



South Pacific Form Seven Certificate

HISTORY

SYLLABUS



2023



GENERAL INFORMATION

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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The historical content that students will use to answer each component of the external examination will be drawn from the study of European and Japanese expansion 1870 – 1970s and The Pacific 1870 – 1970s. The rationale is to foster in Year 13 candidates a deeper knowledge and understanding of their own histories as well as those of foreign powers who participated in the changes that were encountered in the Pacific. The content coverage for this syllabus has relatively greater emphasis on more recent historical developments in the Pacific and is organised under four strands with two sub strands per strand.

Students will complete two internal assessments with distinctly different outcomes. The first one requires students to demonstrate the skills involved in a research process. The second task requires students to interpret and analyse historical sources. 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 syllabus is designed to enable teachers and students to clearly see 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 and Foreign Powers in the region over an extended time period
- develop an understanding of their own heritage as well as the heritages of specific foreign powers that were involved in the Pacific, given their influence on Pacific Island societies in the past and also currently
- 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. PRE-REQUISITES

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 Number	Sub-strand Title and Major Learning Outcome	Sub-strand Number	Sub-strand Title and Key Learning Outcome
1	European Expansion and the age of new Imperialism 1870-1940 Students are able to demonstrate historical knowledge application and critical evaluation of European expansion and its nature of imperialism in the Pacific in the period 1870 to 1914.	1.1	European Expansion and the age of new Imperialism 1875-1914 Students are able to demonstrate historical knowledge application and critical evaluation application of Britain, French, American and German expansion in the age of new imperialism.
		1.2	Imperialism in the Pacific, 1870-1914 Students are able to demonstrate historical knowledge application and critical evaluation of imperialism in the Pacific, including its effects on the people.
2	Changes in the Balance of Power 1914-1945 and the expansion of Japanese Empire Students are able to demonstrate historical knowledge application and critical evaluation of the changes in the balance of power and the expansion of the Japanese Empire in the	2.1	Changes in the Balance of Power in the Pacific, 1914-1945 Students are able to demonstrate historical knowledge application and critical evaluation of the changes in the balance of power in the interwar period and the responses of the Pacific people to the imperialist administration.

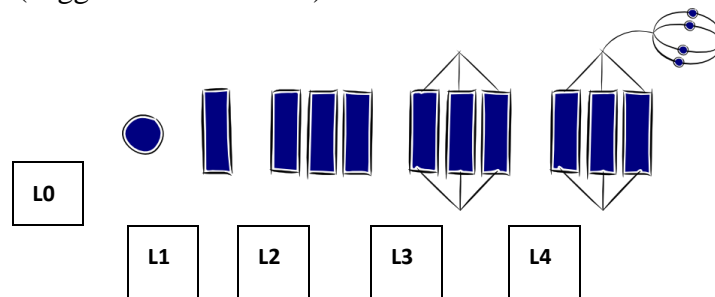
	Pacific in the interwar period, 1914-1945.		The expansion of the Japanese Empire Students are able to demonstrate historical knowledge application and critical evaluation of the Japanese Empire and its expansion.
		2.2	
3	Causes of World War II and the Impacts in the Pacific Students are able to demonstrate historical knowledge application and critical evaluation of World War II and its impacts in the Pacific from 1945 to early 1960s.	3.1	Causes of World War II Students are able to demonstrate knowledge application and critical evaluation of the causes of WWII.
		3.2	Impact of World War II in the Pacific, 1945 to early 1960s Students are able to demonstrate historical knowledge application and critical evaluation of the impacts of WWII on the Pacific from 1945 to early 1960s.
4	Decolonisation in the Pacific, 1950s-1970s and Neocolonialism as the 'aftermath'. Students are able to demonstrate historical knowledge application and critical evaluation of the decolonisation process in the Pacific from 1960s to the 1970s and Neocolonialism as the aftermath.	4.1	Decolonisation in the Pacific, 1960s-1970s Students are able to demonstrate historical knowledge application and critical evaluation of the decolonisation process in the Pacific from the 1960s-1970s.
		4.2	Neocolonialism the 'aftermath' 1970s-1990s Students are able to demonstrate historical knowledge application and critical evaluation of neo-colonialism as the aftermath of independence.

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 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

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

STRAND 1. European Expansion and the Age of New Imperialism, 1870-1914.

Major Learning Outcome: Students are able to demonstrate historical knowledge application and critical evaluation of European expansion and its nature of imperialism in the Pacific in the period 1870 to 1914.

Sub-strand 1.1: European Expansion – The Age of New Imperialism, 1870-1914 (EA)

Key Learning Outcome: Students are able to demonstrate historical knowledge application and critical evaluation of Britain, French, American and German expansion in the age of new imperialism.

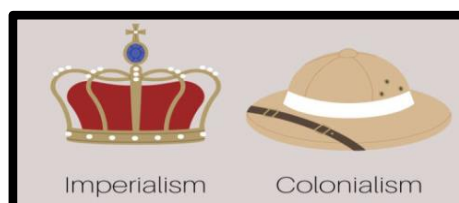
SLO No.	Specific Learning Outcomes (SLO) <i>Students are able to:</i>	Skill Level	SLO Code
1	identify the imperial powers in the age of new imperialism.	1	His1.1.1.1
2	identify the imperial powers that lost their dominance into the 1870s.	1	His1.1.1.2
3	identify an example of an imperial power's sphere of influence.	1	His1.1.1.3
4	describe the features of the age of new imperialism.	2	His1.1.2.1
5	describe the advantages and disadvantages of imperialism from the perspective of the imperialist powers.	2	His1.1.2.2
6	describe the reasons that led Britain, France, America and Germany to continue/begin in their global imperialistic efforts.	2	His1.1.2.3
7	differentiate between imperialism and colonialism from the 1870s.	3	His1.1.3.1
8	analyse how imperialism was similar and different to that before the 1870s.	3	His1.1.3.2
9	compare and contrast the ways Britain, France, USA, and Germany expanded their dominance.	3	His1.1.3.3
10	evaluate the arguments for Europeans wanting to imperialise countries from the perspective of the imperial powers using examples to support viewpoint.	4	His1.1.4.1
11	discuss the impacts of European expansion and how they have shaped their former colonies today.	4	His1.1.4.2
12	justify ways (economically, socio-culturally, politically and environmentally) former colonies could have turned out today had they not been imperialised.	4	His1.1.4.3
13	identify historical ideas/examples indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	1	His1.1.1.4

14	explain the relationship between historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	3	His1.1.3.4
15	explain the impacts of historical events on former colonies today as presented by the evidence (text, maps, cartoons, tables and graphs, pictograms).	3	His1.1.3.5
16	develop and sustain a coherent argument in an essay relating to European expansion and the new era of imperialism.	3	His1.1.3.6
17	discuss the historical ideas/relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) and how these historical ideas/relationships have impacted the strength/weakness of the imperial countries/colonies today.	4	His1.1.4.4
18	evaluate the usefulness and/or reliability of the evidence - recognising facts and opinions (text, maps, cartoons, tables and graphs, pictures, pictograms).	4	His1.1.4.5

Sub-strand 1.2: Imperialism in the Pacific, 1870-1914 (EA)

Key Learning Outcome: Students are able to demonstrate historical knowledge application and critical evaluation of imperialism in the Pacific, including its effects on the people.

SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO Code
	<i>Students are able to:</i>		
1	identify a former condominium/penal colony in the Pacific.	1	His1.2.1.1
2	identify a current protectorate in the Pacific.	1	His1.2.1.2
3	describe how imperialism came to the Pacific from the perspective of the Pacific people/imperial powers.	2	His1.2.2.1
4	describe an advantage to the imperialistic powers when they signed agreements before controlling territories in the 1880s and 1890s.	2	His1.2.2.2
5	explain why imperialism came to the Pacific from the perspective of both the imperial powers and the Pacific people.	3	His1.2.3.1
6	differentiate between imperialism and colonialism in the Pacific.	3	His1.2.3.2
7	evaluate the impacts of imperialism in the Pacific by presenting a judgement on its effects on certain Pacific islands.	4	His1.2.4.1
8	list the respective countries that were under direct and indirect rule.	2	His1.2.2.3



9	describe how those under direct rule were advantaged over those under indirect rule.	2	His1.2.2.4
10	differentiate between direct and indirect rule.	3	His1.2.3.3
11	explain why imperialist powers used indirect/direct rule in the Pacific.	3	His1.2.3.4
12	discuss how direct rule by America and France and indirect rule by Britain and Germany impacted certain Pacific Island countries using examples.	4	His1.2.4.2
13	identify historical ideas/examples indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	1	His1.2.1.3
14	describe the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	2	His1.2.2.5
15	explain the importance of the relationship between historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	3	His1.2.3.5
16	explain the impact of historical events on former colonies today as presented by the evidence (text, maps, cartoons, tables and graphs, pictograms).	3	His1.2.3.6
17	develop and sustain a coherent argument in an essay relating to imperialism in the Pacific.	4	His1.2.4.3
18	discuss the historical ideas/relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) and how these historical ideas/relationships have impacted the strength/weakness of the imperial countries/colonies today.	4	His1.2.4.4
19	evaluate the usefulness and/or reliability and/or limitations of the evidence (text, maps, cartoons, tables and graphs, pictograms) - recognising facts and opinions in understanding the views of Pacific people towards colonial administration between 1870 –1914 using specific examples.	4	His1.2.4.5



STRAND 2. Changes in the Balance of Power and the Expansion of the Japanese Empire, 1914-1945.

Major Learning Outcome: Students are able to demonstrate historical knowledge application and critical evaluation of the changes in the balance of power and the expansion of the Japanese Empire in the Pacific in the interwar period, 1914-1945.

Sub-strand 2.1: Changes in the Balance of Power in the Pacific (IA)

Key Learning Outcome: Students are able to demonstrate historical knowledge application and critical evaluation of the changes in the balance of power in the interwar period and the responses of the Pacific people to the imperialist administration.

SLO No.	Specific Learning Outcomes (SLO) <i>Students are able to:</i>	Skill Level	SLO Code
1	identify an imperial power that lost its territory in the Pacific after WWI.	1	His2.1.1.1
2	identify the advantages/disadvantages of the change in the balance of power to Pacific countries.	1	His2.1.1.2
3	list the imperial powers and their Pacific territories after WWI.	2	His2.1.2.1
4	list the provisions of the Treaty of Versailles.	2	His2.1.2.2
5	describe the reasons for the change in the balance of power in the Pacific.	2	His2.1.2.3
6	explain the significance of the League of Nations/mandate system to the change in the balance of power in the Pacific.	3	His2.1.3.1
7	compare and contrast the indigenous movements of two Pacific island countries (Fiji, Samoa, Solomon Islands, Vanuatu) against the new imperial powers.	3	His2.1.3.2
8	explain how Japan's naval administration and the military administration changed from before and during the war, and the impact these changes had on maintaining their power base.	3	His2.1.3.3
9	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 Pacific people as detailed case studies.	4	His2.1.4.1
10	critically evaluate the impact of the new balance of power in the Pacific on the policies used by the imperialist administrations towards Pacific people using specific examples.	4	His2.1.4.2



11	discuss the ways in which Pacific people expressed their growing dissatisfaction with the imperialist administration using the experiences of specific Pacific people as detailed case studies.	4	His2.1.4.3
12	discuss how Australia, Japan and New Zealand rule influenced Pacific societies using examples from detailed case studies.	4	His2.1.4.4
13	identify historical ideas/examples indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	1	His2.1.1.3
14	describe historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	2	His2.1.2.4
15	explain the relationship between historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	3	His2.1.3.4
16	explain the impact of the new imperial powers in the Pacific after WWI on Pacific people's attitudes and actions towards the new imperial powers, Pacific people's resources and culture, and Pacific people's political powers as presented by evidence (text, maps, cartoons, tables and graphs, pictograms).	3	His2.1.3.5
17	develop and sustain a coherent argument by organising historical information on the changes in the balance of power in the Pacific into an essay.	4	His2.1.4.5
18	discuss the historical ideas/relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) and how these historical ideas/relationships impacted the imperial powers in extending their influence, using specific examples from a detailed case study.	4	His2.1.4.6
19	evaluate the usefulness and/or reliability of the evidence (text, maps, cartoons, tables and graphs, pictograms) - recognising facts and opinions in understanding the views of Pacific people towards colonial administration between 1914-1945 using specific examples.	4	His2.1.4.7
20	define an area/topic for historical research.	1	His2.1.1.4
21	state the focus question/s to guide the research and form the basis of the presentation in a research log.	1	His2.1.1.5
22	develop a personal log of the research process.	2	His2.1.2.5
23	correctly reference materials in the research log.	2	His2.1.2.6
24	sort/organise collected information to suit the research purpose.	3	His2.1.3.6



25	present findings/information in an appropriate format and style of presentation.	3	His2.1.3.7
26	produce a list of sources and their derived information in the research log.	2	His2.1.2.7
27	explain linkages in historical ideas and supporting evidence to show understanding of the research topic in the presentation.	3	His2.1.3.8
28	evaluate the resources from a particular perspective in the presentation.	4	His2.1.4.8
29	reflect on a range of historical ideas and events from a particular perspective in the presentation.	4	His2.1.4.9
30	evaluate the effectiveness of the research process from a particular perspective in the research log.	4	His2.1.4.10

Sub-strand 2.2: The Expansion of the Japanese Empire (EA)

Key Learning Outcome: Students are able to demonstrate historical knowledge application and critical evaluation of the Japanese Empire and its expansion.

