

# Introduction

This syllabus makes explicit the knowledge, skills, attitudes and values that students should achieve for Grades 3, 4 and 5 in Community Living. These are expressed as learning outcomes and indicators.

Students who study Community Living will be able to gather, analyse and take action on information about their local and provincial societies, environments and cultures.

In Community Living, the main way of learning is through active participation in the community. This means students should:

- take part in cultural activities when these occur
- interview or talk to community members
- listen to guest speakers
- participate in activities taught by community resource people.

The learning outcomes and content are organised in three Strands: Community, Trading, and Culture.

The main assumptions in this syllabus are:

- bridging from vernacular to English and the use of a bilingual program
- involvement of the community in school and classroom activities
- integration within the subject and across subjects
- generalist teaching
- the furthering of learning from Culture and Community in Elementary, in particular the Strand Me and My Community
- preparing students to participate in their own communities and further education
- linking to Social Science, Making a Living and Personal Development in Upper Primary.

The basic support material will be the accompanying Teacher Guide.

Community Living is timetabled for 150 minutes per week in Grade 3, 180 minutes per week in Grade 4 and 210 minutes per week in Grade 5.

Key links between the Elementary, Lower Primary and Upper Primary learning areas, subjects and strands are shown in the table on the following page.

## Lower primary syllabus

---

### Key links between Elementary, Lower Primary and Upper Primary

	Elementary	Lower Primary	Upper Primary
<b>Learning Area</b>	Culture and Community	Culture and Community	Culture and Community
<b>Subject</b>	Culture and Community	Community Living	Social Science Personal Development Making a Living
<b>Strands</b>	Me and My Community	Community Trading Culture	<b>Social Science</b> Environment and Resources Organisation Culture Integrating Projects <b>Personal Development</b> Relationships Our Culture, Lifestyle and Values Living and Working Together <b>Making a Living</b> Managing Resources Better Living Community Development

## Rationale

Community Living focuses on assisting students develop the skills necessary for them to become active and informed citizens who are able to contribute in a positive way to their community.

This subject helps students to know, understand and participate in their cultures. Through developing an understanding of their own and other cultures, they are able to develop the attitudes and values of respect, pride, appreciation and acceptance of differences.

Students are encouraged to develop an appreciation and a sense of responsibility for a wider range of communities. Learning about other communities enables them to evaluate their own community: its relationships, customs, beliefs and values.

Papua New Guineans have a special relationship with the land. Our natural environment forms an integral part of our cultural and spiritual beliefs. These beliefs handed down through generations have enabled our physical environment and cultures to be sustained. This subject builds on and encourages these sustainable practices.

Cultures, communities and physical environments change and therefore students need to develop skills to deal with change.

Community Living contributes to Integral Human Development by helping students to develop skills and attitudes important for national identity and nation building.

In this subject, students develop an understanding and appreciation of the importance of the environment and how they can effectively manage and use it to achieve a sustainable way of life now and in the future.

# Curriculum Principles

The following curriculum principles are important for teaching and learning in Community Living.

## Our Way of Life

### Cultural relevance

Community Living enables students to discover the richness and diversity of their cultures and traditional life that integrate the past, present and future. The subject helps students to develop their understanding and appreciation of their own unique customs and traditions. Students learn that Papua New Guineans are the original inhabitants and live in sophisticated, organised and self-sufficient societies. They build on this knowledge to learn about modern societies.

### Bilingual education

There are over 800 different spoken languages across Papua New Guinea. Most Papua New Guinean students do not speak English as their first language.

**Bilingual education:**  
*the regular use of two languages for instruction.*

Bilingual education is the regular use of two languages for instruction. Papua New Guinea's *Language Policy in All Schools* (NDOE, 1999) requires a bilingual approach to education that incorporates bridging to English in Grades 3, 4 and 5. This policy states:

At the Lower Primary level (Grades 3–5) the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout Lower Primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of Grade 5...

At the Lower Primary level, while English is being learned, the language mostly used for teaching and learning should be the same language that the children used in Elementary school.

Where a number of active languages exist in one community, the main language of interaction between the language groups and of commerce in the community should be the language selected, that is the local lingua franca.

(Ministerial Policy Statement no. 38/99, NDOE, 1999)

Lower Primary uses a bilingual education approach because current international educational research indicates that there are academic benefits for students from being bilingual. Students continue to learn in their first language because learning only in English as a second language can limit their learning and social development. As students become confident in

thinking, reasoning, problem solving and decision making in their vernacular, they are more able to learn another language such as English. It is important to continue to develop, expand and enhance vernacular language to the language used by adults in and out of the classroom.

**Bridging to English**

**Bridging to English:**  
*the gradual change from vernacular to English instruction during Grades 3 to 5.*

Students complete Elementary education in their vernacular. Bridging to English is the gradual change from vernacular to English instruction during Grades 3 to 5. Bridging, while maintaining vernacular language, helps students retain their identity, culture, self-confidence and self-esteem.

The table below shows the gradual progression from vernacular to English. It is anticipated that, as students become more confident in their English skills, the time allocation for vernacular instruction will be reduced. The percentages presented in this table are suggestions only to help teachers see the expected progression.

<b>Suggested Percentage of Teaching, Learning and Assessment in Lower Primary in Vernacular and English</b>					
<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
vernacular	English	vernacular	English	vernacular	English
60%	40%	50%	50%	30%	70%

Using vernacular language for continued learning and development while English is being learned is an effective way for Papua New Guinean students to develop their full potential.

Bridging to English strategies will be explained with examples in the Teacher Guide.

**Multiculturalism**

As a multicultural society, we must protect, promote and respect our many cultures and languages. The diversity of our cultures is the source of our knowledge, skills, attitudes and Melanesian values. These values will be promoted and knowledge of language and literacy will enable students to share the understanding of these with the rest of the world. In the same way, students will learn to exchange understanding from stories as well as knowledge from the past relating to their communities and environments. In this way, multiculturalism will be maintained and enjoyed while learning experiences will be enriched.

In Community Living, it is important that students develop an appreciation of their own and other cultures.

### **Ethics, morals and values**

In Papua New Guinea, people's values are derived from local culture and religion. Primary education is a good place to start developing students' moral sense so that their decisions and actions will be for the good of their society in later years.

In Community Living, students are given opportunities to identify, develop and practise their own set of values.

### **Integral Human Development**

#### **The right to healthy living**

Papua New Guinea is a rapidly changing society and faces many challenges. To face these effectively, an individual must strive to reach their full potential socially, intellectually, emotionally, mentally and physically and work with other agents of education such as the home, church, school and community.

*A Philosophy of Education for Papua New Guinea* (NDOE, 1986), the 'Matane Report', acknowledges the National Goals and Directive Principles of the National Constitution and is based on Integral Human Development:

- **integral** in the sense that all aspects of a person are important
- **human** in the sense that social relationships are basic
- **development** in the sense that every individual has the potential to grow in knowledge, wisdom, understanding, skills and goodness.

Community Living allows teachers to integrate knowledge, skills and attitudes to allow students to achieve the desired outcomes of Integral Human Development.

#### **Nation building and national unity**

Our nation is young and there is still a great deal of nation building to be done. Students need to be given the skills to undertake this task and participate in nationally organised events. Community Living will enable students to understand how Papua New Guinean societies work and how they can be a useful part of these societies.

#### **Citizenship**

Community Living enables students to develop knowledge, skills and attitudes to become useful, active and law-abiding citizens.

#### **Sustainability**

The natural environment of Papua New Guinea is as diverse as its cultures. Our diverse cultures are being influenced by modern lifestyles. Through Community Living, students learn to appreciate, respect and value their cultures, customs and traditions. Our natural environment forms an integral part of our cultures. Therefore, impacts on the natural environment will also affect our cultures.

## **Catering for diversity**

### ***Gender***

All Lower Primary syllabuses are designed to cater for the educational needs and interests of both girls and boys. The Department of Education's *Gender Equity in Education Policy* (NDOE, 2003) recommends that no student in the education system of Papua New Guinea will be disadvantaged on the basis of gender.

To implement the policy, teachers have the responsibility to use and promote gender equity practices in their classrooms and within the wider community. This means they will provide:

- a curriculum that caters for the educational needs of girls and boys
- a safe, challenging learning environment which is socially and culturally supportive
- programs that recognise the contributions to society of both women and men.

In Papua New Guinea, there is a need for sensitivity to local cultural practices and values with respect to traditional roles for males and females. In Community Living, students will be given equal opportunities to participate in all class and assessment activities regardless of their gender. Community Living will enable students to develop positive attitudes towards sensitive cultural issues about gender.

In gender-sensitive classrooms, students:

- take turns in being the leader, reporter and taking other roles in group work
- share and participate in activities involving different students
- show respect for other students and their contributions.

### ***Students with special needs***

Many students have special needs. This includes students who are gifted and those who are disadvantaged. Gifted students should be given opportunities to extend their learning. Students with physical or intellectual impairments and emotional or learning difficulties need special support in the classroom. Teachers have a responsibility to ensure that the learning needs of these students are met. All students are individuals and all have the right to quality education in order to reach their full potential.

## **Teaching and Learning**

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

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

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

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

In Community Living, the main way of learning is through active participation in the community. This means students should:

- take part in cultural activities when they occur
- interview or talk to community or village members
- listen to guest speakers
- participate in activities taught by community or village resource people.

### **Inclusive curriculum**

All students are individuals and all have the right to quality education in order to reach their full potential. An inclusive curriculum uses content, language and teaching methods that take account of all students. All Lower Primary syllabuses value the experiences and knowledge of all students, regardless of gender, ability, geographic location, religious and cultural background or socioeconomic status.

Teachers must ensure that the teaching, learning and assessment activities include all students fairly when interpreting and implementing syllabus learning outcomes. The following statements identify important requirements of an inclusive curriculum:

- All students have fair access to resources, such as time spent with the teacher, space in the classroom, books and equipment and playground space.
- All students have equal opportunity to participate fully in teaching, learning and assessment activities.
- The curriculum includes and addresses the needs and interests of all students: girls as well as boys, gifted students, students with disabilities and students from different cultural and religious backgrounds.
- The experiences and knowledge of all students are valued by teachers and are reflected in classroom practice.
- Teaching and learning methods cater for different learning styles by allowing students opportunities to learn in different ways.
- Teachers use a variety of assessment methods that give students opportunities to demonstrate achievement of learning outcomes.

Teachers have a responsibility to ensure that the curriculum they teach and the classroom practices they use give all students the opportunity to reach their full potential.

### **Relevance**

Community Living enables teachers to support teaching and learning in real life contexts through its Strands: Community, Trading and Culture. For example, students participate in local cultural activities, they find out about examples of goods and services available in their communities or they interview their parents about food taboos.

### **Student-centred learning**

In Community Living, learning is achieved by students actually doing things. Students are encouraged to question, explore and discover for themselves. They should be working in small groups doing activities that help to develop their own ideas and strategies. In a student-centred classroom, the teacher has a facilitator's role. This encourages flexibility and allows the teacher to work closely with one or two students.

### **Language development across the curriculum**

Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for real purpose learning. Specific subjects have different language requirements such as vocabulary and language features. The conventions and differences must be explicitly taught in relevant contexts across the curriculum.

### **Lifelong learning**

Students are involved in a variety of enjoyable activities in Community Living lessons. They gain skills to help them learn and take responsibility for their own learning at school and when they leave school.

### **Multigrade teaching**

Multigrade teaching refers to classes where there are students from more than one grade in a class. It is encouraged for Lower Primary. Learning outcomes are sequenced which enables multigrade teaching. A thematic approach is appropriate for multigrade teaching where students of different grades can work side by side on similar themes.

### **Thematic teaching and Integration**

An integrated approach to teaching and learning is used in Elementary and continues in Lower Primary. Using real life contexts such as community and cultural activities and events makes learning meaningful and interesting. Students are able to integrate knowledge and skills across the curriculum through themes that are community related. The community can also be involved in the teaching and learning through these activities.

Teachers cluster outcomes from different subjects that link naturally together to form these themes. The units of work based on these themes are then taught at appropriate times during the school year. Community Living outcomes integrate easily with all other subjects.

## **Aims**

The aims of the Lower Primary Community Living curriculum are for students to:

- become active and informed citizens who contribute in a positive way to their community
- develop positive attitudes of pride, respect, acceptance, responsibility, honesty, caring, sharing and stewardship
- develop skills that promote good relationships in their lives
- develop skills of problem solving, critical thinking, initiative and curiosity
- develop an appreciation of the importance of their own and other cultures
- develop an understanding of the importance of cultural and environmental sustainability
- develop an understanding of the importance of technology in improving community life
- develop the skills of gathering and analysing information and acting on the new information
- develop an understanding of the importance of goods and services in their everyday living.

---

# Content Overview

The content for this syllabus is organised into three Strands and six Substrands. A Strand such as Community is a useful and convenient way of organising the learning outcomes for a subject.

## Strands and Substrands

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

Each Strand is further organised into Substrands to allow the content to be specified and described as learning outcomes.

Community Living has three Strands: Community, Trading, and Culture.

The Substrands are People, Relationships, Ways communities work, Places, Meeting needs and wants, and Customs.

In Grade 3 the focus is the local and neighbouring communities, students study the district in Grade 4 and the province in Grade 5.

## Community

When considering community it is important to recognise that it can incorporate and refer to a range of contexts. For example, a school can be considered a community. A community can also include a village, town, district or province. A community can be defined by its members, geographical location, rules and laws, culture and customs.

Students study:

- individuals and groups and their relationships
- rules and reasons for having them
- how leaders are chosen
- roles and responsibilities of individuals and groups
- the geography of the community
- the benefits of technology.

The four Substrands of Community are People, Relationships, Ways communities work, and Places.

## Trading

This Strand helps students to understand how needs and wants are satisfied in economical and sustainable ways. Students also study how individuals and groups contribute to the economic growth of their communities.

The Trading Substrand is Meeting needs and wants.

**Culture**

In Community Living, culture incorporates aspects such as beliefs, customs, traditions, values, religions, languages and stories of people. Papua New Guinea has a range of unique and rich cultures and it is essential that this cultural heritage and understanding is passed on to future generations. Students need to develop an understanding and awareness of the importance of their culture. Community Living promotes the development of a range of attitudes and values. Students are encouraged to develop respect and pride in their culture, as well as acceptance of the diversity and culture of others. It is important that students are able to participate in cultural activities such as celebrations, ceremonies and the arts.

The Culture Substrand is Customs.

**Strands and Substrands for Community Living**

Strands	Substrands		
	Grade 3	Grade 4	Grade 5
<b>Community</b>	People Relationships Ways communities work Places	People Relationships Ways communities work Places	People Relationships Ways communities work Places
<b>Trading</b>	Meeting needs and wants	Meeting needs and wants	Meeting needs and wants
<b>Culture</b>	Customs	Customs	Customs

**Learning Outcomes and Indicators**

The Strands and Substrands are expressed as learning outcomes and indicators.

**Learning outcome:**  
*a specific statement that identifies the knowledge, skills, attitudes and values all students should achieve or demonstrate.*

A learning outcome is a specific statement that identifies the knowledge, skills, attitudes and values all students should achieve or demonstrate.

These statements are student-centred and written in terms that enable them to be demonstrated, assessed or measured. For example, outcome 5.1.3 Describe democratic and traditional decision-making processes.

**Indicators:**

*examples of the kinds of things students should be able to do, know and understand if they have achieved an outcome.*

Indicators are examples of the kinds of things students should be able to do, know and understand if they have achieved an outcome.

Each learning outcome is accompanied by a set of indicators. Indicators are what students do, know and understand if they have achieved the learning outcomes. Learning outcomes help teachers to determine the standard expected of students at particular grades in particular subjects. Indicators are examples only and should not be used as checklists.

The learning outcomes and indicators will:

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

# Learning Outcomes

## Numbering Learning Outcomes

Each learning outcome is numbered with three-digits, such as 3.1.2.

The first number refers to the Grade level. The second number refers to the Strand. The third number refers to the outcome in the Strand. Thus, 3.1.2 refers to an outcome at Grade 3, Strand number 1 and outcome number 2.

Strand	Grade 3	Grade 4	Grade 5
<b>Community</b>	<p><b>3.1.1</b> Explain changes in the community and family life and the effects on people</p> <p><b>3.1.2</b> Describe relationships between individuals and groups</p> <p><b>3.1.3</b> Identify rules and how they affect life in the community</p> <p><b>3.1.4</b> Identify and describe local landmarks</p>	<p><b>4.1.1</b> Investigate work people in communities undertake</p> <p><b>4.1.2</b> Explain behaviour that promotes good relationships in the wider community</p> <p><b>4.1.3</b> Evaluate community services and the roles and responsibilities related to them</p> <p><b>4.1.4</b> Identify significant features of the natural environment that have an impact on people</p>	<p><b>5.1.1</b> Analyse people's contributions to the community</p> <p><b>5.1.2</b> Investigate standards of behaviour in different relationships</p> <p><b>5.1.3</b> Describe democratic and traditional decision-making processes</p> <p><b>5.1.4</b> Describe the geographical features of the province</p>
<b>Trading</b>	<p><b>3.2.1.</b> Identify goods and services that satisfy needs and wants</p>	<p><b>4.2.1</b> Describe ways goods and services are exchanged in the community</p>	<p><b>5.2.1</b> Analyse the distribution of goods and services</p>
<b>Culture</b>	<p><b>3.3.1</b> Identify and describe local customs</p>	<p><b>4.3.1</b> Describe customs related to events of significance</p>	<p><b>5.3.1</b> Investigate relationships within societies</p>

# Learning Outcomes and Indicators

## Strand: COMMUNITY

Substrand	Grade 3	Grade 4	Grade 5
<b>People</b>	<b>3.1.1</b> Explain changes in the community and family life and the effects on people	<b>4.1.1</b> Investigate work people in communities undertake	<b>5.1.1</b> Analyse people's contributions to the community
<p><i>All indicators are listed as bullet points after each outcome. The list of indicators always begins with the statement: Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example</i></p>	<p><b>Indicators</b> Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p> <ul style="list-style-type: none"> <li>• share different points of view about changes in the community</li> <li>• find out and report on the history of their community</li> <li>• make before and after charts to show changes in gardening or farming, fishing, hunting, or types and styles of houses</li> <li>• use role play to show the importance of family members and their contributions to the family and other groups</li> <li>• record changes in the past and present that benefit the family or community</li> <li>• make murals to show the groups that individuals belong to such as class, family, sporting groups</li> <li>• talk about events that they attend with a particular group such as sport, leisure, Sunday school, youth</li> <li>• discuss functions and membership of groups</li> <li>• discuss ways community and life have been improved by technology.</li> </ul>		

## Strand: COMMUNITY

Substrand	Grade 3	Grade 4	Grade 5		
<b>Relationships</b>	<b>3.1.2</b> Describe relationships between individuals and groups	<b>4.1.2</b> Explain behaviour that promotes good relationships in the wider community	<b>5.1.2</b> Investigate standards of behaviour in different relationships		
	<p><b>Indicators</b> Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> <li>• dramatise good and bad behaviour</li> <li>• discuss examples of sharing within families and other groups</li> <li>• demonstrate sharing by sharing lunch one day or other things such as pencils</li> <li>• use role play to show good manners such as saying 'please', 'Thank you', 'May I—?'</li> <li>• compose and sing songs about good behaviour in the family or class</li> <li>• demonstrate how to be kind, courteous, respectful, patient while taking turns, sharing, cooperating, helping others</li> <li>• set personal goals about their behaviour and monitor their achievement of those goals.</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> <li>• use role play to show examples of verbal and non-verbal communication which help or damage relationships between individuals and groups</li> <li>• role play the effects of bullying, cheating and lying in different groups and ways to deal with them</li> <li>• draw a table noting the advantages and disadvantages of sharing in the extended family or among wantoks</li> <li>• express opinions for and against issues such as alcohol</li> <li>• dramatise how to respect people as friends, female students, teachers and other people they don't interact with everyday</li> <li>• draw posters of rewards or awards for good behaviour in class, at home and in other groups</li> <li>• write the steps they could use to resolve conflicts and apply these in class or family conflicts.</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> <li>• write a story about how they cared for someone else such as a bubu, a sick person</li> <li>• explain standards of behaviour such as acceptable behaviour in the family, peer, class or church groups</li> <li>• explain the benefits of having standards of behaviour</li> <li>• discuss how people develop standards of behaviour such as unwritten rules of behaviour at home</li> <li>• role play how different behaviour is appropriate for different situations such as at church, on the sports field, at home, in the playground</li> <li>• discuss examples of standards of behaviour used in different groups such as which leaders in different groups to respect and how to show respect to them</li> <li>• develop and implement a set of standards of behaviour in their classroom.</li> </ul> </td> </tr> </table>			<ul style="list-style-type: none"> <li>• dramatise good and bad behaviour</li> <li>• discuss examples of sharing within families and other groups</li> <li>• demonstrate sharing by sharing lunch one day or other things such as pencils</li> <li>• use role play to show good manners such as saying 'please', 'Thank you', 'May I—?'</li> <li>• compose and sing songs about good behaviour in the family or class</li> <li>• demonstrate how to be kind, courteous, respectful, patient while taking turns, sharing, cooperating, helping others</li> <li>• set personal goals about their behaviour and monitor their achievement of those goals.</li> </ul>	<ul style="list-style-type: none"> <li>• use role play to show examples of verbal and non-verbal communication which help or damage relationships between individuals and groups</li> <li>• role play the effects of bullying, cheating and lying in different groups and ways to deal with them</li> <li>• draw a table noting the advantages and disadvantages of sharing in the extended family or among wantoks</li> <li>• express opinions for and against issues such as alcohol</li> <li>• dramatise how to respect people as friends, female students, teachers and other people they don't interact with everyday</li> <li>• draw posters of rewards or awards for good behaviour in class, at home and in other groups</li> <li>• write the steps they could use to resolve conflicts and apply these in class or family conflicts.</li> </ul>
<ul style="list-style-type: none"> <li>• dramatise good and bad behaviour</li> <li>• discuss examples of sharing within families and other groups</li> <li>• demonstrate sharing by sharing lunch one day or other things such as pencils</li> <li>• use role play to show good manners such as saying 'please', 'Thank you', 'May I—?'</li> <li>• compose and sing songs about good behaviour in the family or class</li> <li>• demonstrate how to be kind, courteous, respectful, patient while taking turns, sharing, cooperating, helping others</li> <li>• set personal goals about their behaviour and monitor their achievement of those goals.</li> </ul>	<ul style="list-style-type: none"> <li>• use role play to show examples of verbal and non-verbal communication which help or damage relationships between individuals and groups</li> <li>• role play the effects of bullying, cheating and lying in different groups and ways to deal with them</li> <li>• draw a table noting the advantages and disadvantages of sharing in the extended family or among wantoks</li> <li>• express opinions for and against issues such as alcohol</li> <li>• dramatise how to respect people as friends, female students, teachers and other people they don't interact with everyday</li> <li>• draw posters of rewards or awards for good behaviour in class, at home and in other groups</li> <li>• write the steps they could use to resolve conflicts and apply these in class or family conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• write a story about how they cared for someone else such as a bubu, a sick person</li> <li>• explain standards of behaviour such as acceptable behaviour in the family, peer, class or church groups</li> <li>• explain the benefits of having standards of behaviour</li> <li>• discuss how people develop standards of behaviour such as unwritten rules of behaviour at home</li> <li>• role play how different behaviour is appropriate for different situations such as at church, on the sports field, at home, in the playground</li> <li>• discuss examples of standards of behaviour used in different groups such as which leaders in different groups to respect and how to show respect to them</li> <li>• develop and implement a set of standards of behaviour in their classroom.</li> </ul>			

**Strand: COMMUNITY**

Substrand	Grade 3	Grade 4	Grade 5			
<p><b>Ways communities work</b></p>	<p><b>3.1.3</b> Identify rules and how they affect life in the community</p>	<p><b>4.1.3</b> Evaluate community services and the roles and responsibilities related to them</p>	<p><b>5.1.3</b> Describe democratic and traditional decision-making processes</p>			
<p><b>Indicators</b> Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> <li>• explain reasons for having rules in the family, school and the local community</li> <li>• identify similarities and differences between their rights in their family and at school</li> <li>• discuss some religious or church rules</li> <li>• dramatise what happens when rules are broken</li> <li>• talk about the consequences of not having rules</li> <li>• list some school, class and traditional rules</li> <li>• make and observe rules to protect their personal rights and the rights of others in the class and family</li> <li>• collect information about rules from people or books.</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> <li>• identify services provided for the community, district and province and describe the condition they are in</li> <li>• describe individuals and groups who provide services such as health, education, transport</li> <li>• explain the rights and responsibilities of consumers and producers</li> <li>• discuss ways people can work together to maintain services</li> <li>• participate in community activities such as cleaning the church, village wells, clinic</li> <li>• draw pictures showing how community members take care of services in their communities</li> <li>• conduct a 'round robin' debate in which each student or team describes benefits of looking after services.</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> <li>• explain how traditional rules or laws guide decision-making</li> <li>• contribute to decision-making processes in the class and school</li> <li>• draw a table to compare how decisions are made in local and provincial governments</li> <li>• list the roles and responsibilities of their elected leaders</li> <li>• draw and interpret community and provincial government structures</li> <li>• describe responsibilities of the provincial government</li> <li>• describe the electoral process including voting, campaigning</li> <li>• have a class election using the Limited Preferential Voting (LPV) system with students taking on roles such as marking names off the roll as they vote, counting votes, scrutinising that the system is fair</li> <li>• summarise a talk by a guest speaker on decision-making in traditional society.</li> </ul> </td> </tr> </table>				<ul style="list-style-type: none"> <li>• explain reasons for having rules in the family, school and the local community</li> <li>• identify similarities and differences between their rights in their family and at school</li> <li>• discuss some religious or church rules</li> <li>• dramatise what happens when rules are broken</li> <li>• talk about the consequences of not having rules</li> <li>• list some school, class and traditional rules</li> <li>• make and observe rules to protect their personal rights and the rights of others in the class and family</li> <li>• collect information about rules from people or books.</li> </ul>	<ul style="list-style-type: none"> <li>• identify services provided for the community, district and province and describe the condition they are in</li> <li>• describe individuals and groups who provide services such as health, education, transport</li> <li>• explain the rights and responsibilities of consumers and producers</li> <li>• discuss ways people can work together to maintain services</li> <li>• participate in community activities such as cleaning the church, village wells, clinic</li> <li>• draw pictures showing how community members take care of services in their communities</li> <li>• conduct a 'round robin' debate in which each student or team describes benefits of looking after services.</li> </ul>	<ul style="list-style-type: none"> <li>• explain how traditional rules or laws guide decision-making</li> <li>• contribute to decision-making processes in the class and school</li> <li>• draw a table to compare how decisions are made in local and provincial governments</li> <li>• list the roles and responsibilities of their elected leaders</li> <li>• draw and interpret community and provincial government structures</li> <li>• describe responsibilities of the provincial government</li> <li>• describe the electoral process including voting, campaigning</li> <li>• have a class election using the Limited Preferential Voting (LPV) system with students taking on roles such as marking names off the roll as they vote, counting votes, scrutinising that the system is fair</li> <li>• summarise a talk by a guest speaker on decision-making in traditional society.</li> </ul>
<ul style="list-style-type: none"> <li>• explain reasons for having rules in the family, school and the local community</li> <li>• identify similarities and differences between their rights in their family and at school</li> <li>• discuss some religious or church rules</li> <li>• dramatise what happens when rules are broken</li> <li>• talk about the consequences of not having rules</li> <li>• list some school, class and traditional rules</li> <li>• make and observe rules to protect their personal rights and the rights of others in the class and family</li> <li>• collect information about rules from people or books.</li> </ul>	<ul style="list-style-type: none"> <li>• identify services provided for the community, district and province and describe the condition they are in</li> <li>• describe individuals and groups who provide services such as health, education, transport</li> <li>• explain the rights and responsibilities of consumers and producers</li> <li>• discuss ways people can work together to maintain services</li> <li>• participate in community activities such as cleaning the church, village wells, clinic</li> <li>• draw pictures showing how community members take care of services in their communities</li> <li>• conduct a 'round robin' debate in which each student or team describes benefits of looking after services.</li> </ul>	<ul style="list-style-type: none"> <li>• explain how traditional rules or laws guide decision-making</li> <li>• contribute to decision-making processes in the class and school</li> <li>• draw a table to compare how decisions are made in local and provincial governments</li> <li>• list the roles and responsibilities of their elected leaders</li> <li>• draw and interpret community and provincial government structures</li> <li>• describe responsibilities of the provincial government</li> <li>• describe the electoral process including voting, campaigning</li> <li>• have a class election using the Limited Preferential Voting (LPV) system with students taking on roles such as marking names off the roll as they vote, counting votes, scrutinising that the system is fair</li> <li>• summarise a talk by a guest speaker on decision-making in traditional society.</li> </ul>				

## Strand: COMMUNITY

Substrand	Grade 3	Grade 4	Grade 5			
<p><b>Places</b></p>	<p>3.1.4 Identify and describe local landmarks</p>	<p>4.1.4 Identify significant features of the natural environment that have an impact on people</p>	<p>5.1.4 Describe the geographical features of the province</p>			
	<p><b>Indicators</b> Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• draw a map of the local area highlighting natural and built features such as village, school, suburb</li> <li>• gather information about local names for geographical features</li> <li>• identify important places such as sacred, ceremonial or historical sites</li> <li>• make a model of the community or local area and label different parts such as trees, houses</li> <li>• use a map key to interpret simple maps</li> <li>• draw a table sorting and listing aspects of the environment into built and natural environment.</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• describe the special relationship their people have with the land and sea through drawings, dramatisations and stories</li> <li>• draw and describe a seasonal or community calendar listing when different types of foods are available and when activities like planting or harvesting take place</li> <li>• discuss why people build their houses the way they do in their community, district or province</li> <li>• write or tell a story describing how their people survived a natural disaster</li> <li>• explain why people choose to live where they are such as beside a river, on a mountain top</li> <li>• discuss how weather and climate affects people and their way of life such as food, clothing, houses, transport.</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• locate, name and map towns, provincial capital, district centres, rivers, seas, mountains, roads, airstrips and other features in the province</li> <li>• map the important resources of the province renewable and non-renewable</li> <li>• use geographical terms to describe natural and built features of the province</li> <li>• interpret physical and political maps of the province</li> <li>• give reasons why particular activities may be associated with particular natural or built features such as why an airport is where it is</li> <li>• describe the province using local cultural areas and boundaries as a way of understanding the province</li> <li>• interpret different kinds of maps about the province</li> <li>• use geographical tools to locate places, such as maps, atlases, globes</li> <li>• differentiate between built and natural features.</li> </ul> </td> </tr> </table>			<ul style="list-style-type: none"> <li>• draw a map of the local area highlighting natural and built features such as village, school, suburb</li> <li>• gather information about local names for geographical features</li> <li>• identify important places such as sacred, ceremonial or historical sites</li> <li>• make a model of the community or local area and label different parts such as trees, houses</li> <li>• use a map key to interpret simple maps</li> <li>• draw a table sorting and listing aspects of the environment into built and natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the special relationship their people have with the land and sea through drawings, dramatisations and stories</li> <li>• draw and describe a seasonal or community calendar listing when different types of foods are available and when activities like planting or harvesting take place</li> <li>• discuss why people build their houses the way they do in their community, district or province</li> <li>• write or tell a story describing how their people survived a natural disaster</li> <li>• explain why people choose to live where they are such as beside a river, on a mountain top</li> <li>• discuss how weather and climate affects people and their way of life such as food, clothing, houses, transport.</li> </ul>	<ul style="list-style-type: none"> <li>• locate, name and map towns, provincial capital, district centres, rivers, seas, mountains, roads, airstrips and other features in the province</li> <li>• map the important resources of the province renewable and non-renewable</li> <li>• use geographical terms to describe natural and built features of the province</li> <li>• interpret physical and political maps of the province</li> <li>• give reasons why particular activities may be associated with particular natural or built features such as why an airport is where it is</li> <li>• describe the province using local cultural areas and boundaries as a way of understanding the province</li> <li>• interpret different kinds of maps about the province</li> <li>• use geographical tools to locate places, such as maps, atlases, globes</li> <li>• differentiate between built and natural features.</li> </ul>
<ul style="list-style-type: none"> <li>• draw a map of the local area highlighting natural and built features such as village, school, suburb</li> <li>• gather information about local names for geographical features</li> <li>• identify important places such as sacred, ceremonial or historical sites</li> <li>• make a model of the community or local area and label different parts such as trees, houses</li> <li>• use a map key to interpret simple maps</li> <li>• draw a table sorting and listing aspects of the environment into built and natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the special relationship their people have with the land and sea through drawings, dramatisations and stories</li> <li>• draw and describe a seasonal or community calendar listing when different types of foods are available and when activities like planting or harvesting take place</li> <li>• discuss why people build their houses the way they do in their community, district or province</li> <li>• write or tell a story describing how their people survived a natural disaster</li> <li>• explain why people choose to live where they are such as beside a river, on a mountain top</li> <li>• discuss how weather and climate affects people and their way of life such as food, clothing, houses, transport.</li> </ul>	<ul style="list-style-type: none"> <li>• locate, name and map towns, provincial capital, district centres, rivers, seas, mountains, roads, airstrips and other features in the province</li> <li>• map the important resources of the province renewable and non-renewable</li> <li>• use geographical terms to describe natural and built features of the province</li> <li>• interpret physical and political maps of the province</li> <li>• give reasons why particular activities may be associated with particular natural or built features such as why an airport is where it is</li> <li>• describe the province using local cultural areas and boundaries as a way of understanding the province</li> <li>• interpret different kinds of maps about the province</li> <li>• use geographical tools to locate places, such as maps, atlases, globes</li> <li>• differentiate between built and natural features.</li> </ul>				

## Strand: TRADING

Substrand	Grade 3	Grade 4	Grade 5			
<b>Meeting needs and wants</b>	<b>3.2.1</b> Identify goods and services that satisfy needs and wants	<b>4.2.1</b> Describe ways goods and services are exchanged in the community	<b>5.2.1</b> Analyse the distribution of goods and services			
<p><b>Indicators</b> Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• describe some services available in the community</li> <li>• role play what people do in certain places such as stores, markets, aid posts</li> <li>• discuss things seen at different places after visits or excursions</li> <li>• draw and label goods and services available in the community</li> <li>• participate in a barter session and report on it</li> <li>• discuss how leisure activities meet people's needs such as craftwork, weaving, jewellery making</li> <li>• draw a table showing goods given and received in a barter exchange</li> <li>• sort goods into groups such as locally grown, processed, imported</li> <li>• explain the difference between goods and services</li> <li>• use drawings to show how some goods are made or produced</li> <li>• draw a poster showing goods and services that satisfy their needs as individuals and groups.</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• describe traditional forms of barter and compare it with modern versions such as 'basket to basket'</li> <li>• define exchange, market, barter, supply and demand goods, services and money</li> <li>• draw the local market where fresh produce is exchanged</li> <li>• discuss the relationship between supply and demand and effects on prices</li> <li>• identify some examples of traditional and modern forms of money or currency such as shell money, cash, bank cards</li> <li>• differentiate between goods and services exchanged in the community</li> <li>• identify and list goods for consumption and those for trade</li> <li>• name and locate on a map local cash crops.</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• draw a flow chart showing the movement of a product from its source to consumer</li> <li>• map transport and communication networks and explain how these affect trade in the province</li> <li>• interpret maps showing flow of trade throughout the province</li> <li>• name goods and services available in the province and describe how these are distributed</li> <li>• define trade, product, consumer and producer</li> <li>• compare 'market' in the barter system and a modern market such as supermarket, wholesale, local food market</li> <li>• describe ways in which people obtain goods and services in the local community</li> <li>• describe and give reasons for the different ways goods are packaged for sale</li> <li>• interpret maps of traditional trade routes of the past and those that are still used today.</li> </ul> </td> </tr> </table>				<ul style="list-style-type: none"> <li>• describe some services available in the community</li> <li>• role play what people do in certain places such as stores, markets, aid posts</li> <li>• discuss things seen at different places after visits or excursions</li> <li>• draw and label goods and services available in the community</li> <li>• participate in a barter session and report on it</li> <li>• discuss how leisure activities meet people's needs such as craftwork, weaving, jewellery making</li> <li>• draw a table showing goods given and received in a barter exchange</li> <li>• sort goods into groups such as locally grown, processed, imported</li> <li>• explain the difference between goods and services</li> <li>• use drawings to show how some goods are made or produced</li> <li>• draw a poster showing goods and services that satisfy their needs as individuals and groups.</li> </ul>	<ul style="list-style-type: none"> <li>• describe traditional forms of barter and compare it with modern versions such as 'basket to basket'</li> <li>• define exchange, market, barter, supply and demand goods, services and money</li> <li>• draw the local market where fresh produce is exchanged</li> <li>• discuss the relationship between supply and demand and effects on prices</li> <li>• identify some examples of traditional and modern forms of money or currency such as shell money, cash, bank cards</li> <li>• differentiate between goods and services exchanged in the community</li> <li>• identify and list goods for consumption and those for trade</li> <li>• name and locate on a map local cash crops.</li> </ul>	<ul style="list-style-type: none"> <li>• draw a flow chart showing the movement of a product from its source to consumer</li> <li>• map transport and communication networks and explain how these affect trade in the province</li> <li>• interpret maps showing flow of trade throughout the province</li> <li>• name goods and services available in the province and describe how these are distributed</li> <li>• define trade, product, consumer and producer</li> <li>• compare 'market' in the barter system and a modern market such as supermarket, wholesale, local food market</li> <li>• describe ways in which people obtain goods and services in the local community</li> <li>• describe and give reasons for the different ways goods are packaged for sale</li> <li>• interpret maps of traditional trade routes of the past and those that are still used today.</li> </ul>
<ul style="list-style-type: none"> <li>• describe some services available in the community</li> <li>• role play what people do in certain places such as stores, markets, aid posts</li> <li>• discuss things seen at different places after visits or excursions</li> <li>• draw and label goods and services available in the community</li> <li>• participate in a barter session and report on it</li> <li>• discuss how leisure activities meet people's needs such as craftwork, weaving, jewellery making</li> <li>• draw a table showing goods given and received in a barter exchange</li> <li>• sort goods into groups such as locally grown, processed, imported</li> <li>• explain the difference between goods and services</li> <li>• use drawings to show how some goods are made or produced</li> <li>• draw a poster showing goods and services that satisfy their needs as individuals and groups.</li> </ul>	<ul style="list-style-type: none"> <li>• describe traditional forms of barter and compare it with modern versions such as 'basket to basket'</li> <li>• define exchange, market, barter, supply and demand goods, services and money</li> <li>• draw the local market where fresh produce is exchanged</li> <li>• discuss the relationship between supply and demand and effects on prices</li> <li>• identify some examples of traditional and modern forms of money or currency such as shell money, cash, bank cards</li> <li>• differentiate between goods and services exchanged in the community</li> <li>• identify and list goods for consumption and those for trade</li> <li>• name and locate on a map local cash crops.</li> </ul>	<ul style="list-style-type: none"> <li>• draw a flow chart showing the movement of a product from its source to consumer</li> <li>• map transport and communication networks and explain how these affect trade in the province</li> <li>• interpret maps showing flow of trade throughout the province</li> <li>• name goods and services available in the province and describe how these are distributed</li> <li>• define trade, product, consumer and producer</li> <li>• compare 'market' in the barter system and a modern market such as supermarket, wholesale, local food market</li> <li>• describe ways in which people obtain goods and services in the local community</li> <li>• describe and give reasons for the different ways goods are packaged for sale</li> <li>• interpret maps of traditional trade routes of the past and those that are still used today.</li> </ul>				

## Strand: CULTURE

Substrand	Grade 3	Grade 4	Grade 5			
<p><b>Customs</b></p>	<p><b>3.3.1</b> Identify and describe local customs</p>	<p><b>4.3.1</b> Describe customs related to events of significance</p>	<p><b>5.3.1</b> Investigate relationships within societies</p>			
<p><b>Indicators</b> Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• identify the symbols and names used by family, school and community groups such as clan animals, school motto, tattoos, flag</li> <li>• take part in cultural activities and celebrations such as music, singing, dancing, chanting</li> <li>• describe food taboos</li> <li>• list and discuss some similarities and differences in customs and symbols of local and other communities</li> <li>• identify examples of cultural conflicts between communities and suggest ways to address these</li> <li>• identify moral messages in traditional or religious stories.</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• draw a timeline highlighting the special events and times in their own and other family members' lives</li> <li>• discuss ceremonies about rites of passage such as initiation, baptism, confirmation</li> <li>• describe traditional customs and religious practices about birth, death and marriage</li> <li>• report on their participation in or observation of a cultural ceremony about birth, death or marriage</li> <li>• compare traditional customs and religious practices about birth, death and marriage</li> <li>• role play changing customs and practices related to key life events.</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• describe the main features of matrilineal and patrilineal societies</li> <li>• draw a table to show similarities and differences between matrilineal and patrilineal societies</li> <li>• describe rules of behaviour in a matrilineal and patrilineal society</li> <li>• discuss roles and responsibilities of members of society in matters dealing with marriage ceremonies, funeral feasts and distribution of wealth such as land</li> <li>• dramatise roles of a chief as compared to other members of society</li> <li>• explain the consequences of a member breaking customs or rules.</li> </ul> </td> </tr> </table>				<ul style="list-style-type: none"> <li>• identify the symbols and names used by family, school and community groups such as clan animals, school motto, tattoos, flag</li> <li>• take part in cultural activities and celebrations such as music, singing, dancing, chanting</li> <li>• describe food taboos</li> <li>• list and discuss some similarities and differences in customs and symbols of local and other communities</li> <li>• identify examples of cultural conflicts between communities and suggest ways to address these</li> <li>• identify moral messages in traditional or religious stories.</li> </ul>	<ul style="list-style-type: none"> <li>• draw a timeline highlighting the special events and times in their own and other family members' lives</li> <li>• discuss ceremonies about rites of passage such as initiation, baptism, confirmation</li> <li>• describe traditional customs and religious practices about birth, death and marriage</li> <li>• report on their participation in or observation of a cultural ceremony about birth, death or marriage</li> <li>• compare traditional customs and religious practices about birth, death and marriage</li> <li>• role play changing customs and practices related to key life events.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the main features of matrilineal and patrilineal societies</li> <li>• draw a table to show similarities and differences between matrilineal and patrilineal societies</li> <li>• describe rules of behaviour in a matrilineal and patrilineal society</li> <li>• discuss roles and responsibilities of members of society in matters dealing with marriage ceremonies, funeral feasts and distribution of wealth such as land</li> <li>• dramatise roles of a chief as compared to other members of society</li> <li>• explain the consequences of a member breaking customs or rules.</li> </ul>
<ul style="list-style-type: none"> <li>• identify the symbols and names used by family, school and community groups such as clan animals, school motto, tattoos, flag</li> <li>• take part in cultural activities and celebrations such as music, singing, dancing, chanting</li> <li>• describe food taboos</li> <li>• list and discuss some similarities and differences in customs and symbols of local and other communities</li> <li>• identify examples of cultural conflicts between communities and suggest ways to address these</li> <li>• identify moral messages in traditional or religious stories.</li> </ul>	<ul style="list-style-type: none"> <li>• draw a timeline highlighting the special events and times in their own and other family members' lives</li> <li>• discuss ceremonies about rites of passage such as initiation, baptism, confirmation</li> <li>• describe traditional customs and religious practices about birth, death and marriage</li> <li>• report on their participation in or observation of a cultural ceremony about birth, death or marriage</li> <li>• compare traditional customs and religious practices about birth, death and marriage</li> <li>• role play changing customs and practices related to key life events.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the main features of matrilineal and patrilineal societies</li> <li>• draw a table to show similarities and differences between matrilineal and patrilineal societies</li> <li>• describe rules of behaviour in a matrilineal and patrilineal society</li> <li>• discuss roles and responsibilities of members of society in matters dealing with marriage ceremonies, funeral feasts and distribution of wealth such as land</li> <li>• dramatise roles of a chief as compared to other members of society</li> <li>• explain the consequences of a member breaking customs or rules.</li> </ul>				

# Assessment and Reporting

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

## Assessment

**Assessment:**  
*the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.*

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

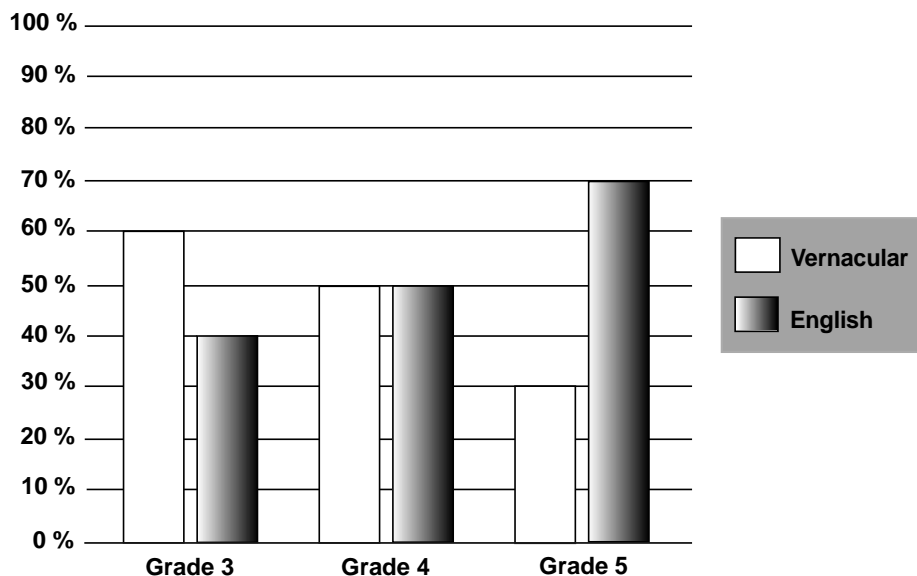
Teachers record evidence of students' learning and use this to make judgements about their achievements of the learning outcomes. To ensure that assessment is fair and balanced, teachers must use a range of assessment methods including:

- observing and recording details of students' performance on particular tasks
- conferencing or talking and questioning the students about their work and how they are thinking and feeling: their attitudes towards work
- analysing students' products
- setting written assignments, projects and practical work
- setting and marking written tests.

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

## Assessment in vernacular and English

The suggested percentage of assessment, teaching and learning in vernacular and English is shown below:



Teachers will need to apply the principles described in the *National Assessment and Reporting Policy 2003* (NDOE, 2003) to ensure that students are treated fairly and given many opportunities to demonstrate their achievement of the learning outcomes in each subject. When assessing students' achievements, teachers should be clear about:

- which language best enables students to demonstrate their learning
- whether they are assessing subject content or language skills and knowledge, or both
- whether the percentages of assessment in vernacular and English are similar to those suggested in the graph on the previous page.

### **Assessment in Lower Primary**

Assessment in Lower Primary schooling is the continuous process of finding out if students have achieved the learning outcomes. Assessment at Lower Primary should:

- be predominantly integrated into teaching and learning activities as students bridge from vernacular to English
- use a range of assessment methods
- use local cultural approaches to assess and report students' achievements where appropriate
- be used for diagnostic purposes only.

### **Assessment in Community Living**

Continuous assessment is essential to provide feedback to the student and teacher about each student's progress and areas needing improvement. Community Living encourages assessment in collaboration with community members to promote and develop pride in the vernacular language and cultural values, morals, beliefs and attitudes.

### **Recording**

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

- anecdotal notes in a journal or diary
- checklists
- portfolios of students' work
- progressive records
- work samples with comments written by the teacher.

**Reporting:**

*communicating clearly to students, parents, guardians, teachers and others, the information gained from assessing students' learning.*

## **Reporting**

Reporting is communicating clearly to students, parents, guardians, teachers and others, the information gained from assessing students' learning.

Students reports should be based on assessment information collected from ongoing assessments. Schools will decide on how reports will be presented to best suit the needs of their communities. Methods will include interviews and written reports. Written reports should include:

- a written record of learning outcomes achieved by students since the previous report
- a written record of the learning outcomes the student is now working towards
- information about students' attitudes, values and other additional information that is specific to individual students.

*(National Assessment and Reporting Policy 2003, NDOE, 2003, p. 6)*

## **Evaluation**

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

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

## References

### **NDOE**

*NDOE refers to the Department of Education, Papua New Guinea, otherwise referred to as the National Department of Education.*

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

NDOE 1999, 'Language Policy in All Schools', Ministerial Policy Statement No. 38/99, NDOE, Waigani

NDOE 2000, *Primary Education Handbook* 2nd edn, NDOE, Waigani

NDOE 2002, *National Curriculum Statement*, NDOE, Waigani

NDOE 2003, *Culture and Community Elementary Syllabus 2003*, NDOE, Waigani

NDOE 2003, *Gender Equity in Education Policy*, NDOE, Waigani

NDOE 2003, *Making a Living Upper Primary Syllabus 2003*, NDOE, Waigani

NDOE 2003, *National Assessment and Reporting Policy 2003*, NDOE, Waigani

NDOE 2003, *Personal Development Upper Primary Syllabus 2003*, NDOE, Waigani

NDOE 2003, *Social Science Upper Primary Syllabus 2003*, NDOE, Waigani

### **Other**

Baker, C. 1996, *Foundations of Bilingual Education and Bilingualism* 2nd edn, Multilingual Matters, Sydney

Dutcher, N. 1995, *The Use of First and Second Languages in Education: A Review of International Experience*, Pacific Islands Discussion Paper Series, no 1, World Bank, Washington

---

## Appendix

### MINISTERIAL POLICY STATEMENT

#### Language Policy In All Schools

The authority of this Ministerial Policy Statement is Section 27 (1) (h) of the Education Act (Chapter No. 163) as amended.

The purpose of this circular is to advise authorities of all institutions within the National Education System regarding the use of languages in schools. This statement should be read in conjunction with the Ministerial Policy Statement No. 1/91 and Secretary's Instruction No. 1/91.

The future direction for language use in the formal school system as stated in Secretary's circular No. 1/91 is that the language of the community, together with its cultures, spiritual and work practices will form the basis for the activities of the school.

In practice, using the language of the community as the basis for the school activities means the use of vernacular or a language spoken by both the students and the teacher in the school system for teaching and learning. The use of vernacular languages establishes strong culture bonding between children and their community. This is one of the aims of the education reform in Papua New Guinea. Research findings also support the use of vernacular languages in schools.

The findings indicate that:

- there are academic achievement benefits for the student from being bilingual
- to stop students learning in their first language and forcing them to learn only in a new language can be harmful and obstructive to their development
- it usually takes an English language learner five or more years to develop the ability to use English for learning complex concepts
- beginning schooling in the children's first language and using this language for continued learning and development while the English language is being learned, is the best way for children to develop their full potential in schooling.

On the basis of this information, the reform curriculum calls for a program of bilingual education in Primary Schools. Children who graduate from Elementary Schools will enter this new bilingual program in Grade 3.

1. At the Elementary School level (Prep to Elementary 2), this means that the language of instruction is completely in the children's vernacular language, or the community lingua franca, with an introduction to oral English at the end of Elementary 2. Children will leave Elementary School literate in their first language.

The community through their Parents and Citizens Association (P&C) and the Board of Management (BOM) will decide the language to be used at the Elementary level of education.

In practice, the community must be informed in order to make the decision on what language should be used at Elementary level. The language chosen should be the language that is shared in the community and used for most communication in that community.

2. At the Lower Primary level (Grades 3-5) the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout Lower Primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of Grade 5, using "Teaching English to Speakers of Other Languages" (TESOL) methodology.

At the Lower Primary level, while English is being learned, the language mostly used for teaching and learning should be the same language that the children used in Elementary school.

Where a number of active languages exist in one community, the main language of interaction between the language groups and of commerce in the community should be the language selected, that is the local lingua franca.

Every effort must be made to appoint vernacular speaking teachers to the Lower Primary grades, particularly those who have received inservice in bilingual education strategies.

3. At the Upper Primary level (Grades 6-8), class activities will be conducted with English as the main language of instruction, but students should still be provided with opportunities to further develop their oral and written vernacular (or lingua franca) skills.
4. At the Secondary level and Provincial High School level including Vocational School, lessons will be conducted in English. But advantage should be taken where opportunities arise for students to further develop their oral and written vernacular (or lingua franca) skills or if a concept can be better explained using the vernacular or lingua franca.

Whereas children must be encouraged to learn and use English, all schools at all levels should not discourage free communication in vernacular languages that the children speak in and out of school grounds. This will establish confidence in students to use vernacular in academic learning.

Honourable Prof. JOHN WAIKO, Ph.D, MP.

**Minister for Education**