

Guidance for Courts and Ministries of Education

Developing 'Civics' Secondary School Curriculum

Approved by the IEC: 4 November 2021

1 PURPOSE

The purpose of this guidance is to support the courts and Ministries of Education across the region to promote access to justice by promoting public knowledge and understanding of the role and function of the courts through the secondary school curriculum.

The study of civics is multi-disciplinary, involving both the Ministry of Education and the courts of law. Hence this guidance is offered to both organisations to outline the experience, and lessons learned, in developing these civics curricula to date.

This guidance builds on and consolidates earlier work undertaken by PJSI to build the capacity of the courts to administer justice through - specifically, by collaborating with the University of the South Pacific in developing a new Certificate & Diploma of Justice to train court officers to understand the function of the courts and to perform their roles in promoting access to justice and supporting the public exercise their legal rights.

2 CONTEXT

Knowledge and understanding of the role and function of the courts is limited throughout the Pacific where custom and customary law remains vibrant. Without disrupting the appreciation and operation of custom, many citizens do not understand their legal rights or how to exercise them through the courts.

In 2018, the USP in collaboration with the PJSI launched a Certificate & Diploma of Justice at the sub-degree level to educate court officers on the work of the courts and provide a foundation and bridge to further studies in the Bachelor of Laws degree, should they be so motivated. To date, 4 graduates of this Diploma have enrolled in USP's Bachelor Laws program. The scope and contents of this course are outlined in **Annex A** of this report, and the detailed materials for each session have been annexed in full to earlier reports and are available on request.

The opening subject of the CoJ is "*Introduction to Law*" (COJ01) which explains the role and function of the courts in criminal and civil proceedings, the fundamentals of justice, and the role of key actors including judges, magistrates, prosecutors and lawyers.

Since 2018, PJSI-USP have launched, piloted and conducted the CoJ and some 300 court officers across the Pacific have now successfully graduated. Meantime from late 2019, PJSI initiated dialogues with a number of jurisdictions regarding expanding the reach of the Certificate of Justice from beyond the court system into the education system. More recently, in June 2021, PJSI has extended these dialogues to the Education Departments of 6 PICs - Kiribati, Vanuatu, FSM, Tonga, RMI and PNG - which have variously expressed strong interest in adapting and

localising this course in their secondary school curricula usually as part of existing or new Civics courses. A sample of the letter of solicitation is attached at **Annex B**.

Owing to COVID travel restrictions, these dialogues have been conducted remotely via zoom, usually on a weekly or bi-weekly basis. Because the situational needs, curriculum organisation and progress in each country differs, it is not possible or appropriate to provide a fixed template approach. Generally, it is observed that most PICs make some curricular reference to *how laws are made*, that is, on the role and functions of parliament/congress. But none have any curriculum on *how laws are applied*, that is, on the role and functions of the courts. Accordingly, once approached, PICs readily acknowledge this gap in their curricula. As at the time of this report, the Ministries of Education of 6 Pacific Island Countries have been approached and expressed interest to review, revise and extend their secondary curricula in relation to addressing the work of the courts in either 'Civics' or similarly named courses. Given the constraints interpersonal interaction, progress has been remarkable. At least 2 jurisdictions have already designed their civics curricula, and the others are presently researching doing so.

3 STATUS OF PROGRESS TO DATE

Substantial progress has already been made in a number of jurisdictions during 2021 - most notably in Kiribati and FSM - in reviewing and revising their civics curricula. These are likely to provide a generally relevant and useful guide for other countries across the region. Most notably, the Ministry of Education in Kiribati has fully restructured and revised its '*History & Civics*' syllabus in Year 11 to adopt a localised version of selected topics from COJ01, as **Annex C**. (Note: in this report the words 'curriculum' and 'syllabus' are used inter-changeably). Additionally, the civics benchmarks for FSM are attached as **Annex D**.

At the time of writing this guidance, the status of progress in developing secondary school 'civics' curricula in 6 pilot jurisdictions is as follows:-

- *Kiribati* - local curriculum revised to include selected COJ01 topics with specified learning outcomes; teaching materials being adapted from COJ01 materials; for piloting in 2022.
- *Vanuatu* - local curriculum revised to include selected COJ01 topics, with consultant contracted to draft learning outcomes; teaching materials being adapted from COJ01 materials; for piloting in 2022.
- *FSM* - local curriculum revised to include selected COJ01 topics at national level, with specified learning outcomes; and consultations started with states re adoption and implementation in 2023.
- *RMI* - interested, MoE curriculum staff briefed and reviewing selection/alignment of COJ01 materials in local curriculum.
- *PNG* - interested, MoE curriculum staff briefed and reviewing selection/alignment of COJ01 materials in local curriculum.
- *Tonga* - interested, but MoE lacking available local staff to revise at this present time.

4 ACTION STEPS FOR COURTS AND MINISTRIES OF EDUCATION

a Endorsement of the leadership

From the beginning, it is essential to secure the endorsement of the leadership before any modification of the curriculum can start. Owing to the multi-disciplinary nature of civics education, this will require both the endorsement of the Minister/Secretary of Education and, it is recommended, the Chief Justice as head of the courts. It is our experience that this process works well by obtaining the support of the Chief Justice and then conveying that endorsement for the consideration of the Minister/Secretary of Education.

b Nomination of relevant officers to collaborate

Once endorsed, the Minister/Secretary of Education will then give directions to the appropriate curriculum officers to collaborate with content experts in the judiciary, if/as needed. While the Ministry of Education is the curriculum *process* specialist, the courts of law are the *content* specialists for the purposes of developing or revising any course on civics that includes the work of the courts. It follows that some measure of collaboration will be required.

c Course explanation

At this stage, it is now necessary to explain to officers of the ministry of Education the purpose, scope and contents of COJO1, including its materials and intended results.

USP's Certificate of Justice program was designed for people already working – or planning to work in – the court system, including:

- lay adjudicators (for example: *Village and Island Court Magistrates, Justices of the Peace and Land Commissioners*); and
- court administrators (for example: *court clerks, registry staff and/or judges' associates*), who will benefit from foundation-level legal training. The programs are set to Level IV of the Fiji Qualifications Framework.

USP's course description for COJO1 '*Introduction to Law*' specifies that it introduces participants to the various kinds of laws that exist in USP member countries, and how they are made, applied and enforced in these countries. The course starts by considering the relationship between the State, law and customs as well as looking at supreme law, ie, the Constitution. It provides an introduction to court structures, principles of law, ethics and professional standards and parties to proceedings. The course concludes by considering the roles of judicial officers, gender, case management and the approach to alternative dispute resolution.

This course is designed by USP for delivery at the sub-degree level as being the first step in becoming a law and justice professional. It provides an overview of the Certificate program and introduces basic ideas about law, justice and the role of the courts. Hence it may be seen as being a foundation-level secondary school course for Ministries of Education.

While the intended participants of USP's Certificate of Justice is different to secondary schools in each country across the region, it is already our experience that the level at which instruction is based makes it likely that much, if not most, of the contents and materials will be relevant and appropriate once selected and localised for use in schools in each country.

Once explained, as above, the Ministry of Education will be in the position to undertake a gap analysis of its existing curriculum.

d Needs gap analysis

The overarching question is whether the existing secondary curriculum addresses the priority needs of students. This question is best answered by the Ministry of Education by reviewing its existing course(s) in the arena of civics - that is, most broadly, the function of the state and its relationship with the citizen. Civics are also known as citizen education or democracy education) are can be broadly defined as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes. The existing curriculum may not focus on this arena, though most do in one way or another. If they do, however, it is more likely that they focus on parliament or congress and the law-making processes in society, rather than the law applying role and functions of the courts.