SLO No.	Specific Learning Outcome (SLO) <i>Students are able to:</i>	Skill Level	SLO Code
1	identify the Japanese heads of state between 1914 and 1945.	1	His2.2.1.1
2	identify the disadvantages specific to Japanese rule.	1	His2.2.1.2
3	list the countries over which Japan extended its dominance.	2	His2.2.2.1
4	describe how Japan was ruled during the Meiji Restoration era.	2	His2.2.2.2
5	explain why Japan extended its empire to parts of China and the Pacific.	3	His2.2.3.1
6	explain how Japan's approach in expanding its dominance impacted its colonies.	3	His2.2.3.2
7	explain how the emperor-based ideology fueled Japanese patriotism.	3	His2.2.3.3
8	explain how Japan and China developed antagonistic relations.	3	His2.2.3.4
9	explain how the League of Nations mandate fueled Japanese hostility (with the United Nations and other imperial powers) and their imperialistic tactics after WWI.	3	His2.2.3.5
10	discuss the outcomes of Japan and China relations at the end of 1945 and the effects of these outcomes on the Pacific, using specific examples.	4	His2.2.4.1
11	evaluate how economic and non-economic agendas for Japanese expansion impacted Japan, the other	4	His2.2.4.2



	imperial powers in the Pacific (Australia, New Zealand and the US) and the Pacific Island countries.		
12	identify historical ideas/examples indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	1	His2.2.1.3
13	describe the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	2	His2.2.2.3
14	explain the relationship between historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	3	His2.2.3.6
15	explain how the Japanese impacted Pacific colonies and their relations with the other imperial powers in the Pacific as presented by the evidence (text, maps, cartoons, tables and graphs, pictograms).	3	His2.2.3.7
16	develop and sustain a coherent argument by organising historical information on the expansion of imperialism by the Japanese Empire in an essay.	4	His2.2.4.3
17	discuss the historical ideas/relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) and how these historical ideas/relationships impacted Japanese action and their influence in the Pacific.	4	His2.2.4.4
18	evaluate the usefulness and/or reliability of the evidence (text, maps, cartoons, tables and graphs, pictograms) - recognising facts and opinions, in understanding the reasons for Japan's expansion 1914-1945 using specific examples.	4	His2.2.4.5

STRAND 3. Causes of WWII and the Impact of the War on the Pacific

Major Learning Outcome: Students are able to demonstrate historical knowledge application and critical evaluation of World War II and its impacts in the Pacific from 1945 to early 1960s.

Sub-strand 3.1: Causes of WWII (IA)

Key Learning Outcome: Students are able to demonstrate historical knowledge application and critical evaluation of the causes of WWII.

SLO No.	Specific Learning Outcome (SLO) <i>Students are able to:</i>	Skill Level	SLO Code
1	identify the superpowers involved in WWII.	1	His3.1.1.1
2	identify the leaders that represented France, Britain, and USA at the Paris Peace Conference.	1	His3.1.1.2
3	state the years WWII started and ended.	1	His3.1.1.3



4	describe the purpose of the Paris Peace Conference.	2	His3.1.2.1
5	describe how the USA joined WWII.	2	His3.1.2.2
6	describe the use of atomic bombing in WWII.	2	His3.1.2.3
7	sequence the events that led to the start of WWII.	3	His3.1.3.1
8	explain how certain factors led to Great Britain, France and the Soviet Union joining forces to become the Allied Powers.	3	His3.1.3.2
9	explain the factors that led to Germany, Italy and Japan joining forces to become the Axis Powers.	3	His3.1.3.3
10	critically evaluate how the Treaty of Versailles, the Great Depression, militarism, nationalism and the failure of the League of Nations led to WWII.	4	His 3.1.4.1
11	justify whether the measures imposed on Germany at the Treaty of Versailles were un/reasonable and/or un/fair.	4	His3.1.4.2
12	suggest ways in which WWII could have been prevented.	4	His3.1.4.3
13	evaluate the impacts of the causes of WWII by presenting a judgment on its effects on any 2 countries that were involved (France, Britain, Japan and USA).	4	His3.1.4.4
14	identify historical ideas/examples indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	1	His3.1.1.4
15	describe the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	2	His3.1.2.4
16	discuss the importance of historical ideas/relationships (cause and effect) indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples.	4	His3.1.4.5
17	describe particular terms and statements used in the evidence (text, maps, cartoons, tables and graphs, pictograms).	2	His3.1.2.5
18	develop and sustain an argument in an essay relating to any aspect of the causes of WWII.	4	His3.1.4.6
19	evaluate the usefulness and/or reliability of the evidence with justifications - recognise facts and opinions (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples.	4	His3.1.4.7
20	identify the different types of historical sources.	1	His3.1.1.5
21	explain why the age of the source is important.	3	His3.1.3.4
22	identify the location/setting of a historical source.	1	His3.1.1.7
23	explain how the type of a historical source and biasness influence the information that it provides.	3	His3.1.3.5
24	identify the target audience for a historical source.	1	His3.1.1.8



25	identify the purpose of a historical source.	1	His3.1.1.9
26	explain how the place where a historical source is from might have influenced the motive of the writer/creator.	3	His3.1.3.6
27	justify the accuracy and/or usefulness of a historical source for the particular purpose it is to be used for.	4	His3.1.4.8
28	list the features of a historical source that makes it useful/limits its usefulness, for a particular concept or topic studied.	2	His3.1.2.6
29	identify whether the information in a historical source is factual, based on opinion or biased.	1	His3.1.1.10
30	describe the type of language used in a historical source (For example propagandist. WWII posters are good examples of propaganda).	2	His3.1.2.7
31	describe the key facts in a historical source.	2	His3.1.2.8
32	explain the linkages in historical ideas and supporting evidence to show understanding of a historical source.	3	His3.1.3.7
33	present findings about a historical source using appropriate format and style for the mode of presentation using correct historical conventions.	3	His3.1.3.8
34	draw a valid conclusion from a historical source by analysing the usefulness and or reliability of the historical source.	4	His3.1.4.9
35	present a strong logical argument that is well supported with appropriate evidence and reasoned conclusions relating to an historical event.	4	His3.1.4.10

Sub-strand 3.2: Impact of WWII in the Pacific, 1945 to early 1960s (EA)

Key Learning Outcome: Students are able to demonstrate historical knowledge application and critical evaluation of the impacts of WWII on the Pacific from 1945 to early 1960s.

