

History

**Upper Secondary
Teacher Guide**



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

Published in 2008 by the Department of Education, Papua New Guinea

© Copyright 2008, Department of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

ISBN 978-9980-9924-0-6

Acknowledgements

The Upper Secondary History Teacher Guide was written, edited and formatted by the Curriculum Development Division of the Department of Education. The development of the teacher guide was coordinated by Tracy Wilson.

Writers from schools, tertiary institutions and non-government organisations across the country have contributed to the writing of this teacher guide through specialist writing workshops and consultations. Quality assurance groups and the History Subject Advisory Committee have also contributed to the development of this teacher guide.

This document was developed with the support of the Australian Government through the Education Capacity Building Program.

Contents

Secretary's message	iv
Introduction	1
The outcomes approach	2
Learning and teaching	5
History requirements	12
Assessing History	13
Sample assessment tasks	24
Learning activities and assessment tasks	28
Recording and reporting	36
Resources	40
References	42
Glossary for History	43
Glossary for assessment	44

Secretary's message

This teacher guide is to be used by teachers when implementing the Upper Secondary History Syllabus (Grades 11 and 12) throughout Papua New Guinea. The History syllabus identifies the learning outcomes and content of the subject as well as assessment requirements. The teacher guide gives practical ideas about ways of implementing the syllabus: suggestions about what to teach, strategies for facilitating learning and teaching, how to assess and suggested assessment tasks.

A variety of suggested learning and teaching activities provides teachers with ideas to motivate students to learn, and make learning relevant, interesting and enjoyable. Teachers should relate learning in History to real people, issues and the local environment. Teaching using meaningful contexts and ensuring students participate in appropriate practical activities assists students to gain knowledge and understanding, and demonstrate skills in History.

Teachers are encouraged to integrate History activities with other subjects, where appropriate, so that students can see the interrelationships between subjects and that the course they are studying provides a holistic education and a pathway for the future.

I commend and approve the History teacher guide for use in all schools with Grades 11 and 12 students throughout Papua New Guinea.



DR JOSEPH PAGELIO

Secretary for Education

Introduction

The purpose of this teacher guide is to help you to implement the History syllabus. It is designed to stimulate you to create exciting and meaningful teaching programs and lessons by enabling you to choose relevant and purposeful activities and teaching activities. It will encourage you to research and look for new and challenging ways of facilitating students' learning in History

The teacher guide supports the syllabus. The syllabus states the learning outcomes for the subject; and outlines the content and skills that students will learn, and suggested assessment tasks.

The teacher guide provides direction for you in using the outcomes approach in your classroom. The outcomes approach requires you to consider assessment early in your planning. This is reflected in the teacher guide.

This teacher guide provides examples of learning and teaching activities, and assessment activities and tasks. It also provides detailed information on criterion-referenced assessment, and the resources needed to teach History. The section on recording and reporting shows you how to record students' marks and how to report against the learning outcomes.

The outcomes approach

In Papua New Guinea, the Lower Secondary and Upper Secondary syllabuses use an outcomes approach. The major change in the curriculum is the shift to what students know and can do at the end of a learning period, rather than a focus on what the teacher intends to teach.

An outcomes approach identifies the knowledge, skills, attitudes and values that all students should achieve or demonstrate at a particular grade in a particular subject (the learning outcomes). The teacher is responsible for identifying, selecting and using the most appropriate teaching methods and resources to achieve these learning outcomes.

Imagine the student is on a learning journey, heading to a destination. The destination is the learning outcome that is described in the syllabus document. The learning experiences leading to the learning outcome are to be determined by the teacher. The teacher uses curriculum materials, such as syllabus documents and teacher guides, as well as textbooks or electronic media and assessment guidelines, to plan activities that will assist students achieve the learning outcomes.

The outcomes approach has two purposes. They are:

- to equip all students with knowledge, understandings, skills, attitudes and values needed for future success
- to implement programs and opportunities that maximise learning.

Three assumptions of outcomes-based education are:

- all students can learn and succeed (but not on the same day or in the same way)
- success breeds further success
- schools can make a difference.

The four principles of the Papua New Guinean outcomes approach are:

1 *Clarity of focus through learning outcomes*

This means that everything teachers do must be clearly focused on what they want students to be able to do successfully. For this to happen, the learning outcomes should be clearly expressed. If students are expected to learn something, teachers must tell them what it is, and create appropriate opportunities for them to learn it and to demonstrate their learning.

2 *High expectations of all students*

This means that teachers reject comparative forms of assessment and embrace criterion-referenced approaches. The 'principle of high expectations' is about insisting that work be at a very high standard before it is accepted as completed, while giving students the time and support they need to reach this standard. At the same time, students begin to realise that they are capable of far more than before and this challenges them to aim even higher.

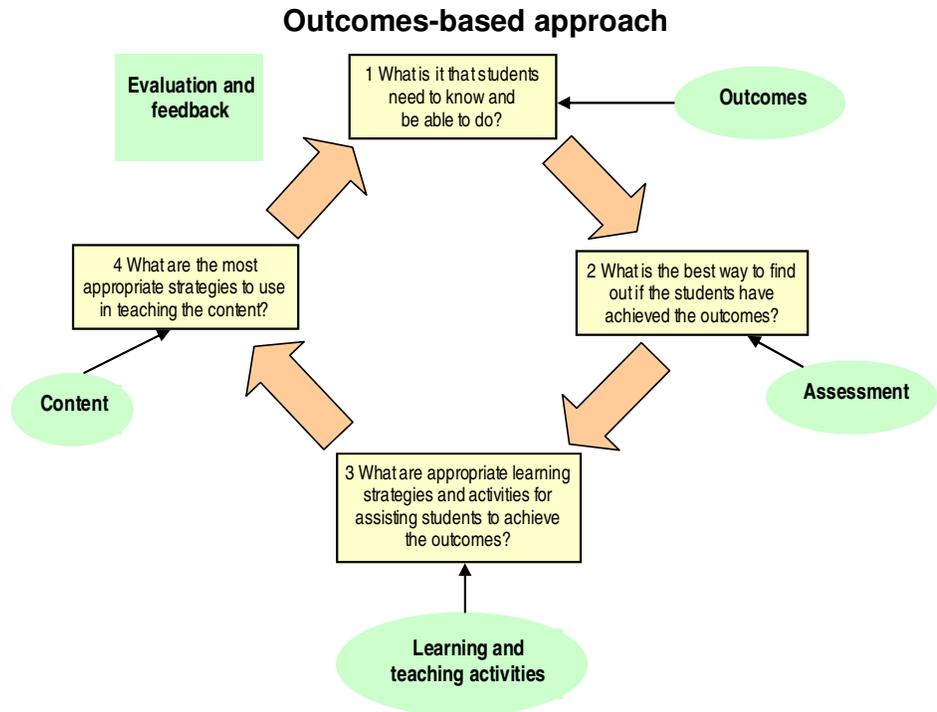
3 *Expanded opportunities to learn*

This is based on the idea that not all students can learn the same thing in the same way in the same time. Some achieve the learning outcomes sooner and others later. However, most students can achieve high standards if they are given appropriate opportunities. Traditional ways of

organising schools do not make it easy for teachers to provide expanded opportunities for all students.

4 *Planning and programming by 'designing down'*

This means that the starting point for planning, programming and assessing must be the learning outcomes—the desired end results. All decisions on inputs and outputs are then traced back from the learning outcomes. The achievement of the outcome is demonstrated by the skills, knowledge and attitudes gained by the student. The syllabuses and/or teacher guides describe some ways in which students can demonstrate the achievement of learning outcomes.



Learning outcomes provide teachers with a much clearer focus on what students should learn. They also give teachers greater flexibility to decide what is the most appropriate way of achieving the learning outcomes and meeting the needs of their students by developing programs to suit local content and involve the community.

The outcomes approach promotes greater accountability in terms of student achievement because the learning outcomes for each grade are public knowledge—available to teachers, students, parents and the community. It is not the hours of instruction, buildings, equipment or support services that are the most important aspect of the education process but rather, what students know and can do, as they progress through each grade.

The outcomes approach means that learning

- has a clearer purpose
- is more interactive—between teacher and students, between students
- has a greater local context than before
- is more closely monitored and acted upon by the teacher
- uses the teacher as a facilitator of learning as well as an imparter of knowledge.

Learning outcomes

The History syllabus learning outcomes describe what students know and can do at the end of Grade 12. The level of achievement of the learning outcome should improve during the two years of Upper Secondary study, and it is at the end of the study that students are given a summative assessment on the level of achievement of the learning outcome. The learning outcomes of History are listed below.

At the end of Grade 12, students can:

1. identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage
2. demonstrate an understanding of historical concepts and ideologies
3. describe and explain the origin, development and impact of change on societies and nations
4. analyse the role and impact of significant historical themes, events and individuals within their societies and the world at large
5. interpret and critique historical evidence and information
6. identify and critique opinions, values, judgements, bias, contradiction, propaganda and interpret their relevance
7. apply the historical skills of inquiry, observation, classification, recording and interpreting.

