eligible can vote in elections	Democracy
Leaders may use force to control	Communism
Competitive Multi-Party System	Democracy
Dominant One-Party System	Communism
Leaders stay in control until forced out	Communism
Leaders serve for designated years	Democracy

	Democracy	Dictatorship
Limited or unlimited government	Limited	Unlimited
How is the leader determined?	Elections	Leader takes power by force or may inherit power
Government's treatment of citizens	Citizens are treated well and have a lot freedoms and rights	Citizens are mistreated and have few or no rights
	Communism	Capitalism
Command or market economy	Command	Market
Economic decisions are made by...	Government	Business owners and consumers (supply and demand)
Distribution of wealth	Money is distributed EVENLY	Uneven, there are rich and poor, people get paid different amounts based on their job
Private property	No private property, the government owns all of the land	You can own as much private property as you can afford
Type of government or leader typical of the economy	Dictatorship	Democracy
Example of a country	North Korea	USA

China is a communist country, but they have been adding elements of capitalism (MIXED ECONOMY)

Note: Students may be allowed to do research on the government systems. Teachers are advised to provide clear and specific rubrics for research and presentation.

Suggested Resources

1. Responsibilities of socialist governments. Retrieved from: <https://en.wikipedia.org>
2. Democracy versus communism. Retrieved from: <https://image1.slide-serve.com/2801069/democracy-vs-communism-n.jpg>

Benchmark 12.3.1.9: Examine the principles, structures, functions, and decision and law making functions of other systems of government (for example fascist, religious, tribal, military, guided democracy, and dictatorship) and their impact on the citizens in terms of addressing and meeting their demands, participation in social, economic, political, cultural, and religious activities, and involvement in the government processes, including decision-making.

Topic 9: Government systems

Sub-topics

- Fascist governments
- Guided Democratic governments
- Dictatorship governments
- Theocratic (Religious) governments
- Military Junta dictatorship governments

Skills: Critical thinking - analysing (examining) the practices of different government systems.

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

- Explore the principles, structures, functions, and decision and law making processes in fascist governments.
- Explain how fascist governments address and meet citizen's demands and involvement in government processes.
- Investigate the principles, structures, functions, and decision and law making processes in guided democratic governments.
- Describe how guided democratic governments address and meet citizen's demands and involvement in government processes.
- Examine the principles, structures, functions, and decision and law making processes in dictatorship governments.
- Discuss how dictatorship governments address and meet citizen's demands and involvement in government processes.
- Explain the principles, structures, functions, and decision and law making processes in theocratic governments.
- Describe how theocratic governments address and meet citizen's demands and involvement in government processes.
- Explore the principles, structures, functions, and decision and law making processes in military junta governments.
- Explain how military junta governments address and meet citizen's demands and involvement in government processes.

Content Background

Fascist governments

Fascism is a complex ideology. There are many definitions of fascism; some people describe it as a type or set of political actions, a political philosophy or a mass movement. Most definitions agree that fascism is authoritarian and promotes nationalism at all costs, but its basic characteristics are a matter of debate.

Fascism is commonly associated with German Nazi and Italian regimes that came to power after World War I, though several other countries have experienced fascist regimes or elements of them. Adolf Hitler in Germany, Benito Mussolini in Italy, Francisco Franco in Spain and Juan Perón in Argentina were well-known fascist leaders of the 20th century. Robert Paxton, a professor emeritus of Social Science at Columbia University in New York who is widely considered the father of fascism studies, defined fascism as "a form of political practice distinctive to the 20th century that arouses popular enthusiasm by sophisticated propaganda techniques for an anti-liberal, anti-socialist, violently exclusionary, expansionist nationalist agenda."

Guided democratic government

Guided democracy, also called managed democracy, is a formally democratic government that functions as a de facto autocracy. Such governments are legitimized by elections that are free and fair, but do not change the state's policies, motives, and goals. In other words, the government controls elections so that the people can exercise all their rights without truly changing public policy. While they follow basic democratic principles, there can be major deviations towards authoritarianism. Under managed democracy, the state's continuous use of propaganda techniques prevents the electorate from having a significant impact on policy

Dictatorship governments

Dictatorship, form of government in which one person or a small group possesses absolute power without effective constitutional limitations. The term dictatorship comes from the Latin word *dictator*, which in the Roman Republic designated a temporary magistrate who was granted extraordinary powers in order to deal with state crises. Modern dictators, however, resemble ancient tyrants rather than ancient dictators. Ancient philosophers' descriptions of the tyrannies of Greece and Sicily go far toward characterizing modern dictatorships. Dictators usually resort to force or fraud to gain despotic political power, which they maintain through the use of intimidation, terror, and the suppression of basic civil liberties. They may also employ techniques of mass propaganda in order to sustain their public support. A famous example in the modern history is of the reign of the Nazi in Germany under the rule of Adolf Hitler.

Theocratic (Religious) governments

A theocracy is a government operated under divine rule or the pretense of divine rule. The origin of the word "theocracy" is from the 17th century from the Greek word "theokratia." "Theo" is Greek for God, and "cracy" means government.

In practice, the term refers to a government operated by religious authorities who claim unlimited power in the name of God or supernatural forces. Many government leaders, including some in the United States, invoke God and claim to be inspired by God or to obey the will of God. This does not make a government a theocracy, at least in practice and by itself. A government is a theocracy when its lawmakers actually believe that leaders are governed by the will of God and laws are written and enforced that are predicated on this belief.

Military Junta dictatorship governments

A military junta is a government led by a committee of military leaders. The term *junta* means "meeting" or "committee" and originated in the national and local junta organized by the Spanish resistance to Napoleon's invasion of Spain in 1808. The term is now used to refer to an authoritarian form of government characterized by oligarchic military dictatorship, as distinguished from other categories of authoritarian rule, specifically strongman (autocratic military dictatorships); machine (oligarchic party dictatorships); and bossism (autocratic party dictatorships).

A junta often comes to power as a result of a coup d'état. The junta may either formally take power as the nation's governing body, with the power to rule by decree, or may exercise power by exercising binding (but informal) control over a nominally civilian government. These two forms of junta rule are sometimes called *open rule* and *disguised rule*. Disguised rule may take the form of either *civilianization* or *indirect rule*. Civilianization occurs when a junta publicly ends its obviously military features, but continues its dominance. For example, the junta may terminate martial law, forgo military uniforms in favor of civilian attire, "colonize" government with former military officers, and make use of political parties or mass organizations.[5] "Indirect rule" involves the junta's exertion of concealed, behind-the-scenes control over a civilian puppet. Indirect rule by the military can include either broad control over the government or control over a narrower set of policy areas, such as military or national security matters.

Note: Students may be allowed to do research on the government systems. Teachers are advised to provide clear and specific rubrics for research and presentation.

Suggested Resources

1. Fascism. Retrieved from: <https://urbandictionary.com>
2. Guided democracy. Retrieved from: <https://en.wikipedia.org>
3. Dictatorship political system. Retrieved from: <https://www.britanica.com>
4. Theocratic governments. Retrieved from: <https://thoughtco.com>
5. Military junta governments. Retrieved from: <https://juntagovernment.com>

Unit 2: Political Ideologies and Systems

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

Benchmark 12.3.2.1: Identify and document the biographies of important socialist leaders.

Topic 1: Biographies of socialist leaders

Sub-topics:

- Socialist leaders
- Biographies of important socialist leaders

Skills: Creative thinking – (synthesis) Rewriting biographies of influential socialist leaders.

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

- Identify prominent socialist leaders in the world.
- Describe the characteristics of important socialist leaders.
- Develop and present biographies of significant socialist leaders.

Content Background

There are many socialist leaders around the world but the most famous ones are those in the liberal democratic countries. This is why the Presidents and Prime Ministers in the likes of Margaret Thatcher, John Roosevelt, Ronald Regan, George Bush, Barrack Obama have been famous all over the world. However, there are some leaders who are considered bit different because of their distinctive political lines. Some will call them left populist while others will call them socialist.

Biographies of popular socialist leaders

Socialist Leader	Biography
 Joseph .V.Stalin	Name: Joseph V. Stalin ('man of steel' in Russian) Born: December 18, 1878 Place: Gori, Georgia Country: Russia
Stalin was born of Besarion Jughashvili and Ketevan Geladze. His father was a shoemaker and mother was a laundress. He grew up poor and the only child. When Stalin was a teenager, he earned a scholarship to attend a seminary in the city of Tblisi to study for priesthood in the Georgian Orthodox Church. While studying theology in Tblisi, he began reading books written by Karl Marx about the work of the German social philosopher and 'Communist Manifesto'. Stalin became interested in the 'revolutionary movement' against the Russian monarchy. He left school and remained in Tblisi and devoted his time to the revolutionary movement. Until in 1901, Stalin joined the Social Democratic Party and worked full-time for the revolution movement. During the Russian Revolution, he was heavily involved in organising meetings, publishing leaflets, organising strikes and demonstrations. He was also involved in criminal activities (robberies, kidnappings, and extortion) to fund his activities for the Russian Revolution. After the revolution, Stalin was made the General Secretary of the Communist Party (Party leader). This gave the opportunity for Stalin to build his base, meaning, he was able to appoint his allies to different government jobs and grow stronger political support. A few years later, when Lenin died, Stalin was able to outmanoeuvre his rivals due to his strong political support and became dictator in the late 1920s. He was the dictator of the Union of the Soviet Socialist Republics (USSR) from 1929 to 1953. Under the rule of Stalin, USSR transformed	



Lassalle, Ferdinand

Name: Lassalle, Ferdinand

Born: April. 11, 1825

Place: Breslau (now Wroclaw),

Country: Poland

Died: August 31, 1864, in Geneva.

He was the son of a wealthy silk merchant.

From 1843 to 1846, Lassalle studied philosophy, history, and classical philology at the universities of Breslau and Berlin.

During the revolution of 1848 - 1849 in Germany he took part in the revolutionary movement in Düsseldorf, and in November 1848 he was arrested and sentenced to six months imprisonment.

From 1849 to 1862 Lassalle corresponded with Marx and Engels. Although he frequently declared himself their adherent, he never fully assimilated the principles of scientific communism.

Until the early 1860's he in fact remained a petit bourgeois democrat. His writings, such as; *The Philosophy of Heraclitus, the Dark, of Ephesus* (1858), *The System of Acquired Rights* (1861), and the drama *Franz von Sickingen* (1859), were seriously criticized by Marx and Engels.

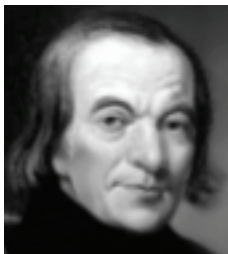
In 1862, at a time when the labor movement was reviving, Lassalle began to speak out from the point of view of petit bourgeois socialism and to agitate for the creation of a political organization of the German proletariat. He was elected president of the , General German Workers' Association, which was founded in May 1863, and his writings ,The Workers' Program and Open Letter to the Central Committee on the Convening of the General German Workers' Congress in Leipzig were taken as the basis for the association's program.

Lassalle's great historic service, in the view of Marx, Engels, and Lenin, was his impact upon the process of emancipation (deliverance/freedom) of the German workers from bourgeois political influence. However, Lassalle's dogmas (views/doctrines/beliefs), which became part of the association's program, and the tactics he pursued and advocated lent a reformist and sectarian character to the organization he helped found. He oriented the association toward support of the policies of Bismarck.

He defended the plans for uniting Germany by dynastic means, under the leadership of reactionary Prussia, in sharp contradiction to the line upheld by Marx and Engels, who called for a revolutionary unification of the country. As Lenin noted, "Lassalle was adapting himself to the victory of Prussia and Bismarck, to the lack of sufficient strength in the democratic national movements of Italy and Germany"

Lassalle was a prominent figure in the German workers' movement, a petit bourgeois socialist, a pamphleteer and lawyer. Father of Lassalleanism, one of the varieties of opportunism in the Labor Movement.

Note: Refer to the samples provided and allow students to research and write up bibliographies for other popular socialist leaders. Students must be guided with clear rubrics for the research project.

			
Mao Zedong	Vladimir Lenin	Fidel Castro	Karl Marx
			
Che Guevara	Salvador Allende	Dilma Rousseff	Jeremy Corbyn
			
Leon Trotsky	Robert Owen		

Suggested Resources

1. Marx, K., and F. Engels. [Letters.] Sock, 2nd ed., vols. 28–30. (See index of proper names.) Marx, K. “Kritika Gotskoi programmy.” *Ibid.*, vol. 19.
2. Engels, F. “Voennyi vopros v Prussii i nemetskaia rabochaia partiia.” *Ibid.*, vol. 16
3. Ferdinand Lassalle. (n.d.) *The Great Soviet Encyclopedia, 3rd Edition. (1970-1979). Retrieved October 30 2019 from: <https://encyclopedia2.thefreedictionary.com/Ferdinand+Lassalle>.*
4. Lenin, V. I. “Protest rossiiskikh sotsial-demokratov.” *Poln. sobr. sock*, 5th ed., vol. 4.
Lenin, V. I. “Avgust Bebel’ *Ibid.*, vol. 23.
Lenin, V. I. “Pod chuzhim flagom.” *Ibid.*, vol. 26.
5. Plekhanov, G. V. *Ferdinand Lassal’, ego zhizn’ i deiatel’nost’*, part 1. Geneva, 1887.
6. Stepanova, E. A. “Marks i Lassal’.” *Proletarskaia revoliutsiia*, no. 1, 1933.

How to access and search for scholarly resources

1. Click on Google Chrome search engine on your phone
2. Type in “Google Scholar”
3. Click on google scholar on your search engine (google chrome).
4. Type in the topic you want to search and click search (enter).
5. Click on the article or book on the relevant topic you are teaching and READ.
6. Download if PDF version is available.

Benchmark 12.3.2.2: Interpret the ideologies of important socialist leaders in terms of their purposes, implementation, and consequences on the citizens.

Topic 2: Ideologies of socialist leaders

Sub-topics:

- Karl Marx Ideology
- Robert Owen Ideology
- Ferdinand Lassalle's ideology

Skills: Critical thinking (evaluation/interpret)

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

- Investigate and explain the purpose, implementation and impact of Karl Marx's ideology.
- Identify Robert Owen's ideology.
- Explain the purpose, implementation and impact of Robert Owen's ideology.
- Examine the purpose, implementation and the impact of Ferdinand Lassalle's ideology.

Content Background

Karl Marx's Ideology

Karl Marx was a philosopher who was not happy with the way the world was mistreating industrial workers. He criticised capitalist societies because of their private ownership of land and profit minded ideology as the main source of inequality and unemployment. He reacted by formulating an ideology that is commonly known as 'communism' where he believed in collective production of commodities, societal control over resources, means of production and ownership of labour. In collective production, resources and means of production are pooled together for sufficing need not for surplus.

Karl Marx ideology promotes a socio-economic system where everyone benefits from everything. There is no private property and no central authority telling you what to do. All citizens are seen as equal. Industrial and agricultural output is used to its fullest potential by everyone on the basis of need.

Everyone must work in order to 'earn' a place in society and everyone works not for surplus but to meet their everyday needs and wants.

A person's amount of income is determined by the farm administration based on his performance as well as kind of work allocated to him. The extraordinary skills and performance are rewarded in cash or kind.

When USSR disintegrated, the success of capitalism in the Western world means that various governments of socialist countries adopted various changes to economy in favour of capitalism (profit minded and private ownership of capital).

There was a long drawn war between USSR and USA on how societies should be organised.

Robert Owen's Ideology (1771-1858)

Robert Owen was a social philosopher and to some he was seen as visionary while to others he was seen as a naïve idealist. He may have been a little bit of both. He wanted to not just reform but to transform the world!

His philosophy is called *Owenism*, and uses utopian socialist ideals where he have visions of futuristic ideal societies, have positive ideals for moving society, peaceful government, safe environment, there is equality for citizens and there is access to education, healthcare, employment, etc.

He envisions a community where everyone works for the common good. A society where everyone is equal. A place where peace and love prevail (may sound great but is it realistic?).

Robert Owen thought it was possible however; he had minor success doing so.

According to Dale, D., Owen, R., & Morris, (2018) pg.111, "Owen dreamt of a society without crime, poverty and misery...he created a model industrial community based on textile production. He contributed to the development of global capitalism by shipping and exporting cottons produced by his mills around the world. Owen wanted his workers to be happy but by happy he meant docile, and docile workers are compliant to productivity".

Although Owen condemns all religion at his time, yet he proposes a new religion at the same time.

Ferdinand Lassalle's ideology (1825-1864) German Socialist Leader

Lassalle is a writer, theorist and politically one of the important figures in Germany. He was a legendary figure in the history of the German working-class movement. He died in 1864.

Lassalle was taken up with the idea of starting a democratic paper on a large scale in Berlin because of what he thought of the liberal press. He is not a trained lawyer but won two cases in courts (defended the great poet Heinrich Heine in 1797-1856, and won a divorce case for Countess Sophie von Hatzfeldt (1801-1885).

Lassalle began taking public positions and made an opposing stand to an alliance between the liberals and workers and made his call for universal male suffrage. At that time, the liberals were keeping the workers politically dependent and advocated largely for male suffrage as tactical move. He made an offer for to pull down Russia.

The main features of socialist economy are:

- Collective ownership
- Economic, social and political equality
- Economic Planning
- No competition

- Positive Role of government
- Work and wages according to ability and needs.

Consequences of socialism on the citizens

The table outlines the advantages and disadvantages of socialism on the citizens.

Advantages of Socialist Ideologies	Disadvantages of Socialist Ideologies
• Socialism creates a society that focuses on equality. • There is reduction in poverty when socialism has a chance to work. • The presence of universal healthcare can improve living standards. • The excesses of the free market come under regulation. • It can improve labour productivity rates when implemented correctly. • The goal of the society is to promote the common good. • More equality often leads to improvements in social cohesion. • Environmental protections can be implemented more readily. • Each person still has an opportunity to pursue their goals. • It reduces the risk of price-fixing that can occur in capitalistic societies. • The economy can become more efficient under the supervision of socialism. • There is flexible availability in socialism to make value judgments.	• Socialism creates a significantly higher tax burden for individuals. • Entrepreneurs have no motivation to operate since they aren't true owners. • The creation of a welfare state can lead to industrial disincentives. • Governments can fail when trying to regulate industries or won businesses. • Excessive labour market regulations can lead to fewer employment opportunities. • Socialists' regulations can cause problems with structural employment. • Unions can exist in socialist countries to create divides between workers and owners. • It reduces innovation opportunities for the society. • Socialism creates higher levels of bureaucracy to navigate. • It forces the government to do all of the spending.

Suggested Resources

1. Bernstein, S. (1948). Ferdinand Lassalle, Romantic Revolutionary.
2. Dror, Y. (1994). Social Education—Bridging Between Education and Social Systems: Owen's Utopian Education and Kibbutz Education Today—A Comparison. *Utopian Studies* 5(2), 87-102.
3. Finger, A. (2007). Chapter Five. The pains and pleasures of opium, religion, and modernity: A new view of Robert Owen. In *The Future of Religion* (pp. 147-164). BRILL.
4. Kern, L. J. (1991). Women in Utopia: The Ideology of Gender in the American Owenite Communities. By Carol A. Kolmerten.(Bloomington: Indiana University Press, 1990. xii+ 209 pp. \$29.95.).
5. Kolmerten, C. A. (1998). *Women in Utopia: The ideology of gender in the American Owenite communities*. Syracuse University Press.
6. Marx, K., & Engels, F. (1970). *The german ideology* (Vol. 1). International Publishers Co.
7. Marx, K. (1972). *The marx-engels reader* (Vol. 4). New York: Norton.

8. Dale, D., Owen, R., & MORRIS, N. L. C. M. (2018). The problem of slavery in the age of improvement: David Dale, Robert Owen and New Lanark cotton. In *Cultures of Improvement in Scottish Romanticism, 1707-1840* (pp. 125-145). Routledge.
9. Rae, J. (1881). FERDINAND LASSALLE AND GERMAN SOCIALISM. *The Contemporary review, 1866-1900*, 39, 921-943.
10. Steger, M. B. (2008). *The rise of the global imaginary: Political ideologies from the French revolution to the global war on terror*. Oxford University Press.
11. Stråth, B. (2013). Ideology and conceptual history. *The Oxford Handbook of Political Ideologies*, 1, 15-36.
12. Trotsky, L. (2009). Chapter Twelve. Introduction to Ferdinand Lassalle's speech to the jury (July 1905). In *Witnesses to Permanent Revolution: The Documentary Record* (pp. 409-445). BRILL.

Benchmark 12.3.2.3: Recognize and interpret national symbols and other representations of socialist nations (for example, national flag, national crest, national monuments, independence-day, infrastructure such as buildings, and military).

Topic 3: National symbols of socialist countries

Sub-topics:

- National symbols of socialism
- Other representations of socialist nations

Skills: Critical thinking – (synthesis) Recognising and interpreting national symbols of socialist nations.

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

- Identify socialist countries of the world.
- Identify national symbols of these socialist countries (flags, emblems, crest,).
- Describe the national symbols of different socialist countries.
- Explain the meaning of the national symbols of various socialist countries.
- Identify and explain other representations (national monuments, independence dates, infrastructure, and military) of different socialist countries.

Content Background

Socialist heraldry, also known as communist heraldry is made up of emblem that is adopted by all communist states and is filled with communist symbolism. They may be referred to as the coats of arm but most such devices are not coats of arms in the traditional spirit of heraldic and strictly should not be called arms at all. European heraldry has replaced traditional coat of arms to distance themselves from symbols of the monarchs.

Soviet Union started using the socialist heraldry in 1922 and it was widely used after World War II as more communist states were established. After the fall of Soviet Union and other Eastern European communist states between 1981-1999, the traditional emblems were often abandoned but embraced and used again by new governments today substituting an emblem that does not conform to European practices.