SLO No.	Specific Learning Outcomes (SLO) <i>Students are able to:</i>	Skill Level	SLO Code
1	identify countries in the Pacific that were involved in WWII.	1	His3.2.1.1
2	identify the superpowers that were involved in WWII in the Pacific.	1	His3.2.1.2
3	identify the place of origin of WWII in the Pacific.	1	His3.2.1.3
4	describe how WWII began/ended in the Pacific.	2	His3.2.2.1
5	describe the impact of the war in the Pacific on the imperial powers.	2	His3.2.2.2
6	evaluate how the war in the Pacific has shaped/impacted Pacific societies today, using specific examples of Pacific people/countries.	4	His3.2.4.1



7	discuss critically the impact of the war on political development in at least 2 Pacific island countries.	4	His3.2.4.2
8	describe the events that led to the formation of the United Nations.	2	His3.2.2.3
9	explain how the new balance of power in the Pacific after World War 2 gave rise to changes in the thinking of the Pacific people about colonisation.	3	His3.2.3.1
10	describe how Pacific people viewed the existence of certain imperial administrations.	2	His3.2.2.4
11	explain how WWII triggered the spirit of nationalism in the Pacific.	3	His3.2.3.2
12	discuss critically how nationalism in the Pacific benefited/disadvantaged Pacific Island countries, using specific examples.	4	His3.2.4.3
13	explain the reasons for anti-nationalism by both the imperial powers and factions of Pacific people.	3	His3.2.3.3
14	describe the series of events that led to the establishment of the resistance movements.	2	His3.2.2.5
15	explain how the resistance movements contributed to self-determination in the Pacific Islands.	3	His3.2.3.4
16	develop and sustain a coherent argument by organising historical information about the impacts of WWII in the Pacific into an essay structure.	4	His3.2.4.4
17	identify historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	1	His3.2.1.4
18	describe the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	2	His3.2.2.6
19	discuss the importance of historical ideas/relationships (e.g. impact of the war on Pacific Island countries today) indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples.	4	His3.2.4.5
20	describe particular terms and statements used in the evidence (text, maps, cartoons, tables and graphs, pictograms).	2	His3.2.2.7
21	evaluate the usefulness and/or reliability of the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) - recognising facts and opinions in understanding the views of Pacific people towards foreigners, examining the impact of WWII in the Pacific, or other historical ideas/relationships using specific examples.	4	His3.2.4.6



STRAND 4. Decolonisation in the Pacific in the 1950s-1970s and Neocolonialism as the Aftermath

Major Learning Outcome: Students are able to demonstrate historical knowledge application and critical evaluation of the decolonisation process in the Pacific from 1960s to the 1970s and Neocolonialism as the aftermath.

Sub-strand 4.1: Decolonisation in the Pacific, 1960s-1970s (EA)

Key Learning Outcome: Students are able to demonstrate historical knowledge application and critical evaluation of the decolonisation process in the Pacific from the 1960s-1970s.

SLO No.	Specific Learning Outcome (SLO) <i>Students are able to:</i>	Skill Level	SLO Code
1	identify the imperial powers in the Pacific during the period 1960s –1970s.	1	His4.1.1.1
2	identify the clauses/features of the UN Resolution 1514.	1	His4.1.1.2
3	state the main roles of the United Nations Trusteeship Council and the Special Committee of the 24 in the process of decolonisation in the Pacific.	1	His4.1.1.3
4	describe the significance of decolonisation in the Pacific.	2	His4.1.2.1
5	list the causes of decolonisation from the perspectives of Pacific islanders and that of the imperial powers.	2	His4.1.2.2
6	describe the ways with which the imperialist administrations enforced their dominance.	2	His4.1.2.3
7	describe the role of emerging Pacific leaders in increasing support for decolonisation after World War 2.	2	His4.1.2.4
8	explain how the Pacific people were challenged as they moved towards independence.	3	His4.1.3.1
9	discuss critically how resistance movements paved the way to independence, using specific examples from two Pacific island case studies.	4	His4.1.4.1
10	explain why Pacific people opted/did not opt to become independent of colonial powers.	3	His4.1.3.2
11	explain the extent to which the Pacific region was fully decolonised by the end of the 1970s.	3	His4.1.3.3
12	discuss critically the positive and negative impacts of decolonisation on Pacific people up to today using specific examples.	4	His4.1.4.2

13	differentiate between the US and the New Zealand Free Association relationship.	3	His4.1.3.4
14	evaluate the different ways that Pacific Island countries gained independence, using specific examples.	4	His4.1.4.3
15	discuss critically the importance of the role played by the United Nations in the process of decolonization.	4	His4.1.4.4
16	evaluate the arguments and events that led Pacific Island countries to become members of the United Nations Trusteeship Territories.	4	His4.1.4.5
17	identify the historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	1	His4.1.1.4
18	explain the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	3	His4.1.3.5
19	discuss critically the importance of historical ideas/relationships (cause and effect) indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples.	4	His4.1.4.6
20	describe particular terms and statements relating to decolonisation used in the evidence (text, maps, cartoons, tables and graphs, pictograms).	2	His4.1.2.5
21	evaluate the usefulness and/or reliability of the evidence – recognising facts and opinions (text, maps, cartoons, tables and graphs, pictograms).	4	His4.1.4.7
22	develop and sustain an argument in an essay relating to decolonisation in the Pacific.	3	His4.1.3.6

Sub-strand 4.2: Neo-colonialism – the Aftermath (EA)

Key Learning Outcome: Students are able to demonstrate historical knowledge application and critical evaluation of neo-colonialism as the aftermath of independence.

SLO No.	Specific Learning Outcomes (SLO) <i>Students are able to:</i>	Skill Level	SLO Code
1	identify instances of neo-colonialism in the Pacific.	1	His4.2.1.1
2	identify the neo-colonial powers in the Pacific.	1	His4.2.1.2
3	identify the areas in which neo-colonialism is prevalent in the Pacific.	1	His4.2.1.3
4	list the main neo-colonial powers in the Pacific today.	2	His4.2.2.1
5	explain the benefits and drawbacks of neo-colonialism in the Pacific from the perspective of Pacific people.	3	His4.2.3.1
6	explain the significance of Pacific islanders being aware of neo-colonialism.	3	His4.2.3.2

7	explain how imperialism, colonialism and neo-colonialism relate to and differ from each other.	3	His4.2.3.3
8	describe how the main neo-colonial powers entered the Pacific scene.	2	His4.2.2.2
9	make a generalization about neo-colonialism in the Pacific after analysing the experiences of at least two Pacific Island countries.	4	His4.2.4.1
10	list the global institutions that appear to be instances/products of neo-colonialism.	2	His4.2.2.3
11	analyse arguments in favor of and against the view that global institutions promote neo-colonialism.	3	His4.2.3.4
12	explain how neo-colonialism is perpetuated in the Pacific.	3	His4.2.3.5
13	suggest possible ways to counter neo-colonialism in the Pacific.	4	His4.2.4.2
14	explain how neo-colonialism shapes international politics with Pacific countries.	3	His4.2.3.6
15	evaluate the impact of neo-colonialism using specific examples from detailed case studies.	4	His4.2.4.3
16	identify the historical examples/ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms).	1	His4.2.1.4
17	discuss critically the importance of historical ideas/relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples.	4	His4.2.4.4
18	describe terms and statements used in the evidence (text, maps, cartoons, tables and graphs, pictograms).	2	His4.2.2.4
19	analyse the usefulness and/or limitations of the evidence (text, maps, cartoons, tables and graphs, pictograms) in understanding neo-colonialism, examining the impact that neo-colonialism had on the Pacific people and other historical ideas/relationships.	3	His4.2.3.7
20	develop and sustain an argument relating to the aftermath of independence in an essay.	4	His4.2.4.5
21	evaluate the usefulness of a particular resource (text, maps, cartoons, tables and graphs, pictograms) to a historian examining a specific historical idea, using relevant evidence from the resource to support argument.	4	His4.2.4.6