Learning and teaching

You, as a teacher, must teach the knowledge that is included in the syllabus documents. You have to be able not only to teach what students should know, but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support learning and teaching. You also need to give students some opportunities to apply their knowledge, to be creative and to solve problems.

Learning and teaching strategies

Students who participate in guided instruction learn more than students who are left to construct their own knowledge (Mayer 2004). You need to employ a variety of learning and teaching approaches because all students do not learn in the same way. The ‘auditory learner’ prefers to use listening as the main way of learning new material whereas a ‘visual learner’ prefers to see things written down. Students should be actively involved in their learning and therefore you need to design appropriate practical activities or experiments, using resources that can be found in your location.

In Grades 11 and 12, students will already have had a wide variety of experiences. You need to make use of your students’ experiences when designing and conducting learning in class, so that learning is connected to your students’ world. There are many learning and teaching strategies:

- field trips
- historical inquiry
- evidence-based activities
 - site studies
 - oral history
 - recorded history
 - artefacts

The most efficient and long-lasting learning occurs when teachers encourage the development of higher-order thinking and critical analysis skills, which include applying, analysing, evaluating and creating. Attention should also be paid to developing students’ affective and psychomotor skills. To make sure that this happens, you should encourage deep or rich—rather than shallow—coverage of knowledge and understandings.

Developing History skills

History students learn about how people lived in the past and about the relationship between past, present and future. As such, History is relevant to every community and individual. While History provides insight into the momentous changes that have occurred in past centuries, it also reveals how ordinary people lived and thought across a range of periods and countries. It is a respected and well-established discipline, which uses the analysis of evidence and data, and the evaluation of arguments and theories, to help students to understand and come to grips with the record of

human activity and achievement. Above all, students learn from History what shaped their societies and institutions, why we live and think in the way we do, how the existing world order came into being, and how it might change.

History is an ideal training for those who find work in organisations, such as international companies, the media and public services, which require an awareness and understanding of multicultural and cross-cultural issues. One of the advantages of studying for a degree in History is the range of intellectual and personal skills you will master and which employers recognise as being valuable in the world of work.

What do students do in History?

Field trips

The 'field trip' is an essential part of the study of History. It is a tool that facilitates the understanding of historical inquiry. Fieldwork can enhance learning opportunities for a wide range of students because it caters for a variety of learning and teaching styles.

Field trips enable students to:

- acquire knowledge about events by observing, mapping, measuring and recording phenomena in the real world in a variety of places, including the school
- use different kinds of tools, including information and communication technology, to assist in the interpretation of, and decision-making about, historical events
- locate, select, organise and communicate information
- explore different perspectives on issues.

Historical inquiry

An inquiry involves the students in active investigation of people's lifestyles, the world around them and time. The purpose of historical inquiry is to engage students in the learning process through formulating questions, investigating widely, and building upon new understandings, meanings and knowledge of what was and what can be used to shape tomorrow. The process follows these key historical questions:

- What and where are the issues or events or happenings being studied?
- How and why do these issues, evidence and events or happenings develop?
- What are the impacts of these issues and happenings?
- What is being done or what could be done to sustainably manage these impacts?

Students acquire historical knowledge through answering these questions to develop a solution or support a position or viewpoint. The product of this inquiry leads to active and informed citizenship through examination of actions and alternative management strategies. Historical inquiry involves:

- planning
- researching
- identifying patterns, trends, and associations

- evaluating
- problem solving
- decision making
- recommending
- extrapolating and predicting
- developing hypotheses and forming conclusions
- communicating in a variety of formats (speaking and writing—for example, reports, essays, reviews, debates, letters, articles, presentations, webpages)
- creating products, ideas, and solutions.

Evidence based activities

- site studies: visiting war memorials, old war sites, village occupied by foreigners, burial sites
- oral history: interviewing older people of the community
- recorded history
- artefacts

What do teachers of History do?

The History teacher:

- is interested in and concerned about events and movements in the local, national and global community
- actively seeks to keep informed while maintaining a critical stance towards sources of information
- takes a principled stand, and supports others who do so, against injustices and inequalities relating to race, gender, class, physical or mental attributes
- informs him or herself about issues and/or events as they impact upon his or her community and on communities and social systems globally
- values democratic processes as the best means of bringing about positive change
- engages in some form of social action to support her or his beliefs.

As a teacher, she or he will:

- model democratic values of fairness, justice and equal respect
- use a range of teaching styles that foster both individual development and group cooperation and enable learners to make the best use of their differing learning styles
- encourage her or his learners to adopt a reflecting and questioning position in relation to geographic knowledge
- teach the prescribed curriculum well with an emphasis on infusing issues dealing with human rights, relationships, self-esteem and respect for diversity
- be a critical and thoughtful teacher.

Developing a program

A teaching program outlines the nature and sequence of learning and teaching necessary for students to demonstrate the achievement of the learning outcomes. The content of the syllabus describes the learning context and the knowledge required for the demonstration of each outcome. The relevant learning outcomes for each unit or topic are stated at the beginning of the unit and the requirements of the outcomes are elaborated. Teachers must develop programs that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements.

The content prescribed in the units indicates the breadth and depth with which topics should be treated. The sequence of teaching is prescribed by the sequence of content. The learning outcomes and assessment, however, must be central to the planning of the teaching program.

Planning and programming units

The main purpose of planning and programming is to help you to arrange the presentation of the unit in an organised manner. This will help you to know what to teach and when to teach it. It is strongly recommended that you make plans with the other teachers who teach the same subject. By planning together, you will *all* have better lessons and make better use of your limited resources.

Points to consider when programming

- Which outcomes are students working towards?
- What is the purpose of this unit or topic or learning experience?
- Which learning experiences will assist students to develop their knowledge and understandings, skills, values and attitudes in History?
- What indicators of student learning would you expect to observe?
- How can the learning experiences be sequenced?
- How do the learning experiences in the unit relate to students' existing knowledge and skills?
- How are individual learning needs to be catered for?
- What are the literacy demands of this unit or learning experience?
- What authentic links can be made with the content of other subjects?
- How can school events and practices be incorporated into the program?
- Do the assessment methods address outcomes and enhance learning?
- How can the assessment be part of the learning and teaching program?

The planning process

In this teacher guide, ideas for programming and organising have been provided. These have been arranged in steps to help you teach the unit. The steps follow the thinking processes involved in the outcomes approach.

Step 1: Interpreting the learning outcomes

The first step is to read the description in the syllabus. Then study the learning outcomes and what students do to achieve the learning outcomes,

in order to determine what students will know and be able to do by the end of the unit. You need to look at the action verb, concept and context of each learning outcome. This will help you to see what skills and knowledge are embedded in the outcome.

Step 2: Planning for assessment

It is necessary to plan for assessment early to ensure that you teach the content and skills students need to achieve the learning outcomes.

You will have to decide when to schedule assessment tasks to allow yourself time to teach the required content and time for students to develop the necessary skills. You will also need time to mark the task and provide feedback. Practical tasks may, for example, be broken into a series of stages that are marked over several weeks as students progress with making their product. It is not appropriate to leave all assessment until the end of the unit.

This teacher guide provides performance standards and examples of a marking guide. You should develop marking guides when you are marking tasks to ensure consistency in your assessment. You must also develop clear and detailed instructions for completing the task and make sure all students know exactly what they have to do.

Step 3: Programming a learning sequence

This step requires you to develop a program outlining a sequence of topics and the amount of time spent on each topic. If the unit involves a project, for example, you may plan to teach some theory at appropriate stages during the project, rather than teaching all the theory before the students start the project.

To develop your program you need to study the topics listed in the syllabus and to think about which learning activities will best provide students with the opportunity to learn the content and practise the appropriate skills, and how long the activities will take. You will have to think about some major activities that last several weeks and smaller activities that may be completed in a single lesson.

Step 4: Elaboration of activities and content

Once you have mapped out your program for the term, you must then develop more detailed plans for each topic in the unit. All units require students to be actively engaged in learning, not just copying from the board. Make sure you develop a range of activities that suit all learning needs—some reading and writing, some speaking and listening, some observing and doing.

Browse through the textbooks and teaching resources you have access to and list the chapters, pages or items that you will use for each topic in your program. The textbooks should also provide you with ideas for activities related to the topic. You may have to collect or develop some resources for yourself. Once you have sorted out your ideas and information, you can then develop your more detailed weekly program and daily lesson plans.

This teacher guide gives some suggested learning and teaching activities for each unit and some suggested assessment tasks that you might like to use to ensure active learning. It also gives background information on some of the content.

