Personal Development

Upper Secondary

Teacher Guide

Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

Published in 2008 by the Department of Education, Papua New Guinea

© Copyright 2008, Department of Education, Papua New Guinea

Acknowledgements

Contents

Secretary's message

This Personal Development teacher guide is to be used by teachers to teach Upper Secondary students (Grades 11 and 12) throughout Papua New Guinea. The Personal Development syllabus identifies the learning outcomes and content of the subject as well as assessment requirements. The teacher guide gives practical ideas about ways of implementing the syllabus: suggestions about what to teach, strategies for facilitating teaching and learning, how to assess and suggested assessment tasks.

A variety of suggested teaching and learning activities provides teachers with ideas to motivate students to learn, and make learning relevant, interesting and enjoyable. Teachers should relate learning in Personal Development to real people, issues and the local environment. Teaching using meaningful contexts and ensuring students participate in appropriate practical activities assists students to gain knowledge and understanding, and demonstrate skills in Personal Development.

Teachers are encouraged to integrate Personal Development activities with other subjects, where appropriate, so that students can see the interrelationships between subjects and that the course they are studying provides a holistic education and a pathway for the future.

I commend and approve the Personal Development Teacher Guide for use in all schools with Grades 11 and 12 students throughout Papua New Guinea.

DR JOSEPH PAGELIO

Secretary for Education

Introduction

The purpose of this teacher guide is to help you implement the Grade 11 and 12 Personal Development syllabus. It is designed to help you plan, teach and assess an interesting and meaningful teaching program. It encourages you to adapt and develop new teaching and learning strategies and ways of using different assessment tasks and strategies. It promotes a student-centred, participatory and relevant approach to the teaching of Personal Development.

The teacher guide and the syllabus must be used side by side. The syllabus states the learning outcomes for the subject and outlines the knowledge, skills and attitudes to be developed. It also gives you the structure of the subject and which units are to be taught in each term of Grades 11 and 12.

This teacher guide provides examples of teaching and learning strategies and suggested activities for each unit. You are free to develop, adapt and use your own activities, depending on the learning outcome and the needs of your students. The teacher guide also provides a range of sample assessment tasks and criteria for each sample task. You are encouraged to read and understand the assessment components and the type of tasks required for each component, including the weightings for each task.

The outcomes approach

In Papua New Guinea, the Lower Secondary and Upper Secondary syllabuses use an outcomes approach. The major change in the curriculum is the shift to what students know and can do at the end of a learning period, rather than a focus on what the teacher intends to teach.

An outcomes approach identifies the knowledge, skills, attitudes and values that all students should achieve or demonstrate at a particular grade in a particular subject (the learning outcomes). The teacher is responsible for identifying, selecting and using the most appropriate teaching methods and resources to achieve these learning outcomes.

Imagine the student is on a learning journey, heading to a destination. The destination is the learning outcome that is described in the syllabus document. The learning experiences leading to the learning outcome are to be determined by the teacher. The teacher uses curriculum materials, such as syllabus documents and teacher guides, as well as textbooks or electronic media and assessment guidelines, to plan activities that will assist students achieve the learning outcomes. The outcomes approach has two purposes. They are:

- to equip all students with knowledge, understandings, skills, attitudes and values needed for future success
- to implement programs and opportunities that maximise learning.

Three assumptions of outcomes-based education are:

- all students can learn and succeed (but not on the same day or in the same way)
- success breeds further success
- schools can make a difference.

The four principles of the Papua New Guinean outcomes approach are:

1   *Clarity of focus through learning outcomes*
    This means that everything teachers do must be clearly focused on what they want students to be able to do successfully. For this to happen, the learning outcomes should be clearly expressed. If students are expected to learn something, teachers must tell them what it is, and create appropriate opportunities for them to learn it and to demonstrate their learning.

2   *High expectations of all students*
    This means that teachers reject comparative forms of assessment and embrace criterion-referenced approaches. The 'principle of high expectations' is about insisting that work be at a very high standard before it is accepted as completed, while giving students the time and support they need to reach this standard. At the same time, students begin to realise that they are capable of far more than before and this challenges them to aim even higher.

3   *Expanded opportunities to learn*
    This is based on the idea that not all students can learn the same thing in the same way in the same time. Some achieve the learning outcomes sooner and others later. However, most students can achieve high standards if they are given appropriate opportunities. Traditional ways of

organising schools do not make it easy for teachers to provide expanded opportunities for all students.

4   *Planning and programming by 'designing down'*
This means that the starting point for planning, programming and assessing must be the learning outcomes—the desired end results. All decisions on inputs and outputs are then traced back from the learning outcomes. The achievement of the outcome is demonstrated by the skills, knowledge and attitudes gained by the student. The syllabuses and/or teacher guides describe some ways in which students can demonstrate the achievement of learning outcomes.

Outcomes-based approach
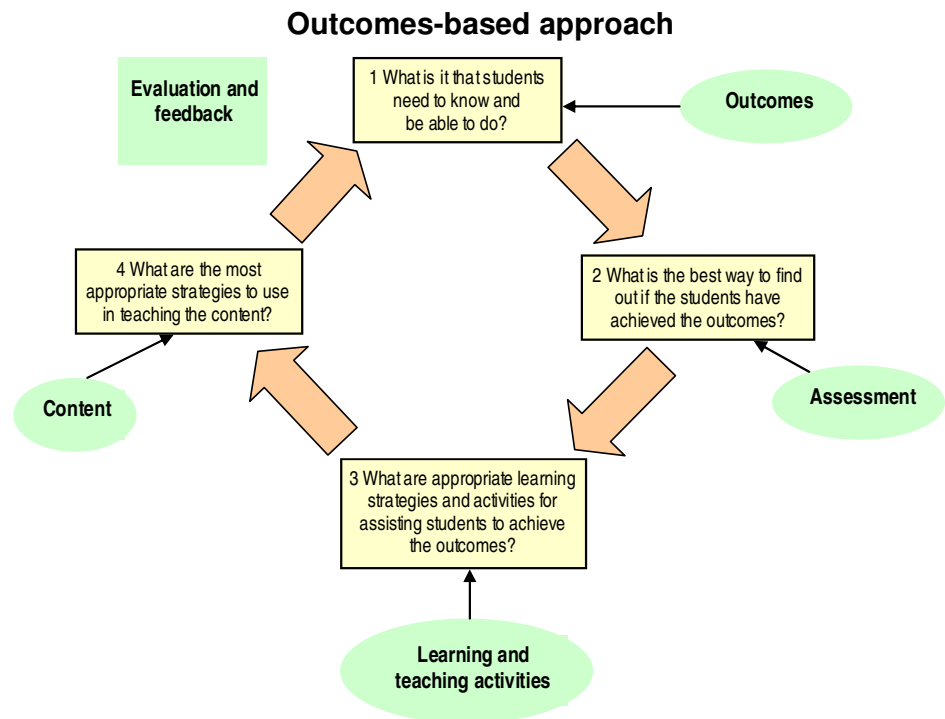
Learning outcomes provide teachers with a much clearer focus on what students should learn. They also give teachers greater flexibility to decide what is the most appropriate way of achieving the learning outcomes and meeting the needs of their students by developing programs to suit local content and involve the community.

The outcomes approach promotes greater accountability in terms of student achievement because the learning outcomes for each grade are public knowledge; that is, they are available to teachers, students, parents and the community. It is not the hours of instruction, the buildings, the equipment or support services that are the most important aspect of the education process but rather, what students know and can do, as they progress through each grade. The outcomes approach means that learning:

- has a clearer purpose
- is more interactive—between teacher and students, between students
- has a greater local context than before
- is more closely monitored and acted upon by the teacher
- uses the teacher as a facilitator of learning as well as an imparter of knowledge.

Learning outcomes

The syllabus learning outcomes describe what students know and can do at the end of Grade 12. The level of achievement of the learning outcomes should improve during the two years of Upper Secondary study, and it is at the end of the study that students are given a summative assessment on the level of achievement of the learning outcomes. The learning outcomes for Personal Development are listed below.

Students can:

1. demonstrate positive attitudes and understanding of healthy practices in regard to HIV and AIDS, STIs, healthy sexual relationships, family health and drug and alcohol abuse

2. demonstrate knowledge, skills and positive attitudes around the issues of violence, gambling, subcultures and gender

3. display positive behaviour as a role model, mentor and advocate showing respect for difference and diversity

4. demonstrate positive relationship skills and understand the factors that lead to a healthy marriage and good parenting

5. articulate personal values on moral issues and explore religious practices within different faiths

6. identify and discuss a range of social justice issues and develop strategies for taking appropriate action.

Learning and teaching

You, as a teacher, must teach the knowledge that is included in the syllabus documents. You have to be able not only to teach what students should know, but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support learning and teaching. You also need to give students some opportunities to apply their knowledge, to be creative and to solve problems.

How students learn

What I hear I forget.
What I hear and see I remember a little.
What I hear, see and discuss I begin to understand.
What I hear, see, discuss and do, I acquire knowledge and skill.
What I teach to another, I master.

(*Active Learning Credo* statement by Silberman, 1996)

In support of this credo are the findings that we remember:

20 per cent of what we hear
40 per cent of what we see
90 per cent of what we see, hear, say and do or what we discover for ourselves.

A student-centred approach to learning

Different students learn in different ways. Some students learn best by writing, others by talking and discussing, others by reading and others by listening. Most students learn by using a combination of these. All students learn skills through practising and repetition. You need to use a variety of teaching strategies to cater for the different ways your students learn.

Learning and teaching strategies

Students who participate in guided instruction learn more than students who are left to construct their own knowledge (Mayer 2004). You need to employ a variety of learning and teaching approaches because all students do not learn in the same way. The 'auditory learner' prefers to use listening as the main way of learning new material whereas a 'visual learner' prefers to see things written down. Students should be actively involved in their learning and therefore you need to design appropriate practical activities or experiments, using resources that can be found in your location.

In Grades 11 and 12, students will already have had a wide variety of experiences. You need to make use of your students' experiences when designing and conducting learning in class, so that learning is connected to your students' world. There are many learning and teaching strategies described in the Lower Secondary teacher guides.

The most efficient and long-lasting learning occurs when teachers encourage the development of higher-order thinking and critical analysis skills, which include applying, analysing, evaluating and creating. Attention should also be paid to developing students' affective and psychomotor skills.

To make sure that this happens, you should encourage deep or rich—rather than shallow—coverage of knowledge and understandings.

To assist and encourage students to learn, you perform certain tasks. These are referred to as 'teaching strategies'. You need to engage students directly in learning but there are times when you have to take charge of the learning in the class and teach particular concepts or ideas. Teaching strategies include:

- group work
- role-play or drama
- skills practice
- research or inquiry
- class discussions or debates
- problem-solving activities
- teacher talk, instructions, explanations, lectures or reading aloud
- directed question-and-answer sessions
- audiovisual presentations
- textbooks or worksheets
- directed assignments
- demonstration and modelling
- guest speakers
- field work
- classroom displays.

Using groups as a teaching and learning strategy

Using groups is an important strategy in Personal Development as students learn from each other, not just from the teacher. Group work encourages students to participate in achieving a shared goal and collaborative learning. In deciding whether or not to use groups, you need to consider:

- your intended outcomes
- the extent to which the outcomes can be achieved by a group
- the lesson content
- the time allocated for the completion of the task
- the classroom setting
- available materials and resources
- the structure of the group based on gender, ability, cultural background and student preferences.

Groups work well when:

- the group decides upon their goal, timelines and tasks
- students realise that success depends on the achievement of the whole group, not individuals
- the task is broken into subtasks, which must be finished to successfully complete the overall task
- the whole class is involved in the activity
- everyone has a role to play; for example, in field trips

- membership of small groups is changed regularly to provide a variety of learning experiences for all students.

Strategies for organising and managing groups

- mixed-ability groups: the more able learners in the group can help the others to master the work so that you do not need to teach some parts
- same-ability groups: you can leave the groups of faster learners to get on with the work on their own. She or he can give extra help to individual learners in the slower groups
- using group leaders or monitors: some teachers appoint faster, more capable students to assist others

Developing Personal Development skills

In this section are teaching and learning strategies that can be used to make learning more meaningful and interesting in Personal Development. You should vary your lessons by using different teaching strategies, making sure that the ones you use for the lesson are suitable for your lesson outcomes. Many of these strategies work together; for example, developing *consequence charts* during *class discussions* helps students make realistic *decisions*.

Each unit in this teacher guide includes a sample of student-centred, participatory teaching and learning activities. These are suggested activities only—a good teacher will select and develop different teaching and learning strategies for different learning outcomes. You should aim to maximise participation, thinking skills and motivation in your choice of strategy.

What do students do in Personal Development?

Analysing values

Values analysis involves the gathering, analysing, organisation and appraisal of facts in order to understand value positions held by individuals, groups or organisations. The process of values analysing can assist students to:

- identify values involved in an issue, situation or problem
- distinguish facts from interpretations of facts, or opinions
- identify different kinds of bias in statements
- identify values implicit in laws or rules and their manner of enforcement
- give reasons based on evidence, for either accepting or rejecting particular values
- predict outcomes from given value positions.

Brainstorming

This is a technique in which a class or group meets in order to record all the information already known on a topic, to develop new ideas or to stimulate creative thinking. Participants 'let the ideas come into their heads', write them down, sort them and decide which require further research. Brainstorming is a useful way of determining and activating prior knowledge

of a topic. This strategy could be used when collating ideas about HIV and AIDS, drug use or any other social issues.

Consequence charts

A consequence chart is used to record what students believe to be the likely consequences of a decision or action. Charts can take different forms and enable students to explore 'cause and effect' relationships, alternative consequences or the likely consequences of alternative actions or decisions. They are useful when discussing the process to maintain fitness levels.

Clarifying values

Clarifying values is a reflective and sharing process in which values-related issues are discussed, or where values-related issues arise out of activities or situations in the classroom or the school. Questions assist students to become aware of their personal value positions on these issues and to explore the validity of these positions within a non-threatening environment. The process of clarifying values can help students to:

- understand their own and others' values
- work through what may be confused values
- change or maintain their values in the light of new experiences
- enhance communication and personal relationships.

Classroom displays

A classroom display provides a way of focusing on the current unit. It stimulates learning and provides a record of learning, as well as encouraging students to interact and to respond to learning.

Charts

Helping students to learn to chart, that is, to organise information in various groupings under different headings, can be quite valuable. It not only helps them to make sense out of a previously unrelated mass of data, but it is a crucial step in the process of developing a store of concepts to use in making sense of their experiences. Charts are a powerful organising tool and of considerable help in getting students to think about data. They can be used when discussing projects to minimise social issues.

Diagrams

Diagrams are employed by teachers in a variety of situations. They can be used to illustrate outlines and features of an object or process. They can show something complex, such as how the HIV virus affects the immune system and its stages of development. The best diagrams are clear, with all the necessary details, and labels to identify features and explain processes.

Flow charts

A flow chart is a diagram showing a series of step-by-step operations that make up a particular process. The main elements of the process are shown in picture form and are linked by arrows to indicate how one operation leads to the next. A flow chart can also be used to show stages in the development of a relationship between people.

Cultural activities

Through participation in cultural activities, students are exposed to a variety of activities that give them insights into their own culture or that of others. Programming should take into account local cultural events as well as national events.

Decision making

Decision making is the process of choosing from two or more alternatives. Decisions are best made after gathering information about the situation or event, considering the formation of possible alternatives before choosing between alternatives. Part of the process is the analysis and evaluation of the possible outcomes of the decision.

• Be aware of problems or situations in the class and/or community that require decisions to be made.
• Prepare role-plays or simulations when decision-making is involved.
• Be prepared to allow students to make decisions with unexpected outcomes.
• Use texts in media, literature, films or computer programs that involve making decisions.

Evaluation

Evaluation involves weighing options, consequences and evidence in decision-making contexts in order to make decisions and take action in just, caring and effective ways. The evaluation process often requires us to make decisions between values that are in apparent or real conflict.

