

EDUCATIONAL QUALITY AND ASSESSMENT PROGRAMME [EQAP]



Pacific
Community

Communauté
du Pacifique

SOUTH PACIFIC FORM SEVEN CERTIFICATE [SPFSC]

HISTORY SYLLABUS

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SOUTH PACIFIC FORM SEVEN CERTIFICATE HISTORY

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1. Preamble and Rationale

This syllabus 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The historical content that students will use to answer each component of the external examination will be drawn from a study of The Pacific 1870 – 1970s.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 syllabus 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 syllabus 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.

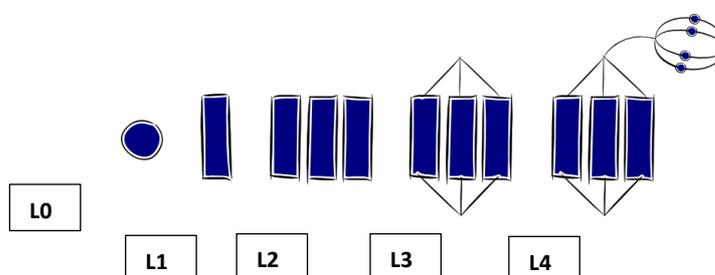
4. Content Components

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

5. Unpacking Learning Outcomes

In this syllabus, 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.

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

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

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

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

	Specific Learning Outcomes:	Skill Level	SLO Code
1	Define imperialism	1	His1.1.1.1
2	Define colonialism	1	His 1.1.1.2
3	Define annexation	1	His1.1.1.3
4	Define neo-colonialism	1	His1.1.1.4
5	Define colony	1	His1.1.1.5
6	Define protectorate	1	His1.1.1.6
7	Define penal colony	1	His1.1.1.7
8	Name/Identify the imperial powers in the Pacific	1	His1.1.1.8
9	Describe how imperialism came to the Pacific from the perspective of the Pacific people	2	His1.1.2.1
10	Describe how imperialism came to the Pacific from the perspective of the imperial powers	2	His1.1.2.2
11	Explain why imperialism came to the Pacific from the perspective of both the imperial powers and the Pacific people	3	His1.1.3.1
12	State an advantage to the imperialistic powers of signing agreements before controlling territories in the 1880s and 1890s	1	His1.1.1.9
13	Describe an advantage to the imperialistic powers when they signed agreements before controlling territories in the 1880s and 1890s	2	His1.1.2.3
14	Identify the social impacts of imperialist administration on Pacific island people	1	His1.1.1.10
15	Describe the social impacts of imperialist administration on Pacific island people	2	His1.1.2.4
16	Identify the cultural impacts of imperialist administration on Pacific island	1	His1.1.1.11

	people		
17	Describe the cultural impacts of imperialist administration on Pacific island people	2	His1.1.2.5
18	Identify the political impacts of imperialist administration on Pacific island people.	1	His1.1.1.12
19	Describe the political impacts of imperialist administration on Pacific island people	2	His1.1.2.6
20	Identify the political impacts of imperialist administration on Pacific islands' ruling system.	1	His1.1.1.13
21	Describe the political impacts of imperialist administration on the Pacific islands' ruling system.	2	His1.1.2.7
22	Describe the impacts of imperialism on the imperial powers in the Pacific	2	His1.1.2.8
23	Explain the impacts of imperialism in the Pacific	3	His1.1.3.2
24	Evaluate the impacts of imperialism by presenting a judgement on its effects on two Pacific Islands	4	His1.1.4.1
25	Define the term direct rule	1	His1.1.1.14
26	Describe the patterns of direct rule in two Pacific Islands	2	His1.1.2.9
27	Explain why imperialist powers use direct rule in the Pacific	3	His1.1.3.3
28	Discuss the effects of the patterns of direct rule by imperial powers on two Pacific Islands.	4	His1.1.4.2
29	Evaluate the effects of the patterns of direct rule by imperial powers on two Pacific Islands	4	His1.1.4.3
30	Define indirect rule	1	His1.1.1.15
31	Describe the patterns of indirect rule on two Pacific Islands	2	His1.1.2.10
32	Explain why imperialist powers used indirect rule in the Pacific	3	His1.1.3.4
33	Discuss the effects of the patterns of indirect rule by imperial powers on two Pacific Islands	4	His1.1.4.4
34	Evaluate the effects of the patterns of indirect rule by imperial powers on two Pacific Islands	4	His1.1.4.5
35	Organise historical information on imperialism in the Pacific into an essay structure	4	His1.1.4.6
36	Develop and sustain a coherent argument in an essay	3	His1.1.3.5

