

Social Science

Upper primary
Syllabus 2003

Section 1

Curriculum Information



Papua New Guinea
Department of Education

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The Social Science Subject Advisory Committee as well as community members, teachers, inspectors, educators and representatives from government and non-government organisations have developed this syllabus through meetings, workshops and trialing.

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Secretary's Message

The current reforms in education have been in progress since 1992. The Education Reform has emphasised community-based schooling, the use of vernacular languages in schools, the introduction of Elementary schools and the expansion of Primary schooling to grade 8 and increased access to Grades 9 and 10.

This syllabus is to be used by Upper Primary (Grades 6, 7 and 8) students in Primary schools throughout Papua New Guinea. This syllabus develops, extends, links and builds upon concepts, skills and attitudes flowing from Lower Primary (Grades 3, 4 and 5). This syllabus provides a sound foundation for further learning in the reformed school system.

Students' language abilities, already gained in their home environments and during the previous years of schooling, must be respected, built on and extended. Vernacular languages have a large part to play in our students' formative years and their first language should be used to promote a deeper understanding of difficult concepts when this is appropriate.

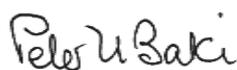
The Upper Primary Social Science Syllabus contributes to Integral Human Development as it is based on the students' physical environments, societies and cultures.

By studying Social Science, students will take an active role in protecting the environment, building society, celebrating their own culture and appreciating the cultures of others.

Students develop important skills for gathering, analysing and taking action on information about societies, environments and cultures at local, national and international levels. This will improve the communities of the students and the students' own lives. These skills will enable students to be effective members of their communities and will prepare students for further study in Social Science.

The active way of learning in Social Science gives students both practical experience and academic skills.

I commend and approve this syllabus as the official curriculum for Social Science to be used in all Upper Primary schools throughout Papua New Guinea.



Peter M. Baki
Secretary for Education

Introduction

This syllabus makes explicit the knowledge, skills, attitudes and values that students should achieve for Grades 6, 7 and 8 in Social Science. These are expressed as learning outcomes and indicators.

The learning outcomes are student centred and written in terms that enable them to be demonstrated, assessed or measured. The outcomes are written to show a progression from one grade to the next.

Each learning outcome is illustrated with a list of examples of the kinds of things students should be able to do, know and understand if they are achieving an outcome. These are called indicators.

The learning outcomes and indicators will:

- give teachers, individually or collaboratively, the flexibility to write programs and units of work. These can be developed to suit local conditions and individual student needs,
- help teachers assess and report students' achievements in relation to the learning outcomes,
- allow student achievement of the outcomes to be described in consistent ways,
- help teachers to monitor student learning,
- help teachers plan their future teaching programs.

Students who study Social Science will be able to gather, analyse and take action on information about their local, national and international societies, environment and cultures.

The learning outcomes and content are organised in four strands: Environment and Resources, Social and Economic Organisation, Culture and Integrating Projects.

The main assumptions in this syllabus are the use of English and the maintenance of Tok Pisin and vernaculars, generalist teaching, the furthering of learning from Community Living, the preparation of students to participate in their own communities and further education, and that teachers will be in-serviced on learning outcomes. The basic support material will be the accompanying Teachers' Guide.

Social Science is to be timetabled for 180 minutes a week in all Upper Primary schools.

Rationale

Social Science will enable students to take an active role in protecting the environment, building society, celebrating their own culture and appreciating the culture of others.

Local, national and international social and physical environments are complex. This Social Science course will equip students with a set of skills and knowledge that will enable them to:

- use their environment sustainably and protect it,
- build society with appreciation and tolerance through active and meaningful participation in their own local society, other societies and national society,
- participate in local and national culture and participate in and appreciate other local, national and international cultures.

In this course, students begin with what is known and work towards the unknown by studying local environment, society and culture and then studying these strands at the national and international levels.

Many students will not have access to formal education after Grade 8. They have the opportunity to learn about national and international issues and to develop skills to operate at these levels.

In Social Science, students develop important skills that enable them to gather information from a variety of sources, see patterns in this information, form opinions, make predictions and take action based on the information gathered. Students use the skills of gathering, evaluating and acting on information to improve communities and their own lives.

These skills enable students to be effective members of and actively contribute to their communities (village or town) and prepare students for further study in Social Science.

Curriculum Principles

In this Social Science course, students will be skilled to be actively involved in looking after their environment and in participating in local, national and global society and culture.

Multiculturalism

Papua New Guineans live in local and national cultures. To live in each of these cultures requires different skills. Therefore, students must have opportunities to participate in both local and national cultures while at school.

Ethics, morals and values

In Papua New Guinea, people's values are derived from local culture and religion. Therefore students learn to recognise how culture and religion shape their values. Students need to be skilled to clarify their own values. They are encouraged to live by their own set of values.

The right to healthy living

The general health of Papua New Guineans is unfortunately poor. Students develop skills to improve the health status of the nation through school activities that promote the health of the community and the students so that these practices can be applied when students leave school.

Nation building

National identity is formed from the many cultures and identities of Papua New Guinea. Most Papua New Guineans gain their national identity by living in and appreciating their own and other Papua New Guinean cultures. While they are at school, students are given the opportunity to participate in their own and other Papua New Guinean cultures.

Sustainability

Papua New Guinea's environment is not being used in a sustainable way. This generation of students must learn to use their environment sustainably at school to practise sustainable use of the environment after leaving school.

Survival

Papua New Guinea is affected by many hazardous natural disasters: earthquakes, landslides, tsunamis, volcanic eruptions, droughts, cyclones, floods and frosts. People need to be skilled to cope with these disasters.

Teaching and Learning

In Primary schools, generalist teachers often prefer to use an integrated approach to teaching and learning. The teacher creates a program that is meaningful, appropriate, engaging and motivating to the students. The use of learning outcomes provides opportunities to integrate the curriculum.

Teachers should map out the learning outcomes for those parts of the syllabus that they are intending to teach in the coming term or year. Where there is more than one teacher across a grade, this should be done as a small team.

Teachers in the school with leadership responsibilities should be invited to attend and support this planning process. While carrying out this process, links between learning outcomes for different subjects should be noted, as there is scope for combining and using these outcomes in an integrated approach to teaching.

For example, a Language learning outcome might refer to the use of questionnaires and holding discussions with community members and a Making a Living learning outcome may also do this. In this way evidence of the achievement of these outcomes can be provided in more than one subject.

In Social Science, the main way of learning is through active participation in the community. Reflection on and evaluation of this participation lead to more aware and responsible participation in community life.

This approach is consistent with the 'Melanesian way' of learning and teaching by doing through observation and trial and error, as well as the Social Science process:

- gathering information: through active participation in community activities, talking to resource people, and reading a variety of written sources,
- evaluating the information: by asking why social and cultural things are the way they are and finding out how they can be improved, proposing alternatives, making predictions,
- taking action: making changes for sustainable environmental practices, making changes to community building practices, developing cultural appreciation and tolerance.

This active way of learning gives students practical experience and academic skills.

Inclusive curriculum

Students of different cultures, gender and abilities can achieve the learning outcomes.

Relevance

Students will use their local environment sustainably, growing in appreciation of their own and other societies and cultures.

Student-centred learning

Learning is achieved by students actually doing things.

Language development across the curriculum

Students will use whichever language and language form is appropriate for achieving the learning outcomes. Vernacular, Tok Pisin or English can be used for reporting, questioning, oral presentations, stories and other activities.

Lifelong learning

Students gain skills that will enable them to undertake lifelong learning.

Multigrade teaching

The sequencing of learning outcomes enables multigrade teaching.

Integration

Integration within the course is clearly set out in the Content Overview.

In real life, students need to integrate all the skills they learn at school. Therefore teachers are encouraged to integrate Social Science with other subjects through such activities as projects and thematic teaching. The Teachers' Guide will provide examples of integration across subjects.

Aims

Students:

- use the information gathered and evaluated to support and/or change local, national and global environments, societies and cultures to enhance their own and others' lives in sustainable and just ways,
- develop knowledge and understanding through guided participation in and reflection on the local, national and global environment, society and culture,
- gain the ability to use the Social Science process to work towards a sustainable local environment, to be a good and useful member of the community and to celebrate culture at the local, national and global levels.

Content Overview

The content for this syllabus is organised into four Strands, each with one Sub-strand. A Strand such as Culture is a useful and convenient way of organising the learning outcomes for a subject.

Each Strand identifies a particular aspect of a subject or a particular theme such as a set of processes. Each Strand displays a typical progression of learning from one grade to the next.

Each Strand is further organised into a Sub-strand to allow the content to be specified and described as learning outcomes.

Social Science has four Strands: Environment and Resources, Organisation, Culture and Integrating Projects.

The Sub-strands are People and Environment, Social and Economic Organisation, Cultural Expression and Societies and Communities.

Grade 6 has a local focus, Grade 7 a national focus and Grade 8 an international focus.

Environment and Resources

All environments have resources. Students collect and process information about local, national and global environments and about the interaction between people and their environments. This information is used to create sustainable local, national and global environments.