Using the internet for classroom activities

Planning

- Where appropriate, incorporate computer sessions as part of planned learning experiences.
- Be aware that computers can be time-consuming and may require extra teacher support at unexpected times.
- Consider methods of troubleshooting, such as having students with computer expertise designated as computer assistants.
- Design activities that provide the opportunity for students to access, compare and evaluate information from different sources.
- Check protocols, procedures and policies of your school and system regarding the use of the internet.

Managing

- Ensure that all students have the opportunity to explore and familiarise themselves with the technologies, navigation tools, e-mail facilities and texts on the internet. It is likely that students will have varying degrees of expertise in searching for information and navigating the internet. Students will also have varying experiences of, and be more or less familiar with, the way texts are presented on the World Wide Web.
- Ensure that all students understand how to access the internet and perform basic functions such as searching, sending and receiving e-mail.
- Students with more experience in using the internet may have information that will benefit the whole class. Provide opportunities for students to share their experiences, interests, information and understandings. As well as planning lessons to instruct students in these skills, pairing students and peer tutoring on the computer can enable more experienced students to assist other students.
- Ensure that students critically analyse history information gathered on the internet, just as they would for any other text. They should be aware that material posted on the Web is not necessarily subject to the conventional editorial checks and processes generally applied to print-based publications. When evaluating information, students might consider:
 - the intended audience of the site
 - bias in the presentation of information, or in the information itself, including commercial or political motives
 - accuracy of information
 - balanced points of view
 - currency of information, including publishing dates
 - authority of source or author (institution, private individual)
 - ownership of the website (such as corporate, small business, government authority, academic)
 - cultural or gender stereotyping.
- Ensure that software and hardware (computer, modem) are maintained in good working order.
- Ensure that all students are given equal opportunities to use the computer.

Assessing student work containing material from the internet

- Students can download large quantities of information from the internet. In itself, such information provides very little evidence of student effort or student achievement. Students must make judgements about the validity and safety of information when working from the Web. They must consider the purpose of the text, identify bias, and consider the validity of arguments presented and the nature and quality of the evidence provided.
- When assessing student work that includes material drawn from the internet, it is therefore important to recognise how students have accessed the information, what value they place on it and how they have used it for the topic being studied in class. It is useful to look for evidence of critical evaluation, and the development of students' capacities to access, manipulate, create, restore and retrieve information.

History requirements

There are four units in Grade 11, which all students must complete. There are three units in Grade 12, which all students must complete. There are also two assessment tasks that must be completed by students.

History requirements

Grade	Weeks	Term	Unit	Essential resources for activities and assessment
11	10	1	Papua New Guinea's Early History	Evidence from artefacts, museums, local people, stories, war relics, cultural sites, videos or films or CDs, textbooks
11	10	2	Imperialism	Maps, atlases, blank maps, textbooks, stories from old people, colonial sites, guest speakers from formal colonial powers
11	10	3	World War I and its Aftermath	Maps, timelines, textbooks, documents, posters, films, photographs, pictures
11	10	4	World War II	Evidence from war relics, stories, museums, textbooks, maps, timelines, excursions, interviews
12	8	1	Decolonisation and Independence	Textbooks, films, documents, pictures and photographs, novels
12	10	2	Our Changing World	Textbooks, films, documents, pictures and photographs, guest speakers, television documentaries
12	3	3	Papua New Guinea as a Nation	Textbooks, newspapers, documents, films, local people, guest speakers, government such as Parliament, provincial assemblies, pictures and photographs, interviews
12	3	4	Extension Current events	Television documentaries, newspapers, magazines, documents, forums, posters, radio, guest speakers

Assessing History

Assessment is an important part of learning and teaching. It is used to:

- evaluate and improve learning and teaching
- report achievement
- provide feedback to students on their progress
- provide feedback to stakeholders.

Criterion-referenced assessment

Assessment in History is criterion-referenced and measures students' achievement of the learning outcomes described in the syllabus. In criterion-referenced assessment, particular knowledge, skills or abilities are specified as criteria that must be achieved. The extent to which they are achieved is assessed and facilitated by the teacher.

Criterion-referenced assessment often takes on a problem-centred orientation, rather than a knowledge-based orientation. To achieve an outcome means having to demonstrate the attainment of skills and attitudes, not just write about them. Assessment then becomes more than just a means of judging knowledge and performance—it becomes an integral part of the learning process itself. Criterion-referenced assessment is:

- standards or criterion-referenced; that is, outcomes are judged against pre-defined standards (see table below)
- direct and authentic, related directly to the learning situation. This has the potential for motivating learning, since students can see a direct relevance between what is learnt and what is assessed.

Norm-referenced assessment

'Norm-referenced assessment' makes judgements on how well the student did in relation to others who took the test. It is often used in conjunction with a curve of 'normal distribution', which assumes that a few will do exceptionally well and a few will do badly and the majority will peak in the middle, normally judged as average.

Example of a criterion-referenced test

The driving test is the classic example of a criterion-referenced test. The examiner has a list of criteria, each of which must be satisfactorily demonstrated in order to pass; for example, completing a three-point turn without hitting either kerb. The important thing is that failure in one criterion cannot be compensated for by above-average performance in others; nor can a student fail in spite of meeting every criterion (as they can in norm-referenced assessment) simply because everybody else that day surpassed the criteria and was better than him or her. Criterion-referenced assessment has the following characteristics:

- a syllabus that describes what students are expected to learn in terms of aims, outcomes and content

- a syllabus that provides a clear sense of the syllabus standards through its aims, outcomes and content
- tasks designed to produce an image of what students have achieved at that point in the learning and teaching process relative to the outcomes
- standards of performance at different levels: the 'performance standards'
- a report that gives marks referenced to predetermined standards
- assessment tasks that refer to syllabus outcomes, content, assessment components and component weightings
- external examinations that are based on syllabus outcomes and content. External markers use standards-referenced marking guidelines developed by the History Examination Committee.
- assessment that is better-integrated with learning and teaching.

Criterion or standards-referenced assessment in History

Learning outcomes performance standards					
Learning Outcomes	Very high achievement	High achievement	Satisfactory achievement	Low achievement	Below minimum standard
1. Identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage	Demonstrates extensive knowledge and understanding of a wide range of complex events, issues and forces that have shaped their cultural, social, political and economic heritage	Demonstrates sound knowledge and understanding of a range of events, issues and forces that have shaped their cultural, social, political and economic heritage	Demonstrates knowledge and understanding of events, issues and forces that have shaped their cultural, social, political and economic heritage	Demonstrates limited knowledge of events that have shaped their cultural, political and economic heritage	Has failed to meet the minimum standard required
2. Demonstrate an understanding of historical concepts and ideologies	Demonstrates extensive knowledge and understanding of a wide range of complex historical concepts and ideologies	Demonstrates sound knowledge and understanding of a range of historical concepts and ideologies	Demonstrates knowledge and understanding of historical concepts and ideologies	Demonstrates limited knowledge of historical concepts and ideologies	Has failed to meet the minimum standard required
3. Describe and explain the origin, development and impact of change on societies and nations	Identifies and describes in detail and gives comprehensive logical explanations of the origin, development and impact of change on societies and nations	Identifies and describes in detail and gives good explanations of the origin, development and impact of change on societies and nations	Identifies, describes and explains relationships between the origin, development and change on societies and nations	Describes relationships between development and societies	Has failed to meet the minimum standard required
4. Analyse the role and impact of significant historical themes, events and individuals within their societies and the world at large	Gives logical and detailed explanations and reasons for the impact of a range of significant historical themes, events and individuals within their societies and the world at large	Gives logical explanations and reasons for the impact of significant historical themes, events and individuals within their societies and the world at large	Gives explanations and for the impact of some significant historical themes, events and individuals within their societies and the world at large	Identifies the impact of some historical themes, or events or individuals within their societies	Has failed to meet the minimum standard required

Learning outcomes performance standards					
Learning Outcomes	Very high achievement	High achievement	Satisfactory achievement	Low achievement	Below minimum standard
5. Interpret and critique historical evidence and information	Gives detailed interpretations and reasons for similarities and differences of a wide range of historical evidence and information	Gives interpretations and reasons for similarities and differences of a range of historical evidence and information	Gives interpretations for similarities and differences of historical evidence and information	Identifies some similarities and differences of historical evidence and information	Has failed to meet the minimum standard required.
6. Identify and critique opinions, values, judgements, bias, contradiction, propaganda and interpret their relevance	Independently identifies and explains reasons for similarities and differences of opinions, values, judgements, bias, contradiction, propaganda and gives detailed interpretations of their relevance putting forward logical points of view	Identifies and explains reasons for similarities and differences of opinions, values, judgements, bias, contradiction, propaganda and gives sound interpretations of their relevance putting forward logical points of view	Identifies and gives reasons for similarities and differences of opinions, values, judgements, bias, contradiction, propaganda and interprets their relevance putting forward a point of view	Identifies similarities and differences of opinions, values, judgements, bias, contradiction, and propaganda	Has failed to meet the minimum standard required.
7. Apply the historical skills of inquiry, observation, classification, recording and interpreting	Independently selects and proficiently applies a wide range of relevant historical skills and techniques	Selects and proficiently applies a range of relevant historical skills and techniques	Selects and applies historical skills and techniques	Selects and applies limited historical skills and techniques	Has failed to meet the minimum standard required

