G.C.E Advanced Level

Political Science

Syllabus

Grades 12 and 13

(To be implemented from 2017)

Department of Social Sciences

National Institute of Education

Maharagama

Sri Lanka

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Content

Preface

This syllabus is designed for the Advanced Level curriculum of Sri Lanka and will be implemented in 2017 under the new educational reforms. The syllabus is prepared after careful examination and consideration of the views and attitudes of teachers and students involved in the teaching-learning process of Advanced Level Political Science.

The subject content of the curriculum is prepared based on competency levels deriving from 15 main competencies. Two Teachers' Instructional Manuals for Grades 12 and 13 with guidelines to achieve the expected learning outcomes of the syllabus will be introduced in the future. This will provide a broad opportunity for the students to critically study political theory and its practical aspect.

We believe that this syllabus would contribute to achieve success at the Advanced Level Examination and to become good citizens with a holistic political knowledge.

Introduction

The new curriculum for G.C.E. Advanced Level Political Science which will be effective from 2017 consists of 15 topics. Special attention was paid to prepare the syllabus to enable students to grasp subject content effectively and to facilitate the task of teachers to teach new subject content.

The first and second topics of the curriculum include subject content which guides the students to understand Political Science, to interpret politics as an essential feature of social life and to think critically about politics through the various themes that constitute Political Science. State and its role is explained based on competency levels aimed at enabling the students to identify and express the most suitable features of state necessary to promote human freedom. Students get the opportunity to study models of government based on the distribution of state power. Political ideologies are presented enabling students to acquire the skill of analyzing the influence of such political ideologies on politics through political phenomena.

Conflict and conflict resolution, a broad multi-disciplinary subject at present, is a compulsory theme. According to the new curriculum, this topic is to be studied in Grade 12 while in the previous curriculum, it was to be studied in Grade 13.

Sri Lankan constitutional history comprises the study of the trends and impact of colonial transformation in the economic and social spheres and the constitutional development and trends under the constitutions of 1947 and 1972. By the first topic in Grade 13, the students are exposed to a current topic in Political Science by training them to critically observe the theoretical basis and the practical aspect of democratic governance thereby enabling them to identify the democratic and undemocratic features of governing systems.

The students are expected to engage in the comparative study of contemporary models of government. It includes the study of United States of America, India and Switzerland as federal models, Britain and Sri Lanka as transforming unitary states and France as a unitary and centralized state. Focus shifts to the Sri Lankan political practice again directing the students to a comprehensive study of the constitution of 1978 and the 13th, 17th, 18th and 19th amendments to the constitution. Further, the students get the opportunity to critically study the political party system of Sri Lanka, the nature and trends of international politics and its implications to Sri Lanka.

The aforementioned topics will guide the students to study Political Science with a new vision, achieve learning objectives successfully by identifying the practical aspect of politics and thereby develop attitudes and skills required for their contribution as citizens as well as develop socio-psychological skills necessary to fulfill social responsibility.

National Goals

(i)   Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.

(ii)   Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.

(iii)   Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.

(iv)   Promoting the mental and physical well- being of individuals and a sustainable life style based on respect for human values.

(v)   Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well- integrated and balanced personality.

(vi)   Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.

(vii)   Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.

(viii)   Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect. (Adapted from National Education Commission Report -2003)

Basic Competencies

The following basic competencies developed through education will contribute to achieve the above national goals.

(i) Competencies in communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy   : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy   : Use numbers for goods/items, space and time, use of. numerals sysrtematically to count & measure.

Graphics   : Make sense of line and form, express and record details, instructions and ideas with line, form and colour.

IT proficiency   : Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to personality development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;

- Values such as integrity, tolerance and respect for human dignity;

- Emotional intelligence.

(iii) Competencies relating to the environment

These competencies relate to the social, biological and physical environment.

Social Environment   -   Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment -   Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human life, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) **Competencies relating to preparation for the World of Work**
Employment related skills to maximize their potential and to enhance their capacity.

- To contribute to economic development.
- To discover their vocational interests and aptitudes,
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable occupation.

(v) **Competencies relating to religion and ethics**

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday life, selecting that which is most appropriate values.