Characteristics of socialist symbols

Socialist heraldry typically makes use of the following symbols

Symbol	Representation
Hammer and sickle	The workers and peasantry. More rarely, a hammer may be used on its own, to represent the working class(es) as a whole.
The five-pointed Red star	The five fingers of the worker's hand and the five continents on the earth. Often displayed with a yellow border, or a yellow five-pointed star, often on a red background
Wreaths of grain or other domesticated plants encircling the emblem	Agriculture and plenty
Single or multiple gears, often crossed,	Industries
The rising sun	Revolution
Books, representing the	Intelligentsia (intellectuals)
Modern industrial accessories such as cogwheels and electricity pylons	

Emblems of socialist countries (current)

Marxist-Leninist states national emblems



National Emblem of the People's Republic of China (1950–present)



Emblem of Vietnam (1976–present), previously of North Vietnam



Emblem of Laos (1992–present)

Non-Marxist-Leninist states national emblems



Angola (1990–present)



Tajikistan (1993–present)



Belarus (1995–present)



Uzbekistan (1992–present)



Guinea-Bissau (1973–present)



Coat of arms of Transnistria (1991–present)



North Macedonia (2009–present)



Democratic Republic of Afghanistan (1978–1980)



Democratic Republic of Afghanistan (1980–1987)



Mozambique (1980–present)

				
Nepal (2008-present)	Socialist People's Republic of Albania (1946-1991)	North Korea (1993-present)	People's Republic of Benin (1975-1990)	

National crests of some socialist countries

		
Peru	Philippines	Poland
		
Portugal	Qatar	Quebec
		
Republic of China	Romania	Russia

Examples of national monuments



With the dissolution of the Eastern Bloc in Europe, most of these countries' socialist heraldry has been replaced with old pre-communist symbols or by wholly new coats of arms.

Socialist heraldry is still seen in the emblems of several countries, such as the People's Republic of China. North Korea has a national emblem in pure socialist style, as does Vietnam.

Suggested Resources

1. Arvidsson, Stefan (2017). *Style and Mythology of Socialism: Socialist Idealism, 1871–1914*. Routledge
2. Gorman, John (1985). *Images of Labour: Selected Memorabilia from the National Museum of Labour History*. London: Scorpion Publications.
3. Gorman, John (1986). *Banner bright: An Illustrated History of Trade Union Banners*. Buckhurst Hill, Essex: Scorpion Publications.
4. ^ von Volborth, Carl-Alexander (1981). *Heraldry – Customs, Rules and Styles*. Ware, Hertfordshire: Omega Books Ltd. p. 11. ISBN 0-907853-47-1.
5. ^ von Volborth, Carl-Alexander (1972). *Alverdens heraldik i farver* (in Danish). Editor and translator from English to Danish: Sven Tito Achen. Copenhagen: Politikens Forlag. p. 158. ISBN 87 567 1685 0.
6. ^ Law on the use of the coat of arms of the Socialist Republic of Serbia (Serbian: Zakon o upotrebi grba Socijalisticke Republike Srbije ("SG SRS", br. 6/1985.)
7. ^ "Zakon o izgledu i upotrebi grba, zastave i himne Republike Srbije" [Law on the Appearance and Use of the Coat of arms, the Flag and the Anthem of the Republic of Serbia]. *Official Gazette of the Republic of Serbia – No. 36/2009 (in Serbian)*. Narodna skupština Republike Srbije – JP "Službeni glasnik" (published 2009-05-11). 2009-05-19. Archived from the original on 2009-08-02. Retrieved 2009-12-15.
8. ^ P.J. Symes, "The First Banknotes of the Central Bank of Iraq"
9. ^ Constituent republic of the Soviet Union, but was a separate member of the United Nations.
10. Slater, Stephen (2002). *The complete book of Heraldry*. London.

Benchmark 12.3.2.4: Recognise and interpret patriotic activities and other representations (for example, the National Pledge (Pledge of Allegiance), salute to the national flag, and the national anthem) of different socialist nations in terms of their consistency, promotion, protection, and sustainability of the communist ideology and hegemony.

Topic 4: Patriotism in socialist countries

Sub-topics:

- Patriotic activities of socialist states
- Sustainability of socialist ideology and hegemony

Skills: Critical thinking (analysis)- Recognising and interpreting patriotic activities of socialist nations

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

- Identify and distinguish patriotic activities of various socialist countries.
- Describe how socialist countries promote, protect and sustain their ideology and hegemony.

Content Background

In grade 11, you have identified important patriotic activities and described the significance of each activity. Many of these patriotic activities are similar; however, their significance to each ideology differs depending on the beliefs, foundations and practices of different ideologies.

Let us take a look at the reciting of the National Pledge (Pledge of Allegiance) and the salutation of the National Flag in socialist countries.

National Pledge (Pledge of Allegiance) and Flag Salutation of different socialist countries

Socialist roots of the Pledge of Allegiance

When Francis Bellamy penned the Pledge of Allegiance in 1892, his focus was on the 'liberty and justice for all'. He was avowed socialist and his pledge was more to the flag than to the name of the country. Some countries over the years have changed allegiance to their flag and may replace it with their countries name or inserting God.

Bellamy organised a series of celebrations to start a movement for the inclusion of flags in public schools nationwide. To him, the flag was of relevant focus while a salute was of little concern.

Most countries pledge of allegiance connotes socialist ideology of liberty unity and equality for all citizens. The original pledge reads;

*I pledge allegiance to my Flag and to the
Republic for which it stands-one Nation
Indivisible-with Liberty and Justice for all*

Note for teachers: Develop assessment for these sub-headings for students

- National Anthem of different socialist countries
- Ways of saluting the national flag in socialist countries
- How do socialist countries sustain socialist ideology and hegemony today?

Teachers are asked to photocopy this speech and read through to get a glimpse into how socialist countries participate in patriotic activities.

Using this speech, teachers can provide guided questions into the patriotic activities of the socialist leaders and what they think such patriotic activities will impact citizens and continue to sustain socialist hegemony and ideology.

Josip Broz Tito

Concerning the National Question and Social Patriotism
Speech held at the Slovene Academy of Arts and Sciences

Date: November 26, 1948, Ljubljana

Source: *Tito: Selected Speeches and Articles, 1941-1961 pp. 96-105; originally published in Collected Works, Book IV, p. 36-47.*

Published: Naprijed, 1963

Transcription/HTML Markup: Mike B. for MIA, 2009

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Comrades academicians,

I am at a loss to find words to express my gratitude for the great honour I have received in being elected an honorary member of the Slovene Academy of Arts and Sciences.

Permit me at least to express my thanks and to say that I shall in the future continue to try to justify, to the limits of my humble abilities, this great distinction and the trust you have placed in me. This is the third Academy of Sciences that has honoured me by electing me to the high position of an honorary member, and I ask myself: in what way have I earned this and how shall I make myself worthy of it? In the past I have done nothing that anyone else could not do who has dedicated his life to revolutionary work to the benefit of the working class and to the benefit of the people. In the future I can only continue this work of mine under the conditions of socialist construction. In this I shall spare no pains, for it is my goal in life.

Perhaps I ought to say before this learned assembly today something about the role of scientific workers and their immediate tasks in building the new socialist society in our country. As you know, I said a few days ago

at the Serbian Academy of Sciences something about the role of scientific workers in building socialism in this country. So today I shall venture to say something about questions which are of interest, as they must be, not only to people engaged in politics or to people dealing with the scientific study of society, but also to every citizen in this country, and in particular to our scientific workers. I am referring to the national question during the period of building socialism in our country, and secondly to the development of economic, cultural, political, and other relations between the countries which are building socialism, or to put the matter in another way — what is the nature of nationalism and what is the nature of internationalism? It goes without saying that I do not harbour the slightest pretensions that I am capable of giving you now some exhaustive analysis or complete definition of these matters. No, I am touching on these matters only in so far as they are related to the present state of affairs here, only in so far as it is necessary to do so in order that certain phenomena with which we are battling at the moment should be more easily understood. An understanding of these

phenomena can make it easier for us to overcome the numerous difficulties that we have to meet today. An understanding of these phenomena can also help us to see things in a clearer perspective both now and in the future, to make it clear to us that we are not trying to find any special new road, but that we are continuing along the same road to socialism that we have taken up to now, and that we are taking strict account of the questions which are imposed upon us in our everyday lives, the questions with which we are struggling now and which cannot be by-passed.

As for the first theme, the national question, I am not referring to it because of its being a problem in our country, in one form or another, today. No, the national question here has been settled, and very well settled, to the general satisfaction of all our peoples. It has been settled on the lines of Lenin's teaching. And the settlement of the national question in this country reflects the character of our revolution. The success that we are achieving in building socialism is the strongest proof of the correctness of our solution of the nationalities question in this country. Without a correct solution of this question — in the manner in which we have settled it — it would be impossible to go on building socialism, because without internal unity, without constructive brotherhood and unity among the nationalities in our country, it would be impossible to reconstruct our country and quite out of the question to fulfill the Five-Year Plan, or to carry out many of the other measures, or to achieve such successes as we have to date.

No country of people's democracy has so many nationalities as this country has. Only in Czechoslovakia do there exist two kindred nationalities, while in some of the other countries there are only minorities.

Consequently in these countries of people's democracy there has been no need to settle such serious problems as we have had to settle here. With them the road to socialism is less complicated than is the case here. With them the basic factor is the class issue, with us it is both the nationalities and the class issue. The reason why we were able to settle the nationalities question so thoroughly is to be found in the fact that it had begun to be settled in a revolutionary way in the course of the Liberation War, in which all the nationalities in the country participated, in which every national group made its contribution to the general effort of liberation from the occupier according to its

capabilities. Neither the Macedonians nor any other national group which until then had been oppressed obtained their national liberation by decree. They fought for their national liberation with rifle in hand. The role of the Communist Party lay in the first place in the fact that it led that struggle, which was a guarantee that after the war the national question would be settled decisively in the way the communists had conceived long before the war and during the war. The role of the Communist Party in this respect today, in the phase of building socialism, lies in making the positive national factors a stimulus to, not a brake on, the development of socialism in our country. The role of the Communist Party today lies in the necessity for keeping a sharp lookout to see that national chauvinism does not appear and develop among any of the nationalities. The Communist Party must always endeavour, and does endeavour, to ensure that all the negative phenomena of nationalism disappear and that people are educated in the spirit of internationalism.

What are the phenomena of nationalism? Here are some of them: 1) National egoism, from which many other negative traits of nationalism are derived, as for example — a desire for foreign conquest, a desire to oppress other nations, a desire to impose economic exploitation upon other nations, and so on; 2) national-chauvinism which is also a source of many other negative traits of nationalism, as for example national hatred, the disparagement of other nations, the disparagement of their history, culture, and scientific activities and scientific achievements, and so on, the glorification of developments in their own history that were negative and which from our Marxist point of view are considered negative.

And what are these negative things? Wars of conquest are negative, the subjugation and oppression of other nations is negative, economic exploitation is negative, colonial enslavement is negative, and so on. All these things are accounted negative by Marxism and condemned. All these phenomena of the past can, it is true, be explained, but from our point of view they can never be justified.

In a socialist society such phenomena must and will disappear. In the old Yugoslavia national oppression by the great-Serb capitalist clique meant strengthening the economic exploitation of the oppressed peoples. This is the inevitable fate of all who suffer from national oppression. In the new, socialist Yugoslavia the existing

equality of rights for all nationalities has made it impossible for one national group to impose economic exploitation upon another. That is because hegemony of one national group over another no longer exists in this country. Any such hegemony must inevitably bring with it, to some degree or other, in one form or another, economic exploitation; and that would be contrary to the principles upon which socialism rests. Only economic, political, cultural, and universal equality of rights can make it possible for us to grow in strength in these tremendous endeavours of our community.

For more than twenty years our national groups lived under conditions of inequality, for more than twenty years attempts were made to achieve unity at the top, but not unity among the people themselves. For more than twenty years the bourgeois press wrote that Yugoslavia had achieved unity, but in fact the national dissensions became wider because of nationality oppression and inequality, because of economic exploitation, and so on.

During the Liberation War period, however, we placed relations between the national groups on other, new and better, foundations. We formally separated ourselves in order that we might in true fact be better united. And in our present community the rights of smaller national groups enjoy equal recognition with those of the larger groups. Now there is no longer hegemony of one national group over another. And that is precisely what makes us so firm and monolithic.

If we take a look at the Five-Year Plan, or if we take a look at our budgets, it can be seen that no efforts are being spared to raise the standards of the most backward republics as quickly as possible and as much as possible; it can be seen, for example, that Slovenia, Croatia, and Serbia are helping, as much as they possibly can, the more backward republics like Macedonia, Montenegro, and Bosnia and Herzegovina. Every effort is being made to enable the latter to catch up with the other, more advanced republics as soon as possible. This is of great significance to our socialist community, and our peoples have shown complete understanding of this. While formerly, in the old Yugoslavia, various officials and administrators were imposed by force on people of another nationality, who for their part quite rightly regarded them as oppressors and hated them for it, today, for example, trained key personnel and experts in the most advanced republics are in constant

demand from the republics of the other nationalities. Now where does this change lie? It lies in the fact that these key personnel and experts go merely for the purpose of assisting in the economy and state machinery, to help with the training of local personnel which are in short supply in some republics just because of the policy of oppression practiced by former regimes. Such assistance is producing good results. Tremendous creative forces among all our peoples are coming to light. Let us take only Macedonia, for example, which in this respect has achieved excellent results.

Our peoples today have progressed so far in their consciousness, that they have already realised that they cannot live one without another. They have realised that our community provides for comprehensive development — economic, cultural, political, and so on. They have seen that it provides for building socialism in our country, that it provides safeguards for their existence and peaceful development.

It would, of course, be erroneous to think that unity based on socialist awareness has already been achieved here. This will not be achieved in this country so long as there is a class struggle, so long as there are elements which are holding up the development of socialism in this country. But the principal thing has been achieved, and it is this: that the vast majority of working people in our country have come to realise this, and that means that the complete victory of socialism in our country is assured. Comrade academicians, I said a few words a moment or so ago about the national question, about the process of development in our internal relations, about the development of our state community; and now please permit me to say a few words about relations between socialist countries.

What, in my view, ought to be relations between socialist countries in the given stage of socialism in the world? Marxism-Leninism has given the theoretical solution for creating socialism as a system, as a new social formation. This system is now being implemented in the Soviet Union, in Yugoslavia and other people's democracies, according to the given conditions, as a new social system. But it has not yet been possible to study theoretically the question of relations between countries which are building socialism. Lenin says, in his works, and this was later brought to pass in the

USSR, that it is possible to create socialism in a single country. In saying this he had in view, in the first instance, the Soviet Union, but nowhere has he said that this is not possible outside the Soviet Union. I will not talk of other countries; I can, however, say that this has seemed quite possible here in Yugoslavia, although it is denied by various wiseacres, who thumb tirelessly through the scientific works of Marx, Engels, and Lenin, in order to find quotations to corroborate their own erroneous points of view. Further, there are certain kinds of scribblers who shake their heads and shout inanely: it can't be, so it can't be. It is because they say so and wish it to be so. Well, reality is stronger than inane desires, facts are stronger than various allegations, however perverse and pigheaded they may be. Nevertheless, we are successfully and surely building socialism, not out of sheer obstinacy but for historical necessity; we are building socialism, profoundly convinced that it will not only be of value to our peoples but will be an example to other nations.

I must underline the fact here that we would be building socialism in our country much more quickly and easily if certain leading people in the countries of people's democracy were not making difficulties for us. Obviously, the stand taken today by the people in charge, by the communists, in those countries, against Yugoslavia, cannot be reconciled with the relations that ought to obtain between socialist countries.

I must admit that we find the persistence and unscrupulousness of these attacks on our country most extraordinary. They are all the more extraordinary in that they are doing untold damage to the international labour movement. The fact that we wish to build, and are in fact building, socialism in our country is not doing harm to the labour movement, but it is the various incomprehensible actions against us, the various lies spread so assiduously against us, lies that are soon unmasked for what they are, — these are the things that are doing the harm. They cannot lay that charge at our door.

A country such as ours, which suffered so much during the war, should not be treated in this way. Countries which have suffered so much should be given every opportunity to rid themselves of their troubles as soon as possible, and not be hindered in this work, — and this is only possible through rapid industrialisation and building socialism in our

country. Our working people have the right to test and try out their capabilities and vitality, since they have liberated themselves from national and social oppression. This is essential for a number of reasons: first, in order that they may realise that they are competent to construct and build a new socialist society; and secondly, so that in their creative drive socialist awareness may mature within them and eject everything negative, everything that is alien to socialism.

The question of the unification of socialist countries is a complicated matter. It is not merely a question of the leading people, and whether they are for it or against it. It is a longer process. It must ripen in the minds of at least the majority of working people, so that they see the necessity and advantages of it, both from their own national, and from the international point of view. Here, in the matter of unification, a great role is played by economic relations, that is, the basis on which they are founded and how they develop.

Economic relations today between socialist countries are still based on the capitalist practice of commodity exchange. Nothing has been changed here. Obviously, such relations give no impetus to a closer getting together of socialist countries. This is, in a sense, understandable, if one bears in mind that the majority of countries I have been talking about suffered a great deal during the war and they are now trying to deal with the devastation as quickly as possible. All this is understandable; but what is incomprehensible is that with regard to the matter of exchanging goods, in other words trade, less favourable terms are offered by the countries of people's democracy to Yugoslavia than to certain capitalist countries. We have not asked anyone to make any exceptions in our case in this respect, and that is why we have taken various measures to extricate ourselves from all possible existing difficulties. In so doing, we have never done anything in any way different from the actions of our allies in the East, that is to say — we have done what the other countries of people's democracy have done. If that is not to anyone's liking, then a motive for attacking our country should be found in these questions, rather than that various matters completely without foundation should be concocted.

Well, these questions, which I have just touched upon, have to be dealt with and

should be settled boldly, at least in part, if it is not possible to do so completely. That, then, is the heart of the matter, not some deviation on our part from the path of socialism.

And now a word about internationalism and nationalism, the theme that often crops up these days in connection with attacks on our country.

Internationalism is not an abstraction. It must be founded on facts, not merely on words. Internationalism is founded on deeds; it is a matter of how the most progressive class, the working class, or the countries which are advancing towards socialism, i. e. building socialism, interpret their interests: do they consider them to be a part of the general good or as their own narrow national or state interests, — is that class or State interested in what is happening elsewhere, what is happening to the working class in other countries, what is happening to other similar States; are they pleased or not at the successes of other countries which are on the way to socialism? I said a moment ago what the basic characteristics of nationalism are; and what is internationalism — that can be seen in practice every day, and it is a question of whether the most progressive class or State, which is on the way to socialism, welcomes or assists the progressive movement or State which needs help and support. It is also important in what degree the aid or support is given.

Internationalism in the real meaning of the word involves giving aid to progressive movements in the world or in other socialist countries where it is urgently needed, according to one's capacities.

The charge is continually levelled against us that we are nationalists; but not a single shred of evidence has been brought forward in support of such irresponsible assertions. What was our attitude in this respect during the Liberation War? It was obviously internationalist, because in the war we conscientiously performed, not only our national duty, but also our international duty. And what has been our attitude in this respect since the end of the war? It has obviously been internationalist, because we have assisted to the limits of our powers the countries of people's democracy which have needed our help, regardless of whether they asked for our help or not. We have never turned a deaf ear and refused to offer all possible assistance to the progressive movements in other countries which have

needed our help, regardless of whether they have asked us for it or not. And right up to the present we have not moved an inch from this standpoint.

On the question of whether we are nationalists or not I can say the following: we are nationalists to the exact degree necessary to develop a healthy socialist patriotism among our people, and socialist patriotism is in its essence internationalism. Socialism does not require of us that we renounce our love for our socialist country, that we renounce our love for our own people. Socialism does not require of us that we should not make every possible effort to build up our socialist country as quickly as possible, in order that we may so create the best possible living conditions for our working people. Our creative drive in building up our country, that is the creative drive of our workers, our youth, our people's intelligentsia, and all our working peasants and citizens, who are voluntarily contributing their share to the work of construction within the People's Front, — none of these things need, or indeed can, be stigmatised as some sort of nationalist deviation. No, this is socialist patriotism, which in its essence is profoundly international, and for that reason we are proud of it.

A moment or so ago I touched briefly on these questions, that is to say, I quoted a few examples. I did not give a concrete analysis of the substance of the kinds of interference and dishonest steps taken against our country by the countries of people's democracy, in other words, by all those who should be the last people to act in such a way. I am leaving all that for another occasion, because, although it would momentarily throw more light on the whole matter, it would not do any good in the present situation, rather it would do damage to the common cause.

Comrade academicians, you may be asking why it is these matters which I am discussing today. I considered it necessary to speak about these things in front of this distinguished assembly because they are closely linked with the present state of affairs in this country, with our social life. They are firmly linked not only with the question of the victory of socialism in this country but also with the question of further development of socialism in the world. Progressive people in the world are watching the countries which

are creating the most progressive social system, socialism, but at the same time they are paying close attention to the kind of relations created between themselves by those countries. And it is not only the most progressive forces in the world which are paying close attention to what is happening in socialist countries, but the reactionary forces in the world are doing exactly the same; and they are obviously trying to exploit any negative phenomena emerging in the relations between socialist countries for their own interests. The question of these relations is not a simple matter, it is not a matter which interests, or rather directly concerns, solely the socialist countries, or to be more accurate the countries which are building socialism. No, the question is of enormous significance from the international point of view. The proper establishing of these mutual relations at this particular stage when capitalist countries exist side by side with socialist countries, when there are still countries suffering from national oppression, and when flagrant colonial subjugation still exists, — at this stage of social development in the world relations between the countries building socialism must be ordered in such a way that they are an inspiration to all countries, especially the small ones, struggling for their national and social freedom and equality. These relations must be an example, or more accurately an incentive to the further development of socialism in the world rather than act as a brake on that development.