Assessment *for* learning

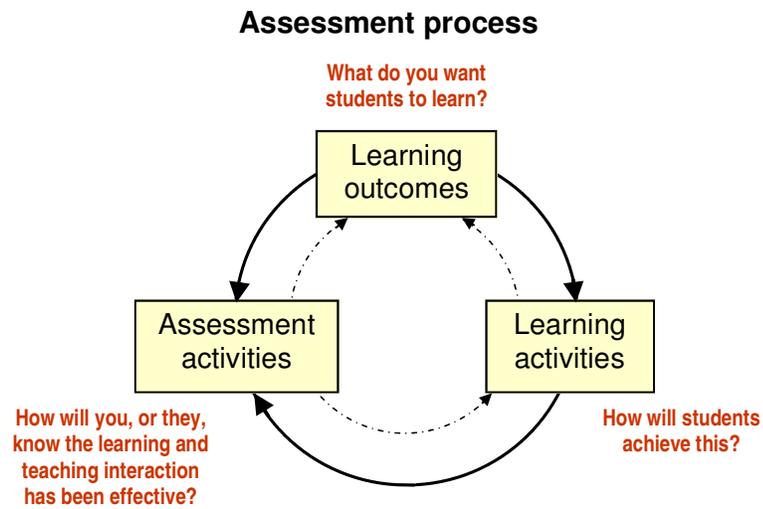
Assessment *for* learning is often called ‘formative assessment’ and is assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having problems and to give immediate feedback, which will help your students learn better. It also helps you plan your program to make student learning, and your teaching, more effective. Often it is informal—students can mark their own work or their friend’s. An example is a quick class quiz to see if students remember the important points of the previous lesson.

Assessment *of* learning

Assessment *of* learning is often called ‘summative assessment’. Summative assessment is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End-of-year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.

Assessing History units

In History the learning outcomes are assessed using the range of assessment methods specified in the syllabus. In deciding what to assess, the starting point is: ‘what do you want students to do and/or learn?’ and following from this: ‘how will the students engage with the material?’ which in turn leads to the design and development of learning tasks and activities. It is crucial that at this point the assessment tasks clearly link back to the learning outcomes and are appropriate for the learning activities. The assessment can be used for formative and summative purposes. Assessment can be represented as follows:



Once it is clear what needs to be assessed and why, then the form the assessment will take needs to be determined. There are many types of assessment tasks that can be implemented; the factors that will determine choices include:

- the students—how many are there, what is expected of them, how long will the assessment task take?
- the learning outcomes of the subject and how they might be best achieved.

During the year you must set assessment tasks that ensure that all the learning outcomes of the subject have been assessed internally. Each task you set must include assessment criteria that provide clear guidelines to students as to how, and to what extent, the achievement of the learning outcomes may be demonstrated. Marking guides and assessment criteria help you with the marking process and ensure that your assessment is consistent across classes. It is important that marking guides and assessment criteria are collectively developed.

Students must complete the assessment tasks set. Each task must provide clear guidelines to students for how the task will be completed and how the criteria will be applied. When you set a task, make sure that:

- the requirements of the task are made as clear as possible to the student
- the assessment criteria and performance standards or marking guides are provided to students so that they know what they have to do
- sources or stimulus material used are clear and appropriate to the task
- instructions are clear and concise

- the language level is appropriate for the grade
- it does not contain gender, cultural or any other bias
- materials and equipment needed are available to students
- adequate time is allowed for completion of the task.

Assessment methods

Although assessment components and weightings are stipulated in the syllabus, you decide which assessment method to use when assessing the learning outcomes. You should use a variety of assessment methods to suit the purpose of the assessment.

Assessment can be classified into four categories: tests; product or project assessments; performance assessments and process skills assessments. Because each has limitations, maintaining a balance of assessment methods is very important.

Tests

A 'test' is a formal and structured assessment of student achievement and progress, which the teacher administers to the class. Tests are an important aspect of the learning and teaching process if they are integrated into the regular class routine and not treated merely as a summative strategy. Tests allow students to monitor their progress and provide valuable information for you in planning further learning and teaching activities.

Tests will assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance.

There are many different types of tests. Tests should be designed to find out what students know, and also to find out about the development of their thinking processes and skills. Open questions provide more detailed information about achievement than a question with only one answer.

Principles of designing classroom tests

Tests allow a wide variety of ways for students to demonstrate what they know and can do. Therefore:

- students need to understand the purpose and value of the test
- the test must assess intended outcomes
- clear directions must be given for each section of the test
- the questions should vary from simple to complex
- marks should be awarded for each section
- the question types (true or false, fill-in-the-blank, multiple-choice, extended response, short answer, matching) should be varied.

Tests should:

- be easy to read (with space between questions to make reading and writing easier)
- reflect an appropriate reading level
- involve a variety of tasks

- make allowance for students with special needs
- give students some choice in the questions they select
- vary the levels of questions to include gathering, processing and applying information
- provide enough time for all students to finish.

Product or project assessments

A 'project' can be an assessment task given to an individual student or a group of students on a topic related to the subject. The project results in a 'product' that is assessed. The project may involve both in-class and out-of-class research and development. The project should be primarily a learning experience, not solely an assessment task. Because a great deal of time and effort goes into producing a quality product from a project assignment task, you should allow class time to work on the project. A product or project:

- allows the students to formulate their own questions and then try to find answers to them
- provides students with opportunities to use their multiple intelligences to create a product
- allows teachers to assign projects at different levels of difficulty to account for individual learning styles and ability levels
- can be motivating to students
- provides an opportunity for positive interaction and collaboration among peers
- provides an alternative for students who have problems reading and writing
- increases the self-esteem of students who would not get recognition on tests or traditional writing assignments
- allows for students to share their learning and accomplishments with other students, classes, parents, or community members
- can achieve essential learning outcomes through application and transfer.

Assignments

'Assignments' are unsupervised pieces of work that often combine formative and summative assessment tasks. They form a major component of continuous assessment in which more than one assessment item is completed within the term. Any of the methods of assessment can be set as assignments, although restrictions in format, such as word limits and due dates, are often put on the assessment task to make them more practical.

Investigations

An 'investigation' involves students in a study of an issue or a problem. Teachers may guide students through their study of the issue; or individual students, or groups of students, may choose and develop an issue in consultation with the teacher. This assessment component emphasises the student's investigation of the issue in its context, by collecting, analysing, and commenting on secondary data and information. Students should be encouraged to consider and explore a variety of perspectives as they develop and state their position on the issue. Students may present the

investigation for assessment in a variety of forms, including one or a combination of the following: a written report, an oral presentation, a website, linked documents, multimedia, a video or audio recording.

Criteria for judging performance

The student's performance in the investigation will be judged by the extent to which the student:

- identifies and describes the issue or problem
- describes and explains the causes and effects
- critically analyses information and outlines possible steps leading to a solution or recommendation.

Computer-based tasks

Using computers to administer student assessment can provide flexibility in the time, location or even the questions being asked of students. The most common type of computer-based assessment is based on multiple-choice questions, which can assist teachers to manage large volumes of marking and feedback.

Performance or presentation assessments

The 'presentation' provides opportunities for students to develop skills and confidence when presenting to an audience. When presentations are used for assessment purposes, *how* the students present is as important as *what* they present. Presentations can be formal or informal. Group or individual oral presentations can be very time-consuming, both in their use of valuable lesson time and in marking. The best approach is to allocate topics or allow students to choose from a variety of topics, to develop clear criteria for presentations, and to require the rest of the class (audience) to take notes, identify key points or write an evaluation to enhance their learning.

'Spotlighting' uses individual student checklists. This method can be used to focus on a few selected aspects of student presentations or outcomes. It is best to focus on five to six students at a time, systematically working through the class over time. 'Focused questioning' is a technique often used together with spotlighting. With focused questioning, teachers can be more aware of whether or not students understand the concepts or skills being taught.

Process skills assessments

This method of the assessment component, the 'process skills assessment', involves assessing students' understanding of concepts based on the practical skills that can be used, the evaluation of work done, and/or the reporting of information. These skills include, for example:

- interpretation skills
- evaluation skills
- reflection skills
- communication skills (such as writing, speaking and listening).

Types of assessment tasks

Using different assessment tasks is the way to make sure that students are able to demonstrate the range of their abilities in different contexts. Each category has advantages in assessing different learning outcomes. For example, a selected-response assessment task, such as a series of multiple-choice questions, is able to assess all areas of mastery of knowledge, but only some kinds of reasoning.