Addressing this question is described as undertaking a 'gap analysis' of students' learning needs with what is already being taught. This analysis may reveal either the absence of any courseware, or the possibly incompleteness of that courseware. In that event, this will give rise to the need either to introduce a new course or to revise an existing course. In our experience to date, it is usually the latter. In this event, the next step for the Ministry of Education Gap is to assess what and where the gaps in the existing curriculum and where and how COJ01 can fill those gaps.

e Topic selection, content alignment and curriculum design

Once relevant topics have been selected from COJ01, the next major steps are to align the new content selected from COJ01 into the design, and possible redesign, of the existing curriculum: -

- 1) **level** - decide on the level of instruction in which Year(s) or Grade(s) - with COJ01 it is generally recommended that the material is senior-level, that is in Years 11-12, and that whatever topics are selected be taught in the same year. Additionally, it is likely that the new or refined course will be positioned as an elective foundation-level course for more senior secondary students who may be interested to take further studies in law at university level in due course.
- 2) **duration** - assess how much teaching time is needed and/or available, so that the new content can be matched and packaged to the available opportunity.
- 3) **integration** - organize the order and sequencing of existing and new topics so that they flow clearly and in an understandable manner. This usually requires starting with the

introductory general topics and moving to more detailed ones that depend on the earlier ones already being taught.

- 4) **refinement** - an important distinctive step in integration of the new material is the need to review the existing curriculum and courses because the inclusion of new content may affect their objectives, scope, content and balance. This review may give rise to the need to redefine learning objectives and outcomes of the course, as well as restructure and modify its existing content and design.
- 5) **benchmarks and learning outcomes** - once all new content and material has been integrated in the new or existing curriculum, it is necessary to define and specify the benchmarks and student learning outcomes. These benchmarks and SLO's should be comprehensive, methodical and conform to existing local curriculum requirements and practices.
- 6) **localization** - it is essential that all selected COJ01 content and materials are relevant and well suited for local needs and conditions. While many countries are finding that the course content and materials are generally suitable, careful consideration is required on the relevance and appropriateness of the content and materials to assess whether it needs to be adapted for local conditions and needs.

f Materials, teacher guides and textbooks

COJ01 includes detailed course materials for every session. All course content is included in these materials. These materials have been designed by USP to support the remote learning of participants. In some contexts, students are self-directed learners reading these materials as the basis for their instruction; in other contexts, their learning is supported by local instructors/mentors. Each Ministry of Education should consider how it wishes to use these materials for the purposes of instruction, teachers' guide and student textbooks. This consideration will be affected by the earlier curriculum design decisions that have been made. The content and form of these materials may be selected, adapted and/or localised as required in each country. To date, it is our experience that countries are finding these materials to be generally relevant and well suited for both teachers' guides and student textbooks without much adaptation.

Annex A - COJO1 - Topic Outline

USP Certificate of Justice COJO1 - INTRODUCTION TO LAW: TOPIC OUTLINE

Topics Each Week		
1	State, law and custom	<ol style="list-style-type: none"> 1. Introduction 2. Government 3. Rule of law 4. Custom and customary law
2	Constitutions	<ol style="list-style-type: none"> 1. Constitution as supreme law 2. Making, amending, suspending 3. Structure and contents 4. Separation of powers; citizen's rights
3	Courts	<ol style="list-style-type: none"> 1. State courts 2. Structure and hierarchy 3. Jurisdiction, functions 4. Specialist tribunals
4	Principles of Justice	<ol style="list-style-type: none"> 1. Adversarial, inquisitorial models 2. What is justice 3. What is law 4. Principles of fairness, due process
5	Criminal law & procedure - introduction	<ol style="list-style-type: none"> 1. Criminal v civil proceedings 2. Structure of courts 3. Classification of offences 4. Stage of proceedings
Break		
6	Civil law & procedure - introduction	<ol style="list-style-type: none"> 1. Civil proceedings 2. Nature of claims, remedies 3. Torts: negligence, trespass, nuisance, defamation 4. Contracts
7	Ethics & conduct	<ol style="list-style-type: none"> 1. What are ethics 2. Bangalore Principles 2002 3. Code of conduct 4. Putting principles into practice
8	Judges, magistrates, court clerks	<ol style="list-style-type: none"> 1. Roles of judicial officers, court officers 2. Judicial functions 3. Managing cases, hearings 4. Judicial decision-making
9	Police, prosecutors, bar	<ol style="list-style-type: none"> 1. Roles of police 2. Roles of prosecutors 3. Bar 4. Roles of lawyers, paralegals, legal aid
10	Gender & family violence	<ol style="list-style-type: none"> 1. Problem 2. Role and challenge of courts 3. Law: international, regional, domestic, common law 4. Strategies for change
11	Case management	<ol style="list-style-type: none"> 1. Delay, justice, public confidence 2. Case flow management 3. Delay prevention 4. Backlog reduction
12	Alternative dispute resolution	<ol style="list-style-type: none"> 1. What is ADR 2. Why ADR 3. How does ADR work 4. Mediation, conciliation, arbitration, settlement conferencing
13	Service	<ol style="list-style-type: none"> 1. Justice and service 2. Access 3. Equality of arms - Unrepresented litigants
14-17	Others x4	Revision week, study week and 2 exam weeks


Course written by Dr Livingston Armytage armytage@cjs.world for USP.

Colour coding signifies: - core, important elective, specialist non-core topics for schools.

Annex B - Letter of Solicitation - sample


Livingston Armytage
a.PJSI 1 June 2021 at 12:49

Secondary curriculum on 'civics': Constitution, law and the role of the courts - FSM
 To: Emeliana Musrasrik-Carl, Bcc: Livingston Armytage
 [Details](#)



Dear Emi,

I am writing to advise that PJSI is supporting a number of jurisdictions across the region in collaborating with Ministries of Education to include or revise their secondary curriculum on civics, the function of law in society and the role of the courts. Would this be of any benefit in your jurisdiction?

Over the past decade, *Pacific Judicial Strengthening Initiative* (PJSI) advisors have visited and worked in many jurisdictions where we have observed or been advised that there is very little public knowledge and community understanding of the Constitution, law and role of the courts - particularly among those living in more remote communities. For this reason, the PJSI has been working with the University of South Pacific (USP) to provide an education program that addresses this knowledge need. In 2018, USP introduced the Certificate & Diploma of Justice for delivery across Pacific Island Countries. This new program includes a unit called '*Introduction to Law*' which explains the Constitution, the role of law in society and the functions of the courts. Since then, many officers of the courts have successfully completed this program which consists of 13 x 2 hour sessions of instruction. We are now supporting the adaption and localisation of this resource for schools across the region.

I attach the course outline of session topics in '*Introduction to Law*' for your reference. Should you consider that this resource could be useful in increasing public understanding and use of the courts, we would be pleased if you could let us know. Could you also possibly supply the contact details of a responsible officer in the Ministry of Education? We will then liaise with them for the purpose of exploring any prospects for inclusion/revision of civics in the secondary curriculum.



CoJ-Outline-
Topics..docx

Many thanks,
Livingston



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**Annex C - Kiribati History & Civics Syllabus Years (10-11, including selected COJ01 topics
(pp. 7-13, below).**



HISTORY SYLLABUS YEAR 10 & 11



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Acknowledgement

The Year 10 and 11 HISTORY Syllabus was written edited and formatted by the Curriculum Development and Assessment Division of the Ministry of Education. The development of the syllabus was coordinated by the History Curriculum Development Officer.

Writers from schools and the community have contributed to the writing of this syllabus through specialist writing workshops and consultations. Quality assurance groups and Subject Committee from Government and Mission schools have also contributed to the development of this syllabus.

This document was developed with the support of the Education Quality and Assessment Program (EQAP) of the Pacific Community (SPC) and the Australian Government through the Kiribati Education Facility.

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Secretary's Message

This syllabus is to be used by Year 10 and 11 teachers to teach the new National Curriculum Framework History Education.