Finally, I should like to say that your role, the role of men of science, is, both directly and indirectly, of great importance to the solution of these questions. It would be erroneous to think that this is just a matter for a few of us, people in leading positions; no, it is a question that must interest all our working citizens, and especially you, men of science, for it can only be solved correctly if we show by our deeds that we are right, that is to say, only if, regardless of difficulties, we have devoted all our powers, mental and physical, to fulfilling the Five-Year Plan for building socialism in our country. These questions will disappear the moment we have achieved that, that is to say, the moment we have created better economic and cultural conditions for the life of the citizens of our socialist homeland. In this task you, scientists, have a great and honourable part to play; and you, I am convinced, will carry it out not only for the sake of our own people but in the interests of internationalism.

You, men of science, have a great role to play, in that the correct solution of the nationalities question in our country should not be thrown out of gear but that the relations between the various nationalities in this country should continue to develop towards a deeper cultural and spiritual unity among all our peoples, and various defects of a nationalist character which still hamper our efforts to build socialism in this country should be eradicated and eliminated as soon as possible.

Josip Broz Tito Internet Archive
Marxists Internet Archive

Suggested Resources

Benchmark 12.3.2.5: Interpret the ideologies of anarchies, dictators and fascist, religious, tribal, military, and guided democracy leaders in terms of their purposes, implementation, and consequences on the citizens.

Topic 5: Influences of leaders of other political ideologies

Sub-topics:

- Ideologies of anarchies and their influence on the citizens.
- Ideologies of dictators and fascist and their influence on the citizens.
- Ideologies of prominent religious leaders and their influence on citizens
- Ideologies of significant tribal leaders and their influence on citizens
- Ideologies of prominent military leaders and their influence on citizens
- Ideologies of guided-democracy leaders and their influence on citizens

Skills: Critical thinking (interpret).

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

- Research and examine the ideologies of anarchies, dictators & fascist, religious, tribal, military and guided-democracy.
- Explain the purpose/principles of each of these ideologies.
- Identify the leaders of these ideologies.
- Outline significant achievements of these ideologies in history.
- Analyse and describe the impact of these ideologies and leadership on the lives of people.

Content Background

Note for teachers: Needs a lot of research for each of these ideologies. Dictatorship has been done as an example. Please use it to complete the rest.

Dictatorship and dictators

A dictatorship is a form of government where one person or political party has the power to do whatever they want. In other words, the dictator has total power and rules everything. The ruler is called a dictator. In a dictatorship, the individuals' rights are generally suppressed.

Principles of dictatorship

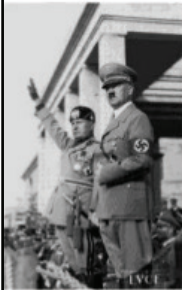
1. In a dictatorship there is one party and one leader
2. In a dictatorship you are not free to speak your mind
3. Most dictators (leaders of a dictatorship) adore their countries
4. Most dictators emphasise war in their country
5. In a dictatorship the country is entirely controlled by the leader (the dictator)
6. Most dictators try to convince their

Nazi Germany under Hitler and the Soviet Union under Stalin are the leading examples of modern totalitarian dictatorships. Totalitarianism is a form of government that theoretically permits no individual freedom and that seeks to subordinate all aspects of individual life to the authority of the state.

THE DICTATORSHIP

The Dictatorship is the opposite of Democracy.

A dictatorship is defined as an autocratic form of government in which the government is ruled by an individual: a dictator.



MUSSOLINI
HITLER



STALIN



CEAUSESCU
KIM IR SEN



Adolf Hitler, the leader of Germany's Nazi Party, was one of the most powerful and notorious dictators of the 20th century. Hitler capitalized on economic woes/despairs, popular discontent/dissatisfaction and political infighting to take absolute power in Germany beginning in 1933.

Hitler had an overriding ambition for territorial expansion, which was largely driven by his desire to reunify the German peoples and

his pursuit/hunt of Lebensraum, "living space" that would enable Germans to become economically self-sufficient and militarily secure. His most amazing achievement was his uniting the great mass of the German (and Austrian) people behind him.

Impact of Adolf Hitler's rule over Germany

- One party rule (Nazi) in Germany – Dictator
- Improved Germany's economy – rise of big industries, more infrastructure thus creating employment
- Social life was completely controlled by the state. For instance;
 - Censorship – all works by German writers, poets, artist were screened by the Nazi Party, listening to foreign news was punishable by death,
 - Propaganda – focused on Hitler's ability to restore German pride and power
 - Secret Police – created and ran concentration camps that tortured Jews and others who disagreed with Hitler and spied on and arrested people who were suspected of being anti-Hitler and sent them to concentration camps.
 - Role of women and youth – women were expected to be good wives and mothers; their role was to create more babies, excluded from politics and academics. Boys about the age of 14-18 were

forced to join the Hitler Youth who underwent physical and military training and indoctrinated with Nazi ideology.

Nazism and the acts of the Nazi German state profoundly/greatly affected many countries, communities, and people before, during and after World War II.

Under Hitler's leadership and racially motivated ideology, the Nazi regime was responsible for the genocide of about 6 million Jews and millions of other victims. Hitler and the Nazi regime were also responsible for the killing of an estimated 19.3 million civilians and prisoners of war. Hitler's actions and Nazi ideology are almost universally regarded as gravely immoral.

Fascism and fascists

Fascism is a form of government that is ruled by an authoritarian leader. They work for a totalitarian one-party state. This aim is to prepare the nation for armed conflict, and to respond to economic difficulties. Fascism is a governmental system led by a dictator having complete power, forcibly suppressing opposition and criticism, regimenting all industry, commerce, etc., and emphasizing an aggressive nationalism and often racism.

Totalitarianism is when regimes (political systems) control all public behaviour and as much of private behaviour as they can. No elections are held, or if they are, candidates must be approved by the ruling group. Physical force and/or arrests and detentions are used on people who protest against the regime. There are events such as parades or rallies. These suggest to the people that the ruling group is in complete control.



Anarchism and anarchies

Anarchism is an anti-authoritarian political and social philosophy that rejects hierarchies deemed unjust and advocates their replacement with self-managed, self-governed societies based on voluntary, cooperative institutions. These institutions are often described as stateless societies, although several authors have defined them more specifically as distinct institutions based on non-hierarchical or free associations.

Anarchism's central disagreement with other ideologies is that it holds the state to be undesirable, unnecessary, and harmful.

Anarchism is usually placed on the far-left of the political spectrum, and much of its economics and legal philosophy reflect anti-authoritarian interpretations of communism, collectivism, syndicalism, mutualism, or participatory economics. As anarchism does not offer a fixed body of doctrine from a single particular worldview, many anarchist types and traditions exist and varieties of anarchy diverge widely.

Anarchist schools of thought can differ fundamentally, supporting anything from extreme individualism to complete collectivism. Strains of anarchism have often been divided into the categories of social and individualist anarchism, or similar dual classifications.

Religious ideology

A religious ideology can be defined as a set of ideas that refer to religious and secular (non-spiritual) tools and accompany political actions and processes in a sustained and systematic way. Although religion is an ideology, religions focus on answering the world-view including afterlife and other things that are not in the materialistic world, whereas most ideologies focus on providing a world-view about the materialistic world.

The primary purpose of religious belief is to enhance the basic cognitive process of self-control, which in turn promotes any number of valuable social behaviors.

Examples of religious ideologies and beliefs

Religious ideology	Belief	Symbol
Agnosticism	Agnosticism is the view that the truth of metaphysical claims regarding, in particular, the existence of a god or gods, or even ultimate reality, is unknown and may be impossible to know. One can be an agnostic as well as an atheist or religious believer	
Atheism	Atheism describes a state of having no theistic beliefs; that is, no beliefs in gods or supernatural beings.	
Baha'i Faith	The Baha'i Faith began in Persia in 1844 with the declaration of a new religion, distinctive from the Shi'a Islam found there. Key beliefs include belief in one God; the unity of mankind; equality of opportunity for men and women; and elimination of prejudice.	
Buddhism	A way of living based on the teachings of Siddhartha Gautama. The Five Precepts are the basic rules of living for lay Buddhists – refrain from harming living beings; taking what is not given; sexual misconduct; harmful speech; and drink or drugs which cloud the mind.	

Christianity	Based on the teaching of Jesus Christ. Christian groups differ in their interpretation of his teaching, life, death and resurrection, but these matters are at the heart of the way of life of all of them. What Christians believe.	
Humanism	Humanism is the belief that we can live good lives without religious or superstitious beliefs. Humanists make sense of the world using reason, experience and shared human values and aim to make the best of the life we have by creating meaning and purpose for ourselves. Humanists work with others for the common good. [symbol © British Humanist Association].	
Hinduism	An ancient tradition of related beliefs and practices that developed in the Indian subcontinent. Core ideals and values shared by most Hindus would include respect for elders; reverence for teachers; regard for guests and tolerance of all races and religions. What Hindus believe.	
Islam	Revealed in its final form by the Prophet Muhammad (peace be upon him). The essentials of Muslim practice are summarised in the five pillars of Islam – declaration of faith; ritual prayer; welfare; a month of fasting during Ramadan; and pilgrimage. What Muslims believe.	
Jainism	An ancient philosophy and ethical teaching that originated in India. The main principle is ahimsa – the avoidance, where possible, of physical or mental harm to any living being. Jainism is a religion without a belief in a creator god.	
Judaism	Based around the Jewish people's covenant relationship with God. Jews believe they are challenged and blessed by God. Love of one's neighbour is the great principle of social life and the founding inspiration of the Jewish community. What Jews believe.	
Sikhism	The religion founded by Guru Nanak in India in the 15th Century CE. There is one God, people should serve by leading a life of prayer and obedience. Sikhs believe their soul then passes through various existences and will become one with God.	
Zoroastrianism	Zoroastrianism is a religion founded in ancient times by the prophet Zarathushtra, who taught that Ahura Mazda (Lord of Wisdom), the all-powerful and perfect creator, grants humans Vohu Manah – a clear rational mind with which to dispel ignorance.	

Religious leaders

Religious leaders offer people spiritual and moral guidance, help and support. Within each religion there may be different groups whose beliefs and practices vary in certain respects. Religious leaders can have an enormous influence on their followers, and are well placed to help bring about a change in mindsets

that can lead to progress in society by spreading messages of respect, compassion and love.

The duties of a religious leader vary from faith to faith, but may include:

- Encouraging people to make a commitment to their faith and live according to its teachings.
- Praying and helping others to pray.
- Explaining the meaning of scripture and other religious writings.
- Conducting regular religious services or ceremonies.
- Conducting special services or ceremonies during religious festivals, on other holy days or at particular points in a person's life, e.g. birth, coming of age, marriage and death.
- Helping people who are having difficulties with their faith.

Religious leaders shape social values and promote responsible behaviours that respect the dignity and sanctity of all life. Because they have more access to families than most outside actors, religious leaders are an important conduit of communication for social change and transformation.

Note for teachers: Develop research assessment for these sub-headings for students

- Tribal leaders
- Military leaders
- Guided -democracy

Suggested Resources

1. Dictatorship. Retrieved from: <https://www.google.com/search?q=Dictatorship>
2. Religious Ideologies. Retrieved from: <https://thebestschools.org/magazine/world-religions>
3. Worldviews on religions. Retrieved from: <https://www.bolton.ac.uk/Chaplaincy/Worldviews/Summary>.
4. Adolf Hitler. Retrieved from: https://en.wikipedia.org/wiki/Adolf_Hitler

Benchmark 12.3.2.6: Identify and document the biographies of dictators and fascist, religious, tribal, military, and guided democracy leaders.

Topic 5: Biographies of different political leaders

Sub-topics:

- Biographies of dictators and fascist
- Biographies of prominent religious leaders
- Biographies of significant tribal leaders
- Biographies of prominent military leaders
- Biographies of guided-democracy leaders

Skills: Creative thinking – (synthesis) writing biographies of leaders

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

- Research and identify dictators & fascist, religious, tribal, military and guided-democratic leaders of the world.
- Write a biography for these prominent political leaders.
- Outline significant achievements of these political leaders in history.

Content Background:

Note for teachers: Refer to the biographies of socialist leaders and apply the same idea here. Develop assessment (research based project) for students based on these sub-headings.

- Biographies of dictators and fascist
- Biographies of prominent religious leaders
- Biographies of significant tribal leaders
- Biographies of prominent military leaders
- Biographies of guided-democracy leaders

Suggested Resources

Benchmark 12.3.2.7: Recognize and interpret national symbols and other representations of dictatorship and fascist, religious, tribal, military, and guided democratic nations (for example, national flag, national crest, national monuments, independence-day, infrastructure such as buildings, and military).

Topic 7: National symbols and identity of other political ideologies

Sub-topics:

- National symbols and representations of dictatorship and fascist ideology
- National symbols and representations of religious ideologies
- National symbols and representations of tribal ideology
- National symbols and representations of nations ruled by the military force
- National symbols and representations of guided-democratic nations

Skills: Critical thinking (interpret)

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

- Research and identify the national symbols and representations of dictatorship and fascist, religious, tribal, military, and guided democratic nations.
- Interpret and explain the meanings of their national symbols, national monuments, independence dates, infrastructure, and military of these political ideologies.

Content Background

Importance of national symbols

National symbols are very important to national identity. The importance of national symbols can vary, depending on the strength, history, and political environment of the nation. However, symbols are easily identified, and are used to "direct and organize, record and communicate. National symbols are easily recognized entities that are used as means to communicate the history and culture of a particular nation. These symbols can be used to instil pride and unity in a nation's population.

Examples of national symbols include;

- National flag
- National emblems/crest
- National anthem
- Monuments
- National plants and animals
- National pledge
- National colours

Although, we increasingly become "global citizens," we also continue to draw upon our national identity to understand ourselves. As new countries continue to be created, the importance of national symbols in forging national identity should not be reduced. While globalism increases due to technology, economics, and politics, national symbols remain powerful tools for socialization and inspiration. Because people are social creatures who desire a sense of belonging, the nation remains an important basis for identity worldwide.

Government systems have unique national symbols which represent or convey meanings of the nation's history, myths and ideals. These meanings evoke emotional attachment to the nation, crystallize identity and help people feel connected to something outside of their own immediate family and community.

National symbols deserve respect not because they are static representations of unchanging ideals, but because they offer a focal point for diverse societies to express and direct what it is that unites and represents them.

Note for teachers: Develop research assessments for students to list countries of different ideologies and identify and compare their national symbols and be able to interpret their meanings.

- National symbols and representations of dictatorship and fascist ideology
- National symbols and representations of religious ideologies
- National symbols and representations of tribal ideology
- National symbols and representations of nations ruled by the military force
- National symbols and representations of guided-democratic nations

Suggested Resources

Benchmark 12.3.2.8: Recognise and interpret patriotic activities and other representations (for example, the National Pledge (Pledge of Allegiance), salute to the national flag, and the national anthem) of different dictatorship and fascist, religious, tribal, military, and guided democratic nations in terms of their consistency, promotion, protection, and sustainability of their ideologies and hegemonies.

Topic 8: Patriotic activities of other political ideologies

Sub-topics:

- Patriotic activities of dictatorship and fascist ideology (national pledge, national anthem, salute to the national flag)
- Patriotic activities of religious ideology (national pledge, national anthem, salute to the national flag)
- Patriotic activities of tribal ideology (national pledge, national anthem, salute to the national flag)
- Patriotic activities of military ideology (national pledge, national anthem, salute to the national flag)
- Patriotic activities of guided-democratic ideology (national pledge, national anthem, salute to the national flag)

Skills: Critical thinking (recognise/interpret).

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

- Identify and distinguish patriotic activities of various socialist countries.
- Describe how dictatorship and fascist, religious, tribal, military, and guided democratic countries promote, protect and sustain their ideology and hegemony.
- Point out the patriotic activities of religious ideology.
- Examine how religious principles promote, protect and sustain their ideology and hegemony.
- Research and discuss patriotic activities of tribal ideology.
- Describe how tribal principles promote, protect and sustain their ideology and hegemony.
- Identify and distinguish patriotic activities of military rule.
- Highlight how the principles of military rule promote, protect and sustain their ideology and hegemony.
- Investigate the patriotic activities of guided-democratic countries.
- Explain how guided-democracy promote, protect and sustain their ideology and hegemony

Content Background

Patriotism or national pride is the feeling of love, devotion, and respect for and a sense of attachment to one's homeland country. It is not about blindly following the beliefs and cultural values of the country. It is to take pride in one's origin and work for the prosperity of the country. It is important to show patriotism in our actions and be proud of the country we live in.

Examples of patriotic activities

There are so many things you can do for your country apart from the ones given below. What can you do for your country?

- Stand still and straight while singing the national anthem with pride \
- Say the national pledge and understand the meaning
- Honour soldiers
- Know your basic freedoms and exercise them
- Observe national days (Independence day/Remembrance Day) with meaningful activities to commemorate the importance of these days)
- Know the core values of the government system
- Teaching children and other people about the government
- Faithfully carry out our responsibilities as citizens; voting, paying taxes, maintenance of roads, bridges, buildings in your local community, district or province.
- Cleaning up trash in; schools, communities and towns.
- Follow procedures and protocols in doing your duties
- Appreciate diversities

Note for teachers: Develop research assessments for students to identify and compare patriotic activities of countries of different government systems.

- Patriotic activities of dictatorship and fascist ideology
- Patriotic activities of religious ideology
- Patriotic activities of tribal ideology
- Patriotic activities of military ideology
- Patriotic activities of guided-democratic ideology

Unit 3: International Relations

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

Benchmark 12.3.3.1: Identify and appraise the different ways people from different cultures, religions, and ethnic and ideological backgrounds relate to each other.

Topic 1: Relations of people with different backgrounds

Sub-topics:

- Ways people relate to each other
- Promoting and maintaining relations with people

Skills: Analysing and evaluating different ways people relate to each other.

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

- Identify the different types of relationships between people.
- Explain how people of different backgrounds relate to each other.
- Examine how relationships between people can be promoted and maintained.

Content Background

A relationship is a powerful, one to one connection between people. Relations are the foundation for change. Building relations with people from different cultures is key in building diverse communities that are powerful enough to achieve significant goals.

Establishing relationships

Whether you want to make your children get a good education, bring quality health care into your communities, or promote economic development, there is a good chance you will need to work with people from several different racial, language, ethnic, or economic groups. In order to work with people from different cultural groups effectively, you will need to bring sturdy and caring relationships based on trust, understanding and shared goals.

Why? Because trusting relationships are the glue that hold people together as they work on a common problem. As people work on challenging problems, they will have to hang in there together when things get hard. They will have to support each other to stay with an effort, even when it feels discouraging. People will have to resist the efforts of those who use 'divide-and-conquer' techniques – pitting one cultural group against another.

Regardless of where you come from, racial, ethnic, religious, or socioeconomic group, you will probably need to establish relationships with people whose group you may know very little about.

Each one of us is like a hub of a wheel. Each one of us can build relationships and friendships around ourselves that provide us with the necessary strength to achieve community goals. If each person builds a network of diverse and strong relationships, we can come together and solve problems that we have in common. The world is becoming increasingly diverse and includes people of many religions, languages, economic groups, and other cultural groups. It is becoming clear that in order to build communities that are successful at improving conditions and resolving problems, we need to understand and appreciate many cultures, establish relationships with people from cultures other than our own, and build strong alliances with different cultural groups.

Each of us can build the kinds of communities we dream of. In our families, organizations, institutions, and neighborhoods, we can insist that we will not remain isolated from those who are different from ourselves. We can transform our neighborhoods, institutions, and governments into equitable, non-oppressive, and diverse communities.

Improving and maintaining relationships

All the groups and organisations that you belong to need to be nurtured and reinvigorated. If you belong to a community take time to improve it by:

- Giving time as a volunteer (e.g. as well as being a runner in your local park run, become one of the volunteers who organise it)
- Taking on a supportive role (e.g. if you have benefited by attending alcoholics anonymous, why not volunteer to be a sponsor to help others?)
- Assuming a leadership role (e.g. put yourself forward to be on your local school committee so you can change things positively).

Suggested Resources

1. Banks, J. (1997). *Educating citizens in a multicultural society*. New York, NY: Teachers College Press
2. Impact of International relations in trade & Development from Bangladesh. Retrieved from: <https://www.researchgate.net/publication>.
3. McCoy, M., & et al. (1997). *Toward a more perfect union in an age of diversity: A guide for building stronger communities through public dialogue*. Pomfret, CT: Topsfield Foundation

Benchmarks 12.4.3.2: Examine the purpose, impact, and the outcomes of these relationships.

Topic 2: Purpose, impact and outcomes of relationships

Sub-topics:

- Purpose of relationship between people to people and country to country
- Impact and effects of relationships
- Creating and fostering peace and security amongst people and other countries

Skills: Critical thinking - Analysing and evaluating the purpose, impact and the outcomes of relationships.

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

- Identify and explain the purpose of relationships between people.
- Assess the impact of relationships between people.
- Identify and appraise the effects of relations.

Content Background

‘No man is an island’ as stated by Thomas Merton in ‘The Irish Times’. Our mental health and personal well-being are tied up in the quality of our personal relationships. The more closely we are connected to the people we love, the happier we feel and the more personal satisfaction we have in our lives. Most people rate moments of connection and shared enjoyment with their loved ones as their most important life experiences.

These important relationships not only include family and personal friends but also the wider groups and communities we belong to. Forming connections and a sense of community with work colleagues, neighbours and the various groups that make up our identity (such as sports, hobbies, religious and community groups), all contribute to our well-being. Forming a sense of belonging with other people around a shared mission or identity is a major contributor to our sense of personal meaning in life. Our personal resilience is interwoven into resilience of the communities to which we belong. It is from the web of our relationships and connections with other people that we draw our strength. Such communities can lift us when we are down and give us the capacity to deal with whatever challenges come our way.

The importance of international relations in a globalized society

Although international relations has taken on a new significance because of our ever increasingly interconnected world, it is certainly not a new concept. Historically, the establishment of treaties between nations served as the earliest form of international relations.