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	Level 2	Level 3	Level 4	Total
Strand 1	EA	2	3	3	2	25
Strand 2	EA	2	2	0	1	10
	IA	1	0	2	2	15
Strand 3	EA	2	2	0	1	10
	IA	1	0	2	2	15
Strand 4	EA	2	3	3	2	25
Number of Items		10	10	10	10	40
TOTAL		10	20	30	40	100

9. EXTERNAL ASSESSMENT (70%)

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:	European Expansion and the age of new Imperialism 1870-1914	25%
Strand 2:	Changes in the Balance of Power 1914-1945 and the Expansion of the Japanese Empire	10%
Strand 3:	Causes of World War II and the Impacts in the Pacific	10%
Strand 4:	Decolonisation in the Pacific, 1950s-1970s and Neocolonialism as the Aftermath	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: European Expansion and the age of new Imperialism 1870-1914

Sub Strand 1.1– European Expansion, 1875-1914

- The main European powers on the scene between 1875 and 1914 and the territories they controlled
- The means by which European powers extended their dominance
- The motivations and impacts of European expansion

Sub Strand 1.2 - 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 people
- The direct and indirect ruling approach patterns of imperialist administrations, using the experiences of at least two specific Pacific countries as evidence of these patterns
- The social, economic, cultural and political impact of the imperialist administrations on these two specific Pacific countries and their responses

Strand 2: Changes in the Balance of Power 1914-1945 and the expansion of the Japanese Empire

Sub Strand 2.1 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 country as a detailed case study
- How and why the balance of power changed in the Pacific after World War 1
- How the various Pacific people expressed their growing dissatisfaction with the imperialist administrations using the experiences of one Pacific country as a detailed case study

Sub Strand 2.2 The Expansion of the Japanese Power

- The economic and non-economic reasons for Japanese expansion and its impact on their claimed territories and competing powers
- The ways in which Japan expanded its power, as a reflection of its traditional history and in response to international affairs

- The outcomes of Japanese expansion at the end of 1945

Strand 3: Causes of World War II and the Impacts in the Pacific

Sub Strand 3.1: The causes of World War II

- How World War II started including causes and impacts on the countries involved
- Understand how the causes led to another World War
- How and why the Treaty of Versailles was fair or not fair on Germany
- How and why Germany rose to aggression

Sub Strand 3.2: Impact of World War II in the Pacific, 1945 to early 1960s

- How WWII started in the Pacific including the causes and impacts of the ‘War in the Pacific’ on the Pacific people; using one Pacific country 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 people about colonisation
- The impact of the new balance of power in the Pacific on the policies used by the imperialist administrations towards the Pacific people

Strand 4: Decolonisation in the Pacific, 1950s-1970s and Neocolonialism as the ‘aftermath’

Sub Strand 4.1: 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 II
- 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 people throughout the Pacific region as they moved towards independence

Sub Strand 4.2: Neocolonialism – the Aftermath

- How and why imperial powers continue to dominate and influence developing nations
- The role of global institutions in the development of independent nations
- The effects of neo colonialism with specific examples of experiences in any independent nation
- Understand the impacts of neo colonialism on any Pacific Island country
- The differing experience of the Pacific people with imperial powers throughout the Pacific region after independence

Format of the External Examination

1. The External Examination will have 4 main strands. Strand 1 to Strand 4 and their sub-strands as outlined in the syllabus will be assessed.
2. Each strand is divided into 2 parts: **Part 1** and **Part 2**.
3. **Part 1** for all strands will be on **Resource Analysis and Evaluation**.
4. A range of primary and secondary, written and visual resources will be used. These resources may include speeches, historical documents, photos, maps, cartoons and graphs.
5. Each Part 1 has 4 items. For Strand 1 and Strand 4, each strand has a total value of 10 skill scores. For Strand 2 and Strand 3, each strand has a total value of 6 skill scores.
6. All the questions in Part 1 are compulsory. Students will not have options to choose from in Part 1.
7. **Part 2** for Strand 1 and Strand 4 are **Essays**, while **Part 2** for Strand 2 and Strand 3 are **Paragraph Writing**.
8. In Part 2 of each strand, students will have a choice between **TWO** essays and **TWO** paragraphs. **They must write only ONE essay and ONE paragraph.**
9. Each essay has a total value of 15 skill scores. Each paragraph has a total value of 4 skill scores.
10. Strands 1 and 4 are similar in item and skill score distribution, and Strands 2 and 3 are similar in skill score distribution.
11. It is recommended that students allow 65 minutes each for Strand 1 and Strand 4, and 25 minutes each for Strand 2 and Strand 3.
12. The exam has a total value of **70** skill scores.



10. INTERNAL ASSESSMENT (30%)

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

Score Total: 30

Weighing: 15%

The main learning outcome for this task is that students can plan and carry out 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 based on the learning outcomes in Strand 2, Substrand 2.1 – Changes in the balance of power in the Pacific: 1914 – 1945

Note that the topic for this task focuses on the perspectives of Pacific Islanders and/or foreigners of each other.

1. Independent Research Topic

Although the Form Seven level requires 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 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 the perspective or angle the student will be writing from/on and the research questions they will attempt to answer through, first, research, and then writing.

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 list of references 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
 - The relevance of a student's topic to other co-occurring events and topics
 - How to interpret resources from subjective and objective perspectives
 - Successes and difficulties encountered in carrying out the research, reasons and resolutions
 - Strengths and weaknesses of the research process
 - 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. 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, which should be either a series of letters or diary entries.
8. 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, and a list of references. High quality work is required for very high achievement. Students are free to use a language or language variety that would be expected of the character of research. This must be agreed upon by the teacher. Otherwise, adhere to Standard English, but to make the character as real as possible, students should try to use words or phrases that the character would use.
9. Maintain a log of the research process. This should include a comprehensive title of the research project, the research questions for each letter or diary entry, a table of the information and sources for each letter or diary entry, and an overall evaluation of the research process from a historian's perspective.

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.

Task 1 Instructions

The main learning outcome for this task is that students can plan and carry out independent historical research, evaluate historical sources and communicate key historical ideas and supporting evidence to demonstrate understanding of the historical context using the appropriate mode of presentation.