The syllabus was developed by the Ministry of Education at the Curriculum Development and Assessment Division in consultation with the History Subject Committee, teachers and the community. It has been approved by the National Curriculum and Assessment Committee and endorsed by the Education Advisory Committee as the official syllabus for Years 10 and 11.

I recommend this syllabus for use in all schools with Year 10 and 11 students throughout Kiribati.

Secretary for Ministry of Education

Introduction

*“Historical education achieves a number of goals at once: it trains the mind, enlarges the sympathies, and provides a much-needed historical perspective on some of the most pressing problems of our time.” - John Tosh, *The Pursuit of History*, 1991*

Value of History in the 21st Century

History education seeks to develop in students an appreciation of past human experiences, critical awareness of the nature of historical knowledge, and the ability to make connections between the past and present. In a world where attention is often divided between concerns over the present and the future, the relevance of History is often questioned. Learning to manage the present and anticipate the future would not be possible without knowing the past.

History equips students with knowledge and skills that enable them to draw connections between the past and present by understanding how the nature and impact of past developments explain today's world. Students will gain a better understanding of why things happened in the past and how past events shape the present, and thus be better able to anticipate what might take place in the future. They will develop a disciplined and critical mind and an ability to operate in a volatile, uncertain, complex and ambiguous world.

History also plays a critical role in developing students' identities through an understanding of the subject at the personal, national and international levels. The learning of history should spark their curiosity and help them empathize with the beliefs, decisions and dilemmas of people in the past. Through historical inquiry, students pose questions about the past and the present and draw connections between the two.

Historical Concepts

For students to understand how historians work and how historical knowledge is constructed, it is essential that they understand historical concepts. These historical concepts are *chronology*, *evidence*, *accounts*, *causation*, *change and continuity*, *significance*, *empathy* and *diversity*. A sound grasp of these concepts not only helps to broaden students' historical knowledge but also deepens their understanding of the discipline.

Chronology

- Chronology is the listing of dates and events in the order that they occurred. Historians use these dates and sequence of events to write their accounts of the past.
- Knowing the chronology of an event in history enables students to know what happened (the main event), when it happened (the date/period), and in what order it happened (the sequence or development of events). A good grasp of chronology enables students to understand developments and see patterns over time.

Evidence

- Evidence is used by historians to support their interpretations of or arguments about the past. Evidence is derived from the interrogation of historical sources.
- Understanding the way evidence is derived helps students to be discerning when encountering historical arguments postulated by historians. Students must question and assess sources in terms of their origins, nature, purpose and content to determine the value of sources as evidence so as to verify, support or address the questions that historians put forth to investigate about that past.

Accounts

- Accounts are typically historians' reconstructions of events that happened in the past. These writings answer specific questions and reflect the focuses and points of view of their authors.
- Understanding the nature of accounts enables students to recognize that there can be no single or complete account of the past. Different accounts of the same event are natural as they exist to address or answer different questions about that past.

Cause and Effect (Causation)

- Historians examine causation in history to understand the reasons why and how events happened.
- Different events in history can have different impact on people, political systems, economies, and geography over time.
- Examining causation helps students understand that there is no single cause to one event; most events happen because of a combination of circumstances and the decisions and actions of historical actors. Likewise, students will understand that events can lead to multiple consequences, which may be intended or unintended.

Change and Continuity

- Historians use change and continuity to describe, compare or evaluate developments in places and societies over time.
- Understanding change and continuity helps students recognize that there are different aspects and different paces of change, and that change and continuity can exist together.

Significance

- The notion of 'significance' in history goes beyond straightforward considerations about 'important factors' or 'impact'. Significance is an assessment as to why an event, person, idea or issue mattered in a way that has deep consequences

throughout history, and which have affected people over an extended period of time, even till today.

- Significance is not inherent in the event, person, idea or issue itself. It can be contested, is not decided by just one group of people and is ascribed by historians based on a set of criteria.

Historical Empathy

- Historical empathy is the disposition of taking on the perspectives of people who lived in the past. Historians develop empathetic understanding of the people they study by investigating and familiarizing themselves with the contexts, constraints, values, ideas, attitudes and beliefs of people in the past.
- Developing historical empathy enables students to understand the actions of people who lived in another time and place, and the way they viewed the world. Students can then appreciate how different contexts, constraints, values, ideas, attitudes and beliefs may have affected how those who lived in the past thought, felt and behaved.

Diversity

- Understanding diversity involves recognizing that people's experiences throughout history vary along different lines, including ethnic groups, national loyalties, geographical boundaries, social class, religious affiliations, gender, and age.
- Studying these forms of diversity – in terms of the differences (or similarities) in the experiences – enables students to appreciate and understand the richness and complexity of the past. By introducing students to the similarities and differences of people's experiences in the past, it can broaden their worldview and inform their own views about history and the past.

Qualities of a History Learner

Historical content, thinking concepts and the accompanying skills equip students to think critically about the nature of historical knowledge. This in turn contributes to the development of the seven qualities of a history learner. These qualities, which the History curriculum (from lower secondary to pre-university) aims to develop in students, are shown in **Figure 1.1** below.

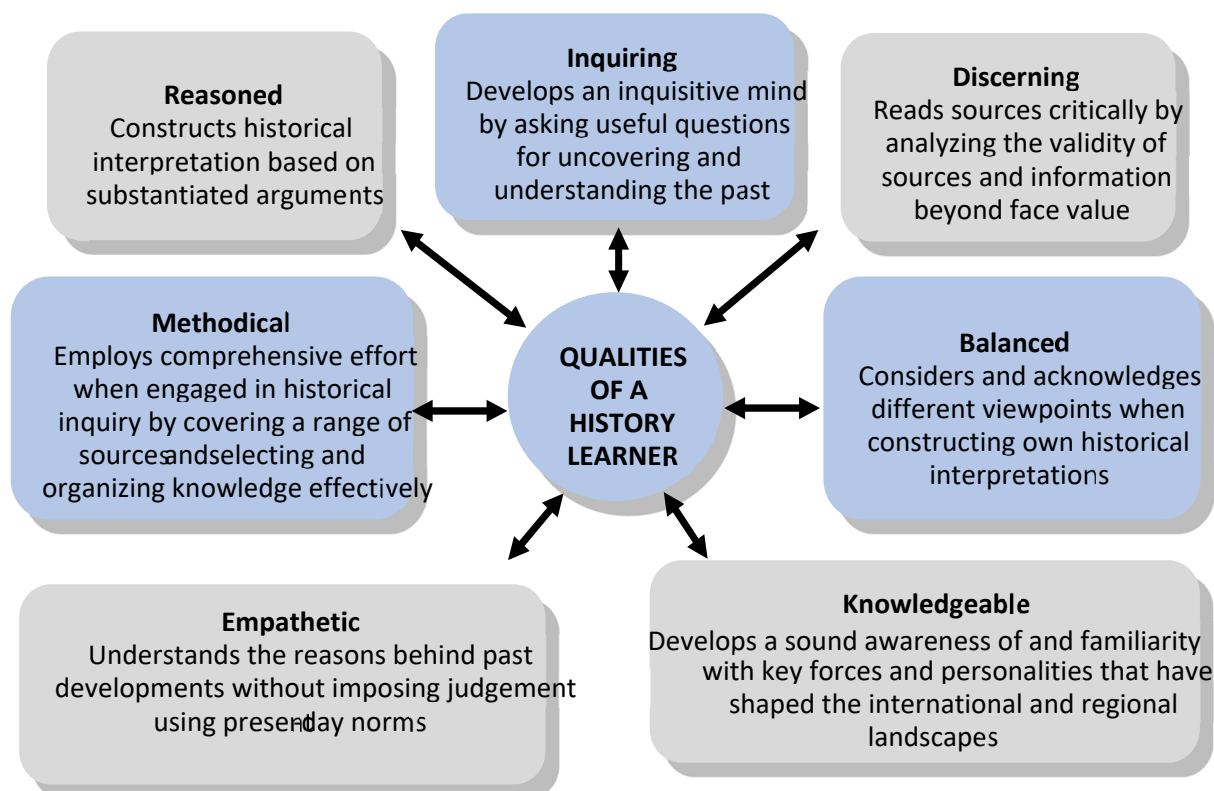


Figure 1.1: Qualities of a History Learner

21st Century Competencies

Central to history education is the quest to uncover the complexities that define the human experience. In doing so, learners pose critical questions and balance multiple perspectives that relate to the individual, community, nation and the world. A sound history education equips students with the 21st Century Competencies to face future challenges and seize opportunities brought on by forces such as globalization and demographic and technological change.

