

Social Studies Year 9
Geography Years 10-12
History Years 10-12
Samoa Secondary School Curriculum

Social Studies. Year 9
Geography. Years 10-12
History. Years 10-12
Samoa Secondary School Curriculum

This reviewed curriculum statement was prepared by the Social Studies Curriculum Committee, the Geography Curriculum Committee and the History Curriculum Committee.

Social Studies Curriculum Statement

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Contents

Social Studies	5
Introduction	6
The Structure of the Social Studies Curriculum	7
Approaches to Teaching and Learning	10
Viewpoints	15
Strands, Major Learning Outcomes and Key Learning Outcomes for year 9	19
Geography	23
Introduction	24
The Structure of the Geography Curriculum	25
Principles	26
Aims, Strands and Sub-strands	27
Conceptual Framework	30
Links to Social Studies	33
Links to Exam	34
Strands, Major Learning Outcomes and Key Learning Outcomes for years 10-12	41
Suggested Texts and References	50
History	51
Introduction	52
The Structure of the History Curriculum	53
The History Curriculum	55
Conceptual Framework	56
Links to Social Studies	57
Links to Examinations	58
The Development of the History Curriculum Statement	59
Strands, Major Learning Outcomes and Key Learning Outcomes for years 10 - 12	64
Suggested Texts and References	73
Glossary	75



Social Studies

Year 9

Introduction

Social Studies is a subject within the Social Sciences learning area. It is the systematic study of an integrated body of content drawn from the social sciences and the humanities. It enables students to develop their knowledge and understandings of the diverse and dynamic nature of society. They learn about how interactions occur among cultures, societies and environments. They develop and apply skills as they investigate society, explore issues, make decisions and work cooperatively with others. The understandings and skills they develop enable them to participate in society as informed, confident and responsible citizens. The purpose of Social Studies in the Samoan Secondary School Curriculum is to state what all students should learn and achieve in Years 9 to 12 Social Studies pro-

grammes emphasise learning about people, cultures and groups in various time and place settings. Such learning includes the development of understandings of the local, national and international settings. Social Studies in the Samoan Curriculum for the Secondary Levels establishes major learning outcomes, learning outcomes and strands for the areas of Social Studies in general, Geography and History. Within the strands, the curriculum sets out a clear and structured progression of major learning outcomes that span all levels of secondary schooling. Major learning outcomes and learning outcomes are also established for three Social Studies processes: Inquiry, Values Exploration, and Social Decision Making. These processes incorporate the essential skills of the Samoan Curriculum Framework.

Scope of the Curriculum

The National Curriculum is made up of:

- The National Curriculum Policy Framework outlines the framework of underlying principles and required learning areas; and
- A set of curriculum statements which defines the learning principles, major learning outcomes and key learning outcomes which all Samoan schools are required to follow.

This Social Studies Curriculum is only for Year 9. It sets out progressions of skills and knowledge for students in Samoa Secondary schools. This curriculum statement applies to:

- All Samoan secondary schools.
- All students irrespective of gender, ethnicity, belief, ability, social or cultural background.
- Year's 9-10 secondary schooling.

Each school provides programmes of learning, which may be part, or the entire National Curriculum, in response to local needs, priorities, and resources. The learning programmes offered by school must provide the learning activities and the opportunity for the students to achieve the standards that are included in the National Curriculum.

The Structure of the Social Studies Curriculum

Organisation of the Social Studies Curriculum

The Social Studies curriculum statement provides information for teachers, students, parents, families and the wider community, on what students are expected to be able to do in each year of secondary schooling in Social Studies.

All national subject curriculum statements are organised to show the:

1. General aim of the subject curriculum
2. Organising strands of the curriculum
3. Major Learning Outcomes that organise the learning within the strands
4. Key Learning Outcomes to be achieved at each year level

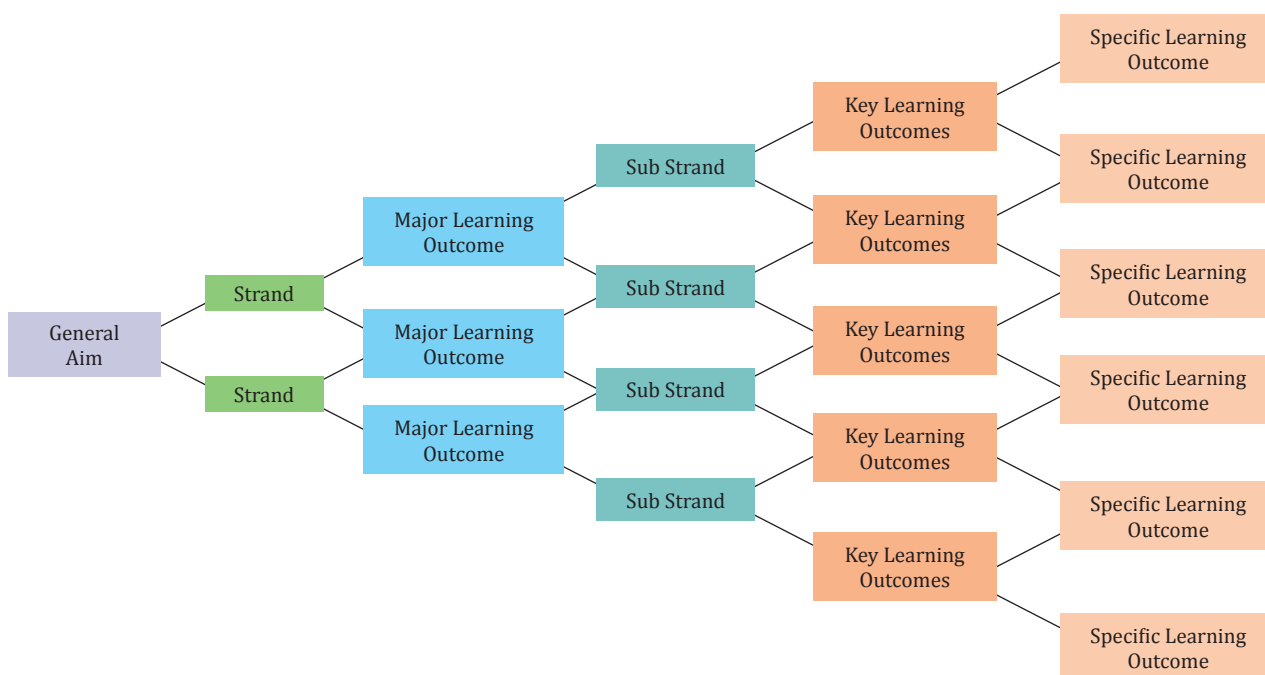


FIGURE 1.
Curriculum Hierarchy

Key Principles

The National Curriculum Framework lists five key principles which underpin all aspects of the Samoan education including the development of the curriculum. They are:

Equity

Equity requires that the system will treat all individuals fairly and justly in the provision of educational opportunities. Policies and practices which advantage some social groups and disadvantage

others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.

Quality

Educational quality is exemplified by high standards of academic achievement, cultural understanding and social behaviour, and results from the complex interplay of professional and technical factors, and social cultural practises. Policies pro-

moting these will focus on the learning institutions and specifically on day to day classroom practices including monitoring, assessment and reporting of students outcomes and teaching effectiveness.

Relevance

Relevance in education implies a system which is meaningful, recognised, applicable and useful to one's life. It should enhance individual and community well-being and ultimately national development, including cultural, humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual learner, to the community and nation.

Efficiency

Efficiency in education is demonstrated by leadership and management practices which ensure

optimum use of resources (human, financial and material) at all levels, efficient service delivery, effective communication and coordinated and transparent decision making. Policies will reflect the need to be both efficient and effective.

Sustainability

Sustainability requires the wise utilisation of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels. The collective values, trust, integrity and a sense of responsibility for the common good in community and national development will be promoted.

Curriculum Principles

This Social Studies curriculum is based on the Principles stated in the National Curriculum Policy Framework. These principles give direction and consistency for the development of programmes and related policies. The Principles are:

- **All students can be successful learners.** The Samoan Curriculum recognises that all students can be successful learners when they are provided with sufficient time and support.
- **Students need to be engaged.** The Samoa Curriculum recognises that for students to succeed, curriculum experiences must relate to student interests, needs and learning styles in order to engage students in their learning.
- **Programmes must be planned.** The Samoan Curriculum recognises that for students to be successful, programmes must be carefully planned and use a range of teaching approaches in order to cater for the various learning styles of students.
- **Programmes must develop the whole person.** The Samoan curriculum recognised that programmes must be broad and balanced and provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student to be developed so when students complete their schooling, they are well prepared for work and further learning.
- **Assessment must inform practice.** The Samoan Curriculum recognises the need for teachers to use monitoring, assessment and reporting practices that help them evaluate the effectiveness of their teaching practices as well as provide an indication of students' achievement against established standards.
- **Teachers make a difference.** The Samoan Curriculum recognises the centrality of highly effective teaching in ensuring quality outcomes for students.
- **Community involvement assists learning.** The Samoan Curriculum recognises that *fa'asamoa* must be upheld and that the community plays a large role in the education of students.
- **A sustainable future.** The Samoan Curriculum emphasises the need to develop environmentally and socially sustainable practices. This applies not only to the physical environment but also in the way society structures itself socially, culturally and economically.

General Aim

The Social Studies Curriculum aims to enable students to participate in a changing society as informed, confident and responsible citizens.

Organising Strands

Students will achieve the general aim by developing knowledge and understanding about society as they study the five Social Studies strands of:

Social Living;

- Culture and Heritage
- Place and Environment
- Resources and Economic Activities

Development and Change

SUB-STRANDS and SPECIFIC AIMS

Each strand has Sub-strands and Major Learning Outcome that develops the general aim of Social Studies. These Major Learning Outcomes of each Social Studies strand establish a clear and structured progression of Key Learning Outcomes that span the years 9-10.

The Five Strands and Major Learning Outcomes

Social Studies knowledge, skills and processes have been organised into five strands. Strands are broad groupings of knowledge, skills and processes within a learning area. The continuity of each strand enables students to develop knowledge and understanding from Years 9-10.

The five strands must be covered in each year for Years 9-10.

From their study of SOCIAL LIVING, students will understand:

- People's organisation and participation in social institutions.
- The rights, roles, and responsibilities of people as they interact within social institutions.

Students will study and examine the nature and functions of social institutions and organisations and the interactions within and between social institutions. They will understand the rights, roles and responsibilities that people have as they participate in social institutions. They will learn about making rules, within different social institutions and laws within different types of governments and their impacts on people's lives. They will understand the effects of change on people's rights, roles and responsibilities.

From their study of CULTURE AND HERITAGE students will understand:

- The importance of maintaining and sustaining culture and heritage.

What happens when cultures interact?

Students will understand how culture and heritage contribute to their identity and to the identity of others, as individuals and as group members. They will discover how communities reflect the cultures and heritage of the people and find out how culture and heritage are developed, passed on and maintained. Students will examine the nature and consequences of cultural interactions as they investigate the customs and traditions associated with cultural activities.

From their study of PLACE AND ENVIRONMENT students will understand:

- That people identify with place and environment through past and present experiences.
- The significance of people's interaction with their environment.

Students will understand the importance of place and environment to people and the ways in which people influence place and environment. They will examine the different ways people and

groups view places and environments. Students will learn how and why people regulate the use of places and environment and how differences over their use can be resolved. They will investigate how people represent and interpret place and environment.

From their study of RESOURCES AND ECONOMIC ACTIVITIES students will understand:

- That people access, manage and use resources to live.
- That people allocate, distribute and share resources through economic activities.

Students will develop their knowledge of the nature of resources and of the ways people utilise and exploit resources. Students will learn that resources can be renewable and non-renewable and that the management of resources involves choice. They will learn how conflicts might arise from the use of resources and participation in economic activities and how these conflicts might be resolved.

Students will examine the changing nature of economic activities. They will find out how societies organise production, distribution and consumption of goods and service. Students will examine how specialisation and interdependence relate to exchange and trade. They will consider how the policies and actions of groups, institutions, businesses, and government, regional and international organisations affect economic activities and have consequences for people and for society.

From their study of DEVELOPMENT AND CHANGE students will understand:

- That development and change involve interaction with, and interdependence of, peoples and places.
- How and why development and change occur and the resulting influences on society.

Approaches to Teaching and Learning

The National Curriculum is aimed at enabling students to learn. Learning is a process by which new understanding are constructed. Students learn best when they take action themselves to generate and create meaning, and to apply the new knowledge in meaningful situations. Teaching practices must aim for effective learning. Stu-

dents are more likely to be involved in effective learning if teachers use activities such as discussion, investigation and reflection, problem solving, and working together. These types of activities help students to think deeply about the content they are learning.

Assessment and Evaluation

Assessment is the process of gathering meaningful information which is used to make judgments on aspects of the learning cycle such as learners' performance against the achievements and the quality and effectiveness of learning programmes. Assessment and evaluation of Social Studies teaching and learning must reflect the principles in the Samoa National Assessment Policy Framework.

The National Curriculum recognises the relationship between the principles and purposes of the curriculum and methods of assessment. Assessment methods are an important factor in influencing and constraining teaching methods. The things that are assessed are seen as important. The way assessment is conducted emphasises the need to gain skills that are assessed. Written examinations focus on a narrow range

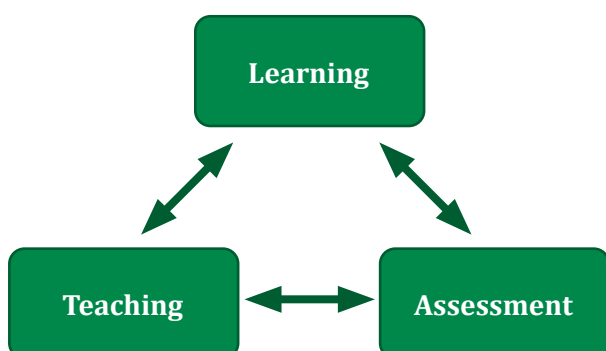
of knowledge and skills that can be assessed in written forms. The domination of assessment by pen and paper examinations legitimises the focus on a narrow range of skills, confirming a narrow range of teaching methods:

It is important therefore that:

- A range of assessment procedures is used to provide useful information on students' progress against the achievement objectives stated in the Social Studies strands.
- Skills and knowledge such as independent inquiry, oral language, and any practical skills need to be assessed. These are not easily accessed by examination and need assessment through school-based activities.
- Assessment and evaluation be on going and help improve the ways in which Social Studies programmes are meeting the students' needs.
- Where appropriate, families and communities be involved as participants in the assessment and evaluation process.
- Students are involved in the assessment of their own progress in Social Studies.

Assessment should be an integral part of teaching and learning; it should not merely test learner achievement at the end of a unit of work. For this purpose, teachers' guide/manuals provide assessment guidelines appropriate for each learning outcome – which need to be adapted to suit the circumstance of each classroom situation. For assessment to achieve its full potential teachers need to ensure that learners receive immediate feedback on areas that need improvement.