(vi) **Competencies in play and the use of leisure**

Pleasure, joy, emotions and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) **Competencies relating to ' learning to learn'**

Empowering individuals to learn independently and to be sensitive and successful in responding and managing change through a transformative process, in a rapidly changing, complex and interdependent world.
(Adopted from National Education Commission Report - 2003)

Aims of teaching Political Science

Successful completion of this syllabus will enable students to acquire following competencies and skills,

- Identify the thematic contents, subject matter and significance of Political Science as an academic discipline
- Identify and understand critically the political processes, political institutions and political change in their environment in the society at large and the world.
- Becoming conscious of important, positive political values, objectives and fundamentals of the country and the world as citizens.
- Identify historical and contemporary trends in the discipline of Political Science.
- Acquiring knowledge, understanding and skills necessary to contribute towards positive social and political changes as citizens.

Relationship between National Objectives and Subject Objectives

National Objectives	Subject Objectives	Competency Level
1. Nation building and the establishment of Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony and peace and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.	3. Becoming conscious of important, positive political values, objectives and fundamentals of the country and the world as citizens.	1.1 Interpret politics as an essential feature of social life. 1.2 Explain Political Science as an academic discipline to study different aspects of politics. 2.2 Examine their role in the political life in society.
2. Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.	4. Identify historical and contemporary trends in the discipline of Political Science.	7.1 Describe how colonialism and colonial rule led to transformations in the political, economic and social spheres in Sri Lanka. 7.2 Comment on the consequences of colonial transformation which occurred in Sri Lanka. 8.1 Describe the background of the post-independent constitution making process.
3. Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.	5. Acquiring knowledge, understanding and skills necessary to contribute towards positive social and political changes as citizens. 3. Becoming conscious of important, positive political values, objectives and fundamentals of the country and the world as citizens.	6.2 Explain the theoretical and practical aspect of conflicts and conflict resolution. 6.3 Comment critically on the importance of peace building and reconciliation. 8.1. Describe the background of the post-independent constitution making process. 9.1 Identify the theoretical foundation of democratic governance. 9.2 Observe analytically the practicality of democratic governance.

National Objectives	Subject Objectives	Competency Level
4. Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.	5. Acquiring knowledge, understanding and skills necessary to contribute towards positive social and political changes as citizens.	11.3 Explain the role of bureaucracy in the process of policy implementation
5. Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.	5. Acquiring knowledge, understanding and skills necessary to contribute towards positive social and political changes as citizens.	13.1 Present information on the origin and evolution of the political party system in Sri Lanka. 13.4 Analyze the features and trends of the political party system.
6. Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.	3. Becoming conscious of important, positive political values, objectives and fundamentals of the country and the world as citizens.	9.1 Identify the theoretical foundation of democratic governance. 9.2 Observe analytically the practicality of democratic governance. 12.2 Identify the background to constitutional amendments which made structural changes to the 1978 constitution. 12.3 Identify the changes made to the structure of the constitution of 1978 by the 13th, 17th, 18th and 19th amendments.

National Objectives	Subject Objectives	Competency Level
7. Preparing individuals to adopt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.	2. Identify and understand critically political processes, political institutions and political change in their environment, society at large and the world.	12.3 Identify the nature of changes made to the structure of the constitution of 1978. Identify separately the differences in national and international politics. 15.3 Examine contemporary trends of the Sri Lankan foreign policy. 15.4 Express opinion on the problems and challenges faced by the current foreign policy with understanding.
8. Fostering attitudes and skills that will contribute to securing an honourable place in the international community, based on justice, equality and mutual respect.	3. Becoming conscious of important, positive political values, objectives and fundamentals of the country and the world as citizens.	14.1 Identify separately the differences between the national and international politics. 14.2 Comment on governmental and non-governmental actors in international politics. 14.4 Identify and explains the recent trends in international politics. 14.5 Describe the new trends in national and international politics identifying their relevance to Sri Lanka.

