

History

**Upper Secondary
Syllabus**



Papua New Guinea
Department of Education

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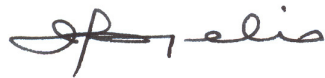
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Secretary's message

The Upper Secondary History Syllabus contributes to integral human development as it is based on the students' physical environments, societies and cultures. It links to the National Education Plan's vision, which is that secondary education enables students to achieve their individual potential to lead productive lives as members of the local, national and international community as they undertake a broad range of subjects and work-related activities that can be used in everyday life.

History students develop the practical experience and academic skills needed to understand the changing world around them in terms of the past, present and future. They develop the ability to become better thinkers and decision makers, develop understandings of issues that are affecting people and develop solutions that are sustainable and beneficial for Papua New Guinea and the world.

I commend and approve this syllabus as the official curriculum for History to be used in all schools with Grades 11 and 12 students throughout Papua New Guinea.



DR JOSEPH PAGELIO

Secretary for Education

Introduction

This syllabus is based on the curriculum principles from the National Curriculum Statement. It has been designed using learning outcomes that identify the knowledge, skills, attitudes and values that all students achieve or demonstrate by the end of Grade 12. It is linked to the national curriculum learning area Culture and Community and builds on the knowledge and skills students have learnt since elementary grades. This History syllabus is a pre-tertiary syllabus that is approved for university entrance requirements.

Lower Secondary Social Science Strands	Lower Secondary Social Science Units	Upper Secondary History Units
Time, continuity and change People, place and space Civics and citizenship Environment and Sustainability	Places in the Pacific Region Population Change, Resources and Migration Investigating Papua New Guinea History Civics and Citizenship Resource Development and Management Environment Change, Pollution and Solutions Papua New Guinea and the Global Community	Papua New Guinea’s Early History Imperialism World War I and its Aftermath World War II and its Aftermath Decolonisation and Independence Our Changing World Papua New Guinea as a Nation

History is a specialised subject that requires a high level of English competency. Students need to be fluent in reading, writing and speaking English for research, report writing and oral and written presentations.

History is the study of patterns and interactions between people and their environment. It incorporates active inquiry and research skills using primary and secondary sources, oral histories, maps, texts and fieldwork. It enables students to develop knowledge and understanding of issues in their society and of the interactions and consequences that past decisions have had on the present and may have on the future.

Students develop and apply skills as they investigate society, explore issues, make decisions and work cooperatively with others. Local, national and international examples focus on questions of ‘what’, ‘where’, ‘why’, ‘how’ and ‘what if?’ History encourages students to develop skills in critical analysis to become better-informed decision makers. These understandings and skills enable them to participate in society as informed, confident and responsible citizens. History builds on learning from Lower Secondary—where the focus is the country of Papua New Guinea, the Pacific region and beyond—by shifting the emphasis towards Asia and those countries that have had an impact on Papua New Guinea over time.

The learning in History is more meaningful and interesting when students are taken out of the classrooms. This syllabus requires students to undertake field work. The teacher and the school should take necessary actions and precautions when arranging for field trips.

History is to be timetabled for 240–250 minutes per week in Grade 11 and Grade 12.

Rationale

History has a distinctive role in the school curriculum as it challenges students to consider the great social, technological, economic, political, and moral transformations that have occurred, particularly from the late 18th century.

The study of History is very important for students in Papua New Guinea as it creates awareness about their past and the past of other societies and nations. This awareness is achieved through considering motives, causes, patterns and consequences of major selected social, cultural, political and economic events.

The study of History helps students develop important learning skills and make informed judgements about society today. History helps them understand and appreciate where they live, through the study of local, regional, national and international events and issues.

History helps students understand the rise and fall of civilisations. Through that, they will come to a better understanding of human behaviour and how societies function, change, develop and continue over time.

The study of History as an inquiry into past human experience in Papua New Guinea and the rest of the world helps to make the present more intelligible. The study of history allows students to perceive the world in a variety of ways, as they develop powers of deduction and reasoning and learn to make sense of an increasingly complex global society. The inquiry skills developed by students during their study of History help them in making informed decisions about the future.

Through their study of History, students encounter different values, investigate the origins of those values and study their impact on human affairs. Students begin to decide which values might guide them in building a more democratic, just and ecologically sustainable world for all people.

Students in Grades 11 and 12 are faced with many challenging issues and opportunities. As proud Papua New Guineans, they must make informed decisions. History students should be equipped with the skills necessary to meet these challenges head on.

Aims

History aims to enable students to:

- acquire knowledge and understanding of events and forces that shape Papua New Guinea and the world as a whole
- acquire a set of skills in order to evaluate and analyse historical evidence and make informed judgements and decisions
- perceive, understand, appreciate and evaluate the process of change and continuity in human affairs
- place issues and events in their historical perspective
- achieve a sense of identity and self-worth by studying their own local, regional and national societies
- develop empathy for and appreciation of people of other societies
- gain an understanding of historical themes and concepts.

Strands

Time, continuity and change

This strand deals with understanding and valuing the past, within and across societies, and with developing critical thinking for the present and the future. Concepts of time, continuity, change, causation, heritage and empathy with others are fundamental. The skills to be developed are those that enable students to critically analyse and evaluate various sources of information and use historical processes to expand their perspectives on current issues in a changing society.

Place, space and environment

This strand deals with understanding the complex interconnections and interactions among people and nations in local, regional and international settings. Students ask and answer questions about the experiences of people living in different places in the past and present, and form considered opinions about those in the future. They develop an appreciation of how local, regional and international relationships influence key social, political and economic aspects of human experience.

Power and politics

This strand deals with the critical examination of decision making at all levels, by asking and answering questions about power relations within society and the use of power and control of resources to maintain or influence change in society. Students inquire into political, legal and economic systems and institutions by testing hypotheses about rights and responsibilities, and roles and relationships, of people and groups in a variety of settings.

Learning outcomes

The learning outcomes identify the knowledge, skills, attitudes and values all students achieve or demonstrate at the end of Grade 12. The learning outcomes of History are listed below.

At the end of Grade 12, students can:

1. identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage
2. demonstrate an understanding of historical concepts and ideologies
3. describe and explain the origin, development and impact of change on societies and nations
4. analyse the role and impact of significant historical themes, events and individuals within their societies and the world at large
5. interpret and critique historical evidence and information
6. identify and critique opinions, values, judgements, biases and contradictions
7. apply the historical skills of inquiry, observation, classification, recording and interpreting.

Learning outcomes mapped against units							
Learning outcomes	Units						
	11.1	11.2	11.3	11.4	12.1	12.2	12.3
1. Identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage	✓	✓	✓	✓	✓	✓	✓
2. Demonstrate an understanding of historical concepts and ideologies	✓	✓		✓	✓	✓	✓
3. Describe and explain the origin, development and impact of change on societies and nations		✓	✓	✓	✓	✓	✓
4. Analyse the role and impact of significant historical themes, events and individuals within their societies and the world at large				✓		✓	✓
5. Interpret and critique historical evidence and information	✓	✓	✓		✓		
6. Identify and critique opinions, values, judgements, biases and contradictions				✓		✓	
7. Apply the historical skills of inquiry, observation, classification, recording and interpreting	✓	✓	✓		✓		✓

Unit sequence and content

Grade 11 units	Grade 12 units
<p>11.1 Papua New Guinea's Early History <i>8 weeks</i></p> <ul style="list-style-type: none"> • The study of history (introduction) • Prehistory • Traditional trade <p>11.2 Imperialism <i>10 weeks</i></p> <ul style="list-style-type: none"> • European imperialism • Scramble for colonies (new imperialism) • Arrival of foreigners (1850–1900) • European imperialism in Papua and New Guinea • Response to imperialism <p>11.3 World War I and its Aftermath <i>10 weeks</i></p> <ul style="list-style-type: none"> • World War I • Australia in Papua and New Guinea (1914–1939) • The Great Depression and the rise of dictators <p>11.4 World War II and its Aftermath <i>10 weeks</i></p> <ul style="list-style-type: none"> • Changes in Asia (1900–1950) • World War II (1939–1945) • World War II comes to Papua and New Guinea (1939–1945) • Australia in Papua New Guinea (1945–1975) 	<p>12.1 Decolonisation and Independence <i>10 weeks</i></p> <ul style="list-style-type: none"> • Background • Pathways to independence <p>12.2 Our Changing World <i>10 weeks</i></p> <ul style="list-style-type: none"> • The Cold War and related events • International cooperation • Conflicts and wars of resources • Global issues <p>12.3 Papua New Guinea as a Nation <i>10 weeks</i></p> <ul style="list-style-type: none"> • System of government • Bougainville Conflict and resolution (case study including current developments) • Foreign relations • Social and cultural change • Current events

Grade 11 units

11.1 Papua New Guinea's Early History

8 weeks

What is history? When does it begin in Papua New Guinea? For most, the history of Papua New Guinea began when white people arrived and the documentation process took its course. How does the history of 50,000 years ago fit into this picture of Papua New Guinea's history?

By studying Papua New Guinean history, students learn of the early beginnings of the formation of New Guinea, the migration of early ancestors from Sunda to Sahul, and their settlement, organisation and development over time to the arrival of foreigners. Students then look at the different groups of foreigners and their motives for coming to Papua New Guinea.

The study of Papua New Guinean history enables students to acquire knowledge and understanding, historical skills, and values and attitudes in an appreciation of Papua New Guinean history; to develop a lifelong interest in and enthusiasm for Papua New Guinean history; and to prepare for informed and active citizenship in the contemporary world.

Learning outcomes

Students can:

1. identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage
2. demonstrate an understanding of historical concepts and ideologies
5. interpret and critique historical evidence and information
7. apply the historical skills of inquiry, observation, classification, recording and interpreting.

To achieve the outcomes, students:

- demonstrate an understanding of the diversity and complexity of Papua New Guinea's past societies
- undertake historical inquiry about the prehistory of Papua New Guinea and communicate findings using oral reports or pictorial presentations
- plan and conduct investigations about the arrival of foreigners in their local area using appropriate gathering strategies
- collect and interpret information about traditional trade, rituals and initiations from a range of appropriate sources
- construct timelines to illustrate Papua New Guinea's history from prehistoric times (1800–1960)
- undertake dramatic reconstruction, role plays and interviews to illustrate reactions to foreigners
- explain and analyse the impact of the arrival of foreigners in Papua New Guinea.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

The study of history (introduction)

- what historians do
- oral history and traditions
 - primary and secondary sources
- archaeology, anthropology, linguistics, botany, zoology, biology, palaeontology

Prehistory

- formation of Papua New Guinea: Sunda to Sahul
- earliest human occupation of Papua New Guinea
- prehistoric stages in the development of Papua New Guinea:
 - movement from nomadic hunter–gatherer society towards agriculturally settled society (Neolithic revolution)
 - gardening and animal husbandry
 - case study (Kuk archaeological site evidence)
- languages (Austronesian and Non-Austronesian)
- cultural diversity
- social organisation
 - patrilineal, matrilineal, clan, tribe, 'Big Man', chieftaincy
- daily life, customs and traditions

Traditional trade

- trade systems
 - Hiri (Motuans and Gulf), Kula (Milne Bay islands), Moka (Western Highlands), Mokink (Mendi area), Tee (Enga), Vitiaz (Morobe)
 - trade items
 - Pacific trade: Lapita trade and culture
 - local prehistory

11.2 Imperialism

10 weeks

How do we understand our world today? What legacies of the past shape the present? Colonisation has been central to human history. Few parts of the world have been untouched by the effects of colonisation and imperial rivalry.

Students study what the world was like from the 15th to the 20th centuries and describe and explain the reasons and causes of imperialism and its impact in relation to Papua New Guinea. Students study the various aspects of imperialism (political, social, cultural and trade).

This unit explores the colonisation of one society by another, the interactions between two societies, and establishment of control.

Learning outcomes

Students can:

1. identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage
2. demonstrate an understanding of historical concepts and ideologies
3. describe and explain the origin, development and impact of change on societies and nations
5. interpret and critique historical evidence and information
7. apply the historical skills of inquiry, observation, classification, recording and interpreting.

To achieve the outcomes, students:

- collect and summarise information on the Renaissance, exploration and discovery and the Industrial Revolution
- analyse the means by which colonial powers imposed and maintained control in societies
- describe and explain the impact of imperialism on indigenous societies
- formulate questions for case studies
- explain historical concepts such as empire, imperialism, colonialism
- compare and contrast reactions to imperialism
- critically evaluate points of view in different historical sources.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

European imperialism

- the Renaissance
- the age of exploration and discovery ('old imperialism')

- the Industrial Revolution

Scramble for colonies ('new imperialism')

- the nature of imperialism in the 19th and 20th centuries
- the scramble for colonies in Africa, Asia and the Pacific
- the consequences of imperialism for Africa, Asia and the Pacific in terms of power, relations and trade

Arrival of foreigners (1850–1900)

- origin and motives of the first foreign visitors
- effects and reactions to Europeans
 - explorers
 - traders
 - planters
 - missionaries
- administrators and settlers
 - division of territory

European imperialism in Papua and New Guinea

- the British in Papua (1884–1906)
- the Germans in New Guinea (1884–1914)
- the Australians in Papua (1906–1914)

Response to imperialism

- the range of responses to imperialism or colonialism in Africa, Asia and Pacific
- ideas of race—segregation, assimilation and paternalism
- imperialism and indigenous knowledge production
- case studies of early micro-nationalist movements
 - Papua New Guinea; for example, Vailala movements (Gulf), Paliu Maloat (Manus), Binandere (Oro), Yali (Madang), Mathias Yaliwan (East Sepik)
 - Maori (New Zealand)
 - Aborigines (Australia)
 - Indians (India)
 - Mau Mau (Kenya)

11.3 World War I and its Aftermath

10 weeks

In this unit students discover that the start of the 20th century in Europe was a period of upheaval. Students learn that international relations in this period were polarised by alliances that created mistrust and suspicion. Regional conflicts and confrontations that directly and indirectly involved major powers created further uncertainty, suspicion and instability. Finally, these conflicts created the climate for a major continental conflict and a global war.

In Europe, by 1914 the traditional hierarchical system symbolised by the monarchical system had begun to crumble. In the aftermath of the war, borders in Europe, Asia, Africa and the Middle East were redrawn, new countries were created and the empires of defeated powers broken up. In this new order—characterised by economic and social unrest—political ideas such as communism, socialism and fascism gained popular support. In Asia, Africa and the Middle East nationalist movements emerged that blended aspects of Western political theories with local ideas and practices.

Students identify the winners and losers at the end of the war and analyse the conditions and implications of the treaties signed with the losing powers. They acquire knowledge about the interests of various groups of people, nationalities, classes and races. Movements for internationalism and organisations such as the League of Nations worked to replace war with diplomacy as a means of resolving conflict between rival nations and ideologies.

In relation to Papua New Guinea, students describe how World War I, which was mostly fought in Europe, affected colonial administration in New Guinea, when the former German colony of New Guinea became the League of Nations' Mandated Territory under the supervision of Australia. Students acquire knowledge about and document Australian colonial policies regarding economic development, land, labour, health, education and Christian missions in both Papua and New Guinea.

Learning outcomes

Students can:

1. identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage
3. describe and explain the origin, development and impact of change on societies and nations
5. interpret and critique historical evidence and information
7. apply the historical skills of inquiry, observation, classification, recording and interpreting.

To achieve the outcomes, students:

- synthesise evidence to draw conclusions about the causes and effects of World War I
- use timelines, maps and diagrams to map the course of World War I

- use key concepts such as culture, nationalism, race and ideology to describe and analyse the rise of the dictators
- describe and appreciate the role of the League of Nations
- present information outlining Australia's post-war administration of Papua and New Guinea, using historical conventions such as quotations, bibliography and footnotes
- analyse propaganda in cartoons, posters, documents, photographs and so on that relate to World War I, the dictators and the Depression.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

World War I

- background to war
- countdown to war, or the events leading to World War I
- World War I (1914–1918)
 - battles, trench warfare
 - the Russian Revolution (1917)
- outcome of the war: consequences, peace treaties

Australia in Papua and New Guinea (1914–1939)

- World War I and change of colonial power
- trusteeship (Australia and League of Nations)
- Australian administration, for example the Legislative Council
- Australian policies on New Guinea, for example, ordinances and acts such as Native Lands Title
- Elections, self-government and independence

The Great Depression and the rise of the dictators

- the Great Depression: causes and effects
- factors that contributed to the rise of dictators
 - the Treaty of Versailles and other treaties
 - nationalism
 - resentment from World War I
 - effects of the Depression
- political ideologies and the political spectrum
- the rise of the fascist and Nazi parties in the 1920s
- the dictators: Hitler, Mussolini, Stalin
- anti-communist emotions in Europe and USA
- foreign policies such as appeasement, isolationism and expansionism

11.4 World War II and its Aftermath

10 weeks

How did World War II start? What were the causes, course and effects of World War II? How and why did Papua New Guinea get involved? Was it a Papua New Guinean war? Students can answer these questions after studying this unit. Students critique the historical evidence available to them to identify and explain the causes, course and effects of World War II. They also learn about the significance of the different battles in determining the course of the war. They learn that the war was fought in two locations: the main war in Europe while the later war was fought in the Asia–Pacific region. Students gain awareness of and insight into the forces and processes involved in the historical evolution of the world leaders and the impact of their decisions. The study of World War II is a significant marker, which helps students to relate experiences in Papua New Guinea to a broader world framework. It also enhances their understanding of the relationship between Papua New Guinea and Australia that has developed since World War II.

Learning outcomes

Students can:

1. identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage
2. demonstrate an understanding of historical concepts and ideologies
3. describe and explain the origin, development and impact of change on societies and nations
4. analyse the role and impact of significant historical themes, events and individuals within their societies and the world at large
6. identify and critique opinions, values, judgements, biases and contradictions.

To achieve the outcomes, students:

- identify and classify the political, economic and social changes in China, Japan and the rest of South-East Asia during the period leading up to World War II
- develop a chronology of the course of World War II in Europe
- identify and describe the causes, course and effects of the war in the Asia–Pacific with emphasis on Papua New Guinean experiences
- use key concepts relevant to the selected historical context, such as culture, nationalism, internationalism, ideology and race
- analyse written (documents) and visual (cartoons) evidence
- synthesise evidence to draw conclusions
- document physical evidence of Papua New Guinea’s involvement in World War II through field work and examination of artefacts (war relics)
- debate key issues like anti-Semitism, Aryanism, responsibility for the war
- construct timelines, flow charts and so on to organise significant events throughout the war

- draw or interpret maps illustrating national boundaries before and after the war
- interpret and analyse primary and secondary sources from World War II such as photographs, pictures, paintings, songs, poems and artefacts.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Changes in Asia (1900–1950)

- China
 - 1900 Boxer Rebellion
 - 1911 revolution
 - civil wars and Kuomintang
 - communist rivalry
 - the Long March of 1934
 - unity in the face of Japanese imperialism and aggression
- Japan
 - democratic growth in the 1920s
 - from liberalism to militarism
 - expansionism into Manchuria 1931
 - resentment of perceived unfair treatment in trade by USA and Europe
 - growing Japanese militarism
 - attack on China and into Indo-China
 - The Greater East Asian Co-Prosperity Sphere
 - prelude to war in the Pacific and Pearl Harbour

World War II (1939–1945)

- European war: causes, course (theatres of war and major battles), effects
- Asia–Pacific war: causes, course (theatres of war and major battles), effects

World War II comes to Papua and New Guinea

- Papua New Guinea as a battleground: location and conduct of major battles and events
- short-term effects, such as refugees in own land, destruction of property
- long-term effects
 - relationships, beliefs, attitudes in both Australia and Papua New Guinea
 - environmental destruction

Grade 12 units

12.1 Decolonisation and Independence

10 weeks

What are decolonisation and independence? How have some significant events like wars, nationalist movements and sentiments laid the basis for eventual self-determination and independence for colonies in Africa, Asia and the Pacific? Students work towards answering these questions. This unit enables students to learn about and explain the causes of the decline of European powers and eventual recognition of nation-states and sovereignty. Students learn why the United Nations was formed, and about its roles in initiating mandatory status to colonies and supervising European powers to help colonies towards greater autonomy and eventual independence.

Through case studies, students investigate the background, approach and progress of people and countries striving for self-determination and independence, using a range of resources, including primary sources and information and communication technology (ICT). They understand the processes involved in gaining independence, the formation of developing nations and problems faced by so-called 'third world' nations.

Learning outcomes

Students can:

1. identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage
2. demonstrate an understanding of historical concepts and ideologies
3. describe and explain the origin, development and impact of change on societies and nations
5. interpret and critique historical evidence and information
7. apply the historical skills of inquiry, observation, classification, recording and interpreting.

To achieve the outcomes, students:

- identify and discuss causes of and reasons for the decline of European powers in Africa, Asia and the Pacific
- explain the attempts that have been made to achieve cooperative human activity at the international level (as well as local and national)
- outline the development and realisation of the nation-states
- evaluate the extent to which the new nations recognised and attained their goal of independence
- produce case studies that investigate the background, approach and progress of people and countries striving for self-determination and independence (using a range of resources including primary sources and ICT)
- debate (or present arguments for and against) independence.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Background

- participation in World War II; the war as the catalyst for decolonisation
- decline of imperial powers after World War II
- ideologies like nationalism, self-determination and liberalism
- origins and development of the United Nations
- role of the USA and the United Nations in the process of decolonisation

Pathways to independence

- decolonisation and nationhood
- strategies for achieving independence
 - armed resistance
 - negotiation
 - external pressures
 - the wish of a colonial power to leave (or a combination of the above)
- territories, minorities and separatists still striving for independence; for example, New Caledonia, West Papua
- case studies illustrating each of the above strategies, selected from
 - France in Indo-China, East Timor, Morocco, Angola
 - British India, Ghana
 - USA supporting Indonesia, Philippines
 - Australian handover to Papua New Guinea
 - condominium administration in New Hebrides

Case studies are to include a brief overview of colonisation, the strategy for decolonisation and achieving independence, key individuals and/or groups in independence movements and progress since independence.

12.2 Our Changing World

10 weeks

What are the key political, economic, social and technological features and issues of our changing world? What are some major forces for change that have emerged, or are emerging? What is the nature of the political, social, economic and technological changes that have occurred or are occurring? What are some impacts of change in our modern contemporary societies? This unit is able to provide answers to these questions.

After World War II the USA and the Soviet Union emerged as the global super powers and remained so for much of the second half of the 20th century. Conflicts and competition between the opposing ideologies of capitalism and communism raised world tensions and conflicts, and continued until the fall of communism in 1989. Rivalry between the super powers was played out in the arts, propaganda, sports, the space race, nuclear weapons production and political influence over developed and emerging nations.

Learning outcomes

Students can:

1. identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage
2. demonstrate an understanding of historical concepts and ideologies
3. describe and explain the origin, development and impact of change on societies and nations
4. analyse the role and impact of significant historical themes, events and individuals within their societies and the world at large
6. identify and critique opinions, values, judgements, biases and contradictions.

To achieve the outcomes, students:

- analyse and discuss how postwar societies used ideologies to legitimise their world view and portray competing systems
- construct and communicate historical knowledge and understanding
- use key concepts relevant to historical events
- analyse written and visual evidence
- synthesise evidence to draw conclusions
- construct coherent arguments using evidence
- investigate key features and issues in the history of the Cold War (1945–1991).

Content

Students acquire knowledge and skills through the learning and teaching of this content.

The Cold War and related events

- origins and development of the Cold War (1945-1991)
 - Cuban missile crisis, Korean War, Vietnam War, Berlin Blockage
- origins, nature and impact of détente on the Cold War
 - agreements made into détente
 - Soviet invasion of Afghanistan and its impact
- influence of individuals
 - Kennedy, Khrushchev, Brezhnev, Reagan, Gorbachev, George Bush Snr
- end of the Cold War
 - rise of super powers
 - collapse of communism in eastern Europe and nationalism in USSR

International cooperation

- the formation, structure, purpose and role of economic, political and humanitarian organisations in world issues
 - United Nations, European Union, World Trade Organization (WTO), Association of South East Asian Nations (ASEAN), Asia-Pacific Economic Cooperation (APEC), Organization of the Petroleum Exporting Countries (OPEC), G7, G8
 - Red Cross, World Vision, Red Crescent, church organisations and others

Conflicts and wars of resources

- causes, course and effects of one conflict case study from each of the three categories below:

Internal conflict or civil war

- Yugoslavia in 1990
- the Irish conflict
- Somalia
- Rwanda
- Sudan
- Ethiopia

Regional conflicts

- Arab-Israeli
- Indo-China
- Jammu-Kashmir
- El Salvador
- Nicaragua
- Costa Rica
- USA and the Gulf War and its effect on Papua New Guinea and the rest of the world

Global conflict

- Iraq

- Afghanistan
- the United Nations as a peace-keeping force
 - peacemaking
 - disarmament

Global issues

- terrorism and the war on terrorism
- Islamic fundamentalism
- Christianity
- nuclear threat, nuclear proliferation; North Korea, Iran, Pakistan, India
- transnational crime
 - drugs trafficking
 - arms sales and smuggling
 - people smuggling (human trafficking)
 - illegal animal and plant trade
- economic and political influence of China and India in the 21st century
 - emerging economies
 - BRIC (Brazil, Russia, India and China)

12.3 Papua New Guinea as a Nation

10 weeks

In this unit students examine, appreciate and document the features of a vibrant and dynamic democracy in Papua New Guinea. They look at the existence and operations of the various political institutions such as the legislature, executive and judiciary. Students explain the historical factors before independence that justified the introduction of decentralisation. They also examine the impact of devolving political power through the provincial government system. Students demonstrate an understanding of the principles of good governance, that is, how leaders manage the financial and other resources of the country in a careful, lawful and transparent manner. They study the roles and functions of institutions responsible for the overseeing of governance.

Students learn about Papua New Guinea's foreign policy, and policies on trade, investment, defence and education, as encompassed in bilateral and multilateral arrangements. Students discuss the course of the Bougainville Crisis (1988-1997) and its political, economic, social and geographical repercussions, and examine how it was played out on the local, national, regional and international stages. Students learn that Papua New Guinea is part of the global economy and the 'global village'. They study the impact of globalisation on the economy as well as on society and culture.

Learning outcomes

Students can:

1. identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage
2. demonstrate an understanding of historical concepts and ideologies
3. describe and explain the origin, development and impact of change on societies and nations
4. analyse the role and impact of significant historical themes, events and individuals within their societies and the world at large
7. apply the historical skills of inquiry, observation, classification, recording and interpreting.

To achieve the outcomes, students:

- analyse the Preamble and selected sections of the National Constitution to develop an understanding of rights, responsibilities and obligations
- ask relevant questions in relation to Papua New Guinea today
- account for and assess differing historical and political interpretations of national issues
- communicate an understanding of the features, issues and aspects of governance, using appropriate and well-structured oral or written or multimedia forms
- use key concepts to explain the development and course of the Bougainville Crisis

- present research findings on the impact of globalisation, using historical conventions such as quotations, footnotes, bibliography
- communicate an understanding of relevant concepts, features and issues, using appropriate and well-structured oral and/or written and/or multimedia forms
- debate aspects of good governance, using current examples sourced from the media
- contrast two views about international aid: a modernisation view and a neo-colonialist or dependency view.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

System of government

Democratic constitution

- Papua New Guinea's Constitution
- Westminster system
- political party system; for example, the Organic Law on the Integrity of Political Parties
- 'limited preferential voting' (LPV) electoral system
- National Goals and Directive Principles

Decentralisation

- provincial and local-level government
- devolution of government functions

Governance

- accountability and transparency
- corruption and misappropriation
- organisations for good governance; for example, Ombudsman Commission, leadership tribunal, Public Prosecutor, Transparency International, Public Accounts Committee

Bougainville Conflict and resolution (case study including current developments)

- 1967 Bougainville Copper Agreement
- secessionist sentiments early in 1968
- Panguna Landowners' Association
- Bougainville Revolutionary Army and Francis Ona
- declarations and accords; for example, Unilateral Declaration of Independence (Bougainville 1 September 1975)
- 1997 Sandline crisis and Papua New Guinea Defence Force rebellion
- United Nations Observer Mission on Bougainville (UNOMB)
 - weapons disposal agreement (WDA)
 - peace monitoring group (PMG)

- 2005 Autonomous Government of Bougainville (AGB)

Foreign relations

- bilateral and multilateral relations
 - international treaties
 - trade agreements
- independence or dependence (neo-colonialism)
 - aid agencies (including non-government organisations (NGOs)) and their influence
- influences of multinational companies, transnational corporations

Social and cultural change

- education (outcomes-based education)
- health (HIV and AIDS)
- positive and negative impact of globalisation
 - the global economy; for example, new forms of capital, exploitation, poverty
 - the role of the International Monetary Fund (IMF), World Bank, Organization of the Petroleum Exporting Countries (OPEC) and other multilateral organisations and multinational corporations
 - migration of people; for example, refugees
 - the responses and challenges to globalisation: localism, extremism and environmental movements such as Greenpeace
- lifestyle, sport and culture
- technology

Current events

- Papua New Guinea and world events and issues

Assessment components, weightings and tasks

The internal assessment mark for History is to be based on the Grade 11-12 syllabus only. Final assessment must be based on a range and balance of the assessment components detailed below.

Components, weightings and tasks for Grade 11 units

Component	Weighting		Tasks
	Marks	Percentage	
Tests and examinations	90	30%	These may include multiple-choice items, short answers and extended responses
Course work including individual or group investigations	150	50%	This assessment component is designed to assess all the learning outcomes Assessment tasks may include oral presentations and reports, audiovisual presentations, multimedia presentations, web pages, interviews, debates, essays and other suitable tasks
Evidence study (compulsory)	60	20%	Critical analysis and comparison of primary sources
Marks	300	100%	

Components, weightings and tasks for Grade 12 units

Component	Weighting		Tasks
	Marks	Percentage	
Tests and examinations	100	30%	These may include multiple-choice items, short answers and extended responses
Course work including individual or group investigations	150	50%	This assessment component is designed to assess all the learning outcomes Assessment tasks may include oral presentations and reports, audiovisual presentations, multimedia presentations, web pages, interviews, debates, essays and other suitable tasks
Folio (compulsory)	50	20%	Achievements and contributions of significant individuals in the latter half of the 20th century
Marks	300	100%	

Assessment, examinations and certification

Assessment and reporting practices described here are detailed further in the *National Assessment and Reporting Policy for Papua New Guinea* (2003) and in other support materials produced by the Department of Education.

Assessment

The main purpose of assessment is to improve student learning.

Assessment needs to be *for* learning as well as *of* learning. It is used to evaluate and improve learning and teaching, report achievement and provide feedback to students on their progress.

Assessment measures students' achievement of learning outcomes as described in the syllabus. It is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

Teaching and learning using an outcomes approach requires teachers to plan their teaching and assess learner performance in relation to outcomes using criteria derived from those outcomes. Assessment involves focusing less on whether a learner has 'passed' or 'failed' and more on what outcomes a learner has achieved and in which areas further support is required.

Assessment in History

A student's achievement in History at the end of Grade 12 will be assessed against the learning outcomes. Assessment of student progress towards achieving these learning outcomes is cumulative throughout Grade 11 and Grade 12.

It is important that teachers plan the learning and teaching sequence so that there is a balanced spread of assessment during the year. Some tasks, such as investigations or case studies, can be designed so that they are completed over a period of time rather than at the end of the unit. Other tasks can be done immediately the relevant section of the unit or topic has been covered.

Assessment for certification

A student's overall achievement in History will be both internally and externally assessed. The final mark awarded to each student will be a combination of the internal assessment mark provided by the school and the examination mark.

Internal assessment

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

For History, the internal assessment marks will provide a summation of each student's achievements in Grades 11 and 12. The assessment tasks must comply with the components, weightings and types of tasks specified in the table on page 23. A variety of tasks gives students the opportunity to demonstrate all the learning outcomes in different ways to improve the validity and reliability of the assessment.

All schools must meet the requirements for internal assessment as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

External examination

The external examination provides a measure of student achievement of those aspects of the learning outcomes that can be reliably measured in an examination setting. Questions for the external examination in History will be developed using the outcomes, content and skills in the syllabus.

Recording

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

Certification

Students will be awarded the national certificate only if they meet all requirements for internal and external assessment. Eligibility rules for the award of certificates are specified in the *Grade 12 Assessment, Examination and Certification Handbook*.