Learning-teaching-assessment cycle



There are three purposes of assessment:

1. Assessment for learning
2. Assessment as learning
3. Assessment of learning.

Assessment for learning

Assessment of individual learners' progress is, above all, diagnostic and informative. The purpose of such assessment is to improve teaching and learning by diagnosing learning strengths and weaknesses before teaching and learning commences, and then measuring learners' progress against defined learning outcomes, and reviewing the effectiveness of teaching programmes. The information which teachers record from these assessments enables clear profiles of individual learners' achievement to be built. These profiles are used to inform teachers about each learner's learning and development, and to provide the basis for feedback to learners and parents.

Assessment for learning is based on a variety of student activities. These include: questioning of and by students; class exercises and activities involving individual and group work; products created by learners; projects and portfolios; teacher observations of learner performance; discussion; student self-assessment and peer assessment.

Activities such as these give teachers the opportunity to give verbal or written feedback to each student. The feedback is constructive and encouraging, and aims to build confidence. It is mainly descriptive, emphasising strengths and challenges. The information also gives teachers the opportunity to adjust their own teaching to ensure students' learning is proceeding satisfactorily. No grades or scores are given.

Assessment as learning

A learning outcomes approach to teaching and learning requires constant classroom assessment of learner progress for each clearly defined outcome, and constant feedback to learners and parents. Assessment should be positive and encouraging and help learners understand how to improve. Assessment is only meaningful when there is a clear sense of purpose and anticipated outcome – known to both the learner and the teacher.

Students have some ownership of, and take responsibility for, their learning because they know in advance what is expected of them – what the learning goals are, and how achievement of the goals is going to be measured. Assessment tasks are explicitly linked to the curriculum and classroom programme.

Assessment of learning

Assessment of learning is summative. It takes place at the end of a learning unit and is usually accompanied by a grade or score. It tells the student, parents and the teacher how achievement compares with the expected outcome.

Effective assessment in Social Studies seeks to:

- Be valid, reliable and authentic.
- Help students and teachers focus better on learning.

- Be rewarding – in terms of offering guidance about progress and skills.
- Give feedback.

Teachers evaluating their programmes or units can use information from assessment.

Evaluation is used to measure the success or otherwise of programmes or units. It requires a teacher to judge what worked well, how well the teaching improved students' learning, and what needs changing to improve the unit or programme for next time. Teachers should involve colleagues and students in the process of evaluation, by asking them for their feedback on how well the teaching programme or unit met their learning needs.

Essential Learning About Samoa

Students will have opportunities to develop their knowledge and understandings about Samoan society through studying:

1. Pacific migration, settlement, life and interaction in various areas of the Pacific over time.
2. The migration, settlement, life and interactions of Samoans within Samoa.
3. The subsequent migration, settlement, life and interaction of Americans, British, German, New Zealand and other cultural groups in various areas of Samoa over time.
4. The effects of colonisation for Samoans and immigrants.
5. The influence of Samoa's culture and heritage on the social, political and religious beliefs and systems.
6. The influence of other cultures and heritages on Samoa's social, cultural, political and religious beliefs and systems.
7. The perspectives of the matai as these affect contemporary systems, policies and events.
8. The perspectives of *tama-a-le-eleele* (*tagata-moni o le aiga ma le nu'u*).
9. Characteristics, roles, and cultural expressions of the various groups living in Samoa;
10. Major events in Samoa's history.
11. People in Samoa's history.
12. The physical environment of Samoa and how people interact with the landscape.
13. The treaties between Samoa and other countries and their significance for Samoa.
14. Changing patterns of resources and land use.
15. Changing patterns of economic activity and trade.
16. The origins, development and operation of system of government and law, of the franchise and of local and national democratic institutions.
17. The nature and organisation of tautua and employment.
18. The development over time of Samoa's identity and ways in which that identity is expressed.
19. The location and significance of important natural and cultural features of the landscape.
20. Current events and issues within Samoa *e.g.*, *Climate change*.
21. Samoa's participation in international events and institutions and its possible role in world affairs in the future.

Language and Learning

The language associated with learning Social Studies is often abstract and demanding for any learner. For students who must learn through the medium of their second language, English, learning is even more complex. Such students are required to develop English language for school learning at the same time as attending to the requirements of content learning.

They are expected to use English to:

- Reason through conclusions
- Read and understand expository texts
- Develop arguments
- Analyse, synthesise and evaluate ideas

Furthermore they are assessed in English on how well they express themselves either orally or writing. English as second language learners may take at least 5 to 7 years to develop English language skills for academic learning compared to those students for whom English is the first language. All students must develop the language associated with learning Social Studies. In practice it requires:

The language students will need in order to:

- Understand
- Talk about social studies content
- Participate effectively in learning activities;
- Should be identified and taught together with the appropriate content

In this way, language is developed in relevant and meaningful contexts. The development of English language skills for learning needs to be supported in all areas of the curriculum.

Social Studies will have these features:

- A planned integration of content and language learning in various contexts.
- The provision of opportunities for students to use language for both social and academic purposes.
- A balance of learning activities through lis-

tening and reading, speaking and writing, viewing and presenting.

- Focused instruction on language structures from word forms and meanings to sentence patterns, to whole texts and the structures and conventions that go with them.
- Opportunities for learners to interact with others in the classroom, school and wider community in samoan and english languages.
- Frequent opportunities for meaningful interaction between teachers and students, with teachers providing good models of language use and a balanced use of either language separately.
- The provision of opportunities for students to share their own knowledge, attitudes, values and viewpoints in learning activities.
- An inclusive learning environment which is gender-inclusive, non-racist and non-discriminatory.
- The involvement of students in the full range of thinking skills (cognitive processes) from recall of information to analysing information and making conclusions and generalisations.
- The provision of fair, valid, appropriate and consistent assessment activities that are integrated with learning.
- Opportunities for learners to develop their knowledge and understandings about samoan society and the settings that have significance for samoa.
- Learning experiences that enable the learner to investigate and explore important social issues now and in the future, make decisions and work cooperatively.
- The provision of activities aimed at increasing the learner's knowledge of their history, their land and their society.

Providing a Balanced Programme in Social Studies

The Social Studies Curriculum strands, major learning outcomes and key learning outcomes provide guidelines for the content of any Social Studies unit in both levels. The key learning out-

comes will be used to write specific learning outcomes for the knowledge to be covered and the skills to be used and developed.

Settings for Studies

Students will study communities and societies in a range of different times, places and environments in order to meet the key learning outcomes. These times, places and environments are called 'settings' for studies.

The settings for Social Studies units must include learning about Samoan society (see Summary of Essential Learning about Samoa).

There will also be opportunities for students to study communities and societies in places beyond Samoa. Students will study people as social beings in other times and places to help them have a better understanding of themselves.

Settings in the Pacific are of particular importance to Samoa. Samoa has historical, cultural, sporting and economic links with Pacific nation neighbours including Australia, New Zealand and Japan. At least one setting from the Pacific must be included in the Social Studies programme for each year.

Settings in other parts of the world may include Asia, the Middle East, South and North America, Africa, Europe and Russia. Settings from at least two of these areas must be included in the Social Studies programme for each year. Teachers may also use other relevant and appropriate settings in their programmes.

International Organisation and Events

Samoa has involvement in a range of international organisations e.g., the United Nations, and participates in international events e.g., the Commonwealth Games. Students will develop understandings of international organisations, events and global issues that affect Samoa.

A setting that addresses global issues, international organisations and events must be included in the Social Studies programme for each year.

The school Social Studies programme for years 9-10 will therefore reflect balance of settings.

Note: *The selection of settings provides flexibility in planning for teachers and depends on the range of resources available to the school.*

Viewpoints

The first Principle in the Samoa Secondary Curriculum: Overview Document states that the curriculum:

...acknowledge that learners in any classroom bring different perceptions of learning and proceed through any learning experience at their own preferred styles, at different levels and at their own rates. To ensure that learning opportunities are not restricted all school programmes will be gender-inclusive, non-racist and non-discriminatory.

Social Studies encourage students to acknowledge the experiences and viewpoints of a range

of people that may be different from their own. Students will be challenged to think clearly and critically about human behaviour and to explore different values and viewpoints.

Teachers must incorporate different viewpoints into Social Studies programmes so that students' views are broadened by being able to 'see the world as others see it'. Included in this section are viewpoints on gender inclusiveness, multicultural issues, current and future issues.

Gender Inclusive Viewpoints

Many Social Studies materials have traditionally focused on the experiences of boys and men. The experiences of girls and women have often not been visible and where they have been visible they have often been stereotyped or considered of less importance.

Social Studies programmes will:

- Use inclusive language e.g., *people* instead of *mankind*, *they* or *he* and *she* instead of *them* and *everybody*, e.g., *police officers* rather than *policemen*.
- Include the interests, views and contributions of both women and men, girls and boys in the use of settings, planning of learning and teaching activities, selection and use of resources and methods of teaching.
- Examine issues related to sexism and explore ways to promote non-sexist attitudes

and behaviour in the schools and wider community, e.g., the need to promote training and access of women to male dominated professions e.g., engineers and mechanics.

- Develop learning experiences that create awareness of students to value both traditional and non-traditional gender roles.
- Develop learning experiences that recognise the contribution and status of both women and men, girls and boys in different cultures, places and times.
- Incorporate skills in understanding different viewpoints on gender issues.
- Ensure that both girls and boys take active valued leadership roles in activities, and that girls and boys have equitable access to resources, including teachers' time, learning assistance and technological equipment.

Different Viewpoints

Students in Samoan schools will understand the characteristics, roles and cultural expressions of the various groups of people living in Sa-

moa. They will have opportunities to know about the different viewpoints and values held by different people living in Samoa. The Summary of

Essential Learning about Samoa chart provides students with opportunities to develop their knowledge and understanding about how Samoan society has been influenced by other cultural and ethnic groups through studying:

- The subsequent migration, settlement, life and interaction of Americans, British, Germans, New Zealand and other cultural groups in various areas of Samoa over time.
- The effects of colonisation for Samoans and immigrants.
- The influence of Samoa's culture and heritage on its social, political and religious beliefs and systems.
- The influence of other cultures and heritages on Samoa's social, cultural, political and religious beliefs and systems.

Social Studies programmes in schools will:

- Examine what is meant by the terms 'culture' and 'ethnic' groups'.
- Examine issues related to stereotyping and prejudice.
- Explore ways to promote understanding of different viewpoints.
- Consider members of cultural and ethnic groups within the local and wider Samoan community when including aspects of content related to those cultural and ethnic groups.

Viewpoints on Current Issues

Social Studies programmes provide many opportunities for students to examine current issues and events.

These programmes in schools will:

- Provide opportunities for students to know about current issues that are important to them, their local communities, Samoa, the Pacific communities and the wider world.
- Develop students' interest in current events and issues.

- Develop students' understanding and ability to analyse information *e.g.*, news media.
- Encourage students to become active citizens and to understand the ways that they can participate in their local community, the wider Samoan community, and the Pacific and global communities.

Viewpoints on Future Issues

A major task of Social Studies programmes is to prepare students to live in a rapidly changing world. In order to do this, Social Studies programmes will:

- Encourage students to practise creative problem-solving.
- Develop in students the confidence that they can contribute to the future of their society and help people shape it.

- Examine the possible future impacts of current directions in Samoa, the Pacific region and global communities.
- Develop understanding of development and change and explore what might happen in the future.

Time Allocation

Time allocation for Social Studies in Secondary Schools in Samoa is as follows:

- Year 9 - 4 hours per week
 - Year 10 – 12 levels - 5 hours per week
-

Safety

Students taking Social Studies may sometimes go outside of the classroom for field trips and other activities. It is important that teachers and students are always safe wherever they go. Below are some examples of safety measures for students and teachers to consider:

- Always take safety wear when you go hiking or walking on dangerous slippery grounds.
- Students must always stay together and not wander far away from the rest of the group.
- Do not play with sharp tools if you use them.
- Watch the time and count your team before leaving your school.
- Count your students before returning back from an excursion.



Social Studies

Strands, Major Learning Outcomes
and Key Learning Outcomes
for Year 9

STRAND 1: PLACE AND ENVIRONMENT	
LEVEL	YEAR 9
MLO	Demonstrate: that people identify with place and environment through their past and present experiences. <ul style="list-style-type: none"> The significance of people's interaction with their environment.
SUB-STRAND	Identity with place and environment How places reflect the past interactions of people and their environment when they:
KLO	<ul style="list-style-type: none"> Gather information about places and environments that are important to people in the past and still significant today. Identify traditions that originated for the past interactions of peoples and their environments; (cultural and natural). Explain how traditions and cultural practices reflect past interactions of people with their environments. Discuss the changes in traditions and cultural practices caused by changes to places and environment.
SUB-STRAND	Interaction with the environment Why people move between places and the consequences of this for the people and the places when they:
KLO	<ul style="list-style-type: none"> Gather information about people moving between places. Identify factors that lead to changes to places and changes in the environment. Discuss the effects of population change in a place on people and on natural and cultural features of the environment. (Implication of changes to places and environment). Practices caused by changes to places and environment.

STRAND 2: RESOURCES AND ECONOMIC ACTIVITIES	
LEVEL	YEAR 9
MLO	Demonstrate: people access, manage and use resources to live <ul style="list-style-type: none"> People allocate, distribute and share resources through economic activities.
SUB-STRAND	Management of resources How and why people use resources differently and the consequences of this when they:
KLO	<ul style="list-style-type: none"> Gather information on the different ways in which different cultural groups may use the same resource. Report on the different values that people may attach to a resource (e.g., in work, worship, sport, nature). Explain what happens when resources are viewed or used in new and different ways.
SUB-STRAND	Use of resources How people's participation in economic activities has changed and the consequences of this when they:
KLO	<ul style="list-style-type: none"> Gather and present information on the factors that have changed people's participation in economic activities (e.g. technological developments, social attitudes towards the working week, the environment, women in paid work, availability of labour, business decisions, availability of resources). Analyse how these factors have changed people's participation in production, distribution, consumption and exchange. Compare and contrast the difference of exchange of goods and services. (unpack: past and current).

STRAND 3: SOCIAL LIVING

LEVEL	YEAR 9
MLO	Demonstrate: people's organisation in groups. <ul style="list-style-type: none"> Rights, roles and responsibilities of people as they interact within groups.
SUB-STRAND	People's Group Organisation How and why groups are organized within communities and societies when they:
KLO	<ul style="list-style-type: none"> Gather information and describe a range of social institutions. Communicate findings about the functions of those social institutions. Make some general statements about the social institutions they belong to.
SUB-STRAND	Interaction within groups How and why people seek to gain and maintain social justice and human rights when they:
KLO	<ul style="list-style-type: none"> Define human rights and social justice. Collate (sort and put together) information about human rights and social justice. Discuss how human rights might vary in different social institutions (unpack: introduce Universal Human Rights etc.). Explain how and why people seek to gain and maintain human rights and social justice; (unpack: predict what might happen to people seeking to gain and maintain human rights and social justice.)