Proposed Plan to Divide the Syllabus according to School Academic Terms

Grade	Term	Competency Level	Periods
12	I	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4	100
	II	4.1, 4.2, 5.1, 5.2, 6.1, 6.2	100
	III	7.1, 7.2, 8.1, 8.2, 8.3	100
13	I	9.1, 9.2, 10.1, 10.2, 11.1, 11.2, 11.3	100
	II	12.1, 12.2, 12.3, 13.1, 13.2	100
	III	14.1, 14.2, 14.3, 14.4, 14.5, 15.1, 15.2, 15.3, 15.4	100

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
1. Act as a citizen with an understanding of the nature of politics and political science	1.1 Interpret politics as an essential feature of social life	1.1 Introduction to Political Science • What is Politics?	• Define Politics and Political Science	05
	1.2 Explain Political Science as an academic discipline to study different aspects of politics.	1.2 Relationship between politics and Political Science.	• Identify and explain the relationship and differences between Politics and Political Science	10
	1.3 Study politics employing various approaches specific to the discipline.	1.3 Studying Political Science academically.		
		1.4 Approaches to Political Science • Philosophical/Normative Approach • Comparative Approach • Multi-disciplinary Approach • Scientific (Behavioural) Approach • Politic-economic Approach • Sociological Approach • Feminist Approach.	• Name and describe the approaches to study politics as an academic discipline • Critically examines those approaches. • Thinks of ways to make a positive contribution to the political process of the social life by studying politics academically.	10

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
2. Prepare to study Political Science by identifying the themes of the subject.	2.1 Study the nature and subject area of sub themes.	2. Political Science: Themes 2.1 Political Philosophy	• Name and describe the themes of Political Science.	10
	2.2 Examine their role in the political life of society.	2.2 Political Thought and Ideologies 2.3 Political Theory 2.4 Political Institutions • State and Government • Political Parties • Pressure Group • Civil Society 2.5 Comparative Politics 2.6 Public Administration. 2.7 International relations and world Politics.	• Explain how each of these themes make the subject matter of Political Science holistic. • Make use of that knowledge to think critically about the political world.	10

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
3. Lays the foundation to a theoretical and practical understanding of the state in which the student is a citizen.	3.1 Explain the concept, State	3. The State 3.1 State and its role • State as the key manifestation of political power of society. • Modern territorial state. • Modern nation- state. • Globalization and the state.	• Define state and describe its functions. • Describe the features of modern territorial and nation state. • Describe the impact of globalization on states	10
	3.2 Examine the nature of State based on classification of states.	3.2 Models of states and classification • Tribal states • Greek city state • Monarchy • Colonial state • Liberal Democratic states • Socialist state • Fascist state • Post- colonial state • Neo- Liberal state	• Classify and describe various models of states • Define the concepts, state, sovereignty of the state and citizen • Describe the functions and the institutional structure of the state • Distinguish the state, government and regime.	25

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
	3.3 Analyze different models of modern state through the concepts in political science	3.3 Concepts in Political Science relating to the State. • State and sovereignty • State and citizenship • Functions and the institutional structure of the state • Relationships and differences between the state, government and regime.	• Name and describe the theoretical approaches to the study of the State. • Identifies the features of the state most suitable to promote human freedom.	10
	3.4 Analyze the state and its nature through concepts and theories of Political Science	3.4 Theoretical approaches to the nature of the state. • Social Contract theory. • Marxist theory • Liberal theory. • Feminist theory.		10

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
4. Express the ability to analyse models of government through different models of government in the world.	4.1 Describe models of governments based on the distribution of state power.	4. Different models of government. 4.1 Models of government based on distribution of state power. • Unitary • Federal • Quasi Federal • Confederate	• Identify and define models of government based on the distribution of state power. • Indicate the features, merits and demerits of the above models of government. • Identify and define models of government based on organization of executive power.	15
	4.2 Describe the models of government based on the organization of executive power.	4.2 Models of government based on organization of executive power • Cabinet form of government. • Presidential government • Mixed government • Autocratic government	• Discuss comparatively the effectiveness of each model of government. • Analyze the features of the government system in Sri Lanka at present using the models learned in this lesson.	15

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
5. Demonstrate the understanding of various political ideologies and their role in shaping modern political process and institutions.	5.1 Identify different political ideologies.	5. Political Ideologies • Liberalism • Socialism • Republicanism • Social Democracy • Fascism • Nationalism • Secularism • Feminism	• Define political ideologies. • Comparatively analyse different political ideologies.	15
	5.2 Critically examine their basic features and functions in the field of politics		• Analyse the impact of political ideologies on politics using political phenomena. • Use this knowledge to think of a better political future.	15
6. Demonstrate the importance of conflict resolution and				20

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS

peace building by uderstanding the nature of conflicts.	6.1 Explain the theoretical and practical aspects of conflicts and conflict resolution.
	