Assessment ideas for individual students or groups

Tests	Products or projects	Performances	Process skills
Essay	Advertisements	Activities	Anecdotal records
Multiple-choice	Artefacts	Campaign speeches	Checklist
Matching	Audiocassettes	Charades	observations for processes
Short answer	Books	Classroom maps	Concept mapping
True or false	Cartoons	Commercials	Conferences: teacher and peer
	Case studies	Conferences	Debriefing
	Crossword puzzles	Cooperative learning group activities	questioning for lesson closure
	Displays	Debates	Interviews
	Drawings	Demonstrations	Journal entries regarding processes
	Foods of a country or time period	Discussions	Observations
	Games	Explanations	Oral questioning
	Graphs, charts, diagrams	Field trips	Responses to reading
	Interviews	Interviews	Telling how they did something and justifying the approach
	In-class group essays	News reports	
	Journals	Oral histories of events	
	Maps	Presentations	
	Newspapers	Reports	
	Pamphlets	Role-plays	
	Peer-editing critiques	Simulations	
	Photographs	Speeches	
	Portfolios		
	Poster		
	Projects		
	Questionnaires		
	Research papers		
	Short stories		
	Tests		
	Timelines		
	Travel folders		
	Videotapes		

Feedback

When you assess the task, remember that feedback will help the student understand why he or she received the result and how to do better next time. Feedback should be:

- *constructive*, so students feel encouraged and motivated to improve
- *timely*, so students can use it for subsequent learning
- *prompt*, so students can remember what they did and thought at the time
- *focused on achievement*, not effort. The work, not the student, should be assessed
- *specific to the unit learning outcomes*, so that assessment is clearly linked to learning.

Types of feedback

Feedback can be:

- *informal or indirect*—such as verbal feedback in the classroom to the whole class, or person to person
- *formal or direct*—in writing, such as checklists or written commentary to individual students, in either written or verbal form
- *formative*—given during the topic with the purpose of helping the students know how to improve
- *summative*—given at the end of the topic with the purpose of letting the students know what they have achieved.

Who assesses?

Teacher assessment

Assessment is a continuous process. You should:

- always ask questions that are relevant to the outcomes and content
- use frequent formative tests or quizzes
- check understanding of the previous lesson at the beginning of the next lesson, through questions or a short quiz
- constantly mark or check the students' written exercises, class tests, homework activities and so on
- use appropriate assessment methods to assess the tasks.

Frequency of assessment

You should schedule the specified assessment tasks to fit in with the teaching of the content of the unit that is being assessed. Some assessment tasks might be programmed to be undertaken early in the unit, others at the end of the unit. You should take care not to overload classes with assessment tasks at the end of the term.

Judging student performance

Student achievement is recorded and reported against standards. You must use performance standards or marking guides, examples of which are provided in this teacher guide, when making a decision about the achievement of your students in relation to the learning outcomes. The performance standards describe the level at which the student has to be working to achieve a particular standard or mark.

Students should always have access to a copy of the assessment criteria and the performance standards, so that they know what it is they have to

know and be able to do to get a good mark in a particular task. The performance standards will help you in your marking and help your students improve their performance in the future. They are useful when providing feedback to students, as they explain what students need to do to improve.

Moderation

To make sure that you are interpreting the performance standards correctly when assessing your students, it is important to undertake History moderation of student work within your school and with teachers of nearby schools. To moderate student work, a common assessment task must be used and a marking scheme developed so that all students complete the same task under the same conditions, and all teachers use the same marking scheme. Teachers can then compare (moderate) the students' work and come to a common understanding of the performance standards and the requirements for a particular mark or level of achievement. Moderation enables you to be sure that your understanding of the required standards for levels of achievement is similar to the understanding of other teachers and that you are assessing students at the appropriate level.

Self-assessment and peer assessment

Self-assessment and peer assessment help students to understand more about how to learn. Students should be given opportunities to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set criteria. Self-assessment and peer assessment:

- continue the learning cycle by making assessment part of learning
- show students their strengths and areas where they need to improve
- engage students actively in the assessment process
- enable students to be responsible for the learning
- help to build self-esteem through a realistic view of their abilities
- help students understand the assessment criteria and performance standards.

Managing assessment tasks for History

Usually, the marking of assessment tasks is done by the teacher. To reduce the amount of work it is necessary to develop a strategic approach to assessment and develop efficiencies in marking. In History there are some assessment tasks that may be new to teachers and students. Below are suggestions on how to manage some of these tasks to minimise marking or presentation time.

Develop efficiency in marking

Clarify assessment criteria

Plan the assessment task carefully, and make sure that all students are informed of the criteria before they begin. Discuss the task and its criteria in class, giving examples of what is required. Distribute a written copy of the instructions and the criteria, or put them on the board. Making the assessment criteria explicit speeds marking and simplifies feedback.

Supply guidelines on what is required for the task

Supplying guidelines reduces the amount of time wasted evaluating student work that is irrelevant.

Use attachment sheets such as marking guides

An assignment attachment sheet, which is returned with the assessed work, rates aspects of the task with a brief comment. Such a system enables each student's work to be marked systematically and quickly. This strategy can be applied to posters, presentations and performances.

Assess in class

Use class time to carry out and to assess tasks. Presentations or projects that are marked by you or the students enable instant developmental evaluation and feedback. Brief assessments of projects, stages of the design process, or practical work take less time to mark and are useful because they give immediate feedback to students on their progress and allow you to mark the project in stages with minimum effort.

Feed back to the whole class

Giving feedback to the whole class can cut down on the amount of individual feedback required. On returning assessed work, emphasise the criteria for judging the work, discuss the characteristics of good and bad answers, and highlight common strengths and weaknesses.

Set group-work alternatives

Assess one performance per group. The student's mark is the group mark, but may include a component based on the contribution of the individual. A strategy for allocating an individual mark includes each member of the group using criteria to evaluate the relative contributions of individuals, with the marks averaged for the individual.

Set clear deadlines

Set aside a time for marking. Be careful about extending this period (by allowing students to hand in work late).

Shift the responsibility*Introduce self-assessment and peer assessment*

Develop in students the skills to evaluate their own work and that of their peers. With the students, use the assessment criteria against which work is judged, highlighting strengths and weaknesses. Self-assessment increases feedback to students. It can supplement or replace teacher assessment.

Treat each task differently

Every piece of work need not be evaluated to the same degree; a mark need not be the outcome in every case; and every piece of student work need not contribute to the final grade. Assessment is designed to enhance the learning and teaching experience for teacher and the learner, and not just to give marks.

Sample assessment tasks

All assessment tasks must test whether or not the student has achieved the outcome or outcomes. Each task must have clear and detailed instructions. Students must know exactly what they have to do. You should develop marking guides when you are marking tasks to ensure consistency of your assessment. The following are examples of assessment tasks and marking guides.

Grade 11

Sample task: Evidence study

Students complete an evidence study, using at least three primary sources related to the same event or issue.

Learning outcomes

Students can:

2. demonstrate an understanding of historical concepts and ideologies
4. analyse the role and impact of significant historical themes, events and individuals within their societies and the world at large
5. interpret and critique historical evidence and information
6. identify and critique opinions, values, judgements, bias, contradiction, propaganda and interpret their relevance
7. apply the historical skills of inquiry, observation, classification, recording and interpreting.

Assessment criteria

Students will be assessed on the extent to which they:

- use evidence to support a point of view
- analyse issues and information
- analyse and evaluate primary and secondary sources
- apply the historical skills of inquiry, observation, classification, recording and interpreting.

Task specifications

- identify type and author of the sources
- describe the historical context
- describe the viewpoint expressed by, or in, the source
- compare and contrast the sources
- describe the value of the source as evidence

This task may be completed in term 2, 3 or 4, depending on the topic selected and the availability of a range of primary sources.

'Evidence study' is the analysis of primary evidence or sources. It seeks to identify the significance of the primary source, and also the context in

history. Sources need to have enough in them to prompt significant questions. All sources need to be properly contextualised: that is, where they came from; who wrote or created them; if a cartoon, for example, who the people are in the cartoon; and so on. Through the analysis of evidence, students develop their analytical, interpretation and evaluation skills.

Example of a marking guide for an evidence study

Marking guides like the one below should be used to assess the tasks you set. You can tick the appropriate box, look at the performance standards and the students' overall achievement and give an on-balance assessment. If, for example, the students gets two ticks in the 'Very high achievement' (VHA) column, most of their ticks in the 'High achievement' (HA) column, several ticks in the 'Satisfactory achievement' column and one tick in the 'Low achievement' column, then, on balance you would give the students a 'High achievement' and a mark between 70 and 89.