Aims

The Year 10 and 11 History syllabuses align the learning of History with the Social Science Primary and Junior Level to:

- equip students with the necessary historical knowledge, skills, values and attitudes to understand the present, to contribute actively and responsibly as local and global citizens, and to further study and pursue their personal interest in the past;

- engage students actively in historical inquiry to develop them into confident, self-directed, critical and reflective thinkers;
- develop in students an inquisitive mind and the ability to ask relevant questions about the past and examine a range of sources critically in their historical context to reach supported responses about the past;
- enable students to acquire knowledge and understanding of key periods, communities and aspects of history;
- acquaint students with an understanding of how the past has been interpreted, represented and accorded significance for different reasons and purposes; and
- develop in students the ability to organize and communicate their historical knowledge and understanding through a variety of ways using different media.

Learning Outcomes

The learning outcomes outline the goals that students are expected to attain at the completion of Junior Secondary Social Science education. These learning outcomes will be further reinforced should students pursue History at the Senior Secondary level.

Knowledge & Understanding

Students should be able to demonstrate their knowledge and understanding of:

- history as a construct – history is constructed from evidence and there are different interpretations of historical events;
- the key characteristics of the periods studied – these include the economic, political and social contexts of the societies studied and the experiences of the peoples who lived in those societies at those points in time;
- the connections between individuals, societies, events and developments studied and those in the present day;
- key individuals, groups, ideas, forces and events that shaped the development of the economic, political and social contexts of the societies studied; and
- the process of change within and across the periods of study.

Skills

Students should be able to demonstrate their knowledge and understanding by employing the following skills:

- asking questions about the events, issues, forces or developments;
- comparing different aspects of the periods, events, developments and issues studied to establish change and continuity;
- examining the causes and consequences of historical events and situations;
- establishing the historical significance of an event, place or person on society;
- interpreting and acquiring information and evidence derived from various sources of information from a variety of media, to support an inquiry;
- identifying points of view in History;
- organizing and communicating historical knowledge and understanding in a coherent way; and
- reflecting on the strategies and methods used in historical inquiry.

Values and Attitudes

Students should be able to demonstrate the internalization of key values and mind-sets associated with History learning when they:

- show sensitivity to how people's values and beliefs shape their interpretations of events, developments or issues in any specific time and space;
- show awareness of how cultural, intellectual and emotional contexts shape the thinking, value systems, decisions and actions of different peoples and groups in different times and places;
- show openness to and respect for diverse, and sometimes opposing, viewpoints;
- are able to handle ambiguity
- pose relevant questions to better understand events, developments or issues;
- modify and adapt their thinking and actions according to multiple sources of information, perspectives and different circumstances, underpinned by sound moral values;
- recognize the value system which provides a moral compass in governing their actions
- as citizens;
- empathize with people from different cultural, economic, political and social backgrounds;
- identify and embrace connections between themselves and the larger community (past and present); and
- realize that their actions impact others thus promoting commitment to act for the betterment of the community and country.

Scope and Sequence

YEAR 10 HISTORY SYLLABUS			YEAR 11 HISTORY SYLLABUS	
TERM	Strand	Year 10 Sub strand	Strand	Year 11 Sub strand
1	10HIS 1 Skills of History	<ul style="list-style-type: none"> Personalizing History Historical Information Writing Skills 	10HIS 1 State, Law and Custom	<ul style="list-style-type: none"> Government Rule of Law Law Making and Parliament. Custom and customary law
	10HIS 2 Early History of Kiribati, 18TH-19TH Century	<ul style="list-style-type: none"> Cultural Heritage Political Aspect Economic Aspect Tribal and Inter-Island war in Kiribati 	11HIS 2 Constitution	<ul style="list-style-type: none"> Constitution as supreme law Making, amending, suspending Structure and contents Separation of powers; citizen's rights
2	10HIS 3 Political influence of Britain over Pacific Islands and the Gilbert Islands.	<ul style="list-style-type: none"> Great Britain, United Kingdom and England Britain's policy of expanding and her influences Patterns of British Colonial Administration in the Pacific and Gilbert Islands 	11HIS 3 Court & Dispute Resolution	<ul style="list-style-type: none"> State courts, Structure and hierarchy Jurisdiction, functions and Specialist tribunal Adversarial, inquisitorial models Justice and Law Principles of fairness, due process
	10HIS 4 Second World War and Nationalism in Gilbert Islands and Pacific Islands	<ul style="list-style-type: none"> Impact of the Second World War on Nationalism The rise of Nationalism in the Gilbert and Pacific Islands. 	11HIS 4 Criminal and Civil law & procedure	<ul style="list-style-type: none"> Criminal and civil law proceedings Classification of offences Burden and standard of proof Key stage in proceedings Civil proceeding Nature of civil claims Conducting civil proceedings
3	10HIS 5 Decolonization and Steps toward to Independence	<ul style="list-style-type: none"> Process of Decolonization Impact Regional Organization Independence 	11HIS 5 Judges, magistrates, court clerks	<ul style="list-style-type: none"> Roles of judicial officers, court officers Judicial functions Managing cases, hearings Judicial decision-making
	10HIS 6 Cold War and its influence on Kiribati and Pacific Islands	<ul style="list-style-type: none"> Communism USSR & China Democracy USA Cold War Impact of Cold War in Kiribati and Pacific Islands 	11HIS 6 Police, prosecutors, bar	<ul style="list-style-type: none"> Roles of police Roles of prosecutors Bar Roles of lawyers, paralegals, legal aid

YEAR 10 HISTORY SYLLABUS CONTENTS

TERM 1

Strand 1: 10HIS 1. Skills of History				Week 1-6
10HIS.1 MAJOR LEARNING OUTCOME		Students are able to demonstrate understanding of Skills of History using historical evidences depicted from different types of oral stories, artefacts, site and sources.		
SUB-STRAND	KEY LEARNING OUTCOME	SLO CODE	SPECIFIC LEARNING OUTCOMES (SLO)	SKILLS LEVEL
10HIS 1.1 Personalizing History	Student are able to demonstrate knowledge and skills in telling personal stories, history and connect them to real life situation.	10HIS1.1.1.01	Define the term "history" according to individual's context	1
		10HIS1.1.2.02	Define what past events and present events	2
		10HIS1.1.1.03	Describe ways on how parents/grandparents talk about the past	1
		10HIS1.1.3.04	Tell stories that meaningful to them	3
10HIS 1.2 Historical Information	Students are able to demonstrate knowledge and skills in interpreting and recognizing historical information using evidence from different types of sources, stories, site and artefacts	10HIS1.2.1.01	Define historical information	1
		10HIS1.2.3.02	Use 5Ws and H of history for historical enquiry	3
		10HIS1.2.1.03	Identify different types of sources	1
		10HIS1.2.1.04	Define different types of sources	1
		10HIS1.2.3.05	Differentiate between primary and secondary sources	3
		10HIS1.2.3.06	Explain the limitation and strength of different types of sources	3
		10HIS1.2.3.07	Describe historical site and artefacts	3
10HIS 1.3 Writing Skills	Student are able to demonstrate skills and knowledge in writing skills and creating perfect history essay	10HIS1.3.1.01	Identify the difference between paragraph writing and essay writing	1
		10HIS1.3.1.02	Use technique to create perfect paragraph writing	1
		10HIS1.3.3.03	Differentiate history essay with other form of essay	3
		10HIS1.3.1.04	Identify the structure of the essay	1