The study and practice of international relations in today’s world is valuable for many reasons. Some of the significant reasons includes:

- International relations promote successful trade policies between nations.
- International relations encourage travel related to business, tourism, and immigration, providing people with opportunities to enhance their lives.

- International relations allows nations to cooperate with one another, pool resources, and share information as a way to face global issues that go beyond any particular country or region. Contemporary global issues include pandemics, terrorism, and the environment.
- International relations advances human culture through cultural exchanges, diplomacy and policy development.
- Openness to trade promotes growth in a variety of ways. Entrepreneurs are forced to become increasingly efficient since they must compete against the best in the world to survive. Openness also affords access to the best technology and allows countries to specialize in what they do best rather than produce everything on their own. The fall of the Soviet Union was in no small measure due to its failure to access cutting-edge technologies, compete against world-class producers, and specialize in production. Even as large an economy as the United States today specializes heavily in services, which account for 80 percent of total U.S. output.

Of course, openness to trade and migration is not by itself sufficient to promote growth — macroeconomic and political stability and other policies are needed as well — so some countries have opened up their markets and still not seen corresponding increases in economic growth. That has been particularly true of African countries such as the Ivory Coast during the 1980s and 1990s. But such instances hardly disprove the benefits of openness and migration. Migration and tourism are two of the most significant manifestations of globalisation. Both involving the movement of people, migration and tourism are related and it brings in money for the country as well as for its people.

Migration and tourism for an example makes important social and economic contributions to destination countries, culturally enriching their society, enhancing the tourism product and providing labour for the travel, tourism, hospitality and catering sectors.

Suggested Resources

1. What is International Relations? Retrieved from: <https://www.internationalrelationsedu.org>
2. Impact of international relations. Retrieved from: <http://www.researchgate.net/publication>

Benchmarks 12.4.3.3: Evaluate cases of conflict between people of different nations, political ideologies, cultures, belief systems, socio-economic classes, ethnic groupings, sectors, and religious philosophies in terms of the purpose(s), social, economic, political, religious, and cultural, and historical interests, involvement of other individuals and groups, strategies, impact, and outcomes.

Topic 3: Conflicts in relationships

Sub-topics:

- Global issues or conflicts between different nations
- Causes of conflicts disputes between nations
- The UN and international peace and security

Skills: Critical thinking - Evaluating the causes and impacts of conflicts between people of different backgrounds.

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

- Identify and discuss cases of global conflicts between people.
- Appraise the causes of these conflicts.
- Explain the impacts of global conflicts.
- Assess the work of the United Nations and the international peace and security in controlling global conflicts.

Content Background

Global issues (conflicts)

Traditionally, the term "international conflict" referred to conflicts between different nation-states and conflicts between people and organizations in different nation-states. Increasingly, however, it also applies to inter-group conflicts within one country when one group is fighting for independence or increased social, political, or economic power (e.g., Sudan/South Sudan, Iraq (now that the US has largely left), and Syria).

A distinction is made between private-sector international conflicts, which are conflicts between individuals and/or businesses which just happen to come from two different countries, and conflicts between different national governments. Private conflicts are similar in nature to private domestic interpersonal or business conflicts except that they are further complicated by distance, culture, sometimes language, and an ambiguity regarding whose laws will be applied. Sometimes these issues become very difficult to handle, but increasingly, international business contracts call for dispute resolution through arbitration with one of many international arbitration organizations. This avoids jurisdictional disputes, and moderates some of the other complications as well.

Public international conflicts tend to be much more difficult to resolve. While this term was originally limited to conflicts between sovereign nation-states, in the last two decades, an increasing number of so-called "international" conflicts have actually been inter-group or communal conflicts within one country. (Examples are Ireland, Sri Lanka, Bosnia, Kosovo, Rwanda, and Chechnya in addition to the ones listed above, and many others.) In most of

these cases, the issue in dispute has been the sovereignty of a particular ethnic group or region, and/or the equality of those ethnic groups in the political, social, and economic structures of their own societies. Until recently, the concept of sovereignty suggested that other nations should not become embroiled in such "internal" disputes. However, the human costs and changing values have made international intervention in these "domestic" conflicts increasingly common.

Examples of global issues/conflicts (2019 update)

- The Afghanistan war
- Yemen's civil war
- The Philippines conflict
- Syria conflict
- Libya's civil war

The Afghanistan war – Case study

Countries: United States – United Kingdom versus Afghanistan

Started: 2001

Cause: It was triggered by the September 11 attack. The hijacking and crashing of four U.S. jetliners on September 11, 2001, planned by al-Qaeda. Following this, President George W. Bush blamed Osama bin Laden (leader of al-Qaeda) for the attack and demanded him to be handed over to the United States Authorities. However, the Taliban declined to hand Osama bin Laden unless they were provided clear evidence of his involvement in the attack. This has provoked the U.S. Officials to implement a plan for war.

Effects: The past three decades of war and disorder have had a devastating impact on the Afghan people. Millions have been killed, millions more have been forced to flee their homes and the country's infrastructure and forests have all but been destroyed. The social fabric of the country is fractured and state institutions are fragile and weak. A whole generation has grown up never having experienced peace and many Afghans are struggling to cope with the psychological, economic, social and physical ramifications of the conflicts, past and present.

Experiences of Conflict

Three decades of war created a lot of problems for us. We migrated to Pakistan, our houses were destroyed, our land and property were grabbed by warlords, the economy was badly affected, our sons and daughters were deprived of education, our women were insulted...schools, hospitals, roads and factories were destroyed and fear of war has caused many mental problems. – Male, Kunar

The United Nations in Afghanistan

The UN played a vital role in peace building by different dimensions;

i. Security

The security situation in Afghanistan is poor. Security is a serious problem for humanitarian agencies in Afghanistan. The United Nations Security Council fulfils its obligation towards the Afghan people in promoting security and stability. The UN has been more fruitful in settling clashes.

ii. Political

Modern prolonged civil wars weaken and destroy the representing limit of the state. Some level of outside support is required to help nations in the move from war to peace. Now and again, the administration has broken down. The United Nations-led International community or International organizations have started to establish a democratic Afghan state. Without its support, it cannot be possible. The Afghan government required the external support as well as financial and technical to set up political institutions.

iii. Economic

The corruption level in Afghanistan is the highest in state institutions that make it an economically weaker of the state. For strengthening its economic conditions, the international community has been trying to donate funds to reconstruct and stabilise the economy of the country. For this, the UN is trying to support donor for sending economic assistance via its agencies.

iv. Social

UNDP and the United Nations associations working correctly with neighbourhood groups to decide needs. By and large, traditional series dealt with the execution of small ventures, repairing framework, for example, nearby streets, water system trenches, water supply frames, ducts and extensions.

v. Humanitarian

The UNDP nations office worked as a joint office of UNDP and the United Nations Office for the coordination of Humanitarian Assistance (UNOCHA) in Afghanistan. The human right segments of United Nations peace missions have added to make a more active condition for peace and improvement endeavours in social orders arising out of contention.

vi. Military

The military is part of the peace building process, without it, the peace established through peace building efforts cannot sustain. The United Nations has no military power. They only use their peacekeeping forces with the support of Afghan security forces. The International community came forward for reconstructing the security forces. The UN rebuilt the capacity of security in the reconstruction of peace process through the military campaign in Afghanistan. The UN took additional steps to cope with the terrorist tactics utilized to carry out the attacks and probably plan future ones.

The Afghanistan war is one example where teachers can use to teach other global issues. Students may be allowed to do research on various global conflicts and make presentations in class. Teachers are advised to provide clear and specific rubrics for research and presentation.

Suggested Resources

1. This content downloaded from 168.122.3.6 on Mon, 12 Feb 2018 16:45:50 UTCAll use subject to *Retrieved from: <http://about.jstor.org/terms>*
2. The Cost of War – Afghan Experiences of conflict. *Retrieved from: <https://www-cdn.oxfam.org>*
3. Ten Conflicts to worry about in 2019. *<https://www.acleddata.com>*
4. The role of United Nations peace building process in Afghanistan in the Post-Taliban Era. *<http://oaji.net/articles/2017/488-1499855520.pdf>*

Benchmarks 12.4.3.4: Identify and analyse the factors that hinder and promote mutually beneficial and harmonious relationships between people that create and escalate violence, that oppress and deny the rights of others, and that lead to alienation and colonization of places and people.

Topic 4: Factors influencing relationships

Sub-topics:

- Factors that hinder mutually beneficial and harmonious relationships
- Factors that promote mutually beneficial and harmonious relationships
- Strategies to maintain harmonious relationships

Skills: Critical thinking - Analysing factors that influence relationships

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

- Discuss factors that hinder mutually beneficial and harmonious relationships.
- Examine factors that promote good relationships.
- Highlight ways to maintain good relationships.

Content Background

In the 21st century, it is the political decisions by one state that affect more than just the participating countries. Therefore it is very important for the general public, to have a greater desire to understand a nation's foreign policy decisions and what motivates the head of government in his foreign policy decision making. Research on leadership and foreign policy decision making shows a far more sophisticated and complex view of the issue than most of the simplistic views seen in the popular press. The popular press prefers pointing finger at the executor of foreign policy decisions as it is easier to blame one person than a group or a system. Research also uncovers the motivations behind foreign policy decision taken by the executor or in other words head of a government.

Foreign policies are designed by the head of government with the aim of achieving complex domestic and international agendas. It usually involves a complicated series of steps and where domestic politics plays an important role. Foreign policies are in most cases designed through coalitions of domestic and international actors and groups.

Some factors of influence include;

- Domestic economic development,
- geographical factors,
- type of government structure,
- distribution of economic resources,
- the leader's own personality and cognition, degree of rationality, domestic politics and international and domestic interest groups.

However, out of all the factors mentioned it is domestic political environment that shapes the entire framework of decision making in a country even in international context. If a government of the day have very good policies, it invites investors into the country to develop its resources. If it does not have good policies, it drives investors away from this country.

The practice of international relations in today's world is valuable, therefore, countries need to strengthen and maintain close relationships by;

- promoting greater global cooperation
- promoting efficiency and professionalism in foreign service
- enhance national security and sovereignty through bilateral and multilateral engagement
- investing abroad

Suggested Resources

1. This e-book is provided without charge via free download by E-International Relations (www.E-IR.info). Retrieved from: <http://www.e-ir.info/about/donate>
2. Foreign Policy Strategies. Retrieved from: <https://www.foreign.gov.mv/index.php/en/foreign-relations>

Benchmarks 12.4.3.5: Evaluate the role of media in promoting peace and mutually beneficial relationships amongst individuals, groups, and sectors from different ideological, religious, cultural, and ethnic backgrounds.

Topic 5: Role of media in promoting peace and useful relationships in individuals

Sub-topics:

- Role of media in promoting peaceful relationships
- International peace and security measures to maintain peace

Skills: Critical thinking - Assessing the role of media in promoting peaceful relationships

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

- Examine the role of media.
- Identify major global media networks.
- Assess how media has promoted peaceful relations between individuals, regions and nations.
- Investigate the effects of global media.

Content Background

The 21st century media enterprise is the one that holds the power beyond measure, it can name, tame and shame individuals, governments, multi-national corporations or anything in random for that matter. This incredible power has been endorsed and recognized by many, as Malcom X rightly said, *“Media are the most powerful entity on earth. They have the power to make the innocent guilty and the guilty innocent, and that power is because they control the minds of the masses.”*

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

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

Peace and harmony are the only solutions to encounter the forces of negativity. These are fundamental essentials of sustainable development in a society. We all are living in a highly interlinked, interconnected and interdependent world which is also known as global village. Any information from one corner of the world touches the other corner in seconds. All this has become possible because of media. Human civilization since its inception has been going through the paradox of war and peace that has increased the need for efforts to bring peace and harmony.

Suggested Resources

1. Chomsky, N. and E. S. Herman, (2010). *Manufacturing consent: The political economy of the mass media*, Random House.
2. Dr. Saqib Riaz. Department of Mass Communication, Allama Iqbal Open University, Islamabad.
3. Hallin, D., (1989) *The uncensored war: The media and Vietnam*, Berkeley: University of California Press.
4. McGoldrick, A., and Lynch, J. (2000) *Peace Journalism: What is it? How to do it?* Retrieved from <http://www.transcend.org/pjmanual.htm>. 5 Ibid.
5. Michelle Alexander and Van Jones, (2012). *Redefining Black Power: Reflections on the State of Black America*. San Francisco, City Lights Books.
6. Shoemaker and Reese, (1996). *Mediating the Message*, New York, Longman.
7. Thussu, D.K. and Freedman, D. (Eds.) *War and the media: Reporting*
8. Taylor, P. M., (1992). *War and the media: Propaganda and persuasion in the Gulf War*, Manchester, Manchester University press.
9. The Role of Social Media in International Relations. Retrieved from: <https://blogs.unsw.edu.au/thedigitalage/blog>

Unit 4: Civic and Citizenship

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

Benchmarks 12.3.4.1: Analyse human rights policies, laws, and practices of different political systems in terms of their consistency with global expectations.

Topic 1: Human rights laws, policies and practices

Sub-topics:

- Human rights laws in different political systems
- Human rights policies in different political systems
- Practices of human rights policies and laws in different political systems

Skills: Analyzing the consistency of the practices of human rights policies and laws in different political systems to global expectations.

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

- Identify and examine human rights laws in different government systems.
- Compare human rights policies in different political systems.
- Investigate and describe the practices of human rights in different political systems.
- Evaluate the consistency of human rights laws, policies and practices in relation to global expectations.

Content Background

Human rights are the basic rights and freedoms to which all humans are entitled. All humans have the rights to adequate food and water, freedom of speech and religion and equality.

There are basically three distinct types of human rights:

- civil and political rights, e.g. the right to life, peaceful assembly and religious freedom
- economic, social and cultural rights, e.g. the right to work, to education, and to social security
- rights of the third generation, e.g. the right to development and to a clean and healthy environment

The human rights of all individuals are enshrined in the United Nations Universal Declaration of Human Rights which was created in 1948 following the devastation caused by WW II. It is a series of thirty (30) articles, designed to protect the rights of people to enjoy a number of freedoms.

Within the declaration, the United Nations describe human rights as being;

- **inherent** – we are all born with them and they belong to us as a result of our common humanity
- **inalienable** – individuals cannot give them up and they cannot be taken away
- **universal** – they are held by all people everywhere regardless of age, sex, race, religion, nationality or income level.

Human rights laws in different political systems

The laws governing human rights in different countries are guided by or in line with global expectations on human rights. Many countries have their human rights outlined in the constitution.

The rule of law is the foundation of just, inclusive and peaceful societies. It compels institutions to be accountable, to safeguard human rights, to be fair and transparent, and to empower citizens to participate and engage constructively in society. In doing so, it creates a culture of lawfulness in which citizens understand, participate in defining, and respect laws for the benefit of the whole society.

The Constitution of Papua New Guinea entered into force on the 16th of September, 1975. It is one of the few unique constitutions around the world that contains almost all the rights and freedoms enshrined in the United Nations Charter and the Universal Declaration of Human Rights 1948. The constitution contains many civil and political rights that are able to be enforced by the judiciary. These include right to freedom (Section 32); right to life (Section 35); freedom from inhuman treatment (Section 36); freedom of conscience, thought and religion (Section 45); freedom of expression (Section 46) and right to vote and stand for public office (Section 50). Economic, social and cultural rights are not included in the constitution and are instead provided for in the National Goals and Directive Principles. These remain as guidelines and are non-justiciable.

However, the Constitution does not include “gender” or “sex” as a prohibited ground of discrimination, which is inconsistent with PNG's obligations under the UN Convention on the Elimination of All Forms of Discrimination against Women, Article 2.

The national government achieving human rights through the local government

The national governments play a key role in the promotion and protection of human rights for its people. A country's government performs various functions based on its constitutional and legal system. One of its important functions is to provide public services that address its citizens' needs and priorities related to the realisation of human rights. The primary responsibility for the promotion and protection of human rights rests with national governments, however, the promotion of a human rights culture within local public services plays a vital role in promoting respect for and the realisation of human rights in any given society. To this end, human rights education, rise in awareness and training for public officials are important at all levels of government.

Human rights council resolutions

At the several human rights council meetings held, the council made some resolutions concerning the role of local government pertaining to the national government in the promotion and protection of human rights.

Note for teachers: Teachers are encouraged to read Human Rights Council resolutions 24/2 of 26 September 2013, 27/4 of 25 September 2014 and 33/8 of 29 September 2016 concerned the role of local government in the promotion and protection of human rights.

At its thirty-ninth session, the Human Rights Council adopted resolution 39/7 in which it requested the United Nations High Commissioner for Human Rights to prepare a report on effective methods to foster cooperation between local government and local stakeholders for effective promotion and protection of human rights at their level. This would be achieved through local government programmes, including raising awareness of the Sustainable Development Goals, and to indicate the major challenges and best practices in this regard, and the report to be submitted to the Council prior to its forty-second session.

In line with Council resolution 39/7, requesting the United Nations High Commissioner for Human Rights was requested by letter to consult with all States and relevant intergovernmental organizations, United Nations agencies, funds and programmes, relevant special procedures of the Human Rights Council, the Advisory Committee, the treaty bodies, national human rights institutions, civil society, including non-governmental organisations, and local governments, on this resolution.

Papua New Guinea is a member country of the United Nations and other global organizations, therefore, should enjoy government policies, programs and services as part of their human rights.

Suggested Resources

1. The Constitution of PNG, 4th Edition. *Retrieved from: the UNODC website: <https://www.unodc.org/e4j/en/tertiary/index.html>*

Benchmarks 12.3.4.2: Investigate and report on how human rights are promoted and protected in different government systems.

Topic 2: Promotion and protection of human rights in different government systems

Sub-topics:

- Promotion of human rights in different government systems
- Protection of human rights in different government systems

Skills: Critical thinking (analysis/investigate)

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

- Identify and explain the strategies used to promote human rights in different government systems.
- Examine how different government systems protect human rights.
- Evaluate the effectiveness of promoting and protecting human rights in PNG.

Content Background

Promotion is derived from the word promote which means encourage, endorse, support or uphold human rights. Protection of human rights is to safeguard the rights of individuals. The main forces behind protecting human rights is through the;

Following the creation of the United Nations Universal Declaration of Human Rights, all member countries of the United Nations were called upon publicizing it and to disseminate, display, read and expound in schools and other educational institutions without distinction based on the political status of countries or territories.

How can human rights be promoted and protected?

Rule of law

To promote and protect the safety, dignity and human rights of all people, many governments are, therefore, also strengthening efforts to uphold the principle of the rule of law in the daily lives of their citizens and through the public institutions that seek to serve them. In this respect, the criminal justice sector has a key role to play and a specific responsibility. The Rule of law is fundamental to all aspects of society, both public and private, shaping the way individuals interact with each other and with public institutions in all sectors of society – forging relationships of trust and mutual accountability.

National education system

Human rights education aims at transformation, where the goal is not merely to teach *about* human rights, but to teach *for* human rights, empowering learners and teachers to act for social change.

The 'Global Program for Human Rights Education and Awareness'

Human rights education has been defined in this program as 'training and information efforts aimed at building a universal culture of human rights through the sharing of knowledge and skills, and the molding of attitudes directed to the:

- strengthening of respect for human rights and fundamental freedoms;
- full development of the human personality and the sense of its dignity;
- promotion of understanding, tolerance, gender equality and friendship among all nations,
- indigenous peoples and racial, national ethnic, religious and linguistic groups;
- enabling of all persons to participate effectively in a free society; and
- furtherance of activities for the maintenance of peace.

The programme essentially calls for human rights 'in education' and through education' to be stated explicitly in educational policy development and reform objectives. In this context it does not prescribe one particular model for incorporating; human rights in the curriculum, but instead identifies a number that can be pursued; such as a cross-curricular approach, or including human rights as an explicit component of citizenship education, social studies or history. This program starts from the premise that 'human rights education is essential to the realisation of human rights and fundamental freedoms' and, in this context, specifically aims to:

- promote the development of a culture of human rights;
- promote a common understanding, based on international instruments, of basic principles and methodologies for human rights education;
- ensure a focus on human rights education at the national, regional and international levels;
- provide a common collective framework for action by all relevant actors;
- enhance partnership and cooperation at all levels; and
- take stock of and support existing human rights education programmes, highlight successful practices, and provide an incentive to continue and/or expand them and to develop new ones.

The UN General Assembly adopted the Plan of Action for the first phase of the World Programme (2005-2007) on 14 July 2005, which focuses on the integration of human rights issues into the curricula of primary and secondary schools. More specifically, this plan seeks to:

- promote the inclusion and practices of human rights in the primary and secondary school systems;
- support the development, adoption and implementation of comprehensive, effective and sustainable national human rights education strategies in school systems, and/or the review and improvement of existing initiatives;
- provide guidelines on key components of human rights education in the school system; and
- facilitate the provision of support to Member States by international, regional and local organisations.

Human Rights Research Report Sample Views: Protecting Individuals or Protecting the State?

For individuals who experience human rights abuses, the consequences of reporting that abuse are often uncertain. Yet even when the risk of retaliation is judged to be high, many individuals may be willing to take such a risk in order to press for justice, despite the fact that justice may take years or even decades to be served. Individuals who are a part of communities that are systematically discriminated against, stigmatized, or criminalized may experience high levels of ongoing harm, and see participation in a human rights investigation as one of few means of challenging those abuses or demanding redress.

Suggested Resources

Benchmarks 12.3.4.3: Investigate and report on cases of human rights abuse in different political systems.

Topic 3: Human rights abuse in different political systems

Sub-topics:

- Human rights abuse in different political systems
- Comparative case study of human rights abuse in different political systems in PNG and other countries

Skills: Critical thinking (analysis)

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

- Identify and analyse common human rights abuses in different political systems.
- Identify cases of human rights abuse in different political systems.
- Report cases of human rights cases in PNG.
- Discuss how human rights abuse cases in PNG have been addressed.