Task 1

1. This task is internally assessed by the teacher.
2. The individual research task is to be completed on the content of Substrand 2.1 which is the Changes of Balance of Power in the Pacific: 1914-1945. It is to be based on an indigenous Pacific Islander's perspectives of the imperialist administrations OR foreigner perspectives of Pacific Islanders/imperial administration.
3. Students are expected to:
 - Write 3-5 letters or diary entries, in which they assume the character of either an indigenous Pacific Islander OR a foreigner in the past, writing on their experience in the Pacific Islands. Each letter or diary entry should be 200-250 words.
 - Although there is an element of fiction, they need to make sure that they make references to actual key events and figures that occurred during the time.
 - They are to focus on events that occurred within the timeframe of 1914-1945 and maintain the theme of perspectives in an imperial time period or setting.
 - If the student is assuming the character of a Pacific Islander, write as a/an (but not limited to the following):
 - specific Islander, e.g. Samoan, Tongan, ni-Vanuatu, i-Kiribati, etc.
 - authority figure, e.g. chief, local administrator, etc.
 - If the student is assuming the character of a foreigner, write as a/an (but not limited to the following):
 - authority figure, e.g. administrator, overseer, etc.
 - labourer (from the Solomon Islanders, Fiji, etc.)
 - businessman (company manager, etc.)
4. Among others, several things the student can talk about:
 - Who are the imperial powers in the Pacific at the time of writing?
 - What are these powers' colonies at the time of writing?
 - How are the indigenous Pacific Islanders treated by the imperial administration?
 - What other events were happening in the Pacific at the time of writing? (wars, summits or conferences, pacts or treaties)
5. Include photographs and evaluate them from the perspectives of the characters you have assumed.

- Describe the photographs.
 - What is happening?
 - Is what is happening good or bad? Why?
 - How do the events in the photographs relate to certain events happening or that happened?
 - What are the causes and impacts of the events or activities in the photographs?
6. Provide a log of the research process.
 7. Present a list of sources and their information in the form of a table, in addition to the diary entries or letters. For instance, if a student makes reference to the Maasina Rule, they must state where they got that information from.
 8. Provide a comprehensive title that describes your work, e.g. Perspectives of a Samoan Islander in 1935-1945, and a series of research questions.

Task 2: Interpreting and Analysing Historical Sources

Skill Score Total = 36

Weighting = 15%

The main learning outcome for this task is that students can 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, Substrand 3.1: Causes of World War II

1. Students will identify two different types of historical sources based on the **Causes of World War II** . 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
 - Letters
2. Students will present their findings in a report form.
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.

Task 2 Instructions

1. This task is to be based on the content of Strand 3: Sub Strand 3.1 Causes of World War II.
2. Students are to select 2 different types of historical sources based on particular events or issues relating to the causes of World War 2, 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:
 - a. Title or Title Page
 - b. Introduction
 - c. Rationale for selecting the historical sources
 - d. Discussion on the validity and reliability of the selected sources
 - e. Conclusion
 - f. Recommendations □ References/Bibliography
 - g. 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 – Substrand 2.1: Changes in the Balance of Powers, 1914 – 1945

Skill score total = 29

Weighting = 15%

This scoring rubric is to be used to assess the student’s research process and presentation.

Task	Level 1	Level 2	Level 3	Level 4
Define an area/topic for historical research in the research log (L1) (His2.1.1.4)	Area of historical research is identified/defined.			
State focus question/s to guide the research and form the basis of the presentation in a research log (L1) (His2.1.1.5)	Focus question/s to guide research stated.			
Develop a personal log of the research process (L2) (His2.1.2.5)	Very basic information only in the logbook and only few elements covered.	A range of relevant materials are in the logbook and all elements covered.		
Correctly reference materials in the research log (L2) (His2.1.2.6)	One correct reference is used.	Two or more correct references are used.		
Sort/organise collected information to suit the research purpose. (L3) (His2.1.3.6)	Information is presented but very basic.	Presentation of information is logical, but not related to	Information is presented to suit research questions.	

		research questions.		
Present findings/information in an appropriate format and style of presentation (L3) (His2.1.3.7)	Little evidence of adhering to a semi-/informal, narrative style and letter/diary entry format	Adheres to a semi-/informal, but with a few style and formatting inconsistencies.	Adheres wholly to the appropriate style and format.	
Produce a list of sources and their derived information in the research log (L2) (His2.1.2.7)	Only one piece of information OR source is mentioned.	Two or more pieces of information OR two or more sources are mentioned.		
Explain linkages in historical ideas and supporting evidence to show understanding of the research topic in the presentation (L3) (His2.1.3.8)	One historical idea is stated.	Two or more historical ideas are listed but not related back to the topic.	Two or more historical ideas clearly related back to the research topic.	
Evaluate the resources from a particular perspective in the presentation (L4) (His2.1.4.8)	One photo/resource included, but scant to no reference made.	One or more resources included and described.	One or more resources included and related to a historical idea.	One or more resources are included and are linked to a historical idea and a prediction on the status quo made.
Reflect on a range of historical ideas and events from a particular perspective in the presentation (L4) (His2.1.4.9)	Historical idea/event mentioned but perspective unclear.	Historical idea(s)/event(s) described from a particular perspective.	Historical ideas/events are linked from a particular perspective.	Reflection of a range of ideas/events from a particular perspective, with at least one solution to a problem presented.

Evaluate the effectiveness of the research process from a historian's perspective in the research log (L4) (His2.1.4.10)	One statement on how effective the process is, or a historian's perspective is provided.	A few statements on the effectiveness of the process and the historian's perspective are provided.	The historian's perspectives are related to effectiveness of the research.	The historian's perspectives are related to effectiveness of the research to an external situation.
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IA Task 2 Scoring Rubric

Interpreting and Analysing Historical Sources – Substrand 3.1: Causes of World War II, 1919 – 1945

Skill score total = 28

Weighting = 15%

This scoring rubric is to be used to assess the student's report on their analysis of historical sources.

Task	Level 1	Level 2	Level 3	Level 4
Identify the different types of historical sources [SL1] (His3.1.1.5) *refer to task explanatory notes #2	Correctly identifies 2 historical sources relating to the causes of WWII			
Identify the location of a historical source [SL1] (His3.1.1.7)	Correctly identifies the location of the historical source			
Identify the purpose of a historical source [SL1] (His3.1.1.9)	Correctly identifies the purposes of the 2 historical sources relating to the causes of WWII			
Identify whether the information in a historical source is	Correctly identifies facts and opinions			

factual, based on opinion or biased [SL1] (His3.1.1.10)	for each of the 2 sources			
List the features of a historical source that makes it useful/limits its usefulness for a particular event or issue studied [SL2] (His3.1.2.6)	One correct feature is given for each source relating to the causes of WWII	Two or more correct features given for each source relating to the causes of WWII		
Describe the type of language used in a historical source (e.g. propagandist. WWII posters are examples of propaganda) [SL2] (His3.1.2.7)	States the language used for each source	Describes the language used in the source for each of the sources		
Describes the key facts of a historical source [SL2] (His3.1.2.8)	Identifies the key facts of the historical sources	Describes the key facts of the historical sources		
Explain how the type of a historical source influences the information that it provides [SL3] (His3.1.3.5)	One relevant idea is stated for each source	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 for each of the sources	