		10HIS1.3.3.05	Organize different points in history essay	3
		10HIS1.3.2.06	Apply appropriate referencing style and bibliography in history writing format	2
Strand 2: 10HIS 2. Early History of Kiribati, 18TH-19TH Century				Week 7-12
10HIS 2. MAJOR LEARNING OUTCOME		Students are able to demonstrate understanding of Early History of Kiribati society and its influences on the people.		
SUB-STRAND	KEY LEARNING OUTCOME	SLO CODE	SPECIFIC LEARNING OUTCOMES	SKILLS LEVEL
10HIS 2.1 Cultural Heritage	Students are able to demonstrate understanding of Cultural Heritage in the Gilbert Islands	10HIS2.1.1.01	Define cultural heritage	1
		10HIS2.1.1.02	Describe types of cultural heritage with examples	1
		10HIS2.1.2.03	Explain the influence of cultural heritage on people	2
		10HIS2.1.3.04	Assess the significant value of cultural heritage in Kiribati	3
10HIS 2.2 Political Aspect	Student are able to demonstrate understanding of political influences on the Gilbertese people	10HIS2.2.1.01	Define political or ruling system	1
		10HIS2.2.1.02	Identify different aspect of ruling system	1
		10HIS2.2.3.03	Compare and contrast different aspect of ruling system	3
		10HIS2.2.3.04	Analyze factors that cause the differences in the ruling system practices	3
10HIS 2.3 Economic Aspect	Student are able to demonstrate skills and knowledge in describing aspect of economic in the Gilbert Islands	10HIS2.3.1.01	Define economic system	1
		10HIS2.3.1.02	Identify different aspect of economic system	1
		10HIS2.3.2.03	Compare and contrast different aspect of economic	2
		10HIS2.3.3.04	Analyze factors that cause the differences in economic practices	3
		10HIS2.3.4.05	Evaluate each aspect of culture, ruling and economic system on the people of Kiribati	4

10HIS 2.4 Tribal and Inter- Island war in Kiribati	Students are able to develop understanding of the tribal and inter-island war in Kiribati and its impact on the people of Kiribati from then and now	10HIS2.4.1.01	Name major wars happens in different societies in the Gilbert Islands	1
		10HIS2.4.1.02	Identify major causes of war	1
		10HIS2.4.2.03	Explain reasons why each war was occurred	2
		10HIS2.4.2.04	Compare the main causes of each war	2
		10HIS2.4.2.05	Analyze the impact of those wars on the Gilbertese people	2
		10HIS2.4.04.6	Assess the historical significance of the tribal and inter island war.	4
TERM 2				
Strand 3: 10HIS 3. Political influence of Britain in the Gilbert and Pacific Islands.				Week 1-6
10HIS 3. MAJOR LEARNING OUTCOME		Students are able demonstrate understanding of political influences of Britain over the Gilbertese and Pacific Islanders.		
SUB-STRAND	KEY LEARNING OUTCOME	SLO CODE	SPECIFIC LEARNING OUTCOMES	SKILLS LEVEL
10HIS 3.1 Great Britain, United Kingdom and England	Students are able to demonstrate understanding of Great Britain, United Kingdom and England as one Nation.	10HIS3.1.1.01	Identify historical differences of Great Britain, United Kingdom and England.	1
		10HIS3.1.1.02	Explain the reason of why these three countries were united as one Nation (United Kingdom).	2
		10HIS3.1.2.03	Describe British's form of government and its political or government structure.	3
		10HIS3.1.3.04	Analyze Britain's policy and interest to expand their empire	4
10HIS 3.2 Britain's policy	Students are able to demonstrate understanding of Britain's policy of expanding her territories and influences.	10HIS3.2.1.01	Identify Britain's policy to extend her empire	1
		10HIS3.2.2.02	Explain Britain's policy	2
		10HIS3.2.1.03	Describe the primary reasons why Britain was interested in annexing countries around the world.	2

10HIS 3.3 Patterns of British Colonial Administration in the Pacific and	Students are able to demonstrate understanding of the Pattern of British Colonial Administration in the Gilbert and Pacific Islands.	10HIS3.2.2.04	Name all countries were colonized by the British empire.	1
		10HIS3.2.3.05	Analyze political influences of the British empire over colonized countries from international perspectives.	3
		10HIS3.2.3.01	Define Colonial Administration	1
		10HIS3.2.3.02	Identify all Pacific Islands were colonized by the British empire.	1
		10HIS3.2.4.03	Describe Britain’s approach to annex countries in the Pacific Islands.	2
		10HIS3.2.4.04	Compare and contrast the perspectives of Pacific Islanders of colonizing Pacific Islands (British intention to annex the Pacific countries or Islander’s intention to be annexed.)	3
		10HIS3.2.4.05	Evaluate the consequences of British’s administration over the Gilbert Island and Fiji, as a case study.	4
Strand 4: 10HIS 4. World War II and Nationalism in the Gilbert Islands and Pacific Islands.				Week 7-12
10HIS.4 MAJOR LEARNING OUTCOME		Students are able to demonstrate understanding of World War II and its impacts on the development of nationalism in the Gilbert and Pacific Islands		
SUB-STRAND	KEY LEARNING OUTCOME	SLO CODE	SPECIFIC LEARNING OUTCOMES (SLO)	SKILLS LEVEL
10HIS 4.1 Impact of the Second World War on	Students are able to demonstrate understanding of the Second World War and its impacts on the Gilbert and Pacific Islands	10HIS4.1.1.01	Identify major role players of WWII	1
		10HIS4.1.2.02	Describe major causes of WWII	2
		10HIS4.1.3.03	Describe the consequences of WWII on at least two Pacific Islands and Gilbert Islands politically, socially and economically.	3
		10HIS4.1.4.04	Analyze the results of WWII on the development of Nationalism in the Gilbert and Pacific Islands.	4
10HIS 4.2 The	Students are able to demonstrate understanding of	10HIS4.2.1.01	Name Great Nationalists who were famous in the Gilbert and Pacific Islands.	1

	<i>the rise of nationalism in the Gilbert and Pacific Islands.</i>	10HIS4.2.2.01	<i>Explain each great nationalist’s biography and their key roles and contributions to the development of nationalism in Gilbert and Pacific Islands</i>	2
		10HIS4.2.3.01	<i>Describe other external and internal factors that also contribute to the development of nationalism in the Gilbert Islands and Pacific Islands.</i>	3
		10HIS4.2.4.01	<i>Analyze the consequences of nationalist’s movement in Gilbert Island and one of the Pacific Islands.</i>	4
TERM 3				
Strand 5: 10HIS 5. Process of Decolonization and Steps toward Independence				Week 1-6
10HIS 5. Major Learning Outcome (Week 1-6)		Students are able to demonstrate understanding of the process of decolonization and steps toward independence in the Gilbert and Pacific Islands.		
SUB-STRAND	KEY LEARNING OUTCOME	SLO CODE	SPECIFIC LEARNING OUTCOMES (SLO)	SKILLS LEVEL
10HIS 5.1 Decolonization	<i>Students are able to demonstrate understanding of decolonization and its impacts to the formalization of achieving independence in Gilbert and Pacific Islands.</i>	10HIS5.1.1.01	<i>State factors that contributed to the process of decolonization in Gilbert and Pacific Islands</i>	1
		10HIS5.1.2.02	<i>Describe factors that caused decolonization in Gilbert and Pacific Islands</i>	2
		10HIS5.1.3.03	<i>Analyze the result of decolonization in Gilbert and Pacific Islands</i>	3
		10HIS5.1.3.04	<i>Compare and contrast the process of decolonization in Gilbert islands with at least two Pacific Islands countries.</i>	3
		10HIS5.2.4.05	<i>Evaluate the consequences of decolonization in Gilbert and Pacific Islands.</i>	4
10HIS 5.2 Regional Organization	<i>Students are able to demonstrate understanding of Regional Organization and its</i>	10HIS5.2.1.01	<i>Identify Regional organization developed since the struggle of achieving and after Independence</i>	1
		10HIS5.2.1.02	<i>Give reasons for the development of each Regional Organizations</i>	1

	<i>impacts on the social, economy and political system in Pacific Islands.</i>	10HIS5.2.2.03	<i>Explain reasons for the development of each Regional Organization</i>	2
		10HIS5.2.3.04	<i>Describe the functions of each regional organization</i>	3
		10HIS5.2.4.05	<i>Evaluate the contributions of each regional organization to the social, economy and political system of Kiribati.</i>	4
10HIS 5.3 Independence	<i>Students are able to demonstrate skills and knowledge in explaining the process of gaining independence in the Pacific Islands.</i>	10HIS5.3.1.01	<i>Identify great Nationalists in the Pacific region (case study: Kiribati, Samoa and Fiji)</i>	1
		10HIS5.3.1.01	<i>Explain the role and status of each great nationalists from the three-case study</i>	2
		10HIS5.3.1.01	<i>Describe each great nationalist movement and their contribution from the case study in achieving independence.</i>	3
		10HIS5.3.1.01	<i>Compare and contrast steps in achieving independence between Kiribati, Samoa and Fiji.</i>	4
Strand 6: 10HIS 6. Cold War and the Pacific Islands.				Week
10 HIS 6. MAJOR LEARNING OUTCOME		Students are able to demonstrate understanding of the cold war and its influences on the people of the Pacific Islands.		
SUB-STRAND	KEY LEARNING OUTCOME	SLO CODE	SPECIFIC LEARNING OUTCOMES (SLO)	SKILLS LEVEL
10 HIS 6.1 Cold War	<i>Students are able to demonstrate skills in describing Cold War and major role powers' strategies and approaches to influence others.</i>	10HIS6.1.1.01	<i>Define Cold War.</i>	1
		10HIS6.1.2.02	<i>Describe the main causes of the Cold War.</i>	2
		10HIS6.1.1.03	<i>Explain the difference between Communism and Democracy.</i>	1
		10HIS6.1.1.04	<i>State great powers during the Cold War.</i>	
		10HIS6.1.3.05	<i>List communist state countries and democracy states during this period.</i>	1
		10HIS6.1.3.06	<i>Describe approaches and strategies that major powers apply to compete between themselves and influence others.</i>	3

10 HIS 6.2 Influences of Cold war in the Pacific Islands	Students are able to demonstrate knowledge and skills in describing influences of the Cold War in the Pacific region.	10HIS6.1.3.07	<i>Describe how this war come to an end.</i>	3
		10HIS6.2.1.01	<i>Name the President of Kiribati and leaders from other Pacific Islands nations during the Cold War period</i>	1
		10HIS6.2.2.02	<i>Describe great powers (USA and Russia) strategies to influence Pacific Island leaders.</i>	2
		10HIS6.2.3.03	<i>Compare and Contrast Leaders' strategies in the Pacific in response to the Cold War.</i>	3
		10HIS6.2.4.04	<i>Evaluate the impact of cold war in terms of social and economic benefits.</i>	4

YEAR 11 HISTORY SYLLABUS CONTENTS

TERM 1

Strand 7: 11HIS 1. State, Law and Custom				Week
11HIS 1. Major Learning Outcome		Students are able demonstrate understanding of State, Law and Custom in Kiribati		
SUB-STRAND	KEY LEARNING OUTCOME	SLO CODE	SPECIFIC LEARNING OUTCOMES (SLO)	SKILLS LEVEL
11HIS 7.1 Government	Students are able to demonstrate knowledge and skills in explaining the functioning of democratic government in Kiribati	11HIS7.1.1.01	Define the terms Democratic Government; Head of State; Head of Government; Citizenship; democratic right.	1
		11HIS7.1.2.02	Describe the functions of Democratic Government system	2
		11HIS7.1.3.03	Describe the role of citizenship in a democratic government system.	3
		11HIS7.1.1.04	Identify different government levels in Kiribati	1
		11HIS7.1.2.05	Explain each government levels' role and functions	2
		11HIS7.1.4.06	Describe the relationship between the government and the citizen democratic government in Kiribati	4
11HIS 7.2 Rule of Law	Students are able to demonstrate understanding of Rule of Law in Kiribati	11HIS7.2.1.01	Define the terms; Rule of Law, Legal Regulation, Law and Order and Law and Justice.	1
		11HIS7.2.1.02	Describe with examples of Legal Regulation and Law and Order in Kiribati.	1
		11HIS7.2.4.03	Differentiate the terms law, ethics and moral	4
		11HIS7.2.3.04	Explain the main purpose of setting rules or laws in Kiribati society.	3
11HIS7.3 Law Making and Parliament	Students are able to demonstrate knowledge and understanding of Law Making and Parliament in Kiribati	11HIS7.3.1.01	Define terms; parliament; congress; legislation; statutes	1
		11HIS7.3.1.02	Identify steps of making state or government law in Kiribati	1
		11HIS7.3.2.03	Explain the processes of how state or government laws are made in Kiribati.	2
		11HIS7.3.3.04	Describe the role of parliament in making law in Kiribati	3
		11HIS7.3.3.05	Explain reasons of making law by parliament.	3

11HIS7.4 Custom and Customary law	Students are able to demonstrate understanding of custom and customary law in Kiribati	11HIS7.4.1.01	Define Custom and Customary law	1
		11HIS7.4.1.02	Identify customs and customary laws that are currently practiced in Kiribati society.	1
		11HIS7.4.2.03	Explain the process how customary law are made at villages or community level in Kiribati.	2
		11HIS7.4.3.04	Differentiate Custom and Customary law	3
		11HIS7.4.3.05	Describe reasons of why custom and customary law are important in controlling social behavior.	3
Strand 8: 11HIS 2. Constitution				Week
11HIS 2. Major Learning Outcome		Students are able to demonstrate understanding of Kiribati constitution		
SUB-STRAND	KEY LEARNING OUTCOME	SLO CODE	SPECIFIC LEARNING OUTCOMES	SKILLS LEVEL
11HIS 8.1 Constitution as supreme law	Students are able to demonstrate understanding of Constitution as a supreme law in Kiribati	11HIS8.1.1.01	Define terms; constitution, supreme law,	1
		11HIS8.1.1.02	Identify two forms of Constitution	1
		11HIS8.1.2.03	Describe two forms of Constitution	2
		11HIS8.1.3.04	Describe the importance of constitution in Kiribati.	3
11HIS 8.2 Making and Amending and Suspending	Students are able to demonstrate understanding of Making, Amending and Suspending Constitution in Kiribati.	11HIS8.2.1.01	Define the terms; amend and suspend.	1
		11HIS8.2.2.02	Describe the process of making a constitution	2
		11HIS8.2.3.03	Describe the process of amending a constitution.	3
		11HIS8.2.3.04	Explain the reasons and the need for amending a constitution.	3
		11HIS8.2.4.05	Explain the main impact if the process of amendment is not followed.	4