Content Background

Human rights, at their most basic level, seek to protect an individual's right to life. Such protections range from the basic freedom from physical harm to highly complex forms of welfare assurance that encompass health, education, and the environment.

Common human rights abuses

1. Children's Rights
Children are particularly the vulnerable group in society who are often easily exploited.
 - Child labour
 - Child poverty
 - Child soldiers
2. Rights of women
Across the globe, the human rights of women continue to suffer especially in third world countries. Women are vulnerable; because they do not enjoy the same amount of power as men. There is a gender gap in all areas (education, politics, and labour force).
3. Rights of refugees, asylum seekers and internally displaced people
4. Rights of people living with disabilities

Cases of human rights abuses

- Torture and inhuman treatment
International prohibitions against torture and inhuman treatment are some of the oldest humanitarian laws in existence. Even with a long and distinguished history of international agreements on this subject, torture remains a problem in the majority of the world. Amnesty International estimates that torture occurred in 140 countries between the years of 1997 and 2001 (*Study Guides: Torture, n.d.*).

Over the past several years, torture has become an increasingly contentious issue within the United States. Questions concerning what does and does not constitute torture have arisen to the forefront of the American political scene. New questions concerning what constitutes torture, whether torture is an appropriate interrogation tool and when various forms of interrogation techniques can and cannot be legally used has captured the attention of the world at large.

- **Covid Panic: The new war on human rights**
Forms of human rights abuse have overtime developed into life threatening kind not limiting to a group of people, but on all people regardless of age, race, sex, creed, religion and type of country. So obviously, the current pandemic Covid 19 is one classic example of a form of human rights abuse. For instance, people were subjected to a creed passed onto them, all in the name of stopping the spread of this disease.

The ban on searching for employment in the name of preventing the spread of disease by governments , without any sort of legal process that allows for appeal or public debate—shutting down businesses and prohibiting the free exercise of one's right to seek employment.

In other words, individuals have been prohibited from entering into peaceful voluntary agreements with others to sell their labor in exchange for wages. For those who earn a living through independent contracting or selling goods and services, the effect is the same: commerce with others is forbidden, with the result being impoverishment and a loss of one's income.

The inequality of shutdowns as a result of Covid 19 pandemic

There is mass unemployment and the loss of access to a wide variety of goods and services, including housing, transportation, education, insurance, and even basic necessities like food. The newly and forcibly unemployed are expected to be content to sit at home, go on welfare, prepare for bankruptcy, and watch their children go hungry.

Suggested Resources

1. Retrieved from: <https://mises.org/profile/ryan-mcmken>
2. Cases of human rights abuses. Retrieved from :<http://www.globalization101.org/uploads/Image/HumanRights/Torture.jpg>

Benchmarks 12.3.4.4: Examine how the rights of women and girls, people with disabilities, and other marginalized and vulnerable groups are promoted and protected in different political systems.

Topic 4: Promoting and protecting rights of women and girls, people with disabilities and marginalized and vulnerable groups.

Sub-topics:

- Promoting and protecting the rights of women and girls in different political systems
- Promoting and protecting the rights of persons with disabilities, in different political systems
- Promoting and protecting the rights of marginalized and vulnerable groups in different political systems

Skills: Critical thinking – Examining the rights of marginalized and vulnerable groups in different systems.

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

- Research and analyse the rights of women and girls on how it can be promoted and protected.
- Assess and develop plan of action to promote and protect the rights of persons with disabilities, marginalized and vulnerable groups.
- Evaluate how PNG has addressed cases of abuse of human rights of women and girls, people with disabilities, marginalised and vulnerable groups.

Content Background

Protecting the rights of women and girls

The full range of violations of the rights of women and girls must be addressed by all international actors. Women's security is strongly linked to the integrity of their rights, yet we are still far from embracing gender equality as an organizing principle to humanitarian interventions. The following points must be noted by all countries who are partisan to this International Act – PNG in particular should pay close attention.

- Humanitarians, development workers, the international and regional human rights system, and the interventions of our peace and security actors must address the full range of violations of the rights of women and girls protected by international humanitarian, refugee and human rights law, including, but not limited to, their right to life and physical integrity.
- Women's rights to education, to health, to land and productive assets, and rights of participation, decision-making and leadership in village or community matters are strongly linked to women's security.
- Increased attention has been paid to violence against women and girls, particularly sexual violence in conflict, resulting in greater visibility, high-level advocacy, and the development of technical tools. However, too little funding is allocated to programming and services for survivors.
- We are still far from genuinely embracing gender equality as an organizing

principle of our humanitarian work, and this undermines the effectiveness of humanitarian assistance.

Rights of persons with disability

The National Policy on Disability (NPD) 2015-2025) is the national strategic plan for the disability sector. The policy vision, “Remove Barriers, Make Rights Real” for Papua New Guinea (PNG) focuses on addressing the overarching challenge where many people view Persons With Disabilities as needing to overcome obstacles on their own, without realizing the need for society as a whole to also actively break down barriers to improve participation and enable equal rights for this group of people.

For example, it is the right of a person in a wheel chair to work but if the job they qualify for is upstairs and there is no ramp or elevator, they cannot enjoy that right due to a physical barrier. NPD draws this focus from the Equal rights for all sentiment of our National Constitution.

In addition, in 2013, the Government of Papua New Guinea (GoPNG) rectified the United Nations Convention on the Rights of Persons with Disabilities (CRPD). This commits PNG to pursue the conventions objectives which focus on protecting the rights of Persons with Disabilities and providing access to services and support to improve the quality of their lives. The NPD is a plan of action to implement the convention and provides guidance on this issue. NPD, via the Community-Based Rehabilitation (CBR) approach seeks to organize communities and service providers at local levels to deliver services and support to Persons with Disabilities in a collaborative way.

On 13th December, 2006, the United Nations adopted the Convention on the Rights of Persons with Disabilities by General Assembly Resolution 106 (A/RES/61/106), and opened it for signatures on 30th March 2007. It was effective on 3rd May 2008 and currently has 138 signatories representing 50 parties. Article 1 states, the Convention’s purpose is to “promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.” It also broadly defines persons with disabilities, saying they “include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.” Of particular note is Article 6 on “Women with disabilities” and Article 16 on “Freedom from exploitation, violence and abuse.” Also of interest are Article 4 on signatories’ “General obligations” and Article 34, which establishes a Committee on the Rights of Persons with Disabilities. The Committee’s first session was from 23-27 February 2009 in Geneva.

Suggested Resources

1. Use Google to extract information

Benchmarks 12.3.4.5: Interpret human rights conventions and ascertain if these are fully implemented by all participating countries.

Topic 5: Human Rights Conventions

Sub-topics:

- Universal Declaration of Human Rights and Conventions
- Comparative analyses of the implementation of Human rights conventions in PNG and all participating countries

Skills: Critical thinking – Interpreting Human Rights Conventions.

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

- Examine the Human Rights Conventions.
- Evaluate and determine how the human rights conventions are implemented in PNG and other member countries.
- Analyse and explain how the human rights conventions are implemented in all the member countries.

Content Background

The Human Rights Convention is derived from the Universal Declaration of Human Rights.

What is the Universal Declaration of Human Rights?

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into more than 500 languages.

Grounded in Article 1 of the Universal Declaration of Human Rights 1948, which recognises that, *“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”*.

Now, therefore ‘The General Assembly’ proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the people of member states, themselves and among the peoples of regions under their jurisdiction.

The convention is both a status and rights-based instrument and is underpinned by a number of fundamental principles, most notably non-discrimination, non-pernialisation and non-refoulement. Convention provisions, for example, are to be applied without discrimination as race,

religion or country of origin. Developments in international human rights law also reinforce the principle that the Convention be applied without discrimination as to sex, age, disability, sexuality, or other prohibited grounds of discrimination.

(Source: Adapted from the University of Minnesota Peace Resource Centre, www.educ)

International Human Rights Conventions

Human rights protect human beings and their dignity in war and peaceful demonstrations. These rights are protected under international law and it is the duty of states to ensure they are respected, protected and fulfilled. To this end, the United Nations has developed a body of binding conventions, all stemming from the 1948 Universal Declaration of Human Rights. The table below outlines some of these Human Rights Conventions.

Human Rights Conventions	Protection
UN Covenant I	The International Covenant on Economic, Social and Cultural Rights (ICESCR) covers human rights in the economic, social and cultural spheres.
UN Covenant II	The International Covenant on Civil and Political Rights (ICCPR) contains important guarantees for the protection of civil and political rights.
Racial Discrimination	The International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) is explicitly directed at discrimination based on race, colour, descent, as well as national and ethnic origin.
Discrimination Against Women	The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) sets out in concrete terms the prohibition of discrimination of women in all stages of life.
Torture	The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) obliges the states parties to prevent and punish acts of torture.
Rights of the Child	The Convention on the Rights of the Child (CRC) provides a comprehensive guarantee of the human rights of children and young people less than 18 years of age.
People with Disabilities	The Convention on the Rights of Persons with Disabilities (CRPD) ensures that people with disabilities enjoy all human rights and participate in public, economic and social life.
Enforced Disappearance	The International Convention for the Protection of All Persons from Enforced Disappearance (CPED) aims to punish and combat the grave human rights violation of enforced disappearance.
Migrant Workers	The aim of the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICRMW) is to protect migrant workers and their families.

Monitoring of the conventions

PNG joined the United Nations (UN) in 1975 and on the 11 May 2011 extended a standing invitation to all the thematic mechanisms of the United Nations Commission on Human Rights to visit the country. In May 2010 the United Nations Special Rapporteur on Torture visited PNG and suggested that the country urgently Ratify the Convention Against Torture (CAT) and its Optional Protocol. As well as this the rapporteur also suggested that PNG ratify the first Optional Protocol to the ICCPR which provides for the right of victims to lodge individual complaints to the United Nations Human Rights Committee and also the second Optional Protocol aiming at the abolition of the death penalty. PNG has not yet ratified these instruments.

In 1997, the government approved in principle the establishment of a Human Rights Commission for PNG with the minimum standards set by the Paris Principles. This commitment was reaffirmed in 2007 with the presentation of the 2007 Final Option Paper on the establishment of the PNG human rights commission and in 2008 a draft organic law on the establishment of a Human Rights Commission was prepared. This draft Bill has yet to go through the parliamentary process.

The principal UN conventions on human rights establish committees to monitor compliance with their provisions. They provide for a mandatory reporting procedure whereby states which have ratified the conventions submit reports to the relevant committee on the way in which they have fulfilled their human rights obligations. The committee examines the reports and formulates recommendations.

International treaties on the Human Rights Conventions

PNG has ratified 6 of the core human rights treaties; the third highest number in the Pacific behind New Zealand and Australia. These include the;

- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- International Convention for the Elimination of All Forms of Racial Discrimination (CERD)
- Convention on the Rights of the Child (CRC),
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD), ratified in 2013.

Despite this the most recent Amnesty International submission prepared for the Universal Periodic Review (UPR) of PNG in May 2011 found that reporting by the government of PNG on its obligations under the international human rights treaties to which it is party has been very poor.

Suggested Resource

1. University of Minnesota Peace Resource Centre. Retrieved from: <https://www.google.com/search>

Benchmarks 12.3.4.6: Compare and contrast the strategies used by different political systems to enforce the rights of all citizens and the consequences.

Topic 6: Enforcing human rights in different political systems

Sub-topics:

- Strategies used to enforce human rights
- Consequences of various strategies used in enforcing human rights

Skills: Critical think – Comparing and contrasting the enforcement of human rights in different political systems

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

- Investigate strategies used to enforce the rights of all citizens of a country.
- Analyse and evaluate the consequences of enforcing their rights.

Content Background

Universality of human rights means that human rights must be the same everywhere and for everyone. By virtue of being human, every individual is entitled to inalienable/undeniable rights and freedoms. “Everyone” is entitled to rights without distinction of race, sex or other status.

Global organisations responsible for enforcing/fighting for human rights

Global Organisation	Role
High Commissioner of Human Rights	The international organization monitoring the enforcement of human rights is ‘the High Commissioner on Human Rights’. The role of the OHCHR is to protect and promote human rights. It collaborates with governments to strengthen their human rights capabilities, encourages states to develop policies and institutions that are conducive to human rights, and provides advice and technical assistance to achieve these goals.
Human Rights Council	An inter-governmental body within the United Nations system responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of human rights violations and make recommendations on them.
Human Rights Treaty Bodies	Committees of independent experts that monitor implementation of the core international human rights treaties. Each state party to a treaty has an obligation to take steps to ensure that everyone in the state can enjoy the rights set out in the treaty.
Special Procedures	Individual independent human rights experts or groups of such experts, who report and advise on human rights issues. They are called by many names, including Special Rapporteurs, Special Representatives, Working Groups, and Independent Experts.

Ways of enforcing or fighting for human rights successfully in your communities

If you see an injustice or do not believe a policy is fair, what do you do about it? How do you indicate to others what you feel? Given below are some approaches you might use.

- Start a local group

Organizing or joining a campaigning group in your local community is a great way to meet like-minded people and take action on the issues you care about. Organize public events which raise awareness and money and encourage action on the big issues.

Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has.

- Public actions

Public actions, such as street theatre, a protest march, petitions, or sit-ins, have many different aims, but the following are probably the most important:

- Raising awareness of an issue
- Attracting others to a cause
- Getting the media talking
- Showing politicians or those in power that people are watching!

- Petition your government

The Universal Declaration of Human Rights is the fundamental and international agreement on what human rights are, and so must be known and applied throughout the world. Make your voice heard. Make human rights education in schools and universities part of the curriculum. You can ensure human rights are learned and demanded by everyone, by signing this petition.

Provided here are case studies of different countries on the enforcement of Human Rights reports by Amnesty International in 2019. Read them and discuss the enforcement of human rights in different countries.

China 2019

The human rights situation continued to be marked by a systematic crackdown on dissent. The justice system remained plagued by unfair trials and torture and other ill-treatment in detention. China still classified information on its extensive use of the death penalty as a state secret.

The government continued to intimidate, harass, and prosecute human rights defenders and independent NGOs, including raids on their homes and offices. Human rights defenders' family members were subjected to police surveillance, harassment, detention and restrictions on their freedom of movement.

Justice system

In February, President Xi Jinping emphasized that the legal system should be under the Chinese Communist Party's absolute leadership. Law enforcement and the judicial system remained largely under the control of the party. China legalized arbitrary and secret detention, such as “residential surveillance in a designated location” and an extra-judicial system of detention (liuzhi). These procedures allowed for prolonged incommunicado detention and increased the risk of torture and other ill-treatment and forced “confessions”.

Freedom of expression – the internet

The government strengthened its restrictions to the rights to freedom of expression, association and peaceful assembly. The authorities rigorously censored all media, from print media to online games. With the assistance of private technology and internet companies, officials mastered the use of facial recognition, real-name registration systems and big data to keep people under indiscriminate mass surveillance and control. In July, a draft regulation on China's social credit system proposed punishing citizens for disseminating information that “violates social morality” or causes “adverse social impacts”. In January, Chinese users reported that they had been threatened, detained or warned for being active on Twitter – a social media platform officially banned in the country. China also extended its control of cyberspace beyond its “Great Firewall” by launching powerful malware and denial of service attacks against overseas servers, websites and messaging apps deemed problematic.

Freedom of religion and belief

Beijing continued to tighten its grip on Christians and Muslims as China pushed ahead with the “sinicisation of religion”, which Premier Li Keqiang reiterated at the National People's Congress in March. Many Buddhist and Taoist temples and statues, along with mosques and churches, were damaged or destroyed on the direction of the government. The authorities jailed religious leaders who were not recognized by the party for “endangering state security”. On 30 December 2019, pastor Wang Yi of the Early Rain Covenant Church was sentenced to nine years for “illegal business operation” and “inciting subversion of state power”.

Many religious figures, intellectuals and academics were detained in Xinjiang merely for exercising their rights to freedom of religion and expression. In July, 25 countries issued a joint statement on Xinjiang at the UN Human Rights Council. In September, Amnesty International, together with four other human rights organizations published a joint letter to the UN Secretary General, urging the UN to step up pressure on China to end the mass detentions in Xinjiang.

In November, the New York Times and the International Consortium of Investigative Journalists disclosed two sets of leaked documents from unidentified Chinese officials detailing the crackdown in Xinjiang and the framework for facilities where hundreds of thousands of predominantly Muslim ethnic groups are being subjected to brainwashing and other ill-treatment. The descriptions in these documents matched the testimonies Amnesty International received from former detainees and overseas relatives of those sent to the camps or who went missing in Xinjiang. The documents also further

disproved the Chinese government's claims that these facilities were merely "vocational training facilities".

Rights of lesbian, gay, bisexual, transgender and intersex people (LGBTI)

LGBTI people faced widespread discrimination and stigma in society. Due to inadequate medical services, they took serious risks by seeking unregulated and improper gender-affirming treatments. LGBTI people also faced abuses in the form of "conversion therapy".

LGBTI people continued to face discrimination at home, at work, in schools and in public. The authorities accepted and claimed to have implemented all recommendations on sexual orientation, gender identity and gender expression at the end of the country's review process in the third cycle of the UN Universal Periodic Review in 2018. Two recommendations requested prohibition against discrimination in legislation, but there is no law that explicitly protects LGBTI people from discrimination.

Human Rights Defenders

The space for human rights defenders (HRDs) to freely carry out their work continued to shrink. The authorities systematically subjected HRDs to surveillance, harassment, intimidation, detention and imprisonment. Many activists and HRDs continued to be prosecuted on vague and overly broad charges such as "subverting state power", "inciting subversion of state power" and "picking quarrels and provoking trouble". Many were held in "residential surveillance in a designated location" on suspicion of involvement in state security crimes. This form of detention allowed the police to detain individuals suspected of such crimes for up to six months in an unknown location outside the formal detention system, with suspects denied access to legal counsel and families.

The authorities sustained a crackdown on dissent and independent voices. Prominent human rights lawyer Gao Zhisheng, who launched a memoir detailing his experience of enforced disappearance, torture and other ill-treatment, and illegal house arrest, was again forcibly disappeared in August 2017. His whereabouts are unknown.

In February Beijing human rights lawyer Yu Wensheng was indicted on charges of "inciting subversion of state power" and "obstructing the duties of public officers" after he had circulated an open letter calling for five reforms to China's constitution.

Authorities retaliated against citizen journalists and NGO workers reporting on human rights violations. Liu Feiyue, the founder of human rights website Civil Rights and Livelihood Watch, was detained in late 2016 and sentenced to five years in prison for "inciting subversion of state power".

Family members of human rights defenders were also subject to police surveillance, harassment and restrictions on their freedom of movement. Li Wenzu, the wife of imprisoned human rights lawyer Wang Quanzhang, said that, for a long time, she had difficulty finding a place to live because police threatened landlords not to sign leases with her. Their six-year-old son

Quanquan could not go to school, as police threatened the school's administrators.

Papua New Guinea 2019

Children's rights/violence against children

An August report by Save the Children found extremely high levels of violence against children in Papua New Guinea, including sexual violence and violent discipline in the home. Boys were more likely to experience physical punishment than girls. Violence occurred in the community, in schools, and by the police. Weak enforcement mechanisms and insufficient child protection services contributed to impunity for such violence.

Gender-based violence

Gender-based violence—including gang rape and other forms of sexual, and intimate partner violence—continued to be highly prevalent. Although violence against women is prohibited by law, few perpetrators were brought to justice. Instead, perpetrators often paid compensation to victims instead of facing trial. Sexual harassment of women in public places was also a concern. Impunity for killings and torture of women accused of sorcery by members of their communities remained a problem.

In May, a man in Western Highland Province killed his entire family—his wife, two daughters, and their 18-year-old baby-sitter—and was later taken into police custody.

Human rights defenders

Cressida Kuala, an environmental and women's rights activist from Porgera, the site of a gold mine in the highlands of Enga Province, highlighted problems facing women in mining communities, including police brutality, rape by mine employees, and forced eviction and displacement. She and other women human rights defenders faced sexual violence from their communities linked to their advocacy of women's rights. Communities in the Porgera area also lacked access to clean water to meet their basic needs and were exposed to harmful chemicals from tailings (residue) dumped directly into rivers.

Emmanuel Peni, an LGBTI and environmental activist in Sepik, faced threats and violence by government and mining company officials because of his work to raise awareness about the dangers of mining exploration, including tailings in the Sepik River. His advocacy for LGBTI rights was complicated by the criminalization of homosexuality. The LGBTI community in urban areas were at high risk of extortion by the security forces.

Police and security forces

Violence by the police, including killings, continued at a high level. In mid-September police beat to death a betel nut seller at a Port Moresby market when police were shutting down betel nut stalls. After a public outcry at least one police officer was charged with murder for the incident. In another incident in late October, police reportedly used live fire when chasing down a group of betel nut vendors in Port Moresby, injuring three of them.

Afghanistan 2019

Crimes under international law and abuses by armed groups

The Taliban unlawfully killed and injured civilians including in indiscriminate attacks; Islamic State Khorasan Province (IS-K) deliberately targeted civilians in attacks against Shi'a communities and the Hazara ethnic group – who mostly follow the Shia sect of Islam. In August, an IS-K suicide bomb attack at a wedding in Kabul killed at least 63 civilians and injured more than 200.

Human rights defenders

Human rights defenders came under attack from both state and non-state actors. They faced intimidation, harassment, detention and even death. Measures to protect human rights defenders were inadequate and abuses against them were rarely investigated. In September, the Taliban abducted and shot dead Abdul Samad Amiri of the Afghanistan Independent Human Rights Commission. No one had been held accountable for the killing which amounted to a war crime by the end of the year. In November, two prominent human rights defenders were arbitrarily detained by the National Directorate of Security (NDS) for exposing existence of a paedophile ring in Logar province and uncovering more than 100 videos of the alleged abuse. Women human rights defenders continued to be at particular risk of threats and intimidation from both state and non-state actors across Afghanistan.