37	Identify historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	1	His1.1.1.16
38	Explain historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His1.1.3.6
39	Identify/State the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	1	His1.1.1.17
40	Describe historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	2	His1.1.2.11
41	Describe particular terms used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His1.1.2.12
42	Describe particular statements used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His1.1.2.13
43	Explain the impact of historical events in the Pacific as presented by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His1.1.3.8
44	Discuss historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples	4	His1.1.4.7
45	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	His1.1.3.9
46	Assess the usefulness/reliability and/or limitation of the evidence (text, maps, cartoons, tables and graphs, pictograms) for examining the impact that colonisation had on Pacific people	3	His1.1.3.10
47	Analyse the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictograms)	3	His1.1.3.11
48	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	His1.1.4.8
49	Discuss the historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples	4	His1.1.4.9
50	Evaluate the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples	4	His1.1.4.10

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

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	Define balance of power	1	His2.1.1.1
2	Identify the countries that were part of the change in the balance of power in the Pacific	1	His2.1.1.2
3	Describe the change in the balance of power in Polynesia, Micronesia and Melanesia after World War 1	2	His2.1.2.1
4	Explain why the balance of power changed in Polynesia, Micronesia and Melanesia after WWI	3	His2.1.3.1
5	Describe the role of the new imperial powers under the Mandate system	2	His2.1.2.2
6	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
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	His2.1.4.2
8	Identify ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration	1	His2.1.1.3
9	Describe the ways with which the Pacific peoples expressed their growing dissatisfaction with the imperialist administration	2	His2.1.2.3
10	Describe the ways with which the imperialist administration enforced their dominance	2	His2.1.2.4
11	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	His2.1.4.3
12	Identify historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	1	His2.1.1.4
13	Explain historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His2.1.3.2

14	Describe particular terms and statements used in changes in the balance of power as presented by the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His2.1.2.5
15	Explain the impact of historical events in the Pacific as presented by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His2.1.3.3
16	Discuss historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples	4	His2.1.4.4
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	His2.1.3.4
18	Analyse the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictograms)	3	His2.1.3.5
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	His2.1.4.5
20	Identify/State the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	1	His2.1.1.5
21	Describe the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	2	His2.1.2.6
22	Explain/Analyse the historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	3	His2.1.3.6
23	Discuss the historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples	4	His2.1.4.6
24	Evaluate the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples	4	His2.1.4.7
25	Define an area/topic for a historical research	1	His2.1.1.6
26	State a hypothesis or focus question(s) based on the proposed area of study	1	His2.1.1.7
27	Produce a research proposal which includes the research question/s, activities to be carried out and data collection methods to be used	3	His2.1.3.7
28	Select/State the appropriate methods for data collection	1	His2.1.1.8
29	Describe the methods used for data collection and analysis	2	His2.1.2.7
30	Present information from a variety of sources	2	His2.1.2.8
31	Sort/Organise information collected according to the relevant focus question	3	His2.1.3.8

32	Present findings effectively using appropriate format and style and mode of presentation using the focus questions/sub-hypothesis as a basis for the presentation	3	His2.1.3.9
33	Explain linkages in historical ideas and supporting evidence to show understanding of the research topic.	3	His2.1.3.10
34	Present strong logical argument well supported with well-chosen evidence and reasoned conclusions relating back to the hypothesis or question	4	His2.1.4.8
35	Present final product in an appropriate historical format, using accepted historical conventions	4	His2.1.4.9
36	Analyse information collected	3	His2.1.3.11
37	Correctly reference materials used	2	His2.1.2.9
38	Form generalisations under each of the focus questions	4	His2.1.4.10
39	Articulate a personal log of the research process	2	His2.1.2.10
40	Evaluate the effectiveness of the research process from a historian's perspective using specific examples	4	His2.1.4.11

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 World War 2 in the Pacific from 1945 to early 1960s