	6.2 Comment critically on the importance of peace building and reconciliation.
		6. Conflicts and conflict resolution
		6.1 Basic definitions and classification of conflicts
		
		6.2 Conflict resolution.
		  6.2.1 Early warning process.
		  6.2.2 Conflict Prevention.
		  6.2.3 Conflict Management.
		  6.2.4 Conflict Transformation.
		  6.2.5 Post conflict peace building.
		
		6.3 Conflict Resolution methods
		  3.1 Negotiation
		  3.2 Mediation
		  3.3 Peace agreements
		  3.4 Peace building
		
		6.4 Peace Building
		  4.1 Definitions and approaches
		  4.2 Reconciliation.
			• Define and classifies conflicts.
			
			• Define methods of conflict resolution
			
			• Explain the importance of early warning to identify conflict.
			• Intervene to prevent conflict.
			• Act as a person capable of managing conflicts.
			
			• Explain the means of conflict resolution.
			
			• Examines conflict transformation critically.
			
			• Describe peace building
			
			• Explain the importance of conflict resolution and peace building in the modern world.
			
			• Try to positively transform the conflicts experienced in one's own life.
				20

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
7. Identify the transformation of political, economic and social spheres of Ceylon under the colonial rule.	7.1 Describes how colonialism and colonial rule led to transformations in the political, economic and social spheres in Sri Lanka.	7. Colonial transformation and its consequences. 7.1 Economic and social changes • Beginning and spread of colonial capitalism. • Colonial social transformation and new class stratification.	• Describe the trends and consequences of economic and social transformation in Sri Lanka under colonialial transformation.	25 25
	7.2 Comment on the consequences of colonial transformation occurring in Sri Lanka	7.2 Political outcome; • Laying the foundation for a modern state • Beginning of representative democracy (with special reference to Donoughmore constitution) • The contribution of representative democracy towards positive political progress.	• Explain how the foundation for a modern state was laid. • Show the origin and evolution of modern representative democracy. • Analyze special features of Donoughmore sconstitution.	

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
8. Demonstrate understanding of constitutional development in Sri Lanka after independence.	8.1 Describe the background factors of the post independent constitution making process.	8. Westminster model and its changes. 8.1 Constitutional development and trends under the constitutions of 1947- 1972	• Examine the constitutional development and trends under the constitutions of 1947 and 1972. • Explain comparatively the sovereignty and composition of the legislatures 1947 and 1972.	10
	8.2 Explain features of each constitution.	8.2 The composition and sovereignty of the legislature.	• Describe comparatively the nature and powers of the executive under the constructions of 1947 and 1972	10
	8.3 Indicate the main trends and problems of these constitutions.	8.3 Nature and powers of the executive. 8.4 Minority rights. 8.5 Judiciary and the Public Service. 8.6 Fundamental rights.	• Indicate the nature and limitations of minority rights. • Discuss independence of the judiciary and its limitations. • Examine the changes that occurred in the Judiciary and Public service. • Find out the features that make a better constitution.	30

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
9. Demonstrate the understanding of democratic governance	9.1 Identify the theoretical foundation of democratic governance	9 Democratic governance. 9.1 Conceptual foundation of democratic governance • Liberal democracy • Representative democracy.	• Identify and describes the features of democratic governance analytically • Describe critically the democratic and undemocratic features of the governing system in Sri Lanka • Shows why democratic governance is suitable for Sri Lanka.	12 28
	9.2 Observe analytically the practicality of democratic governance.	9.2 Democratic governance and its characteristics. • Constitutionalism • Popular Sovereignty • Separation of powers • Checks and balances • Rule of law • Human rights • Limited government • Free and fair elections • Public accountability.		