In July, the government renewed the Afghanistan Independent Human Rights Commission's mandate and appointed nine new commissioners, including a new chair.

Refugees and internally displaced people

Half a million Afghans were forcibly returned from neighbouring countries in 2019, more than 476,000 of them from Iran alone, according to the International Organization for Migration (IOM). Thousands of Afghan asylum-seekers were also forcibly returned from Europe, either under the European Union's Joint Way Forward Agreement or bilateral agreements with the Afghan government. The Turkish government also forcibly returned 19,000 people to Afghanistan by September, amid reports of Afghan asylum-seekers being held in poor conditions in detention centres there. Upon their return, many Afghans were exposed to renewed threats and violence from armed groups and local militias they had sought to escape.

In May, Iran's deputy foreign minister threatened to forcibly return all Afghan refugees from the country as the United States of America continued to impose economic sanctions on Iran.

Violence against women and girls

Afghan women and girls continued to face gender-based violence throughout the country, especially in areas under Taliban control. Incidents of violence against women are believed to be significantly underreported. Where they have been reported, there has often been a failure to investigate these attacks, or pressure has been applied on the victims to withdraw their complaints, or mediation has been used to resolve complaints outside of the legal framework and without human rights protections. The perpetrators of the attacks, which

included beatings and killings, torture or other ill-treatment, corporal punishments against women for having sex outside marriage, continued to enjoy impunity.

In areas under its control, the Taliban continued implementing medieval punishment of women and girls that included stoning to death and shot dead women and girls. On the other hand, the government is failing to establish Elimination of Violence Against Women courts and prosecution units in all 34 provinces.

Women constitute 27 per cent of the lower house of parliament. Women are also part of the cabinet and provincial councils. Women, however, are substantially excluded from the political arena at the sub-national level. There were no women candidates among the 18 people who ran for the presidency in the September elections.

Freedoms of expression and association

The rights to freedom of expression and association were severely restricted. It became increasingly difficult for journalists to operate freely and without reprisals. Dozens of journalists were attacked by security forces and members of armed groups. Ten journalists were shot dead during the year by unknown gunmen and some were abducted by armed groups. In January, journalist Javid Noori was attacked and killed by members of the Taliban and in February, two others were shot dead in a radio station in Takhar province by unknown gunmen. Others were beaten, threatened, intimidated and harassed by state officials security forces and members of armed groups. Threats and attacks against journalists were rarely investigated by the authorities. In April, two suspects were sentenced to death for the 2018 killing of Kabul News journalist Abdul Manan Arghand.

In June, the Taliban declared that journalists and media workers were a legitimate military target so long as they disobeyed the group's orders to stop broadcasting anti-Taliban statements. In August, they issued a statement on the "Voice of Jihad" website warning people to stay away from election campaign rallies during the presidential elections and issued threats of violence to anyone who disobeyed.[4]

Children's rights

Despite the revised Penal Code was enforced in 2018 which prohibits and criminalizes the recruitment and use of children by armed forces and criminalize "bacha bazi", a harmful practice of which involves the sexual abuse of boys, there was evidence that security forces continued to recruit child soldiers and that the government fails to protect victims of "bacha bazi". There were no steps taken to eradicate child marriage. Poverty, lack of family or child labor to provide livelihood to entire family have forced children to work on the streets in Kabul and other cities. There is inadequate protection and support by the government.

Service Delivery, Poverty, and Traditional Justice

An estimated 55 percent of the population is living below the poverty line, and people's access to basic and necessary health service, education, and clean

water is limited. Despite public's limited access to basic and necessary healthcare, the Taliban flagrantly announced a "ban" on International Committee of Red Cross (ICRC) and the World Health Organizations (WHO) activities in its controlled areas in April. However, the group revoked the ban in September. Traditional and informal forms of justice continued to be implemented in the country, contrary to the principle of rule of law, human rights standards, and Afghan laws.

Improved public legal education (PLE) and human rights education (HRE) have an important role to play in helping individuals to know their rights, to identify for themselves when they have experienced a potential breach of their human rights and therefore have a case to take.

The ability to know about and enforce human rights is vital for the rule of law to be a reality. As well as the current review of the impact of legal aid reform in England and Wales, there is a pressing need for a much wider evaluation of the broader landscape of advice, support and means of resolution for legal problems to assess how they can collectively better serve individuals faced with a breach of their human rights. Such a process must also consider the economic viability of the whole system.

Suggested Resources

1. China 2019. Retrieved from: <https://www.amnesty.org/en/countries/asia-and-the-pacific/china/report-china/>
2. Papua New Guinea 2019. Retrieved from: <https://www.amnesty.org/en/countries/asia-and-the-pacific/papua-new-guinea/report-papua-new-guinea/>
3. Afghanistan 2019. Retrieved from: <https://www.amnesty.org/en/countries/asia-and-the-pacific/afghanistan/report-afghanistan/>
4. Protect Human Rights. Retrieved from: <https://www.un.org/en/sections/what-we-do/protect-human-rights/>
5. Simple actions for human rights. Retrieved from: <https://www.coe.int/en/web/compass/simple-actions-for-human-rights>

Benchmarks 12.3.4.7: Use research skills to investigate and report on cases where the United Nations, the media, governments, citizens, and other individuals and groups raised awareness and intervened when human rights were suppressed or violated.

Topic 7: Awareness on human rights violation

Sub-topics:

- Cases of suppression and violation of human rights
- Awareness and interventions (UN, media, governments, citizens & others)

Skills: Critical thinking – investigating cases of human rights violations.

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

- Investigate and identify cases of suppression and violation of human rights.
- Examine interventions by organisations to combat suppression and violation of human rights.
- Plan and carry out awareness on the importance of raising awareness and being part of interventions programs to stop suppression and violation of human rights.

Content Background

Human rights violations are anything that violates human rights--"Examples of rights and freedoms which are often suppressed and violated include civil and political rights, such as the right to life and liberty, freedom of expression, and equality before the law; and social, cultural and economic rights, including the right to participate in culture, the right to food, the right to work, and the right to education."

Before conflict erupts, human rights abuses are often the first early warning signs that a situation is heading for chaos and disorder.

In countries emerging from violence, official channels for resolving disputes can be slow, expensive and corrupt leaving people to take justice into their own hands. But something can be done about this and local people are proving just that.

Therefore, local activists must be supported to monitor and report human rights abuses at the onset of violence so that widespread violence can be prevented because they speak out against human rights abuses, secure the release of people wrongly arrested, and take action to stop local conflicts escalating. This means the people they live and work amongst do not have to live in fear.

Justice for human rights by activists

In the heat of conflict, when security breaks down, violence is everywhere, human rights are abused, and torture and unlawful arrests intensify. Youth militias, armed rebel groups and even the police carry out their own deadly justice on the innocent population.

Hence, to combat this, people must act by documenting and reporting these violations on human rights and help those affected. For activists, despite huge personal risks, act on behalf of the innocent arrested without charge and negotiate for their release.

In countries emerging from conflict where justice structures are weak, unresolved grievances or disputes over scarce resources can escalate resulting in needless deaths and entrenched hatred and mistrust. Here, in the midst of deadly tensions, trained local volunteers and activists step in and work with people on the brink of violence to stop tensions spilling over and work for a peaceful solution.

Examples of human rights violations

- Forcibly evicting people from their homes (the right to adequate housing)
- Contaminating water, for example, with waste from State-owned facilities (the right to health)
- Failure to ensure a minimum wage sufficient for a decent living (rights at work)
- Failure to prevent starvation in all areas and communities in the country (freedom from hunger)
- Denying access to information and services related to sexual and reproductive health (the right to health)
- Systematically segregating children with disabilities from mainstream schools (the right to education)
- Failure to prevent employers from discriminating in recruitment (based on sex, disability, race, political opinion, social origin, HIV status, etc.) (The right to work)
- Failure to prohibit public and private entities from destroying or contaminating food and its source, such as arable land and water (the right to food)
- Failure to provide for a reasonable limitation of working hours in the public and private sector (rights at work)
- Banning the use of minority or indigenous languages (the right to participate in cultural life)
- Denying social assistance to people because of their status (e.g., people without a fixed domicile, asylum-seekers) (the right to social security)
- Failure to ensure maternity leave for working mothers (protection of and assistance to the family)
- Arbitrary and illegal disconnection of water for personal and domestic use (the right to water)

Cases of human rights suppression and violations

- Women's and Girls' Rights

Sorcery-related violence continued unabated, with women and girls the primary targets. In May, in the Southern Highlands, one woman was killed and another two seriously injured after a mob attacked the women following accusations they had used sorcery to kill a man.

- Police Abuse

The PNG government failed to address abuses by security forces. Few police are ever held to account for beating or torturing criminal suspects,

a common occurrence. Despite the ombudsman and police announcing investigations into the 2016 police shooting of eight student protesters in Port Moresby, at time of writing no police had been charged or disciplined and neither body had issued a report

Awareness and interventions on violations of human rights

Raising awareness is a significant step in the fight against human rights violations. One of the most effective mechanisms for protecting human rights is through the work of the United Nations Human Rights Council. The UN Security Council deals with grave/serious/severe human rights violations, often in conflict areas. The UN Charter gives the Security Council the authority to investigate and mediate, dispatch a mission, appoint special envoys, or request the Secretary-General to use his good offices. There are other international organisations as well as individuals and governments that also advocate for human rights violations.

Note: There are so many cases of human rights violations in families, schools, communities, districts, provinces, countries and the world. Get the students involved by identifying and discussing the causes and impacts of these human rights violations.

Questions for discussion

- What has the government of Papua New Guinea done in regards to the violations of human rights? Do Papua New Guineans know and understand their rights?
- How effective is the awareness on human rights suppression and violation?
- What are some international organisations that advocate for human rights violations?
- What can you do to stop suppression and violations of human rights in your family, classroom, school and the local community?

Suggested Resources

1. Search on Google to assist you to collect information

Benchmarks 12.3.4.8: Identify and examine different ways citizens are emancipated and empowered to fight for and to ensure that their social, economic, political, cultural, and religious rights are accommodated, respected, and safeguarded.

Topic 8: Emancipating and empowering citizens' rights

Sub-topic:

- Ways of emancipating and empowering citizens' rights

Skills: Critical thinking – Examining ways of emancipating and empowering citizen's rights.

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

- Examine ways citizens are emancipated and empowered to fight for and to ensure that their rights (social, economic, political, cultural and religious) are accommodated, respected and safeguarded.

Content Background

To empower citizens to fight for and ensure their various rights are accommodated, respected and safeguarded, they must make reference to the International Standards of Law, which is the Universal Declarations of Human Rights.

Awareness on Human Rights

For an individual to enforce their human rights, they firstly need to know that they have rights, and secondly need to have a basic understanding of the rule of law. This knowledge is also a pre-condition for a thriving human rights culture. Make people aware and understand the Human Rights. Inform citizens of the laws that guide these rights.

Human Rights enshrined in the Universal Declaration of Human Rights have been laid down in two legally binding international instruments;

- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)

The ICCPR enumerates a number of civil and political rights or 'classic freedom rights', for example the right to life, the right to a fair trial, freedom of opinion and expression, freedom of thought and religion, freedom of association, which are supposed to be immediately guaranteed by States. It was argued that the enforcement of civil and political rights mainly demanded states not to interfere; in other words, they should refrain from action in these fields.

The ICESCR contains economic, social and cultural rights, for example the right to work, the right to health, the right to education and the right to an adequate standard of living, to be 'recognized' by countries. These rights were considered to require a proactive role of the state involving financial and material resources.

The role of human rights education and public legal education in PNG

The central importance of education in relation to the legal system in general, and human rights in particular, came up repeatedly in the course of the inquiry. Currently levels of knowledge and awareness are very low.

Human rights are currently part of the national curriculum from preparatory to Grade 12 school levels. Most human rights concepts are covered in Social Sciences. However, are also 'briefly' covered in the subject citizenship and Christian Values Education and are also partly integrated across the curriculum.

While human rights awareness in education in schools is essential, there is also a need to raise knowledge and awareness of human rights across the population. The Equality and Human Rights Commission has duties under certain sections of the related Acts to promote an understanding of the importance of human rights and must do so more vigorously.

There is a strong case for better inclusion of human rights in the initial training, qualification and professional development of those working in public services. This could transform the way public services are developed and delivered, supporting a- preventative approach to human rights enforcement.

There are also other main line government agencies such as the Ministry of Justice and other statutory bodies, NGOs, organizations, institutions and individuals to support and drive forward some form of public legal education and information (PLE), which exist to improve people's understanding of the law beyond the education system. Lack of PLE is another barrier to the enforcement of human rights.

Question for discussion

How else can citizens be empowered to fight for human rights? What other strategies or ways can be applied to empower citizens to fight for Human Rights?

Suggested Resources

1. Google Search for more information

Benchmarks 12.3.4.9: Identify and analyse the effectiveness of different mechanisms for dealing with human rights violations at the local, national, and global levels.

Topic 9: Mechanisms of dealing with human rights violations

Sub-topic:

- Mechanisms for dealing with human rights violation at the local, national, regional and global levels.

Skills: Critical thinking – Analysing the effectiveness of mechanisms to combat human rights violations.

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

- Examine and analyse mechanisms that can be used as rights-based approach in responding to best practises and challenges in the promotion and protection of human rights at the local, national and global levels.

Content Background

Mechanisms to combat human rights violence

Since the ratification of the Universal Declaration of Human Rights, several United Nations mechanisms for enforcing and protecting economic, social, and cultural rights have emerged. One of the most important international mechanisms for defending and promoting human rights is; the **Committee on Economic, Social, and Cultural Rights (CESCR)**, whose mandate is to specifically monitor state parties fulfillment of their obligations under the International Covenant on Economic, Social and Cultural Rights.

Articles 16 and 17 of the ICESCR require states to prepare reports every five years on the situation of ESCR in their country, which are reviewed by the CESCR.

The CESCR;

- Examines the extent to which ESCR are being achieved by state parties,
- Serves as a base for formulating policies that promote ESCR via General Comments, and
- Allows the public to learn about the work of their government concerning the achievement of ESCR.
- Overviews five or six reports every year. If a country fails to report, the CESCR may review the situation in that country using alternative sources.
- After examining a country's report and other sources, the CESCR then releases concluding observations which highlight the progress made in fulfilling ESCR, difficulties in achieving these rights, areas of concern, and recommendations.
- Also accepts reports by members of the civil society on the situation of ESCR in their countries as part of the review process.

The CESCR is an organ of the United Nations Economic and Social Council (ECOSOC). It has 18 members who are experts in the area of human rights and are elected by the ECOSOC.

Beside the CESCR, other important mechanisms for human rights within the UN are the;

- Office of the United Nations High Commissioner on Human Rights (OHCHR),
- Human Rights Council, and treaty-monitoring bodies like
- Committee on the Elimination of Discrimination against Women and
- Committee on the Rights of the Child.

High Commissioner on Human Rights

The role of the OHCHR is to protect and promote human rights. It is the main office in the United Nations that deals with human rights and it works to ensure that human rights standards are applied in all of the UN's activities. It collaborates with governments to strengthen their human rights capabilities, encourages states to develop policies and institutions that are conducive to human rights, and provides advice and technical assistance to achieve these goals.

Individuals or non-governmental organizations (NGOs) can bring information about human rights violations, or non-compliance with human rights obligations, to the UN bodies mentioned above through two procedures: complaint mechanisms and reporting/monitoring mechanisms. Each procedure has its own requirements, limitations, and outcomes.

In choosing to seek enforcement of human rights obligations, advocates should carefully evaluate two factors. First, investigate which mechanisms are available to them based on the treaty ratification of their national government. Only those nations which have ratified a treaty are bound by its contents.

Suggested Resources

1. Google Search for more information

Standards-Based Lesson Planning

What are Standards-Based Lessons?

In a Standards-Based Lesson, the most important or key distinction is that, a student is expected to meet a defined standard for proficiency. When planning a lesson, the teacher ensures that the content and the methods of teaching the content enable students to learn both the skills and the concepts defined in the standard for that grade level and to demonstrate evidence of their learning.

Planning lessons that are built on standards and creating aligned assessments that measure student progress towards standards is the first step teacher must take to help their students reach success. A lesson plan is a step-by-step guide that provides a structure for an essential learning.

When planning a standards-based lesson, teacher instructions are very crucial for your lessons. How teachers instruct the students is what really points out an innovative teacher to an ordinary teacher. Teacher must engage and prepare motivating instructional activities that will provide the students with opportunities to demonstrate the benchmarks. For instance, teacher should at least identify 3-5 teaching strategies in a lesson; teacher lectures, ask questions, put students into groups for discussion and role play what was discussed.

Why is Standards-Based Lesson Planning Important?

There are many important benefits of having a clear and organized set of lesson plans. Good planning allows for more effective teaching and learning. The lesson plan is a guide and map for organizing the materials and the teacher for the purpose of helping the students achieve the standards. Lesson plans also provide a record that allows good, reflective teachers to go back, analyze their own teaching (what went well, what didn't), and then improve on it in the future.

Standards-based lesson planning is vital because the content standards and benchmarks must be comparable, rigorous, measurable and of course evidence based and be applicable in real life that we expect students to achieve. Therefore, teachers must plan effective lessons to teach students to meet these standards. As schools implement new standards, there will be much more evidence that teachers will use to support student learning to help them reach the highest levels of cognitive complexity. That is, students will be developing high-level cognitive skills.

Components of a Standards-Based Lesson Plan

An effective lesson plan has three basic components;

- aims and objectives of the course;
- teaching and learning activities;
- assessments to check student understanding of the topic.

Effective teaching demonstrates deep subject knowledge, including key concepts, current and relevant research, methodologies, tools and techniques, and meaningful applications.

Planning for under-achievers

Who are underachieving students?

Under achievers are students who fail or do not perform as expected. Underachievement may be caused by emotions (low self-esteem) and the environment (cultural influences, unsupportive family)

How can we help underachievement?

Underachievement varies between students. Not all students are in the same category of underachievement.

Given below a suggested strategies teachers may adopt to assist underachievers in the classroom.

- Examine the Problem Individually
It is important that underachieving students are addressed individually by focusing on the student's strengths.
- Create a Teacher-Parent Collaboration
Teachers and parents need to work together and pool their information and experience regarding the child. Teachers and parents begin by asking questions such as;
 - In what areas has the child shown exceptional ability?
 - What are the child's preferred learning styles?
 - What insights do parents and teachers have about the child's strengths and problem areas?
- Help student to plan every activity in the classroom
- Help students set realistic expectations
- Encourage and promote the student's interests and passions.
- Help children set short and long-term academic goals
- Talk with them about possible goals.
Ensure that all students are challenged (but not frustrated) by classroom activities
- Always reinforce students

Sample of Standards-Based Lesson Plan

To help teachers plan effective Standards-Based lesson plans, a sample lesson is provided here. Teachers are encouraged to study the layout of the different components of this lesson and follow this design in their preparation and teaching of each lesson. Planning a good lesson helps the teacher to focus on the essential knowledge, skill, value and attitude that students are expected to learn and master at the end of the lesson.

NOTE FOR TEACHER:

GIVEN BELOW IS A GRADE 9 SBC LESSON PLAN. USE THIS TO HELP YOU DESIGN YOUR LESSON PLANS FOR GRADE 12 POLITICAL SCIENCE

Strand 3: Political Science

Unit 4: Civic and citizenship

Content Standard 3.4: Students will be able to evaluate and explain the purposes, ideologies, concepts, structures, functions, and processes of different government systems.

Benchmark 9.3.4.1: Describe what is meant by citizenship.

Topic 1: Citizenship

Lesson Topic: Types of citizenship

Grade: 9

Length of lesson: 40 minutes

Essential knowledge, skills, values and attitude

Knowledge:

- Meaning of citizenship
- Types of citizenship

Skill(s): Creative thinking skills of describing the concept 'citizenship'.

Values: Respect for the rule of law and fellow citizens and being responsible in performing civic activities.

Attitudes: Appreciate being a Papua New Guinean and willing to participate in civic activities.

Performance indicator: Explain the different methods used to transmit cultures in PNG.

Materials:

Instructional (lesson) Objective(s): By the end of the lesson, students will be able to;

- List and describe the types of citizenship.
- Explain the process of becoming a naturalised citizen.
- State the roles and responsibilities of citizens.

Essential Questions:

- Are you a citizen of PNG?
- Why do you say you are a citizen of PNG?
- What are your roles and responsibilities as a Papua New Guinean?

Lesson Procedure

Teacher Activities	Student Activities
Introduction (time in minutes)	
Engage students in this lesson; • Show students cartoons displaying various concepts of citizenship. • Ask questions based on the cartoons • Relate students' answers to examples in PNG • Ask students to define citizenship.	Study the cartoons carefully and answer questions Class discussion about the cartoons and relate to real situations in PNG Define the word citizenship
Body (time in minutes)	
Modeling	
Draw a table with two columns titled; automatic citizen & naturalized citizen on the boards Ask students to write their names under one of the columns Ask questions such as; • Why do you have your name under 'automatic citizen'? • Why do you have your name written under 'naturalized citizen'? Elaborate on the students responses and distinguish the types of citizens	Observe and follow instructions Write name under one of the columns Give reasons for writing their names under the appropriate column.
Guided Practice	
Divide the class into two groups according to the type of citizenship • Automatic citizens • Naturalized citizens (<i>if there is non in the class then just choose some stds to act</i>) Assign tasks for each group <i>Automatic citizens – write the roles and responsibilities they have to perform as a citizen of PNG</i> <i>Naturalized citizens – describe how they have become citizens of PNG</i> Walk around the room to see if students have understood and answered the questions. Ask students to stop and give the responsibility to perform as a citizen and also the first step in acquiring a naturalized citizenship.	Listen to instructions and work accordingly
Independent Practice	

Provide students with readings, articles, pictures, stories of becoming naturalized citizens as well as the roles and responsibilities of a citizen.