Sample marking guide for an evidence study

Evidence study: At least three primary sources related to the same historical event or issue		50 marks			
Criteria		VHA	HA	SA	LA
Use evidence to support a point of view (10 marks)	Collection of primary sources <ul style="list-style-type: none"> List names of three sources of evidence Explain their relation to the same event Identify where each is taken from Name the author or producer of the evidence 				
Analyse issues and information (15 marks)	Analysis <ul style="list-style-type: none"> Describe historical context Describe and explain the point of view expressed by the author or in the sources Compare and contrast the sources and the information contained in the sources 				
Analyse and evaluate the sources (15 marks)	Evaluation <ul style="list-style-type: none"> Describe the value of the sources as evidence Give evidence as to why they can be considered reliable or not 				
Apply historical skills of inquiry, observation, classification, recording and interpreting (10 marks)	History skills application Demonstrate a high degree of understanding and use of historical skills: <ul style="list-style-type: none"> Classification Interpretation Comparison Write up and presentation 				

Grade 12

Sample task: Folio

Students compile a folio that includes profiles of ten politically significant persons, post-World War II to the present, including one from Papua New Guinea.

Learning outcomes

Students can:

2. demonstrate an understanding of historical concepts and ideologies
4. analyse the role and impact of significant historical themes, events and individuals within their societies and the world at large
5. interpret and critique historical evidence and information
6. identify and critique opinions, values, judgements, bias, contradiction, propaganda and interpret their relevance
7. apply the historical skills of inquiry, observation, classification, recording and interpreting.

Assessment criteria

Students will be assessed on the extent to which they:

- collect and categorise information
- analyse and evaluate issues and information
- demonstrate knowledge and understanding, linking behaviours and actions of people in past and present contexts
- apply the historical skills of inquiry, observation, classification, recording and interpreting.

Task specifications

- provide personal details of each individual
- describe the political context
- outline significant events and achievements in the person's life
- assess their contribution to society
- comment on the political influence and/or legacy of each person

The 'folio project' is a compilation of information gathered through research. This inquiry-based research will be about very significant individuals in 20th century history. The timeframe of the folio project is *from World War II to the present*. Through compiling this folio, students develop an understanding of selected individuals' behaviours, decisions and contributions, which may enhance their own perceptions of events and issues around them.

The folio should contain a cover page, table of contents, acknowledgement, introduction, significant individuals, conclusion and bibliography. Students should critique each individual's contributions to world history in the conclusion. Students may choose individuals from lists provided by the teacher, or the teacher may specify the individuals to be studied.

Example of a marking guide for a folio

Marking guides like the one below should be used to assess the tasks you set. You can tick the appropriate box, look at the performance standards and the students' overall achievement and give an on-balance assessment. If, for example, the students gets two ticks in the 'Very high achievement' (VHA) column, most of their ticks in the 'High achievement' (HA) column, several ticks in the 'Satisfactory achievement' column and one tick in the 'Low achievement' column, then, on balance you would give the students a 'High achievement' and a mark between 70 and 89.

Sample marking guide for a folio

Folio: profiles of ten politically significant persons, post-World War II to the present, including one from Papua New Guinea		50 marks			
Criteria		VHA	HA	SA	LA
Collect and categorise information (10 marks)	Collection of sources <ul style="list-style-type: none"> Identify characters List names of sources of evidence Identify where each is taken from Name the author or producer of the evidence Organise information on each significant person 				
Analyse and evaluate issues and information (15 marks)	Analysis <ul style="list-style-type: none"> Describe historical context Describe and explain the point of view expressed by the author or in the sources Compare and contrast the sources and the information contained in the sources Evaluation <ul style="list-style-type: none"> Describe the value of the sources as evidence Give evidence as to why they can be considered reliable or not 				
Demonstrate knowledge and understanding of the importance of each politically significant person and their link with the present (15 marks)	Information on each person includes <ul style="list-style-type: none"> Overview of each person Early life: their beliefs and ideas Impact: major activities, events leading to the person's rise to prominence Achievements: include a range of views and positive and negative achievements Summary: significance of person to history 				
Apply historical skills of inquiry, observation, classification, recording and interpreting (10 marks)	History skills application Demonstrate a high degree of understanding and use of historical skills: <ul style="list-style-type: none"> Classification Interpretation Comparison Presentation (5 marks) Presentation booklet includes: <ul style="list-style-type: none"> Cover page Table of contents Acknowledgements Information on persons selected Bibliography 				

Learning activities and assessment tasks

Examples of learning activities and assessment tasks for each of the History units are provided in the following sections. Some examples are explained in detail.

Grade 11 units

11.1 Papua New Guinea's Early History

Suggested activities

- compile a history dictionary with definitions for the following terms:
 - history, oral history, primary source, secondary source, palaeontology, archaeology, anthropology, linguistics, botany, zoology, biology and so on
- write a short story about how our early ancestors settled in Papua New Guinea and the techniques they used to feed and clothe themselves
- identify and draw major traditional trade routes using arrows to indicate the flow of trade between places and/or people
- name items of trade and explain the purpose and significance of this trade to the people affected
- construct timelines to illustrate Papua New Guinea's history from Prehistoric times to 1800

Suggested assessment task

- Compile a history dictionary with definitions for the following terms:
 - history, oral history, primary source, secondary source, palaeontology, archaeology, anthropology, linguistics, botany, zoology, biology and so on.

11.2 Imperialism

Suggested activities

- use groups to research aspects of the Renaissance, age of discovery and Industrial Revolution. Groups should use maps or timelines to outline major events or discoveries
- add concepts such as imperialism, colonialism, empire, expansionism, race segregation, assimilation and paternalism to your dictionary
- tabulate information using names, dates, nationalities and the locations discovered by the explorers

- draw maps illustrating routes taken by the early explorers
- do role-plays demonstrating the reactions to Europeans
- discuss the means by which colonial powers imposed and maintained control in societies
- use extended paragraphs to describe and explain the impact of imperialism on indigenous societies
- map the locations of European imperialism in parts of Africa and the Asia–Pacific
- role-play on first contact with explorers or traders or planters
- describe the impact of different groups of foreigners on the local people
- do a case study of one of the following: a planter, an administrator, a missionary, trader or miner in Papua and New Guinea, using some primary source material. Include information about their impact and/or legacy (*suggested assessment task*)
- use relevant films to extract details about responses to imperialism; for example, *Hotel Rwanda*, *Year of Living Dangerously*
- compare and contrast reactions to imperialism
- critically evaluate points of view in different historical sources about imperialism
- compile selected case studies, which include brief overview of the location and historical context, responses of significant individuals or groups to imperialism, consequences of their actions

Suggested assessment tasks

- Use groups to research aspects of the Renaissance, age of discovery and Industrial Revolution. Groups should use maps or timelines to outline major events or discoveries.
- Do a case study of one of the following: a planter, an administrator, a missionary, trader or miner in Papua and New Guinea, using some primary source material. Include information about their impact and/or legacy.

11.3 World War I and its Aftermath

Suggested activities

- put yourself in the place of an American journalist in Europe in 1914. Write an article for publication in the USA, explaining to your readers why the war broke out and what or who was responsible. In your narrative, use ideas of the historians who support your own opinions
- formulate arguments for and against conscription. This topic could also be debated
- synthesise evidence to draw conclusions about the causes and effects of World War I
- use timelines, maps and diagrams to map the course of World War I

- research and write an essay on Australian administration of New Guinea, explaining how and why New Guinea was handed over to Australia. This should include the role of the League of Nations
- describe briefly how World War I affected New Guinea
- compare and contrast changes (if any) between German and Australian administration (use sources where applicable)
- add to the dictionary: mandate, mandated territory, League of Nations
- summarise information outlining Australia's postwar administration of Papua and New Guinea using historical conventions such as quotations, bibliography and footnotes
- add to dictionary and use key concepts such as culture, nationalism, race and ideology to describe and analyse the rise of the dictators
- you lost your job on Black Thursday—write some journal entries describing the impact of the Great Depression on your life
- explain how and why the Great Depression spread to other parts of the world
- in an essay explain how the Great Depression led to the rise of the dictators
- construct a table to compare the rise and fall of the dictators
- develop a character profile of the dictators explaining how they developed their ideas
- analyse propaganda, in cartoons, posters, documents, photographs and so on, which relates to the dictators

Suggested assessment tasks

- Put yourself in the place of an American journalist in Europe in 1914. Write an article for publication in the USA, explaining to your readers why the war broke out and what or who was responsible. In your narrative, use ideas of the historians who support your own opinions.
- Develop a character profile of the dictators explaining how they developed their ideas.
- Summarise information outlining Australia's postwar administration of Papua and New Guinea using historical conventions such as quotations, bibliography and footnotes.

