

EDUCATIONAL QUALITY AND ASSESSMENT PROGRAMME [EQAP]



Pacific
Community

Communauté
du Pacifique

SOUTH PACIFIC FORM SEVEN CERTIFICATE [SPFSC]

HISTORY

PRESCRIPTION

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SOUTH PACIFIC FORM SEVEN CERTIFICATE HISTORY

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1. Preamble and Rationale

This prescription provides the specifications for the assessment of candidates for the South Pacific Form Seven Certificate (SPFSC) History Examination.

It is designed to encourage the reporting of student achievement against learning outcomes and to provide an opportunity for student learning and achievement in all aspects of History to be more fully recognised.

Students' work will be assessed with an external examination at the end of the course that will constitute 70% of their final score. The other 30% is internally assessed by the teacher during the year.

The historical content that students will use to answer each component of the external examination will be drawn from a study of The Pacific 1870 – 1970s. The rationale is to foster in more mature Year 13 candidates a deeper knowledge and understanding of their own histories. The topic guideline for The Pacific 1870 – 1970s contains four strands with greater emphasis on more recent historical developments in the Pacific.

Students will complete two internal assessments with distinctly different outcomes. The first one requires students to demonstrate the skills involved in the research process. The second task requires students to communicate and present their findings. Once both internal assessments have been completed, students will have covered the full scope of the process of historical inquiry.

This prescription includes support for teachers with guidelines on how to approach each prescribed task, a suggested programme timetable for teaching a year-long History programme, and recommended texts.

The aligned prescription is designed to enable teachers and students to see clearly the intended learning outcomes for the course and the link between these learning outcomes, teaching and learning, and assessment.

This course is designed for Pacific Island students who may undertake further studies in History at a tertiary institution as well as for those students who will complete their formal education at the end of Year 13 or Form 7.

2. Course Aims

Through the study of the South Pacific Form Seven Certificate (SPFSC) History course, students will:

- develop an understanding of the history of the Pacific region over an extended time period
- develop an understanding of their own heritage as well as the heritages of others
- develop a critical approach to historical sources and evidence
- develop the skills of presenting a sustained and coherent historical argument
- develop the skills of independent historical research and communication of historical ideas and evidence

3. Prerequisites

Although there is no prerequisite course of study required for candidates to enrol in SPFSC History, it is recommended that they will have undertaken courses at Form 5 and/or Form 6 History.

4. Content Components

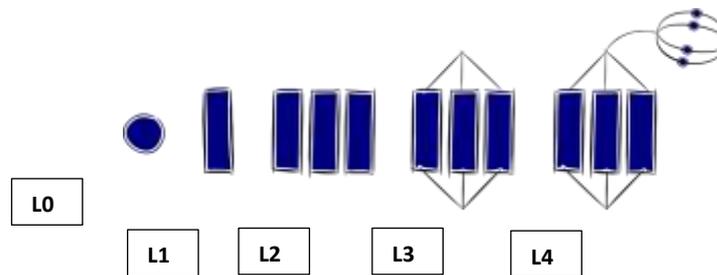
Strand	Title	Sub-Strand Number	Sub-strand Title
Strand 1:	Imperialism in the Pacific, 1870-1914	1.1	The nature of imperialism and its impact on Pacific peoples, 1870-1914
Strand 2:	Changes in the Balance of Power in the Pacific, 1914-1945	2.1	Changes in the balance of power in the Pacific in the interwar period, 1914-1945
Strand 3:	Impact of World War 2 in the Pacific, 1945 to early 1960s	3.1	Impact of World War 2 on Pacific peoples, 1945 to early 1960s
Strand 4:	Decolonisation in the Pacific, 1960s-1970s	4.1	The differing roads to independence for the Pacific peoples, 1960s – 1970s

5. Unpacking Learning Outcomes

In this prescription, Learning Outcomes are stated at three levels of generality: Major Learning Outcomes (MLOs) are stated at the Strand level, Key Learning Outcomes (KLOs) are stated at the Sub-strand level, and Specific Learning Outcomes (SLOs) are unpacked from the Key Learning Outcomes. Each SLO is a combination of a cognitive skill and a specific content component. Each SLO is given a skill level, level 1 – 4, and this skill level results from the categorisation of the cognitive skill that is embedded in the SLO using the SOLO taxonomy¹.

¹ Structure of Observed Learning Outcomes by Biggs and Collis (1982)

The SOLO taxonomy provides a simple, reliable and robust model for three levels of understanding – surface deep and conceptual (Biggs and Collis 1982).



At the **prestructural** level (L0) of understanding, the task is inappropriately attacked, and the student has missed the point or needs help to start. The next two levels, unistructural and multistructural are associated with bringing in information (surface understanding). At the **unistructural** level (L1), one aspect of the task is picked up, and student understanding is disconnected and limited. The jump to the multistructural level is quantitative. At the **multistructural** level (L2), several aspects of the task are known but their relationships to each other and the whole are missed. The progression to relational and extended abstract outcomes is qualitative. At the **relational** level (L3), the aspects are linked and integrated, and contribute to a deeper and more coherent understanding of the whole. At the **extended abstract** level (L4), the new understanding at the relational level is re-thought at another conceptual level, looked at in a new way, and used as the basis for prediction, generalisation, reflection, or creation of new understanding (adapted from Hook and Mills 2011). [[http://pamhook.com/solo-taxonomy/..](http://pamhook.com/solo-taxonomy/)]

The progression from Level 1 to Level 4 is exemplified in the progression from *define* → *describe* → *explain* → *discuss* with each succeeding level indicating a *higher level of understanding*, as follows:

- **define** – to state a basic definition of a concept [Unistructural or L1]
- **describe** – to give the characteristics of, or give an account of, or provide annotated diagrams. [Multistructural or L2]
- **explain** – to provide a reason for a relationship – an event and its impact, a cause and an effect, as to *how* or *why* something occurs. [Relational or L3]
- **discuss** – this means *linking historical ideas* (descriptions, explanations) to make generalisations or predictions or evaluations. It may involve relating, comparing, analysing, and justifying.

6. Learning Outcomes

Strand 1: Imperialism in the Pacific, 1870 - 1914

Major Learning Outcome:

Students are able to demonstrate historical knowledge and understanding of the nature of imperialism in the Pacific in the period 1870 –1914

Sub-strand 1.1: The nature of imperialism and its impact on Pacific peoples 1870-1914

Key Learning Outcome: Students are able to demonstrate historical knowledge and understanding of the nature of imperialism and its effects on the Pacific peoples in the period 1870 –1914

	Specific Learning Outcomes:	Skill Level	SLO Code
1	Define imperialism	1	His1.1.1.1
2	Define colonialism	1	His1.1.1.2
3	Name/Identify imperial powers in the Pacific	1	His1.1.1.3
4	Describe how imperialism came to the Pacific from the perspective of the imperial powers	2	His1.1.2.1
5	Describe how imperialism came to the Pacific from the perspective of the Pacific people	2	His1.1.2.2
6	Explain why imperialism came to the Pacific from the perspective of both the imperial powers and the Pacific people	3	His1.1.3.1
7	Discuss direct patterns of imperialist administrations using experiences of specific Pacific peoples as evidence of these patterns	4	His1.1.4.1
8	Discuss the indirect patterns of imperialist administrations using experiences of at least 2 specific Pacific peoples as evidence of these patterns	4	His1.1.4.2
9	State an advantage to the imperialistic powers of signing agreements before controlling territories in the 1880s and 1890s	1	His1.1.1.11
10	Describe an advantage to the imperialistic powers when they signed agreements before controlling territories in the 1880s and 1890s	2	His1.1.2.6
11	Identify the social impacts of imperialist administration on Pacific island people	1	His1.1.1.4
12	Identify the economic impacts of imperialist administration on Pacific island people	1	His1.1.1.5
13	Identify the cultural impacts of imperialist administration on Pacific island people	1	His1.1.1.6
14	Identify the political impacts of imperialist administration on Pacific island people	1	His1.1.1.7
15	Describe the social impacts of imperialist administration on Pacific island people	2	His1.1.2.3
16	Describe the economic impacts of imperialist administration on Pacific island people	2	His1.1.2.4
17	Describe the cultural impacts of imperialist administration on Pacific island people	2	His1.1.2.5
18	Organise historical information on imperialism in the Pacific into an essay structure	4	His1.1.4.3
19	Develop and sustain a coherent argument in an essay	3	His1.1.3.2
20	Identify historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	1	His1.1.1.8
21	Explain historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His1.1.3.3
22	Describe particular terms used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His1.1.2.7

23	Describe particular statements used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His1.1.2.8
24	Explain the impact of historical events in the Pacific as presented by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His1.1.3.4
25	Discuss historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples	4	His1.1.4.4
26	Assess the usefulness and/or limitations of the evidence (text, maps, cartoons, tables and graphs, pictograms) in understanding the views of Pacific people towards colonial administration between 1870 –1970	3	His1.1.3.5
27	Assess the reliability and/or usefulness of the evidence (text, maps, cartoons, tables and graphs, pictograms) for examining the impact that colonisation had on Pacific people	3	His1.1.3.6
28	Analyse the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictograms)	3	His1.1.3.7
29	Evaluate the usefulness of a particular resource (text, maps, cartoons, tables and graphs, pictograms) to a historian examining a particular historical idea, using specific evidence from the resource to support argument	4	His1.1.4.5
30	Identify/State historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	1	His1.1.1.9
31	Describe historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	2	His1.1.2.9
32	Explain/Analyse the historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	3	His1.1.3.8
33	Discuss historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples	4	His1.1.4.6
34	Discuss imperialism in relation to other settings and timelines	4	His1.1.4.7
35	Evaluate the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictures, pictograms)	4	His1.1.4.8
36	Define particular terms used in the resources for example penal colony	1	His1.1.1.10

Strand 2: Changes in the Balance of Power in the Pacific, 1914-1945

Major Learning Outcome:

Students are able to demonstrate an understanding of the changes in the balance of power in the Pacific in the interwar period, 1914-1945

Sub-strand 2.1: Changes in the balance of power in the Pacific in the interwar period, 1914-1945

Key Learning Outcome: Students are able to demonstrate an understanding of the changes in the balance of power in the interwar period and the responses of the Pacific peoples to the imperialist administration, 1914-1945

	Specific Learning Outcomes:	Skill Level	SLO Code
1	Explain how the balance of power changed in the Pacific after World War 1	3	His2.1.3.1
2	Explain why the balance of power changed in the Pacific after World War 1	3	His2.1.3.2
3	Discuss the issues that gave rise to a growing dissatisfaction with the imperialist administrations across the Pacific region in the interwar period using the experiences of particular Pacific peoples as detailed case studies	4	His2.1.4.1
4	Identify ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration	1	His2.1.1.1
5	Describe the ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration	2	His2.1.2.1