Discussions

Discussions provide opportunities to express ideas and feelings and listen to others, to look at issues from other perspectives. However, discussions are not practical with more than 20 people. If class discussions are going to be used in a large class, the class should be divided into two or more groups.

Debates

Debates are formalised discussions in which opposing points of view are put forward. Debates allow students to take a position on an issue and justify that position, to see other points of view and analyse the relative strengths of arguments. There are several debating formats that can be used in Personal Development.

• A round robin provides the opportunity for each student to state a point of view and a supporting argument.
• Divide class members into two groups according to their chosen point of view. Each side alternately puts forward a persuading statement.
• Students adopt a point of view and develop supporting arguments. They present their arguments in a persuasive manner and counteract arguments in response to opposition.

Guest speaker or visitor

A guest speaker or visitor is a person who is invited to share his or her knowledge and skills with the students. This person may be a teacher from another class, a parent, a member of the local community or a representative from a group, organisation or institution.

Interviews

An interview involves asking someone questions in order to find out more information about a subject. In this way, students can learn about things and people's opinions firsthand. There are usually many people that can be interviewed in Personal Development: health workers, community leaders, and sports people. Students can invite them to the classroom or meet them during field work. To conduct an interview successfully, students need to:

- prepare their questions beforehand
- make sure questions are simple and to the point, and require more than a single word answer
- make sure they tell the interviewee their purpose and thank them at the end
- listen carefully to answers
- take notes if possible.

Investigating issues

Issues can be drawn from any field; for example, health, community, beliefs or culture. Something becomes an issue when there are different, often opposing views, most of which are based on reason. Different opinions about an issue may be due to:

- conflicting value stances
- use of power
- humanitarian ethics
- benefits gained by different groups; for example, religious groups

It is recommended that opportunities are provided for students to:

- discuss ideas, feelings and questions about activities that are regarded as right or wrong, good or bad
- examine the personal and community factors involved in defining beliefs about what is right or wrong, good or bad
- analyse how different contexts and situations influence personal values, attitudes, beliefs and behaviours
- critically analyse how groups justify particular actions and behaviours.

Here are some examples of possible discussion questions.

- What would happen if …?
- What is 'good' and 'bad' about …, 'right' and 'wrong' about ..., 'fair' and 'unfair' about ..., 'just' and 'unjust' about … ?
- What are the rights and responsibilities of ...,
  duties and obligations of …?
- What are the laws and rules about …,
  the sanctions and punishments for …?

- What should those with authority and power do about …?

Jigsaw groups

Jigsaw groups are a method of organising students so that the whole class can conduct an in-depth study of a topic or issue within a relatively short period of time. Topics are analysed and broken down into discrete research tasks or activities. These tasks form the pieces of an information 'jigsaw'. Each group of students is allocated one of the jigsaw tasks to investigate. Each expert jigsaw group then reports the results of its findings back to the other groups, thus gradually building up a detailed and complete 'picture' of the topic. This could be done when discussing advantages and disadvantages of having large families in an urban setting or other issues such as rape.

Mind maps or concept maps

A mind or concept map is a way of recording information. It allows students to organise their ideas, either as a class or small group, or individually. A mind map, often associated with brainstorming, is useful for drawing connections between ideas and concepts to help further research a topic.

Moral dilemmas

A moral dilemma depicts an apparent conflict between two or more courses of right action. The dilemma situation may be real or imaginary and should always be discussed in a supportive atmosphere. Moral dilemmas may be drawn from a range of student experiences, current social issues, stories or important events. The dilemma may be set in a past, present or future context, or in a combination of these.

Open-ended stories

Open-ended stories are usually employed as a moral dilemma strategy. They may be used effectively with problems that may not necessarily involve moral dilemmas; for example, to tell someone about an aspect of their behaviour that is worrying; to investigate something puzzling; to research role models.

Photographs and pictures

Photographs and pictures are visual texts. They can be used to develop numerous skills; for example, observing, classifying, grouping, comparing and contrasting. Photographs allow for reinvestigation of firsthand experiences at a later date. They also clarify and stimulate further inquiry. Students can take or use photographs as a means of gathering and recording information. Computer technology enables photographs to be stored and reproduced in various ways.

Presentations

Presentations are used to share information obtained through individual and group research and study. Presentations can be spoken, written or multimedia. They give students experience in organising, planning and presenting information and material to a particular audience and are therefore valuable experiences for both the presenter and the audience.

Problem solving

A particularly relevant teaching and learning strategy for Personal Development topics is problem solving. Students can be involved in identifying and working towards solutions to problems. The classroom, school grounds, community and home all contain problems, which are appropriate starting points for investigation by students. The purpose of learning through applying problem-solving skills is to link conceptual understandings with practical experiences. It is important that students be given opportunities to apply problem-solving techniques to a range of issues. The teacher's role is to:

• help students to identify problems that are relevant and solvable

• organise learning that develops skills in problem solving

• choose learning activities that encourage responsible actions.

Reflective learning

Reflection is the act of thinking about what has been learnt. It often involves putting learning into a new context, looking at the experiences in a new light, interpreting what has been said or done for different applications or a new situation. Teachers need to provide time, both during and at the end of any learning experience, for students to contemplate the content and processes in which they have engaged. This time needs to allow for individual, small-group and whole-class reflection. As a result of reflective learning, students may develop flexibility and creativity.

Research

One of the best ways to learn in Personal Development is to think of the questions you want answered, or what you want to know and inquire about the things that interest you. This means doing your own research to find the answers. The same applies to your students. There are a number of steps involved in doing research. Best results are achieved if students do things in the right order and ask the following questions.

Defining
• What do I want to find out?
• What is my purpose?
• What are the key words and ideas of this task?
• What do I need to do it?

Locating
• Where can I find the information I need?
• What do I already know?
• What do I still need to find out?

Selecting
• What information do I really need?
• What can I leave out?
• How relevant is the information I have found?
• How reliable is the information I have found?
• How will I record all the information?

Organising

- How can I best use this information?
- Do I need to use all the information?
- How can I best combine information from different sources?

Presenting

- How can I present this information?
- With whom will I share this information?
- How does the audience affect my presentation?

Assessing

- What did I learn from all this?
- Did I achieve what I set out to achieve?
- How did I go with each step of the information process?
- How did I go with presenting my information?
- Where do I go from here?

Simulation

Simulation means assuming roles according to specified rules and procedures. These can be role-plays or games. Simulation can also involve making working models to show how a process actually works.

Survey

A survey is a method of gathering information for a specific purpose. It may take various forms, such as a values questionnaire or an interview.

- Determine the purpose of the survey: what information do we need?
- Consider the form of survey that will be most appropriate to gather the information needed on a particular topic, issue or problem.
- Be aware that if questions are used, they should be carefully formed to elicit the required information. Personal Development students should frame precise questions, perhaps discovering that responses to broad questions often confuse, rather than clarify, the purpose of the investigation.
- The need to trial a questionnaire could be explored.
- Supervision, safety and student protection issues need to be considered and discussed; for example, when surveying adults. Students should not survey adults, other than their immediate family, without teacher or parental supervision.

Decide with students:

- the purpose of the survey
- who or what will be surveyed
- how the information will be gathered; for example, by questioning, observing, individually by students, in jigsaw groups
- when and where the information will be obtained; for example, at home from parents, on an excursion, at recess in the playground, or in the classroom
- the collation and final format and presentation of the data.

Task cards

Task cards are teacher-defined activities or pieces of research work presented in a written form and assigned to individual students or groups. They are a method of directing student learning. Teachers can devise task cards to direct activities on an aspect of a topic.

Using the internet for investigations

The internet encompasses a number of facilities such as the World Wide Web (www), which is a useful source of information on many topics. Specific skills are needed to access information on the internet and, more importantly, to critically evaluate and validate such information.

Values education

No educational activity is value-free. You have a responsibility to impart to your students Papua New Guinean values, and moral, ethical, democratic, and educational values, such as:

- respect
- respect for life
- respect for reasoning
- fairness
- concern for the welfare of others
- respect for diversity
- peaceful resolution of conflict
- justice
- responsibility
- freedom
- honesty
- integrity
- ecological sustainability.

The word 'values' can have different meanings for different people, but basically our Papua New Guinean values are the principles or ideals that guide our decisions and actions. We express our values in the way we think and act. Our values have developed as a result of all the influences that have affected us and guide our behaviour. Particular values are essential to living with others. A range of values are essential to the rights and responsibilities of citizenship and these need to be developed through social education programs.

The basic principle underlying social responsibility is that freedom in a democratic society carries with it certain obligations and responsibilities for individual members. Social responsibility is a very important idea and ideal, because it suggests a direction in which we should be directing our thinking and our actions if we want to build a fair, just and accountable Papua New Guinean society.

Values reinforcement

Values reinforcement involves your emphasising specific values within the class and school context. Such values should be consistently reinforced

within the total school community. The process of values reinforcement can assist students to:

- acquire a set of standards for developing personal values
- understand and live by desirable community standards
- become more effective learners
- become more effective citizens.

Many strategies can be used to reinforce values, but both static and dynamic models are extremely important.

- Static models include such things as the school motto, personal conduct codes and rules for fair play in games.
- Dynamic models include people with whom children may interact; for example, parents, relatives, friends, teachers, special visitors, community service workers, club leaders and sporting personalities.

What do teachers of Personal Development do?

The Personal Development teacher:

- is interested in and concerned about events and movements in the local, national and global community
- actively seeks to keep informed while also maintaining a critical stance towards sources of information
- takes a principled stand, and supports others who do so, against injustices and inequalities relating to race, gender, class, physical or mental attributes
- informs himself or herself about environmental issues as they impact upon his or her community and on communities and ecological systems globally
- values democratic processes as the best means of bringing about positive change
- engages in some form of social action to support her or his beliefs.

As a teacher, she or he will:

- model democratic values of fairness, justice and equal respect
- use a range of teaching styles that foster both individual development and group cooperation and enable learners to make the best use of their differing learning styles
- encourage her or his learners to adopt a reflecting and questioning position in relation to personal development knowledge.
- teach the prescribed curriculum well with an emphasis on infusing issues dealing with human rights, relationships, self-esteem and respect for diversity
- be a critical and thoughtful teacher.

Developing a program

A teaching program outlines the nature and sequence of learning and teaching necessary for students to demonstrate the achievement of the learning outcomes. The content of the syllabus describes the learning

context and the knowledge required for the demonstration of each outcome. The relevant learning outcomes for each unit or topic are stated at the beginning of the unit and the requirements of the outcomes are elaborated. Teachers must develop programs that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements. The content prescribed in the units indicates the breadth and depth with which topics should be treated. The sequence of teaching is prescribed by the sequence of content. The learning outcomes and assessment, however, must be central to the planning of the teaching program.

Planning and programming units

The main purpose of planning and programming is to help you to arrange the presentation of the unit in an organised manner. This will help you to know what to teach and when to teach it. It is strongly recommended that you make plans with the other teachers who teach the same subject. By planning together, you will *all* have better lessons and make better use of your limited resources.

Points to consider when programming
- Which outcomes are students working towards?
- What is the purpose of this unit or topic or learning experience?
- Which learning experiences will assist students to develop their knowledge and understandings, skills, values and attitudes, in Personal Development?
- What indicators of student learning would you expect to observe?
- How can the learning experiences be sequenced?
- How do the learning experiences in the unit relate to students' existing knowledge and skills?
- How are individual learning needs to be catered for?
- What are the literacy demands of this unit or learning experience?
- What authentic links can be made with the content of other subjects?
- How can school events and practices be incorporated into the program?
- Do the assessment methods address the outcomes and enhance the learning?
- How can the assessment be part of the learning and teaching program?

The planning process

In this teacher guide, ideas for programming and organising have been provided. These have been arranged in steps to help you teach the unit. The steps follow the thinking processes involved in the outcomes approach.

Step 1: Interpreting the learning outcomes

The first step is to read the description in the syllabus. Then study the learning outcomes and what students do to achieve the learning outcomes, in order to determine what students will know and be able to do by the end of the unit. You need to look at the action verb, concept and context of each learning outcome. This will help you to see what skills and knowledge are embedded in the outcome.

Step 2: Planning for assessment

It is necessary to plan for assessment early to ensure that you teach the content and skills students need to achieve the learning outcomes. You will have to decide when to schedule assessment tasks to allow yourself time to teach the required content and time for students to develop the necessary skills. You will also need time to mark the task and provide feedback. Practical tasks may, for example, be broken into a series of stages that are marked over several weeks as students progress with making their product. It is not appropriate to leave all the assessment until the end of the unit.

This teacher guide provides performance standards and examples of a marking guide. You should develop marking guides when you are marking tasks to ensure consistency in your assessment. You must also develop clear and detailed instructions for completing the task and make sure all students know exactly what they have to do.

Step 3: Programming a learning sequence

This step requires you to develop a program outlining a sequence of topics and the amount of time spent on each topic. If the unit involves a project, for example, you may plan to teach some theory at appropriate stages during the project, rather than teaching all the theory before the students start the project. To develop your program you need to study the topics listed in the syllabus and to think about which learning activities will best provide students with the opportunity to learn the content and practise the appropriate skills, and how long the activities will take. You will have to think about some major activities that last several weeks and smaller activities that may be completed in a single lesson.

Step 4: Elaboration of activities and content

Once you have mapped out your program for the term, you must then develop more detailed plans for each topic in the unit. All units require students to be actively engaged in learning, not just copying from the board. Make sure you develop a range of activities that suit all learning needs— some reading and writing, some speaking and listening, some observing and doing. Browse through the textbooks and teaching resources you have access to and list the chapters, pages or items that you will use for each topic in your program. The textbooks should also provide you with ideas for activities related to the topic. You may have to collect or develop some resources for yourself. Once you have sorted out your ideas and information, you can then develop more detailed weekly program and daily lesson plans.

Using the internet for classroom activities

Planning

- Where appropriate, incorporate computer sessions as part of planned learning experiences.
- Be aware that computers can be time-consuming and may require extra teacher support at unexpected times.
- Consider methods of troubleshooting, such as having students with computer expertise designated as computer assistants.
- Design activities that provide the opportunity for students to access, compare and evaluate information from different sources.
- Check protocols, procedures and policies of your school and system regarding the use of the internet.

Managing

- Ensure that all students have the opportunity to explore and familiarise themselves with the technologies, navigation tools, e-mail facilities and texts on the internet. It is likely that students will have varying degrees of expertise in searching for information and navigating the internet. Students will also have varying experiences of, and be more or less familiar with, the way texts are presented on the World Wide Web.

- Ensure that all students understand how to access the internet and perform basic functions such as searching, sending and receiving e-mail.

- Students with more experience in using the internet may have information that will benefit the whole class. Provide opportunities for students to share their experiences, interests, information and understandings. As well as planning lessons to instruct students in these skills, pairing students and peer tutoring on the computer can enable more experienced students to assist other students.

- Ensure that students critically analyse personal development information gathered on the internet, just as they would for any other text. They should be aware that material posted on the Web is not necessarily subject to the conventional editorial checks and processes generally applied to print-based publications. When evaluating information, students might consider:
  - the intended audience of the site
  - bias in the presentation of information, or in the information itself, including commercial or political motives
  - accuracy of information
  - balanced points of view
  - currency of information, including publishing dates
  - authority of source or author (institution, private individual)
  - ownership of the website (such as corporate, small business, government authority, academic)
  - cultural or gender stereotyping.

- Ensure that software and hardware (computer, modem) are maintained in good working order.

- Ensure that all students are given equal opportunities to use the computer.

Assessing student work containing material from the internet

- Students can download large quantities of information from the internet. In itself, such information provides very little evidence of student effort or student achievement. Students must make judgements about the validity and safety of information when working from the Web. They must consider the purpose of the text, identify bias, and consider the validity of arguments presented and the nature and quality of the evidence provided.