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
10. Act as an individual with a comparative understanding of different government models in the contemporary world	10.1 Discuss differences and specifications (identity) of unitary and federal models of government in the contemporary world 10.2 Study comparatively the theoretical foundations and practical aspects of different models of government.	10. Contemporary models of government. 10.1 Federal systems • American model • Indian model • Switzerland model 10.2 Transformation of unitary states. • Britain • Sri Lanka 10.3 Unitary and centralized state structures • France.	• Identify and describe the federal models of government in contemporary world • Show the transformation of unitary states through the examples of Britain and Sri Lanka • Explain with examples the unitary and centralized models of government. • Obtain the skill necessary to propose the fundamentals of a suitable government model for Sri Lanka.	20 20

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
11. Display the understanding that public policy making is a product of the political process.	11.1 Describe the process which combines politics and public policy.	11 Public policy and political processes 11.1 Define public policy and identify the importance of the study of public policy.	• Define public policy • Explain the importance of the study of public policy.	10
	11.2 Examine the role of political parties and civil society in relation to public policy making.	11.2 Public policy and political authority	• Clarifies the relationship between public policy and political process.	05
	11.3 Explain the role of bureaucracy in the process of policy implementation.	11.3 Public policy and political parties 11.4 Public policy and civil society 11.5 Public policy and bureaucracy	• Explains the role of civil society and political parties with regard to public policy • Show the co- relationship between public policy and bureaucracy	05

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
12. Identify and explain the structural features, institutional composition and balance of power in the system of government established by 1978 constitution.	12.1 Study the structure, centralization of power and institutional composition of the system of government established by 1978 constitution.	12. 1978 constitution 12.1 Basic structural and institutional features • Executive • Legislature • Relationship between the legislature and the executive. • Theory and the practice of the independence of judiciary. • The executive and Public Service. • Executive and centralization of power. • The Ombudsman and fundamental rights. • Electoral system • Referendum	• Clarify the nature and powers of the executive of constitution of 1978. • Explain the nature , powers functions of the legislature. • Explain the relationship between the executive and the legislature.	50
	12.2 Identifies the background to constitutional amendments which made structural changes to the 1978 constitution.	12.2 The background of 13th, 17th, 18th and 19th constitutional amendments and their implications on the structure of the 1978 constitution.	• Examine the theory and practice of independence of the judiciary. • Comment on the relationship between the executive and Public Service and its impact on the Public Service.	10

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
	12.3 Recognizes the changes to the structure of the constitution of 1978 caused by the 13th, 17th, 18th and 19th amendments		• Explain how power has been centralized around the executive and its consequences. • Describe the constitutional provisions relating to the Ombudsman, Fundamental Human Rights and the judiciary. • Describe comparatively the different electoral systems and public responses. • Explains the changes introduced by constitutional amendments	10

	COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
13.	Show the nature and trends of the political party system in Sri Lanka through their activities	13.1 Present information on the origin and evolution of the political party system in Sri Lanka. 13.2 Analyze the features and trends of the political party system	13. Political party system in Sri Lanka 13.1 Origin and trends of the party system in Sri Lanka • Dominent two party system • The Left and minor parties • Parties based on ethnic identity • Political parties and coalitions • Party system and political eadership	• Explains the orgin and evolution of political party system in Sri Lanka. • Points out their features and trends. • Identify and comment on dominant two party system • Find information on Left and minor parties • Identify and explain the parties based on ethnicity. • Explore the way political party system paved the way for the formation of coalition governments. • Show the nature of the relationship between political party system and party leadership. • Acquire the ability to identify the strengths and flaws/ weaknesses of the political paty system of Sri Lanka and make proposals for a better system.	10 20

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
14. Identify and comments on the nature and trends of International Politics.	14.1 Identify the differences between the national and international politics. 14.2 Comment on governmental and non-governmental actors in international politics.	14. International politics 14.1 Differences in national and international politics 14.2 Governmental and non-govermental actors in international politics • Nation state • International Govern mental Organisations • International Non-Governmental Organiza tions • Multi-national companies • Eminent persons • Terrorist organizations and groups	• Identify and describe the difference between national and international politics. • Recognize important institutions and activists in national and international politics.	04 25
	14.3 Explain the nature of national power and national interests	14.3 National power and national Interests.	• Define the concepts of national power and national intersts.	06
	14.4 Identify and explain the recent trends in international politics.	14.4 Main Trends in modern world politics • Multi-polar world system	• Explain the new trends in current world politics.	10