11.4 World War II

Suggested activities

- simulation games like 'who am I?' (person), 'what am I?' (event) or character personification
- discuss the origin of Boxer Rebellion, 1911 Revolution, the rise of Sun Yat Sen and the Kuomintang
- draw a timeline showing important events of the Chinese Civil War

- investigate reasons why Japan embarked on an expansionism policy (South East Asia Co-prosperity Sphere)
- classify the political, economic and social changes in China, Japan and rest of SE Asia leading to World War II
- add to dictionary and use key concepts relevant to the selected historical context, such as culture, nationalism, internationalism, ideology and race
- create a 'wanted ad' to join the war
- be a television or newspaper reporter: write an article for a newspaper or a report on the either the start of the war or any period of the war
- develop a chronology of the course of World War II in Europe
- debate key issues such as anti-Semitism, Aryanism, responsibility for the war
- construct timelines, flow charts and so on to organise events throughout the war
- draw or interpret maps illustrating national boundaries before and after the war
- view and discuss film and television programs such as *Pearl Harbour*, *Band of Brothers*, *Saving Private Ryan* and *Coral Sea Battle*
- interpret and analyse primary and secondary sources from World War II such as photographs, pictures, paintings, songs, poems and artefacts
- identify and describe the cause, course and effect of the war in the Asia-Pacific with emphasis on Papua New Guinean experiences
- document physical evidence of Papua New Guinea's involvement in World War II through field work and examination of artefacts (war relics)
- develop an annotated map of the battle sites in Papua New Guinea. The map should include location, date(s) and participants (countries, individuals, groups, ships)
- read the poem 'Fuzzy Wuzzy Angels'; respond to the questions below

Fuzzy Wuzzy Angels

Many a mother in Australia
when the busy day is done
Sends a prayer to the Almighty
for the keeping of her son
Asking that an angel guide him
and bring him safely back
Now we see those prayers are answered
on the Owen Stanley Track.

For they haven't any halos
only holes slashed in their ears
And their faces worked by tattoos
with scratch pins in their hair
Bringing back the badly wounded
just as steady as a horse

Using leaves to keep the rain off
and as gentle as a nurse

Slow and careful in the bad places
on the awful mountain track

The look upon their faces
would make you think that Christ was black

Not a move to hurt the wounded
as they treat him like a saint

It's a picture worth recording
that an artist's yet to paint

Many a lad will see his mother
and husbands see their wives

Just because the fuzzy wuzzy
carried them to save their lives

From a mortar or machine-gun
or a chance surprise attack,

To safety and care of doctors
at the bottom of the Track.

Many the mothers in Australia,
when they offer up a prayer,

Mention these impromptu angels
with the fuzzy-wuzzy hair.

(H 'Bert' Beros, *Courier Mail*, 31 October 1942)

- Who were the 'fuzzy wuzzies'?
- What role did they play in World War II in Papua New Guinea?
- Are the Australians grateful for what the fuzzy wuzzies did in World War II?
- Illustrate assistance being given by the fuzzy wuzzies, either as a descriptive piece of writing or a drawing.

Suggested assessment tasks

- Investigate reasons as to why Japan embarked on Expansionism policy (South East Asia Co-prosperity Sphere)
- Create a 'wanted ad' to join the war.
- Draw or interpret maps illustrating national boundaries before and after the war.
- Develop an annotated map of the battle sites in Papua New Guinea. The map should include location, date(s) and participants (countries, individuals, groups, ships).

Grade 12 units

12.1 Decolonisation and Independence

Suggested activities

- write an essay explaining how World War II contributed to the decolonisation process
- formulate historical questions to investigate USA and UN involvement in the decolonisation process
- add additional terms, such as decolonisation, to your dictionary
- draw a map of Africa, Asia and the Pacific showing countries and dates of independence
- devise questions to obtain people's views on independence in Papua New Guinea
- debate the pros and cons for independence
- develop five case studies that include: a brief overview of colonisation; a description of the strategy for achieving independence; descriptions of key individuals and/or groups in independence movements; and analysis of progress since independence (case studies could be group, paired or individual investigations)

Suggested assessment tasks

- Formulate historical questions to investigate USA and UN involvement in the decolonisation process.
- Select one case study for marking.

12.2 Our Changing World

Suggested activities

- use maps, timeline and other sources to develop an oral presentation of selected Cold War conflicts
- write an article for a history journal on the origin and causes of the Cold War
- view and discuss movies, documentaries and so on that depict Cold War activities
- construct timelines illustrating the events of the Cold War
- list and identify key agreements or summits leading to détente
- research the formation, purpose and role of international organisations and present findings as a wall chart or poster

- prepare questions to ask people who work for international organisations, who have been invited for an oral presentation
- evaluate the jobs done by these organisations in Papua New Guinea
- explain the difference between types of conflicts; for example, civil war, ethnic clashes, global conflicts
- investigate and summarise the major causes, course and effects of the conflicts and wars prescribed in the syllabus
- conduct a 'person-on-the-street' interview of your peers to obtain their views on current conflicts and wars
- research the role of the UN peacekeeping force and assess its involvement in current conflicts
- add terms to your dictionary such as fundamentalism, terrorism, nuclear proliferation, transnational crime, people-smuggling
- compare the beliefs of fundamentalist and other extremist groups or organisations such as the Taliban, Al Qaeda, Tamil Tigers
- debate the role of the USA in the 'war against terrorism'
- select a global issue such as drug trafficking, arms or people-smuggling, illegal trade in plants and animals, and do an oral presentation or multimedia report
- collect and use media reports or articles and write an essay describing the influence of China or India in the 21st century

Suggested assessment tasks

- Research the formation, purpose and role of international organisations and present findings as a wall chart or poster.
- Compare the beliefs of fundamentalist and other extremist groups or organisations such as the Taliban, Al Qaeda, Tamil Tigers.
- Select a global issue such as drug trafficking, arms or people-smuggling, illegal trade in plants and animals, and do an oral presentation or multimedia report.

12.3 Papua New Guinea as a Nation

Suggested activities

- add terms such as corruption, governance, transparency, accountability, white-collar crime, bribery, misappropriation, misconduct to your dictionary
- analyse the Preamble and selected sections of the National Constitution to develop an understanding of rights, responsibilities and obligations
- compare and contrast limited preferential voting (LPV) and 'first past the post' as voting methods
- explain the reasons for decentralisation and the abolition of provincial governments

- invite people from public departments and organisations such as Ombudsman Commission, Public Prosecutor or Transparency International to describe their role in governance
- compile a folio of newspaper reports on governance and identify examples of good governance and corruption
- prepare a report highlighting the significant events in the Bougainville Crisis and analyse their impact on various groups, stakeholders and the Papua New Guinea economy
- use newspapers and other documents to provide examples of bilateral and multilateral relations
- undertake group work and oral presentations on organisations in Papua New Guinea such as NGOs, multinationals, aid donors
- identify and describe aspects of Papua New Guinea's foreign policy, using specific examples such as the 'Look North' policy
- contrast two views about international aid; the modernisation view and the neo-colonialist or dependency view
- design an advertisement or poster about the preservation of your cultural heritage
- undertake a research project comparing the education, health, lifestyle and leisure opportunities of your parents to those you are experiencing now
- outline key technological developments in the last decade and describe their impact on work and lifestyles; for example, mobile phones, computers and the internet
- find evidence that demonstrates Papua New Guinea's involvement in globalisation
- design a political cartoon, which comments on any important issue or personality at this time; it must have a clear message or point
- write a letter to the local Member of Parliament expressing concerns about current issues affecting the nation
- maintain a file or use mass media reports on major issues or events affecting Papua New Guinea and its neighbours and discuss their implications

Suggested assessment tasks

- Analyse the Preamble and selected sections of the National Constitution to develop an understanding of rights, responsibilities and obligations.
- Compile a folio of newspaper reports on governance and identify examples of good governance and corruption.
- Design a political cartoon, which comments on any important issue or personality at this time; it must have a clear message or point.

Recording and reporting

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

Recording and reporting student achievement

When recording and reporting student achievement you must record the achievement of the students in each unit and then, at the end of the year make a final judgement about the overall achievement, or progress towards achievement, of the learning outcomes. To help you do this, descriptions of the levels of achievement of the learning outcomes are provided in the 'Learning outcome performance standards' table.

When reporting to parents, the school will determine the method of recording and reporting. In an outcomes-based system, student results should be reported as levels of achievement rather than marks.

Remember that the final school-based mark will be statistically moderated using the external exam results. The students' overall level of achievement may change.

Levels of achievement

The level of achievement of the learning outcomes is determined by the students' performance in the assessment tasks. Marks are given for each assessment task, with a total of 100 marks for each 10-week unit, or 50 marks for each 5-week unit.

The marks show the students' level of achievement in the unit, and hence their progress towards achievement of the learning outcomes. There are five levels of achievement:

- Very high achievement
- High achievement
- Satisfactory achievement
- Low achievement
- Below minimum standard

A **very high achievement** means overall that the student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

A **high achievement** means overall that the student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

A **satisfactory achievement** means overall that the student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

A **low achievement** means overall that the student has a basic knowledge and some understanding of the content and has achieved a limited or very limited level of competence in the processes and skills.