<p>Explain how the place where a historical source is from might have influenced the motive of the writer/creator [SL3] (His3.1.3.6)</p>	<p>One relevant idea is stated</p>	<p>Two or more relevant ideas are stated but linkages between them are not clear</p>	<p>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</p>	
<p>Justify the accuracy and/or usefulness of a historical source for the particular purpose it is used for [SL4] (His3.1.4.8)</p>	<p>One basic idea is given</p>	<p>A number of relevant ideas are presented but the relationship between the ideas is not clear</p>	<p>A number of relevant ideas are well explained and related</p>	<p>A number of relevant ideas are well explained with sound justifications of the level of accuracy of the resource and why it is useful</p>
<p>Present findings about a historical source using appropriate format and style for the mode of presentation and using correct historical conventions [SL3] (His3.1.3.8)</p>	<p>Presentation of findings is very basic in mode and format</p>	<p>Presentation of findings has a number of good formatting ideas</p>	<p>Mode and format of presentation are suitable and well linked to convince audience</p>	
<p>Present a strong logical argument that is well supported with appropriate evidence and reasoned conclusions relating to the historical event [SL4] (3.1.4.10)</p>	<p>A very basic argument</p>	<p>Satisfactory argument with appropriate evidence</p>	<p>Good argument, supported well with evidence</p>	<p>Excellent argument, supported well with evidences and reasoned conclusions relating to the historical event</p>

Skill Score Total = 15

The following scoring rubrics are to be used to assess the essays during the final examination. Teachers are encouraged to use the same rubrics 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 15. 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.

Strand 1 Essay 1.2a: Scoring Rubric

Discuss the impacts of new imperialism around the world – including its features, advantages from an imperialist perspective and its contrast to colonialism.

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	Identify the imperial powers that lost their dominance into the 1870s.	1	Identifies one imperial power.			
ii	Describe the features of the age of new imperialism.	2	Identifies one feature.	States a feature with an example OR describes one feature OR lists two features.		
iii	Describe the advantages of imperialism from the perspective of the imperialist powers.	2	Identifies one advantage.	States one advantage with an example OR describes one advantage OR lists two advantages.		
iv	Differentiate between imperialism and colonialism.	3	Defines imperialism and/or colonialism.	Describes one or more differences or two or more differences are stated.	Two or more differences are described and a contrast of each difference	

					between imperialism and colonialism is evident.	
v	Develop and sustain a coherent argument in an essay.	3	One argument is evident.	Two or more arguments are evident.	Two or more arguments are evident with appropriate linkage of ideas.	
vi	Discuss the impacts of European expansion and how they have shaped the colonies today.	4	Identifies one impact.	States one impact with an example or briefly describes an impact or lists two or more impacts.	Two or more impacts are described, and each impact is linked to today's status quo.	Two or more impacts are described and clearly linked to specific examples from former/current colonies in the world.

Strand 1 Essay 1.2b: Scoring Rubric

Hypothesise how former Pacific colonies could have turned out today had they not been imperialised – with a particular focus on direct rule.

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	Identify a former condominium in the Pacific.	1	Identifies a condominium.			
ii	List two imperial powers in the Pacific.	2	Identifies one country.	Lists two countries.		
iii	Describes one advantage of imperialism from the perspective of the imperialist administration.	2	Identifies one advantage.	States one advantage with an example OR describes one advantage		

				OR lists two advantages.		
iv	Differentiate between imperialism and colonialism from the 1870s in the Pacific.	3	Identifies one reason.	Describes one or more reasons OR lists two or more differences.	One or more reasons are described and are linked to a Pacific example.	
v	Sustain and development and argument in an essay.	3	One argument is evident.	Two or more arguments are evident.	One or more arguments are evident with appropriate linkage of ideas.	
vi	Hypothesise how former colonies would have turned out today had they not been imperialised.	4	Identifies one hypothesis.	Describes one or more hypotheses OR lists two or more hypotheses.	One or more hypotheses are described and linked to actions that would have caused the hypothesised scenarios to occur.	One or more hypotheses described and linkage to actions that would have caused the hypothesised scenarios to occur with specific examples from the Pacific discussed.

Strand 4 Essay 4.2a: Scoring Rubric

- Discuss how resistance movements paved the way to independence for Pacific Island countries including the significance, challenges and extent of the decolonisation process.

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	State the main role of the UN Trusteeship in	1	Identifies the main role.			

	decolonising the Pacific.					
ii	Describe the significance of decolonisation in the Pacific.	2	Identifies the significance.	Describes the significance.		
iii	Describe the reasons Pacific Islanders chose to become independent.	2	Identifies one reason.	Describes one reason OR lists two or more reasons.		
iv	Explain the challenges faced by Pacific people as they fought for independence.	3	Identifies one challenge.	Describes one or more challenges OR lists two or more challenges.	One or more challenges are described and are linked to a Pacific example.	
v	Explain the extent to which the Pacific was fully decolonised in the 1970s.	3	Identifies the extent/fact.	Describes the extent/fact.	Links the extent of Pacific decolonisation to examples.	
vi	Discuss how resistance movements paved the way to independence, using examples from Pacific Island countries.	4	Identifies one way.	Describes one or more ways OR lists one or more ways.	One or more ways described and linked to independence OR a series of resistance acts are mentioned.	One or more ways described and linked to independence with specific Pacific examples.

Strand 4 Essay 4.2b: Scoring Rubric

Generalise on neo-colonialism in the Pacific from two Pacific Island context. Explain the origins and political impacts of neo-colonialism in the Pacific.

Item No.	Specific Learning Outcomes	Skill Level	Student Response Level			
			Level 1	Level 2	Level 3	Level 4
i	Identify an area in the Pacific that neo-colonialism is prevalent.	1	Identifies a condominium.			

ii	List the main neo-colonial powers in the Pacific today.	2	Identifies one colonial power.	Lists two colonial powers.		
iii	Describe the importance for Pacific Islanders to be aware of neo-colonialism.	2	Identifies the importance.	Briefly describes the importance.		
iv	Explain how the neo-colonial powers entered into the Pacific scene.	3	Identifies the way in which they entered.	Describes the way in which they entered OR states the way with an example.	One or more ways are described with clear linkage to a specific example from the Pacific.	
v	Explain how neo-colonialism shapes international politics with Pacific countries.	3	Identifies one way.	Describes one way OR states one way with an example OR lists two ways.	Describes one or more ways with clear linkage among colonialism, international politics and a specific example from the Pacific.	
vi	Make a generalisation of neo-colonialism in the Pacific from the situations of two Pacific Island countries.	4	States a generalisation.	Describes one generalisation OR lists two or more generalisations .	One or more generalisations described and linked to one Pacific Island example, but examples are only mentioned or described.	One or more hypotheses described and linked clearly to two Pacific Island countries, whose situations are discussed clearly with specific details and examples.