- When assessing student work that includes material drawn from the internet, it is therefore important to recognise how students have accessed the information, what value they place on it and how they have used it for the topic being studied in class. It is useful to look for evidence of critical evaluation, and the development of students' capacities to access, manipulate, create, restore and retrieve information.

Personal Development requirements

There are four units in Grade 11, which all students must complete. There are three units in Grade 12, which all students must complete. Two sample assessment tasks are provided to assist teachers. Teachers are to develop assessment tasks for the units based on the components specified in the syllabus. All assessment tasks must comply with the components in the syllabus.

Personal Development requirements

Grade	Weeks	Term	Unit	Essential resources for activities and assessment
11	10	1	I Am a Role Model	Textbooks, models, computer software if available, documentaries, newspapers, magazines, journals
11	10	2	My Life, My Future	Textbooks, models, computer software if available, documentaries, newspapers, magazines, journals
11	10	3	My Relationships	Textbooks, models, computer software if available, documentaries, newspapers, magazines, journals
11	10	4	My Religious Values	Textbooks, models, audiovisual, documentaries, newspapers, printed material such as journals
12	10	1	I Can Make a Difference	Textbooks, models, audiovisual, documentaries, newspapers, printed material such as journals
12	10	2	I Want a Healthy, Happy Family	Textbooks, models, audiovisual, documentaries, newspapers, printed material such as journals
12	10	3	I Think, Therefore I Am	Textbooks, models, audiovisual, documentaries, newspapers, printed material such as journals

Assessing Personal Development

Assessment is an important part of learning and teaching. It is used to:

- evaluate and improve learning and teaching
- report achievement
- provide feedback to students on their progress
- provide feedback to stakeholders.

The framework for assessing Personal Development in Grades 11 and 12 is described in the syllabus. Each unit should have two assessment tasks.

You should then select and use combinations of other assessment tasks from this guide or from your own design. Each unit has a set of sample assessment tasks with criteria for you to select from if you wish. You are encouraged to develop your own assessment tasks.

Criterion-referenced assessment

Assessment in Personal Development is criterion-referenced and measures students' achievement of the learning outcomes described in the syllabus. In criterion-referenced assessment, particular knowledge, skills or abilities are specified as criteria that must be achieved. The extent to which they are achieved is assessed and facilitated by the teacher.

Criterion-referenced assessment often takes on a problem-centred orientation, rather than a knowledge-based orientation. To achieve an outcome means having to demonstrate the attainment of skills and attitudes, not just write about them. Assessment then becomes more than just a means of judging knowledge and performance—it becomes an integral part of the learning process itself.

Criterion-referenced assessment is:

- standards or criterion-referenced; that is, outcomes are judged against pre-defined standards (see below)
- direct and authentic, related directly to the learning situation. This has the potential for motivating learning, since students can see a direct relevance between what is learnt and what is assessed.

Norm-referenced assessment

'Norm-referenced assessment' makes judgements on how well the student did in relation to others who took the test. It is often used in conjunction with a curve of 'normal distribution', which assumes that a few will do exceptionally well and a few will do badly and the majority will peak in the middle, normally judged as average.

Example of a criterion-referenced test

The driving test is the classic example of a criterion-referenced test. The examiner has a list of criteria, each of which must be satisfactorily demonstrated in order to pass; for example, completing a three-point turn without hitting either kerb. The important thing is that failure in one criterion cannot be compensated for by above-average performance in others; nor

can a student fail in spite of meeting every criterion (as they can in norm-referenced assessment) simply because everybody else that day surpassed the criteria and was better than him or her. Criterion-referenced assessment has the following characteristics:

- a syllabus that describes what students are expected to learn in terms of aims, outcomes and content
- a syllabus that provides a clear sense of the syllabus standards through its aims, outcomes and content
- tasks designed to produce an image of what students have achieved at that point in the learning and teaching process relative to the outcomes
- standards of performance at different levels: the 'performance standards'
- a report that gives marks referenced to predetermined standards
- assessment tasks that refer to syllabus outcomes, content, assessment components and component weightings
- external examinations that are based on syllabus outcomes and content. External markers use standards-referenced marking guidelines developed by the Personal Development Examination Committee.
- assessment that is better-integrated with learning and teaching.

Criterion or standards-referenced assessment in Personal Development

Learning outcomes performance standards					
Learning outcomes	**Very high achievement**	**High achievement**	**Satisfactory achievement**	**Low achievement**	**Below minimum standard**
1. Demonstrate positive attitudes and understanding of healthy practices in regard to HIV and AIDS, STIs, healthy sexual relationships, family health and drug and alcohol abuse	Demonstrate extensive knowledge, understanding and application of knowledge and skills in regard to HIV and AIDS, STIs, healthy sexual relationships, family health, drug and alcohol abuse	Demonstrate sound knowledge and understanding of and application of knowledge and skills in regard to HIV and AIDS, STIs, healthy sexual relationships, family health, drug and alcohol abuse	Demonstrate some knowledge and understanding of and application of knowledge and skills in regard to HIV and AIDS, STIs, healthy sexual relationships, family health, drug and alcohol abuse	Display limited demonstration and understanding of knowledge and skills in regard to HIV and AIDS, STIs, healthy sexual relationships, family health, drug and alcohol abuse	Has failed to meet the minimum standard required
2. Demonstrate knowledge, skills and positive attitudes around the issues of violence, gambling, subcultures and gender	Well developed knowledge and skills to understand and manage issues around the issues of violence, gambling, subcultures and gender	Demonstrate sound knowledge and skills to understand and manage issues around the issues of violence, gambling, subcultures and gender	Show some knowledge and skills to understand and manage issues around the issues of violence, gambling, subcultures and gender	Display limited knowledge and skills to understand and manage issues around the issues of violence, gambling, subcultures and gender	Has failed to meet the minimum standard required

Learning outcomes performance standards					
Learning outcomes	**Very high achievement**	**High achievement**	**Satisfactory achievement**	**Low achievement**	**Below minimum standard**
3. Display positive behaviour as a role model, mentor and advocate showing a respect for difference and diversity	Demonstrate extensive knowledge and display positive behaviour as a role model, mentor and advocate showing respect for difference and diversity	Demonstrate sound knowledge and display positive behaviour as a role model, mentor and advocate showing respect for difference and diversity	Demonstrate knowledge and display positive behaviour as a role model, mentor and advocate showing respect for difference and diversity	Identify and display one or two physical activities and positive behaviour as a role model, mentor and advocate showing respect for difference and diversity	Has failed to meet the minimum standard required
4. Demonstrate positive relationship skills and understand the factors that lead to a healthy marriage and good parenting	Clarify in detail personal values, attitudes, beliefs, and behaviour and an extensive understanding of factors that influence healthy marriage and good parenting	Clarify in detail personal values, attitudes, beliefs and behaviour and recognise factors that influence healthy marriage and good parenting	Some clarification of personal values, attitudes, beliefs and behaviour and recognise factors that influence healthy marriage and good parenting	Little clarification of personal values, attitudes, beliefs and behaviour or understanding of factors that influence healthy marriage and good parenting	Has failed to meet the minimum standard required
5. Articulate personal values on moral issues and explore religious practices within different faiths	Demonstrate extensive knowledge and understanding of a wide range of issues related to personal values on moral issues and explore religious practices within different faiths	Demonstrate sound knowledge and understanding of range of issues related to personal values on moral issues and explore religious practices within different faiths	Demonstrate some knowledge of issues related to personal values on moral issues and explore religious practices within different faiths	Identify one or two issues related to personal values on moral issues and explore religious practices within different faiths	Has failed to meet the minimum standard required
6. Identify and discuss a range of social justice issues and develop strategies for taking appropriate action	Demonstrate extensive knowledge and understanding of a range of social justice issues and develop strategies for taking appropriate action	Demonstrate sound knowledge and understanding of a range of social justice issues and develop strategies for taking appropriate action	Demonstrate some knowledge of a range of social justice issues and develop strategies for taking appropriate action	Identify and discuss a range of social justice issues and develop strategies for taking appropriate action	Has failed to meet the minimum standard required

Assessment *for* learning

Assessment *for* learning is often called 'formative assessment' and is assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having problems and to give immediate feedback, which will help your students learn better. It also helps you plan your program to make student learning, and your teaching, more effective. Often it is informal—students can mark

their own work or their friend's. An example is a quick class quiz to see if students remember the important points of the previous lesson.

Assessment *of* learning

Assessment *of* learning is often called 'summative assessment'. Summative assessment is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End-of-year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.

Assessing Personal Development units

In Personal Development, the learning outcomes are assessed using the range of assessment methods specified in the syllabus. In deciding what to assess, the starting point is: 'what do you want students to do and/or learn?' and following from this: 'how will the students engage with the material?', which in turn leads to the design and development of learning tasks and activities. It is crucial that at this point the assessment tasks clearly link back to the learning outcomes and are appropriate for the learning activities.

The assessment can be used for formative and summative purposes. Assessment can be represented as follows:

Assessment process
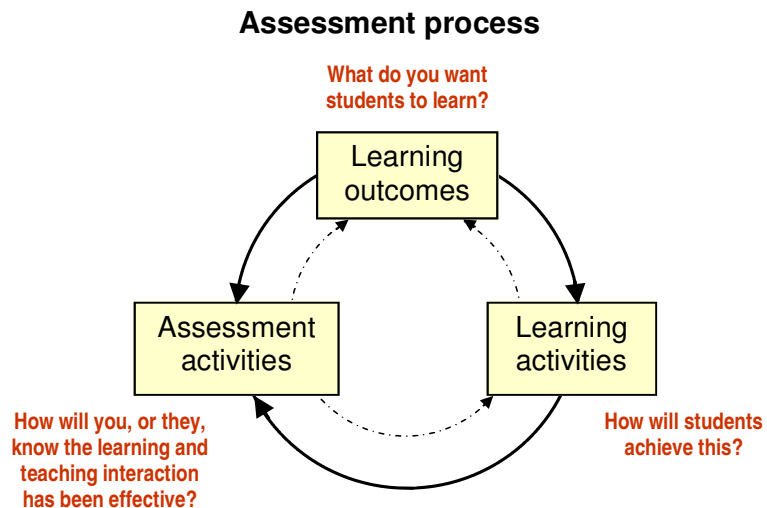
Once it is clear what needs to be assessed and why, then the form the assessment will take needs to be determined. There are many types of assessment tasks that can be implemented; the factors that will determine choices include:

- the students—how many are there, what is expected of them, how long will the assessment task take?
- the learning outcomes of the subject and how they might be best achieved.

During the year you must set assessment tasks that ensure that all the learning outcomes of the subject have been assessed internally. Each task you set must include assessment criteria that provide clear guidelines to

students as to how, and to what extent, the achievement of the learning outcomes may be demonstrated.

Marking guides and assessment criteria help you with the marking process and ensure that your assessment is consistent across classes. It is important that marking guides and assessment criteria are collectively developed.

Students must complete the assessment tasks set. Each task must provide clear guidelines to students for how the task will be completed and how the criteria will be applied. When you set a task, make sure that:

• the requirements of the task are made as clear as possible to the student

• the assessment criteria and performance standards or marking guides are provided to students so that they know what it is that they have to do

• any sources or stimulus material used are clear and appropriate to the task

• instructions are clear and concise

• the language level is appropriate for the grade

• it does not contain gender, cultural or any other bias

• materials and equipment needed are available to students

• adequate time is allowed for completion of the task.

Assessment methods

Although assessment components and weightings are stipulated in the syllabus, you decide which assessment method to use when assessing the learning outcomes. You should use a variety of assessment methods to suit the purpose of the assessment.

Assessment can be classified into four categories:

• tests

• product or project assessments

• performance assessments

• process skills assessments

Because each has limitations, maintaining a balance of assessment methods is very important.

Tests

A 'test' is a formal and structured assessment of student achievement and progress, which the teacher administers to the class. Tests are an important aspect of the learning and teaching process if they are integrated into the regular class routine and not treated merely as a summative strategy. Tests allow students to monitor their progress and provide valuable information for you in planning further learning and teaching activities.

Tests will assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance.

There are many different types of tests. Tests should be designed to find out what students know, and also to find out about the development of their thinking processes and skills. Open questions provide more detailed

information about achievement than a question to which there is only one answer.

Principles of designing classroom tests

Tests allow a wide variety of ways for students to demonstrate what they know and can do. Therefore:

- students need to understand the purpose and value of the test
- the test must assess intended outcomes
- clear directions must be given for each section of the test
- the questions should vary from simple to complex
- marks should be awarded for each section
- the question types (true or false, fill-in-the-blank, multiple-choice, extended response, short answer, matching) should be varied.

Tests should:

- be easy to read (and have space between questions to facilitate reading and writing)
- reflect an appropriate reading level
- involve a variety of tasks
- make allowance for students with special needs
- give students some choice in the questions they select
- vary the levels of questions to include gathering, processing and applying information
- provide enough time for all students to finish.

Product or project assessments

A 'project' can be an assessment task given to an individual student or a group of students on a topic related to the subject. The project results in a 'product' that is assessed. The project may involve both in-class and out-of-class research and development. The project should be primarily a learning experience, not solely an assessment task. Because a great deal of time and effort goes into producing a quality product from a project assignment task, you should allow class time to work on the project. A product or project:

- allows the students to formulate their own questions and then try to find answers to them
- provides students with opportunities to use their multiple intelligences to create a product
- allows teachers to assign projects at different levels of difficulty to account for individual learning styles and ability levels
- can be motivating to students
- provides an opportunity for positive interaction and collaboration among peers
- provides an alternative for students who have problems reading and writing
- increases the self-esteem of students who would not get recognition on tests or traditional writing assignments
- allows for students to share their learning and accomplishments with other students, classes, parents, or community members

- can achieve essential learning outcomes through application and transfer.

Assignments

'Assignments' are unsupervised pieces of work that often combine formative and summative assessment tasks. They form a major component of continuous assessment in which more than one assessment item is completed within the term. Any of the methods of assessment can be set as assignments, although restrictions in format, such as word limits and due dates, are often put on the assessment task to make them more practical.

Investigations

An 'investigation' involves students in a study of an issue or a problem. Teachers may guide students through their study of the issue; or individual students, or groups of students, may choose and develop an issue in consultation with the teacher. This assessment component emphasises the student's investigation of the issue in its context, by collecting, analysing, and commenting on secondary data and information. Students should be encouraged to consider and explore a variety of perspectives as they develop and state their position on the issue. Students may present the investigation for assessment in a variety of forms, including one or a combination of the following: a written report, an oral presentation, a website, linked documents, multimedia, a video or audio recording.

Criteria for judging performance

The student's performance in the investigation will be judged by the extent to which the student:

- identifies and describes the issue or problem
- describes and explains the causes and effects
- critically analyses information and outlines possible steps leading to a solution or recommendation.

Computer-based tasks

Using computers to administer student assessment can provide flexibility in the time, location or even the questions being asked of students. The most common type of computer-based assessment is based on multiple-choice questions, which can assist teachers to manage large volumes of marking and feedback.

Performance or presentation assessments

The 'presentation' provides opportunities for students to develop skills and confidence when presenting to an audience. When presentations are used for assessment purposes, *how* the students present is as important as *what* they present.

Presentations can be formal or informal. Group or individual oral presentations can be very time-consuming, both in their use of valuable lesson time and in marking. The best approach is to allocate topics or allow students to choose from a variety of topics, to develop clear criteria for presentations, and to require the rest of the class (audience) to take notes, identify key points or write an evaluation to enhance their learning.

'Spotlighting' uses individual student checklists. This method can be used to focus on a few selected aspects of student presentations or outcomes. It is best to focus on five to six students at a time, systematically working through the class over time. 'Focused questioning' is a technique often used together with spotlighting. With focused questioning, teachers can be more aware of whether or not students understand the concepts or skills being taught.

Process skills assessments

This method of the assessment component, the 'process skills assessment', involves assessing students' understanding of concepts based on the practical skills that can be used, the evaluation of work done, and/or the reporting of information. These skills include, for example:

- interpretation skills
- evaluation skills
- reflection skills
- communication skills (such as writing, speaking and listening).

Types of assessment tasks

Using different assessment tasks is the way to make sure that students are able to demonstrate the range of their abilities in different contexts. Each category has advantages in assessing different learning outcomes.

For example, a selected response assessment task, such as a series of multiple-choice questions, is able to assess all areas of mastery of knowledge, but only some kinds of reasoning.

Assessment ideas for individual students or groups

Tests	Products or projects	Performances	Process skills
Essay	Ads	Announcements	Anecdotal records
Multiple-choice	Advice columns	Ballads	Checklist observations for processes
Matching	Artefacts	Campaign speeches	Concept mapping
Short answer	Audiocassettes	Character sketches	Conferences: teacher and peer
True or false	Autobiographies	Commercials	Debriefing interviews
	Book critiques	Conferences	Debriefing questioning for lesson closure
	Novels	Cooperative learning group activities	Experiences checklists
	Brochures	Debates	Interactional analyses
	Case studies	Demonstrations	Interviews
	Collages	Discussions	Invented dialogues
	Computer creations	Dramatic monologue	Journal entries regarding processes
	Costumes of characters	Drama performance	Learning logs
	Diaries of historical periods	Explanations	Metaphor analyses
	Displays	Excursions	Observations
	Drawings	Book critique	Oral questioning
	Play scripts	Interviews	Process-folios
	Charts, diagrams	Introductions	
	Handbooks	Jingles	
	Essays		

Job applications and descriptions	Job interviews	Question production
Journals	News reports	Responses to reading
Letters to editor, TV station, business	Oral histories of events	Retelling in own words
Models	Oral presentations	Tailored responses
Movie critiques	Reports	Telling how they did something and justifying the approach
Newspapers	Role plays	
Pamphlets	Sales pitches	
Peer editing critiques	Skits	
PowerPoint presentations	Song writing to fit a topic	
Photographs	Speeches	
Portfolios	Spoofs	
Posters	Storytelling Trial scenes: justifying actions	
Product descriptions or promotions	TV talk shows	
Projects	Verbal comparisons	
Proposals	Warnings	
Protest letters Questionnaires		
Research papers		
Poetry		
Resumes Critiques of TV programs		
Short stories		
Soap opera parodies		
Story illustrations		
Travel brochure		
Videotapes		
Work products		

Feedback

When you assess the task, remember that feedback will help the student understand why he or she received the result and how to do better next time. Feedback should be:

- *constructive*, so students feel encouraged and motivated to improve
- *timely*, so students can use it for subsequent learning
- *prompt*, so students can remember what they did and thought at the time
- *focused on achievement*, not effort. The work, not the student, should be assessed
- *specific to the unit learning outcomes*, so that assessment is clearly linked to learning.

Types of feedback

Feedback can be:

- *informal* or *indirect*—such as verbal feedback in the classroom to the whole class, or person to person

- *formal* or *direct*—in writing, such as checklists or written commentary to individual students, in either written or verbal form
- *formative*—given during the topic with the purpose of helping the students know how to improve
- *summative*—given at the end of the topic with the purpose of letting the students know what they have achieved.

Who assesses?

Teacher assessment

Assessment is a continuous process. You should:

- always ask questions that are relevant to the outcomes and content
- use frequent formative tests or quizzes
- check understanding of the previous lesson at the beginning of the next lesson, through questions or a short quiz
- constantly mark or check the students' written exercises, class tests, homework activities and so on
- use appropriate assessment methods to assess the tasks.

Frequency of assessment

You should schedule the specified assessment tasks to fit in with the teaching of the content of the unit that is being assessed. Some assessment tasks might be programmed to be undertaken early in the unit, others at the end of the unit. You should take care not to overload classes with assessment tasks at the end of the term.

Judging student performance

Student achievement is recorded and reported against standards. You must use performance standards or marking guides, examples of which are provided in this teacher guide, when making a decision about the achievement of your students in relation to the learning outcomes. The performance standards describe the level at which the student has to be working to achieve a particular standard or mark.

Students should always have access to a copy of the assessment criteria and the performance standards, so that they know what it is they have to know and be able to do to get a good mark in a particular task.

The performance standards will help you in your marking and will help your students improve their performance in the future. They are useful when providing feedback to students, as they explain what it is the student needs to do to improve.

Moderation

To make sure that you are interpreting the performance standards correctly when assessing your students, it is important to undertake Personal Development moderation of student work within your school and with teachers of nearby schools.

To moderate student work, a common assessment task must be used and a marking scheme developed so that all students complete the same task under the same conditions, and all teachers use the same marking scheme.

Teachers can then compare (moderate) the students' work and come to a common understanding of the performance standards and the requirements for a particular mark or level of achievement.

Moderation enables you to be sure that your understanding of the required standards for levels of achievement is similar to the understanding of other teachers and that you are assessing students at the appropriate level.

Self-assessment and peer assessment

Self-assessment and peer assessment help students to understand more about how to learn.

Students should be provided with opportunities to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set criteria.

Self-assessment and peer assessment:

- continue the learning cycle by making assessment part of learning
- show students their strengths and areas where they need to improve
- engage students actively in the assessment process
- enable students to be responsible for the learning
- help to build self-esteem through a realistic view of their abilities
- help students understand the assessment criteria and performance standards.

Managing assessment tasks for Personal Development

Usually, the marking of assessment tasks is done by the teacher. To reduce the amount of work it is necessary to develop a strategic approach to assessment and develop efficiencies in marking.

In Personal Development there are some assessment tasks that may be new to teachers and students. Below are suggestions on how to manage some of these tasks to minimise marking or presentation time.

Develop efficiency in marking

Clarify assessment criteria

Plan the assessment task carefully, and make sure that all students are informed of the criteria before they begin. Discuss the task and its criteria in class, giving examples of what is required. Distribute a written copy of the instructions and the criteria, or put them on the board. Making the assessment criteria explicit speeds marking and simplifies feedback.

Supply guidelines on what is required for the task

Supplying guidelines reduces the amount of time wasted evaluating student work that is irrelevant.

Use attachment sheets such as marking guides

An assignment attachment sheet, which is returned with the assessed work, rates aspects of the task with a brief comment. Such a system enables each

student's work to be marked systematically and quickly. This strategy can be applied to posters, presentations and performances.

Assess in class

Use class time to carry out and to assess tasks. Presentations or projects that are marked by you or the students enable instant developmental evaluation and feedback. Brief assessments of projects, stages of the design process, or practical work take less time to mark and are useful because they give immediate feedback to students on their progress and allow you to mark the project in stages with minimum effort.

Feed back to the whole class

Giving feedback to the whole class can cut down on the amount of individual feedback required. On returning assessed work, emphasise the criteria for judging the work, discuss the characteristics of good and bad answers, and highlight common strengths and weaknesses.

Set group-work alternatives

Assess one performance per group. The student's mark is the group mark, but may include a component based on the contribution of the individual. A strategy for allocating an individual mark includes each member of the group using criteria to evaluate the relative contributions of individuals, with the marks averaged for the individual.

Set clear deadlines

Set aside a time for marking. Be careful about extending this period (by allowing students to hand in work late).

Shift the responsibility

Introduce self-assessment and peer assessment

Develop in students the skills to evaluate their own work and that of their peers. With the students, use the assessment criteria against which work is judged, highlighting strengths and weaknesses. Self-assessment increases the amount of feedback students get. It can supplement or replace teacher assessment.

Treat each task differently

Every piece of work need not be evaluated to the same degree; a mark need not be the outcome in every case; and every piece of student work need not contribute to the final grade.

Assessment is designed to enhance the learning and teaching experience for the teacher and the learner, not just to give marks.

Sample assessment frameworks

Grade 11 sample assessment framework

Unit	Value	Sample assessment tasks in teacher guide	Component
11.1	75 marks	1. Reflective journal (40 marks)	Research and communication
		2. Speech (35 marks); or	Research and communication
		3. Test (35 marks); and	Test
		4. Essay (40 marks); or	Research and communication
		5. Advocacy campaign (40 marks)	Research and communication
11.2	75 marks	1. Persuasive letter writing (35 marks); or	Research and communication
		2. Abstinence consequence table (35 marks); and	Stimulus-based skills
		3. Relationship scenario (40 marks); or	Stimulus-based skills
		4. Test (40 marks); or	Test
		5. Information leaflet or booklet (40 marks)	Research and communication
11.3	75 marks	1. Table of relationships (35 marks); or	Research and communication
		2. Test (35 marks); and	Test
		3. Role play (40 marks); or	Research and communication
		4. Case study (40 marks)	Stimulus-based skills
11.4	75 marks	1. Essay (35 marks); or	Research and communication
		2. Compare and contrast (35 marks); and	Research and communication
		3. Research (40 marks); or	Research and communication
		4. Comparison table (40 marks)	Research and communication
Seven teacher selected tasks		**260 marks**	
Total		**300 marks**	

Grade 12 sample assessment framework

Unit	Value	Sample assessment tasks in Teacher Guide	Component
12.1	100 marks	1. Essay (30 marks); and	Research and communication
		2. Social justice advocacy (70 marks)	Research and communication
12.2	100 marks	1. Summary table of marriage and parenting (30 marks); and	Research and communication
		2. Drama on family health issue (40 marks); and	Research and communication
		3. Advocacy campaign (30 marks)	Research and communication
12.3	100 marks	1. Letter writing to the editor (30 marks); and	Research and communication
		2. Switch debate (70 marks)	Stimulus-based skills
Total	**300 marks**		

Sample assessment tasks

All assessment tasks must test whether or not the student has achieved the outcome or outcomes. Each task must have clear and detailed instructions. Students must know exactly what they have to do. You should develop marking guides when you are marking tasks to ensure consistency of your assessment. The following are examples of assessment tasks and a marking guide.

Grade 11

Students will be assessed on the knowledge, skills and attitudes achieved in this unit. Each Grade 11 unit needs to have 2 assessments with a total of 75 marks. You are encouraged to select or adapt or develop your own assessment tasks and criteria. Students must always be made aware of the criteria before each assessment task.

Sample task: Role model reflective journal

Keep a reflective journal as a role model in your school. You can be acting as a role model, a mentor, an advocate or a peer educator. Consider the behaviours of a role model and the qualities you demonstrate. Describe the positive consequences of your behaviour in school.

Learning outcomes

Students can:

2. demonstrate knowledge, skills, positive attitudes around the issues of violence, gambling, subcultures and gender
3. display positive behaviour as a role model, mentor and advocate showing a respect for difference and diversity.

Assessment criteria

Students will be assessed on the extent to which they:

- explain the benefits of being a role model or mentor or peer educator or advocate in their school
- describe the impact of their own behaviour on peers and younger students
- learn lessons for future life in how to act in relationships with others
- identify areas of their own behaviour they would like to improve and develop further.

Task specifications

- prepare a speech for presentation to classmates
- the speech explains your development in life, which includes
    - introduction
    - three success stories in life
    - three difficulties overcome in life

- three positive lessons learnt when dealing with social justice issues like gender equity and relationships
- three recommendations and strategies for a positive, happy and well-developed life.

Marking guide for prepared speech

Prepare a speech to present to other students, explaining your development as a role model		35 marks			
Criteria		VHA	HA	SA	LA
Collation and preparation of information (research)	How well does the student explain the content of the speech and establish the flat form for the entire speech				
Demonstrate understanding of the idea and concept	Clear demonstration of the knowledge about role modelling outlining the following: • three interesting pieces of background information • three difficulty they have overcome • three lessons learnt • three recommendations				
Qualities of speech	How confident is the presenter in terms of: • voice projection • eye contact • smooth delivery • interesting delivery				
Conclusion	The speech had a good conclusion, highlighting main points of the speech				

Grade 12

Sample task: Letter writing on a moral issue

Students write a letter to the *National*, *Post-Courier* or *Sunday Chronicle* presenting a persuasive argument on a social issue in the family or wider society. They should use their skills of moral reasoning. Examples of issues may include school fees, legalising prostitution, HIV and AIDS testing, minimum wage, settlement, abortion, polygamy, wantokism or payback. The letter must include:

Learning outcome

Students can:

5. articulate personal values on moral issues and explore religious practices within different faiths.

Assessment criteria

Students will be assessed on the extent to which they:

- identify a social issue that affects a family and community
- demonstrate knowledge and skills in moral reasoning
- display skills in argumentative writing.

Task specifications

- explaining the importance and relevance of the issue
- three paragraphs explaining and outlining your point of view
- one paragraph that argues against one counter argument to your view
- summary that comprises a course of action.

Total marks: 30 marks

Example of a marking guide

Marking guides, like the one below, should be used to assess the tasks you set. You can tick the appropriate box, look at the performance standards and the students' overall achievement and give an on-balance assessment.

If, for example, the students gets two ticks in the 'Very high achievement' (VHA) column, most of their ticks in the 'High achievement' (HA) column, several ticks in the 'Satisfactory' column and one tick in the 'Low achievement' column, then, on balance you would give the students a 'High achievement' and a mark between 35 and 44.

Sample marking guide

Letter writing on a moral issue		30 marks			
Criteria		**VHA**	**HA**	**SA**	**L A**
Identifying the moral issue	Selecting the issue and explaining in terms of: • relevance and justification • impacts or effects on family or society				
Identify main ideas for argument	Three paragraphs outlining the view point. What are the main ideas for discussion?				
Describe the plans to address the issue	A summary of the points discussed. What actions are suggested or recommended?				
Use letter writing skills and procedures	Appropriate use of letter writing skills as well as the correct procedures				

Learning activities and assessment tasks

Examples of learning activities and assessment tasks for each of the Personal Development units are provided in the following sections. Some examples are explained in detail.

You are encouraged to use a wide range of student-centred teaching and learning activities to achieve the learning outcomes for each unit. Additional teaching and learning strategies and ideas can be found in the *Lower Secondary Personal Development Teacher Guide*.

Grade 11 units

11.1 I Am a Role Model

The purpose of this unit is to empower students to demonstrate positive behaviour as a role model, peer educator and mentor in a range of situations. Students' achievements of the learning outcomes will be through oral and written presentations.

Suggested activities

- select one male and female well-known national role model, research their case studies and analyse the personality, qualities, actions and impact of that person
- concentric circles or diagram or picture, showing the roles and responsibilities of different role models in and out of school (such as brothers, sisters, boarders, friends); in groups of 4
- in pairs, students design an action planning flow chart, which explains the steps of action planning, to address an issue in school. The student identifies the issues, causes, effects, outcomes and recommendations. These are then edited and marked by their peers
- in groups of 4, students compare and contrast personal role models, find similarities and write a summary statement on how they compare
- individual students design a poster or leaflet for a Grade 9 or 10 students, which lists the negative impact of generation names, explains alternatives and explains how to resist pressure to become involved in subcultures

Suggested assessment tasks

Task: Test
1 What is a 'social issue'? (2 marks)
2 Explain the difference between a role model and a leader using relevant examples. (4 marks)
4 Define and give one example of the following terms:
   − a. mentor (2 marks)
   − b. advocate (2 marks)

    –   c. peer education (2 marks)

5   Use the skills of action planning for advocacy to briefly set out an action plan. Use a problem in the school (such as bullying, generation names, social issues). (18 marks). The answer must include the 6 steps used in action planning and each step must show how the student would use the skills involved in advocacy.

6   List 5 skills a peer educator, mentor, advocate will need. (5 marks)

35 marks

Task: Essay on a role model

Write a 500–700 word essay identifying a role model within your own community. Students must explain:

- why they chose this particular role model (5 marks)
- which qualities, roles and responsibilities this role model demonstrates to be a good role model (15 marks)
- which qualities and lessons the student can learn from their chosen role model (15 marks)
- how they found out about their role model (for example, through interview questions) (5 marks).

40 marks

Task: Advocacy campaign

Working in groups of 2–4, students plan, evaluate and report on an advocacy campaign they have chosen that addresses a social issue in school.

Planning the campaign

The teacher assesses the group's planning.

1   Students identify the problems (negative social issues) (3 marks)
2   Students prioritise which problem they want to try and address and explain why they chose this (5 marks)
3   Students plan their targets, strategy (for example, poster campaign, march, display booth, peer education, mentoring younger students, leaflet, assembly, SRC event, drama) and how they will measure the impact (10 marks)
4   Students explain how they got permission for their campaign and informed all the staff (2 marks)

Students conduct their campaign over the course of 1–2 weeks

Evaluating and reporting on the campaign's outcomes

Teacher assesses their report, which includes:

1   impacts of the campaign (5 marks)
2   success and failures (5 marks)
3   problems and how they overcame them (5 marks)
4   planning for future actions (5 marks)

40 marks

Skills

Students develop the following skills when completing suggested activities.

Self-awareness and evaluation
What skills and qualities do I have? Who are my role models and why?

Comparative analysis
• What qualities do other role models have and how do role models compare?

Self-esteem and self-discovery
• What am I good at? How do others see my positive qualities and actions?

Empathy
• How do I think others see me? How do I feel what others feel?

Communication
• Justify why you think your chosen role models are good examples. Why do you think these qualities are necessary in role models?

Assertiveness skills
• confidently resisting peer pressure; standing up for yourself and others
• body language
• voice skills
• preparation and planning for the decision

Willingness
• to share information with peers and younger students
• to confidently participate in advocacy activities

Openness and approachability
• non judgemental, tolerant and neutral
• respecting confidentiality and knowing when to ask for help
• caring for peers and younger students
• ideals—wanting to make the world a better place and help others
• desire to improve the life of students in the school
• ability to stand up for yourself and your values
• self-respect and self-esteem—feeling good about your own positive qualities
• knowing that bullying and abuse of power is wrong

11.2 My Life, My Future

Teaching is enabling, encouraging, facilitating, empowering and face-to-face teaching. Teachers are encouraged to invite appropriate guest speakers. Sexual topics should be treated openly, positively and with sensitivity.

Suggested activities

- Guest speaker on VCT or home-based care: either a person living with HIV or AIDS or an HIV and AIDS worker (please speak to the local provincial AIDS committee or NGOs or church and prepare the presenter for the learning outcome and timing of the session) about whether they might have an STI. How would you support them?
- Produce one persuasive or informative poster and one leaflet about (for example):
  - the consequences of engaging in a sexual relationship
  - importance of going for an HIV blood test
  - zero tolerance to sexual harassment and abuse
  - human rights.

  Students should identify their audience and work should be displayed in a certain place and time (such as dormitories, mess, male and female ablution blocks, church, PAC, local primary school, market, health centre).

- Use your new knowledge, life skills and values to recommend positive sexual behaviour for:
  - a married couple
  - a married couple when one partner is HIV-positive
  - boyfriend and girlfriend still at school
  - a young unmarried woman
  - a young unmarried man.
- Individual students write rules for sexual behaviour for themselves (or married people or peers and so on) and design posters with behavioural slogans for display. The teacher will highlight the principles of a safe, healthy sexual relationship.
- Use a case study dilemma to explore risky and safer sex behaviour; for example, the consequences, what might happen next, what would you do? Then, in pairs, students design and write their own case studies with supporting questions.

Suggested assessment tasks

Task: Persuasive letter writing

Students have to write a 500–600 word letter explaining to a peer how they could beat their addiction to cigarettes *or* buai *or* drinking *or* marijuana. The peer wants to quit and at the moment they are smoking (or drinking or chewing) several times every day. The letter will include:

- an introduction and conclusion to the letter showing support and sympathy (5 marks)

- the body of the letter including at least three reasons why it is important to quit (6 marks)
- the nine skills of quitting (18 marks)
- Withdrawal symptoms and how to deal with them (6 marks).

35 marks

Task: Abstinence consequence table

Students list 5 strategies for abstaining from unwanted sexual activity. For each strategy, they must explain why it may be successful, list the possible consequences of that strategy and select which ones they would use themselves. They present this information in a table. For example:

Abstinence consequence table

Strategy What to say or do (1 mark for each)	Why might it be successful? (2 marks for each)	Possible consequences? (2 marks for each)	Which 3 would you use and why? (2 marks for each)
Say: 'I do not want to have sex before marriage because of my beliefs'	Based on my personal and family values	You could be teased and you will need to be assertive. You would need to demonstrate religious values in other parts of your life	I would use this one because I go to church every week and my family fully supports this lifestyle
Do: walk away from the person who is pressurising you	Gets you out of the immediate situation	Annoy the other person and they may attack you. Could put problems off to the next time you meet	I would not use this one because I don't think it would solve the long term pressure

35 marks

Task: Relationship scenario

Students are given five relationship scenarios. They analyse the scenario and advise on the possible solutions to the dilemma (8 marks for each). The sample scenarios, based on when your trusted best friend comes to you with a problem, are:

1 'they have been forced into having sex'
2 'the person is being touched inappropriately by someone of the opposite sex who is older than them'
3 'they have been called "gay" (or "lesbian") by peers'
4 'they have been deserted by their best friends because of their new boyfriend (or girlfriend)'
5 'they have split up with their boyfriend (or girlfriend)'

40 marks

Task: Test

1 What are the principles of a healthy sexual relationship? (5 marks)
2 Define:
   - a. heterosexual (2 marks)
   - b. homosexual (2 marks)
   - c. bisexual (2 marks)
3 Explain in one sentence what *healthy* sexuality is. (3 marks)

4   Explain in one sentence what *unhealthy* sexuality is. (3 marks)

5   List at least 3 of your rights in a sexual relationship. (3 marks)

6   List at least 3 of your responsibilities in a sexual relationship. (3 marks)

7   List:

- a. 3 sexual behaviours that have no risk of HIV transmission
  (3 marks)

- b. 3 sexual behaviours that have a low risk of HIV transmission
  (3 marks)

- c. 3 sexual behaviours that have a high risk of HIV transmission
  (3 marks)

8   State at least 2 reasons for cross-generational sex (for example, older men having sex with younger women). (2 marks)

9   State at least 2 consequences or risks of cross-generational sex.
(2 marks)

10 Explain the factors that shape sexuality. (4 marks)

40 marks

Task: Information leaflet or booklet about VCT and ART

Students make a leaflet or booklet, which is 1–3 sheets of A4 paper. The leaflet must contain information on:

- what VCT stands for (1 mark)
- the HAMP act (2 marks)
- where VCT is locally available (2 marks)
- why VCT is important (3 marks)
- steps of VCT (10 marks)
- window period (4 marks)
- what ART stands for (1 mark)
- why ART is important (3 marks)
- the advantages and disadvantages of ART (including side effects)
  (6 marks)
- where people can get ART and PEP locally and free (3 marks)

The booklet should also demonstrate

- attractive creative layout, design and use of colour (5 marks)

40 marks

Skills

Students develop the following skills when completing suggested activities.

Communication

- able to say 'no' assertively and resist pressure
- talk openly and confidently about the consequences of sexual behaviour and boundaries
- negotiate with partner for safer sex
- talk clearly about feelings and values

- beginning a relationship
- ending a relationship
- debate
- questioning
- reasoning
- openness

Dealing with emotions
- dealing with strong feelings of desire and attraction
- dealing with the end of a relationship in a mature way
- dealing with the emotions of friends
- knowing who you can go to for help and advice (such as counsellors, teachers, peers, church workers, NGOs or parents)

Decision making and problem solving
- processes for making decisions and solving problems (for example, IDEAL, POOCH, pp. 37-8, Grade 9 and 10 Teacher Guide)

Decision making
- based on values and self-esteem
- exploring the possible consequences of decisions

Self-esteem skills
- reflection
- praise successes
- forward planning
- goal setting
- critical analysis
- look your best, look confident
- assertiveness and resisting pressure

Resisting pressure to drink and take drugs
- assertiveness
- self-esteem
- decision making
- critical analysis and evaluation
- goal setting
- negotiating

Skills for being a peer educator
- active listening
- questioning
- communication—able to explain clearly and concisely
- confidentiality

- putting the peer at ease
- knowing what to do if you do not know the answer ('do no harm') and what to do if it is a serious problem

11.3 My Relationships

Students are role models for tolerance towards difference and diversity and continue to build their self-confidence and self-esteem. The emphasis is on applying their skills and attitudes in relationships.

Suggested activities

- In pairs, students play 'Name 5'. They have 1 minute to name 5 skills for confident communication. For example, 'loud voice', 'clarity', 'confidence'.
- Students interview a range of guest speakers who are experts on stigma and discrimination, human rights and prejudice (such as a church worker giving a Christian perspective, a school inspector on Government policy, a child welfare officer on local issues, a police officer on the HAMP act, an NGO worker on stigma and discrimination). You set the framework of the interview and students design questions within each part of the framework (such as questions about real-life case studies, questions about legal issues, questions about gender issues). Students write an evaluative report that shows how the learning from the interviews applies to the community.
- In pairs, students brainstorm common stereotypes and then write the answer to that prejudice and stereotype statement, refuting the statement. They give the consequences for society of promoting that stereotype, and what we should do about it. For example:

Prejudice and stereotype statement	Highlanders are violent
How to answer that stereotype statement	Violence is found in all communities in Papua New Guinea – just look at the newspaper stories! Peaceful people are also found in all communities. Highlanders work in churches, communities, businesses and NGOs all over Papua New Guinea. I have Highlander friends who are not violent.
Consequences of that stereotype	Division between regions and fear of others. Reduced opportunities for work
What can we do about changing this stereotype?	Know role models from all regions, assertively answer the person, use church examples, learn more about different cultures

- Students design a job advertisement for a 'Tolerance Role Model', looking for the skills, knowledge and attitudes a role model for tolerance would need. Students then write letters of application to this 'job' from themselves, stressing their own qualities that would make them good at this job; or write a character reference for themselves.

- Students work with a partner; imagining they are someone else, they write from their point of view about their feelings and how they would like to be treated. For example, they could imagine the point of view of:
    - a person with a disability
    - a person with HIV or AIDS
    - a woman who is raped
    - a man who was attacked in a robbery
    - a child who is neglected by their parents
    - their own mother or father or brother or sister
    - the teacher teaching this subject
    - a husband or wife.

Suggested assessment tasks

Task: Table of relationships

1.- Name at least 5 different relationships.
2. Describe at least 3 appropriate behaviours within each type of relationship.
3. Describe at least 3 inappropriate behaviours within each type of relationship. For example:

Table of relationships

Type of relationship (1 mark for each)	Appropriate behaviour (3 marks for each)	Inappropriate behaviour (3 marks for each)
Mother–son	Fair discipline Expect them to contribute equally in the home Support and encourage their education	Spoiling the son Allowing them to hit their mother or sister Leaving them on their own and going to play cards

35 marks

Task: Test

1. Why is tolerance important for society? (4 marks)
2. What is stigma? Give two examples of how stigma harms people. (5 marks)
3. What is discrimination? Give two examples of how discrimination harms people. (5 marks)
4. What are stereotypes? Give two examples of how using stereotypes harms people. (5 marks)
5. What is prejudice? Give two examples of how prejudice harms people. (5 marks)
6. List at least 3 strategies for dealing with intolerance in others. (6 marks)

35 marks

Task: Role-play

In pairs, students prepare and present a role-play, showing an appropriate response to a situation that may arise in a male–female relationship. For example:

• being asked to be a boyfriend or girlfriend for the first time

• being asked out alone or to a risky place

• ending a relationship peacefully

• being pressured to have sex

• someone using a stereotype

• someone using stigmatising language

• a fight or argument

The teacher will assess:

a. Communication and drama skills (8 marks)
b. Empathy and realism (8 marks)
c. Confidence in performance (8 marks)
d. Clear message on gender equity (8 marks)
e. Clear strategies for dealing with this issue appropriately (8 marks)

40 marks

Task: Tolerance case study

Students choose one organisation, or one person, they think is a role model in promoting tolerance towards difference and diversity. This role model could be local (such as a teacher, community leader or community-based organisation); national (such as Dame Carol Kidu or Sir Paulias Matane); or international (such as the United Nations, a church or Nelson Mandela). The case study must include:

• background information about the role model (10 marks)

• how they promote tolerance (10 marks)

• what they have achieved in promoting tolerance (10 marks)

• what lessons the student can learn for their own behaviour as a role model (10 marks).

40 marks

Skills

Students develop the following skills when completing the suggested activities.

Self-awareness

• recognising your own character and your own relationship skills

11.4 My Religious Values

Faith matters and practices should be treated openly, positively and with sensitivity. Students can explore, discuss and share values of other faiths.

Suggested activities

If the school or class includes or has access to people who practise a different faith—such as Baha'i, Islam, Buddhism—it is important that the values and practices of this faith are compared to the Christian faith in a positive and enquiry-based approach. This is an excellent teaching and learning opportunity and helps develop tolerance of diversity and difference.

- Students prepare questions about the history of the churches, denominational practices and leadership or hierarchy before a field trip. The class takes a field trip to each of the nearby churches where they interview different church leaders or workers and peers about church practices. They present this information in a comparison table and then use a Venn diagram to show the similarities and differences. They can also use library research for churches that are not in the local area.
- Write an essay on the following topic: 'Why is it important that the Constitution ensures religious freedom in Papua New Guinea?'
- Students write life goals for themselves about gambling and violence.
- Research: interviewing and questioning members of different denominations, religions and faiths
- Opposing views in persuasive writing. Write a persuasive text from both sides of an ethical dilemma: for example, 'There is nothing wrong with a couple kissing in public' or 'Homosexuality is not a crime' or 'The man should be in charge of the family'. Students empathise with those with different values or views or who are affected by cultural values.

Suggested assessment tasks

Task: Essay

Write an essay of 500–600 words on the topic: 'Why is it important the Constitution ensures religious freedom in Papua New Guinea?' Include:

- an introduction explaining which universal values and parts of Papua New Guinea's Constitution ensure religious freedom (5 marks)
- a body of three paragraphs explaining reasons why it is important to have religious freedom in Papua New Guinea (15 marks)
- a paragraph explaining challenges of religious freedom (such as conflict between religious freedom and our laws) with examples (10 marks)
- a concluding paragraph with the student's own personal opinion on the importance of religious freedom (5 marks)

35 marks

Task: Compare and contrast faith values

Students research the values of 3 denominations (and different faiths, if possible) using interview and library research. They present a 500–600 word

report, which examines similarities and differences between the values of their chosen denominations and faiths. Students:

- compose interview questions (10 marks)
- collect and organise the information (5 marks)
- identify and describe the moral values for each (5 marks)
- analyse which moral values are most common between each (7 marks)
- include four recommendations for how these three denominations or faiths can work together using these common values (8 marks).

35 marks

Task: Research on gender-related violence

Students collect information from at least 3 sources about impacts of gender-related violence in the local area. For example, students can interview the Welfare Office, police officers, hospitals, Family Life, media, local NGOs and churches, local councillors, aid posts and so on. Students prepare a set of interview questions for their sources and report on their research. Marks are allocated for:

- the questions the students ask (5 marks)
- 3 case studies of gender-based violence (these *must* be anonymous) (15 marks)
- the causes of gender-based violence (5 marks)
- the impacts of gender-based violence on individuals, families and the community (5 marks)
- how the sources work to reduce gender-based violence (5 marks)
- how the student will demonstrate positive gender attitudes in their own life (5 marks)

40 marks

Task: Comparison table of faith practices

Students compare their own denomination (or religion, if appropriate) with 3 other Christian denominations (or religions).

Comparison table of faith practices

Denomination (or religion)	Birth or baptism practices	Initiation or confirmation practices	Marriage practices	Funeral practices	Other festivities
Your own denomination (or religion)	2 marks for each box				
Denomination (or religion)					
Denomination (or religion)					
Denomination (or religion)					

40 marks

Skills

Students develop the following skills when completing suggested activities.

Compare and contrast
- diagrams: Venn diagrams showing similarities and differences between churches, religions and other faiths
- table showing key practices and beliefs

Classifying
- similarities and differences between
  - churches, religions, other faiths
- grouping churches and other religions by their practices
  - sacramental
  - non-sacramental
  - fasting
  - festivities
  - celebrations

Action planning
- recommend how churches, religions and faiths can work together for the common good and which social issues they could address

Decision making
- discuss and debate value statements such as 'sometimes it is appropriate to lie'
- justify and support with examples (for example, from Christian and other religions' teachings, universal values, life experience and traditional practices)
- persuade others using rational and emotive language and persuasive skills

Self-awareness
- What are your core values?
- How were they formed?
- How have your values changed over time?

Decision making
- based on morals and values
- based on law and social justice
- based on religious teachings and traditional beliefs

Moral reasoning
- is gambling ever acceptable?
- is violence ever acceptable?

Grade 12 units

12.1 I Can Make a Difference

Teachers are encouraged to invite guest speakers from the social justice sector, such as NGOs, unions and churches. Students are encouraged to participate in appropriate non-violent, civil society activism. Students and teachers must be aware of, and responsible for, the possible consequences of their actions.

Suggested activities

- For each article, list the responsibility that goes with the right.

Right	Responsibility
Right to health and safety	Personal hygiene, diet, using condoms

- You introduces the concept of advocates for social justice and presents case studies of organisations and people who are advocates for social justice in Papua New Guinea, how they work and their impact (for example, Voluntary Service Overseas, Save the Children, newspaper editorials, churches, politicians, United Nations). Students examine the case studies and decide on the key principles of successful advocacy. Students can then research other organisations and people who are advocates for social justice.

- Students work with a partner to select one social justice issue (such as school fees, domestic violence, religious violence, illegal trade) and prepare a detailed case study. The case study will include:
  - background information
  - statistics
  - images or stories
  - who is affected and how
  - what the strategies are for dealing with this injustice.

- The class brainstorms social justice issues in Papua New Guinea. This list is then randomly distributed to pairs of students, who research an issue and its causes and effects. They give a 5–10 minute presentation on the social justice issue, presenting their findings, evidence and case studies to the class in a seminar, supported with charts, hand-outs or multimedia.

- Debate on the violent ways of changing society. Are these ever justified? Which ones have been successful and why? Swap sides and argue and defend the opposing view.

Suggested assessment tasks

Task: Essay on human rights and responsibilities

Using examples, students justify which 5 human rights and responsibilities are the most important. Students give detailed relevant reasons for those choices, and give:

- at least 3 reasons for each of the human rights chosen (15 marks)
- the 5 most important responsibilities that all humans have (5 marks)
- at least 2 reasons for each responsibility chosen (10 marks).

30 marks

Task: Social justice advocacy campaign outside school

Working in groups of 4, students plan, evaluate and report on an advocacy campaign they have chosen, which addresses a social issue in the wider community; for example, domestic violence, discrimination, crime, corruption, rape, alcohol abuse, school fees, fair wages, equal access, settlements and land, environmental exploitation.

Planning the campaign

You assess the group's planning.

1. Students identify the social justice problems in their local community. (5 marks)
2. Students prioritise which problem they want to try and address and explain why they chose this. (5 marks)
3. Students identify who is treated unfairly and the campaign audience (who can make a difference). (5 marks)
4. Students research the issue in a number of ways, including interviewing the target audience. (10 marks)
5. Students develop an advocacy message effective for the target audience (such as a poster, march, display booth, speech, drama, music, petition, radio messages, letter writing, peer education). (15 marks)
6. Students explain how they got permission for their campaign and planned for the consequences of their actions. (5 marks)

Conducting the campaign

Students conduct their campaign over the course of 1-2 weeks.

Evaluating and reporting on the campaign's outcomes

You assess their report, which includes:

7. impacts of the campaign: did the target audience change? did the social injustice lessen? (5 marks)
8. successes and failures (5 marks)
9. problems and how they overcame them, including any conflict or resistance they overcame (5 marks)
10. planning for future actions (5 marks)
11. level of participation in the team effort (5 marks)

70 marks

Skills

Students develop the following skills when completing suggested activities.

Communication

- explaining (for example, how do human rights lead to social justice?)

- researching (for example, who are the advocates for human rights and social justice in Papua New Guinea?)
- justifying, using examples (for example, which are the most important human rights and why?)
- interpreting and translating (for example, changing the articles into real life Papua New Guinean examples)
- analysing (for example, why is this right an important human right?)
- presenting (for example, contributing to a debate on the importance and status of human rights in Papua New Guinea)

Exploring case studies

- examine causes of the social injustice and evidence
- examine effects of social injustice and the evidence of these impacts
- analyse the seriousness of the issue
- prioritise issues (for example, which social justice issues are the most important for Papua New Guinea to deal with?)

Communication

- discuss, debate

Research

- finding examples and evidence
- interviewing and surveying those affected
- presenting information

12.2 I Want a Healthy, Happy Family

The purpose is for students to build positive attitudes towards males and females and to demonstrate advocacy in family and health issues.

Suggested activities

- Students write an advertisement on the type of future partner they would want, listing the qualities. An application letter can then be written listing their own qualities as a future partner.
- Students, working in pairs, design an 'Unwanted' poster, listing the undesirable qualities of a marriage partner (such as lack of faithfulness).
- In groups of 4, students summarise their ideas in a simple matrix:

Healthy marriage	Good parenting	Suitable marriage partner
Unhealthy marriage	Poor parenting	Unsuitable marriage partner

- In mixed sex groups of 4, plan, research, develop, deliver and evaluate an advocacy campaign on gender equity issues in school (such as encouraging equal participation in school elections). Decide on the objective, the target audience, diagnosis, action plan and evaluation. Plan for the consequences and challenges to their campaign. This is a major activity and will require several weeks of hard work. You should support their students and the expected outcomes and consequences of the advocacy. Students should report on their campaign and their challenges and successes to their class.

- Observe, compare and contrast the lives of men and women in local society, families and in the school. How do men and women treat each other? How are girls and boys treated differently? Individual students set goals in how they will treat men, women and their own children.

Suggested assessment tasks

Task: Summary table for marriage and parenting

Students summarise the factors of healthy marriage and good parenting in a simple matrix:

Healthy marriage	Good parenting	Suitable marriage partner
5 factors (5 marks) • • • • •	5 factors (5 marks) • • • • •	5 factors (5 marks) • • • • •
Unhealthy marriage	Poor parenting	Unsuitable marriage partner
5 factors (5 marks) • • • • •	5 factors (5 marks) • • • • •	5 factors (5 marks) • • • • •

30 marks

Task: Drama presentation on family health issues

Students select a family health issue. They plan a behavioural message drama, to be presented to the local community. The drama must show:

- a family health issue that is relevant to the community (such as adultery)
- the causes of this family health issue
- the effects of this family health issue
- the rights of the family and the children
- strong behavioural message showing positive solutions to this family health issue.

The students will also be assessed on:

1. script (15 marks)
2. advocacy plan (5 marks)

3. performance (confidence, language, props, engagement, drama skills) (15 marks)
4. evaluation and impact of drama (5 marks)

40 marks

Task: Advocacy campaign in the wider community

In groups, students develop a plan for a non-violent advocacy campaign to address social injustice in the wider community. They research their target audience and the needs of disadvantaged people. They plan an advocacy campaign with an appropriate message, using an appropriate method. They conduct the campaign, evaluate the impact of their advocacy and plan for future advocacy.

Assessment criteria

The assessment task will be assessed on how the students plan, deliver, evaluate and report on their chosen advocacy campaign. They can:

• identify social injustice in their local community
• prioritise which social issue they wish to try and address
• research the issue, the target audience and the disadvantaged group
• develop a suitable advocacy message
• get permission and plan for the consequences of the campaign
• conduct the campaign
• evaluate the impact of their campaign
• report on successes and what they learnt including plans for the future
• report on the level of participation and teamwork in the group

70 marks

Skills

Students develop the following skills when completing suggested activities.

Advocacy action planning skills
1. collaboration: who are the people treated unjustly and who is at risk? Are the people affected involved in the advocacy?
2. information and research
3. developing a message: which is the most effective message and way of delivering it?
4. delivery of a persuasive message
5. evaluation of how effective the message was

Conflict resolution
• how to deal with the challenges to the advocacy campaign

Forward planning
• plan for the consequences of the action

Goal setting

- when is the right time for me to get married? what sort of person am I looking for? example: writing an advertisement for a future partner
    - communication with the opposite sex and between families: confidently explain feelings, negotiate and show empathy
    - knowing who can help and counsel families

Listening

- active listening: identifying what your peer wants and feels; would these skills work in a marriage?

Empathy

- what qualities will men and women look for? are they similar or different? why are there differences?

Research and analysis

- identifying successful relationships, marriage and parenting as role models

Critical analysis

- changing roles and responsibilities and their impact on family health and development
- how can we support these changes?

Compare and contrast

- lives of women and men in different societies and families

Observation

- how do other people treat each other in families? how can we improve or change this? Would we act like that?

Research

- interview and survey on gender roles in the family and community

Goal setting

- students plan for gender equity in their lives, marriage and future families

Predicting

- what will Papua New Guinea be like in 30 years? what will my future family be like?

Role play

- students act out the right equitable way to act towards the opposite sex in the family and workplace

Presentation

- present the importance of gender equity and changing gender roles

- understanding the importance of faithfulness, consistency, giving and sharing
- patience, caring and honesty; mutual trust and respect
- knowing the importance of faithfulness in a relationship
- being able to compromise and willing to negotiate
- value the challenge, the joy and the responsibility of marriage and parenthood
- understanding the importance of a stable relationship for raising children
- commitment: not giving up when things are difficult
- showing empathy for the relationship decisions of others, which are based on their needs; for example, a woman being in a relationship for survival or sex work for survival
- self-esteem
  - female students planning for work and equal careers
  - male students not feeling threatened by these changes
- self-confidence and courage: being able to speak up about the importance of gender equity
- positive values: all students understand the importance of gender equity for the development of Papua New Guinea and for healthy and happy families
- demonstrating fair behaviour: treating men and women, boys and girls equally, while acknowledging the differences (for example, peers, younger students, teachers, parents)
- praising the achievements of men and women: organise an assembly or citizenship prize giving
- advocating for gender equity in schools: are young men and young women treated equally in SRC elections?

12.3 I Think, Therefore I Am

Students build their confidence in articulating their personal views and values on local and global social issues.

Suggested activities

- Brainstorm social issues in the family and wider society, exploring the dilemmas faced by men and women; for example, 'wantokism is damaging society'. In pairs, students write moral dilemmas for their peers to debate and discuss. The reasoning is shared with the whole class.
- You guide the class through the moral reasoning steps which the groups can then use to explore a range of social dilemmas: for example, 'sex work should be legalised'. Students should debate, discuss and reason through a wide range of issues over the course of the term.
- Students select a moral social issue that has motivated them and write a persuasive letter to the editor of a newspaper. These should be posted. They can also read and analyse the editorials of newspapers and try and write the editorial section in a subject of their choosing.

- Play 'Scruples'. Students sit with a friend while the teacher reads out a moral dilemma (for example, 'you find a K20 note lying outside the dorm; what will you do?' or 'You see a man beating his wife; what would you do?'). Each person writes down what they would do and then what they think their friend would do. Then they swap and see whether they were right about their friend! If they are right, they get one mark (they know their friend's values and morals well).
- Debate, defend and discuss a range of moral issues (such as settlement) from one point of view using prepared notes, evidence, counter arguments, powerful language, rhetorical questions and prioritised opinion. Then swap sides and try and debate from the opposing point of view, expressing, explaining and critically evaluating views that are not their own. How did they feel doing that? What did they learn?

Suggested assessment tasks

Task: Switch debate

Students are arranged in two groups of 4 for each hour-long debate session. They prepare their debating notes and arguments before the debate begins.

Students argue their point of view for 20–30 minutes in a debate. Then they have to switch sides and argue the opposing point of view. You will assess their preparation notes, their debating skills and their moral reasoning. The rest of the class observes the debate and assesses the debaters.

Assessment criteria
- preparation notes (15 marks)
- at least 4 contributions to the debate with commanding reasons (40 marks)
- confidence (5 marks)
- debating skills, including at least one counter argument and one question (10 marks)

70 marks

Skills

Students develop the following skills when completing suggested activities.

Persuasive skills
- selecting and prioritising evidence
- counter arguments
- rhetorical question
- powerful language

An example of using persuasive skills would be to explore a social issue (as above) and present a persuasive argument for your view; defend and justify your view.

Recording and reporting

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

Recording and reporting student achievement

When recording and reporting student achievement you must record the achievement of the students in each unit and then, at the end of the year, make a final judgement about the overall achievement, or progress towards achievement, of the learning outcomes. To help you do this, descriptions of the levels of achievement of the learning outcomes are provided in the 'Learning outcome performance standards' table.

When reporting to parents, the school will determine the method of recording and reporting. In an outcomes-based system, student results should be reported as levels of achievement rather than marks.

Levels of achievement

Levels of achievement in Grade 11 and Grade 12 are recorded and reported against the learning outcomes. There are six learning outcomes in Personal Development. There are five levels of achievement:

- Very high achievement
- High achievement
- Satisfactory achievement
- Low achievement
- Below minimum standard

A **very high achievement** means overall that the student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

A **high achievement** means overall that the student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

A **satisfactory achievement** means overall that the student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

A **low achievement** means overall that the student has a basic knowledge and some understanding of the content and has achieved a limited or very limited level of competence in the processes and skills.

Below the minimum standard means that the student has provided insufficient evidence to demonstrate achievement of the learning outcomes.

Achievement level					
Total marks	Very high achievement	High achievement	Satisfactory achievement	Low achievement	Below minimum standard
600	540–600	420–539	300–419	120–299	0–119
500	450–500	350–449	250–349	100–249	0–99
400	360–400	280–359	200–279	80–199	0–79
300	270–300	210–269	150–209	60–149	0–59
200	180–200	140–179	100–139	40–99	0–39
100	90–100	70–89	50–69	20–49	0–19
60	54–60	42–53	30–41	12–29	0–11
50	45–50	35–44	25–34	10–24	0–9
40	36–40	28–35	20–27	8–19	0–7

Sample format for recording Personal Development assessment task results over two years

Student name:

Grade 11 assessment task results			
Unit	Assessment task	Mark	Student mark
11.1			
11.2			
11.3			
11.4			
	Total marks Grade 11	**300**	

Student name:

Grade 12 assessment task results			
Unit	Assessment task	Marks	Student mark
12.1			
12.2			
12.3			
	Total marks Grade 11	**300**	
	Total marks Grade 11 and 12	**600**	

Learning outcomes and levels of achievement

Levels of achievement in Grade 11 and Grade 12 are recorded and reported against the learning outcomes. The performance standards for the levels of achievement are described on pages 21 and 22.

Steps for awarding final student level of achievement

1. Assess unit tasks using unit performance standards and assessment criteria.
2. Record results for each task in each unit.
3. Add marks to achieve a unit result and term result.
4. Add term marks to get a year result.
5. Determine the overall achievement using the achievement level grid.
6. Report results using the learning and teaching learning outcome performance standards.

The following is an example of reporting using the learning outcomes performance standards descriptors.

Using the learning outcomes performance standards descriptors

Student	**Tatiana Sumale**
Subject	**Personal Development**
School-based assessment	**High achievement**
This means that Tatiana can:	
Demonstrate sound knowledge and understanding of processes and skills for conflict resolution in a variety of situations	
Demonstrate sound knowledge and skills to understand and manage issues and safety including HIV and AIDS	
Demonstrate sound knowledge and understanding of a range of physical activities and participate in them to improve fitness	
Clarify in detail personal values, attitudes, beliefs and behaviour and recognise factors that influence them	
Demonstrate sound knowledge and understanding of range of issues related to gender, ethnicity, culture and universal values	
Demonstrate sound knowledge and understanding of conflict resolution processes and skills in a variety of situations	

Resources

Personal Development becomes more interesting and meaningful when you use a variety of resources and local materials in your teaching. You should be always trying to adapt, improvise, make, find or write material that will be useful for lessons. Personal Development can be taught without expensive equipment by making use of what is around you, though there are some equipment and materials that are essential to teach the Personal Development syllabus.

Types of Personal Development resources

Materials

Appendix to this teacher guide
- contains excerpts from the Universal Declaration of Human Rights; excerpts from *Children's Rights and Responsibilities;* the Preamble to Papua New Guinea's Constitution; sections from the *HIV/AIDS Management and Prevention Act 2003* ('HAMP act'); and key points of the Department of Education HIV/AIDS Policy 2005

Other materials
- textbooks, reference books, magazines, newspapers
- maps, globes
- tape measures
- camera
- diagrams, charts, posters
- worksheets, information sheets
- pamphlets, brochures
- television and radio broadcasts
- video, film, film strips
- computer software
- pictures, photographs
- models
- made or found objects

Natural and human resources
- natural sites—rivers, beaches, rock pools, forests, cliffs, caves
- community elders, teachers, parents

General guidelines for selecting and using resources

How effective a resource is depends on whether it is suitable for the knowledge or skill to be learned and the attitude of the students. Classroom organisation is the key to using resources successfully. You need to:

- prepare thoroughly. Make sure that you are familiar with the resource so that you use it with confidence and assurance. If equipment is involved, check that it is in working order, make sure that you know how to operate it and that it is available when you need it.

- use the resource at the right place and time—it should fit in with the flow and sequence of the lesson and serve a definite teaching purpose.

- (if the resource is radio, film, video or television), introduce the program by outlining the content. You might also set some questions to guide listening or viewing. Follow up after using the resource, by discussing and drawing appropriate conclusions.

References

Cohen, D et al. 2001, *Advocacy for Social Justice: a global action and reflection guide*, Kumarian Press.

Flaherty, TG 1999, *Spotlight on Personality*, University of Goroka, Goroka.

Foster, J 1992, *The Cross Curricular Course for PSE*, issues 1-5, Collins Educational.

Gilbert, R (ed.) 1996, *Studying Society and Environment: a handbook for teachers*, Macmillan.

Kueckmann, MA 1991, *Personality Integration*, Catholic Life Apostolate.

Liria, SK 2004, *Law Awareness for Papua New Guinea: our guide to the rule of law*, Nuigini CrossRoads Ltd.

Mayer, R 2004, 'Should there be a three-strikes rule against pure discovery learning? The case for guided methods of instruction', *American Psychologist*, vol 59, no. 1, pp. 14–19.

National Department of Education Papua New Guinea 2005, HIV/AIDS Policy for the National Education System of Papua New Guinea.

National Department of Education Papua New Guinea 2006, *HIV/AIDS & Reproductive Health Student Teacher Course Book and Lecturer's Guide* (available from all teachers colleges).

National Department of Education Papua New Guinea 2007, Lower Secondary Personal Development Syllabus and Teacher Guides.

National Department of Education Papua New Guinea 2007, *TVET Health Education to Prevent HIV/AIDS & STIs*, Student Resource Book and Teacher Guide (available from all TVET institutions).

National Department of Education Papua New Guinea and Education Capacity Building Program 2007, Life Skills Teaching and Learning Activity Pack (draft).

Papua New Guinea Catholic Education 2005, Social Justice Course.

Papua New Guinea Department of Health 2001, *Things to do to stay healthy,* New Horizons in Health.

Papua New Guinea National Constitution 1975.

Save the Children 2005, Children's Rights and Responsibilities.

Silberman, M 1996, *Active Learning: 101 Strategies to Teach Any Subject*, Allyn and Bacon, Boston.

Stollenwerk, DJ (comp.) 2004, *Social Teachings of the Church: a selection of readings*.

Sue, P. 1993, *Examining Relationships*, Heinemann Educational.

UN Convention on the Rights of the Child 1990 (ratified by Papua New Guinea 1993).UN Declaration of Human Rights 1948.

Warman, H. 2005, *Personality Development and Human Sexuality*, Catholic Bishops' Conference.

Glossary for Personal Development

A glossary of key words has been developed to help provide a common language and consistent meaning in the syllabus and teacher guide documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Abusive	Using unkind, cruel or rude language or actions
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Accountability	To be liable, responsible and answerable to anything that belongs to a group of people or community
Activist	An individual who puts more time in promoting an issue
Addiction	A dependence on something such as marijuana, alcohol, tobacco or some other substances
Adolescence	Time of life when a child goes through the physical, emotional and social changes to become an adult
Adulthood	A stage in life when a person is physically mature and more in control of his or her life, being responsible for their own choices and actions. They should be in a position to set their own goals and works towards the goals
Advocacy	The act or action of supporting an idea, way of life or person
Aggressive behaviour	A type of behaviour where someone wants to be right or win at all costs. Aggressive people never consider the rights or feelings of others in the group. Aggressive people use criticisms, threats put-downs, rumours or shouting down other people to get what they want
AIDS	Acquired Immune Deficiency Syndrome, a group of diseases that can occur after a virus, the Human Immunodeficiency Virus (HIV), enters a person's body. There is currently no cure for AIDS
Amphetamine	A powerful drug which is illegally used by people who want pleasure and excitement
Assertiveness	A skill where a person is able to stand up for their own rights without putting down the person they are communicating with. For example, an assertive person can state feelings, ask a favour, deal with criticisms and disagree in a positive way
Attitude	A way of feeling about people or something
Beliefs	A way of life based on certain values and attitudes from a particular culture or cultural group
Binge drinking	Drinking alcoholic drinks in large quantities in a period of time continuously
Bisexual	Person who is emotionally and sexually attracted to the those of the opposite sex as well as their own sex
Blended family	Formed when an adult with children forms a family with another adult with children
Bullying	To frighten or hurt a weaker person; to use your strength or power to make somebody do something
Cancer	A disease caused by the multiplication of an abnormal cell. The cells continue to multiply, forming a ball of cells called a tumour that grows rapidly, invading and damaging vital organs
Capital punishment	A type of punishment whereby a person who commits a very serious murder is also punished by death through different means; this is usually carried out within the laws of a country

Ceremony	A formal celebration that is always performed in the same way, such as a wedding
Citizen	A person who is born and lives permanently in a country
Civil society	The majority of people who live in a particular location despite their status
Cocaine	A powerful illegal drug that can harm the body
Cold turkey	A term that relates to giving up a habit like drinking alcohol or taking drugs harmful to the body
Conception	When the sperm fertilises the egg and a new being starts to form
Confidence	Being very sure of yourself and being able to meet challenges willingly
Confidentiality	Keeping something secret and not telling others
Conflict resolution	Being able to solve a problem through reaching an agreement acceptable to different individuals and groups concerns
Consensus	When a general agreement is reached by different individuals or groups
Corruption	State of being selfish when handling public things
Counselling	Is the activity of giving people advice as part of your job. For example, a school councillor gives advice to students who need it
Cross generation	Combining different ages of people who engage in doing something which is unacceptable
Culture	A way of life of a group of people who do things together. A culture is made up of all the ways of believing and acting that belong to a certain group of people including customs, ideas, beliefs, values and tools
Custom	An established way of living which is typical for a particular group of people, for example, bride price or feast
Depression	Is a mental state in which the person feels extremely unhappy and has no enthusiasm for anything
Diet	The food a person usually eats. Can also mean to select or limit food to improve health or lose weight
Disability	When normal human activity is affected by the loss of a body part or body function
Discrimination	Treating a person differently because they belong to another group; being treated unfairly
Domestic violence	Violence that occurs within families; for example, one adult against another, mother against father, a parent against children or adult children against younger children
Drug abuse	Not using a drug in the manner it is intended for
Drugs	Any substance that affects living things. Drugs can be used to prevent or treat disease. It can also cause disorders in the brain or body
Ecstasy	A powerful drug which is illegally used by people who want pleasure and excitement
Effigy	A likeness of a person made of wood, paper, stone
Empathy	The ability to imagine oneself in the position of another and to share and understand that person's feelings
Ethics	Moral rules or principles of behaviour governing a person or group
Extended family	A large family group that includes children, parents, grandparents, aunts, uncles, cousins and other relatives
Extrovert	A very open person who clearly expresses his or her feelings openly to others
Gambling	Is the act or habit of betting money, for example, in card games, horse racing or on poker machines
Gang rape	A situation whereby a group of males have sexual intercourse with a female forcefully and sometimes repeatedly
Gender	What it means to be a male or a female

Gender equity	Males and female roles and responsibilities are treated as the same; especially females being given more freedom to perform similar roles
Gender inequity	Males and female roles and responsibilities are not treated as the same; especially females perform roles less popular than males
Globalisation	The interconnectedness of commerce, trade and technology throughout the world that all countries promote support
Greed	Being selfish and not thinking of others
Harassment	Is the behaviour which is intended to trouble or annoy someone, for example, repeated attacks on them or attempts to cause them problems
Heroin	A powerful addictive drug that is dangerous and can kill
Heterosexual	Person who is emotionally and sexually attracted to the opposite sex
Homebrew	Form of drink that is locally brewed or fermented, which contains a higher level of alcohol
Homosexual	Person who is emotionally and sexually attracted to their own sex
Human immune virus (HIV)	Human immunodeficiency virus, a virus that can be passed from an infected person to another person by sexual intercourse, by sharing drug injecting equipment (needles or syringes), or by an HIV positive mother infecting her born or unborn baby
Humiliation	Is the feeling of embarrassment caused by having lost your pride and seeming to be helpless and stupid
Illicit drugs	Substances that can affect the body, cause disorder to the mind or body and are disallowed by law
Immaturity	The state of being young and not able to reason out things clearly as to what is expected
Incest	A grown man having sexual affair with a female relative very close to him
Individualism	A general belief of being free and not being under the control of others, doing things at your own will
Interact	To act on each other. To do things that affect each other
Introvert	A very quiet person who does not clearly express his or her feelings openly to others
Intuition	The ability to know something by using your feelings rather than considering the facts
Justice	The fair treatment of people; the quality of being fair or reasonable
Leisure	A time free of work or duty when we can choose to do things for fun, enjoyment and relaxation
Marijuana	A drug made up of dried leaves, flowers and stems of a cannabis plant. It is grown in Papua New Guinea and is illegal to take
Mentor	A person who gives advice to another over a period of time to assist and develop the individual
Moral	Principles of right or wrong behaviour and the difference between good and evil
National identity	The pride, respect and love that we have for our country that we show through our actions
NGO	Non-government organisation: organisation that operates outside of direct government control and influence
Non-violent	Opposition without fighting especially by not obeying laws or orders
Nuclear family	A family consisting only of parents and their children, not including aunts, uncles, cousins and other family members
Passive smoking	When someone breathes in smoke from another person's smoking
Peer educator	Someone who teaches skills and knowledge to a person the same age, class or position as oneself
Physiological	Something that relates to the way that person's or animal's body functions

Polyandry	A custom in some societies where a woman can be married to more than one man at the same time
Polygamous	A custom in some societies where people are allowed to get married to more than one person at the same time
POOCH	A technique of solving problems or making decisions: Problems, Options, Outcomes, Choices, How did it go?
Prejudice	Meaning 'pre-judgement', this is the formation of an opinion or feeling without sufficient knowledge, thought or reason
Promiscuity	Where a person has many sexual partners
Puberty	Time of rapid physical growth and development, particularly of the reproductive system
Pubic hair	Short, curly hair around sexual organs which grows during puberty
Resilience	The ability to cope with life when things are tough
Rituals	One or more ceremonies or customary acts which are done in the same way, for example initiation and mass procession
Self-awareness	Having knowledge or understanding of oneself taking into account his or her nature, character or ability
Self-esteem	If you have a positive self-esteem, you feel that you are a good worthwhile person, and for that reason you behave confidently
Sexual responsibilities	Our responsibilities in responding or reacting to different situations related to sex
Sexually transmitted illnesses or diseases (STI) or (STD)	Any venereal disease that is transmitted through sexual intercourse. Most are caused by bacteria and can be cured by antibiotics if the person gets treatment early enough, for example gonorrhoea and syphilis
Sexuality	A person's sexuality is the ability to experience sexual feelings
Siblings	Brothers and sisters
Single-parent family	A family which is made up of only the father or the mother and the children, for example, a single mother raises her children on her own
Social pressure	The pressure that you get from the things that are happening around you, the way people relate to each other and the impact this has on your situation
Spirituality	The quality of being interested in spiritual or religious matters
Spouse	Someone's spouse is the person they are married to
Stereotype	Expecting people to behave in a certain way because they belong to a particular group or culture. An example of a stereotypical statement would be, 'All Tolai men are expected to carry a basket'
Stigma	A feeling of shame or dishonour over something that one lives with
STIs or STDs	Sexually transmitted infections or diseases: infections and diseases passed on through sexual intercourse
Taboo	A social custom that certain words, subjects or actions must be avoided because people think they are embarrassing or offensive
Tolerance	The quality of allowing other people to have their own attitude or belief or to behave in a particular way, even if you do not agree with it or approve
Traditions	A custom or belief that people in a particular group or society have practised or held for a long time
Traits	A trait is a special feature of a person. Cultural traits are learned while physical traits are inherited. People look and act differently because of their different traits
Transparency	A statement or situation that is easily understood or recognised by all

Values	Values are the ideas, beliefs and ways of acting that are important to people. You learn some values from your culture or the groups you are part of
Vandalism	Is the deliberate destruction of something useful or beautiful, especially public property; for example, graffiti
VCT	Volunteer counselling and testing. A free service provided for anyone to check their HIV and STI status
Violence	Rough treatment or use of physical force on others to hurt or harm illegally
Wet dreams	A flow of semen from the erect penis that sometimes occurs while a boy or a man is asleep. This is a normal thing to happen

Glossary for assessment

Syllabus outcomes, criteria and performance standards, and examination questions all have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the syllabus and teacher guide documents.

Using the glossary will help teachers and students understand what is expected in response to examinations and assessment tasks.

Glossary of key words for assessment

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain or determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes or categories
Compare	Show how things are similar or different
Construct	Make; build; put together (items or arguments)
Contrast	Show how things are different or opposite
Critically (analyse, evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis or evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note or indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about

Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Appendix

Excerpts from the Universal Declaration of Human Rights

Excerpts from *Children's Rights and Responsibilities*

Preamble to Papua New Guinea's Constitution

Sections from *HIV/AIDS Management and Prevention Act 2003* ('HAMP act')

Key points of the Department of Education HIV/AIDS Policy 2005

Universal Declaration of Human Rights

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1   Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

2   No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1   Everyone has the right to freedom of movement and residence within the borders of each State.

2   Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1   Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2   This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1   Everyone has the right to a nationality.

2   No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1   Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2   Marriage shall be entered into only with the free and full consent of the intending spouses.

3   The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1   Everyone has the right to own property alone as well as in association with others.
2   No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1   Everyone has the right to freedom of peaceful assembly and association.
2   No one may be compelled to belong to an association.

Article 21

1   Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2   Everyone has the right to equal access to public service in his country.
3   The will of the people shall be the basis of the authority of government; this shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1   Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2   Everyone, without any discrimination, has the right to equal pay for equal work.
3   Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

4   Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1   Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2   Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1   Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2   Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3   Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1   Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2   Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised.

Article 29

1   Everyone has duties to the community in which alone the free and full development of his personality is possible.

2   In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of

others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3   These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Children's Rights and Responsibilities
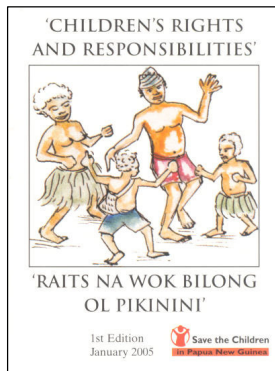
The following text is taken from *Children's Rights and Responsibilities* written by Save the Children in Papua New Guinea (2005).

Children have the right to be heard and taken seriously and the responsibility to listen to others.

Children have the right to have their thoughts and feelings respected and the responsibility to respect and tolerate different views.

Children have the right to be involved in decision making and the responsibility to make thoughtful and wise decisions.

Children have the right to education and the responsibility to study hard.

Children have the right to be taught with patience and kindness and the responsibility to be with others in love and kindness.

Children have the right to be loved and cared for and the responsibility to love and care for others.

Children have the right not to be forced to do hard work and the responsibility to help others who do have a lot to do.

Children have the right to quality health care and the responsibility to take good care for their health.

Girls have the same rights as boys. Girls have the right to be valued, to go to school and to get every opportunity to live a good life. All children have the responsibility to treat each other with care and respect.

Children have the right to eat good nutritious food and everyone has the responsibility not to waste food.

Children have the right to live in a clean and safe house and the responsibility to take good care of their homes.

Children have the right to clean and safe environment and the responsibility not to pollute it.

Children with disabilities have the right to special services; everyone has the responsibility to care for those with disabilities.

Children have the right to make mistakes and the responsibility to learn from their mistakes.

Children have the right to learn about their culture, tradition and beliefs and also be proud of their heritage and identity. They have the responsibility to respect the culture, customs and beliefs of others.

Children have the right to play and the responsibility to involve others in play.

Children have the right to be included in any activities whatever their disabilities and it is everyone's responsibility to respect others for their differences and promote their rights.

Preamble to Papua New Guinea's Constitution

WE, THE PEOPLE OF PAPUA NEW GUINEA—

- united in one nation
- pay homage to the memory of our ancestors—the source of our strength and origin of our combined heritage
- acknowledge the worthy customs and traditional wisdoms of our people—which have come down to us from generation to generation
- pledge ourselves to guard and pass on to those who come after us our noble traditions and the Christian principles that are ours now.

By authority of our inherent right as ancient, free and independent peoples WE, THE PEOPLE, do now establish this sovereign nation and declare ourselves, under the guiding hand of God, to be the Independent State of Papua New Guinea.

AND WE ASSERT, by virtue of that authority

- that all power belongs to the people—acting through their duly elected representatives
- that respect for the dignity of the individual and community interdependence are basic principles of our society
- that we guard with our lives our national identity, integrity and self-respect
- that we reject violence and seek consensus as a means of solving our common problems
- that our national wealth, won by honest, hard work be equitably shared by all

WE DO NOW THEREFORE DECLARE

- that we, having resolved to enact a Constitution for the Independent State of Papua New Guinea
- AND ACTING through our Constituent Assembly on 15 August 1975
- HEREBY ESTABLISH, ADOPT and GIVE TO OURSELVES this Constitution to come into effect on Independence Day, that is 16 September 1975.

IN SO DOING WE, THE PEOPLE OF PAPUA NEW GUINEA, SET BEFORE OURSELVES THESE NATIONAL GOALS AND DIRECTIVE PRINCIPLES THAT UNDERLIE OUR CONSTITUTION:—

National Goals and Directive Principles

WE HEREBY PROCLAIM the following aims as our National Goals, and direct all persons and bodies, corporate and unincorporate, to be guided by these our declared Directives in pursuing and achieving our aims:—

1. Integral human development

We declare our first goal to be for every person to be dynamically involved in the process of freeing himself or herself from every form of domination or

oppression so that each man or woman will have the opportunity to develop as a whole person in relationship with others.

WE ACCORDINGLY CALL FOR—

(1) everyone to be involved in our endeavours to achieve integral human development of the whole person for every person and to seek fulfilment through his or her contribution to the common good; and

(2) education to be based on mutual respect and dialogue, and to promote awareness of our human potential and motivation to achieve our National Goals through self-reliant effort; and

(3) all forms of beneficial creativity, including sciences and cultures, to be actively encouraged; and

(4) improvement in the level of nutrition and the standard of public health to enable our people to attain self-fulfilment; and

(5) the family unit to be recognised as the fundamental basis of our society, and for every step to be taken to promote the moral, cultural, economic and social standing of the Melanesian family; and

(6) development to take place primarily through the use of Papua New Guinean forms of social and political organisation.

2. Equality and participation

We declare our second goal to be for all citizens to have an equal opportunity to participate in, and benefit from, the development of our country.

WE ACCORDINGLY CALL FOR—

(1) an equal opportunity for every citizen to take part in the political, economic, social, religious and cultural life of the country; and

(2) the creation of political structures that will enable effective, meaningful participation by our people in that life, and in view of the rich cultural and ethnic diversity of our people for those structures to provide for substantial decentralization of all forms of government activity; and

(3) every effort to be made to achieve an equitable distribution of incomes and other benefits of development among individuals and throughout the various parts of the country; and

(4) equalisation of services in all parts of the country, and for every citizen to have equal access to legal processes and all services, governmental and otherwise, that are required for the fulfilment of his or her real needs and aspirations; and

(5) equal participation by women citizens in all political, economic, social and religious activities; and

(6) the maximisation of the number of citizens participating in every aspect of development; and

(7) active steps to be taken to facilitate the organisation and legal recognition of all groups engaging in development activities; and

(8) means to be provided to ensure that any citizen can exercise his personal creativity and enterprise in pursuit of fulfilment that is consistent with the common good, and for no citizen to be deprived of this opportunity because of the predominant position of another; and

(9) every citizen to be able to participate, either directly or through a representative, in the consideration of any matter affecting his interests or the interests of his community; and

(10)　all persons and governmental bodies of Papua New Guinea to ensure that, as far as possible, political and official bodies are so composed as to be broadly representative of citizens from the various areas of the country; and

(11)　all persons and governmental bodies to endeavour to achieve universal literacy in *Pisin*, *Hiri Motu* or English, and in '*tok ples*' or '*ita eda tano gado*'; and

(12)　recognition of the principles that a complete relationship in marriage rests on equality of rights and duties of the partners, and that responsible parenthood is based on that equality.

3. National sovereignty and self-reliance

We declare our third goal to be for Papua New Guinea to be politically and economically independent, and our economy basically self-reliant.

WE ACCORDINGLY CALL FOR—

(1) our leaders to be committed to these National Goals and Directive Principles, to ensure that their freedom to make decisions is not restricted by obligations to or relationship with others, and to make all of their decisions in the national interest; and

(2) all governmental bodies to base their planning for political, economic and social development on these Goals and Principles; and

(3) internal interdependence and solidarity among citizens, and between provinces, to be actively promoted; and

(4) citizens and governmental bodies to have control of the bulk of economic enterprise and production; and

(5) strict control of foreign investment capital and wise assessment of foreign ideas and values so that these will be subordinate to the goal of national sovereignty and self-reliance, and *in particular* for the entry of foreign capital to be geared to internal social and economic policies and to the integrity of the Nation and the People; and

(6) the State to take effective measures to control and actively participate in the national economy, and *in particular* to control major enterprises engaged in the exploitation of natural resources; and

(7) economic development to take place primarily by the use of skills and resources available in the country either from citizens or the State and not in dependence on imported skills and resources; and

(8) the constant recognition of our sovereignty, which must not be undermined by dependence on foreign assistance of any sort, and *in particular* for no investment, military or foreign-aid agreement or understanding to be entered into that imperils our self-reliance and self-respect, or our commitment to these National Goals and Directive Principles, or that may lead to substantial dependence upon or influence by any country, investor, lender or donor.

4. Natural resources and environment

We declare our fourth goal to be for Papua New Guinea's natural resources and environment to be conserved and used for the collective benefit of us all, and be replenished for the benefit of future generations.

WE ACCORDINGLY CALL FOR—

(1) wise use to be made of our natural resources and the environment in and on the land or seabed, in the sea, under the land, and in the air, in the interests of our development and in trust for future generations; and

(2) the conservation and replenishment, for the benefit of ourselves and posterity, of the environment and its sacred, scenic, and historical qualities; and

(3) all necessary steps to be taken to give adequate protection to our valued birds, animals, fish, insects, plants and trees.

5. Papua New Guinean ways

We declare our fifth goal to be to achieve development primarily through the use of Papua New Guinean forms of social, political and economic organisation.

WE ACCORDINGLY CALL FOR—

(1) a fundamental re-orientation of our attitudes and the institutions of government, commerce, education and religion towards Papua New Guinean forms of participation, consultation, and consensus, and a continuous renewal of the responsiveness of these institutions to the needs and attitudes of the People; and

(2) particular emphasis in our economic development to be placed on small-scale artisan, service and business activity; and

(3) recognition that the cultural, commercial and ethnic diversity of our people is a positive strength, and for the fostering of a respect for, and appreciation of, traditional ways of life and culture, including language, in all their richness and variety, as well as for a willingness to apply these ways dynamically and creatively for the tasks of development; and

(4) traditional villages and communities to remain as viable units of Papua New Guinean society, and for active steps to be taken to improve their cultural, social, economic and ethical quality.

Basic rights

WE HEREBY ACKNOWLEDGE that, subject to any restrictions imposed by law on non-citizens, all persons in our country are entitled to the fundamental rights and freedoms of the individual, that is to say, the right, whatever their race, tribe, places of origin, political opinion, colour, creed or sex, but subject to respect for the rights and freedoms of others and for the legitimate public interest, to each of the following:—

(a) life, liberty, security of the person and the protection of the law; and

(b) the right to take part in political activities; and

(c) freedom from inhuman treatment and forced labour; and

(d) freedom of conscience, of expression, of information and of assembly and association; and

(e) freedom of employment and freedom of movement; and

(f) protection for the privacy of their homes and other property and from unjust deprivation of property,

and have accordingly included in this Constitution provisions designed to afford protection to those rights and freedoms, subject to such limitations on that protection as are contained in those provisions, being limitations primarily designed to ensure that the enjoyment of the acknowledged rights

and freedoms by an individual does not prejudice the rights and freedoms of others or the legitimate public interest.

Basic social obligations

WE HEREBY DECLARE that all persons in our country have the following basic obligations to themselves and their descendants, to each other, and to the Nation:—

(a) to respect, and to act in the spirit of, this Constitution; and

(b) to recognise that they can fully develop their capabilities and advance their true interests only by active participation in the development of the national community as a whole; and

(c) to exercise the rights guaranteed or conferred by this Constitution, and to use the opportunities made available to them under it to participate fully in the government of the Nation; and

(d) to protect Papua New Guinea and to safeguard the national wealth, resources and environment in the interests not only of the present generation but also of future generations; and

(e) to work according to their talents in socially useful employment, and if necessary to create for themselves legitimate opportunities for such employment; and

(f) to respect the rights and freedoms of others, and to co-operate fully with others in the interests of interdependence and solidarity; and

(g) to contribute, as required by law, according to their means to the revenues required for the advancement of the Nation and the purposes of Papua New Guinea; and

(h) in the case of parents, to support, assist and educate their children (whether born in or out of wedlock), and in particular to give them a true understanding of their basic rights and obligations and of the National Goals and Directive Principles; and

(i) in the case of the children, to respect their parents.

IN ADDITION, WE HEREBY DECLARE that all citizens have an obligation to themselves and their descendants, to each other and to the Nation to use profits from economic activities in the advancement of our country and our people, and that the law may impose a similar obligation on non-citizens carrying on economic activities in or from our country.

HIV/AIDS Management and Prevention Act 2003 ('HAMP act')
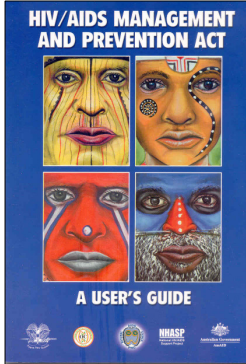
The *HIV/AIDS Management and Prevention Act 2003* (the 'HAMP act') was made law in June 2003, passed unanimously in Parliament by all MPs. The HAMP act:

- is based on human rights and Christian principles
- accepts that repression and abuse of people living with HIV/AIDS makes people too afraid to talk about HIV/AIDS, too afraid to be tested and, worst of all, too afraid to find out what to do to protect themselves and their families and loved ones from infection
- encourages voluntary counselling and testing (VCT)
- states that all people must be protected by law whether they have HIV/AIDS or not
- states that all people affected by HIV should have the same human rights as everyone else (right to work, housing, education, respect etc)
- states that people with the virus should act responsibly to make sure they do not pass HIV on to anyone else.

Sections of the HAMP act

1. **Discrimination (**treating someone differently in a way that harms them)
   It is against the law to:
   - expel a pupil from school because they are HIV positive or have HIV positive families
   - refuse to employ a teacher because they are suspected of being HIV positive.

2. **Stigmatisation** (to do or say something to cause people to hate or ridicule people with HIV/AIDS).
   It is against the law to:
   - give a speech saying HIV only attacks sinners
   - accuse someone distributing condoms that they are spreading HIV
   - say people with HIV should be locked up.

3. **Right to protect yourself**
   It is against the law to:
   - refuse to teach approved curriculum materials on reproductive health or HIV/AIDS
   - refuse permission for HIV/AIDS awareness educators to talk to students
   - fail to provide equipment for dealing with blood spills in schools
   - fail to provide condoms and lubricant to staff and students (when they are old enough).

4. **HIV testing**
   - must be voluntary testing and must be confidential
   - cannot be used to screen employees or students
   - you must tell your sexual partners if you are infected

5. **People who create a risk to others**
   People who know they are infected should:

– use a condom; inform sexual partners; inform people they will share a needle or tattooing instrument with.

If you see the law being broken you have the right to make a complaint to the Police or the Ombudsman Commission and take civil action.

Department of Education HIV/AIDS Policy 2005
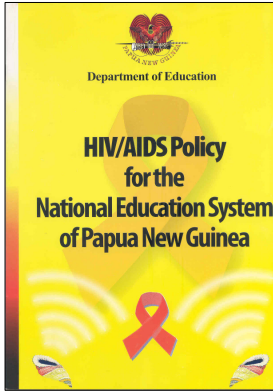
The Department of Education HIV/AIDS Policy 2005:

- was launched on World AIDS Day, 1 December 2005. Is based on the National Strategic Plan on HIV/AIDS, human rights and the HAMP act
- was written with wide consultation with stakeholders including the main churches and the National AIDS Council Secretariat
- covers all parts of education system including church agency schools:
  - 1,000,000 students, 35,000 teachers, 4,000 elementary schools, 3,300 primary schools, 170 secondary schools, 140 vocational schools, seven colleges and eight teachers colleges

All schools and teachers in the national education system *must* follow this Policy. *'In our fight against HIV/AIDS, the focus must be on education.'* (Hon. Michael Laimo, CBE, MP Minister for Education, Dec 2005.)

Impacts of the HIV and AIDS epidemic on education
The main impacts of the HIV and AIDS epidemic on education are that:

- teachers are vulnerable to infection because they have access to money and move around the country. A significant proportion may fall ill, die or need to care for family members
- many pupils may die or need to care for family members. Families will be unable to pay school fees, especially for girls
- girls are especially vulnerable because of biological factors, school fee problems and because they will have to care for sick relatives
- boarding students are a high-risk group, being away from their families.

Key sections for schools and teachers

- accurate HIV and AIDS information and materials should be available to all schools, institutions, teachers and students
- all teachers will be trained in HIV and AIDS and sexual health matters
- life skills training for students
- peer education to be introduced
- trained male and female counsellors should be available to all boarding students
- flexible learning for students affected by HIV and AIDS
- condoms are to be made available in the workplace for all teachers
- condoms are to made available to all boarding students
- access to testing, counselling and treatment made available through schools
- community awareness must be conducted
- students and teachers infected or affected must not be discriminated against