Organisation

People organise themselves to protect their environment and exploit resources.

Through guided participation in their local society, students gain Social Science process skills to understand, contribute to and participate in national and global society. The knowledge and skills gained are used to understand and evaluate interrelationships at local, national and global levels.

Students gain skills to promote productive and harmonious local, national and global communities by active participation in and reflection on these communities.

Culture

Culture is the life people have together. Through guided participation in local culture, students gain Social Science process skills to obtain knowledge and skills to create a better society.

Students celebrate local, national and international cultures critically by participating in and reflecting on cultural events, rituals, ceremonies and practices.

Integrating Projects

These major projects integrate the other three strands of Environment and Resources, Organisation and Culture at the local, national and global levels.

Students learn skills and knowledge in an integrated way. Through the project approach, students learn to apply integrated skills and knowledge in meaningful situations.

Table of Strands and Sub-strands for Social Science

Strands	Grade 6	Grade 7	Grade 8
Environment and Resources	<ul style="list-style-type: none"> • people and environment: local and Papua New Guinea 	<ul style="list-style-type: none"> • people and environment: Papua New Guinea and region 	<ul style="list-style-type: none"> • people and environment: the world and Papua New Guinea
Organisation	<ul style="list-style-type: none"> • local social and economic organisation 	<ul style="list-style-type: none"> • provincial and national social and economic organisation 	<ul style="list-style-type: none"> • global social and economic organisation
Culture	<ul style="list-style-type: none"> • cultural expression and change 	<ul style="list-style-type: none"> • national culture 	<ul style="list-style-type: none"> • global cultures
Integrating Projects	<ul style="list-style-type: none"> • improving local societies or communities 	<ul style="list-style-type: none"> • improving provincial and national communities or societies 	<ul style="list-style-type: none"> • improving global societies or communities

Assessment and Reporting

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

Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about students' progress towards achievement of the learning outcomes described in the subject syllabuses.

Teachers record evidence of students' learning and use it to make judgements about students' achievements of the learning outcomes. To ensure that assessment is fair and balanced, teachers should use a range of assessment methods including:

- observing and recording details of students' demonstration of process skills and/or their performance on particular tasks,
- setting written assignments, projects and practical work,
- setting and marking written tests and/or examinations,
- keeping portfolios of students' work.

Teachers should provide opportunities for students to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set negotiated criteria. The purpose of assessment is to improve student learning.

Social Science Assessment

Assessment in Social Science supports the rationale for the subject. Therefore assessment helps students achieve integrated sets of skills and knowledge, demonstrates their achievement of the learning outcomes and helps students to be confident about what they have learned.

Students will only learn how to apply integrated sets of skills by actually applying them in real life situations. The applying of integrated sets of skills and knowledge can be achieved through a project approach. Projects direct students towards real life situations: improving their environment, building society and celebrating their culture.

Students undertaking a project will be learning while completing an assessment task. The emphasis should be on projects that encourage the integration and application of integrated skills and knowledge.

Wherever possible, students should learn skills and knowledge in an integrated way. Sometimes students need to learn a skill in isolation. Assessment needs to cater for the acquisition of individual skills as well as the acquisition of integrated sets of skills and knowledge.

Projects provide situations for students to learn integrated sets of skills and knowledge in a real situation. Through projects, students are given the opportunity to demonstrate the achievement of the learning outcomes that include the social science skills of gathering, evaluating and taking action on information.

Portfolios are a collection of assessment tasks that students have completed in a unit of work. Portfolios will consist of individual assessment tasks and projects that are integrated sets of assessment tasks.

Students should be able to assess themselves as they progress through assessment tasks in a unit. Assessment tasks should assist students to see that they are achieving the Social Science learning outcomes.

Self-assessment should be used to assist and guide students to reflect on the work they have done in gathering, analysing and taking action.

The teacher should guide students to present their projects in ways that help them achieve the outcomes and to be more aware when they have achieved them.

Reporting

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

- journal, diary or anecdotal notes,
- portfolios,
- progressive records,
- checklists,
- work samples with comments written by the teacher.

Student reports should be based on assessment information collected from ongoing assessments and, where appropriate, from external examinations (Grade 8). Schools will decide on how reports will be presented to best suit the needs of their communities.

Evaluation

Teachers will use assessment information to evaluate the effectiveness of their teaching, learning and assessment programs and to make improvements to their teaching practice in order to improve student learning.

Schools may use whole school assessment data to evaluate the effectiveness of teaching and learning in a particular subject or at particular grade levels and make decisions on how to improve student learning.