Ask students to use them to complete the group work.

Ask students to present to the class;

Group 1 (automatic citizens)

Group 2 (naturalized citizens)

Emphasize on the presentations by the two groups

Use the information provided to tackle the group activity

Have the answers written neatly on charts to be presented to the teacher by the team leader

Presentation of group activity

Group 1 (automatic citizens)

Roles and responsibilities of citizens

Group 2 (naturalized citizens)

The process of becoming a naturalized citizen

Conclusion (time in minutes)

Ask the students to write a summary of what has been learnt in the lesson without consulting their exercise books or the group work. The summary should have four important points according to the objectives of the lesson.

Write the summary about the lesson consisting of the four important points outlined in the lesson objectives.

Assessments, Reporting and Monitoring

What is Standards-Based Assessment (SBA)?

Standards-Based Assessment is an on-going and a systematic process of **assessing, evaluating, reporting** and **monitoring** students' performance and progression towards meeting grade and national level expectations. It is the measurement of students' proficiency on a learning objective or a specific component of a content standard and progression towards the attainment of a benchmark and content standard.

Purpose of Standards-Based Assessment

Standards-Based Assessment (SBA) serves different purposes. These include instruction and learning purposes. The primary purpose of SBA is to improve student learning so that all students can attain the expected level of proficiency or quality of learning.

Enabling purposes of SBA is to:

- measure students' proficiency on well-defined content standards, benchmarks and learning objectives
- ascertain students' attainment or progress towards the attainment of specific component of a content standard
- ascertain what each student knows and can do and what each student needs to learn to reach the expected level of proficiency
- enable teachers to make informed decisions and plans about how and what they would do to assist weak students to make adequate progress towards meeting the expected level of proficiency
- enable students to know what they can do and help them to develop and implement strategies to improve their learning and proficiency level
- communicate to parents, guardians, and relevant stakeholders the performance and progress towards the attainment of content standards or its components
- compare students' performances and the performances of other students

Principles of Standards-Based Assessment

The principle of SBA is for assessment to be;

- emphasising on tasks that should encourage deeper learning
- be an integral component of a course, unit or topic and not something to add on afterwards
- a good assessment requires clarity of purpose, goals, standards and criteria
- of practices that should use a range of measures allowing students to demonstrate what they know and can do
- based on an understanding of how students learn
- of practices that promote deeper understanding of learning processes by developing students' capacity for self-assessment
- improving performance that involves feedback and reflection
- on-going rather than episodic

- given the required attention to outcomes and processes
- be closely aligned and linked to learning objectives, benchmarks and content standards.

Standards-Based Assessment Types

In standards-Based Assessment, there are three broad assessments types.

1. Formative Assessment

Formative assessment includes ‘assessment *for* and *as*’ and is conducted during the teaching and learning of activities of a topic.

Purposes of Assessment For Learning

- On-going assessment that allows teachers to monitor students on a day-to-day basis.
- Provide continuous feedback and evidence to the teachers that should enable them to identify gaps and issues with their teaching, and improve their classroom teaching practice.
- Helps students to continuously evaluate, reflect on, and improve their learning.
- Help teachers to make inferences about student learning to inform their teaching.
- Provide continuous feedback to both students and teachers which enables them to monitor progress, identify and address gaps and errors in learning.

Purposes of Assessment As Learning

- Occurs when students reflect on and monitor their progress to inform their future learning goals.
- Helps students to continuously evaluate, reflect, and improve their own learning.
- Helps students to understand the purpose of their learning and clarify learning goals.

2. Summative Assessment

Summative assessment focuses on ‘assessment of learning’ and is conducted after or at the conclusion of teaching and learning of activities or a topic.

Purposes of Assessment Of Learning

- Help teachers to determine what each student has achieved and how much progress he/she has made towards meeting national and grade-level expectations.
- Help teachers to determine what each student has achieved at the end of a learning sequence or a unit.
- Enable teachers to ascertain each student’s development against the unit or topic objectives and to set future directions for learning.
- Help students to evaluate, reflect on, and prepare for next stage of learning.

3. Authentic Assessment

- Is performed in a real life context that approximates as much as possible, the use of a skill or concept in the real world.
- Is based on the development of a meaningful product, performance or process.
- Students develop and demonstrate the application of their knowledge, skills, values and attitudes in real life situations which promote and support the development of deeper levels of understanding.

Authentic Assessment Criteria

Authentic assessment refers to assessment that:

- Looks at students actively engaged in completing a task that represents the achievement of a learning objective or standard.
- Takes place in real life situations.
- Asks students to apply their knowledge, skills, values and attitudes in real life situations.
- Students are given the criteria against which they are being assessed.

Performance Assessment

Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Teachers, then judge the quality of the student's work based on an agreed-upon set of criteria. It is an assessment which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

Types of performance assessment;

i. Products

This refers to concrete tangible items that students create through either the visual, written or auditory media such as;

- Creating a health/physical activity poster
- Video a class game or performance and write a broadcast commentary
- Write a speech to be given at a school council meeting advocating for increased time for health and physical education in the curriculum
- Write the skill cues for a series of skill photo's
- Create a brochure to be handed out to parents during education week
- Develop an interview for a favorite sportsperson
- Write a review of a dance performance
- Essays
- Projects

ii. Process Focused Tasks

It shows the thinking processes and learning strategies students use as they work such as;

- Survival scenarios
- Problem-solving initiative/adventure/activities
- Decision making such as scenario's related to health issues
- Event tasks such as creating a game, choreographing a dance/ gymnastics routine, creating an obstacle course
- Game play analysis

- Peer assessment of skills or performances
- Self-assessment activities
- Goal setting, deciding a strategy and monitoring progress towards achievement

iii. Portfolio

This refers to a collection of student work and additional information gathered over a period of time that demonstrates learning progress.

iv. Performances

It deals with observable affective or psycho-motor behaviours put into action such as;

- Skills check during game play
- Role plays
- Officiating a game
- Debates
- Performing dance/gymnastics routines
- Teaching a skill/game/dance to peers

Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “be able to do” of “what students should know and be able to do.” Performance standards are the indicators of quality that specify how competent a students’ demonstration or performance must be. They include explanations of how well students must demonstrate the content, explaining how good is good enough.

Performance standards:

- measure students’ performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis (performance indicators) for evaluating, reporting and monitoring students’ level of proficiency in use of a specific knowledge, skills, value, or attitude
- are used to plan for individual instruction to help students not yet meeting expectations (desired level of mastery and proficiency) to make adequate progress towards the full attainment of benchmarks and content standards
- are used as the basis for measuring students’ progress towards meeting grade-level benchmarks and content standards.

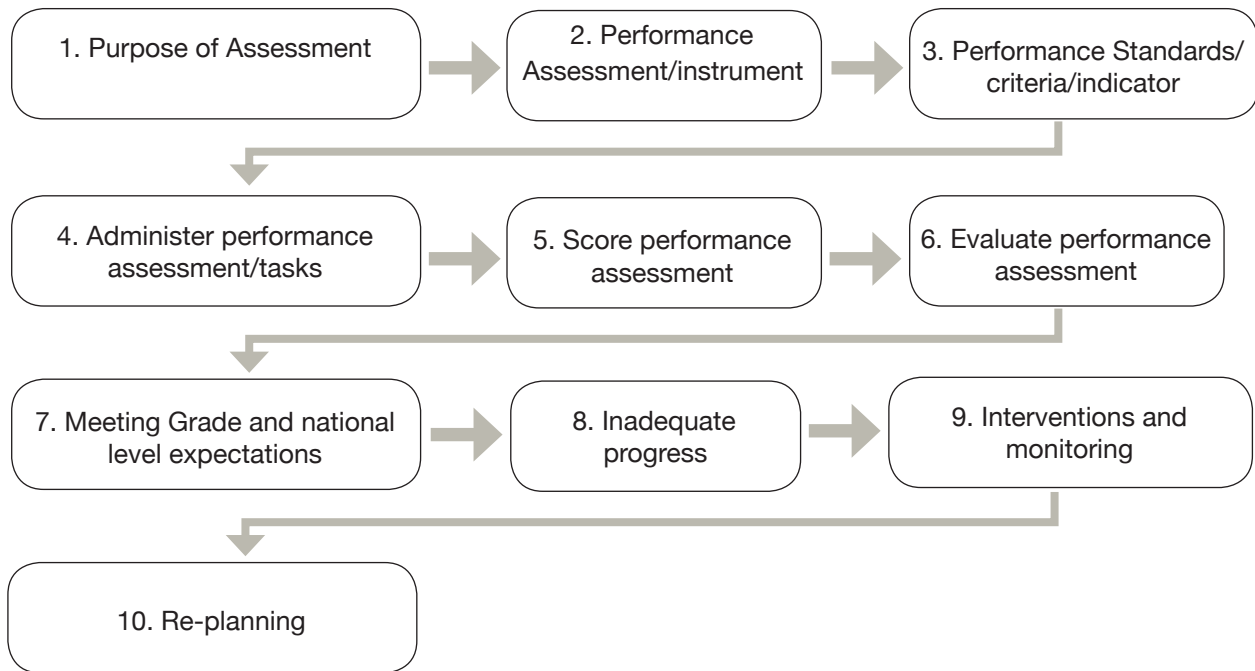
Assessment Strategies

It is important for teachers to know that, assessment is administered in different ways. Assessment does not mean a test only. There are many different ways to find out about student’s strengths and weaknesses. Relying on only one method of assessing will not reflect student’s achievement. Provided in the appendices is a list of suggested strategies you can use to assess student’s performances. These strategies are applicable in all the standards-based assessment types.

Please refer to Appendix 5 to see the suggested strategies.

There are different performance assessment methods and assessment strategies for assessing students’ learning and performance on significant components of content standards.

Standards-Based Assessment Process



Scoring Students' Assessment

Assessment scoring methods describe how students' assessment tasks will be scored.

The most commonly used methods of scoring students' assessment are:

- i. Checklists
- ii. Rating Scales
- iii. Rubrics

Students' performance is assessed and scored using:

- i. a set of well-defined criteria
- ii. performance standards or indicators,

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and to make judgements about what students know and can do in relation to the standards. They offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the *quality* of the descriptors chosen for assessment.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations and students can use them as self-assessment tools. Teaching students to use descriptive words, such as *always*, *usually*, *sometimes* and *never* helps them pinpoint specific strengths and needs. Rating scales also give students information for setting goals and improving performance. In a rating scale, the descriptive word is more important than the related number. The more precise and descriptive the words for each scale point, the more reliable the tool.

Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as *fair*, *good* or *excellent*, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Rubrics use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed description of the characteristics for each level of performance. These descriptions focus on the *quality* of the product or performance and not the quantity; e.g., not number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

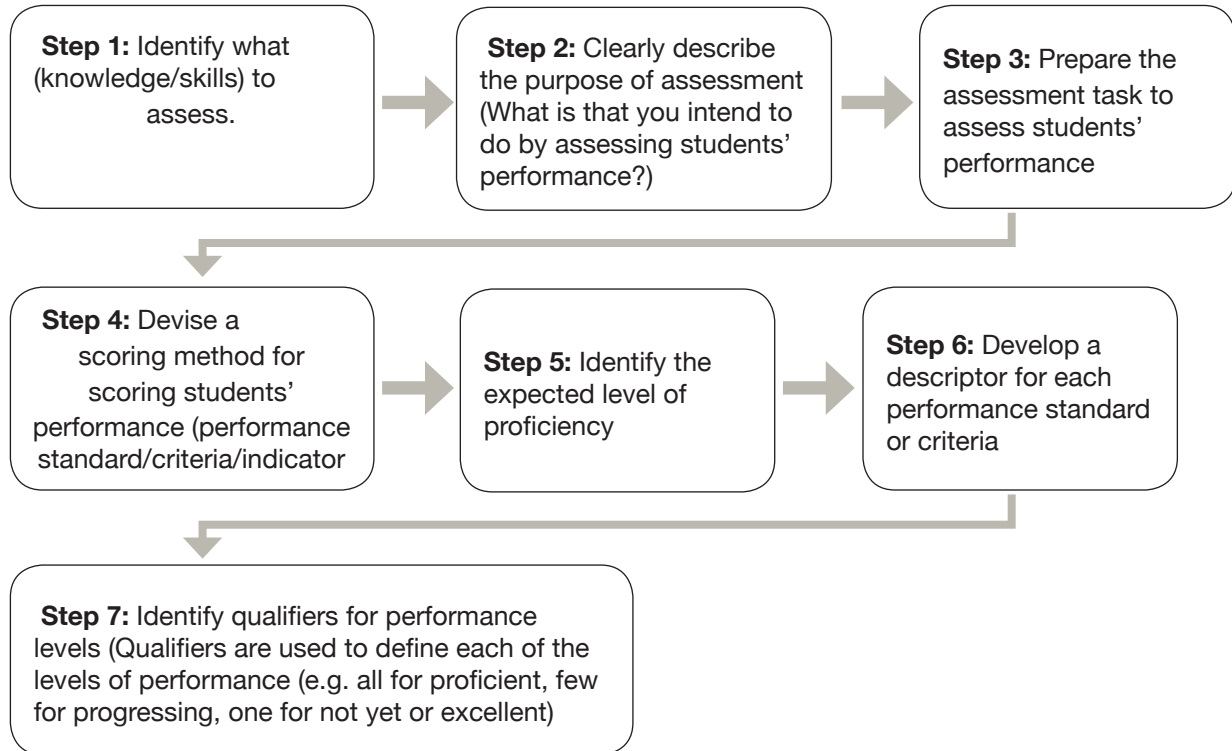
Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

Rubrics are recognized as a way to effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics in a teaching resource provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

However, regardless of which method is used, students' performance, proficiency, and quality of learning should be meaningfully and effectively measured. This will help ascertain if students are meeting grade-level expectations and progressing towards meeting the content standard.

Assessment Samples

Teachers are required to use the steps outlined below when planning assessment. These steps will guide you to develop effective assessments to improve student's learning as well as evaluating their progress towards meeting national and grade-level expectations.



There are three (3) assessment samples provided here to guide teachers when preparing assessment for students. There is a/an;

- i. formative assessment sample
- ii. summative assessment sample
- iii. authentic assessment sample

Teachers are encouraged to give a variety of assessments using different strategies on one topic to test the understanding and achievement of a content standard and a benchmark by individual students.

Assessment Types

NOTE FOR TEACHER:

GIVEN BELOW ARE GRADE 9 ASSESSMENT SAMPLES. USE THESE TO HELP YOU DESIGN YOUR LESSON PLANS FOR GRADE 12 POLITICAL SCIENCE

Formative Assessment

This assessment is given during the lesson.

Benchmark 9.1.1.1: Identify and explain the use of weather instruments and unit of measurements used in measuring weather.

Topic 1: Weather instruments

Lesson Topic: Weather instruments and elements of weather

What are you assessing?

Identification of weather instruments and relate to the elements of weather.

Performance Task

Identify weather instruments and the elements measured. Students will complete this table.

Name of weather instrument	Picture of weather instrument	Element of weather measured

What is the purpose of this assessment?

To monitor students understanding of the weather instruments and the elements measured

Assessment Scoring

Checklist		
Date: 7th August, 2020		
Performance criteria/standard	Yes	No
Identifies weather instruments and the elements measured.		

Summative Assessment

Strand 2: Geography

Unit 1: Geography Skills

Content Standard 1.1: Student will be able to use geographical tools to locate and interpret information about people, places and environment.

Benchmark 9.1.1.1: Identify and explain the use of weather instruments and unit of measurements used in measuring weather.

Topics 1: Weather instruments

Learning Objectives: By the end of the topic, students will able to;

- Identify weather instruments.
- Explain the uses of weather instruments.
- Identify the units of measurements used in weather instruments.

Purpose of this assessment

The purpose of this assessment is to measure student's achievement of the benchmark, i.e. if students have used analytical skills to identify different weather instruments and their units of measurements and explain what each weather instrument is used for and how it is used. Also to find out if the students can work independently and have confidence in their abilities and evaluate the effectiveness of their research.

Expected level of proficiency

All students are expected to;

1. Explain the uses of weather instruments
2. Identify the units of measurements used in weather instruments

Performance Task

Create a booklet on weather instruments. This will include; carrying out a research on the uses and units of measurements of weather instruments, explanations on the uses of weather instruments, illustrations of the different weather instruments, general layout of the booklet (cover, content, references,)

Assessment Strategy

Project to assess the quality of end product

Assessment Scoring

Project to assess the quality of end product

Rubric					
Date: 20th August, 2019					
Performance standards/Criteria	Proficiency Levels				Score
	Excellent (4)	Good (3)	Fair (2)	Needs to improve (1)	___/30 Marks
Research (Work independently)	Research is complete including descriptions and facts from different sources	Research is mostly there with descriptions and facts from only two sources	Research is missing some descriptions and facts and used only one source	Research is lacking some crucial parts making it incomplete	
Identify units of measurements used in each weather instrument	Identify units of measurements used in all the weather instruments	Identify units of measurements used in most of the weather instruments	Identify units of measurements used in some of the weather instruments	Identify units of measurements used in few weather instruments	
Explain the use of each weather instruments	Clear explanations on the uses of all-weather instruments	Explain the uses of most of the weather instruments	Explain the uses of some weather instruments only	Explain the use of only a few weather instruments	
Design, layout and organization of the booklet	Content is well organized with headings and sub-headings. Text and illustrations are neatly organized and making it easy to read	Content is organized with headings and sub-headings. Text and illustrations are placed to make it easy to read	Most of the sections are organized, however, the placement of the text and graphics sometimes make it difficult to read	There was no clear structure. Text and illustrations are randomly placed making it hard to read.	

Strand 2: History

Unit 3: Culture and Society

Content Standard 2.3: Students will be able to investigate the different ways of transmitting culture and critically think about the reasons culture and cultural diffusion affects the development and maintenance of societies.

Benchmark 9.2.3.1: Examine the methods by which societies of PNG transmit culture across time, such as storytelling, songs, religious services, food, clothing, rituals, holidays, etc.

Topics 1: Culture transmission

Learning Objectives: By the end of the topic, students will able to;

- Examine the different methods used to transmit cultures in PNG
- Discuss how PNG's cultures are transmitted through oral tradition
- Examine how PNG cultures are transmitted through language, art, music and customs
- Observe and critique how PNG cultures are transmitted through food, clothing and religious rituals
- *Use video recording gadgets to record a video on a method of transmitting culture (Authentic Assessment)*

Lesson Topics:

1. Methods used to transmit culture in PNG
2. Transmission of culture through oral traditions in PNG
3. Transmission of culture through art, music and customs in PNG
4. Transmission of culture PNG food, clothing and religious rituals in PNG

Purpose of this assessment

To find out if students can be able to use the skills of analyzing to examine the methods by which societies of PNG transmit culture across time.

Note: *Assessment should be linked to the performance indicator indicated in the learning objectives*

Expected level of proficiency

All students are expected to;

- identify the methods used to transmit culture in PNG
- analyse how these methods have been used to transmit culture over time

Performance Task

Students will write a test out of 20 marks. You can use other assessment tools (assignment, projects etc) assess student's proficiency on this benchmark.

Assessment Strategy

A test will be used to measure student's proficiency.

Sample test

Grade 9 Social Science
Test No: 01

Name: _____ **Class:** _____ **Date:** _____ **Total:** ____/10 Marks

There are two parts to this test.

Part A: Multiple Choice

(4 marks)

Circle the correct answer to the questions given.

QUESTION 1

Culture is defined as

- | | |
|--------------------------------|--------------------------------------|
| A. A group of people. | B. <i>People's way of life.</i> |
| C. Daily lives of people wear. | D. The food and clothes people wear. |

QUESTION 2

'The methods used by people to pass on their cultures from one generation to the next is referred to as

- | | |
|--------------------------|----------------------------------|
| A. Culture. | B. Cultural heritage. |
| C. Cultural transfusion. | D. <i>Cultural transmission.</i> |

QUESTION 3

Which example shows a native PNG culture?

- | | |
|--------------------------------|------------------------------|
| A. Easter Worship | B. Chewing of betel |
| C. <i>Bride price ceremony</i> | D. Regional sports gathering |

QUESTION 4

Which of these is a foreign culture introduced to Papua New Guinea culture?

- | | |
|--------------|---------------------|
| A. Dances | B. <i>Christmas</i> |
| C. Gardening | D. Bride price |

Part B: Short Answers

(6 marks)

Write your answers clearly

QUESTION 1

Name the three common ways culture has been transmitted in Papua New Guinea. (3 marks)

- (i) *Oral* (ii) *Practices* (iii) *Experiences*

QUESTION 2

Choose one of the three ways and explain how it has helped transmit culture overtime. (2 marks)

- (i) *Oral transmission has helped culture to be passed onto the next generation through use of the word of mouth by storytelling.*
 (ii) *Practices has transmitted culture through time, by children being shown the practices through.*

(iii) *Experience has transmitted culture through time by children been born into that culture where they are part of that activity or they observe till they are allowed to take part.*

QUESTION 3

State a reason why we should maintain our culture?

(1 mark)

We should maintain our culture because it is our identity, other people are able to tell where we come from and also to keep it from dying out

End of test

Assessment Scoring

Rubrics must be developed to articulate the real proficiency of the child. This is an analytical rubrics used to assess the child's learning through the assessment tool a test.

Performance Standard/ Criteria	Advanced 5	Proficient 4	Progressing 3	Not yet 2	Score ___/10
Define culture and cultural transmission (4 marks)	Correctly distinguish culture from cultural transmission and shows clear understanding of their connections	Correctly distinguish culture from cultural transmission	Satisfactorily distinguish culture from cultural transmission	Cannot distinguish between culture and cultural transmission	
Identify the different methods used to transmit cultures in PNG (3 marks)	Identifies all the methods of transmitting culture and writes it correctly	Identifies all the methods of transmitting culture	Identifies two of the methods of transmitting culture	Identifies only one method of transmitting culture	
Analyze these methods to transmit cultures in PNG (3 marks)	Clearly explains how culture is transmitted and maintained and with more than two supporting examples.	Explain how culture is transmitted and maintained and with a supporting examples	Satisfactorily explains how culture is transmitted and maintained but no examples given	Poor explanation of how culture is transmitted and no examples given	

Authentic Assessment

Strand 1: Geography

Unit 1: Geography Skills

Content Standard 1.1: Student will be able to use geographical tools to locate and interpret information about people, places and environment.