6	Describe ways with which the imperialist administration enforced their dominance	2	His2.1.2.9
7	Discuss the ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration using the experiences of specific Pacific peoples as detailed case studies	4	His2.1.4.2
8	Identify historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	1	His2.1.1.2
9	Explain historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His2.1.3.3
10	Describe particular terms used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His2.1.2.2
11	Describe particular statements used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His2.1.2.3
12	Explain the impact of historical events in the Pacific as presented by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His2.1.3.4
13	Discuss historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples	4	His2.1.4.3
14	Assess the usefulness and/or limitations of the evidence (text, maps, cartoons, tables and graphs, pictograms) in understanding the views of Pacific people towards colonial administration between 1870 –1970	3	His2.1.3.5
15	Assess the reliability and/or usefulness of the evidence (text, maps, cartoons, tables and graphs, pictograms) for examining the impact that colonisation had on Pacific people	3	His2.1.3.6
16	Analyse the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictograms)	3	His2.1.3.7
17	Evaluate the usefulness of a particular resource (text, maps, cartoons, tables and graphs, pictograms) to a historian examining a particular historical idea, using specific evidence from the resource to support argument	4	His2.1.4.4
18	Identify/State historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	1	His2.1.1.3
19	Describe historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	2	His2.1.2.4
20	Explain/Analyse the historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	3	His2.1.3.8
21	Discuss historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples	4	His2.1.4.5
22	Evaluate the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictures, pictograms)	4	His2.1.4.6
23	Define an area/topic for a historical research on the topic	1	His2.1.1.4
24	Formulate a hypothesis or focus question(s) based on the proposed area of study	1	His2.1.1.5
25	Produce a research proposal which includes the research question/s, activities to be carried out, methods and timelines to be used	3	His2.1.3.9
26	Describe the methods used for data collection and analysis	2	His2.1.2.5
27	Present information from a variety of sources	2	His2.1.2.6
28	Sort/Organise information collected according to the relevant focus question	3	His2.1.3.10
29	Analyse information collected	3	His2.1.3.11
30	Correctly reference materials used	2	His2.1.2.7
31	Form generalisations under each of the focus questions	4	His2.1.4.7
32	Articulate a personal log of the research process	2	His2.1.2.8
33	Evaluate the effectiveness of the research process from a historian's perspective	4	His2.1.4.8

Strand 3: Impact of World War 2 in the Pacific, 1945 to early 1960s

Major Learning Outcome:

Students are able to demonstrate an understanding of the impact of World War 2 in the Pacific from 1945 to early 1960s

Sub-strand 3.1: Impact of World War 2 on Pacific peoples: 1945 to early 1960s

Key Learning Outcome: Students are able to demonstrate an understanding of the impact of World War 2 on the Pacific peoples from 1945 to early 1960s

	Specific Learning Outcomes:	Skill Level	SLO Code
1	Describe the impact of the 'War in the Pacific' on the Pacific people	2	His3.1.2.1
2	Explain/Analyse the impact of the 'War in the Pacific' on the Pacific people	3	His3.1.3.1
3	Discuss the impact of the 'War in the Pacific' on the Pacific peoples using specific examples of Pacific peoples/countries	4	His3.1.4.1
4	Describe how the new balance of power in the Pacific after World War 2 gave rise to changes in the thinking of the Pacific peoples about colonisation	2	His3.1.2.2
5	Describe how the Pacific people viewed the existence of certain imperial administration	2	His3.1.2.7
6	Explain why the new balance of power in the Pacific after World War 2 gave rise to changes in the thinking of the Pacific peoples about colonisation	3	His3.1.3.2
7	Evaluate the impact of the new balance of power in the Pacific on the policies used by the imperialist administrations towards the Pacific peoples using specific examples	4	His3.1.4.2
8	Identify historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	1	His3.1.1.1
9	State/identify reasons for certain historical decisions indicated by evidence (text, maps, cartoons, tables and graphs, pictograms)	1	His3.1.1.6
10	Identify solutions implemented to solve problems indicated by evidence (text, maps, cartoons, tables and graphs, pictograms)	1	His3.1.1.7
11	Explain historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His3.1.3.3
12	Describe particular terms used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His3.1.2.3
13	Describe particular statements used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His3.1.2.4
14	Explain the impact of historical events in the Pacific as presented by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His3.1.3.4
15	Discuss historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples	4	His3.1.4.3
16	Assess the usefulness and/or limitations of the evidence (text, maps, cartoons, tables and graphs, pictograms) in understanding the views of Pacific people towards colonial administration between 1870 –1970	3	His3.1.3.5
17	Assess the reliability and/or usefulness of the evidence (text, maps, cartoons, tables and graphs, pictograms) for examining the impact that colonisation had on Pacific people	3	His3.1.3.6
18	Analyse the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictograms)	3	His3.1.3.7
19	Evaluate the usefulness of a particular resource (text, maps, cartoons, tables and graphs, pictograms) to a historian examining a particular historical idea, using specific evidence from the resource to support argument	4	His3.1.4.4
20	Identify/State historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	1	His3.1.1.2

21	Describe historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	2	His3.1.2.5
22	Explain/Analyse the historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	3	His3.1.3.8
23	Discuss historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples	4	His3.1.4.5
24	Evaluate the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictures, pictograms)	4	His3.1.4.6
25	Define a question or hypothesis as basis of the presentation	1	His3.1.1.3
26	Explain linkages in historical ideas and supporting evidence to show understanding of the research topic	3	His3.1.3.9
27	Present findings effectively using appropriate format and style for the mode of presentation	3	His3.1.3.10
28	Use historical conventions consistently and accurately	2	His3.1.2.6
29	Draw valid conclusion from historical study	4	His3.1.4.7
30	Present strong logical argument well supported with well-chosen evidence and reasoned conclusions relating back to the hypothesis or question	4	His3.1.4.8
31	Present final product in an appropriate historical format, using accepted historical conventions	4	His3.1.4.9
32	Name/Identify imperial powers in the Pacific in the period 1945 – early 1960s	1	His3.1.1.4
33	Identify evidence from resource to demonstrate a historical idea	1	His3.1.1.5

Strand 4: Decolonisation in the Pacific, 1960s-1970s

Major Learning Outcome:

Students are able to demonstrate an understanding of the decolonisation process in the Pacific from 1960s to 1970s

Sub-strand 4.1: The differing roads to independence for the Pacific peoples, 1960s – 1970s

Key Learning Outcome: Students are able to demonstrate an understanding of the different roads that the Pacific people took to gain independence from 1960s to 1970s

	Specific Learning Outcomes:	Skill Level	SLO Code
1	Define decolonisation	1	His4.1.1.1
2	Describe the role of emerging Pacific leaders in contributing to increasing support for decolonisation after World War 2	2	His4.1.2.1
3	Describe the role played by the United Nations in the process of decolonisation	2	His4.1.2.2
4	Describe how certain Pacific leaders were appointed as indicated by the evidence (text, cartoons)	2	His4.2.2.7
5	Discuss the role played by the United Nations in the process of decolonisation using specific examples	4	His4.1.4.1
6	Describe the different experiences of the Pacific peoples as they moved towards independence	2	His4.1.2.3
7	Evaluate the different experiences of the Pacific peoples as they moved towards independence using specific examples	4	His4.1.4.2
8	Explain why Pacific people opted to become independent of colonial powers	3	His4.1.3.1
9	Explain the extent to which the Pacific region was fully decolonised by the end of the 1970s	3	His4.1.3.2
10	Identify historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	1	His4.1.1.2
11	Explain historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His4.1.3.3

12	Describe particular terms used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His4.1.2.4
13	Describe particular statements used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His4.1.2.5
14	Explain the impact of historical events in the Pacific as presented by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His4.1.3.4
15	Discuss historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples	4	His4.1.4.3
16	Assess the usefulness and/or limitations of the evidence (text, maps, cartoons, tables and graphs, pictograms) in understanding the views of Pacific people towards colonial administration between 1870 –1970	3	His4.1.3.5
17	Assess the reliability and/or usefulness of the evidence (text, maps, cartoons, tables and graphs, pictograms) for examining the impact that colonisation had on Pacific people	3	His4.1.3.6
18	Analyse the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictograms)	3	His4.1.3.7
19	Evaluate the usefulness of a particular resource (text, maps, cartoons, tables and graphs, pictograms) to a historian examining a particular historical idea, using specific evidence from the resource to support argument	4	His4.1.4.4
20	Identify/State historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	1	His4.1.1.3
21	Define condominium government	1	His4.1.1.4
22	Identify evidence from the resources to demonstrate a historical idea	1	His 4.1.1.5
23	Identify/Name imperial powers in the Pacific during 1960s – 1970s	1	His4.1.1.6
24	Identify reasons for certain historical decisions	1	His4.1.1.7
25	Identify benefits for certain historical decisions	1	His4.1.1.8
26	Describe historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	2	His4.1.2.6
27	Explain/Analyse the historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	3	His4.1.3.8
28	Discuss historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples	4	His4.1.4.5
29	Evaluate the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictures, pictograms)	4	His4.1.4.6
30	Discuss historical decolonisation in relation to other situations in the present using specific examples	4	His4.1.4.7
31	Evaluate the impact of decolonisation in the Pacific using specific examples	4	His4.1.4.8

7. Assessment

Assessment in this History course is in two parts - external assessment and internal assessment. The respective weightings are:

1. **External Assessment (EA): 70%**
2. **Internal Assessment (IA): 30%**

The principal, or his/her nominee, will certify that the prescription requirements have been fulfilled.

8. Assessment Blueprint

Strand	EA or IA	Level 1 (SS=1)	Level 2 (SS=2)	Level 3 (SS=3)	Level 4 (SS=4)	Total
Strand 1	EA					25
Strand 2	EA					10
	IA					15
Strand 3	EA					10
	IA					15
Strand 4	EA					25
Number of items		20	15	10	5	50
TOTAL		20	30	30	20	100

9. External Assessment

This will be a three-hour written examination and will be out of 70%.

The external written examination will assess learning outcomes from all four strands in the following proportions:

Strand	Strand Title	Weighting
Strand 1:	Imperialism in the Pacific, 1870-1914	25%
Strand 2:	Changes in the Balance of Power in the Pacific, 1914-1945	10%
Strand 3:	Impact of World War 2 in the Pacific, 1945 - early 1960s	10%
Strand 4:	Decolonisation in the Pacific, 1960s-1970s	25%

Topic for the External Examination

The four strands will be used for the assessment of students in Sections 1 to 4 of the external examination. The four strands are as follows:

Strand 1: Imperialism in the Pacific, 1870-1914

- The concepts of imperialism, colonisation and decolonisation and how and why imperialism came to the Pacific from the perspectives of both the imperial powers and the Pacific peoples
- The direct and indirect patterns of imperialist administrations, using the experiences of at least two specific Pacific peoples as evidence of these patterns
- The social, economic, cultural and political impact of the imperialist administrations on these two specific Pacific peoples and their responses

Strand 2: Changes in the Balance of Power in the Pacific, 1914 – 1945

- Issues that gave rise to a growing dissatisfaction with the imperialist administrations across the Pacific region in the interwar period; using the experiences of one Pacific peoples as a detailed case study

- How and why the balance of power changed in the Pacific after World War 1
- How the various Pacific peoples expressed their growing dissatisfaction with the imperialist administrations using the experiences of one Pacific peoples as a detailed case study

Strand 3: Impact of World War 2 in the Pacific, 1945 to early 1960s

- The impact of the ‘War in the Pacific’ on the Pacific peoples; using one Pacific peoples as a detailed case study
- How and why the new balance of power in the Pacific after World War 2 gave rise to changes in the thinking of the Pacific peoples about colonisation
- The impact of the new balance of power in the Pacific on the policies used by the imperialist administrations towards the Pacific peoples

Strand 4: Decolonisation in the Pacific, 1960s – 1970s

- The role of emerging Pacific leaders in contributing to increasing support for decolonisation after World War 2
- The role played by the United Nations in the process of decolonisation
- The differing experiences of the Pacific peoples throughout the Pacific region as they moved towards independence

Format of the External Examination

1. The External Examination will focus on all the 4 Strands, Strands 1 – 4
2. The External Examination will have four sections based on the four strands.
3. There will be FOUR sets of RESOURCE ANALYSIS AND EVALUATION questions – one set for each of the four strands. These questions will form Part A for each of the four sections.
4. A range of primary and secondary, written and visual resources will be used such as speeches, the writing of historians, documents, photos, maps, cartoons and graphs.
5. The four sets of resource analysis and evaluation questions for each of the four sections will contribute a grand total of 30 points for Part A of Sections 1 - 4. ***Strands 1 and 4 will contribute 5 points each, while strands 2 and 3 will contribute 10 points each.***
6. All the questions in Part A of the four sections of the examination will be compulsory. Students will not have a choice in Part A of the four sections.
7. It is recommended that students allow 60 minutes to complete Part A of each section of the examination.
8. Part B for Strand 1 and Strand 4 sections is on historical essay writing. Students will write TWO ESSAYS; one from Strand 1 and one from Strand 4. There is a list of essay questions for each of the two Strands. Students are to choose only one essay topic from each of the two strands to write an essay on. They cannot select their two essay topics from only one Strand.
9. Each essay will be worth 20 marks making a grand total of 40 marks for Part B of Strand 1 and Strand 4 (Section 1 and Section 4 of the Exam Paper).

10. Each essay question will require the students to DESCRIBE/EXPLAIN/DISCUSS and then to EVALUATE.
11. It is recommended that students allow 60 minutes to complete each essay.
12. Refer to the Scoring Rubric in *Appendix 3*. It is strongly recommended that teachers use this when they are marking students' essays during the year, since it will be used by markers when marking the external examination. It is also extremely useful for providing students with feedback about where they have got to in the development of their essay writing skills and for feed forward about the next steps they need to take to improve their performance.

10. Internal Assessment

There are two Internal Assessment tasks for this course:

Task 1: Independent Research (based on Strand 2)	15%
Task 2: Presenting Historical Research Findings (based on Strand 3)	15%

TASK 1: Independent Research (Skill Score Total = 15)

The main learning outcome for this task is that students are able to plan and carry out an independent historical research and evaluate the effectiveness of the research process

Explanatory Notes:

The independent research is to be carried out on Strand 2 – Changes in balance of power in the Pacific: 1914 – 1945

Note that the topic for Strand 2 (and the same applies for other strands) consists of three elements. These are the content (Changes in balance of power); the setting (the Pacific); and the time period (1914 – 1945)

1. Independent Research Topic

Although the Form Seven level requires the historical research to be done independently, the student and teacher may confer to establish the broad direction/topic of the research. The teacher should also provide the student with feed-forward on the suitability of the particular area of historical research within that broad direction/topic and also their focusing questions. The teacher may also guide the learner to appropriate sources.

2. Define an area for historical research

This refers to a short statement about the aim(s) of the investigation.

3. Plan the research

This includes identifying possible sources and devising a time and management plan which contains the activities to be carried out and methods to be used.

4. Organise historical evidence

This refers to the process of sorting and classifying evidence in accordance with the appropriate focusing questions. This can be done in a variety of ways. E.g. The use of coloured highlighters, plastic pockets, dividers etc.

5. Source

A source is where historical evidence is found. Sources may include libraries, newspapers, historical sites, artefacts, interviews, websites, films, museums, videos, books, etc. The details of the sources for this research must be sufficient to be able to do a bibliography and footnotes when completing work. The sorts of details required could include: author, title, publisher, place of publication, date of publication or URL and date accessed for web material, name and location of sources such as a museum.

6. Evaluating the effectiveness of the research process: The teacher should guide students to consider the following aspects:

- The relevance and usefulness of the evidence found to the focusing questions
- Successes and difficulties encountered in carrying out the research and the reasons why
- What was learnt about undertaking historical research and the personal growth that resulted
- The extent of personal satisfaction derived and why
- Things to take into consideration when carrying out historical research in the future
- How the student refined and revised what they were doing as the research process unfolded

7. Evaluation from a historian's perspective includes:

- Weighing up the value and reliability of the evidence and sources
- Identifying the strengths and weaknesses in the completed research
- Establishing future directions for research on their topic

TASK INSTRUCTIONS

1. This task is internally assessed by the teacher.
2. It has a total skill score of 15.
3. The individual research task is to be completed on the content of Strand 2 which is Changes in the Balance of Power in the Pacific: 1914 – 1945; however, it is to be based on

EITHER: A **setting** different to that studied in the Pacific

OR: If the same setting is used, a **time period** different to the 1914 – 1945

The reason for this expectation is that students are able to demonstrate that they can independently research and gather information on a similar topic; not necessarily the very same one that is being covered in the syllabus topic.

4. Students are to carry out the following in collaboration with their teacher:
 - a. Indicate to the teacher whether his/her chosen research area is a setting different to the Pacific or the Pacific setting but a time period different to 1914 – 1945
 - b. Draw up a research proposal on how he/she intends to proceed with the research, in terms of:
 - i. The research question or hypothesis
 - ii. The sources (primary or secondary) of information to be used and how the information is to be obtained, e.g. library document research, internet research, interviews, observations etc.
 - iii. The types of information that is expected to be gathered
 - iv. How the data/information is to be analysed and synthesized
 - v. The time periods for different parts of the research
 - c. Maintain a log of the progress of research
 - d. Write a research report – refer to the scoring rubric in Appendix 1 for more information on the expectations for the report.
5. In most cases, the historical information gathered for the completion of this task is often expected to be used for the completion of the work required for IA Task 2. This is not expected, as Task 2 is based on a different strand i.e. Strand 3.
6. The specific learning outcomes that are addressed in Task 1 are found in SLO #22 – 34 in Strand 2.
7. In this task, students are expected to reach the skill of EVALUATING (Skill Level 4).
8. Each student's research proposal needs to be approved by the teacher before the student moves on to the next step of selecting evidence from their sources. The teacher should provide guidelines to the student about any inadequacies, to avoid the student being penalised when they carry out the next step of the task.
9. It is expected that this task will take approximately 4 weeks of work.
10. The scoring rubric provided in **Appendix 1** is to guide the teacher and students in the preparation of this task. Students are advised to read this rubric carefully and teachers are to assist students in understanding the expectations outlined in the rubric for each task item.
11. It is important in planning the Form Seven teaching programme that teachers allow sufficient time for the students' work for Task 1 to be handed in and marked before they are required to do the work for Task 2. This is to ensure that students are not penalised by shortcomings in the information they have gathered. Teachers should encourage students to gather more information if they judge it is necessary.

Task 2: Research Findings Presentation (Skill Score Total = 15)

The main learning outcome for this task is that students are able to research and present historical ideas and supporting evidence to show understanding of a historical context using appropriate historical conventions.

Explanatory Notes:

The Research Findings Presentation is to be carried out on Strand 3 – Impact of World War 2 in the Pacific from 1945 to early 1960s

Note that the topic for Strand 3 (and the same applies for other strands) consists of three elements. These are the content (Impact of World War 2); the setting (the Pacific); and the time period (1945 – 1960s)

1. Mode of presentation

It is intended that students use a mode of presentation other than an essay and apply the appropriate format and style for their chosen mode. Some suggestions are given below:

- Written presentations – report, newspaper page(s), letters, diary entries
- Computer presentations – power-point slide show, CD Rom
- Visual presentations – posters, video, display, chart
- Oral presentations – debate, role-play, radio program, speech

Note that the EQAP's imminent introduction of moderation by means of sampling student work necessitates that teachers ensure that a copy of each student's work is retained for moderation. For example, a speech would need to be taped and a role-play video recorded. Therefore, this may influence the possible mode of presentation the student can select.

2. Historical conventions

This refers to the accepted ways of presenting information in History and of acknowledging and recording sources. This may include the correct use of names, titles, dates, numbers, terms, footnotes and bibliography. High quality work is required for very high achievement.

TASK INSTRUCTIONS

11. This task is to be based on the content of Strand 3: Impact of World War 2 in the Pacific from 1945 to early 1960s.

As was done in Task 1, students **are not to** carry out the task on the very same topic as that given for Strand 3, instead they are expected to choose

EITHER: A **setting** *different* to The Pacific

OR: If the same setting is used, a **time period** *different* to the 1945 – 1960s.

Again, the reason for this expectation is that students are to be able to demonstrate that they can independently research and gather information on a similar topic; not necessarily the very same one that is being covered in the syllabus topic.

12. Students are to carry out the following in collaboration with their teacher:

- a. Students are to discuss with the teacher the chosen area of research e.g. Impact of WW2, but on a different group of people e.g. the French or a different time period, as well as the mode of presentation, e.g. poster or newspaper article or powerpoint. After approval and guidance by the teacher, students then proceed to research and gather information on the chosen topic, while keeping a log of the sources and types of information that are gathered.
- b. Students and teachers are to refer to the Scoring rubric provided in **Appendix 2** to guide them on the expectations of this presentation.

11. Appendices

Appendix 1: Scoring rubric for Internal Assessment Task 1:

Independent Research – Strand 2: Changes in the Balance of Power in the Pacific, 1914 – 1945
Skill score total = 15

This scoring rubric is to be used to assess the student’s research proposal as well as the research report.

Task item, skill level and SLO code	Level 1	Level 2	Level 3	Level 4
1. Define an area/topic for historical research [SL1] (His2.1.1.4)	Area of historical research is identified and defined			
2. Define focus question/s or hypothesis to guide research [SL1] (His 2.1.1.5)	Focus question/s or hypothesis to guide research are defined			
3. Produce a research proposal containing activities to be carried out, methods and timelines [SL3] (His2.1.3.9)	Proposal is very basic, contains only activities	Proposal has activities and timelines and basic methods	Activities, timelines and methods are well linked in the proposal	
4. Describe methods used for data collection and analysis [SL2] (His2.1.2.5)	Methodology is basic, lacking details	Methodology is complete and covers all related aspects		
5. Present information from a variety of sources [SL2] (His2.1.2.6)	One source of information only	More than one source of information used for gathering data		
6. Sort/organise collected information to suit research questions [SL3] (His 2.1.3.10)	Information is presented but very basic presentation only	Presentation of information is logical, but not related to research question/s	Information is presented to suit research question/s	
7. Analyse collected information [SL3] (His 2.1.3.11)	Very basic analysis – only one or two relevant ideas	A number of relevant ideas are presented in the analysis	There are a number of relevant ideas and these are well linked in the analysis	
8. Correctly reference materials or information used [SL2] (His2.1.2.7)	One correct reference is used	A number of correct references are used in-text as well as in the end of the report		

9. Form generalisations under each focus question [SL4] (His2.1.4.7)	Only one general statement is provided	A number of general statements are provided but they are repeats of findings	A number of general statements are provided with evidence of linking to the focus questions	Generalisations show clarity in extension of ideas to new situations outside of the research focus
10. Articulate a personal log of the research process [SL2] (His 2.1.2.8)	Very basic information only in the log book	Good range of relevant materials are in the log book		
11. Evaluate the effectiveness of the research process from a historian's perspective [SL4] (His2.1.4.8)	One statement on how effective the process is or a historian's perspective is provided	A number of statements on effectiveness of the process and the historian's perspective is provided	The historian's perspectives are related to effectiveness of the research	The historian's perspectives are related to effectiveness of the research and to an external situation

Appendix 2: Scoring rubric for Internal Assessment Task 2:

Presenting Historical Research Findings – Strand 3: Impact of World War 2 in the Pacific, 1945 to early 1960s

Skill score total = 15

This scoring rubric is to be used to assess the student’s research report as well as the presentation of the research report.

Task item, skill level and SLO code	Level 1	Level 2	Level 3	Level 4
1. Define a question or hypothesis as basis of the presentation [SL1] (His3.1.1.3)	Question or hypothesis is defined			
2. Explain linkages in historical ideas and supporting evidence to show understanding of the research topic [SL3] (His 3.1.3.9)	One historical idea is stated	A number of historical ideas are stated but not related back to the research topic.	A number of historical ideas are stated and clearly related back to the research topic.	
3. Present findings effectively using appropriate format and style for the mode of presentation [SL3] (His3.1.3.10)	Presentation of findings is very basic in mode and format	Presentation of findings has a number of good formatting ideas	Mode and format of presentation are suitable and well linked to convince audience	
4. Use historical conventions consistently and accurately [SL2] (His3.1.2.6)	One appropriate historical convention is used correctly	A number of historical conventions are used correctly		
5. Draw valid conclusion from historical study [SL4] (His3.1.4.7)	One basic idea presented in the conclusion	A number of relevant ideas are presented in the conclusion but they are repeats of findings	A number of relevant ideas are presented in the conclusion and they are well related amongst themselves	Drawn conclusion shows extension beyond related ideas from the findings to new situations
6. Present strong logical argument well supported with well-chosen evidence and reasoned conclusions relating back to the hypothesis or question [SL4] (His3.1.4.8)	Statement of argument is very basic	A number of statements are made as arguments but they are not reasoned	A number of well-reasoned and linked arguments are made	Well-reasoned and linked arguments that are related back to the hypothesis of the research
7. Present final product in an appropriate historical format, using accepted historical conventions [SL4] (His3.1.4.9)	Final product is very basic only	Final product is satisfactory and uses a number of historical conventions	Final product is good, and ideas presented cohesively	Final product is excellent; well linked within and to new ideas and situations

Appendix 3 : Scoring rubric for Essays in the Final examination

Skill Score Total = 20

This scoring rubric is to be used to assess the essays during the final examination. Teachers are encouraged to use the same rubric when assessing students' essays during internal examinations and assignments within the year.

There will be TWO essays in the final examination with each one scored out of a total skill score value of 20. The essay topics will be based on the contents of Strand 1 and Strand 4, and students are to choose one topic only from each of the two strands. The learning outcomes that are targeted in these essays can be found in Strand 1 and Strand 4. The exact SLO codes are presented in the table below.

Essay 1 – Strand 1: Imperialism in the Pacific: 1870 – 1914

Task item, skill level and SLO code	SS value	Level 1	Level 2	Level 3	Level 4
1. Describe how imperialism came to the Pacific from the perspective of imperial powers and Pacific peoples [SL2] (His 1.1.2.2)	2	Only one way from one perspective stated with little detail	More than one way stated and described covering both perspectives		
2. Make reference to specific statements and events related to the historical event [SL2] (His 1.1.2.8)	2	Only one statement or event stated with little detail	At least two events or statements or both are listed and described		
3. Describe the impacts of imperialism [SL2] (His 1.1.2.3)	2	Only one impact stated with little detail	At least two impacts are listed and described		
4. Develop and sustain coherence in the arguments in the essay [SL3] (His1.1.3.2)	3	An argument is evident, but basic	More than one argument are evident, but not related or linked to each other	More than one argument are evident and coherence in arguments are clear through linking of ideas	
5. Explain the impact of imperialism indicated in the essay topic [SL3] (His1.1.3.4)	3	One impact or one event related to imperialism is stated	More than two impacts are stated, but not linked to corresponding events	More than two impacts are stated and each one is linked directly to events that caused them.	
6. Relate events associated with imperialism to other settings and other	4	One event is stated	Two events are listed	Events are clearly linked to imperialism	Events are clearly linked to imperialism and extended to

timelines [SL4] (His1.1.4.7)					other settings or timelines
7. Evaluate the impact of imperialism presenting a judgement on whether the historical event had been positive or negative [SL4] (His1.1.4.8)	4	One impact of imperialism is stated	More than one impact of imperialism are stated	More than one impact of imperialism is stated and evaluated as either positive or negative without justification	Impacts are evaluated as either positive or negative and justification for the evaluation is provided
Total skill score value	20				

Essay 2 – Strand 4: Decolonisation in the Pacific: 1960s – 1970s

Task item, skill level and SLO code	SS value	Level 1	Level 2	Level 3	Level 4
1. Describe the role of emerging Pacific leaders in supporting decolonisation [SL2] His 4.1.2.1)	2	Only one role stated with little detail	More than one role stated including how they support decolonisation		
2. Make references to specific statements and activities related to the historical event [SL2] (His 4.1.2.5)	2	Only one statement or event stated with little detail	At least two events or statements or both are listed and described		
3. Describe the different experience of Pacific peoples as they move towards independence [SL2] (His 4.1.2.3)	2	Only one experience stated with little detail	At least two experiences are listed and described		
4. Explain why Pacific people opted to become independent [SL3] (His4.1.3.1)	3	Only one reason is stated	More than one reason is stated	More than one reason is stated and are linked directly to the move to independence	
5. Explain/analyse the extent to which the Pacific region was decolonised by the end of 1970s [SL3] (His4.1.3.2)	3	One relevant idea only is stated, perhaps for one country only	More than one relevant idea is stated, for more than one country	Extent of independence are described for more than one country, and these are related to the decolonisation movement	
6. Relate the explanation of historical ideas of decolonisation to	4	Historical idea on decolonisation is addressed	A number of historical ideas on	Historical ideas on decolonisation are related to	Historical ideas on decolonisation are related to

other situations in the present [SL4] (His4.1.4.7)			decolonisation are presented	each other in terms of cause and effects etc.	each other in terms of causes, effects etc. and related to other situations outside of the Pacific
7. Evaluate the impact of decolonisation on Pacific peoples and present a judgement on whether decolonisation had been positive or negative, giving examples [SL4] (His4.1.4.8)	4	One impact of decolonisation is stated	A number of impacts are stated	Impacts are related to each other and to the state of people of the Pacific within the time period of 1960s-1970s	Impacts are related to each other and to the state of people of the Pacific in 1960s-1970s, as well as to an external region or time period
Total skill score value	20				

Appendix 4:

SOUTH PACIFIC FORM SEVEN CERTIFICATE

IA Summary Form

History

Country: _____ School: _____

Task	Brief Description of Task	Start Date	Finish Date	Weight
Strand 2: Changes in the Balance of Power in the Pacific, 1914 – 1945 Historical Research				15%
Strand 3: Impact of World War 2 in the Pacific, 1945 - early 1960s Presenting Historical Research				15%
				TOTAL 30%

- Note:**
1. Be specific about dates, not just Week 3 Term 1, etc.
 2. Assessment schedules/scoring rubrics for the tasks are provided in the prescription. Teachers must use these.
 3. All IA Score Capture Sheets will be provided by EQAP to schools.

Teacher's Name and Signature: _____ **Date:** _____

Principal's name and Signature: _____ **Date:** _____

A full IA program is to be submitted together with this IA Summary Form.

Appendix 5: Advisory Section

RECOMMENDED TEXTS FOR: The Pacific 1870 – 1970s

Key Texts:

For students:

Stenson, Marcia. Illustrated History of the South Pacific. Random House, Auckland, 2007.

For teachers:

Campbell, Ian. Worlds Apart - A History of the Pacific Islands, Second Edition. University of Canterbury Press, Christchurch, 2011

Other Useful Texts:

Hancock, K. Men of Mana. Portraits of Three Pacific leaders: Ratu Sir Kamisese Mara, Afioga Va'ai Kolone, Sir Robert Rex. Steele Roberts, New Zealand, 2003

Hempenstall, Peter & Rutherford, Noel. Protest and Dissent in the Colonial Pacific. University of the South Pacific, 1984

Howe, K.R., Kiste, R.C. and Lal, B. V. (editors) Tides of History. The Pacific Islands in the Twentieth Century. Allen and Unwin, Australia, 1994

<http://www.readpacific.co.nz>

Meleisea, M. The Making of Modern Samoa: Traditional Authority and Colonial Administration in the History of Western Samoa, Institute of Pacific Studies, Suva, 1987

Nicole, Robert. Disturbing History - Resistance in Early Colonial Fiji. University of Hawaii Press, Honolulu, 2011

White Geoffrey M. & Lindstrom, Lamont (editors). The Pacific Theater – Island Representations of World War II. Pacific Monograph Series No. 8. University of Hawaii Press, Honolulu, 1989

The University of the South Pacific Bookshop has numerous relevant resources for sale, including most of the titles above plus other titles about the history of the Pacific as a region and individual island countries.

Contact:

Website: www.uspbookcentre.com

Email: customerservice@uspbookshop.ac.fj

Appendix 6: Sample Teaching Programme

TERM 1 Week	Suggested Activity
1	Introduction to the Form 7 History course, content, skills, external examination and internal assessment requirements and expectations
2	Begin teaching Strand 1: Imperialism in the Pacific, 1870-1914
3	
4	
5	
6	Finish teaching Strand 1
7	Begin teaching Strand 2 : Changes in the balance of power in the Pacific, 1914 – 1945
8	
9	Begin Internal Assessment Task 1: Strand 2
10	
TERM 2 Week	
1	
2	End of class time for Internal assessment Task 1
3	
4	Deadline for Internal Assessment Task 1
5	Evaluation of the Research Process to be done in class this week
6	Begin teaching Strand 3: Impact of World War 2 in the Pacific, 1945 to early 1960s
7	
8	Begin Internal Assessment Task 2: based on Strand 3
9	Mid-Year Exams – History exam to cover Strands 1 and 2
10	Mid-Year exams
TERM 3 Week	
1	
2	Finish teaching Strand 3
3	
4	End of class time for Internal Assessment Task 2
5	Deadline for Internal Assessment Task 2
6	Begin teaching Strand 4: Decolonisation in the Pacific, 1960s-1970s
7	
8	
9	
10	
TERM 4 Week	
1	Finish teaching Strand 4
2	Revision of Strands 1 - 4
3	End of year school exams – History exam to cover Strands 1 - 4
4	End of year school exams
5	Remedial/Revision/Practice Essay writing
6	Study week
7	SPFSC examinations begin
8	

Appendix 7: Time and management plan exemplar

This plan must be completed throughout the research process and *NOT AT THE END!*

Date or stage	Proposed actions to complete the research - Task(s) to be carried out	Task(s) completed- and/or further action required

Appendix 8:

VERIFICATION OF AUTHENTICITY EXEMPLAR

Verification of Authenticity:

Student's name: _____

I verify that this internal assessment is my own work and that I have not used any other person's material without acknowledging their contribution.

Signature: _____ Date: _____