11HIS 8.3 Structure and Contents	Students are able to demonstrate understanding of structure and contents	11HIS8.3.1.01	Define terms; structure, contents, framework	1
		11HIS8.3.2.02	Identify component structures of the constitution	1
		11HIS8.3.3.03	Explain each structure or framework of the constitution	2
11HIS 8.4 Separation of powers	Students are able to demonstrate understanding of Separation of powers in Kiribati	11HIS8.4.1.01	Define the term; Separation of powers and citizen’s right	1
		11HIS8.4.1.02	Identify three main arms of government	1
		11HIS8.4.1.03	Describe three arms of government with their role and responsibilities in the government system	3
		11HIS8.4.1.04	Identify at least 5 citizen’s right that is most recognized in the Kiribati constitution.	1
		11HIS8.4.1.05	Explain each citizen’s rights and their importance	2
TERM 2				
Strand 9: 11HIS 3. Court & Dispute Resolution				Week
Major Learning Outcome		Students are able to demonstrate understanding of the courts and dispute resolution in Kiribati		
SUB-STRAND	KEY LEARNING OUTCOME	SLO CODE	SPECIFIC LEARNING OUTCOMES	SKILLS LEVEL
11HIS 9.1 State Courts, Structure and hierarchy	Students are able to demonstrate understanding of the state courts, structure and hierarchy in Kiribati	11HIS9.1.1.01	Define Court and Case	1
		11HIS9.1.1.02	Identify 3 major types of courts in Kiribati	1
		11HIS9.1.2.03	Identify the key figures/player present in each court in Kiribati	2
		11HIS9.1.2.04	Explain the roles of each key figure/player in each court.	2
		11HIS9.1.2.05	Describe the main types of cases discussed in court.	3
		11HIS9.1.2.06	Explain the main function of the courts in Kiribati.	3

11HIS 9.2 Jurisdiction and functions.	<i>Students are able to demonstrate understanding of Jurisdiction and functions of the court</i>	11HIS9.2.1.01	<i>Define Jurisdiction</i>	1
		11HIS9.2.2.02	<i>Describe the main function of jurisdiction</i>	2
		11HIS9.2.3.03	<i>Differentiate the function of magistrate and supreme court</i>	3
		11HIS9.2.4.04	<i>Describe the function of the court in administering the justice</i>	4
		11HIS9.2.4.04	<i>Describe three essential elements of any jurisdiction</i>	3
11HIS 9.3 Adversarial, inquisitorial models	<i>Students are able to demonstrate understanding of adversarial and inquisitorial models in Kiribati</i>	11HIS9.3.1.01	<i>Identify two models of Justice</i>	1
		11HIS9.3.1.02	<i>Explain the two models of Justice</i>	2
		11HIS9.3.1.03	<i>Identify the differences between the two models</i>	1
		11HIS9.3.1.04	<i>Describe how they are operated</i>	3
11HIS 9.4 Justice and Law	<i>Students are able to demonstrate understanding of Justice and law in Kiribati</i>	11HIS9.4.1.01	<i>Define terms; law and justice</i>	1
		11HIS9.4.1.02	<i>Identify two main sources of law</i>	1
		11HIS9.4.1.03	<i>Describe the role of courts within a legal system</i>	2
		11HIS9.4.1.04	<i>Explain the main purpose of justice.</i>	2
		11HIS9.4.1.05	<i>Distinguishes between 'substantive' and 'procedural' justice</i>	3
		11HIS9.4.1.06	<i>Describe the function of court of justice (court of law)</i>	3
		11HIS9.4.1.07	<i>Discuss the difference between law and justice</i>	2
11HIS 9.5 Principles of fairness, due process	<i>Students are able to demonstrate understanding of principles of fairness and due process in Kiribati.</i>	11HIS9.5.1.01	<i>Define the concept of Principles of fairness, due process and Fair trial</i>	1
		11HIS9.5.1.02	<i>Describe the due process and fair trial are carried out in the court</i>	2
		11HIS9.5.1.03	<i>Define the concept of Rules of 'natural justice' or procedural fairness</i>	2
		11HIS9.5.1.04	<i>Identify THREE (3) principles in the court hearing in order to be procedurally fair</i>	1

Strand 10: 11HIS 4. Criminal and Civil Law and procedure					Week
Major Learning Outcome		Students are able to demonstrate understanding of Criminal & Civil law and procedure in Kiribati.			
SUB-STRAND	KEY LEARNING OUTCOME	SLO CODE	SPECIFIC LEARNING OUTCOMES	SKILLS LEVEL	
11HIS 10.1 Criminal v civil proceedings	Students are able to demonstrate understanding of criminal and civil proceedings in Kiribati	11HIS10.1.1.01	Define Criminal, non-criminal or civil cases	1	
		11HIS10.1.1.02	Explain the difference between criminal and civil law	2	
		11HIS10.1.1.03	Discuss the function of criminal court	2	
		11HIS10.1.1.04	Describe how criminal courts are structured both in magistrate and high court in Kiribati	3	
		11HIS10.1.1.05	Describe the role of juries and assessors in Kiribati	3	
11HIS 10.2 Classification of offences	Students are able to demonstrate understanding of classification of offences in Kiribati	11HIS10.2.1.01	Define Offence	1	
		11HIS10.2.1.02	Identify classification of offences	1	
		11HIS10.2.1.03	Explain classification of offences	2	
		11HIS10.2.1.04	Describe the third intermediate class of offence in Kiribati	3	
11HIS 10.3 Burdens and standard of proof	Students are able to demonstrate understanding of burdens and standard of proof in Kiribati	11HIS10.3.1.01	Define the concept of Burdens of proof and Standard of proof.	1	
		11HIS10.3.1.02	Explain what are the differences between burdens and standards of proof in criminal and civil cases	2	
		11HIS10.3.1.03	Identify the differences components of burdens proof and standard proof.	1	
		11HIS10.3.1.04	Describe the relationship of burdens & standard of proof and criminal and civil cases	3	
11HIS 10.4 Key stage in	Students are able to demonstrate understanding of	11HIS10.4.1.01	Define the concept of key stage in proceedings	1	
		11HIS10.4.1.02	Identify 3 key stages in all proceedings	1	
		11HIS10.4.1.03	Describe the 3 key stages in all proceedings	2	

	<i>key stages in all criminal proceedings in Kiribati</i>	11HIS10.4.1.04	<i>Identify the differences between 3 key stages in all proceedings</i>	2
11HIS 10.5 Civil proceedings and nature of civil claims	<i>Students are able to demonstrate understanding how civil proceedings operated in Kiribati.</i>	11HIS10.5.1.01	<i>Define the concept civil proceedings</i>	1
		11HIS10.5.1.02	<i>Describe the meaning of civil proceedings in contextualizing with Kiribati context.</i>	2
		11HIS10.5.1.03	<i>Define the concept of nature of civil claims</i>	1
		11HIS10.5.1.04	<i>Define terms; torts</i>	1
		11HIS10.5.2.05	<i>Name different types of torts in Kiribati</i>	2
		11HIS10.5.1.06	<i>Identify type of interest protected in Kiribati</i>	1
		11HIS10.5.3.07	<i>Explain each type of torts that is commonly practiced in Kiribati.</i>	3
11HIS 10.6 Conducting civil proceedings	<i>Students are able to demonstrate understanding of conducting civil proceedings in Kiribati.</i>	11HIS10.6.1.01	<i>Define terms; plaintiff, claimant, petitioner</i>	1
		11HIS10.6.1.01	<i>Identify key steps for issuing civil proceedings</i>	1
		11HIS10.6.1.01	<i>Describe the process of conducting civil proceedings in Kiribati's court</i>	4
		11HIS10.6.1.01	<i>Define remedies</i>	1
		11HIS10.6.1.01	<i>Describe at least 3 types of remedies commonly practice in Kiribati</i>	3