Below the minimum standard means that the student has provided insufficient evidence to demonstrate achievement of the learning outcomes.

Achievement level					
Total marks	Very high achievement	High achievement	Satisfactory achievement	Low achievement	Below minimum standard
600	540–600	420–539	300–419	120–299	0–119
500	450–500	350–449	250–349	100–249	0–99
400	360–400	280–359	200–279	80–199	0–79
300	270–300	210–269	150–209	60–149	0–59
200	180–200	140–179	100–139	40–99	0–39
100	90–100	70–89	50–69	20–49	0–19
60	54–60	42–53	30–41	12–29	0–11
50	45–50	35–44	25–34	10–24	0–9
40	36–40	28–35	20–27	8–19	0–7

Sample format for recording History assessment task results over two years

Student name:

Grade 11 assessment task results			
Unit	Assessment task	Mark	Student mark
11.1	Test: outcome 1 Test: outcome 2 Test: outcome 3 Project: individual or group outcomes 5 and 7 (for streaming purposes only)	100	
11.2	Test: topic—outcome 1 Test: topic—outcomes 2 and 3 Project: individual or group outcomes 5 and 7	10 15 75	
11.3	Test: topic—outcome 1, 2 and 3 Test: topic—outcome 4, 5 and 6 Field trip: evidence study—outcome 7	25 25 50	
11.4	Test Test Project: individual or group	15 10 75	
	Total marks Grade 11	300	

Student name:

Grade 12 assessment task results			
Unit	Assessment task	Marks	Student mark
12.1	Test: outcomes 1 and 2	10	
	Test: outcome 3	15	
	Project: (individual or group) outcomes 5 and 7	75	
12.2	Test: topic—outcomes 1 and 2	25	
	Test: topic—outcomes 3 and 4	25	
	Project (folio) outcomes 5, 6 and 7	50	
12.3	Test: outcomes 1 and 2	10	
	Test: outcomes 3 and 4	15	
	Project: (individual or group) outcomes 5, 6 and 7	75	
	Total marks Grade 11	300	
	Total marks Grades 11 and 12	600	

Learning outcomes and levels of achievement

Levels of achievement in Grade 11 and Grade 12 are recorded and reported against the learning outcomes.

The performance standards for the levels of achievement are described in the table on pages 14 and 15.

Steps for awarding final student level of achievement

1. Assess unit tasks using unit performance standards and assessment criteria.
2. Record results for each task in each unit.
3. Add marks to achieve a unit result and term result.
4. Add term marks to get a year result.
5. Determine the overall achievement using the achievement level grid.
6. Report results using the learning and teaching learning outcome performance standards.

The following is an example of reporting using the learning outcomes performance standards descriptors.

Using the learning outcomes performance standards descriptors

Student	Anna Bell
Subject	History
School-based assessment	High achievement
This means Anna Bell:	
Demonstrates sound knowledge and understanding of a range of events, issues and forces that have shaped their cultural, social, political and economic heritage	
Demonstrates sound knowledge and understanding of a range of historical concepts and ideologies	
Identifies and describes in detail and gives good explanations of the origin, development and impact of change on societies and nations	
Gives logical explanations and reasons for the impact of significant historical themes, events and individuals within their societies and the world at large	
Gives interpretations and reasons for similarities and differences of a range of historical evidence and information	
Identifies and explains reasons for similarities and differences of opinions, values, judgements, bias, contradiction, propaganda and gives sound interpretations of their relevance putting forward logical points of view	
Selects and proficiently applies a range of relevant historical skills and techniques	

Resources

History becomes more interesting and meaningful when you use a variety of resources and local materials in your teaching.

You should be always trying to adapt, improvise, make, find or write material that will be useful for lessons. History can be taught without expensive equipment by making use of what is around you, though there are some equipment and materials that are essential to teach the History syllabus.

Types of History resources

Materials and artefacts

- artefacts
- textbooks, reference books
- magazines
- diagrams, charts, posters
- worksheets, information sheets
- pamphlets, brochures
- television and radio broadcasts,
- video, film, film strips
- audio recordings
- computer software
- pictures, photographs
- models
- newspapers
- made or found objects

Natural and human resources

- historical sites: ruins, museums, war sites
- craftspeople, musicians and artists
- community elders
- teachers
- parents

General guidelines for selecting and using resources

How effective a resource is depends on whether it is suitable for the knowledge or skill to be learned and the attitude of the students. Classroom organisation is the key to using resources successfully. You need to:

- prepare thoroughly. Make sure that you are familiar with the resource so that you use it with confidence and assurance. If equipment is involved, check that it is in working order, make sure that you know how to operate it and that it is available when you need it

- use the resource at the right place and time—it should fit in with the flow and sequence of the lesson and serve a definite teaching purpose
- (if the resource is radio, film, video or television), introduce the program by outlining the content. You might also set some questions to guide listening or viewing. Follow up after using the resource, by discussing and drawing appropriate conclusions

Resources: Print and online

Print resources

Air Niugini, collections of various in-flight magazines, such as *Paradise*

Biskup, P, Jinks, B and Nelson, H 1968, *A Short History of New Guinea*, Angus and Robertson, Sydney.

Constitution of Papua New Guinea, Preamble

Destination Papua New Guinea c1995, Port Moresby.

Dorney, S 2000, *Papua New Guinea: People, Politics and History since 1975*, ABC Books, Sydney.

Gash, N and Whittaker, J 1975, *A Pictorial History of New Guinea*, Jacaranda, Milton Qld.

Karakita, Y 1992, 'Progress Report of the 1991 Survey of the Research Project', *Man and the Environment in Papua New Guinea*, Kagoshima University Research Center for the South Pacific in collaboration with the Papua New Guinea University of Technology, Main GF852 .P26 P76 1992.

Kiem, P 1993, *Skills in Modern History*, Science Press, Marrickville NSW.

Lowe, N 1988, *Mastering Modern World History*, Macmillan Education, London.

Oral History (Port Moresby, Papua New Guinea) 1972-, History Dept, University of Papua New Guinea, Port Moresby.

Phillips, J and Kemp, B 1996, *A Century of Change*, Longman, Melbourne.

Turner, A (ed.) 2001, *Historical Dictionary of Papua New Guinea*, Scarecrow Press, Lanham, Maryland and London.

Waiko J.D, 2003. *Papua New Guinea: A History of our Times*, Oxford University Press, New York.

Watson, V c1986, *Obsidian as Tool and Trade: A Papua New Guinea Case*, Seattle, WA: Thomas Burke Memorial Washington State Museum, Main Serials AM101 .B97 A1 no.4.

Websites

http://wps.prenhall.com/hss_spodek_worldhist_3/

www.studentsfriend.com/feed/topic4.html

<http://rspas.anu.edu.au/papers/sources.html>

References

- Beros, H 'Bert', 'Fuzzy Wuzzy Angels', *Courier Mail*, 31 October 1942.
- Bowd, RE 2007, *Doves over the Pacific: In Pursuit of Peace and Stability in Bougainville*, Australian Military History Publications, Loftus NSW.
- Matane, P 1986, *A Philosophy of Education for Papua New Guinea*, Ministerial Committee Report, Papua New Guinea Ministry of Education, Waigani.
- Mayer, R 2004, 'Should there be a three-strikes rule against pure discovery learning? The case for guided methods of instruction', *American Psychologist*, vol 59, no. 1, pp. 14–19.
- National Department of Education 1999, *A National Plan for Education 2005–2014*, Papua New Guinea Department of Education, Waigani.
- National Department of Education 2002, *National Assessment and Reporting Policy*, Papua New Guinea Department of Education, Waigani.
- National Department of Education 2002, *National Curriculum Statement*, Papua New Guinea Department of Education, Waigani.

Glossary for History

Case study	A detailed study of a person or group, especially in order to learn about their social development and relationship with other people in the society
Character profile	A short description especially of a person's life and character
Dictionary	A list of words and their meaning used in relation to the subject history. Usually arranged in alphabetical order
Evidence study	The use of proof (in any form, be it an artefact, a written account or stories passed on) to confirm or prove a point
Field trip	A planned outing for the students to practise historical skills of inquiry such as communicating in a variety of ways, planning, researching, problem solving, recommending and the like
Folio	A compilation of several pieces of work in a particular presentation or theme
Imperialism	The practice of forming a large group of countries all under the direct political control of a single state or ruler
Multi-media	The different kinds of media such as newspaper, radio and television

Glossary for assessment

Syllabus outcomes, criteria and performance standards, and examination questions all have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the syllabus and teacher guide documents.

Using the glossary will help teachers and students understand what is expected in response to examinations and assessment tasks.

Glossary of key words for assessment

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain or determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes or categories
Compare	Show how things are similar or different
Construct	Make; build; put together (items or arguments)
Contrast	Show how things are different or opposite
Critically (analyse, evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis or evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note or indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about

Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole