

Social Science

**Upper primary
Syllabus 2003**

Section 2

**Learning outcomes
and indicators**



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

Published in 2003 by the Department of Education, Papua New Guinea.
© Copyright 2003, Department of Education, Papua New Guinea.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

ISBN 9980–930–55–1

Acknowledgements

The Upper Primary Social Science Syllabus was prepared by the Curriculum Development Division of the Department of Education and was coordinated by Kila Vele-Kila.

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.

This document was developed with the support of the Australian Government through the Curriculum Reform Implementation Project.

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.

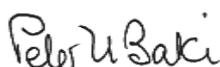
The Upper Primary Social Science Syllabus contributes to Integral Human Development as it is based on the students' physical environments, societies and cultures.

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

Learning Outcomes

Numbering of Learning Outcomes

Each Learning Outcome is numbered with three digits, such as 6.2.3.

The first number refers to the Grade level. The second number refers to the Strand. The third number refers to the Outcome in the Strand.

Thus, 6.2.3 refers to an Outcome at Grade 6, Strand 2 and Outcome number 3.

Strand	Grade 6	Grade 7	Grade 8
Environment and Resources	<p>6.1.1 Identify and describe local human-made and natural environments</p> <p>6.1.2 Identify the effects of the local natural environment on people</p> <p>6.1.3 Examine and describe people's impacts on the local physical environment and take appropriate action</p> <p>6.1.4 Identify, propose and practise sustainable use of the local environment</p> <p>6.1.5 Identify the signs, causes and effects of local hazardous natural events and ways of responding to them</p>	<p>7.1.1 Identify the main physical environments of the province and nation and describe the factors and processes that have formed them</p> <p>7.1.2 Describe how national physical environments influence human settlement patterns in the nation and neighbouring regions</p> <p>7.1.3 Examine the impact of resource use on physical environments and human settlement patterns in provincial, national and neighbouring regions</p> <p>7.1.4 Describe national and regional sustainable practices related to the natural environment and possible solutions to problems</p> <p>7.1.5 Identify and describe the causes and effects of hazardous natural events in Papua New Guinea and neighbouring regions and how people respond to them</p>	<p>8.1.1 Compare and contrast the main physical environments of the world and describe the factors and processes that have formed them</p> <p>8.1.2 Analyse how physical environments influence human settlement patterns in the world</p> <p>8.1.3 Evaluate the impact of resource use on the world's physical environments and human settlement patterns</p> <p>8.1.4 Identify international examples of sustainable practices related to the natural environment and propose possible solutions to problems</p> <p>8.1.5 Identify and describe the causes and effects of hazardous natural events in other parts of the world and describe how people respond to them</p>

Learning Outcomes and Indicators

Strand: Environment and Resources

Sub-strand	Grade 6	Grade 7	Grade 8
<p>People and Environment</p> <p>Indicators</p> <p>All Indicators are listed as bullet points after each Outcome. The list of Indicators always begins with the following statement: 'Students will be achieving this outcome when they, for example'.</p>	<p>6.1.1 Identify and describe local human-made and natural environments</p> <p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • discuss the features of their local region in terms of cultural similarities and the cultural communities • construct a cultural map showing the region of a language or family or clan group • draw maps of their physical and human environment and interpret them • use primary sources to describe the shape of the land, vegetation and climate in local and geographical terms • use secondary sources to describe the shape of the land, vegetation and climate in local and geographical terms • list local endangered species and map some of their habitats • suggest reasons for the interrelationship between particular climatic features and physical environmental features • describe places on maps by interpreting standard symbols, references, and abbreviations 	<p>7.1.1 Identify the main physical environments of the province and nation and describe the factors and processes that formed them</p> <p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • use an atlas to create and interpret maps of Papua New Guinea and neighbouring regions to illustrate climatic regions and key physical features • identify and distinguish key features of each of the regions of Papua New Guinea and neighbouring regions • describe how key physical environmental features were formed • locate land and places on a range of maps by using compass points including NE, NW, SE, SW, standard symbols, abbreviations, lines of longitude and latitude, references, coordinates and map scales for distance calculations • use major lines of latitude and longitude to describe Papua New Guinea and neighbouring regions for major global climate zones and key influences on the natural environment • list endangered species and draw a map showing some habitats 	<p>8.1.1 Compare and contrast the main physical environments of the world and describe the factors and processes that have formed them</p> <p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • create a map to show physical environmental features by interpreting world climatic maps and other maps • identify some key physical features of countries in each of the following regions: Asia, Europe, Africa, North America, South America • draw a map showing the distribution of specific natural resources, focusing on areas of high concentration • identify resources that are traded by various countries • list key imports and exports between Papua New Guinea and its trading partners • report on the key characteristics of at least two nations other than Papua New Guinea that have been studied in depth

