Personal Development

Upper Secondary

Syllabus

Papua New Guinea
Department of Education

Acknowledgements

Contents

Secretary's message

This Personal Development syllabus is to be used by teachers to teach Upper Secondary students (Grades 11 and 12) throughout Papua New Guinea. This syllabus builds upon concepts, skills and attitudes learnt in Lower Secondary and provides a sound foundation for further learning.

The Upper Secondary Personal Development Syllabus contributes to integral human development as it is based on the students' physical environments, societies and cultures. It links to the National Education Plan's vision, which is that secondary education enables students to achieve their individual potential to lead productive lives as members of the local, national and international community.

Personal Development focuses on enabling all students to develop self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives and to promote and improve their lifestyles. It enables students to take pride in their unique cultures and value systems and to act morally and ethically as responsible citizens of Papua New Guinea.

This syllabus addresses a wide range of personal, social and health issues, such as reproductive health, issues associated with population growth, HIV and AIDS, illicit drugs and alcohol, teenage pregnancies, law and order problems and many more.

Personal Development equips students with the necessary knowledge and skills to address and help minimise the personal and social issues affecting them and the country as a whole. All students should be encouraged to participate in community activities to enable them to reach their potential in all aspects of their life and contribute positively to the community.

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

DR JOSEPH PAGELIO
Secretary for Education

Introduction

This syllabus is based on the curriculum principles from the National Curriculum Statement. It has been designed using learning outcomes that identify the knowledge, skills, attitudes and values that all students achieve or demonstrate by the end of Grade 12. It is linked to the national curriculum learning area Culture and Community and builds on the knowledge and skills students have learnt since elementary grades. This Personal Development syllabus offers a number of pathways to post-secondary study and the workforce. It has specialised and general applications in both areas.

Lower Secondary Personal Development Strands	Lower Secondary Personal Development Units	Upper Secondary Personal Development Strands	Upper Secondary Personal Development Units
Relationships and character development Healthy living Spirituality	Sport and Fitness Who am I? Fitness and Me Health The Papua New Guinean Way Reproductive and Sexual Health Family and Relationships Universal Values	Relationships and character development Healthy living Spirituality and morality Social justice	I Am a Role Model My Life, My Future My Relationships My Religious Values I Can Make a Difference I Want a Healthy, Happy Family I Think, Therefore I Am

Personal Development requires a high level of English competency. Students need to be fluent in reading, writing and speaking English for research, report writing and oral and written presentations.

Assessment is an important component of teaching for learning and is integrated into the learning and teaching activities of Personal Development. Continuous assessment in Personal Development provides feedback to students and the teacher on students' progress towards achievement of the learning outcomes. It helps students improve their standards of achievement by knowing what they need to do well and where they need to improve. In Personal Development, teachers gather evidence from students' work during the course of the term and use those continuous assessments to improve their teaching and students' learning.

Personal Development makes a unique contribution to the curriculum in that it promotes the development of the student as a whole person. Implementing the Personal Development syllabus has the potential to contribute to improved quality of life for all people in the community.

This syllabus is based on the notion of health: it encompasses all aspects of individual well-being in terms of social, mental, physical and spiritual health. It is concerned with developing in students the knowledge and understanding, skills, values and attitudes that will enable them to lead healthy and fulfilling lifestyles.

Personal Development encourages students to learn about the physical, social, cognitive and emotional changes that occur throughout their lives and the feelings, reactions and adjustments that may be associated with these changes. It also provides the opportunity for students to examine the nature of relationships and the factors that help or hinder their effectiveness.

Personal Development builds on learning from Lower Secondary where the focus is on attaining basic knowledge, skills, values and attitudes to live productive and healthy lifestyles.

This syllabus outlines the strands and units for all students in Grades 11 and 12 as outlined in the table above. The learning in Personal Development is more meaningful and interesting when students explore the options to develop the knowledge, skills, values and attitudes necessary for active lifestyles, and which include learning to act in ways that will keep themselves and others safe. This enables students to make responsible decisions about health and social issues such as nutrition, drug and alcohol abuse, HIV and AIDS, law and order and so on, and how to act on their decisions.

Personal Development is to be timetabled for 80–100 minutes per week in Grades 11 and 12.

Rationale

Papua New Guinea, like many countries in the world today, is facing challenges associated with rapid social, economic, political and technological change. The education system is an avenue through which such challenges can be addressed, enabling young people to develop appropriate knowledge, skills, values and attitudes to manage these issues. Personal Development at Upper Secondary level will assist students to practise what they have learnt, respect themselves and others, and become role models in their families, schools and the community.

Personal Development contributes significantly to the social, moral and spiritual development of students, empowering them to function positively in relationships with their peer group, family and community. Personal Development enables students to build their character on Christian, religious and universal values, strong ethics and spiritual awareness. Students model healthy habits and contribute to a just local, national and global society through advocacy. Students think critically about issues affecting their community and take actions to improve the lives of themselves and others.

Personal Development encourages students to realise their full potential and take a positive approach to managing their lives. Students in Grades 11 and 12 are faced with many challenging issues and opportunities. They must make moral decisions and demonstrate behaviour for a peaceful, healthy and meaningful life built upon self-confidence and self-esteem. Personal Development develops the qualities of a role model through a wide range of life skills. The skills, understanding and values learnt are the foundation for lifelong learning and a healthy future.

Aims

Personal Development aims to:

- develop healthy self-esteem, self-confidence, accountability and responsible autonomy that will enable students to show a respect for difference and diversity
- encourage students to be creative, innovative and rational thinkers in their response to challenges in life
- encourage students to have a strong sense of social justice and be able to respond to social issues for the common good in cooperation with others
- encourage students to practise healthy behaviour and healthy relationships as a fundamental part of their life
- assist students to think for themselves, developing positive morals and values while viewing learning as a lifelong endeavour
- enable students to be responsible citizens and role models who can apply the necessary qualities and skills in order to live happily and productively in their communities.

Strands

The study of Personal Development is described in the following strands:

- 'Relationships and character development'
- 'Healthy living'
- 'Spirituality and morality'
- 'Social justice'

Relationships and character development

This strand enables students to acquire knowledge, skills, attitudes and values to help them to become responsible and respectable citizens and role models in their communities. Students learn to make wise choices and decisions for themselves in relation to others. Students learn the importance of relationships in their everyday living. They also learn to build and develop appropriate behaviours, advocacy skills and attitudes that will enable them to contribute positively and live harmoniously in their communities.

Healthy living

This strand deals with the physical and health aspects of the individual. Students acquire appropriate knowledge, life skills, attitudes and values in order to live a healthy life and help others improve their health. Health issues such as HIV and AIDS, STIs, reproductive sexual health, drugs and drug abuse, and alcohol and alcohol abuse are studied. The strand emphasises students as role models for healthy living.

Spirituality and morality

This strand covers spiritual and moral aspects of the subject. This includes knowledge, skills, attitudes and values from Christian, traditional, and other faiths in Papua New Guinea. Students study Christian denominational and other religious practices. They explore moral and ethical dilemmas on social issues, explaining and defending their views from a base of universal values and religious teachings.

Social justice

This strand covers the advocacy aspects of the subject. Students will acquire the skills and knowledge required to be an effective advocate for change. Activities that tackle social issues such as gambling, violence, generational names and gender inequity are planned and carried out. Students develop a positive attitude and become role models and advocates for improving the common good, both in and out of school.

Learning outcomes

The Personal Development learning outcomes identify the knowledge, skills, attitudes and values all students achieve or demonstrate at the end of Grade 12. 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.

Safety, care and ethical behaviour

The Department of Education requires all teachers to have a duty of care. Personal Development can include sensitive subject matter and teachers need to exercise professionalism in this area and follow the Teaching Service Commission Code of Ethics at all times.

All students and teachers have a duty to act responsibly, ethically and safely. They must follow safety instructions, school rules and procedures at all times.

All schools and all teachers must observe national and church agency policies including the *HIV/AIDS Policy for the National Education System 2005* as instructed by the Secretary for Education.

Learning outcomes mapped against units							
Learning outcomes	**Units**						
	11.1	**11.2**	**11.3**	**11.4**	**12.1**	**12.2**	**12.3**
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 a 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	✓				✓		

Unit sequence and content

Grade 11 units	Grade 12 units
11.1: I Am a Role Model *10 weeks* • What is a role model? • Am I a role model? • What are the social issues in schools? • Being a mentor and a peer educator • Action planning and taking action **11.2: My Life, My Future** *10 weeks* • What are my rights and responsibilities in sexual relationships? • Principles and consequences of sex • Cross-generational sex • Sexuality, sexual response and sexual orientation • Sexual exploitation, harassment and abuse • Human and legal rights • Risky and safer sexual behaviour • Voluntary counselling and testing (VCT), anti-retroviral therapy (ART) and home-based care • Addiction, alcohol and drug abuse **11.3 My Relationships** *10 weeks* • Relationships • Types of communication • Self-awareness and the character of others • Tolerance, prejudice, stereotypes, stigma and discrimination • Being a role model in relationships **11.4 My Religious Values** *10 weeks* • Different religions in Papua New Guinea • How do churches in Papua New Guinea work together? • How can other religions and Christians in Papua New Guinea work together? • Universal values and universal rights • Anti-social behaviour, gambling and violence • Conflict resolution, counselling and tolerance for diversity	**12.1: I Can Make a Difference** *10 weeks* • Human rights and responsibilities • What is an advocate? • Social justice issues, causes and effects • Social justice advocacy action planning skills • Types of non-violent advocacy messages • Taking action as an advocate **12.2: I Want a Healthy, Happy Family** *10 weeks* • Family and health issues: Causes and effects • Rights of the family and the child • Who advocates for family and health? • Maternal and child health • Healthy marriage • Good parenting • Gender equity and its importance • Being an advocate for change **12.3 I Think, Therefore I Am** *10 weeks* • Social issues in the family • Social issues in the wider society • Moral reasoning and persuasive skills • Where do our views on social issues come from? • Empathy • Self-confidence and mutual respect for different views

Grade 11 units

11.1 I Am a Role Model

10 weeks, 20 periods

The purpose of this unit is to empower the student to demonstrate positive behaviour as a role model, peer educator and mentor in a range of situations. Students explain the roles and responsibilities of role models in and out of school. Students address a social issue in their school by planning and leading appropriate change. They continue to develop and demonstrate positive attitudes to difference and diversity in their communities. They grow in self-confidence and self-esteem and show an understanding of the need to help and support others.

Students work on their own, in pairs and in small groups of four (mixed or same-sex groups); and may mentor younger students. Teaching is enabling, encouraging, facilitating, empowering and face-to-face teaching. Teachers are encouraged to invite appropriate guest speakers as role models.

The knowledge, skills and attitudes in this unit are further developed in 11.2 'My Life, My Future', 11.3 'My Relationships', 12.1 'I Can Make a Difference and 12.2 'I Want a Healthy, Happy Family'. The unit relates mainly to the 'Relationships and character development' and 'Social justice' strands. Achievement of learning outcomes is through oral and written presentations.

Learning outcomes

Students can:

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

To achieve the learning outcomes, students:
- demonstrate an understanding of the roles and responsibilities of role models in and out of school
- demonstrate an ability to be an effective role model in addressing a social issue in school
- plan and carry out activities that address social issues in school.

Content

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

What is a role model?
- personality

- qualities
- actions
- examples of male and female role models
  - characteristics; what makes them role models
  - impacts of male and female role model examples

Am I a role model?
- personal qualities and actions that make a student role model
- self-evaluation of their own positive qualities as a role model
- areas they need to improve in to be a better role model
- importance of being a role model
- impacts of being a role model
- role models are not necessarily outgoing people

Roles and responsibilities of role models
- school roles, such as prefect, SRC, class captain, club captain, sport captain, classmate, friend and so on
- school responsibilities
- out-of-school roles
- out-of-school responsibilities

What are the social issues in schools?
- what is meant by a 'social issue'
- what are the social issues in schools?
- what are the impacts of these problems on students in school?
- what are the issues at our school?
  - for male students
  - for female students
  - for staff

Being a mentor and a peer educator

What is an advocate?
- examples of male and female advocates in and out of school

What is a mentor?
- examples of male and female mentors in and out of school
- skills for mentoring
  - active listening
  - questioning
  - communication: able to explain clearly and concisely
  - empathy: being able to relate to the concerns of younger students
  - confidentiality
  - putting the younger student at ease

What is a peer educator?
- examples of peer educators in and out of school
  – who supports their work?
- 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

Action planning and taking action

What are subcultures and generation names?
- why people are attracted to these
- strategies for avoiding this risk
- alternatives to subcultures

What is bullying?
- consequences of bullying (on the victim; on the bully)
- anti-bullying rules and strategies
- resilience training for younger students.

The skills of action planning
- research: what are the problems?
- prioritise problems
- planning the advocacy
- communication
- evaluation
- report on the advocacy
- plan for future actions

Skills for advocacy
- self-confidence
- self-esteem
- critical analysis
- decision making and forward planning

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

Skills, attitudes and values

Skills

Students acquire the following skills when studying this unit:

• self-awareness and self-evaluation
• comparative analysis
• self-esteem and self-discovery
• empathy
• communication
• assertiveness

Attitudes and values

Students develop these attitudes and values on completing this unit:

• self-confidence
• respect and value
• willingness to share information
• openness and approachability
• confidentiality
• caring attitude
• truthfulness
• non-judgemental attitude
• ideals: wanting to make the world a better place and help others
• desire to improve
• ability to stand up
• self-respect and self-esteem

11.2 My Life, My Future

10 weeks, 20 periods

In this unit, students further develop the life skills and values, based on respect for the individual and for others, to enable them to have healthy sexual relationships in the future. Relationship issues are examined in the context of drug and alcohol abuse, HIV and AIDS and STI prevention and care, and sexual behaviour. Students can demonstrate behaviours that lead to a healthy and responsible lifestyle for themselves and others. The emphasis is on applying skills and attitudes as role models. Students work on their own, in pairs and small groups of four (mixed or same-sex groups). 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.

Knowledge, skills and attitudes in this unit are further developed in 11.3 'My Relationships', 12.1 'I Can Make a Difference' and 12.2 'I Want a Healthy, Happy Family'. It relates mainly to the 'Relationships and character development' and 'Healthy living' strands. Achievement of learning outcomes is through oral and written presentations.

Learning outcomes

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

To achieve the learning outcomes, students:
- explain how to apply a range of life skills and values in the area of sexual behaviour
- develop knowledge and understanding of issues around sex and sexuality
- explain individual and community activities that address the issues of HIV and AIDS and STIs prevention and care
- demonstrate positive behaviour and attitudes towards the risks of drug and alcohol abuse.

Content

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

What are my rights and responsibilities in sexual relationships?

Rights (to be treated fairly and equally)
- access to accurate information

- right to say 'no'
- being respected
- access to health and support services
- access to male and female condoms and family planning

Responsibilities
- not to force or pressure someone
- safe sex
- to find out about sex
- financial responsibilities
- good communication
- not putting yourself or others at risk
- not pressurising them against their values
- being a role model, being a peer educator, and so on

Principles and consequences of sex

Principles of sex
- sex should be pleasurable
- sex should be in a loving relationship
- sex should be responsible and safe
- sex should be at the right time
- sex should never be forced or against your values
- sex always has consequences (such as pregnancy)

Consequences of sex
- positive consequences; for example, to strengthen a relationship and marriage; pleasure; children
- negative consequences; for example, pregnancy when too young; HIV and AIDS; STI; abuse; against own values

Cross-generational sex
- sex between people of different ages
- risks of having sex with someone much older or younger than you (for example, inequality of power, money, education or status)
  - predominantly older men having sex with younger girls
  - a contributing factor to the HIV and AIDS and STI epidemic and marriage breakdown

Sexuality, sexual response and sexual orientation

Sexuality
- sexuality is shaped by:
  - culture
  - tradition
  - personal beliefs

- – experiences and upbringing
- – moral values
- – spiritual values
- – relationships with others
- – physical desire and emotions
- – media (books, films, radio, television, advertisements, magazines)
- positive sexuality and behaviour
- negative sexuality and behaviour

Sexual response
- sexual response in women
  - – physical arousal stages
  - – sexual feelings
- sexual response in men
  - – physical arousal stages
  - – sexual feelings
- masturbation
- sexual orientation
  - – heterosexual
  - – homosexual
  - – bisexual
- agency (or religious), legal and ethical views on sexual orientation

Sexual exploitation, harassment and abuse

Sexual exploitation
- prostitution and sex work
- pornography
- traditional and modern consequences of polygamy
- risks of cross-generational sex

Sexual harassment and abuse
- sexual harassment
- sexual abuse and touching
- rape and gang rape
- paedophilia
- incest

Human and legal rights
- legal rights and punishments for abuse
- child rights (UN Convention on the Rights of the Child)
- help in the local area

Risky and safer sexual behaviour

- different levels of risks in relation to HIV, STI, unplanned pregnancy

  – no risk of HIV transmission
  – low risk of HIV transmission
  – high risk of HIV transmission
  – very high risk of HIV transmission
  – variable risk

- risky settings and times

  – dances
  – being alone with boyfriend or girlfriend
  – harvest seasons and so on

Voluntary counselling and testing, anti-retroviral therapy and home-based care

Voluntary counselling and testing (VCT)
- *HIV and AIDS Management and Prevention Act 2003* [HAMP act]
- confidential, free, fast, counselling before and after
- location of test sites in local areas
- why is HIV testing important?
- process of VCT

Anti-retroviral therapy (ART)
- medicines that reduce level of HIV in the body; helps immune system recover; not a cure
- need expert doctor and regular supply; manages the HIV infection
- post-exposure prophylaxis (PEP) for pregnant HIV-positive mothers and rape victims
- where to get ART locally

Home-based care
- positive living; for example, nutrition, cleanliness, clean water, exercise, love, work, treating opportunistic infections
- no risk in caring for someone with HIV and AIDS
- who can help locally

HIV and AIDS policy
- Department of Education policy (2005)
- agency policy

Basic counselling skills

- active listening

- paraphrasing

- questioning

- empathy

- how to be patient
- confidentiality
- helping peers to make their own decision
- passing on knowledge of services

Risky and safer sexual behaviour skills

- prioritising
- justifying
- critical analysis and evaluation
- decision making
- goal setting

Correct use of male and female condom

- confidently and competently demonstrate to a same-sex peer
- reasons for using condoms
- reason for not using condoms
- where to get free access to condoms
- effectiveness as a barrier to HIV and STIs

Abstinence strategies

- resisting pressure
- assertiveness
- decision making
- goal setting
- self-esteem
- self-control
- managing emotions

Negotiating safer sex or abstinence

- win-win negotiation
- reducing conflict

Dealing with blood spills safely

- no risk from wet blood through intact skin

Addiction, alcohol and drug abuse

- what it is (for example, compulsion)
- what addiction does to the body and the individual

Preventing alcohol abuse

- signs of alcohol abuse

- chemistry and biology of alcohol in the body
- impacts of alcohol abuse on the body, the family, the community and the nation
- strengths of drinks, including homebrew
- safe and responsible drinking
- dangers of binge drinking ('6-to-6' and so on)
- who can help people give up

Preventing drug abuse

- impact of tobacco smoking on the body, the family, the community and the nation
- impact of marijuana on the body, the family, the community and the nation
- impact of betel nut (buai) on the body, the family, the community and the nation
- impact of the combinations of drugs and alcohol on the body
- who can help people give up or reduce use
- how to deal with alcohol and drugs (substitutes)

Misuse of medicines

- overdose
- out-of-date medicines
- illegal, corruptly sold or fake drugs

Drug problems in other countries

- cocaine (including 'crack cocaine')
- heroin
- ecstasy
- LSD ('acid')
- amphetamine (including 'ice')
- petrol or solvent sniffing
- steroids

Quitting

- decision making
- action planning
- goal setting
- healthy substitutes
- asking for help and being supported
- supporting others
- monitoring progress

- 'cold turkey': stopping abruptly; abstinence
- 'reduction': reducing use slowly and steadily; controlled use

Skills, attitudes and values

Skills

Students acquire the following skills when studying this unit:

- communication
- dealing with emotions
- decision making
- problem solving
- processes for making decisions and solving problems (such as IDEAL, POOCH: pp. 37–8 Grade 9 and 10 Teacher Guide)
- self-esteem
- empathy
- assertiveness
- critical analysis and evaluation
- goal setting
- negotiation

Attitudes and values

Students develop these attitudes and values on completing this unit:

- respect
- self-control
- self-esteem
- goal setting
- confidence
- responsibility
- self-discipline
- care
- tolerance
- trustworthiness
- empathy
- honesty

11.3 My Relationships

10 weeks, 20 periods

The purpose of this unit is for students to know the skills and standards of appropriate behaviour in relationships, including male–female relationships. Students can talk confidently and appropriately with a wide range of peers and explain the importance of this behaviour. 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.

Students work on their own, in pairs and small groups of four (mixed or same-sex groups). Teaching in this unit is enabling, encouraging, facilitating, empowering and face-to-face teaching. Teachers are encouraged to invite appropriate guest speakers. Relationships should be treated openly, positively and with sensitivity.

The knowledge, skills and attitudes in this unit are further developed in 11.4 'My Religious Values', 12.1 'I Can Make a Difference' and 12.2 'I Want a Healthy, Happy Family'. It relates mainly to the 'Relationships and character development' and 'Healthy living' strands. Achievement of the learning outcomes is through oral and written presentations.

Learning outcomes

Students can:

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.

To achieve the learning outcomes, students:
• explain the importance of appropriate behaviour in relationships
• demonstrate confident communication skills with a wide range of peers
• justify the importance of tolerance towards difference and diversity.

Content

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

Relationships

The range of relationships
• male–female relationships
• same-sex relationships
• friendships

- peers
- cross-generational
- courtship
- workplace
- schools
- wider community and so on

What is appropriate behaviour?
- depends on the type of relationship, area and so on
- communication and language
- dress codes
- touching ('what touching is appropriate in each type of relationship?')
- sharing and giving
- body language and eye contact

Appropriate behaviour in male–female relationships
- rules
- boundaries and guidance for safe male–female relationships in schools and the community
- critical analysis of relationships and rules, and boundary setting

Negotiation
- consensus in behaviour
- boundaries for behaviour
- conflict resolution in male–female relationships

Starting and ending relationships appropriately
- managing emotions and crisis
- forward planning
- empathy: understanding the feelings of others
- knowing who can help
- supporting others (counselling)
- clear, honest communication

Types of communication
- assertive, aggressive, passive
- body language and spoken language
- reasons for clearly expressing your feelings in words

Self-awareness and the character of others

Personality types
- for example, the Myers-Briggs continuum for describing different personality types:

     introvert <———> extrovert

sensing <——> intuition
thinking <——> feeling
judging <——> perceiving

- personality can change over time and with good role models
- describing the character of others
    – types of personality (for example, using Myers-Briggs)

Tolerance, prejudice, stereotypes, stigma and discrimination

Tolerance
- what is tolerance and why is it important?
    – examples such as diverse community, travel, wide range of political views, religious and universal values

Prejudice
- what is prejudice?
    – formulated negative opinions about other people, based on experiences and upbringing
    – prejudices can change and be challenged
    – negative impact on the individual, the community and the nation

Stereotypes
- what are stereotypes?
    – for example, regionalism, racism, tribalism, gender stereotypes
    – stereotypes are based on ignorance, jealousy and intolerance from experience and upbringing
    – stereotypes can change and can be challenged
    – negative impact on the individual, the community and the nation

Stigma and discrimination
- what is stigma?
    – saying something bad about someone based on stereotypes or misinformation
- what is discrimination?
    – treating someone differently in a way that harms them based on stereotypes or misinformation
    – negative impact on the individual, the community and the nation
- why it is important to be a role model for tolerance
    – universal values
    – religious principles
    – constitution and law
    – globalisation, work and travel
    – healthy, equal, safe and just society
    – 'unity in diversity'

Being a role model in relationships

Role model skills
- advocacy
    - conflict resolution
    - negotiation
    - persuading
    - one-to-one counselling
- *a*ssertiveness
    - tackling prejudice and stereotypes
    - having empathy for people stigmatised or discriminated against
    - understanding the sources of prejudice and stereotypes

Skills, attitudes and values

Skills

Students acquire the following skills when studying this unit:

- self-awareness
- empathy
- analysis
- goal setting
- evaluation, judgement and justification
- communication
- confidentiality
- equal and mutual interaction
- listening
- questioning
- non-verbal communication

Attitudes and values

Students develop these attitudes and values on completing this unit:

- appreciation
- self-awareness
- respect
- self-control
- discipline
- confidence
- tolerance
- self-esteem
- sense of nationhood
- positive attitude
- valuing
- willing

11.4 My Religious Values

10 weeks, 20 periods

This unit allows students to compare and contrast their religious practices. Students are role models and advocates for tolerance and show respect for difference and diversity. They work together successfully with Christians and those of other faiths for the common good. Students explore and confidently express their personal values on social issues in the light of different religious teachings and universal values. There is an emphasis on applying these values to real-life situations and anti-social behaviour.

Students work on their own, in pairs and in small groups (mixed or same-sex groups). Teaching in this unit is enabling, encouraging, facilitating, empowering and face-to-face teaching. Teachers are encouraged to invite guest speakers and religious representatives as appropriate. Field trips to study practices in other faiths are encouraged. Faith matters and practices should be treated openly, positively and with sensitivity. Students have opportunities to explore, discuss and share the values of other faiths.

The knowledge, skills and attitudes in this unit are further developed in 12.1 'I Can Make a Difference' and 12.3 'I Think, Therefore I Am'. It relates mainly to the strands 'Spirituality and morality' and 'Social justice'. Achievement of learning outcomes is demonstrated through oral and written presentations.

Learning outcomes

Students can:

2. demonstrate knowledge, skills and positive attitudes around the issues of violence, gambling, subcultures and gender
5. articulate personal values on moral issues and explore religious practices within different faiths.

To achieve the learning outcomes, students:

•   discuss and compare practices within different religions and faiths
•   explore and justify personal values in the light of the teachings and universal values of Christian and other religions
•   explore and discuss the effects of anti-social behaviour on family life and the wider society.

Content

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

Different religions in Papua New Guinea

Christian denominations
•   for example:
    –   Catholic

- Anglican
- Lutheran
- SDA
- United
- Pentecostal churches and others
- simple history of each church
- main beliefs of each church

Other world religions or faiths in Papua New Guinea
- for example:
  - Islam
  - Buddhism
  - Baha'i
  - Hinduism
  - Shintoism
  - others
- simple history of each religion and faith
- main beliefs of each religion and faith

Similarities and differences in denominational and religious practices
- baptism, wedding, funeral
- services and worship
- language
- organisation and leadership

How do churches in Papua New Guinea work together?

Churches Education Council and Melanesian Council of Churches
- at community level
- at national level
- at international level

How can other religions and Christians in Papua New Guinea work together?
- examples such as inter-religious prayer assemblies, addressing social justice issues, religious tolerance, non-violent religious conflict resolutions, avoidance of religious persecutions
  - at community level
  - at national level
  - at international level

Universal values and universal rights

Universal values
- love
- peace

- honesty
- caring
- trust
- respect
- generosity
- responsibility
- mercy
- modesty
- equality

Universal rights
- UN Declaration of Human Rights
- Papua New Guinea's National Constitution

Formation of conscience
- development of a clear personal morality based on teachings, instinct, tradition, school, family and experiences
- development from self-centredness to thinking about and caring for others (empathy)
- spiritual development continues through life

Anti-social behaviour, gambling and violence

Anti-social behaviour
- alcohol abuse
- drug abuse
- prejudice and stereotypes
- domestic violence
- tribal fighting
- child abuse or neglect
- loud music
- gambling,
- corruption and so on

Gambling
- types of gambling
  - horse racing
  - poker machines
  - cards
  - games
  - bingo
  - fast money schemes
  - sweep stake
  - high low and so on
- why do people gamble?
  - values

- – thrill
- – compulsion
- – leisure
- – greed
- why do people not gamble?
  - – religious teachings
  - – lack of money
- stages of gambling
  - – abstinence (no gambling)
  - – having a game now and then (for example, fundraising raffle)
  - – social gambling once a week (regular)
  - – heavy gambling (addiction; destructive)
- effects of heavy gambling on the individual, their family, the community and the nation
- warning signs of addiction to gambling
  - – obsession
  - – compulsion
- where to get help

Steps in quitting gambling
1. Making a decision to quit
2. Setting yourself a goal
3. Planning how to reach that goal
4. Finding healthy substitutes
5. Asking for help and being supported
6. Supporting others going through the same problem
7. Monitoring your progress

Violence
- types of violence
  - – domestic
  - – crime
  - – sexual
  - – war
  - – physical violence
- causes of violence
  - – anger
  - – hatred
  - – jealousy
  - – traditional obligations
  - – payback
  - – drunkenness and so on
- gender issues
  - – sexual violence
  - – punishment for STIs

- wife beating
- young men as rascals
- male–female identity
- traditional dominant role
- effects of violence on the:
  - individual
  - family and children
  - community
  - nation
- practical strategies for dealing with violence and violent situations

Conflict resolution, counselling and tolerance for diversity

Conflict resolution
- strategies for different situations and peacemaking (for example, 'win-win', restorative justice, compensation)
- role play different violent or threatening situations that could be encountered
- justify decision making

Counselling skills
- active listening
- paraphrasing
- questioning
- empathy
- how to be patient and caring
- confidentiality
- helping peers to make their own decision
- passing on knowledge of services

Skills, attitudes and values

Skills
Students acquire the following skills when studying this unit:
- compare and contrast
- classifying
- research
- action planning
- decision making
- self-awareness
- moral reasoning
- conflict resolution
- listening
- paraphrasing
- questioning

- enquiry

Attitudes and values

Students develop these attitudes and values on completing this unit:

- tolerance
- empathy
- respect
- confidence
- self-confidence
- self-discipline
- self-control
- setting goals
- being proactive
- helping others

Grade 12 units

12.1 I Can Make a Difference

10 weeks, 20 periods

In this unit, students understand the value and importance of social justice and develop their advocacy skills. They discuss rights and responsibilities and learn when and where to apply their skills for the common good. They can also discuss a range of law and social justice issues in the wider society. Students are confident role models and advocates for social change.

Students work on their own, in pairs and small groups of four (mixed or same-sex groups). Teaching is enabling, encouraging, facilitating, empowering and face-to-face teaching. 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.

Knowledge, skills and attitudes in this unit are linked to 11.1 'I Am a Role Model', 11.2 'My Life, My Future', 11.4 'My Religious Values', 12.2 'I Want a Healthy, Happy Family' and 12.3 'I Think, Therefore I Am'. It relates mainly to the strands 'Social justice' and 'Spirituality and morality'. Achievement of learning outcomes is demonstrated through oral and written presentations.

Learning outcomes

Students can:

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

To achieve the learning outcomes, students:

•   explain the importance of social justice in the light of human rights and responsibilities
•   identify and discuss a range of social justice issues in the wider society
•   demonstrate advocacy skills on social justice issues.

Content

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

Human rights and responsibilities

Human rights: How these apply to our lives
- UN Declaration of Human Rights and Papua New Guinea National Constitution; for example:
  - Article 20 Freedom of assembly and association: the right to form groups; the right to lead a peaceful march; the right to be peaceful advocates in the community
  - Article 18 Freedom of thought, conscience and religion: the right to practise a chosen religion as long as it does not harm others

Human responsibilities: How these apply to our lives
- Responsible human beings are:
  - aware of the common good of their community
  - committed to making a contribution to the common good
  - responsible for their own actions
  - care for the environment in a sustainable manner
  - treat people fairly and equally and care for others
  - respectful of diversity and difference
  - respectful of human life

What is an advocate?
- An advocate is someone who speaks out and takes action to improve their society; for example, individuals, churches, NGOs, unions, cooperatives
  - actions could be social, political, economic, spiritual and practical

Key concepts of social justice advocacy
- participation: people with no voice empowered to participate
- representation: equal participation of the affected
- accountability: to the affected group
- transparency: in decisions and finances

Social justice issues, causes and effects

Social justice issues
- school fees
- Universal Primary Education
- girls and women having equal access to education
- environmental exploitation
- property, land and settlements
- fair wages, debt and the minimum wage
- domestic violence
- unfair and illegal trade and globalisation
- capital punishment
- equitable access to services
- corruption

- crime
- rape and gender-related violence
- unfair access to health services (for example, access to ART and family planning)
- free and fair elections
- disability
- governance, transparency, accountability and representation
- lack of employment and educational opportunities

Causes and effects of social injustice
- causes: economic, unequal distribution, politics, history, culture
- effects: poverty, violence, social unrest, corruption, poor health and poor education, poor standard of living

Social justice advocacy action planning skills
1. Collaboration: who are the people treated unjustly? Are they involved in the planning? What other group is concerned with the issue?
2. Information and research: what is really going on?
3. Development of a message: which is the most effective means?
4. Delivery of a persuasive message to the people who could change the situation
5. Evaluation of how effective the message was

Conflict resolution
- how to deal with the challenges to the advocacy campaign by those affected and in power

Forward planning
- plan for the consequences of the action

Types of non-violent advocacy messages
- posters, pamphlets, banners, rallies, marches, speeches
- non-violent protest: direct action, sit-in, hunger strike, burning an effigy and so on
- strike or stop-work meeting
- peer education, music, drama
- T-shirts, advertisements: radio, television or newspaper
- petition, pledges, signed letters
- letters to the editor, newspaper articles and so on

Advantages and disadvantages of each message
- for example, marching through town
    - advantages: demonstrate large support
    - disadvantages: crowd could be hard to control

Violent change and its consequences

- examples, such as the Bougainville crisis
  - revolutions and 'freedom fighters'
  - anti-colonial uprisings
  - terrorism

Evaluation of advocacy

- factors that produce a successful or unsuccessful advocacy campaign

Taking action as an advocate

Advocacy planning process

1. Objectives—what do we want?
2. Audience—who has the power to make it happen?
3. Diagnosis—what is possible?
4. Action plan—how do we get started?
5. Evaluation—how do we know our plan is working?

Skills, attitudes and values

Skills

Students acquire the following skills when studying this unit:

- communication
- research
- interpretive
- analytical
- presentation
- discussion
- debating

Attitudes and values

Students develop these attitudes and values on completing this unit:

- fairness
- respect
- willingness
- self-esteem
- self-confidence
- positive self-belief
- passion
- willingness
- creativity
- citizenship
- persistence
- courage

12.2 I Want a Healthy, Happy Family

10 weeks, 20 periods

The purpose of this unit is for students to build positive attitudes towards males and females and to demonstrate advocacy in family and health issues. Students explain the importance of positive relationship skills in leading to a healthy marriage and good parenting. They are role models in their behaviour towards the opposite sex and demonstrate an understanding of gender equity issues. They analyse the factors that lead to maternal and child health issues. The unit emphasises planning for successful future relationships, marriage and parenting.

Students work on their own, in pairs and small groups of four (mixed or same-sex groups). Teaching in this unit is enabling, encouraging, facilitating, empowering and face-to-face teaching. Teachers are encouraged to invite male and female guest speakers as role models from the wider community. Students and teachers should be sensitive to the variety of relationships in Papua New Guinea and the background of the students.

Knowledge, skills and attitudes in this unit link to 11.1 'I Am a Role Model', 11.2 'My Life, My Future', 11.3 'My Relationships', 11.4 'My Religious Values', and 12.3 'I Think, Therefore I Am'. It relates mainly to the strands 'Healthy living' and 'Relationships and character building'. Achievement of learning outcomes is demonstrated through oral and written presentations.

Learning outcomes

Students can:

2. demonstrate knowledge, skills and positive attitudes around the issues of violence, gambling, subcultures and gender
4. demonstrate positive relationship skills and understand the factors that lead to a healthy marriage and good parenting.

To achieve the learning outcomes, students:

- demonstrate advocacy in family and health issues
- demonstrate and understand relationship skills needed for healthy marriage and good parenting
- demonstrate positive attitudes towards both males and females.

Content

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

Family and health issues: Causes and effects

Family and health issues
- family planning
- maternal health

- child health
- nutritional
- birth registry
- alcohol and drug abuse
- roles and responsibilities
- adoption
- divorce
- HIV and AIDS, STIs
- working away from home
- working parents
- single parents
- unfaithfulness
- polygamy
- school fees
- family size
- violence

Causes and effects of family and health issues
- for example, school fees
    - cause: cultural favouritism to the males, father won't contribute, unemployment and so on
    - effects: poor education of girls, strain on families, anxiety for children, poor health and productivity and so on

Rights of the family and the child
- Save the Children, UNICEF, Papua New Guinea law, UN Declarations and Rights of the Child, Ministry for Community Development

Who advocates for family and health?
- for example: Council of Women, Catholic Family Office, Save the Children, UNICEF, Department for Community Development, Mercy Works, World Vision etc

Maternal and child health
- very high maternal mortality rate because of poor health services, poor knowledge, poor treatment of mothers, violence, infertility from STIs, preventable diseases and multiple pregnancies without spacing
- very high child mortality rate because of poor health services, poor vaccination coverage, difficult access to services, poor quality water, poor mother health and diet and preventable diseases
- cultural taboos that damage health of child and mother; for example, diet, isolation
- strategies for improving maternal health
    - training village health workers and midwives
    - vaccination
    - family planning

   −   awareness to communities on caring for pregnant women

   −   better diet and clean water

   −   importance of breast feeding

   −   clean home and good hygiene

Nutrition for mother, baby and child
- design of healthy, nutritious and safe diets: for a pregnant mother and a breast-feeding mother
- pregnant mothers eat first
- basic hygiene and clean water

Healthy marriage

Types of marriage and their advantages and disadvantages
- what is marriage?
- customary marriage (including bride price in some cultures)
  - church marriage
  - civil marriage
  - polygamy
  - de facto relationship
  - marriage of convenience or survival
  - arranged marriage
- advantages and disadvantages of customary marriage
  - issues around bride price
- why people get married
  - the right time to get married; disadvantages of teenage marriages
  - the right reasons for getting married
  - the right type of person to marry

What is a healthy marriage?
- loving, stable, peaceful, caring for children and each other, honest, faithful, equal, trusting, respecting each other, healthy, planned family, companionship, healthy sexual relationship, happy and so on

What is an unhealthy marriage?
- violence, unfaithfulness, neglect, abuse, unequal power, dominance, forced sex, jealousy, immaturity, unhappiness, health concerns, poor financial management and so on

Characteristics of healthy marriage
- understanding that mutual, equal love is the basis of healthy marriages and good parenting
- 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
- compromise and willingness to negotiate

- valuing 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

Good parenting

Good parenting is:

- loving, firm, fair, caring, healthy, sense of responsibility, educating, equality, supervision, child becomes increasingly independent and responsible, good role model, clear boundaries, realistic expectations good understanding of child development, vaccinations and good nutrition

Poor parenting is:

- no clear boundaries or rules, lack of time, violence, poor diet and health, not sending them to school, inequality between children, absent parents, treating adopted children poorly, negligence

Gender equity and its importance

- gender is learnt behaviour and can be changed; sex is biological and cannot be changed
- gender roles and responsibilities in modern and traditional society
- changes in gender roles
- gender issues for men and boys
- gender issues for women and girls
- impact of gender inequality on the individual, the community and the nation
- resistance to change and reasons for this resistance (for example, cultural barriers, power)
- benefits of gender equity
- supporting and encouraging change (for example, education, NGOs, churches, the Constitution, laws, parents and family support, friends)

Being an advocate for change

As a role model to younger students

- being a male role model
- being a female role model
- who has helped you be a role model?
- how will you need to improve or change in future?

Skills, attitudes and values

Skills

Students acquire the following skills when studying this unit:

- collaboration

- research
- evaluation
- conflict resolution
- planning
- goal setting
- communication
- listening
- empathy
- analysis
- observation
- role play
- presentation

Attitudes and values

Students develop these attitudes and values on completing this unit:

- imagination and creativity
- citizenship
- persistence
- courage
- empathy
- self-esteem
- self-confidence
- positive values

12.3 I Think, Therefore I Am

10 weeks, 20 periods

The purpose of this unit is for students to develop their skills of moral reasoning and examine issues in the family and the wider society. Students build their confidence in articulating their personal views and values on local and global social issues. They show empathy for and understanding of the dilemmas of other people and can use their moral reasoning skills to explore and provide realistic solutions to problems.

Students work on their own, in pairs and small groups of four (mixed or same-sex groups). Teaching in this unit is enabling, encouraging, facilitating, empowering and face-to-face teaching. Teachers are encouraged to invite guest speakers on social issues from the wider community. Students and teachers should be sensitive to the background of the students.

The knowledge, skills and attitudes in this unit build upon previous content in Personal Development across all strands. Achievement of the learning outcomes is demonstrated through oral and written presentations.

Learning outcomes

Students can:

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

To achieve the learning outcome, students:

- develop the skills of moral reasoning to examine issues in the family and wider society
- articulate personal views on social issues in the family and wider society.

Content

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

Social issues in the family
- divorce
- bride price
  - impact of bride price on families
- abortion
- polygamy
- wantokism
- obligations
- payback
- adoption
- unfaithfulness

- gambling
- HIV and AIDS and common diseases such as TB
- school fees
- parental expectations of work and school
- family planning
- family size

Social issues in the wider society

- sex work
- incest
- capital punishment
    - is capital punishment right in any circumstance?
- punishment vs rehabilitation
- settlement
- land ownership and registration
- drug abuse
- alcohol
- nightclubs
- poker machines and gambling
- HIV and AIDS testing
- sorcery and witchcraft
- air wages
- teenage pregnancies
- kidnapping

Moral reasoning and persuasive skills

The steps in moral reasoning:

1. serious study
2. thorough consultation
3. decision making and evaluating the likely outcomes
    - explore one social issue from the family and one from the wider society using this format
    - exploring dilemmas such as whether it is ever acceptable to steal

Where do our views on social issues come from?

- experience
- education
- role models
- observation
- study
- media
- religious teachings
- own values
- family and culture

- peers

Empathy
- thinking about, expressing, explaining and critically evaluating views that are not our own
- why do people make the decisions they do when faced with a dilemma?

Self-awareness
- where do your views come from? How have they changed?

Self-confidence and mutual respect for different views

Respecting the views and decisions of others
- agree to differ without conflict or ridiculing others

Open to discussion
- able to discuss opposing views without conflict

Self-confidence
- able to express views clearly and without fear

Skills, attitudes and values

Skills
Students acquire the following skills when studying this unit:
- communication
- debating
- presentation
- persuasion
- enquiry

Attitudes and values
Students develop these attitudes and values on completing this unit:
- open-mindedness
- empathy
- self-awareness
- self-confidence
- respect

Assessment components, weighting and tasks

The suggested components and weightings and suggested tasks for Grades 11 and 12 units are detailed below. Sample assessment tasks are available in the *Upper Secondary Personal Development Teacher Guide*. There should be no more than 2 assessment tasks per unit or term.

Grade 11 units

Each unit is worth 75 marks in Grade 11. There should be two assessment tasks per unit or term. Assessment tasks must be selected according to these weightings, which are appropriate to the nature of Personal Development. Priority is given to research and communication tasks.

Components, weighting and tasks for Grade 11

Component	Weighting	Tasks
Tests	**70–75 (2 tasks)**	These may include short answers and extended responses
Research and communication	**135–145 (4 tasks)**	Tasks may include speech, essay, advocacy campaign, reflective journal, persuasive letter writing, comparison tables, role play, debate, research and so on
Stimulus-based skills	**75–80 (2 tasks)**	Tasks may include consequence tables, scenarios, drama, case studies, film and so on Can utilise theoretical, contemporary or hypothetical situations
Marks	**300**	**8 assessment tasks**

Grade 12 units

In Grade 12 each unit or term is worth 100 marks. There should be two assessment tasks per unit or term. There is no Personal Development assessment in Term 4. Assessment tasks must be selected according to these weightings, which are appropriate to the nature of Personal Development. Priority is given to research and communication tasks.

Components, weighting and tasks for Grade 12

Component	Weighting	Tasks
Research and communication	**230 (5 tasks)**	Tasks may include speech, essay, advocacy campaign, reflective journal, persuasive letter writing, comparison tables, role play, debate, research and so on
Stimulus-based skills	**70 (1 task)**	Tasks may include consequence tables, scenarios, drama, film, case studies and so on Can utilise theoretical, contemporary or hypothetical situations
Marks	**300**	**6 assessment tasks**

Assessment and certification

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

Assessment

The main purpose of assessment is to improve student learning.

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

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

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

Assessment in Personal Development

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

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

Assessment for certification

A student's overall achievement in Personal Development will be internally assessed. Successful completion of the subject will be recorded on the national certificate.

Internal assessment

Internal assessment provides a measure of a student's achievement based on a wide range of syllabus content and outcomes. For Personal Development, the internal assessment marks will provide a summation of each student's achievements in Grades 11 and 12. The assessment tasks used to determine the internal assessment mark must comply with the

components, weightings and types of tasks specified in the tables on page 42. A variety of tasks gives students the opportunity to demonstrate all the learning outcomes in different ways to improve the validity and reliability of the assessment.

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

Recording

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

Certification

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