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
	14.5 Describe the new trends in national, international politics identyfying their relevance to Sri Lanka.	• Alternative international relation networks • New social movements • Insurgence movements against the world system (terrorism)	• Explain the impact of new political trends in the world on Sri Lanka.	10

COMPETENCY	COMPETENCY LEVEL	SUBJECT CONTENTS	LEARNING OUTCOME	NO. OF PERIODS
15. Comment on the nature and consequences of the relations Sri Lanka maintains with the external world	15.1 Explain the factors which influenced the conduct of foreign policy of post inde pendent Sri Lanka. 15.2 Explain the features and trends of post independent foreign policy of Sri Lanka. 15.3 Examinie contemporary trends of the Sri Lankan foreign policy 15.4 Express opinions on the problems and challenges faced by the present foreign policy	15. Sri Lanka & the world 15.1 Foreign policy of Sri Lanka. 15.2 Factors that influence the foreign policy of Sri Lanka. 15.3 Speciaa features of post independent foreign policy. 15.4 Current trends of the Sri Lankan foreign policy. • United Nations Organization and Sri Lanka. • Common wealth and Sri Lanka • Non - aligned movement and Sri Lanka • South Asian Cooperation and Sri Lanka. • International Economic and Financial organizations and Sri Lanka. • International Non-Governmental organizations. 15.5 Challenges and problems of current Sri Lankan foreign policy.	• Identify the factors that influence the foreign policy of Sri Lanka. • Examine the features amd new trends of the Sri Lankan foreign policy • Identify Current trends of Sri Lankan foreign policy . • Explains the influences and advanced gained by Sri Lanka as a member of international organizations. • Describe the relations and challenges between Sri Lanka and international non governmental organizations. • Examine the effect of new trends in international politics on Sri Lankan	05 10 30

School Policies and Programmes

It is the responsibility of the school administrative authorities to formulate programmes including learner activities which enable the participation of all students studying the subject ensuring that learning experiences are transferred successfully from the subject content given in the syllabus prepared in order to fulfill the national objectives of education. Several such co-curricular activities are given below.

- Establishing a Political Science Society through which the students can engage in creative activities such as quiz programmes, debates, exhibitions, wall newspapers, magazines etc.
- Organizing educational trips to various institutions studied in the subject to obtain an understanding of the role and functions of such institutions.
- Initiating mini research projects to promote the critical study of political opinions, political thought etc.
- Motivating students to exchange experiences with universities and other higher educational institutes in the area.
- Motivating students to improve their knowledge by the use of international magazines and the internet.

Teaching-Learning Methodology

The following teaching-learning strategies can be utilized for an effective teaching-learning process within the classroom for Political Science.

- Brainstorming sessions
- Compiling magazines
- Preparing booklets of questions and answers
- Organizing debates
- Preparing leaflets
- Using open book resources
- Holding discussions
- Role play (e.g. Governors, leaders of the Revival Movement)
- Practical activities (e.g. Planning an election)
- Presentations

Assessment and Evaluation

Under the School-Based Assessment Programme, the teachers are expected to create and implement creative teaching-learning assessment tools to evaluate the competencies and the competency levels specified for each term.

This syllabus is prescribed for G.C.E. Advanced Level Examination which is the national level evaluation held at the completion of Grade 13.

The Department of Examinations in Sri Lanka will conduct the first national level examination based on this syllabus in the year 2019.

The Department of Examinations will provide information about the model and nature of the question paper of this examination.

Board of Syllabus Preparation

Internal

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Mr. Terrance Purashinha	Senior Lecturer	University of Sri Jayawardanapura.
Mr. M. Ranjith	Senior Lecturer	University of Sabaragamuwa.
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Mrs. W.K.C. Priyanthi	Teacher Service	Vihara Maha Devi Balika Vidyalaya, Kiribathgoda.
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