Sub-strand	Grade 6	Grade 7	Grade 8
People and Environment	<p>6.1.2 Identify the effects of the local natural environment on people</p>	<p>7.1.2 Describe how national physical environments influence human settlement patterns in the nation and neighbouring regions</p>	<p>8.1.2 Analyse how physical environments influence human settlement patterns in the world</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • describe and compare how wet and dry seasons affect human activities • describe ways in which people have responded to local physical conditions • describe ways in which people have responded to local climatic conditions • list the key features of the human environment that have changed over time and account for these changes 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • create and interpret maps of the province, Papua New Guinea and neighbouring regions outlining key physical and human settlement patterns • discuss reasons for the human settlement patterns for their province, country, neighbouring regions • draw comparisons between the regions of Papua New Guinea making links between such matters as population density and particular types of terrain or economic activity 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • create a map of the world showing key physical features and human settlement patterns and discuss the reasons for human settlement patterns • create and interpret world climatic maps and other maps to show how physical environmental features have influenced human settlement patterns • discuss how the unequal distribution of resources has altered human behaviour • compare and account for similarities and differences in human settlement patterns • identify key human settlement patterns influenced by key physical environmental features of countries in each of the following regions: Asia, Europe, Africa, North America, South America

Sub-strand	Grade 6	Grade 7	Grade 8
People and Environment	<p>6.1.3 Examine and describe people's impacts on the local physical environment and take appropriate action</p>	<p>7.1.3 Examine the impact of resource use on physical environments and human settlement patterns in provincial, national and neighbouring regions</p>	<p>8.1.3 Evaluate the impact of resource use on the world's physical environments and human settlement patterns</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • survey the characteristics of the local population living within a particular region and account for changes • identify and discuss diverse types of human activities in the local environment • describe practices that have led to damage to the local natural environment • identify ways the environment can be improved • identify and discuss the diverse types of 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • resource industries of Papua New Guinea and neighbouring regions • draw a map showing key resource industries in each of the four regions of Papua New Guinea and neighbouring regions • use census information to graph population changes in Port Moresby and predict future population growth trends and the impact of these trends • examine reasons for the rapid urbanisation of a society in Papua New Guinea and describe the effects and ways of coping with this trend • draw conclusions about past negative and positive impacts of resource industries in the four regions of Papua New Guinea and neighbouring regions • propose solutions to the negative impact of resource exploitation on the physical and human environments 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • examine issues related to the process of urbanisation in Port Moresby compared to in developed countries in the world • research and report on the work of one organisation addressing world environmental issues

Sub-strand	Grade 6	Grade 7	Grade 8
People and Environment	<p>6.1.4 Identify, propose and practise sustainable use of the local environment</p>	<p>7.1.4 Describe national and regional sustainable practices related to the natural environment and purpose possible solutions to problems</p>	<p>8.1.4 Identify international examples of sustainable practices related to the natural environment and propose possible solutions to problems</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • design an awareness strategy to draw attention to particular positive and negative practices in the local environment • outline how to save an endangered species in the local community and take appropriate action • describe traditional environmental practices that are locally sustainable • draw conclusions about past negative and positive impacts of particular human activities and make predictions for the future if these continue • propose solutions to negative impacts and apply them where possible • identify past and present sustainable and unsustainable uses of the local environment • develop criteria for recognising sustainable practices, by working with their community 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • describe local environmental practices and intensity of land use that are sustainable • report on one resource industry practice that has created environmental damage • explain actions and policies that are being undertaken nationally to reduce environmental damage and protect animals and areas for future generations • identify resources that can be reused or recycled • identify examples of unnecessary waste of resources and propose actions to reduce waste • list examples of creative recycling of materials and contribute to a display of them • propose solutions to negative impacts from resource exploitation and take appropriate action 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • list and describe examples of global actions or campaigns addressing sustainable use of resources and how they could be applied to Papua New Guinea or the regions • propose actions that could be taken locally to assist the sustainable use of resources