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

	Specific Learning Outcomes:	Skill Level	SLO Code
1	Identify countries in the Pacific that were involved in WW II	1	His3.1.1.1
2	Identify the super powers that were involved in WW II in the Pacific	1	His3.1.1.2
3	Describe the causes of the War in the Pacific	2	His3.1.2.1
4	Describe the impact of the 'War in the Pacific' on the Pacific people	2	His3.1.2.2
5	Explain/Analyse the impact of the 'War in the Pacific' on the Pacific people	3	His3.1.3.1
6	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
7	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	2	His3.1.2.3

	colonisation		
8	Describe how the Pacific people viewed the existence of certain imperial administration	2	His3.1.2.4
9	Explain how WW II triggered the spirit of nationalism in the Pacific	3	His3.1.3.2
10	Identify historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	1	His3.1.1.3
11	State/identify the reasons for certain historical decisions indicated by evidence (text, maps, cartoons, tables and graphs, pictograms)	1	His3.1.1.4
12	Identify solutions implemented to solve problems indicated by evidence (text, maps, cartoons, tables and graphs, pictograms)	1	His3.1.1.5
13	Explain the historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His3.1.3.3
14	Describe particular terms used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His3.1.2.5
15	Describe particular statements used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His3.1.2.6
16	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
17	Discuss the historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples	4	His3.1.4.2
18	Assess the reliability and/or usefulness of the evidence (text, maps, cartoons, tables and graphs, pictograms) for examining the impact that WW II had on Pacific people	3	His3.1.3.5
19	Analyse the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictograms)	3	His3.1.3.6
20	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	His3.1.4.3
21	Identify/State the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	1	His3.1.1.6
22	Describe the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	2	His3.1.2.7
23	Explain/Analyse the historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	3	His3.1.3.7

24	Discuss the historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples	4	His3.1.4.4
25	Evaluate the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictures, pictograms)	4	His3.1.4.5
26	Define historical sources	1	His3.1.1.7
27	Identify the time when the historical source was created	1	His3.1.1.8
28	Explain why the age of the source is important	3	His3.1.3.8
29	State the location of the historical source	1	His3.1.1.9
30	Identify the different types/kinds of historical sources	1	His3.1.1.10
31	Explain how the type of a historical source influences the information that it provides	3	His3.1.3.9
32	Identify the target audience for a historical source	1	His3.1.1.11
33	Identify the purpose of a historical source	1	His3.1.1.12
34	List the various historical sources	2	His3.1.2.8
35	Explain how the place where the historical source is from might have influenced the motive of the writer/creator	3	His3.1.3.10
36	Justify the accuracy of the information in a historical source	3	His3.1.3.11
37	Justify the usefulness of a historical source for the particular purpose it is to be used for	3	His3.1.3.12
38	List the features of a historical source that makes it useful for a particular concept or topic studied	2	His3.1.2.9
39	List the features of a historical source that limits its usefulness	2	His3.1.2.10
40	Identify whether the information in the historical source is factual or based on opinion	1	His3.1.1.13
41	Describe the type of language used in a historical source (For example propagandist. WW2 posters are good examples of propaganda)	2	His3.1.2.11
42	Identify biasness in a source	1	His3.1.1.14
43	Explain how biasness impacts on the information given in a historical source	3	His3.1.3.13
44	Describe the historical event depicted in the historical source	2	His3.1.2.12
45	Describe the key facts in the historical source	2	His3.1.2.13

46	Explain the linkages in historical ideas and supporting evidence to show understanding of the historical source	3	His3.1.3.14
47	Present findings effectively using appropriate format and style for the mode of presentation	3	His3.1.3.15
48	Use historical conventions consistently and accurately	2	His3.1.2.14
49	Draw a valid conclusion from the historical source	4	His3.1.4.6
50	Analyse the usefulness and or reliability of the historical source	3	His3.1.3.16
51	Present final product in an appropriate historical format, using accepted historical conventions	4	His3.1.4.7
52	Present a strong logical argument that is well supported with appropriate evidence and reasoned conclusions relating to the historical event	4	His3.1.4.8

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 the 1960s to the 1970s

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

	Specific Learning Outcomes:	Skill Level	SLO Code
1	Define decolonisation	1	His4.1.1.1
2	Identify the imperial powers in the Pacific during the period 1960s –1970s	1	His4.1.1.2
3	Define UN Resolution 1514	1	His4.1.1.3
4	State the main role of the United Nations Trusteeship Council in the process of decolonisation in the Pacific	1	His4.1.1.4
5	State the role of the Special Committee of the 24 in the decolonisation of the Pacific	1	His4.1.1.5
6	List the causes of decolonisation from the perspectives of Pacific islanders	2	His4.1.2.1
7	List the causes of decolonisation from the perspectives of the imperial powers	2	His4.1.2.2
8	Describe the ways with which the imperialist administration enforced their dominance	2	His4.1.2.4
9	Discuss the role played by the United Nations in the process of decolonisation using specific examples	4	His4.1.4.2

10	Describe the different experiences of the Pacific peoples as they moved towards independence	2	His4.1.2.5
11	Describe how certain Pacific leaders were appointed as indicated by the evidence (text, cartoons)	2	His4.1.2.6
12	Describe the role of emerging Pacific leaders in contributing to increasing support for decolonisation after World War 2	2	His4.1.2.7
13	Evaluate the different experiences of the Pacific peoples as they moved towards independence using specific examples	4	His4.1.4.3
14	Explain why Pacific people opted to become independent of colonial powers	3	His4.1.3.1
15	Explain the extent to which the Pacific region was fully decolonised by the end of the 1970s	3	His4.1.3.2
16	Identify the historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	1	His4.1.1.7
17	Explain the historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms)	3	His4.1.3.3
18	Discuss the historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples	4	His4.1.4.4
19	Describe particular terms relating to decolonisation used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His4.1.2.8
20	Describe particular statements used in the evidence (text, maps, cartoons, tables and graphs, pictograms)	2	His4.1.2.9
21	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
22	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	3	His4.1.3.5
23	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
24	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
25	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	His4.1.4.5
26	Identify/State the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	1	His4.1.1.8

27	Identify the evidences from the resources to demonstrate a historical idea	1	His 4.1.1.9
28	Identify the reasons for certain historical decisions	1	His4.1.1.10
29	Identify the benefits for certain historical decisions	1	His4.1.1.11
30	Describe the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms)	2	His4.1.2.10
31	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
32	Discuss the historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples	4	His4.1.4.6
33	Evaluate the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples	4	His4.1.4.7
34	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 syllabus 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	2	3	1	1	15
Strand 3	EA					10
	IA	6	1	1	1	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 60%.

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%

Topics 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 ruling approach 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

- The mandates system involved in the formal transfer of colonies to newly emerged imperial powers.
- 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

- How WW2 started in the Pacific including the causes and 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

- Nationalistic movement paving the way for Pacific Independence
- How imperial powers enforced their dominance
- The role of emerging Pacific leaders at the time contributing to increasing support for decolonisation after World War 2
- The role played by the United Nations in the process of decolonisation through the Resolution 1514 and the Committee of the 24.
- 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 20 skill scores for Part A of Sections 1 - 4. ***Strands 1 and 4 will contribute 5 skill scores each, while strands 2 and 3 will contribute 10 skill scores 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 skill scores making a grand total of 40 skill scores 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 scoring students' essays during the year, since it will be used by scorers when scoring 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: Analysis and use of historical sources (based on Strand 3): 15%

Task 1: Independent Research Findings and Presentation

The main learning outcome for this task is that students are able to plan and carry out an independent historical research, evaluate the effectiveness of the research process and communicate key historical ideas and supporting evidence to demonstrate understanding of the historical context using the appropriate mode of Presentation

Explanatory Notes:

The independent research is to be carried out on Strand 2 – Changes in the 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 the 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 gained
- 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 when prioritising evidence
- Identifying the strengths and weaknesses in the completed research
- Establishing future directions for research on their topic

8. Presentation of findings using the focus questions/sub-hypothesis as the basis. Teacher guidance is required to assist students in order to be able to;

- Communicate key historical ideas and use supporting evidence to demonstrate understanding of the historical context.
- Apply features of the appropriate historical format and or style for the chosen mode of presentation. This could be in any of the following formats;

Written report: article, letter, journal, diary, book chapters

Oral report:—role play, radio program or a video interview which are recorded and handed in for the teacher's scoring

Visuals: - timeline, wall charts, posters, CD-ROM, power point slide show, website

9. Use appropriate historical convention. 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.

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.

INSTRUCTIONS FOR IA TASK 1

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 the 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 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. In order to achieve excellence in this task, 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 synthesised
 - 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. Present findings of the research. The focus questions and sub-hypothesis defined in the independent research task and historical information gathered should form the basis of the presentation. The specific learning outcomes that are addressed in Task 1 are found in SLOs 25 – 40 which define what is to be expected in order to successfully complete Task 1
6. In this task, students are expected to reach the skill of EVALUATING (Skill Level 4).
7. 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.
8. It is expected that this task will take approximately 4 weeks of work.
9. 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.
10. 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 scored 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: Interpreting and Analysing Historical Sources

Skill Score Total = 15

The main learning outcome for this task is that students are able to analyse the usefulness and or reliability of historical sources.

Explanatory Notes:

The interpretation and analysis of historical sources is to be carried out based on the content of Strand 3 – Impact of World War 2 in the Pacific from 1945 to early 1960s.

1. Students will identify two different types of historical sources based on the Impacts of World War 2 in the Pacific. Some suggestions of the types of historical sources that students may use are given below:
 - Photographs
 - Newspaper articles
 - Paintings
 - CDs
 - movies
 - Diary/journal entries
 - Documents

2. Students will present their findings in a report form.

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.

3. 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 levels.

INSTRUCTIONS FOR IA TASK 2

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

2. Students are to select 2 different types of historical sources based on particular events or issues relating to the impact of World War 2 in the Pacific, in collaboration with the teacher. After the guidance and approval of the teacher, students then proceed to interpret and analyse the historical sources.

3. Students will then present their interpretation and analysis in a report. A report is presented in a neutral tone whereby the writer tries to convince the reader on the reliability and usefulness of the sources presented. The report may be organised in the following way:
 - Title or Title Page
 - Introduction
 - Rationale for selecting the historical sources

- Discussion on the validity and reliability of the selected sources
- Conclusion
- Recommendations
- References/Bibliography
- Appendix or Appendices.

4. Students and teachers are to refer to the scoring rubric provided in **Appendix 2** to guide them on the expectations of this task.

11. Scoring Rubrics

IA Task 1 Scoring Rubric

Independent Research – Strand 2: Changes in the Balance of Power in the Pacific, 1914 – 1945 **Skill score total = 41**

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

Task item, skill level and SLO code	Level 1	Level 2	Level 3	Level 4
1. Define an area/topic for historical research [SL1] (His2.1.1.6)	Area of historical research is identified and defined			
2. State focus question/s or hypothesis to guide research and formed the basis of Presentation[SL1] (His 2.1.1.7)	Focus question/s or hypothesis to guide research are stated			
3. Produce a research proposal containing activities to be carried out, methods and timelines [SL3] (His2.1.3.7)	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] (His2.1.2.7)	Methodology is basic, lacking details	Methodology is complete and covers all related aspects		
5. Present information from a variety of sources [SL2] (His2.1.2.8)	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 2.1.3.8)	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. Present findings effectively using appropriate format and style of mode of presentation [SL3] (His2.1.3.9)	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	
8. Explain linkages in historical ideas and supporting evidence to show understanding of the research topic. [SL3] (His2.1.3.10)	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	
9. Present strong logical argument well supported with well-chosen evidence and reasoned conclusions relating back to the hypothesis or question [SL4] (His2.1.4.8)	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	A number of well-reasoned and linked arguments are made
10. Present final product in an appropriate historical format, using accepted historical conventions [SL4] (His2.1.4.9)	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
11. 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	

12. Correctly reference materials or information used [SL2] (His2.1.2.9)	One correct reference is used	A number of correct references are used in-text as well as in the end of the report		
13. Form generalisations under each focus question [SL4] (His2.1.4.10)	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
14. Articulate a personal log of the research process [SL2] (His 2.1.2.10)	Very basic information only in the log book	Good range of relevant materials are in the log book		
15. Evaluate the effectiveness of the research process from a historian's perspective [SL4] (His2.1.4.11)	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

IA Task 2 Scoring Rubric:

Interpreting and Analysing Historical Sources – 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 report on their analysis of historical sources.

Task item, skill level and SLO code	Level 1	Level 2	Level 3	Level 4
1. Define historical source [SL1] (His3.1.1.7)	Defines historical source correctly			
2. Identify the time when the historical source was created [SL1] (His3.1.1.8)	Correctly identifies the time the source was created			
3. State the location of the historical source [SL1] (His3.1.1.9)	Correctly identifies the location of the historical source			
4. Identify the target audience [SL1] (His3.1.1.11)	Target audience correctly identified			
5. Identify the purpose of the historical source [SL1] (His3.1.1.12)	Purpose of the historical source correctly stated			
6. Identify facts and opinions in the historical source [SL1] (His3.1.1.13)	Correctly identifies facts and opinions			
7. List the features of the historical source that makes it useful for a particular event or issue studied [SL2] (His3.1.2.9)	One correct feature is given	Two or more correct features given		
8. List the features of the historical source that limits its usefulness for a particular event or issue studied [SL2] (His3.1.2.10)	One correct feature is given	Two or more correct features given		

9. Describe the type of language used in the historical source [SL2] (His3.1.2.11)	States the language used	Describes the language used in the source		
10. Describes the key facts of the historical source [SL2] (His3.1.2.13)	Identifies the key facts of the historical sources	Describes the key facts of the historical sources		
11. Explain how the type of the historical source influences the information that it provides [SL3] (His3.1.3.9)	One relevant idea is stated	Two or more relevant ideas are stated but linkages between them are not clear	Two or more relevant ideas are stated with clear links between the type of the historical source and the information it provides	
12. Explain how the place where the historical source is from might have influenced the motive of the writer/creator [SL3] His3.1.3.10	One relevant idea is stated	Two or more relevant ideas are stated but linkages between them are not clear	Two or more relevant ideas are stated with clear links to how the place of origin of the source influenced the motive of the writer/creator	
13. Present findings of analysis effectively using appropriate format and style for the mode of presentation [SL3] (His3.1.3.15)	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	
14. Use historical conventions consistently and accurately [SL2] (His3.1.2.14)	One appropriate historical convention is used correctly	A number of historical conventions are used correctly		

15. Justify the accuracy of the information in the historical source [SL3] (His3.1.3.11)	One basic idea is given	A number of relevant ideas are presented but the relationship between the ideas is not clear	A number of relevant ideas are well explained and related	
Justify the usefulness of the historical source for the event or issue studied [SL3] (His3.1.3.12)	One basic idea is given	A number of relevant ideas are presented but the relationship between the ideas is not clear	A number of relevant ideas are well explained and related	
16. Present final product in an appropriate historical format, using accepted historical conventions [SL4] (His3.1.4.7)	Final product is very basic only	Final product is satisfactory and uses a number of historical conventions correctly	Final product is good, and ideas presented cohesively	Final product is excellent; well linked within and to new ideas and situations

Essays (Final examination) Scoring Rubric

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.

Scoring Rubric – Strand 1: Imperialism in the Pacific: 1870 – 1914

Strand 1: Essay 1 Scoring Rubric

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	Define imperialism.	1	Correct definition.			
ii	Name/identify imperial powers in the Pacific.	1	Imperial power correctly named/identified.			
iii	Identify the economic impacts of imperialist administration on Pacific Island people.	1	Economic impacts correctly identified.			
iv	Identify the social impacts of imperialist administration on Pacific Island people.	1	Social impacts correctly identified.			
v	Describe how imperialism came to the Pacific from the perspectives of imperial powers and Pacific people.	2	Only one way and perspective stated with little detail.	Two or more ways described covering both perspectives.		
vi	Make reference to specific statements and events related to the historical event.	2	Only one statement or event stated.	A least two events or statements or both are listed and described.		
vii	Describe the impacts of imperialism.	2	Only one impact stated.	At least two impacts are described.		

viii	Develop and sustain coherence in the arguments.	3	One argument is evident.	More than one argument evident.	More than one argument evident with appropriate linkage of ideas.	
ix	Explain the impact of imperialism indicated in essay topic.	3	One impact or one event related to imperialism is stated.	More than two impacts related to imperialism are stated.	More than two impacts are stated and each one is linked directly to events that caused them.	
x	Evaluate the impact of imperialism by presenting a judgment on whether the historical event had been positive or negative.	4	One impact of imperialism is stated.	More than one impact of imperialism is stated.	More than one impact of imperialism is stated and evaluated as either positive or negative.	Impacts are evaluated as either positive or negative or both, and justification for the evaluation is provided.

Strand 1: Essay 2 Scoring Rubric

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	Define Colonialism	1	Correct definition.			
ii	Name/identify colonial powers in the Pacific.	1	Imperial power correctly named/identified.			
iii	Identify the economic impacts of colonial powers on Pacific Islands people.	1	Economic impacts correctly identified.			
iv	Identify the social impacts of colonial powers on Pacific Islands people.	1	Social impacts correctly identified.			
v	Describe how colonialism came to the Pacific from the perspectives of imperial powers and Pacific people.	2	Only one way and perspective stated with little detail.	Two or more ways described covering both perspectives.		
vi	Make reference to specific statements and events related to the historical event.	2	Only one statement or event stated.	A least two events or statements or both are listed and described.		
vii	Describe the impacts of colonialism.	2	Only one impact stated.	At least two impacts are described.		
viii	Develop and sustain coherence in the arguments.	3	One argument is evident.	More than one argument evident.	More than one argument evident with appropriate linkage of ideas.	
ix	Explain the impact of c indicated colonialism as indicated in essay topic.	3	One impact or one event related to imperialism is stated.	More than two impacts related to imperialism are stated.	More than two impacts are stated and each one is linked directly to events that caused them.	

x	Evaluate the impact of colonialism by presenting a judgment on whether the historical event had been positive or negative.	4	One impact of colonialism is stated.	More than one impact of colonialism is stated.	More than one impact of colonialism is stated and evaluated as either positive or negative.	Impacts are evaluated as either positive or negative or both, and justification for the evaluation is provided.
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Scoring Rubric – Strand 4: Decolonisation in the Pacific: 1960s – 1970s

Strand 4 Essay 1: Scoring Rubric

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	Define decolonisation.	1	Correct definition.			
ii	Identify historical ideas indicated by the evidence.	1	Historical ideas correctly identified.			
iii	Identify reasons for certain historical decisions.	1	Reasons for historical decisions correctly identified.			
iv	Identify benefits for certain historical decisions.	1	Benefits for historical decisions correctly identified.			
v	Describe the role of the Emerging Pacific Leaders in supporting decolonisation.	2	Only one role stated with little detail.	More than one role stated including how they support decolonisation.		
vi	Make reference to specific statements and events related to the historical event.	2	Only one statement or event stated with little detail.	A least two events or statements are described.		
vii	Describe the different experiences of Pacific people as they move towards independence.	2	Only one experience stated with little detail.	At least two experiences are listed and described.		

viii	Explain why Pacific people opted to become independent.	3	Only one reason is stated.	More than one reason is stated.	More than one reason is stated and linked directly to the move to independence.	
ix	Explain/analyse the extent to which the Pacific region was decolonised by the end of the 1970s.	3	One relevant idea is stated, perhaps for one country only.	More than one relevant idea is stated for more than one country.	Extent of independence is described for more than one country and these are related to the decolonisation movement.	
x	Evaluate the impact of decolonisation on Pacific peoples and present a judgment on whether decolonisation had been positive or negative. Give examples.	4	One impact of imperialism is stated.	More than one impact of imperialism is stated.	More than one impact of imperialism is stated and evaluated as either positive or negative.	Impacts are evaluated as either positive or negative or both, and justification for the evaluation is provided.

Strand 4: Essay 2 Scoring Rubric

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	Define independence.	1	Correct definition.			
ii	Identify two problems to independence	1	Problems correctly identified.			
iii	Identify reasons for certain historical decisions.	1	Reasons for historical decisions correctly identified.			
iv	Identify a country	1	Country identified.			
v	Describe how the problem affect their fight for independence	2	Only one way stated with little detail.	More than one ways stated including how they support independence.		

vi	Make reference to specific statements and events related to the historical event.	2	Only one statement or event stated with little detail.	A least two events or statements are described.		
vii	Describe the impacts of the problem on the people.	2	Only one impact of the problem stated with little detail.	At least two impacts are described.		
viii	Explain how the natives were able to overcome the problem	3	Only one way/idea is stated.	More than one way/idea are stated.	More than one way/idea is stated and linked directly to the move to independence.	
ix	Analyse the extent to which overcoming the problem assisted natives to achieve independence.	3	One relevant idea is stated, perhaps for one country only.	More than one relevant idea is stated for more than one country.	Extent of independence is described for more than one country and these are related to the decolonization movement.	
x	Evaluate the impact of independence on Pacific peoples and present a judgment on whether independence had been positive or negative. Give examples.	4	One impact of independence is stated.	More than one impact of independence is stated.	More than one impact of independence is stated and evaluated as either positive or negative.	Impacts are evaluated as either positive or negative or both, and justification for the evaluation is provided.

12. Appendices

Appendix 1: IA Summary Form

SOUTH PACIFIC FORM SEVEN CERTIFICATE

IA Summary Form

History

Country: _____ School: _____

Task	Brief Description of Task	Start Date	Finish Date	Weight
Historical Research and Presentation (Strand 2)				15%
Interpreting and Analyzing Historical Sources (Strand 3)				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 syllabus. 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 2: IA Program Proposal Template

FULL IA PROGRAM

Page 1: COVER PAGE

<p style="text-align: center;">xxxxxx SEC SCHOOL</p> <p style="text-align: center;">SPFSC 2020</p> <p>Xxxxx (subject): FULL IA PROGRAM</p> <p style="text-align: right;">Name:</p>

Page 2: INSERT IA SUMMARY FORM HERE

(To be completed, signed by both the teacher and the School Principal of his/her Nominee/school stamped/scan/insert)

Pages 3-6:

1 Task title: Task 1: _____

The title should be brief and include a reference to the particular prescription topic or skill which is being assessed by the task.

Example: *“Research Topic – Investigation of a Social Issue.”*

2 Learning Outcomes: List the Specific Learning Outcomes (SLOs) to be assessed by the task

These are found in the prescription and need to be identified before the tasks are constructed.

Example: *Describe a feature of*

(Copy and paste directly from the aligned Prescription: it must show strand, sub strand and SLOs)

3. Assessment/Task:

Describe the task as a form of assessment to measure student achievements of the above learning outcomes at different stages of the lesson/task implementation.

(Think of what are the best types of assessment for the above LOs so that your students can demonstrate they have achieved the learning outcomes. Also include how you will pre-assess their knowledge at the beginning of the lesson and how you will continuously assess them throughout the strand/topic to monitor their learning progress. The summative assessments are the final IA tasks.)

e.g. Diagnostic: (can be oral questions/short tests/ surveys/questionnaires to find out what students already know before the lesson)

Formative: 1. This is the formative use of the summative assessment such as the drafts submitted, self-assessment, peer assessment, teacher assessment of the drafts and specific feedback provided to improve the task. 2. For CATs – this can be similar items prepared by teachers using the SLOs and given to students for practice. After scoring, the feedback needs to be given to improve learning. If majority students not doing well then re-teach using another strategy, assess and monitor learning.

Summative: (these are the final IA tasks or the CATs to measure how much the students have learnt/achieved after the learning period)

4 Resources: List materials required for completing the task (for learning & demonstrating the achievement for the SLOs).

This must specify any material items such as books, documents, maps, stimulus material, equipment required by the task, including use of technology.

5 Guidelines for the teacher on advance preparation requirements

- a) **time required** by the student for task completion (monitoring progress)
- b) recommended dates/date range for task completion
- c) organization of room and hardware to facilitate task completion (learning assessment).

(After the task has been completed and scored, teachers will need an IA score capture sheet to record the performance of all students in the class.)

6 Guidelines for the teacher on task completion and task control

This must specify:

- the role of the teacher during the period of task completion
- instructions that are to be given by the teacher to the students
- actions that are required of the teacher during task completion

7 Preparation by the students beforehand

If students are required to prepare in advance of the task date, preparatory notes must indicate the requirements. For example, students may need to collect support materials for a task that is supervised in a classroom.

8 Task outline for the student

This outline is a brief description of the task that the student is to complete. It is a general description without specific detail.

Example: *Your task is to focus on an important social issue. After investigating that issue, you need to process information collected and suggest possible courses of action that authorities could take.*

9 Task detail for the student

This must provide a detailed description of the task in the sequence that the student would be expected to follow during task completion. This must clearly state:

- what the student is expected to do
- what the student is expected to record and present for assessment.

10. Feedback & Support

Allocate time for:

- Student's self-assessment and correction
 - Peer assessment, feedback, and time for improvement
 - Teacher assessment, feedback, and time for time improvement
- (NB: State how this will be carried out)

11. Final submission & scoring

State when the final task is due and how it will be assessed. State how the school (HOD/SPFSC Coordinator) will monitor the scoring of the tasks.

12 Scoring Rubric

Copy and paste directly from the aligned Prescription the relevant scoring rubrics

13 Assessment score capture sheet for the task

This will be provided by EQAP

(Repeat 1-13 for Task 2)

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:

Johnstone I & Powles M (Editors) New Flags Flying Pacific Leadership Huia Publishers, Wellington 2012

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 4: Sample Teaching Programme

TERM 1 Week	Suggested Activity
1	Introduction to the Form 7 History subject, 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 5: 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 6:

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: _____