STRAND 4: DEVELOPMENT AND CHANGE

LEVEL	YEAR 9
MLO	Demonstrate: development and change involve interaction with, interdependence of, people and places. <ul style="list-style-type: none"> How and why development and change occur and the resulting influences on society.
SUB-STRAND	People and places The meaning of development and why development and change occur when they:
KLO	<ul style="list-style-type: none"> Select and list examples of development and change in communities. Give reasons why development and change occur. Give examples of causes and effects of development and change on peoples' lives.
SUB-STRAND	People and places The influences of development and change on people and places when they:
KLO	<ul style="list-style-type: none"> Organise information about the influence of development and change on people and places. Identify and describe places which have been influenced by development and change. Present the responses of people towards development and change in places.

CULTURE AND HERITAGE	
LEVEL	YEAR 9
MLO	<p>Demonstrate: everyone's identity is influenced by culture and heritage:</p> <ul style="list-style-type: none"> - What happens when culture interact?
SUB-STRAND	<p>Culture and heritage</p> <p>How and why culture and heritage are passed on and sustained in society when they:</p>
KLO	<ul style="list-style-type: none"> Communicate findings about the ways that culture and heritage might be passed on and sustained e.g., through myths, legends, stories, adornments, songs, dances, arts and crafts, ceremonies. Explain how and why identity is developed, maintained and expressed (national, cultural, personal etc.).
SUB-STRAND	<p>Interaction of cultures</p> <p>The impact of the spread of new technology and ideas on culture and heritage and how and why cultures adapt and change when they:</p>
KLO	<ul style="list-style-type: none"> Gather information on how technological changes have affected the ways in which people maintain and pass on their heritage; Describe the ways that new technologies and ideas have changed culture and heritage.
KLO	<ul style="list-style-type: none"> Communicate how different cultures interact and the consequences of such interactions; Explain how changes and adaptations of their culture affect people's values; Predict what happens when people adapt and change to new environments. <p><i>* These Key Learning Outcomes are extracted from the Culture and Heritage Strand, being inserted and merged into/with the HISTORY Strand of Social Living</i></p>



Geography

Introduction

Geography is a subject within the Social Studies learning area. It is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities. It enables students to develop their knowledge and understandings of the diverse and dynamic nature of society. They learn about how interactions occur among cultures, societies and environments. They develop and apply skills as they investigate society, explore issues, make decisions and work cooperatively with others. The understandings and skills they develop enable them to participate in society as informed, confident and responsible citizens. The purpose of Geography in the Samoan Secondary School Curriculum is to state what all students should

learn and achieve in Years 10 to 12 Geography programmes emphasise learning about people, cultures and groups in various time and place settings. Such learning includes the development of understandings of the local, national and international settings. Geography in the Samoan Curriculum for the Secondary Levels establishes major learning outcomes, learning outcomes and strands and sub-strands for the areas of Geography. Within the strands, the curriculum sets out a clear and structured progression of major learning outcomes that span from year 10 to year 12 of secondary schooling. Major learning outcomes and learning outcomes are also established for three Geography processes: Inquiry, Values Exploration, and Social Decision Making. These processes incorporate the essential skills of the Samoan Curriculum Framework.

Scope of the Curriculum

The National Curriculum is made up of:

- The National Curriculum Policy Framework which outlines the framework of underlying principles and required learning areas.
- A set of curriculum statements that defines the learning principles, achievement aims and objectives which all Samoan schools are required to follow.

This Geography curriculum is for Years 11 and 12. It sets out progressions of skills and knowledge for students in Samoa secondary schools. This curriculum statement applies to:

- All Samoan secondary schools.
- All students at Year 11 and 13 that have selected this subject as one of their options subjects.

- All students who have selected this option, irrespective of gender, ethnicity, belief, social or cultural background.

Each school provides programmes of learning which may be part or the entire National Curriculum in response to local needs, priorities and resources. The learning programmes offered by schools must provide the learning activities and the opportunities for the students to achieve the standards that are included in the national curriculum.

The Structure of the Geography Curriculum

Organisation of the Geography Curriculum

The Geography Curriculum statement provides information for teachers, students, parents, families and the wider community, on what students are expected to achieve in each year if secondary schooling in Geography.

But first, what is Geography?

School Geography is the study of spatial patterns in the physical and human environment and the processes that create these patterns. Interactions within and between physical and cultural environments are of critical importance in geographic

studies, particularly in terms of the impacts such interactions on the lives and activities of people.

All national subject curriculum statements are organised to show the:

1. Aims of the subject curriculum.
2. Organising strands of the curriculum.
3. Major learning outcomes that organise the learning within the strands.
4. Key learning outcomes to be achieved at each year level.

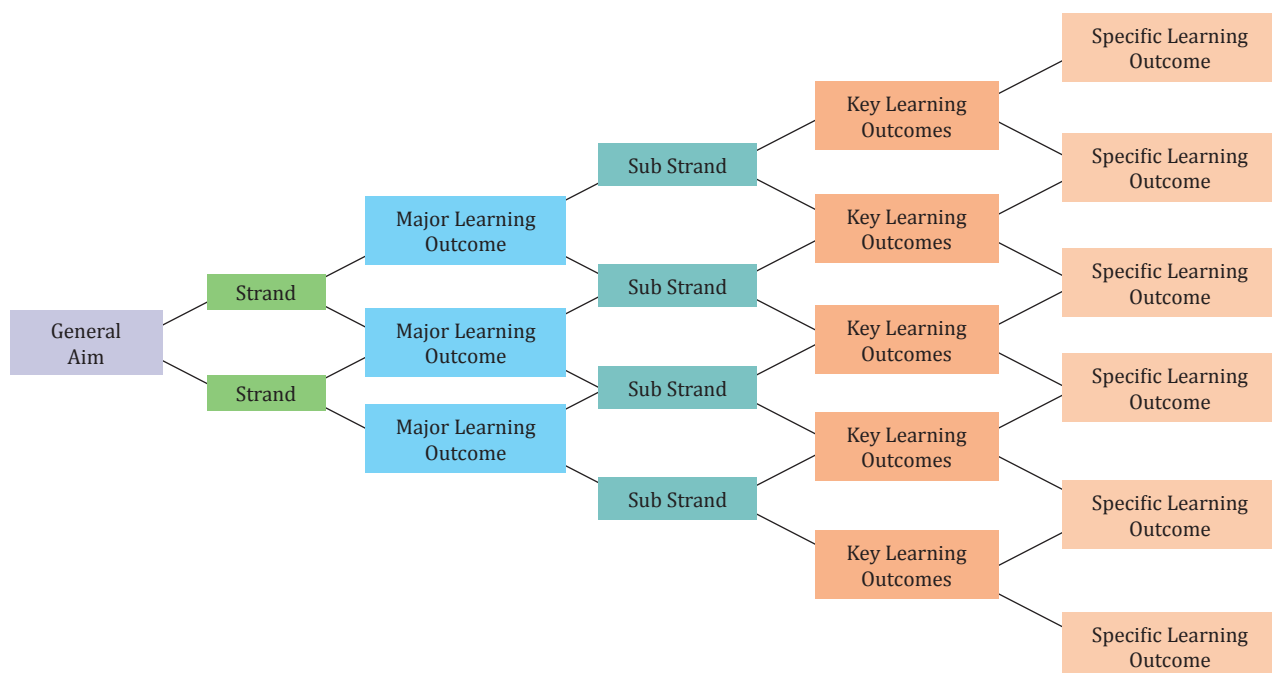


FIGURE 1.
Curriculum Hierarchy

Principles

Key Principles

The National Curriculum Framework lists five key principles which underpin all aspects of the Samoan education including the development of the curriculum. They are:

Equity

Equity requires that the system will treat all individuals fairly and justly in the provision of educational opportunities. Policies and practices which advantage some social groups and disadvantage others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.

Quality

Educational quality is exemplified by high standards of academic achievement, cultural understanding and social behavior, and results from the complex interplay of professional and technical factors, and social cultural practices. Policies promoting these will focus on the learning institutions and specifically on day to day classroom practices including monitoring, assessment and reporting of students outcomes and teaching effective.

Relevance

Relevance in education implies a system that is meaningful, recognised, applicable and useful

to one's life. It should enhance individual and community well-being and ultimately national development, including cultural, humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual learner, to the community and nation.

Efficiency

Efficiency in education is demonstrated by leadership and management practices that ensure optimum use of resources (human, financial and material) at all levels, efficient service delivery, effective communication and coordinated and transparent decision making. Policies will reflect the need to be both efficient and effective.

Sustainability

Sustainability requires the wise utilisation of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels. The collective values, trust, integrity and a sense of responsibility for the common good in the community and national development will be promoted.

Curriculum Principles

This Geography curriculum is based on the principles stated in the National Curriculum Policy Framework. These principles give direction and consistency for the development of programmes and related policies. The Principles are:

- **All students can be successful learners.** The Samoan Curriculum recognises that all students can be successful learners when

they are provided with sufficient time and support.

- **Students need to be engaged.** The Samoa Curriculum recognises that for students to succeed, curriculum experiences must relate to student interests, needs and learning styles in order to engage students in their learning.

- **Programmes must be planned.** The Samoan Curriculum recognises that for students to be successful, programmes must be carefully planned and use a range of teaching approaches in order to cater for the various learning styles of students.
- **Programmes must develop the whole person.** The Samoan curriculum recognises that programmes must be broad and balanced and provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student to be developed so when students complete their schooling they are well prepared for work and further
- **Assessment must inform practice.** The Samoan Curriculum recognises the need for teachers to use monitoring, assessment and reporting practices that help them evaluate the effectiveness of their teaching practices as well as provide an indication of students achievement against established standards.
- **Teachers make a difference.** The Samoan Curriculum recognises the centrality of highly effective teaching in ensuring quality outcomes for students.
- **Community involvement assists learning.** The Samoan Curriculum recognises that fa'asamoa must be upheld and that the community plays a large role in the education of students.
- **A sustainable future.** The Samoan Curriculum emphasises the need to develop environmentally and socially sustainable practices. This applies not only to the physical environment but also in the way society structures itself socially, culturally and economically.

Aims, Strands and Sub-strands

General Aims

The Aims of school Geography in Samoa, at Years 11 and 12 are:

1. To develop knowledge and understanding of:
 - a. the spatial patterns in the physical and human environment and the processes that create these patterns.
 - b. the interactions within and between places/environments, and between people and places/environment.
 - c. places and an appreciation that understandings of places can vary for different groups of people.
 - d. cultural and social perspectives on geographic patterns, trends and issues.
 - e. the nature and application of systems approaches in the development of geographic knowledge.
 - f. the evolving issues that influence the achievement of sustainability in an island nation such as Samoa.
7. To develop the skills:
 - a. of geographic inquiry and learning in order to more actively participate in and even direct, their geographic studies.
 - b. to recognise and evaluate the value ladenness of aspects of cultural processes.
 - c. to effectively evaluate and respond appropriately to changes within, and between, the physical and human environment.
8. To encourage an appreciation of the world we live in at different scales – from that of individual experience to the local, the regional and the global.
9. To enhance the abilities of students to apply their geographic knowledge, understandings and skills to situations in their own communities so that they will be able to participate in society as informed, confident and responsible citizens.

Organising Strands

Students will achieve the aims by developing knowledge and understandings about society as they study the six Geography strands of:

- Physical Environments
- Population and Settlement
- Development Studies
- Resources and their Uses
- Environmental Issues
- Field Studies

Specific Aims and Sub-Strands

Each strand has two specific aims that develop the general aims of Geography. The two specific aims of each Geography strand establish a clear and structured progression of major learning outcomes that span the years 10 – 12.

The Six Strands and Specific Aims

Geography knowledge and skills for secondary schooling in Samoa has been organised into six strands. Strands are broad groupings of knowledge and skills within a learning area (such as Geography). The continuity of each strand enables students to develop knowledge and understanding through Years 11 and 12.

From their study of PHYSICAL ENVIRONMENTS, students will recognise and understand:

- Spatial patterns and interacting processes within physical environments.
- The impact of processes within physical environments on the cultural environment and how people can influence physical processes and their impacts.

Students will learn about the main climatic, bio-geographic and geologic processes that interact to shape the environments of different islands in tropical Pacific locations. They will learn how the physical environments of islands have shaped and influenced cultural activities and how cultural activities can change or accelerate natural processes. They will study global tectonic and atmospheric natural events and their effects as natural hazards, and how the actions of people can lessen the effects of such hazards.

From their study of POPULATION AND SETTLEMENT students will recognise and understand:

- Key patterns and processes associated with population change, distribution and settlement.

- Settlements as systems, and the impacts of populations and settlement processes on place and environment.

Students will learn about the processes of population change and patterns that are a consequence of the processes of population change. They will study the impact of population change on people, places and environments. They will study the patterns and processes of settlements of these on people. They will understand the relationship of settlements to places around and beyond them.

From their study of DEVELOPMENT, students will recognise and understand:

- Spatial patterns associated with differences in development.
- The effects of planning on social and economic development

Students will learn about spatial inequalities in development and processes that have led to these inequalities. They will learn about development planning to address spatial inequalities at different scales and in different contexts. They will learn about global development. They will learn about the factors that influence national development strategies.

From their study of RESOURCES AND THEIR USE, students will recognise and understand:

- Systems of production associated with the use of renewable and non-renewable resources; they will also understand the ways that people use resources to interact

with the physical environment to form patterns in a particular place.

- People's decision making about the management of resources.

Students will learn about farming and mining as systems of production. They will learn about the effects of change and sustainable management practices on farming and mining. They will study systems of water and hydro-energy supply. They will recognise and understand the importance of the management of water supply and hydroelectric (HEP) energy systems.

From their study of ENVIRONMENTAL ISSUES, students will recognise and understand:

- The effects of people's actions on processes and patterns within a physical environment or system at different scales.
- Different perspectives on the use and management of a physical environment or system at a global scale

Students will learn about policies and practices that have changed a physical environment. They will study different perspectives that groups of people have on the natural environment being

studied. They will learn about climate change as a consequence of interactions between cultural environments and the atmosphere. They will understand different perspectives on and responses to climate change.

From their learning through FIELD STUDIES, students will recognise and understand:

- The purpose of fieldwork in education through Geography.
- Different methods are used in geographic fieldwork.

Students will learn why fieldwork is important in investigating geographic concepts at a local scale. They will study and apply the geographic inquiry process. They will learn of the role of field studies in the investigation of geographic concepts at a national level. They will apply the techniques used in the geographic inquiry process.

Important note: *The achievement objectives of the Field Studies strand are to be integrated into topics based on the achievement objectives of other strands. Decisions of where, when and how are to be determined by schools and detailed in their schools' Geography programmes.*

Conceptual Framework

Organising Concepts

As students process new information, they build concepts in order to make sense of that new information and to give it structure. Concepts can be developed further into important ideas by combining them to reflect significant relationships in Geography. Geographic ideas are developed when concepts are combined in generalisations.

Ten concepts have been made explicit in Samoa school Geography. The Key Concepts (KC) are essential in all the strands of learning. They are:

- Patterns
- Processes
- Interactions
- Systems
- Scale
- Place
- Location
- Change
- Sustainability
- Perspective

Concept	Definition	Specific example	Sample Geographic Ideas
Pattern	The distribution of phenomena on the Earth's surface.	Tropical cyclones occur between 5 degrees – 25 degrees north and south of the equator- in the northern hemisphere, they move in NE direction, in the southern hemisphere they move in the SE direction.	<ul style="list-style-type: none"> • Some spatial patterns are the result of people's organizational; structures (social, economic, or political). • All spatial patterns (physical or cultural) are the result of processes.
Process	A sequence of related events, resulting in a clearly identifiable, measurable outcome.	Low latitude + intense insolation + large expanse of ocean water + warm air raising jet stream overhead + spin of the earth (Coriolis effect) + ... = tropical cyclone	<ul style="list-style-type: none"> • Processes vary in time and space. • Processes vary in magnitude and frequency. • Some processes encourage concentration, others dispersal.
Interactions	When parts of different systems have an important, mutual effect on one another.	Rainfall (from climate) is important to a rainforest. Transpiration from vegetation in a rainforest returns water vapour into the atmosphere.	<ul style="list-style-type: none"> • Interaction takes place at different scales and different degrees of intensity/complexity. • Landscapes are the results of interactions within the environment. • Cultural processes interact with the physical environment to establish patterns in places.

Concept	Definition	Specific example	Sample Geographic Ideas
Systems	The general nature of a system defines it – made up of inputs into a system, that undergoes change (processes in that system) and as a consequence, there are outputs that leave the system.	A fish farm is a system – inputs to a fish farm operation include sunshine, water, capital, labour, etc. Changes that affect the inputs cleaning, feeding, harvesting etc. Outputs include fish, profit etc.	<ul style="list-style-type: none"> The inputs, throughputs and outputs of a system make it dynamic. Change in one part of the system will lead to change in another part. Changes occur frequently due to human impact. According to human values, changes in a system may be seen as benefits or costs. An open system is one where flows of energy and matter across boundaries. A system that has no flows across its boundaries (except for energy) is known as closed-system e.g., hydrological cycle.
Scale	<p>The spatial breadth and relative significance of an event or geographic place.</p> <p>This could be at the level of the individual; or local; or national; or regional or global.</p>	<p>The impact of viral disease, SARS.</p> <p>Individual – fear, grief. A person cancels her trip to Hong Kong.</p> <p>National – Singapore government imposes bans on travellers from China, and relatives of SARS patients forced to stay in isolation.</p> <p>Global – worldwide alert I the disease, international agencies such as WHO are tracking its location and spread, providing assistance and information.</p>	<ul style="list-style-type: none"> Events at one scale can have a different impact on the same groups of people if they were to occur at a different scale. People see themselves as being important parts of the environments they live within at different scales.
Place	A specific point or area on the Earth's surface that is of importance to a person or groups.	The important places in students' day to day lives may include home, school, bus stop in Apia, the local shop, church. What is an important place to students in Apia, will be different to the places that are important to their teachers.	<ul style="list-style-type: none"> The size and location of a place may vary. Places have meaning to people. Some places are more meaningful to some people than others.

Concept	Definition	Specific example	Sample Geographic Ideas
Location	Where a place is – measuring it (location) and taking into account a range of factors to account for or to explain where it is.	Locations of towns and villages (settlements) on coastal lowlands of Savaii and Upolu (latitude and longitude; the relative importance of relief features and natural resources; historical factors).	<ul style="list-style-type: none"> Location can be given in absolute terms or by reference to the position of something else
Change	When something that has experienced relative stability in terms of its condition, is altered significantly and is measurably different.	The clearing of rainforests for commercial farming activities. The natural environment is changed – very different to what it was before.	<ul style="list-style-type: none"> People through their decisions and actions bring about change. Change is normal in physical and cultural environments. Changes happen at different rates and scales. Change can be viewed as good or bad (depending on people's value judgments). Some changes are: predictable; cyclic; recurrent; and others are unpredictable, erratic etc.
Sustainability	A state or situation in which communities are living lifestyles that allow environmental and human resources to be used for everyone's benefit, with minimal effect on physical and cultural environments. Such a state ensures that resources will be maintained for the next generation.	The Women in Business fine mat (ie toga) programme uses natural materials, revives traditional skills and is a reliable and regular source of income for the weavers. Weavers are able to support their families and invest earnings in other small scale production activities.	<ul style="list-style-type: none"> People can make careful decisions with the intention of minimizing the effects of human interactions throughout a system. Informed value judgments are made about the development of environments for the benefit of future generations and other groups of people.
Perspective	The way a person or a group of people view or see something. Perspective is shaped by factors such as culture, previous experience; theories from different academic disciplines, etc. Perspectives are not constant – they can change.	<p>Academic or theoretical perspectives: e.g., the push-pull model is one way of looking at and explaining migration. Alternative perspective: political economy theory of labour migration, where developed countries (e.g., NZ) used migration policies to manage and control; needs of the economy for labour e.g., <i>migration of Samoans to NZ due to NZ's need in the 1960s, 1970s for cheap unskilled workers.</i></p> <p>Different people will identify sacred places in different ways, for different reasons e.g; <i>Jerusalem</i> (Christians, Muslims, and Jews).</p>	<ul style="list-style-type: none"> Social and cultural groups perceive and interpret their own and other environments in different ways. As groups of people change the way they see and use resources, they will change the way they see and use the environments. Cultural landscapes bear the imprints of different peoples' appraisals and use of the earth's environments. Cultural landscapes change through time.

Links to Social Studies

The Relevant Strands

Year 11 and 12 Geography students are not new to geographic studies. They have experienced geographic knowledge and skills through Social Studies. The strands of 'Place and Environment' and Development Studies' develop geographic

background and understandings. Students who have studied Social Studies from Year 9-10, will have engaged with Geography concepts and content at least twice a year.

The Aims

The general aim of Social Studies is to enable students to participate in a changing society as informed, confident and responsible citizens'.

Geography education at Year 11 and Year 12 will continue to support that aim, but in more focused and specific ways (Refer to Aim 5).

Settings

Another link between Social Studies and Geography are similar settings for learning. Topics in a two-year Geography programme based on the Geography curriculum are to be set in the

following: Samoa, the Pacific, the global context and other parts of the world (e.g., NE and SE Asia, North America, Africa, and South America).

Essential Learning About Samoa (ELAS)

The Social Studies Curriculum statement identifies twenty-one areas of learning about Samoa (describes as Essential Learning About Samoa) The Geography curriculum provides opportunities to build on this knowledge about Samoa in ten identified ELAS areas. These are:

- Pacific migration, settlement, life and interaction in various areas of the Pacific over time (1).
- The migration, settlement, life and interaction of Samoans within Samoa (2).
- The perspectives of the matai as these affect contemporary systems, policies and events (7).
- The perspectives of tama-a le-eleele (tagatamoni ole aiga ma le nu'u) (8).
- The physical environment of Samoa and how people interact with the landscape (12).
- Changing patterns of resource and land use (14).
- Changing patterns of economic activity and trade (15).
- The nature and organisation of tautua and employment (17).
- The location and significance of important natural and cultural features of the landscape (19).
- Samoa's participation in international events and institutions and its possible role in world affairs in the future (21).

Skills Development

An important outcome of school Social Studies is the development of skills. These skills are generic for the social sciences. Therefore students, who have experienced Social Studies programmes based in the Samoa Social Studies curriculum and textbook series, and are moving

into Geography learning at the senior secondary school level, will bring with them a strong foundation in social science skills. These skills are vital tools for developing knowledge and understanding. The geography programme will build on the skills that students bring with them.

Links to Exam

Links to Samoa School Certificate (SSC), Samoa Secondary Leaving Certificate (SSLC) and the Foundation Programme (NUS)

SSC (Samoa School Certificate)

- The current Geography curriculum is based on six strands. Five topics are to be developed at each year level in addition to the integration of field studies (as directed by the aims and achievement objectives of the sixth strand of Field Studies).
- The SSC exam prescription has been developed based on this Geography curriculum.
- The Geography curriculum will enable the development of school programmes that will develop a greater depth of geographic knowledge, and help students in their preparations for Year 12 Geography.

SSLC (Samoa School Leaving Certificate)

- The five SSLC topics have been developed and covered by this Geography curriculum statement.
- School programmes have the opportunity of using the Fieldwork strand at Year 12 level to build on knowledge and skills developed in Year 11.

In developing their Geography teaching and learning programmes for Year 12, schools can

consider this generic curriculum statement made on page one (of this curriculum):

‘Each school provides programmes of learning which may be part of the entire national curriculum in response to local needs, priorities and resources. The learning programmes offered by the school must provide opportunities for the students to achieve the standards that are included in the national curriculum.’

Foundation Programme

When carefully considered as a two-year programme, the Geography curriculum statement has the potential to adequately prepare students

for both Physical and Human Geography for any Foundation level programme.

The Development of the Geography Curriculum Statement *(A Brief Summary)*

Description

The Geography curriculum statement was originally developed in early 2000 with the notion that continuous reviews will be carried out subsequently.

The document presented herein is the result of this review task which took place within a three

month period. Those involved in this undertaking met five times and consisted of the Geography subject committee members from various colleges and local universities.

Underlying Philosophies

There is a strong belief that as geographers, teachers have a strong responsibility to develop environmental education and sustainability. The environment of Samoa is a fragile one. Geography has a very important role in environmental education and development education.

The Geography curriculum statement recognises that education through Geography requires

Geography teachers and Geography students to be intellectually open to other perspectives – theoretical as well personal. The curriculum statement should lead to the development of school Geography programmes that will enable students to apply geographic ideas to real people and contexts at different scales and to appreciate the similarities and differences in the way people personally respond.

Teachers as Curriculum Implementers

Three teacher-centred concepts must be considered – professionalism, empowerment and sustainability.

Professionalism

Professionalism is about being professional development that teachers within the subject committee experienced as a consequence of participation in the process of developing the curriculum statement. Professional judgments and decisions were only made after considerable discussion.

Professionalism is about teachers making professional judgments and decisions about the design of their school Geography programmes as well as how they will deliver these programmes

to their students. The Geography curriculum statement provides a broad yet structured framework that will enable schools to develop programmes that will suit the specific needs of their students.

Professionalism is also ensuring that teachers continue to develop their own geographical knowledge and that they maintain currency with new research and resources in the subject as these relate to the school curriculum.

Empowerment

Empowerment is an important outcome of professionalism. Teachers participating in curriculum development and implementation at the national level, and then at the school level are

empowered as curriculum leaders at different levels of the education systems.

Sustainability

This is a concept that is very important in Geography. It applies to the context of the environment - both the physical and cultural. But sustainability is also applicable to the context

of teaching and learning. School management, teachers and students will develop and sustain meaningful working relationships; develop and maintain relevant resources, and regularly evaluate programmes and continue to build their own knowledge in order to achieve the aim and objectives of the Geography curriculum.

Approaches to Teaching and Learning

The National Geography Curriculum is aimed at enabling students to learn. Learning is a process by which new understandings are constructed. Students learn best when they take action themselves to generate and create meaning, and to apply the new geographical knowledge in meaningful situations. This enables the development of understanding. Geography teaching practi-

ces must aim for effective learning. Students are more likely to be involved in effective learning if teachers use activities such as discussion, investigation and reflection, problem-solving and working together. These types of activities help students to think deeply and critically about the geographical ideas, knowledge and skills that they are learning.

Assessment and Evaluation

Assessment is the process of gathering meaningful information which is used to make judgments on aspects of the learning cycle such as learners' performance against the achievement objectives and the quality and effectiveness of the learning programme. Assessment and evaluation of Geography teaching must reflect the principle in the Samoa National School Assessment Policy Framework and National Teachers Development Framework (NTDF).

The National Curriculum recognises the relationship between the principles and purposes of the curriculum and methods of assessments. Assessment methods influence teaching methods and if inappropriate, can constrain them. The things that are assessed are seen as important. Written examinations focus on a narrow range of knowledge and skill that can be assessed in written forms. The domination of assessment by pen and paper examinations legitimises the focus on a narrow range of skill, confirming a narrow range of teaching methods.

It is important therefore that:

- a range of assessment procedures is used to provide useful information on students' progress against the achievement objectives in the Geography strands.

- skills and knowledge such as independent inquiry, oral language, and many practical skills (for example planning and conducting fieldwork) need to be assessed. These are not easily assessed by examination and need assessment through school-based activities.
- assessment and evaluation is ongoing and the results are used to help improve the ways in which Geography programmes are meeting the Students' needs.
- where appropriate, families and communities be involved as participants in the assessment and evaluation process.
- students are involved in the assessment of their own progress in Geography.

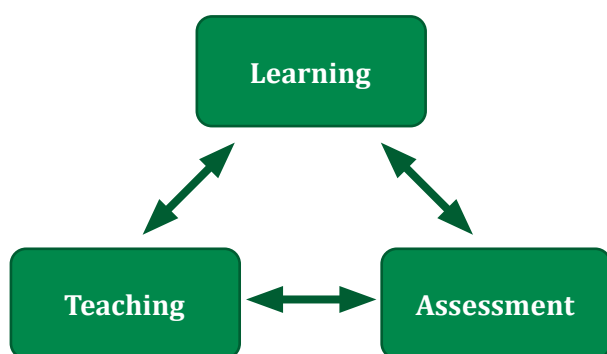
Effective assessment in Geography seeks to:

- be valid, reliable and authentic.
- help students and teachers focus on improving learning.
- be rewarding- in terms of offering guidance about progress and skills.
- give feedback.
- prepares students for the requirements of external qualifications.

- Teachers evaluating their programmes or units can use information from assessment.

Evaluation is used to measure the success or otherwise of programmes or units. It requires a teacher to judge what worked well, how well the teaching improved students' learning, and what needs changing to improve the unit or programme for next time. Teachers should involve colleagues and students in the process of evaluation, by asking them for their feedback on how well the teaching programme or unit met their learning needs.

Learning-teaching-assessment cycle



There are three purposes of assessment:

1. Assessment for learning
2. Assessment as learning
3. Assessment of learning.

Assessment for learning

Assessment of individual learners' progress is, above all, diagnostic and informative. The purpose of such assessment is to improve teaching and learning by diagnosing learning strengths and weaknesses before teaching and learning commence, and then measuring learners' progress against defined learning outcomes, and reviewing the effectiveness of teaching programmes. The information which teachers record from these assessments enables clear profiles of individual learners' achievement to be built. These profiles are used to inform teachers about each learner's learning and development, and to provide the basis for feedback to learners and parents.

Language

The language associated with learning in Geography is often abstract and demanding for the learner. For students who must learn through

Assessment for learning is based on a variety of student activities. These include questioning of and by students; class exercises and activities involving individual and group work; products created by learners; projects and portfolios; teacher observations of learner performance; discussion; student self-assessment and peer assessment.

Activities such as these give teachers the opportunity to give verbal or written feedback to each student. The feedback is constructive and encouraging and aims to build confidence. It is mainly descriptive, emphasising strengths and challenges. The information also gives teachers the opportunity to adjust their own teaching to ensure students' learning is proceeding satisfactorily. No grades or scores are given.

Assessment as learning

A learning outcomes approach to teaching and learning requires constant classroom assessment of learner progress for each clearly defined outcome and constant feedback to learners and parents. Assessment should be positive and encouraging and help learners understand how to improve. Assessment is only meaningful when there is a clear sense of purpose and anticipated outcome – known to both the learner and the teacher.

Students have some ownership of, and take responsibility for, their learning because they know in advance what is expected of them – what the learning goals are, and how achievement of the goals is going to be measured. Assessment tasks are explicitly linked to the curriculum and classroom programme.

Assessment of learning

Assessment of learning is summative. It takes place at the end of a learning unit and is usually accompanied by a grade or score. It tells the student, parents and the teacher how achievement compares with the expected outcome.

the medium of their second language, English, learning is even more complex. Such students are required to develop the English language for

school learning at the same time as attending to the requirements of content learning.

They are expected to use English to:

- Read and understand expository texts.
- Interpret data and process information that is in the form of maps, diagrams and graphs.
- Reason through to conclusions.
- Develop arguments.
- Analyse, synthesise and evaluate ideas.

Furthermore, they are assessed in English on how well they express themselves both orally and in writing. English as second language learners may take at least seven years to develop English language skills for academic learning compared to those for whom English is the first language. All students must develop the language associated with learning Geography. In practice, it requires Geography programmes to have specific English language objectives.

The language students will need in order to understand; talk about Geography content; participate effectively in learning activities should be identified and taught together with the appropriate content. In this way, language is developed in relevant and meaningful contexts. The develop-

ment of English language skills for learning needs to be supported in all areas of the curriculum.

Geography programmes will have these features:

- Planned integration of content and English language learning.
- The provision of opportunities for students to use language for both social and academic purposes.
- A balance of learning activities through learning and reading, speaking and writing, viewing and presenting.
- Focused instruction on English language structures from word forms and meanings to sentence patterns, to whole texts and the structures and conventions that go with them.
- Opportunities for learners to interact with others in the classroom, school and wider community in Samoan and English language.
- Frequent opportunities for meaningful interaction between teachers and students, with teachers providing good models of English use and balanced use of Samoan and English language.

Learning

Geography programmes will have these features:

- The provisional of opportunities for students to share their own knowledge, understanding, attitudes, values and viewpoints in learning activities.
- An inclusive learning environment that is gender inclusive, non-racist and non-discriminatory.
- The involvement of students in the full range of thinking skills (cognitive processes) from the recall of information to analysing information and making conclusion and generalisation.
- The provision of fair, valid, appropriate and consistent assessment activities that are integrated with learning.
- Opportunities for learners to develop their knowledge and understandings about Samoan society (as in the relevant Essential Learning of Samoa), and the settings that have significance for Samoa.
- Learning experiences that enables the learner to investigate and explore important social issues now and in the future, make decisions and work co-operatively.
- Provision of activities aimed at increasing the learner's knowledge of their land, the society within Samoa and its social/cultural boundaries, as well as within the global context that Samoa as a nation is a part of.
- Provision of activities that generate student interest and motivation for the ongoing study of Geography.

Providing a Balanced Programme

A balanced Geography programme is one that:

- Covers the main branches of Geography (a multi-disciplinary subject).
- Develops geographical knowledge in a clear, progressive manner from one year level to next.
- Has high expectations and standards of both teaching and learning.
- Does not privilege one gender and its experiences over another.

- Is enjoyable for both teachers and students. When Geography is meaningful and fun, the motivation levels of students will be high and the potential for student achievement increases as well.

A balanced school Geography programme for Years 11- 12 will be achieved if it can achieve all the aims of the Geography curriculum statement.

Values

Values in the Curriculum

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Like the essential skills, they are central to the personal development of each individual and the way the broader society operates. Values are not only developed by schools but by the broader community including the media. The school curriculum will help individuals to develop and clarify their own beliefs and values. Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution. The values that underpin the Samoan curriculum include:

Fairness, in order to ensure that: decisions and practices are viewed as having respected the opinion of others and where outcomes are accepted as just.

Honesty, in order to ensure that: there is consistency and sincerity in what is said and done.

Excellence, in order to ensure that: high achievement is valued and celebrated.

Responsibility, in order to ensure that: students are responsible for their actions and undertake actions to assist others.

Respect, in order to ensure that: others are treated with consideration and sensitivity, the physical environment is maintained and cultural and spiritual values and societal rules are adopted by all.

Tolerance, in order to ensure that: the differences and diversity within society are respected and accommodated.

Values in English

Values are qualities that learners should develop as principles underlying conduct and decision making, while positive attitudes are personal dispositions needed to perform a task well. In the teaching of English, opportunities for the development of positive values and attitudes are provided through learning tasks. Examples of positive values include self-esteem, perseverance, interdependence and tolerance. Instances of positive attitudes are responsibility, open-mindedness, confidence in using English and respect for the different cultures of the English-speaking world. Learning in English provides opportunities for students to explore, challenge, think critically about and clarify their values and attitudes. Through personal learning experiences inside and outside the classroom, students have a variety of opportunities to acknowledge the values and attitudes of others. In exploring oral, written or visual texts, students consider the values and viewpoints expressed and compare them with their own. Therefore, schools must provide learners with the basis on which they can make informed and reasonable decisions in the following areas.

Fairness, collaboration, acceptance, consultation. The learning programme in English allows students to work collaboratively, discussing ideas and feelings with each other during group

discussions and brainstorming, listening attentively to their peers' views and contributions and forming their personal decisions and/or point of view. Students should treat information, issues and ideas fairly in any discussions, base decisions on majority consensus, and respect others' views.

Open-mindedness, tolerance and understanding. Students should listen with an open mind to the ideas of others; personally reflect on genres discussed or read about, and respect cultural, economic and social differences within their learning environment.

Honesty and integrity. Students should be sincere and honest in what is discussed or written in relation to information, issues, topics and genre presented.

Honour and respect. Students should be able to treat others with consideration and sensitivity and respect another person's opinions and beliefs.

Wisdom, excellence and perseverance. Students should aim to achieve to the best of their ability, learn something worthwhile and useful, utilising all language skills to research topics and issues.

Responsibility. Students should be responsible for their own actions, be able to assist others, resolve disagreements and conflicts by peaceful negotiations and show care and concern for everyone they interact with. They should also be aware of their responsibility and obligation for the common good of humanity in various spheres of life.

Consideration and inclusion. In their learning, students should be concerned about themselves and others. They should be inclusive of, and co-operate with, everyone regardless of differences and abilities.



Geography

Strands, Major Learning Outcomes
and Key Learning Outcomes
for years 10-12

STRAND 1: PLACE AND ENVIRONMENT	
LEVEL	YEAR 10
MLO	<p>Demonstrate: that people identify with place and environment through their past and present experiences.</p> <ul style="list-style-type: none"> The significance of people's interaction with their environment.
SUB-STRAND	<p>Identity with place and environment</p> <p>How and why people perceive place and environment in different ways when they:</p>
KLO	<ul style="list-style-type: none"> Record findings about how people maintain and develop important places; Describe the different ways that people perceive places and environments; Explain how and why different people value different places and environment.
SUB-STRAND	<p>Interaction with the environment</p> <p>How and why people seek to resolve differences over how places and their environment should be used when they:</p>
KLO	<ul style="list-style-type: none"> Discuss the conflicts that may arise from the use of an environment; Describe and analyze the ways in which people resolve conflicts that arise from the use of an environment; (Climate Change); Carry out an investigation on how places and environments are managed and regulated. (Unpack: examples of laws regulated, include mapping skills, cs).

STRAND 2: RESOURCES AND ECONOMIC ACTIVITIES	
LEVEL	YEAR 10
MLO	<p>Demonstrate: people access, manage and use resources to live.</p> <ul style="list-style-type: none"> People allocate, distribute and share resources through economic activities.
SUB-STRAND	<p>Management of resources</p> <p>Factors that influence people's access to resources when they:</p>
KLO	<ul style="list-style-type: none"> Identify factors that can influence the ability of individuals and groups to obtain resources, goods and services (unpack: include other factors – social, political etc.); Communicate the ways in which the accessibility to resources, goods and services (unpack: include all different groups i.e., less advantaged etc); Identify factors (<i>e.g., price, opportunity cost, enterprise, technology</i>) that influence decision making about the use and management of resources, goods and services. (Unpack: questionnaire – factors: price, opportunity cost, enterprise, technology).
SUB-STRAND	<p>Use of resources</p> <p>How and why the international distribution and allocation of resources influence people's lives when they:</p>
KLO	<ul style="list-style-type: none"> Gather and process information on the ways that government actions have resulted in economic changes; Discuss the ways that the actions of international organizations have resulted in economic changes; Examine the consequences of economic and social policies.

STRAND 3: POPULATION AND SETTLEMENT	
LEVEL	YEAR 10
MLO	Recognize and understand: key patterns and processes associated with population change, distribution and settlement.
SUB-STRAND	Management of resources Patterns that are a consequence of the processes of population change: the processes of population change.
KLO	<ul style="list-style-type: none"> Describe the processes of natural increase and migration, with reference to the 'pull and push' factor theory of migration; Compare and contrast patterns in these processes between two different countries (Samoa and New Zealand).

STRAND 1: PHYSICAL ENVIRONMENT			
MLO	Students will recognise and understand the impacts of processes within physical environments on cultural environments and how people can influence physical processes and their impacts.		
	YEAR 11	YEAR 12	
SUB-STRAND	Students will demonstrate and understandings of:		
KLO	<p>The main climatic, bio-geographic and geologic processes that interact to shape the environments of different islands in tropical Pacific locations when they can:</p> <ul style="list-style-type: none"> Identify, name and give examples of the main types of islands in the tropical Pacific - high islands (e.g., Upolu or Savaii) and atolls (e.g., an atoll from the Tokelau group). Describe the main physical processes that have influenced the development of the physical environments of high islands and atolls. Compare and contrast the environments of types of islands and explain their similarities and differences. 	<p>Tectonic and atmospheric patterns and processes at a global scale when they can:</p> <ul style="list-style-type: none"> Explain why and how each process occurs. Describe the global distribution patterns related to each process (i.e. volcanic events and tropical cyclones). 	
MLO	Students will recognise and understand the impacts of processes within physical environments on cultural environments and how people can influence physical processes and their impacts.		
SUB-STRAND	Students will demonstrate and understandings of:		
KLO	<p>The physical environments of islands and how these have shaped and influenced cultural activities and how cultural activities can change or accelerate physical processes when they can:</p> <ul style="list-style-type: none"> Give examples of traditional methods of housing, cultivation and fishing in the different island's environment. Explain how and why such traditions are a consequence of the physical and cultural environments islanders live within. Describe the influence of cultural activities today on high islands and atolls environments. 	<p>Volcanic eruptions and tropical cyclones as natural events and natural hazards when they can:</p> <ul style="list-style-type: none"> Describe the sequence of events for volcanic eruptions and tropical cyclones and explain the processes responsible for the sequence of events. Explain when, how and why such events become a hazard. Describe and then evaluate strategies (both traditional and modern) that people have developed in response to the hazard. 	

STRAND 2: POPULATION AND SETTLEMENT

MLO		Students will recognise and understand key patterns and processes associated with population change, distribution and settlement.
YEAR 11		YEAR 12
SUB-STRAND		Students will demonstrate knowledge and understandings of:
KLO	i. Patterns that are a consequence of the processes of population change. ii. The processes of population change. ... when they can: <ul style="list-style-type: none"> Describe the processes of natural increase and migration, with reference to theories. Compare and contrast patterns in these processes between two different countries (Samoa and New Zealand). 	
	i. Patterns of settlement. ii. Processes of settlement. ... when they can: <ul style="list-style-type: none"> Explain what urban settlements are and why they exist (i.e. the historical development of urban areas). Explain how settlements interact and affect the areas around and beyond them through a case study of a major metropolitan area of significance to the Pacific region (e.g., Singapore, Auckland, and Honolulu). 	
MLO		Students will recognise and understand the impact of population and settlement processes in place and environment - and as they do, take a systems approach to the study of settlement.
SUB-STRAND		Students will demonstrate knowledge and understandings of:
KLO	The effects of population change and population programmes on people, places and environments when they can: <ul style="list-style-type: none"> Identify and describe specific population changes. Describe the effects of these changes on different places, environments and people. Evaluate the effects of these changes from a range of perspectives.* Explore the effects of population programmes on different people, places and environments. * E.g., gender (e.g., men, women), age (e.g., children), location (rural and urban), cultural and social positions (e.g., matai, pulenuu, women's committee)	
	Consequences of urban growth and decline and how these are managed and controlled when they can: <ul style="list-style-type: none"> Compare and contrast initiatives for growth or decline within at least two urban areas- one from a developed context and the second from a developing context. Evaluate the effectiveness of initiatives manage urban growth and decline. Describe ways people in specific urban settlements respond to issues associated with living in cities (e.g., crime, schooling, multiculturalism, leisure etc). 	

STRAND 3: DEVELOPMENT STUDIES			
MLO	Students will recognise and understand spatial patterns associated with differences in development.		
	YEAR 11	YEAR 12	
SUB-STRAND	Students will demonstrate knowledge and understandings of:		
KLO	<p>Spatial inequalities in development at a regional and global scale and processes that have led to these inequalities when they can:</p> <ul style="list-style-type: none">Describe and discuss different measures of development (e.g., economic, social, cultural).Compare and contrast information based on indicators of development.Identify and explain global patterns of development.Explain how and why two specific nations are different in terms of development (e.g., Samoa and a Pacific Rim developed nation).	<p>Globalisation and development when they can:</p> <ul style="list-style-type: none">Describe the main patterns and interactions found within the global economy.*Identify and describe some of the effects of globalisation on students' lives, using case studies.Describe and explain the impact of global phenomena of significance to Samoa (e.g., tourism) from the local to the global level. <p>* world trade</p>	
MLO	Students will recognise and understand the effects of planning on social and economic development.		
SUB-STRAND	Students will demonstrate knowledge and understandings of:		
KLO	<p>Development planning to address spatial inequalities at different scales and contexts when they can:</p> <ul style="list-style-type: none">Describe the different types of organisations involved in development planning (e.g., bilateral organisation, or Non-government organisation or NGO).Describe and analyse the processes involved in planning a specific development projects in Samoa.Evaluate the processes involved in planning.	<p>Factors that influence national development strategies for a system of production of national significance when they can:</p> <ul style="list-style-type: none">Describe the key features of a national strategy (e.g., tourism, education).Explain how and why the strategy was developed.Identify evidence of the strategy in action, and evaluate the effectiveness of its management and outcomes.	

STRAND 4: RESOURCES AND THEIR USE			
MLO	Students will recognise and understand the operation of systems of production associated with the use of renewable and non-renewable resources; they will understand the ways that people use resources to interact with the physical environment to form patterns in particular places.		
	YEAR 11	YEAR 12	
SUB-STRAND	Students will demonstrate knowledge and understandings of:		
KLO	<p>Farming and mining as systems of production when they can:</p> <ul style="list-style-type: none"> Describe the differences between renewable and non-renewable resources. Describe farming and mining as systems (using the systems model or approach) and explain the location of each system of production. Identify the types of resources involved in farming in Samoa and mining in Australia and account for the ways they are used in each system. 	<p>Systems of water and hydro-energy supply when they can:</p> <ul style="list-style-type: none"> Describe the different parts of the hydrological cycle, water supply and HEP system. Identify the types of resources involved within both systems (i.e. water supply and HEP). Explain how water supply and HEP energy are systems of production. Describe and explain the global distribution of water (in terms of supply and renewal). 	
MLO	Students will recognise and understand people's decision-making about the management of resources.		
SUB-STRAND	Students will demonstrate knowledge and understandings of:		
KLO	<p>The effects of change (e.g., technology, markets, climate change) and sustainable management practices on farming and mining when they can:</p> <ul style="list-style-type: none"> Describe the impact of external and internal change on farming as a system and uranium mining as a system. Identify and describe practices that help systems of banana farming and uranium mining to be more sustainable. Describe and discuss the factors that people must take into account when evaluating their decisions about resources within farming and mining systems. 	<p>The management of water supply and HEP energy systems when they can:</p> <ul style="list-style-type: none"> Explain how and why management of the resource is important, and which groups derive maximum benefits from this resource management. Give examples of a range of management practices. Describe from a range of different perspectives both the positive and negative consequences of these practices for the system of production. 	

STRAND 5: ENVIRONMENTAL ISSUES			
MLO	Students will recognise and understand the effects of people's actions on patterns and processes within a physical environment of the system.		
	YEAR 11	YEAR 12	
SUB-STRAND	Students will demonstrate knowledge and understandings of:		
KLO	<p>Policies and practices* that have changed a physical environment when they can:</p> <ul style="list-style-type: none"> • Explain how and why a specific ecosystem is of national significance. • Describe practices and policies of the past and present that have affected the case study ecosystem. • Evaluate the effects of these changes. <p>* 'policies' refers to traditional bans; implicit practices set by people in people in resources NOT being used.</p>	<p>Climate change as a consequence of interactions between cultural environments and the atmospheric system when they can:</p> <ul style="list-style-type: none"> • Give specific examples of climate change. • Explain the interactions that lead to climate change. • Analyse the consequences of climate change for people, places and environments. 	
MLO	Students will recognise and understand different perspectives on the use and management of a physical environment or system.		
SUB-STRAND	Students will demonstrate knowledge and understandings of:		
KLO	<p>Different perspectives of the physical environment being studied when they can:</p> <ul style="list-style-type: none"> • Explain different perspectives (e.g., gender, discipline- base, age, status/ position etc.) about a specific physical environment. • Explain what different groups of people want for a specific ecosystem. • Explain how these different wants may conflict and evaluate the processes for addressing these conflicts. 	<p>Different perspectives and responses to climate change when they can:</p> <ul style="list-style-type: none"> • Explain different perspectives about climate change. • Describe some of the ways that people in different parts of the world and at different scales, are responding to climate change. • Evaluate the effectiveness of these responses. 	

STRAND 6: FIELD STUDIES

MLO	Students will recognise and understand the purpose of fieldwork in education through Geography.	
	YEAR 11	YEAR 12
SUB-STRAND	Students will demonstrate and understandings of:	
KLO	<p>The reasons why fieldwork is important in investigating geographic concepts at a local scale when they can:</p> <ul style="list-style-type: none"> Describe the key geographic concepts in a field study. Use evidence from a local field study to explain a geographic idea. Explain why the field study provided better evidence than evidence from secondary sources. 	<p>The reasons why fieldwork is important in the investigation of geographic concepts at a national level when they can:</p> <ul style="list-style-type: none"> Describe and apply key concepts from a field study. Use evidence from a field study to explain in depth the main geographic ideas relevant to that study. Evaluate the comparative value of fieldwork data and data from secondary sources.
MLO	Students will recognise, understand and apply methods used in geographic fieldwork.	
SUB-STRAND	Students will demonstrate and understandings of:	
KLO	<p>The geographic inquiry process when they can:</p> <ul style="list-style-type: none"> Describe the steps of the geographic inquiry process. Apply the geographic inquiry process to a field study of their local area. 	<p>Techniques that can be used in the geographic inquiry process when they can:</p> <ul style="list-style-type: none"> Classify different techniques used in gathering and processing data in physical and cultural environments. Select and apply appropriate techniques to gather and process data for their fieldwork.

Suggested Texts and References

Geography

Year 11

Earthquakes/Tropical Cyclones – Kath Honarbrook
Skills for Social Studies and Geography – Chris Chittenden
My Skills Book – Ruth Naumann
Natural Processes – J.M. Hensman
Hazard Geography – Christ Dolan
Outcomes Geography – Heineman
Population Studies in M. Asia – Chris Hayden
Geography through Diagrams – Kris Spencer
Natural Hazards Volcanic Eruptions and Hurricanes, *et. al* 1995, Christchurch, New Zealand .
Natural Hazards, Chris Dolan, 2nd edition, 2001, South Melbourne, Australia .
Geography Earthquakes/Tropical Cyclones, Kath Hornabrook, Petra Sutherland, 2000, New Zealand.
Book 1, Natural Processes, J.M. Hensman, J.R. Hensman, P.L. Coombe, 2001, New Zealand .
Our Changing Climate, Lisa Farrow, Shawna Vogel, Dennis Hartmann, University of Washington, 1997.
Storms, Ashton Scholastic, Jenny Wood, Hong Kong, 1990.
The Wider World, David Waugh, China, 1994.
Population Studies, 1998, New Zealand. J.M. Hensman, M.S. Harison, J.F. Hensman.
New Key Connections, Geography – David Waugh

Year 12

Waugh D., The Wider World, (latest edition), Thomas Nelson,
Bishop V. & Prosser R., Water Resources: Process and Management, 2nd edition, Collins, 2001.
Ministry of Education, Sports and Culture, Samoa, Year 13 Geography, Government of Samoa, 2004.
Dolan C. & Ross S., Hazard Geography, 2nd edition Longman Cheshire, 1989.
Hensman J.M., Franklin J. & Mear M., Urban Settlements, New House Publishers, 2003.
Hensman J.M., Brockelsby, L., Hensman J.R., Natural Hazards, New House Publishers.
Bond S., Skills: Social Sciences, New House Publishers, 1997.
Broad A. & Carter R., Form 5 Geography Study Guide, 2nd edition.
Waugh D. & Bushell T., Key Geography Foundation T
NZ Ministry of Education, G6, Skills in Geography, Forms 5-7.
Jacaranda, Jacaranda Atlas, 5th edition, Jacaranda Press, 2000.
Chris Chittenden, Macmillan New Zealand World Atlas, Macmillan, Atlas.
Bindon H. & Williams H., Geography Research Projects: A senior student's handbook, Edward Arnold (Australia), 1988.
Population Reference Bureau, World Population Data Sheet, 2004.
Perspectives on a Changing World, Longman Cheshire, 1989.
Camm E., Camm J. & Irwin P., Resources, Settlement, Livelihood.



History

Introduction

History is a subject within the Social Studies learning area. Students studying history will not only know why things happen and how things happen; how Samoa goes from one political party to two or three. How our nations are built and what developments are working and what have not. It enables students to develop their knowledge and understandings of the diverse and dynamic nature of society. They learn about how interactions occur among cultures, societies and environments. They develop and apply skills as they investigate society, explore issues, make decisions and work cooperatively with others. The understandings and skills they develop enable them to participate in society as informed, confident and responsible citizens. The purpose of History in the Samoan Secondary School Curriculum is to state what all stu-

dents should learn and achieve in Years 10 to 12. History programmes emphasise learning about people, cultures and groups in various time and place settings. Such learning includes the development of understandings of the local, national and international settings. History in the Samoan Curriculum for the Secondary Levels establishes major learning outcomes, learning outcomes and strands for the areas of Social Studies in general, and History. Within the strands, the curriculum sets out a clear and structured progression of major learning outcomes that span all levels of secondary schooling. Major learning outcomes and learning outcomes are also established for three Social Studies processes: Inquiry, Values Exploration, and Social Decision Making. These processes incorporate the essential skills of the Samoan Curriculum Framework.

Scope of the Curriculum Statement

The National Curriculum is made up of:

- The *Samoa Secondary Curriculum Overview Document* which outlines the framework of underlying principles and required learning areas; and
- A set of subject curriculum statements which defines the learning principles, achievement aims and objectives which all Samoan schools are required to follow.

This History curriculum is for Years 12 and 13. It sets out progressions of skills and knowledge for students in Samoa's secondary schools. This curriculum statement applies to:

- All secondary schools in Samoa.
- All students at Year 12 and 13 that have selected this subject as one of their option subjects.

- All students who have selected this option, irrespective of gender, ethnicity, belief, social or cultural background.

Each school provides programmes of learning which may be part or the entire national curriculum in response to local needs, priorities and resources. The learning programmes offered by schools must provide the learning activities and the opportunities for the students to achieve the standards that are included in the national curriculum.

The Structure of the History Curriculum

Organisation of the History Curriculum

The History Curriculum statement provides information for teachers, students, parents, families and the wider community, on what students are expected to achieve in each year of secondary schooling in History.

All national subject curriculum statements are organised to show the:

1. General Aims of the subject curriculum
2. Organising strands of the curriculum
3. Specific aims that organise the learning within the strands
4. Major Learning Outcomes to be achieved at each year level

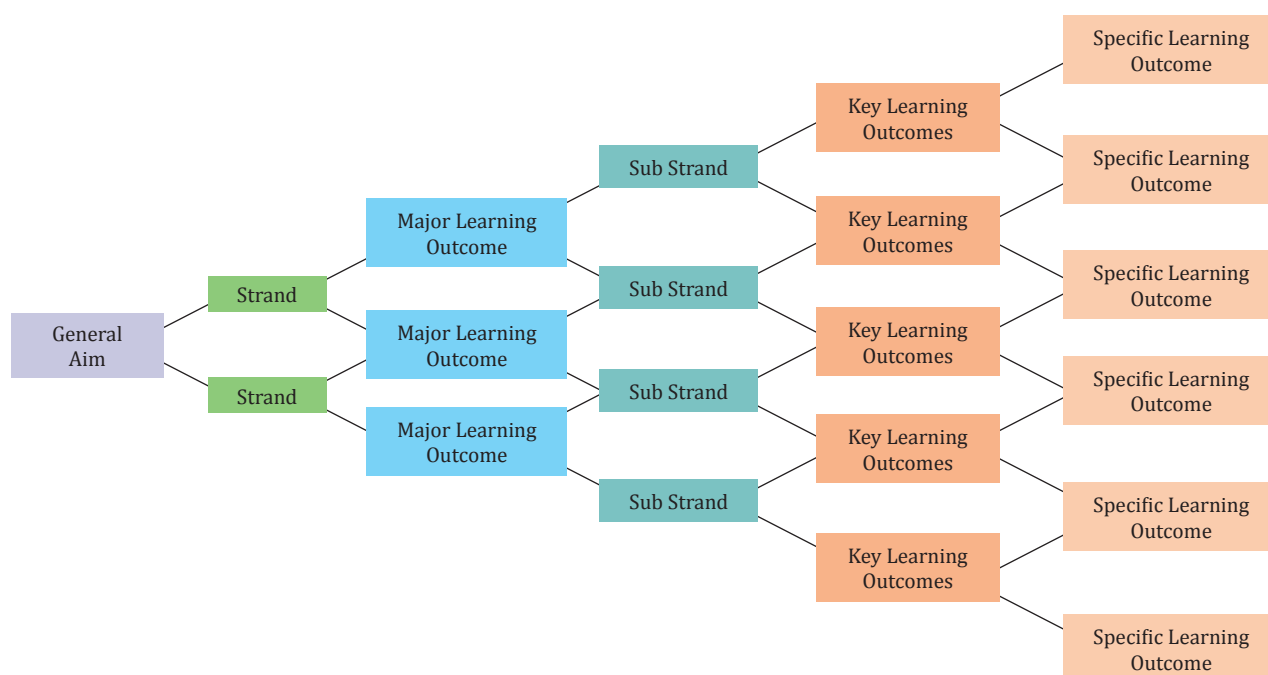


FIGURE 1.
Structure of the History Curriculum

Key Principles

The National Curriculum Framework lists five key principles which underpin all aspects of Samoan education including the development of the curriculum. They are:

Equity

Equity requires that the system will treat all individuals fairly and justly in the provision of educational opportunities. Policies and prac-

tices which advantage some social groups and disadvantage others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.

Quality

Educational quality is exemplified by high standards of academic achievement, cultural understanding and social behaviour, and results

from the complex interplay of professional and technical factors, and social-cultural practices. Policies promoting these will focus on the learning institutions and specifically on a day to day classroom practices including monitoring, assessment and reporting of students outcomes and teaching effectiveness.

Relevance

Relevance in education implies a system that is meaningful, recognised, applicable and useful to one's life. It should enhance individual and community well-being and ultimately national development, including cultural, humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual learner, to the community and nation.

Efficiency

Efficiency in education is demonstrated by leadership and management practices that ensure optimum use of resources (human, financial and material) at all levels, efficient service delivery, effective communication and coordinated and transparent decision making. Policies will reflect the need to be both efficient and effective.

Sustainability

Sustainability requires the wise utilisation of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels. The collective values, trust, integrity and a sense of responsibility for the common good in the community and national development will be promoted.

Curriculum Principles

This History Curriculum is based on the Principles of the Samoa Secondary School Curriculum stated in the *Samoa Secondary School Curriculum Overview Document*. The Principles are that the curriculum:

- Provides a challenge for all students and allows for individual difference.
- Fosters and enhances the self-concept of all learners and encourages them to be self-directed in their learning.
- Provides all learners with a broad and balanced general education.
- Will be based on what is best in Samoan tradition, *fa'asamoa*.
- Will be responsive to change so that it is relevant to the needs of the individual learner, to the well-being of the community, and ultimately to national development.
- Provides for flexibility taking into account the context in which schools operate and the resources available to them.
- Establishes a direction for learning and ensures each learner's school experience progresses in a systematic and coherent way.
- Promotes the presentation of essential knowledge by means of a systematic bilingual methodology.
- Promotes language learning in all areas of the curriculum.
- Encourages the use of good assessment practice.
- Reflects the need to be inclusive.

The History Curriculum

General Aims of School History

History is the study of people and events of the past in order to understand the present and to predict the future. The general aims of school History in Samoa at Year 12 and 13 are to:

1. Stimulate interest and enthusiasm for the acquisition of knowledge, understanding and appreciation of the past.
2. Develop skills of critical historical enquiry and interpretation to define a problem, gather, process and present balanced judgements.
3. Foster the concept of historical empathy to further students' understanding of major forces shaping the modern world.
4. Promote understanding of the nature of cause and consequences, continuity and change, similarity and difference.
5. Develop in students a deeper understanding of their identity as both Samoan and Pacific Islander – their heritages, culture, shared values and place in the world.
6. Provide a sound basis for further study and the pursuit of personal interest.

Organising Strands

The History Curriculum for Years 12 and 13 is organised into strands. Strands are broad groupings of knowledge and skills which provide continuity across the curriculum.

The six strands of History are:

1. Migration
2. Imperialism, Nationalism and Decolonisation
3. Conflict
4. Economic Transformation
5. International Relations
6. Systems of Authority and Power

Specific Aims and Sub-Strands

Each strand has a specific aim which establishes a clear progression of achievement objectives and achievement indicators for years 12 and 13.

From their study of **MIGRATION**, students will understand the causes and impact of migration movements as it relates to Samoa, the Pacific and international conflicts.

From their study of **IMPERIALISM, NATIONALISM AND DECOLONISATION**, students will understand the nature of imperialism and the responses of colonised people in their struggle for independence.

From their study of **CONFLICT**, students will understand the causes and consequences of con-

flict within nations and critically examine the role of foreign influence in internal conflicts.

From their study of **ECONOMIC TRANSFORMATION**, students will gain insights into the interrelationships between economic history, national development and world influence.

From their study of **INTERNATIONAL RELATIONS**, students will understand the relationships among countries of the world.

From their study of **SYSTEMS OF AUTHORITY AND POWER**, students will understand the nature and principles of authority systems and governance.

Conceptual Framework

Organising Concepts

History is the story of people and changes in their lives. It involves understanding the patterns and themes in past human experiences which helps to make the present more understandable. Through the study of History, students learn about the interrelationships between individuals, groups and societies over time and space, and the impact of past events on circumstances and concerns. Key concepts essential for achieving these understandings recur in all the strands of the History curriculum. These are:

- Relationships
- Ideologies
- Governance
- Leadership
- Perspectives
- Interpretation
- Evidence
- Stability
- Conflict
- Causes
- Impact
- Influence
- Change and continuity
- Development
- Practices
- Independence
- Contemporary issues
- Empathy

Links to Social Studies (Y9-11)

The Relevant Strands

Year 12 and 13 History students are not new to History. They have experienced historical knowledge and relevant skills through Social Studies. The strands of 'Culture and Heritage', 'Social Living' and 'Development and Change' contribute to

the development of knowledge and understanding of History. Students who have studied Social Studies from Year 9-11, will have engaged with History concepts and content at least twice a year.

Essential Learnings About Samoa (ELAS)

The Social Studies Curriculum statement identifies twenty-one areas of learning about Samoa (described as Essential Learnings About Samoa). The History curriculum acknowledges the special place of Samoa history within the schools' curriculum. It, therefore, provides opportunities to extend students' knowledge about Samoa through the specific aims and objectives of each of the strands, and explicit links to the following ELAS areas:

- Pacific migration, settlement, life and interaction in various areas of the Pacific over time.
- the migration, settlement, life and interactions of Samoans within Samoa.
- the subsequent migration, settlement, life and interaction of external groups in various areas of Samoa over time.
- the effects of colonisation for Samoans and immigrants.
- the influence of other cultures and heritages on Samoa's social, cultural, political and religious beliefs and systems.
- major events in Samoa's history.
- the treaties between Samoa and other countries and their significance for Samoa.
- Samoa's participation in international events and institutions and its possible role in world affairs in the future.

Skills Development

An important outcome of school Social Studies is the development of skills. These skills are generic for the social sciences. Therefore students, who have experienced Social Studies programmes based on the Samoa Social Studies curriculum and textbook series, and are moving into History at the senior secondary school level, will

bring with them a strong foundation in Social Science skills. These skills are vital tools for developing knowledge and understanding. History programmes will build on the skills that students bring from their studies in Social Studies at Years 9 to 11.

Links to Examinations

Five of the selected strands of the History Curriculum are the same as the Themes of the Samoa School Certificate Prescription, with the addition of the Migration strand. These are extended in the SSLC prescription through the Core and Optional topics. Though similar in themes and strands, the curriculum's achievement objectives and achievement indicators within the strands are deliberately broad to be responsive to likely changes of topics over the lifetime of the curriculum. This ensures the curriculum is relevant to identified needs and provides for flexibility taking into account the context in which schools operate and the resources available to them. The curriculum, therefore, includes all of the examination requirements within broad-based achievement objectives. In future, the ex-

amination prescriptions will be revised against the curriculum achievement objectives. Teachers should refer to the relevant year level prescriptions for the identification of Core and Optional Topics.

The History Curriculum further makes explicit links to the National University of Samoa Foundation History Prescription through its aims, processes, key concepts, and outcomes. Specific connectedness with the Foundation History Prescription is found within the two courses HHI 001- Pacific History and HHI 002 - World History. The curriculum will also build students' skills in independent research skills as needed in HHI 001 World History of the Foundation Prescription.

The Development of the History Curriculum Statement

Description

The History Curriculum was reviewed over a period of three months. The subject committee for History consisted of representatives from mission schools, government schools, private

schools and the National University of Samoa. The committee had a series of meetings through which drafts emerged. The curriculum was externally reviewed by a private consultant.

Underlying Philosophies

The History Curriculum statement recognises that History is essentially the stories of people and changes in their lives. Those stories are recorded and told from different perspectives. The curriculum provides opportunities for students of History to develop historical inquiry and interpretation. Through these processes, students are encouraged to critically and systematically evaluate and interpret evidence, develop reasoned hypotheses, and form balanced judgements about the past and the role individuals and groups have played.

Students of History in Samoa will develop critical understanding, appreciation and affirmation

of themselves as Samoans through knowing Samoa's stories from oral traditions to the present. As well they will develop an awareness of other people's stories at various times in the past which helps to understand the present world. They will discover for themselves, think about and compare diverse peoples living within the Pacific region. History education in Samoa's curriculum helps students make sense of Samoa as a country with a strong cultural heritage and as an increasingly complex and rapidly changing nation. In this way, the curriculum fosters a greater understanding of themselves as global citizens.

Approaches to Teaching and Learning

The National History Curriculum is aimed at enabling students to learn. Learning is a process by which new understandings are constructed. Students learn best when they take action themselves to generate and create meaning, and to apply the new history knowledge in meaningful situations. This enables the development of understanding. History teaching practices must aim for effective learning. Students are more likely to be involved in effective learning if teachers use activities such as discussion, investigation and reflection, interpretation, problem-solving, role-playing and working together. These types

of activities help students to think deeply about the history ideas, knowledge and skills that they are learning.

Assessment And Evaluation

Assessment is the process of gathering meaningful information which is used to make judgements on aspects of the learning cycle such as learners' performance against the achievement objectives and the quality and effectiveness of learning programmes. Assessment and evaluation of History teaching and learning must reflect

the principles in the Samoa Secondary Curriculum; Overview Document and Samoa National School Assessment Policy Framework.

The National Curriculum recognises the relationship between the principles and purposes of the curriculum and methods of assessment. Assessment methods are an important factor in influencing and constraining teaching methods. The things that are assessed are seen as important. The way assessment is conducted emphasises the need to gain skills that are assessed. Written examinations focus on a narrow range of knowledge and skills that can be assessed in written forms. The domination of assessment by pen and paper examinations legitimises the focus on a narrow range of skills, confirming a narrow range of teaching methods.

It is important therefore that:

- A range of assessment procedures is used to provide useful information on student's progress against the achievement objectives in the History strands.
- Skills and knowledge such as independent inquiry, oral language, and many practical skills need to be assessed. These are not easily assessed by examination and need assessment through school-based activities.
- Assessment and evaluation be ongoing and help improve the ways in which History programmes are meeting the students' needs.
- Where appropriate, families and communities are involved as participants in the assessment and evaluation process.
- Students are involved in the assessment of their own progress in history.

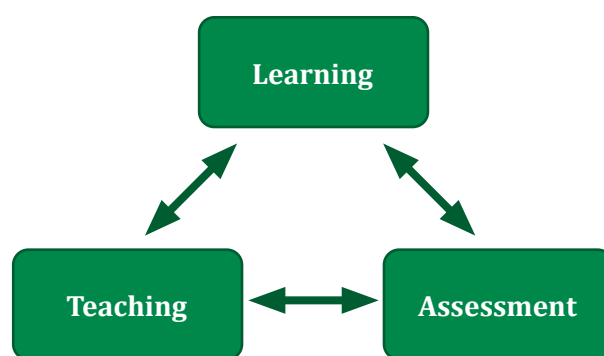
Effective assessment in the History Curriculum seeks to:

- Be valid, reliable and authentic.
- Help students and teachers focus better on learning.
- Be rewarding in terms of offering guidance about progress and skills.
- Give meaningful feedback.
- Prepare students for the requirements of external qualifications.
- Prepare students for further studies.

Teachers evaluating their programmes or units can use information from assessment.

Evaluation is used to measure the success or otherwise of programmes or units. It requires a teacher to judge what worked well, how well the teaching improved students' learning, and what needs changing to improve the unit or programme for next time. Teachers should involve colleagues and students in the process of evaluation, by asking them for their feedback on how well the teaching programme or unit met their learning needs.

Learning-teaching-assessment cycle



There are three purposes of assessment:

1. Assessment for learning
2. Assessment as learning
3. Assessment of learning.

Assessment for learning

Assessment of individual learners' progress is, above all, diagnostic and informative. The purpose of such assessment is to improve teaching and learning by diagnosing learning strengths and weaknesses before teaching and learning commence, and then measuring learners' progress against defined learning outcomes, and reviewing the effectiveness of teaching programmes. The information which teachers record from these assessments enables clear profiles of individual learners' achievement to be built. These profiles are used to inform teachers about each learner's learning and development, and to provide the basis for feedback to learners and parents.

Assessment for learning is based on a variety of student activities. These include questioning of and by students; class exercises and activities

involving individual and group work; products created by learners; projects and portfolios; teacher observations of learner performance; discussion; student self-assessment and peer assessment.

Activities such as these give teachers the opportunity to give verbal or written feedback to each student. The feedback is constructive and encouraging and aims to build confidence. It is mainly descriptive, emphasising strengths and challenges. The information also gives teachers the opportunity to adjust their own teaching to ensure students' learning is proceeding satisfactorily. No grades or scores are given.

Assessment as learning

A learning outcomes approach to teaching and learning requires constant classroom assessment of learner progress for each clearly defined outcome and constant feedback to learners and

parents. Assessment should be positive and encouraging and help learners understand how to improve. Assessment is only meaningful when there is a clear sense of purpose and anticipated outcome – known to both the learner and the teacher.

Students have some ownership of, and take responsibility for, their learning because they know in advance what is expected of them – what the learning goals are, and how achievement of the goals is going to be measured. Assessment tasks are explicitly linked to the curriculum and classroom programme.

Assessment of learning

Assessment of learning is summative. It takes place at the end of a learning unit and is usually accompanied by a grade or score. It tells the student, parents and the teacher how achievement compares with the expected outcome.

Language

Language and History, like language and culture, are inseparable. Language is used to make meaning of situations. In its various forms (visual, verbal), it is the medium through which history is told and recorded. Language is manipulated in various ways, explicitly or implicitly, to give voice to perspectives, assumptions, beliefs and values. The language associated with learning History can be abstract and demanding for any learner but especially for students, who must learn through the medium of their second language, English. Such students are required to develop the English language for school learning at the same time as attending to the requirements of content learning.

History students learning through the medium of English are expected to use English to:

- Reason through to conclusions.
- Read and understand expository texts.
- Interpret data and process information.
- Develop arguments.
- Analyse, synthesise and evaluate ideas.

Furthermore, they are assessed in English on

how well they express themselves either orally or in writing. English as second language learners may take at least five to seven years to develop English language skills for academic learning compared to those students for whom English is the first language.

All students must develop the language associated with learning in History. In practice, it requires History programmes to have specific English language objectives. The language students will need in order to understand, talk about History, and participate effectively in learning activities, should be identified and taught together with the appropriate content. In this way, language is developed in relevant and meaningful contexts. The development of English language skills for learning needs to be supported in all areas of the curriculum.

Having said that, the central place of Samoan language in developing a strong cultural heritage must be acknowledged. The spirit or essence of Samoa's stories is encapsulated in its own language. It cannot be accessed through the medium of another language. The History Curriculum

ascribes significant value to the role of Samoan language in developing students' depth of understanding of Samoa's stories, perspective, and

sense of nationhood. As much as possible Samoan language should be used in the teaching of Samoa's history and related topics.

History Programmes

A balanced History Programme therefore will have these features:

- A planned integration of content and language learning in which students are not only learning content but also the word forms, sentence patterns, text patterns required for critical understanding in History.
 - The provision of opportunity for students to share their own knowledge, understandings, attitudes, values and viewpoints in learning activities.
 - An inclusive learning environment which
- is gender inclusive, non-racist and non-discriminatory.
 - Opportunities for learners to develop their knowledge and understandings about Samoan History, and the events, perspectives that have significance for Samoa.
 - Learning experiences that enable the learner to investigate and explore important Historical issues, evaluate and interpret evidence, develop a reasoned hypothesis, and form balanced judgements.
-

Values in the Curriculum

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Like the essential skills, they are central to the personal development of each individual and the way the broader society operates. Values are not only developed by schools but by the broader community including the media. The school curriculum will help individuals to develop and clarify their own beliefs and values. Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution. The values that underpin the Samoan curriculum include:

Fairness, in order to ensure that:

decisions and practices are viewed as having respected the opinion of others and where outcomes are accepted as just.

Honesty, in order to ensure that:

there is consistency and sincerity in what is said and done.

Excellence, in order to ensure that:

high achievement is valued and celebrated.

Responsibility, in order to ensure that:

students are responsible for their actions and undertake actions to assist others.

Respect, in order to ensure that:

others are treated with consideration and sensitivity, the physical environment is maintained and cultural and spiritual values and societal rules are adopted by all.

Tolerance, in order to ensure that:

the differences and diversity within society are respected and accommodated.

Values in History

Values are qualities that learners should develop as principles underlying conduct and decision making, while positive attitudes are personal dispositions needed to perform a task well. In the teaching of History, opportunities for the development of positive values and attitudes are provided through learning tasks. Examples of positive values include self-esteem, perseverance, interdependence and tolerance. Instances of positive attitudes are responsibility, open-mindedness, confidence in using History and respect for the different cultures and languages in the world. Learning History provides opportunities for students to explore, challenge, think critically about and clarify their values and attitudes. Through personal learning experiences inside and outside the classroom, students have a variety of opportunities to acknowledge the values and attitudes of others. In exploring oral, written or visual texts, students consider the values and viewpoints expressed and compare them with their own. Therefore, schools must provide learners with the basis on which they can make informed and reasonable decisions in the following areas.

Fairness, collaboration, acceptance, consultation

The learning programme in English allows students to work collaboratively, discussing ideas and feelings with each other during group discussions and brainstorming, listening attentively to their peers' views and contributions and forming their personal decisions and/or point of view. Students should treat information, issues and ideas fairly in any discussions, base decisions on majority consensus, and respect others' views.

Open-mindedness, tolerance and understanding

Students should listen with an open mind to the ideas of others; personally reflect on genres discussed or read about, and respect cultural, economic and social differences within their learning environment.

Honesty and integrity

Students should be sincere and honest in what is discussed or written in relation to information, issues, topics and genre presented.

Honour and respect

Students should be able to treat others with consideration and sensitivity, and respect another person's opinions and beliefs.

Wisdom, excellence and perseverance

Students should aim to achieve to the best of their ability, learn something worthwhile and useful, utilising all language skills to research topics and issues.

Responsibility

Students should be responsible for their own actions, be able to assist others, resolve disagreements and conflicts by peaceful negotiations and show care and concern for everyone they interact with. They should also be aware of their responsibility and obligation for the common good of humanity in various spheres of life.

Consideration and inclusion

In their learning, students should be concerned about themselves and others. They should be inclusive of, and cooperate with, everyone regardless of differences and abilities.



History

Strands, Major Learning Outcomes
and Key Learning Outcomes
for years 10 - 12

STRAND 1: SOCIAL LIVING

LEVEL	YEAR 10
MLO	<p>Demonstrate: people's organization in groups.</p> <p>Rights, roles and responsibilities of people as they interact within groups.</p>
SUB-STRAND	<p>Group Organisation</p> <p>How systems of government are organized and affect people's lives when they:</p>
KLO	<ul style="list-style-type: none"> Identify features of different political systems; Ask questions and draw conclusions about how the implementation of government decisions affect people's lives; Explain how decisions (e.g., <i>laws made, policies written, voting</i>) are made in a <i>parliamentary democracy and in different system of government</i>). Compare and contrast different political systems using different settings.
SUB-STRAND	<p>Interaction within groups</p> <p>The effects of changes and how and why people organize themselves to review systems and institutions in society and how people respond to the diversity of cultures and heritages and the consequences of such responses when they:</p>
KLO	<ul style="list-style-type: none"> Debate how changes in society affect the rights and responsibilities of people; Describe ways for reviewing and evaluating systems or institutions and ways of making changes (e.g., <i>through referenda, petitions, marches, conferences</i>); Make conclusions and generalizations as to why some systems or institutions are easier to change than others.
KLO	<ul style="list-style-type: none"> Communicate findings about how the diversity of cultures and heritages is expressed; Carry out an investigation of how and why people respond to the diversity of cultures and heritages and the consequences of such responses. <p><i>These Key Learning Outcomes are extracted from the Culture and Heritage Strand, being inserted and merged into/with the HISTORY Strand of Social Living</i></p>

STRAND 2: DEVELOPMENT AND CHANGE

LEVEL	YEAR 10
MLO	<p>Demonstrate: development and change involve interaction with, interdependence of, people and places.</p> <p>How and why development and change occur and the resulting influences on society?</p>
SUB-STRAND	<p>Influence of change on society</p> <p>The role of technology in development and change and the consequences of this when they:</p>
KLO	<ul style="list-style-type: none"> Give examples of technology being used in the process of development and change; Carry out an investigation on the role of technology in development and change and the consequences of using technology.
SUB-STRAND	<p>People and places</p> <p>Interdependence and co-operation among nations and the consequences of this for development and change when they:</p>
KLO	<ul style="list-style-type: none"> Collect and display information on interdependence and co-operation among nations; Process and interpret information on why and how nations co-operate in development and change programmes; Communicate the consequences of inter-dependence and co-operation among nations.

STRAND 3: CONFLICTS OF SAMOA

LEVEL	YEAR 10
MLO	Demonstrate: the causes and consequences of conflict within nations; and critically examine the role of foreign influence in internal conflicts.
SUB-STRAND	Conflicts of samoa The origins and consequences of conflict and the role of foreign country intervention:
KLO	<ul style="list-style-type: none"> • Discuss the causes of conflicts within Samoa in the 1800's; • Identify and assess the immediate and long-term consequences that these conflicts had for Samoa and the roles of the foreign powers; • Examine the role of an international organization in easing the tension between trust territories and colonial administrators.

STRAND 1: MIGRATION			
MLO	Students will understand the causes and impact of migration movements as it relates to Samoa, the Pacific and international conflicts.		
	YEAR 11	YEAR 12	
SUB-STRAND	Students will demonstrate and understandings of:		
KLO	<p>The causes and effects of migration movements with reference to Samoa's interactions with the outside world when they can:</p> <ul style="list-style-type: none"> Investigate the theories of Samoa's origin and the significance of Asian origin. Describe the causes and effects of internal migration and the influence of neighbouring island groups. Account for immigrant settlements in Samoa since the 1800s (Pacific Islanders and non-Pacific Islanders). Analyse the socio-economic and political impact of immigrant groups in Samoa. Account for the trends and patterns in Samoa's emigration and evaluate their long term effects on Samoan society. 	<p>The causes and effects of migration as a result of major conflicts when they can:</p> <ul style="list-style-type: none"> Explain the impact of World War I (1914 – 1918), and World War II (1939 – 1945) on migration movements. Examine the causes and effects of migration during the Cold War (1945 – 1990s). Identify and investigate the socio-economic and political conditions leading to the movement of people. Examine the effects of migration on the development and stability of a country. 	

STRAND 2: SYSTEMS OF AUTHORITY AND POWER

MLO

Students will gain insights into the nature and principles of authority systems and governance.

YEAR 11

YEAR 12

SUB-STRAND

Students will demonstrate knowledge and understandings of:

Different influences on systems of government and leadership when they can:

- Distinguish between communism and democracy/capitalism.
- Discuss the major forces such as social, political and economic conditions which gave rise to the adoption of either communist or democratic governments.
- Describe foreign influences on the chosen form(s) of government in selected countries.
- Compare types of competing leadership styles within selected countries.
- Discuss internal and external factors giving rise to leadership in selected countries.

Leadership contribution to political and socio-economic stability within selected countries when they can:

- Identify leadership qualities and practices of leaders promoting socio-economic and political stability within their countries.
- Discuss the significance and impact of policies adopted by various leaders of selected countries.
- Critically examine the strategies adopted by various leaders in maintaining stability within selected countries.
- Critically examine the influence of foreign countries on leadership and governance in selected countries.

KLO

STRAND 3: IMPERIALISM, NATIONALISM AND DECOLONISATION			
MLO	Students will understand the nature of imperialism and the responses of colonized people in their struggle for independence.		
	YEAR 11	YEAR 12	
SUB-STRAND	Students will demonstrate knowledge and understandings of:		
KLO	The nature of imperialism as it relates to the Pacific when they can: <ul style="list-style-type: none">Explain the differences between imperialism, colonialism, nationalism and decolonization.Review the motives of the imperial powers in the Pacific in the nineteenth century.Explain the types and nature of colonial rule in the Pacific in the nineteenth century.Explain the role of missionary societies in colonial Samoa and the Pacific.Account for the origin of the Mau a Pule and Mau a Samoa, and similar nationalistic movements in the Pacific Islands, evaluate their role in achieving independence.Discuss the impact of Fono a Faipule and the Citizens' Committee in Samoa's independence.Describe the role of the United Nations Organisation in the decolonization process in the Pacific nations.Examine evidence of continuing colonialism in contemporary Pacific.		
	Leadership contribution to political and socio-economic stability within selected countries when they can: <ul style="list-style-type: none">Discuss the nature of the relationship among countries in the Balkan region from 1900 to 1914.Analyse the attempts by different ethnic groups to gain independence.Discuss and evaluate attempts by satellite states to gain independence during the Cold War.Identify European colonial motives for annexation of colonies in selected Asian countries in the nineteenth century.Evaluate the effectiveness of strategies adopted by former colonies in opposing colonial rule.Examine the responses of colonial powers to the strategies used by former colonies in trying to gain independence.Analyse attempts and problems faced by groups vying for independence from European or Asian power (French and American territories, Easter Island, West Papua).		

STRAND 4: CONOMIC TRANSFORMATION			
MLO	Students will gain insights into the interrelationships between economic history, national and development, and world influence.		
	YEAR 11	YEAR 12	
SUB-STRAND	Students will demonstrate knowledge and understandings of:		
KLO	<p>The role of the economy and the effects of economic relations on a country's development when they can:</p> <ul style="list-style-type: none"> Identify and discuss different political philosophies motivating economic behaviour. Explain the subsistence economic system and the market economic system; review the impact of the market economy on subsistence economy and land. Explain the reasons for introducing immigrant labour; their influence on indigenous people, culture and political economy in Samoa and elsewhere. Describe globalization and its effects on Samoa. Explain the effects of international (e.g., WTO) and regional (e.g., PICTA and PACER) economic agreements on Samoa. Assess the role of donor agencies in the development of Samoa's economy. Discuss the impact of the depression on a selected country's economy since the 1930s and evaluate its strategies for economic recovery. 	<p>The emergence of different countries as world powers when they can:</p> <ul style="list-style-type: none"> Distinguish between the role of the economy in a capitalist state and in a communist state. Discuss the relationship between economic aid and assurance of security. Analyse economic policies of colonial powers in relation to former colonies since the 1900s. Examine some of the important economic changes in metropolitan countries since the 1900s. Analyse the contribution of economic change to the emergence of superpowers. World Trade Organisations; Pacific Island Countries Trade Agreement; Pacific Agreement on Closer Economic Relations. 	

STRAND 5: INTERNATIONAL RELATIONS			
MLO	Students will recognise and understand the effects of people's actions on patterns and processes within a physical environment of the system.		
	YEAR 11	YEAR 12	
SUB-STRAND	Students will demonstrate knowledge and understandings of:		
KLO	<p>Ideologies shaping Samoa's regional and international relations when they can:</p> <ul style="list-style-type: none"> • Explain the significance of treaties that were signed between Samoa and other countries since European contact. • Identify key trends in Samoa's foreign policy since 1962 and explain the reasons for it. • Discuss the rationale of regional and international cooperation for Samoa. • Evaluate the impact on Samoa of regional and international organizations. • Discuss the attributes of the "Pacific Way" and discuss its effectiveness in dealing with recent crisis in the region, within regional and international forums. 	<p>Different ideologies that have shaped international relations when they can:</p> <ul style="list-style-type: none"> • Examine the importance of alliance systems in promoting diplomatic, political, economic, and social relations. • Explain the respective roles of countries that took part in World War I (1914 – 1918) and World War II (1939 – 1945). • Critically examine the relationship between selected countries in the post -World War II period. • Identify international organizations and discuss their roles in maintaining world peace and security. • Critically examine the impact of international organizations on member countries. 	

STRAND 6: CONFLICT

MLO	Students will understand the causes and consequences of conflict within nations; and critically examine the role of foreign influence in internal conflicts.	
	YEAR 11	YEAR 12
SUB-STRAND	Students will demonstrate and understandings of:	
	<p>The origins and consequences of conflict and the role of foreign country intervention when they can:</p> <ul style="list-style-type: none"> • Discuss the causes of a specific conflict in selected countries in the Middle East Region in the 1900s. • Discuss the causes of a specific conflict within the Pacific Region in the 1800s. • Identify and assess the immediate and long-term consequences that these conflicts had within each region, and roles of foreign powers. • Examine the role of an international organization in easing the tension between trust territories and colonial administrators. • Compare and contrast the similarities and differences between the specific conflicts and their long term effects on people, governments and surrounding regions. 	<p>The causes of consequences of conflict and the role of foreign intervention when they can:</p> <ul style="list-style-type: none"> • Discuss the nature of European colonialism outside of the Pacific Region, as a major cause of conflict in the early twentieth century. • Examine the factors behind the emergence of nationalism as a response to foreign influence. • Discuss the impact of religious beliefs and practices on conflict. • Discuss and evaluate the role of foreign powers in solving conflicts. • Analyse the long-term effects of colonialism on a former colony as evident in contemporary conflicts.
KLO		

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Glossary

Achievement objectives – broad statements of what students are expected to learn, showing progressions and continuity in learning for the years of the Samoa Secondary Curriculum.

Assessment – assessment is a process where students and teachers measure learning. The assessment process is based on the performance of learners against the achievement objectives.

Beliefs – principles, propositions and ideas held to be true.

Colonisation – the establishment of the ideas, beliefs and values of one group within another group, or the imposition of the ideas, beliefs and values of one group on another group: in a narrower political sense, colonisation means the establishment by one country of a colony or colonies in another country.

Community – a group of people who live in the same area, or work, study or do other activities together and who help each other in various ways.

Critically – to think critically is to analyse, to consider and make decisions about issues, to inquire and research.

Culture – understandings, patterns of behaviour, symbols, practices, viewpoints and values shared by a group of people.

Cultural feature – any feature of a place or environment designed or made by people.

Customs – particular ways of behaving, within a group, that have been established by social habits (traditional or contemporary).

Constitution – the rules that govern the way clubs, organisations or governments are run

Democratic government – a government in which all citizens of the country have an equal right to elect members of parliament.

Distribution – the spread or arrangement of natural or cultural phenomena (in terms of geographic areas, economic groupings or social classes); in a narrower sense: the extent to

which different groups or individuals share in the total production of wealth of a community.

Environment – physical surroundings, circumstances and influences affecting people's lives and development.

Ethnic group – a group of people with a distinctive physical appearance, usually with a distinctive culture and language (the term "race" is avoided because of ideas about the supposed superiority of some races over others - the form of discrimination known as racism).

Ethnocentrism – a tendency to see one's own group as the centre of things, so that one evaluates other groups only in relation to one's own: having assumptions or preconceptions originating in the standards and customs of one's own ethnic group.

Genealogy – the ancestors of a family or clan/tribe/group of people, a family/clan's genealogy is often shown through a family tree.

Heritage – ideas, material goods, or other resources that are the right of a person or groups of people by birth and are often passed down through the generations.

Human rights – rights held to be justifiably belonging to any person.

Identity – the way a person or group views themselves in relation to the world including other people and groups.

Indigenous – local or native peoples, plants or animals.

Interdependence – reciprocal relationships where people and/or groups and/or physical phenomena have a strong influence on one another or depend on one another for support.

Learning outcome – description of the knowledge and skills displayed at any year/level as a result of learning experiences. A specific learning outcome is the expected learning that occurs as a result of a particular learning activity. Such learning generally relates to one or more aspects of an achievement objective.

Market – a demand for a commodity or service.

Migrants – people who leave one place to live in another place.

Multicultural/multi ethnic country – a country where there are several main cultural and ethnic groups attempting to keep together as a country but also allowing each group to follow its own customs and traditions.

Natural features – features of a place or environment that occur naturally (as opposed to features designed and made by people).

Parliament – the place where the people elected to govern the country meet to make laws and to decide on the taxes citizens need to pay.

Process – a series of actions taking place in an ordered sequence to produce a particular result.

Resource – anything used directly by people; in an economic sense resources may mean stock that can be drawn on (natural resources are the 'stock' of the land, human resources are people and their knowledge, skills, inventiveness and ingenuity; and resources produced by people include available goods and financial capital).

Settings for studies – students will study communities and societies in a range of different places and environments. These are called the 'settings' for studies. The settings

for social studies units will emphasise learning about Samoan society (see Summary of Essential Learning about Samoa in the Social Studies Curriculum Statement) but there will also be opportunities for students to study communities and societies in places beyond Samoa.

Sexism – people are often stereotyped (thought to have particular characteristics that belong to their sex). This thinking leads society to treat women in different ways to men and this may lead to discrimination against one sex.

Stereotype – a person or thing that fits a fixed view or picture that is often an unfair view; cause to conform or fit into a type.

Strands – broad groupings of knowledge, skills and processes within a learning area.

Symbol – a thing that stands for something of importance (e.g. a cross + in religion).

Traditions – beliefs or customs handed down through generations, often orally or through accepted practices and ways of working.

Values – a person's principles or standards, judgements of what is valuable or important in life.

Viewpoint – an attitude or opinion, a perspective, a point of view, a standpoint.