Sub-strand	Grade 6	Grade 7	Grade 8
People and Environment	<p>6.1.5 Identify the signs, causes and effects of local hazardous natural events and ways of responding to them</p>	<p>7.1.5 Identify and describe the causes and effects of hazardous natural events in Papua New Guinea and neighbouring regions and how people respond to them</p>	<p>8.1.5 Identify and describe the causes and effects of hazardous natural events in other parts of the world and describe how people respond to them</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • identify the signs and causes of local natural hazardous events using primary sources • identify the signs and causes of local natural events using secondary sources • identify and discuss how people prepare for the worst effects of hazardous natural events • locate local recent natural events on a map • create before and after representations of the damage caused by a natural events • demonstrate how to respond to local hazardous natural events • make a display of local hazardous natural events highlighting signs, causes and effects and how to respond when each occurs 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • draw a map showing past natural hazardous events that typically occur in each of the four regions of Papua New Guinea • identify the causes and effects of various natural hazardous events that occur throughout Papua New Guinea and neighbouring regions • explain how to respond in the event of particular hazardous natural events and practice some drills • use various maps and a knowledge of past hazardous natural events to predict the occurrence of future natural hazardous events 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • draw a map showing past hazardous natural events that typically occur in various parts of the world • identify the causes and effects of various hazardous natural events that occur in various parts of the world • explain how people respond in the event of hazardous natural events in various parts of the world

Strand: Organisation

Sub-strand	Grade 6	Grade 7	Grade 8
Social and Economic Organisation	<p>6.2.1 Identify the main features of local groups and the contributions they make to the local society and economy</p>	<p>7.2.1 Identify and describe the form and origin of contemporary traditional and constitutional government in Papua New Guinea and neighbouring regions</p>	<p>8.2.1 Identify and describe the form and origin of contemporary traditional and constitutional government in other parts of the world</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> describe the roles, rights and responsibilities of groups and separate these into types of groups explain how an individual can have many cultural 'identities' and behave differently as a member of different cultural groups identify how local level governments contribute to local community development list types of community projects and describe how these contribute to the development of the community list and identify primary, secondary and tertiary industries and how they contribute to community development investigate an important local industry tabulate the roles and responsibilities of a wise consumer of goods and services 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> describe the roles of contemporary, traditional and constitutional governments and how people become leaders illustrate the structure of local, provincial and national governments describe aspects of the political process and participate in a mock parliamentary debate about a topical issue suggest traditional practices that could be applied successfully in modern settings describe how the features of the national constitution protect the rights of citizens and outline their responsibilities to the nation explain how to enrol to vote and to check the electoral roll describe voting rights develop a timeline from the archaeological record and colonial history 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> describe the characteristics of governments in ancient societies and how leaders gained status compare the structure of an ancient government with the structure and services provided in a continuing traditional government in Papua New Guinea identify the major achievements of a range of ancient societies and the ways that these societies were organised to attain these prepare a report comparing the current national government of a country with the current Government of Papua New Guinea discuss the advantages and disadvantages of ancient and modern forms of economic, political and social organisation report on current affairs of international interest

Sub-strand	Grade 6	Grade 7	Grade 8
Social and Economic Organisation	<p>6.2.2 Appraise the relationship between groups and the contributions they make to the local society and economy</p>	<p>7.2.2 Analyse provincial and national groups and the contributions they make to national development</p>	<p>8.2.2 Outline conditions that have led to present day international forms of trade and government</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • identify the factors that contribute to a safe and healthy environment • identify how local level governments contribute to better social and economic development in the local community • identify and list types of group activities that have had a positive impact on the development of the local community • analyse the production process of a resource • analyse the work of groups involved in community projects that support economic development • identify training necessary to address the needs of the community • describe some of the similarities and differences between the informal and formal economies • analyse trading practices within the local community, and the history of currencies used 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • explain the reasons for colonisation and its effects on national development • identify and list individuals and groups with a positive impact on national social, cultural and economic development • investigate and list government services at the local, provincial, and national level • obtain information from a wide range of sources about national events related to economic and social development and evaluate their effectiveness • create and interpret flow-line maps to illustrate the movement of people and goods from one region to another • using maps, explain the relationships between infrastructure and the costs for regional people to participate in the national economy • list consumer education groups and analyse the work they do 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • state the reasons why world colonisation occurred • draw a map and colour code the territories occupied by colonial powers in Papua New Guinea • specify the time periods of colonial occupation in Papua New Guinea • outline the processes of colonisation and decolonisation, if it has occurred, in a particular country • name countries still to be decolonised • identify conditions that contribute to present day forms of trade and government • describe the conditions and factors that have contributed to present day international trade and forms of government