TERM 3

Strand 11: 11HIS.5 Judges, magistrates, court clerks					Week
11HIS 5. Major Learning Outcome		Students are able to demonstrate understanding of judges, magistrates and court clerks in Kiribati			
SUB-STRAND	KEY LEARNING OUTCOME	SLO CODE	SPECIFIC LEARNING OUTCOMES	SKILLS LEVEL	
11HIS 11.1 Role of judges and magistrates	Students are able to demonstrate understanding of Roles of judicial officers, court officers in Kiribati Judicial decision-making	11HIS11.1.1.01	Define terms judges, judicial officers, magistrates	1	
		11HIS11.1.1.02	Identify the role of judicial officers and magistrates	1	
		11HIS11.1.2.03	Explain the role of judicial officers and magistrates	2	
		11HIS11.1.3.04	Describe how judicial officers and magistrates obtain their power and role in the court	4	
		11HIS11.1.3.05	Discuss the limitation of power of judicial and magistrates in making decisions on cases.	2	
11HIS 11.2 Judicial functions	Students are able to demonstrate understanding of Judicial functions in Kiribati.	11HIS11.2.1.01	Identify two main functions of judicial officers	1	
		11HIS11.2.3.02	Describe how the two main functions of judicial officers are processed or carried out.	3	
		11HIS11.2.2.03	Define two important dimensions of judicial administration	2	
		11HIS11.2.3.04	Identify 5 main elements of a judgment or decision making.	3	
		11HIS5.2.3.05	Explain 5 main elements of a judgment or decision making	3	
11HIS 11.3 Role of court officers, court clerks	Students are able to demonstrate skills and knowledge in describing the role of court officers, court	11HIS11.4.1.01	Define the terms; court officers, court clerks and registrar officer.	1	
		11HIS11.4.2.02	Identify the differences of responsibilities of court officers, court clerk and registrar officers.	1	
		11HIS11.4.2.03	Describe the role of court officers, court clerk and registrar.	2	
		11HIS11.4.3.04	Categorized the roles and responsibilities of court officer, court clerk and staff registrar into two parts; administrative and judicial	3	

	clerks and registrar officers in Kiribati	11HIS11.4.4.05	Describe how does this role fit in and support overall delivery of justice.	4
Strand 12: 11HIS.6 Police, Prosecutors and Bar & Lawyers				Week
11HIS 5. Major Learning Outcome		Students are able to demonstrate understanding of Role of Police and prosecutors and bar		
SUB-STRAND	KEY LEARNING OUTCOME	SLO CODE	SPECIFIC LEARNING OUTCOMES	SKILLS LEVEL
11HIS 12.1 Roles of police	Students are able to demonstrate understanding of roles of police in Kiribati	11HIS12.1.1.01	Define police, policeman, police officer	1
		11HIS12.1.1.02	Identify major powers of police that exercise in enforcing law	1
		11HIS12.1.2.03	Explain key function of police	2
		11HIS12.1.3.04	Describe major importance of police role in Kiribati society	3
11HIS 12.2 Roles of prosecutors	Student are able to demonstrate understanding of role of prosecutors in Kiribati	11HIS12.2.1.01	Define prosecution, prosecutors	1
		11HIS12.2.3.02	Identify three main functions of prosecutor	3
		11HIS12.2.2.03	Describe three main functions of prosecutor.	2
		11HIS12.2.3.04	Describe ethical standard and feature standard of prosecutor	3
11HIS 12.3 Bar & Roles of lawyers, paralegals, legal aid	Students are able demonstrate understanding of bar & roles of lawyers, paralegals and legal aid in Kiribati.	11HIS12.3.1.01	Define terms; bar, lawyer,	1
		11HIS12.3.1.02	Describe two main functions of lawyers	1
		11HIS12.3.2.03	Explain the qualification and regulation and code ethic of lawyers	2
		11HIS12.3.3.04	Define terms; paralegal and legal aid	3
		11HIS12.3.3.05	Explain the role of paralegal	3
		11HIS12.3.4.06	Describe the advantages of paralegals	2
		11HIS12.3.4.07	Describe the role and function of legal aid	3

Internal Assessment Outcome

Students are expected to conduct an Internal Assessment on areas of historical significance based on Kiribati Island and from I-Kiribati perspectives.

Outcome 1

At this level, Students are expected to demonstrate knowledge and skills in

- communicating historical ideas and understandings
- planning and carrying out an independent historical research

Achieving this Internal Assessment Objective, students therefore are able to

- Show excellent and relevant treatment of ideas selected from a range of points
- Demonstrate how ideas are coherently developed and well structured
- Draw valid conclusion from a historical study
- Present final product in an appropriate historical format, using accepted historical conventions
- Evaluate research processes

There are five internal assessment tasks will be completed by KNC History students. These tasks allow for some flexibility of approach but must follow the specified rules of structure and content. Teachers will assess (mark) student materials resulting from these tasks using detailed marking schemes provided in this syllabus. The tasks, mark values and suggested class-time allocation are as follows.

Internal Assessment Tasks	Mark Value	Suggested Class time (Hours)
Using a written source	15	5
Using a visual source	15	5
Investigating an historic site	15	5
Examining artefacts	15	5
Investigating an oral accounts	15	5

Note: Teachers are required to design their I-A program within the 2 years course of study but all Internal Assessments should be completed by students and assessed by teachers before the verification date which is assigned from the Exam Units.

Annex D - FSM Civics curriculum benchmarks: Grades 9-12, highlighting COJ01

Expansion of the Civics Benchmarks

Existing High School Benchmark (Grades 9–12) + COJ01	
CIVICS Standard 1: Students will apply knowledge in civics and political systems; civic principles and values that inform actions and participation; and processes, rules, and laws that inform decision-making to engage responsibly and effectively in society.	
Topic: Civic and Political Systems	1.HS.1 Explain the function and the structure of the government 1.HS.2 Distinguish the political and civic structures that organize public life at local, state, regional, national, and international levels. 1.HS.3 Analyze how citizens can use the organization to shape, practice law and custom at various level of government.
	1.HS.4 Analyze the current and past roles of citizens in the FSM civic and political systems. 1.HS.5 Identify key characteristics of the constitution and describe how it is created. Explain the role and importance of the constitution. 1.HS.6 Interpret key amendments to the constitution and what application does each amendment have in protecting citizen's right. 1.HS.7 Analyze how constitutions, laws, treaties, and international agreements protect the rights of citizens, promote common good, and maintain national and international order. 1.HS8 Compare and contrast National, State and Local constitution. 1.HS9 Examine and discuss the lawmaking role and functions of Congress. (who makes the law?) 1.HS.10 Research the structure and functions of the courts of law in Pacific Island Countries. (Who applies the law? How is the law applied?) 1.HS.11 Connect how the role of each structure and function of the court is performed in any constitutional society (National, State and Local Court Systems).
Topic: Civic Principles and Values	1.HS.12 Examine the overarching concepts of justice 1.HS.13 Ensure the integrity, quality and fairness of the courts 1.HS.14 Build public confidence in the justice system

	1.HS.15 Explore and confirm the model of justice, law and justice, principles of fairness, and rights to fair trial.
	1.HS.16 Evaluate procedures for making governmental decisions at local, state, national, and international levels and their impacts on reaching civic purposes.
	1.HS.17 Evaluate what it means to be a citizen of a nation or the world.
	1.HS.18 Examine how personal interests and perspectives and civic principles and values intersect with each other in daily situations.
	1.HS.19 Analyze the structures in civic life that encourage citizens to be actively involved, such as suffrage and deliberation.
	1.HS.20 Investigate action steps citizens can take to improve civic life.
Topic: Processes, Rules, and Laws for Decision-Making	1.HS.21 Identify and explain some of the key fundamental features of <u>criminal and civil law & procedures</u>.
	1.HS.22 Examine and connect the distinction of conducting criminal and civil proceedings.
	1.HS.23 Analyze how rules, laws, and policies both support and limit government's decision-making, nationally and internationally.
	1.HS.24 Explain the role of each key players in the delivery of justice, and the role of other key actors in court proceedings (who does what in the court).
	1.HS.25 Research and discuss roles and responsibilities of the key actors that are allowed and played in the court system at various level of government (National, State and Local).
	1.HS.26 Explain the Gender & Family Violence and issues behind it globally.
	1.HS.27 Research and explore the role and challenges of the courts within the FSM in gender and family violence cases.
	1.HS.28 Review the law internationally, regionally and domestically, and discuss plans for change.
	1.HS.29 Evaluate the impacts of public policies in terms of intended outcomes, unintended outcomes, and related consequences.