Benchmark 9.1.1.4: Record daily maximum and minimum temperature over two weeks and construct a temperature graph and calculate the average daily temperature over two weeks as well as the average maximum and average daily temperature.

Topic 4: Temperature

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

- Record daily maximum and minimum temperature over two weeks.
- Construct temperature line graph.
- Calculate the average daily temperature over two weeks.
- Calculate average maximum and average minimum temperature.

Purpose

The purpose of this assessment is to test students understanding of how temperature is measured using thermometers. To see if students can apply what they have learnt in theory into practice in real life and of course motivate them to become meteorologists in future.

Expected level of proficiency

- Observe and take measurements of the temperature
- Record temperature on a temperature chart
- Construct temperature graph

Performance task

Observing and Recording Temperature Data

Students will observe the temperature each day with the thermometer. They will record the temperature each day for 5 days. *(They can use thermometers provided by the school or use the ones they have created in the STEAM Activity).*

Assessment strategy

Students will do a project (project-based learning) to demonstrate their proficiency of the benchmark. Refer to the performance task.

Materials needed

- Thermometer, pencil, paper to record temperature, temperature chart for one week
- Teacher to communicate with necessary school personnel to let them know that students will be measuring temperatures around the building.

Instructions

- Go outside and observe the temperature at 10:00am, 12:00pm, 2:00pm, each day (Monday-Friday)
- Record the temperature reading on the paper
- Enter the data for the 5 days on the temperature chart
- Calculate the daily average temperature
- Construct average temperature graph (line, bar or column)

Assessment Scoring

DATE: 30th August, 2019					
Performance standard/criteria	Exceeds expectations (5)	Meets expectations (4)	Needs improvement (3)	Inadequate (2)	Score
Observe and take measurements of the temperature	Observations and measurements are accurate. Measurements are taken at the same time each day. Displays careful and correct handling of the thermometer	Accurate measurements taken at the same time each day	Some measurements are not accurate	Observations and measurements at different times each day. Most of the measurements are not accurate	
Record temperature on a temperature chart	Chart has a title Chart captures the time Chart captures the daily temperature recordings at different times Chart captures the daily average temperatures Highlights the minimum & maximum daily temperatures	Chart has a title Chart captures the time Chart captures the daily temperature recordings at different times Chart captures the daily average temperatures	Chart has a title Chart captures the time Chart captures the daily temperature recordings at different times	Chart captures only the daily temperature recordings at different times	
Construct a temperature graph	Graph has a title Axis labeled correctly Graph has accurate intervals Clear and easy to read	Graph has a title Axis labeled correctly Clear and easy to read	Graph has a title Axis labeled incorrectly Easy to read	Has a graph without a title and axis not labeled making it difficult to read	

Strand 2: History**Unit 3: Culture and Society**

Content Standard 2.3: Students will be able to investigate the different ways of transmitting culture and critically think about the reasons culture and cultural diffusion affects the development and maintenance of societies.

Benchmark 9.2.3.1: Examine the methods by which societies of PNG transmit culture across time, such as storytelling, songs, religious services, food, clothing, rituals, holidays, etc.

Topic 1: Culture transmission**Lesson topics:**

- Methods used to transmit culture in PNG
- Transmission of culture through oral traditions in PNG
- Transmission of culture through art, music and customs in PNG
- Transmission of culture PNG food, clothing and religious rituals in PNG

Learning objectives: By the end of the topic, students will be able to:

- Examine the different methods used to transmit cultures in PNG.
- Discuss how PNG's cultures are transmitted through oral tradition.
- Examine how PNG cultures are transmitted through language, art, music and customs.
- Observe and critique how PNG cultures are transmitted through food, clothing and religious rituals.
- Use video recording gadgets to record a video and create a portfolio on one method of transmitting cultures in PNG (Authentic Assessment).

What is to be assessed?

Content of the topic which is transmission of PNG's cultures

Purpose

The purpose of this assessment is for the students to understand how cultures of Papua New Guinea have been transmitted overtime and also to enable them to become aware of their dying cultures which must be preserved through recording and archiving as such the activity that they are doing. They foresee the importance of preserving culture thus is empowered to promote and maintain it.

Expected level of proficiency

Students can;

- Identify the methods of transmitting cultures in PNG
- Analyse the methods used to transmit cultures in PNG

Performance task

'Video Recordings and Portfolio on Methods of Transmitting Cultures in PNG'

Use video recording gadgets (portable cameras/mobile phone cameras) to record a video and create a portfolio of the snap shots of one method used to transmitting culture in PNG. Students will work in groups of 4 to 5 to produce a video and portfolio on the methods of transmitting cultures in PNG. This activity will take up to a month (4 weeks).

Assessment strategy

Students will do a project (project-based learning) to demonstrate their proficiency of the benchmark. Refer to the performance task.

Materials needed

Mobile, camera, biros, papers and questionnaire, (If the required technology is not available at all then, document information through questionnaires)

Instructions

- Students to work in groups of four or five
- Carry out the project according to the criteria
- A period or two of lesson times for Social Science should be made available for students to continue work on this. (Organise trip to museum as refresher as they continue with their assessment tasks)
- Present video and portfolio of the snap shots of the assessment task after the due date.

Assessment scoring

Rubrics must be developed to articulate the real proficiency of the child. This is an analytical rubrics used to assess the child's learning through the assessment tool a project.

'Video recordings and portfolio on methods of transmitting cultures in PNG'

Performance Standard/ Criteria	Advanced 11	Proficient 10	Progressing 9-5	Not yet 4-1	Score ___/30
Identify the methods of transmitting culture in PNG (10 marks)	Correct video recordings and snap shots of the whole range of methods of transmitting and with voice recording as well	Correct video recordings and snap shots of one method of transmitting culture	Fair recordings and snap shots of one method of transmitting culture	Inappropriate recordings and snap shots of one method of transmitting	
Analyze the methods used to transmit culture in PNG (10 marks)	Exceptional title Well explained video recordings and clearly written analysis of snap shots of all the methods of transmitting culture	Very good title Good explanation of video recordings and sound written analysis of the snap shots of one method of transmitting culture	Sound title Fair explanation of video recordings and fair written analysis of the snap shot of one method of transmitting culture	Fair title Poor explanation of the video recordings and poor written analysis of the snap shots of one method of transmitting culture	
Archive of video record and portfolio of the snap shots (10 marks)	Outstanding video records and portfolio of snap shots for archiving	Very good video record and portfolio of snap shots for archiving	Fair video record and portfolio of snap shots for archiving	Poor video record and portfolio of snap shots therefore cannot be archived	

Steam Assessment (creating/replicating)

Strand 2: History

Unit 4: Development and Sustainability of Societies

Content Standard 2.4: Students will be able to explain and analyse the roles of individuals and groups within a society as promoters of change or guardians of status quo.

Benchmark 9.2.4.4: Identify individuals and groups in PNG who have made important contributions towards promoting change or sustainability and evaluate the nature of their contribution.

Topic 4: Agents of change in PNG

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

- Identify individuals and groups who have made important contributions to PNG.
- Evaluate the nature of these contributions.
- Research on important figures in PNG's history and create monuments in honour of their contributions to developing our nations.

What is to be assessed?

Content of benchmark which is individuals and groups in PNG who have made important contributions towards promoting change or sustainability and evaluate the nature of their contribution.

Purpose

The purpose of this assessment is for the students to appreciate history of and show respect for important persons who have greatly contributed to the development of PNG.

Expected level of proficiency

Students can;

- Identify individuals and groups who have made important contributions to PNG
- Evaluate the nature of these contributions

Performance task

'Restoration of PNG's Agents of Change'

Students will work in groups of 5 to 6 to research and create monuments for important persons who have contributed to develop PNG. This assessment should be done in collaboration with other subjects such as Technology and Industrial Arts (TIA), English/L&L, Maths, Science and Business Studies. Why these subjects? TIA will assist students draw faces of this important persons and create their sculptures. English to assist write biographies of these figures and also write proper captions to their monuments and Business Studies will capitalize on the idea of making money from these monuments for the school through school fares and other ways. Math on the correct size and measurement of the sculptures and Science on the advice of how much of the content of certain chemicals to maintain lasting effects etc.

Assessment strategy

Students will do a steam project to demonstrate their proficiency of the benchmark. Refer to the performance task.

Materials needed

Biros, pencils, erasers, ruler, tape measures, metals, sculpturing tools, safety gears such as masks, hand gloves, overalls and helmet, calculators, diaries and journals,

Assessment scoring

Rubrics must be developed to articulate the real proficiency of the child. This is an analytical rubrics used to assess the child's learning through the assessment tool a STEAM project.

‘Restoration of PNG’s Agents of Change’

Performance Standard/ Criteria	Advanced 11	Proficient 10	Progressing 9-5	Not yet 4-1	Score ___/30
Identify individuals and groups who have made important contributions to PNG (10 marks)	Identified all the prominent figures and produced biography for each of them	Identified some prominent figures with their biographies	Identified less than 3 prominent figures with their biographies	Identified only one prominent with his/her biography	
Evaluate the nature of these contributions (10 marks)	– Exceptional title – Well and detailed explanation of all these persons contributions to development of PNG	– Very good title – Good explanation of all these persons contributions to development of PNG	– Sound title – Fair explanation of these persons contributions to development of PNG	– Fair title – Poor explanation of these persons contributions to development of PNG	
Monuments/ sculptures of the important persons who contributes to the development of PNG (10 marks)	Excellent sculpture with all details of the person as presented in the photograph and correct caption embedded onto the sculpture	Very good sculpture with all details as presented in the photograph	Good sculpture but a few details missing according to the photograph	Fair sculpture with a lot of details missing as it is not according to the photograph	

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.
Authentic Assessment	A type of broad assessment that involves students actively engaged in completing a task that represents the achievement of a learning objective or standard. Authentic assessment takes place in real life situations.
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.
Curriculum Integration	Curriculum integration in teaching and learning refers to an approach or methodology that cuts across and draws on multiple subject areas to focus on a topic or theme.
Diagnostic Assessment	An assessment given to identify child's strengths and learning needs for improvement.
Formative Assessment	A form of assessment used throughout a unit of study in teaching and learning to measure student's understanding and progress.
Monitoring	General supervision over the teaching and learning of the standards.
Performance Assessment	A form of assessment that is focused on measuring students' mastery of knowledge, skills, values and attitudes taught and learnt in each lesson.
Performance Standards	Performance standards are the indicators of quality that specify how competent a students' demonstration or performance must be.
Proficiency	Mastery of the essential knowledge, skills, values and attitudes in the content standards and benchmarks.

Rubrics	It is a scoring guide used to assess the quality of students responses in an assessment often presented in a table with evaluative criteria at certain levels of achievement.
Self-Assessment	A judgment for official purposes for teachers to make about their abilities, principles or decisions.
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.
STEAM Education	The teaching and learning in the fields of Science, Technology, Engineering, Arts, and Mathematics in both formal and informal classroom settings.
Summative Assessment	A form of assessment used after completing a unit or topic or at a specific point in time in teaching and learning to measure student's mastery of the content standards and benchmarks.
21st Century Skills	Refers to a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers, and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.

References

Constitutional Planning Committee, (1974). *Constitution of the independent State of Papua New Guinea*. Port Moresby, Office of the Legislative Council.

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URL Websites

Appendices

Appendix 1: Bloom's Taxonomy

Level of Understanding	Key Verbs
Creating Can the student create a new product or point of view?	Construct, design, and develop, generate, hypothesize, invent, plan, produce, compose, create, make, perform, plan, produce, assemble, formulate,
Evaluating Can the student justify a stand or decision?	Appraise, argue, assess, choose, conclude, critique, decide, defend, evaluate, judge, justify, predict, prioritize, provoke, rank, rate, select, support, monitor,
Analyzing Can the student distinguish between the different parts?	Analyzing, characterize, classify, compare, contrast, debate, criticise, deconstruct, deduce, differentiate, discriminate, distinguish, examine, organize, outline, relate, research, separate, experiment, question, test,
Applying Can the student use the information in a new way?	Apply, change, choose, compute, dramatize, implement, interview, prepare, produce, role play, select, show, transfer, use, demonstrate, illustrate, interpret, operate, sketch, solve, write,
Understanding Can the student comprehend ideas or concepts?	Classify, compare, exemplify, conclude, demonstrate, discuss, explain, identify, illustrate, interpret, paraphrase, predict, report, translate, describe, classify,
Remembering Can the student recall or remember the information?	Define, describe, draw, find, identify, label, list, match, name, quote, recall, recite, tell, write, duplicate, memorise, recall, repeat, reproduce, state,

Appendix 2: 21st Century Skills

Ways of Thinking	Creativity and innovation - Think creatively - Work creatively with others - Implement innovations Critical thinking, problem-solving and decision making - Reason effectively and evaluate evidence - Solve problems - Articulate findings Learning to learn and meta-cognition - Self-motivation - Positive appreciation of learning - Adaptability and flexibility
Ways of Working	Communication - Competency in written and oral language - Open minded and preparedness to listen - Sensitivity to cultural differences Collaboration and teamwork - Interact effectively with others - Work effectively in diverse teams - Prioritise, plan and manage projects
Tools for Working	Information literacy - Access and evaluate information - Use and manage information - Apply technology effectively ICT literacy - Open to new ideas, information, tools and ways of thinking - Use ICT accurately, creatively, ethically and legally - Be aware of cultural and social differences - Apply technology appropriately and effectively
Living in the World	Citizenship – global and local - Awareness and understanding of rights and responsibilities as a global citizen - Preparedness to participate in community activities - Respect the values and privacy of others Personal and social responsibility - Communicate constructively in different social situations - Understand different viewpoints and perspectives Life and career - Adapt to change - Manage goals and time - Be a self-directed learner - Interact effectively with others

Appendix 3: Teaching and Learning Strategies

Strategy	Teacher	Students
Case study Used to extend students' understanding of real life issues	Provide students with case studies related to the topic of the lesson and allow them to analyse and evaluate.	Study the case study and identify the problem addressed. They analyse the problem and suggest solutions supported by conceptual justifications and make presentations. This enriches the students' existing knowledge of the topic.
Debate A method used to increase students' interest, involvement and participation	Provide the topic or question of debate on current issues affecting a bigger population, clearly outlining the expectations of the debate. Explain the steps involved in debating and set a criteria/ standard to be achieved.	Conduct researches to gather supporting evidence about the selected topic and summarising the points. They are engaged in collaborative learning by delegating and sharing tasks to group members. When debating, they improve their communication skills.
Discussion The purpose of discussion is to educate students about the process of group thinking and collective decision.	The teacher opens a discussion on certain topic by asking essential questions. During the discussion, the teacher reinforces and emphasises on important points from students responses. Teacher guide the direction to motivate students to explore the topic in greater depth and the topic in more detail. Use how and why follow-up questions to guide the discussion toward the objective of helping students understand the subject and summarise main ideas.	Students ponder over the question and answer by providing ideas, experiences and examples. Students participate in the discussion by exchanging ideas with others.
Games and simulations Encourages motivation and creates a spirit of competition and challenge to enhance learning.	Being creative and select appropriate games for the topic of the lesson. Give clear instructions and guidelines. The game selected must be fun and build a competitive spirit to score more than their peers to win small prizes.	Go into groups and organize. Follow the instructions and play to win

Observation Method used to allow students to work independently to discover why and how things happen as the way they are. It builds curiosity.	Give instructions and monitor every activity students do	Students possess instinct of curiosity and are curious to see the things for themselves and particularly those things which exist around them. A thing observed and a fact discovered by the child for himself becomes a part of mental life of the child. It is certainly more valuable to him than the same fact or facts learnt from the teacher or a book. Students • Observe and ask essential questions • Record • Interpret
Peer teaching and learning <i>(power point presentations, pair learning)</i> Students teach each other using different ways to learn from each other. It encourages; team work, develops confidence, feel free to ask questions, improves communication skills and most importantly develop the spirit of inquiry.	Distribute topics to groups to research and teach others in the classroom. Go through the basics of how to present their peer teaching.	Go into their established working groups. Develop a plan for the topic. Each group member is allocated a task to work on. Research and collect information about the topic allocated to the group. Outline the important points from the research and present their findings in class.
Performance-related tasks (dramatization, song/lyrics, wall magazines) Encourages creativity and take on the overarching ideas of the topic and are able to recall them at a later date	Students are given the opportunity to perform the using the main ideas of a topic. Provide the guidelines, expectations and the set criteria	Go into their established working groups. Being creative and create dramas, songs/lyrics or wall magazines in line with the topic.
Project (individual/group) Helps students complete tasks individually or collectively	Teacher outline the steps and procedures of how to do and the criteria	Students are involved in investigations and finding solutions to problems to real life experiences. They carry out researches to analyse the causes and effects of problems to provide achievable solutions. Students carefully utilise the problem-solving approach to complete projects.
Use media and technology to teach and generate engagement depending on the age of the students	Show a full movie, an animated one, a few episodes form documentaries, you tube movies and others depending on the lesson. Provide questions for students to answer before viewing	Viewing can provoke questions, debates, critical thinking, emotion and reaction. After viewing, students engage in critical thinking and debate

Appendix 4: Lesson Plan Template

Strand:

Unit:

Content Standard:

Benchmark:

Topic 1:

Lesson Topic:

Grade:

Length of Lesson:

Essential KSAVs

Knowledge:

Skill(s):

Values:

Attitudes:

Performance Indicator:

Materials:

Instructional (lesson) Objective(s): By the end of the lesson, students will be able to:

-
-
-

Essential Questions:

-
-

Lesson Procedure

Teacher Activities	Student Activities
Introduction (time in minutes)	
Body (time in minutes)	
Modeling	
Guided Practice	
Independent Practice	
Conclusion (time in minutes)	

Appendix 5: Assessment Strategies

Strategy	Description
Analogies	Students create an analogy between something they are familiar with and the new information they have learned. When asking students to explain the analogy, it will show the depth of their understanding of a topic.
Classroom presentations	A classroom presentation is an assessment strategy that requires students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts about a topic in order to present a summary of their learning. It may provide the basis for assessment upon completion of a student's project or essay.
Conferences	A conference is a formal or informal meeting between the teacher and a student for the purpose of exchanging information or sharing ideas. A conference might be held to explore the student's thinking and suggest next steps; assess the student's level of understanding of a particular concept or procedure; and review, clarify, and extend what the student has already completed.
Discussions	Having a class discussion on a unit of study provides teachers with valuable information about what the students know about the subject. Focus the discussions on higher level thinking skills and allow students to reflect their learning before the discussion commences.
Essays	An essay is a writing sample in which a student constructs a response to a question, topic, or brief statement, and supplies supporting details or arguments. The essay allows the teacher to assess the student's understanding and/or ability to analyse and synthesize information.
Exhibitions/demonstrations	An exhibition/demonstration is a performance in a public setting, during which a student explains and applies a process, procedure, etc., in concrete ways to show individual achievement of specific skills and knowledge.
Interviews	An interview is a face-to-face conversation in which teacher and student use inquiry to share their knowledge and understanding of a topic or problem, and can be used by the teacher to explore the student's thinking; assess the student's level of understanding of a concept or procedure and gather information, obtain clarification, determine positions, and probe for motivations.
Learning logs	A learning log is an ongoing, visible record kept by a student and recording what he or she is doing or thinking while working on a particular task or assignment. It can be used to assess student progress and growth over time.
Observation	Observation is a process of systematically viewing and recording students while they work, for the purpose of making programming and instruction decisions. Observation can take place at any time and in any setting. It provides information on students' strengths and weaknesses, learning styles, interests, and attitudes.
Peer assessment	Assessment by peers is a powerful way to gather information about students and their understanding. Students can use set criteria to assess the work of their classmates.

Performance tasks	During a performance task, students create, produce, perform, or present works on “real world” issues. The performance task may be used to assess a skill or proficiency, and provides useful information on the process as well as the product.
Portfolios	A portfolio is a collection of samples of a student’s work, and is focused, selective, reflective, and collaborative. It offers a visual demonstration of a student’s achievement, capabilities, strengths, weaknesses, knowledge, and specific skills, over time and in a variety of contexts.
Questions and answers (oral)	In the question–and–answer strategy, the teacher poses a question and the student answers verbally, rather than in writing. This strategy helps the teacher to determine whether students understand what is being, or has been, presented, and helps students to extend their thinking, generate ideas, or solve problems.
Quizzes, tests, examinations	A quiz, test, or examination requires students to respond to prompts in order to demonstrate their knowledge (orally or in writing) or their skills (e.g., through performance). Quizzes are usually short; examinations are usually longer. Quizzes, tests, or examinations can be adapted for exceptional students and for re-teaching and retesting.
Questionnaires	Questionnaires can be used for a variety of purposes. When used as a formative assessment strategy, they provide teachers with information on student learning that they can use to plan further instruction.
Response journals	A response journal is a student’s personal record containing written, reflective responses to material he or she is reading, viewing, listening to, or discussing. The response journal can be used as an assessment tool in all subject areas.
Selected responses	Strictly speaking a part of quizzes, tests, and examinations, selected responses require students to identify the one correct answer. The strategy can take the form of multiple-choice or true/false formats. Selected response is a commonly used formal procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.
Student self-assessments	Self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning. It is the student’s own assessment of personal progress in terms of knowledge, skills, processes, or attitudes. Self-assessment leads students to a greater awareness and understanding of themselves as learners.
Posters	
Video analysis	
Reflective writing	
Projects	
Observation reports	

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