Sub-strand	Grade 6	Grade 7	Grade 8
Social and Economic Organisation	6.2.3 Participate in local social and economic activities that contribute to the development of the local community	7.2.3 Contribute to social and economic development of the province, nation and neighbouring regions	8.2.3 Suggest changes to government or trade that lead to social and economic development at the international level
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> participate in activities that encourage positive relationships with other members of their school investigate and propose types of group action that could be taken to address local social issues survey consumer habits associated with particular goods or services and take some action to educate consumers and producers analyse various types of community projects that provide services to the community identify present training available in the community and propose training to be created to address needs of the community investigate and propose types of income-generating projects that particular community groups could undertake by taking appropriate action 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> identify examples in media reports of people being treated unfairly and express opinions on these propose changes to make available transportation and communication systems more efficient and safe and take appropriate action on these describe ways in which the transportation infrastructure could be improved to enhance the national economy examine current issues affecting the nation's communication and transportation networks and propose ways of improvement investigate and propose projects that would lead to economic and social improvements in the nation and suggest appropriate action on these participate in and report on independence or provincial day celebrations make posters of national or regional consumer issues 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> translate the information on imports and exports into various forms, such as <i>graphs, maps, tables, charts</i> predict future levels of imports and exports of particular goods, based on past patterns describe the effects of the introduction of non-native plants and animals and propose ways to control adverse effects describe the effects on trade of the removal of some aspects of the environment comment on the effectiveness of current policies concerning social and economic development at the international level investigate the work of organisations associated with trade, including quarantine and customs explain the role of the United Nations and some affiliated organisations describe a global consumer issue and suggest possible action

Strand: Culture

Sub-strand	Grade 6	Grade 7	Grade 8
Cultural Expression	<p>6.3.1 Identify and describe the basic features of local culture and cultures</p>	<p>7.3.1 Identify and describe key elements of national culture</p>	<p>8.3.1 Compare elements of other national cultures with our own</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> describe traditional and contemporary cultural practices and ceremonies associated with key life events explain traditional and modern symbols within the local community explain traditional beliefs and religious and spiritual practices continued locally compare one local cultural practice with the practice of another community explain the origins of particular families, clans and tribes within the community illustrate clan and family relationships describe and explain the different types of families within the community describe the pattern of relationships in the local community discuss similarities and differences in the ways local families celebrate cultural events and in the ways people record and remember these events 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> collect examples of reflections of a national culture and describe features of the national lifestyle explain the origins of the symbols, colours and images on the national flag and currency compare contemporary national laws with traditional laws of different regions develop a table to show what happens when national or traditional laws are broken list days and periods of national significance create a map of Papua New Guinea showing some language groups and another aspect of national cultural diversity identify and report on current affairs in the media about cultural issues 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> locate evidence of globalisation in the community summarise key points from a range of subject matter on cultural change and global trends provide examples of multinational operations and their impacts on changing work and traditional cultural practices make a display of illustrations of cultural expressions from around the world explain the range of cultures to which an individual can belong at the same time and describe some of the characteristics and customary behaviour associated with each of these explain some of the cultural practices that they would need to observe if they returned to village life at the end of their schooling

Sub-strand	Grade 6	Grade 7	Grade 8
Cultural Expression	6.3.2 Identify and appraise the changes taking place in local culture	7.3.2 Appraise main influences that contribute to national culture.	8.3.2 Identify key elements that shape international culture
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • tabulate cultural changes that have occurred and express opinions about these changes • collect and compile evidence of changes brought about by the arrival of foreigners: cultural practices, ideas and technologies • illustrate images of the local culture before and after the arrival of particular groups to Papua New Guinea • compare the information available from various sources about life before and after the arrival of foreigners: cultural practices, ideas and technologies and analyse the bias presented • construct reports from various sources of information available about the arrival of foreigners: cultural practices, ideas and technologies 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • suggest ways in which a national culture could be strengthened • discuss why cultural change occurs and the conditions that lead to change • discuss the reasons why sub-cultures emerge within a society • write reports about life in Papua New Guinea before and after the arrival of foreigners, and their cultural practices, ideas and technologies and explain how these have influenced local and national cultures • develop a timeline showing periods and examples of adaptations of various cultures within the nation and their importance to national culture • provide examples illustrating the positive and negative aspects of the wantok system in daily life • explain the origins of some words used in Papua New Guinea 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • interview adults and children to compare their views on the benefits and drawbacks of copying trends from outside Papua New Guinea • create world maps showing the distribution of population, food production, ethnicity, religion • list and categorise the material elements and non-material elements common to cultures around the world • report media examples of ongoing conflicts around the world where there is a fight over territory or unresolved cultural differences

Sub-strand	Grade 6	Grade 7	Grade 8
Cultural Expression	6.3.3 Participate in local culture	7.3.3 Participate in national culture	8.3.3 Participate in international culture
Indicator	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> participate in the organisation of local cultural events apply traditional methods to make cultural artefacts gather different examples of the same events about the past predict possible future changes to their local culture and explain their reasons for these predictions report on a particular local cultural event and express opinions about it 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> participate in the organisation of national events prepare report on events they have participated in and outline their importance in developing national culture apply traditional methods to make cultural artefacts that represent the diversity of cultures within Papua New Guinea speak a small number of words and phrases from a language other than their own vernacular predict what will occur to particular cultural practices in the near future and over longer periods 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> predict what aspects of the cultures of Papua New Guinea will continue to remain unchanged illustrate a future positive vision of life in their own province invent a complex fictitious culture by beginning with a fictitious land, and creating traditions improvise a range of situations where one culture makes contact with another culture

Strand: Integrating Projects

Sub-strand	Grade 6	Grade 7	Grade 8
Societies and Communities	<p>6.4.1 Improve the life of the community by gathering and evaluating information about it and taking appropriate action</p>	<p>7.4.1 Use the Social Science process to describe the province and ways to improve the life of the province</p>	<p>8.4.1 Use the Social Science process to describe another nation and propose ways for Papua New Guinea to contribute more to the region</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • identify a need in the community and propose a project or ways of contributing to the community • gather information in appropriate ways about a need or ways of making a contribution to the community • analyse the information gathered in appropriate ways • make a contribution or take action to address an identified need • write a report about a project outlining how the information was gathered and analysed, how the need was addressed and how action was taken • identify the Social Science process of gathering, evaluating and acting on information by reflecting on a project • apply the Social Science process, proposing ways of improving the life of a society 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • identify a need, a project or a contribution to make to the province • gather information about a need, a project or contribution to the community in appropriate ways • analyse the information gathered about a need, a project or a contribution to their community • make a contribution to and take action on an identified need in their province • write a report about a project outlining how information was gathered and analysed, how the need was addressed, what contribution they made and how action was taken to address this need • identify and analyse the Social Science process by reflection on their project 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • identify a need or a project related to the international community • gather information about a need or a proposed project in ways that are appropriate to the project • analyse the information gathered • make a contribution to and propose appropriate action for an identified need on the basis of information gathered • write a report about the project outlining how information was gathered and analysed, how the need was addressed and a contribution made and how action was taken • evaluate the effectiveness of the Social Science process of gathering, evaluating and acting on information by reflection on their project

Sub-strand	Grade 6	Grade 7	Grade 8
Societies and Communities	<p>6.4.2 Identify and describe how local communities contribute to the life of their province</p>	<p>7.4.2 Use the Social Science process to describe the nation and to propose ways for Papua New Guinea to be more involved in the region</p>	<p>8.4.2 Use the Social Science process to describe an international society and to propose ways for Papua New Guinea to be more involved in international affairs</p>
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • identify and list the contributions to provincial development made by the local communities studied • describe and analyse the contributions to provincial development of these communities 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • use the Social Science process to describe the nation and use this information to propose ways to improve the life of the nation • identify and list the contributions to national development by various groups within that nation • describe and analyse the contributions to national development by these groups 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • describe an international society, using the Social Science process • propose ways Papua New Guinea could be involved in a country's international affairs

References

Matane, P. (chair) (1986) *A Philosophy of Education for Papua New Guinea, Ministerial Committee Report*. NDOE, Waigani

NDOE (1997) *Curriculum Overview*. NDOE, Waigani

NDOE (1999) *Papua New Guinea Primary School Atlas*. Oxford, Port Moresby

NDOE (1999) *Secondary School Atlas*. Oxford, Port Moresby

NDOE (1999) *Primary Education Handbook*. NDOE, Waigani

Student Texts

Mickleburgh, A. (1987) *The Story of Past*. NDOE, Waigani

Bridger, P. & Ranck, Diane (1987) *Papua New Guinea – Its Land and People*, NDOE, Waigani

Bridger, P. (1988) *People and Places*. NDOE, Waigani

Deutrom B. McRory M. Vicars A. Crossley, A & M. (1988) *Resources of Papua New Guinea*. NDOE, Waigani

Halstead, K. (1988) *Papua New Guinea's Origins*. NDOE, Waigani

Kidu, C. (1987) *Government in Papua New Guinea*. NDOE, Waigani

Kidu, C. (1988) *Government and the People*. NDOE, Waigani

Murray, N. (1996) *Families*. NDOE, Waigani

Teachers Resources

Jackson, R. Ranck, Diane (1986) *Exploring Geography through Papua New Guinea*. OUP, Melbourne

McInnes, Dianne (1995) *Encyclopaedia of Papua New Guinea*. Dellasta Pacific, Victoria