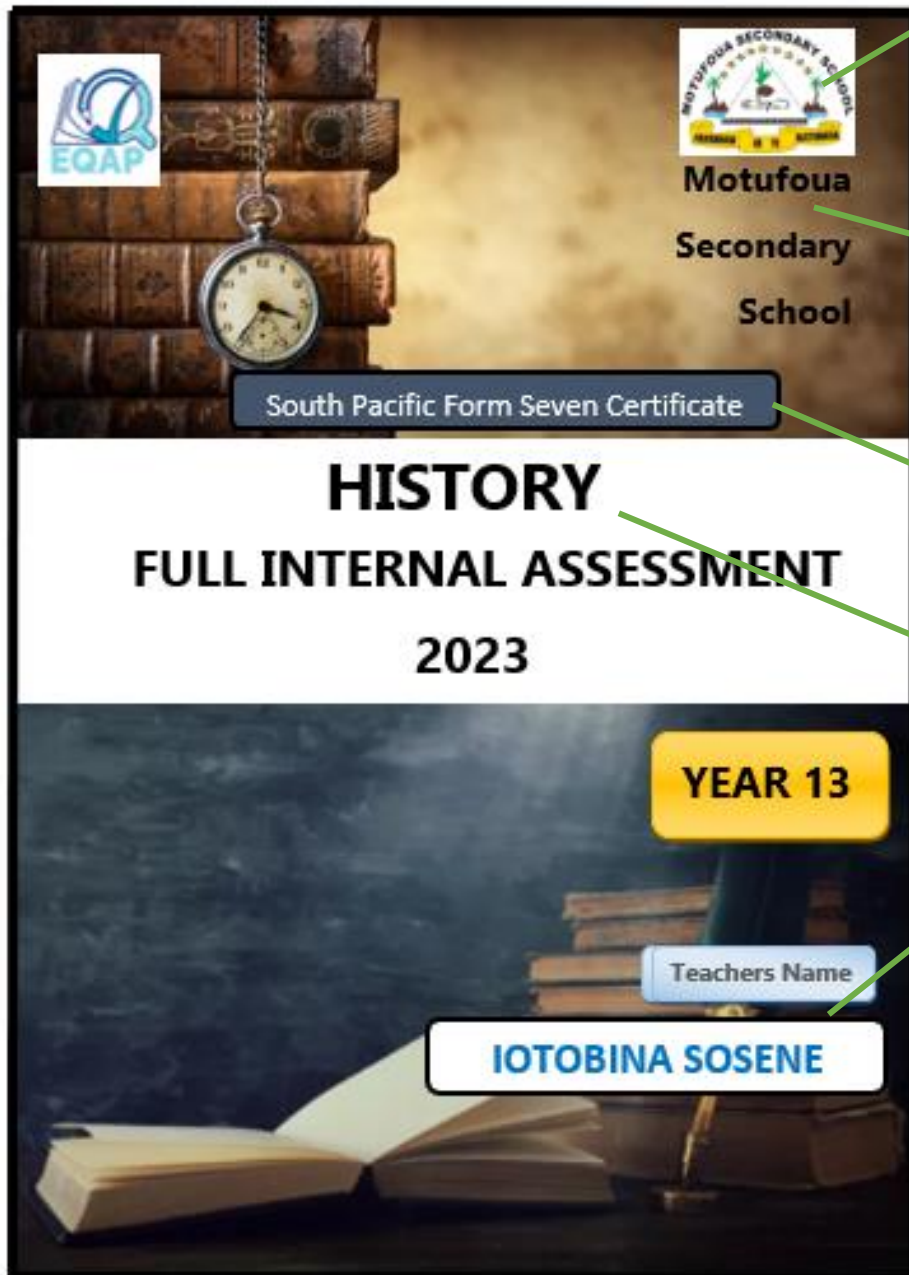
12. APPENDICES

Page 1: Cover Page

The Cover Page will have the name of the:

- School
- Subject : FULL IA PROGRAM
- Teachers Name:

An Example of a Cover Page



School Logo

Name of School

Name of Program

Subject

Teachers Name

Page 2: IA SUMMARY FORM

The IA Summary Form must have the following:

- Number of Tasks
- Brief Description of the Tasks
- Start and End Dates
- Signature of Principal and Teacher
- School Stamp/Date

An Example of an IA Summary Form

South Pacific Form Seven Certificate
IA Summary Form
 2023

HISTORY

Task	Brief Description of Tasks	Start Date	End Date	Due to EQAP	Weighting
1.Independent Research	At the completion of this task students are able to complete an independent research in the Accounting Systems	13/06	11/07		15%
2: Analysis and use of historical sources	At the completion of this task students are able to complete an independent analysis of historical sources.	22/07	29/08		15%
TOTAL					30%

Verification and Endorsement of IA Program

Principal's Name	Teachers Name	School Stamp
Mr. Uliseke KAINANO	Iotobina Sosene	
Signature 	Signature	
Date 25/04/2022	Date 25/04/2022	

Signed by Principal

Signed by the Teacher

Approved by SPFSC Coordinator

Verified by School Stamp

Number of Tasks & Brief Description of Each Task

Shows START date; END date; Date due to EQAP

Weighting for each Task

1 Task title: Task 1: _____

The title should be brief and include a reference to the syllabus 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 syllabus and need to be identified before the tasks are constructed.

Example: *Describe a feature of*

(Copy and paste directly from the syllabus: it must show the 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 the best types of assessment for the above LOs are 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 most students are 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 and 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 the 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) organisation 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 and Support

Allocate time for:

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

11 Final submission and 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 Rubrics

Copy and paste the relevant scoring rubrics directly from the syllabus.

13 Assessment score capture sheet for the task

This will be provided by EQAP.

(Repeat 1-13 for Task 2)

RECOMMENDED TEXTS

Recommended International History Texts

Bowen, George. 1996. *From Peace to War: The Origins of WWII 1919-1941*. Longman Publishing Ltd., London.

Lawrence, Judith, Eshuys, Joy & Guest, Vic. 1986. *Tacing History: The Modern World Emerges*. Jarcanda Press, Brisbane.

Webb, Raymond and Fountain, Greg. 1999. *Form 5 History Study Guide*. ESA Publications, New Zealand.

Recommended Pacific History Texts

Coutts, Brent and Fitness, Nicholas. 2018. *Pacific History*.

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

Other text for teachers and students

Strand	Title	Resource
1	European Expansion and the Age of New Imperialism, 1870-1914	<p>Campbell, Ian Campbell. 1989. <i>A history of the Pacific islands</i>. Christchurch, N.Z.: University of Canterbury Press..</p> <p>Coutts, Brent and Fitness, Nicholas. 2018. <i>Pacific History</i>.</p> <p>Campbell, Ian Christopher. 2003. <i>Worlds apart: a new history of the Pacific islands</i>. Christchurch: Nouvelle-Zélande.</p> <p>Firth, Stewart.1997, "The Colonial Administration and the Invention of the Native" in D. Denoon et al. (eds.) <i>The Cambridge History of the Pacific Islands</i>. Cambridge University Press, Christchurch, 253-288.</p> <p>Haunani-Kay Trask (1990) Politics in the Pacific Islands: Imperialism And Native Self-Determination, <i>Amerasia Journal</i>, 16:1, 1-19, DOI: 10.17953/amer.16.1.8x73270241126844</p> <p>MacClancy. Jeremy, <i>To kill a bird with two stones; A short history of Vanuatu</i> by Jeremy MacClancy. Vanuatu Cultural Centre. Port Vila, 2002.</p> <p>Meleisea Malama. <i>The Making of Modern Samoa: traditional authority and colonial administration in the history of Western</i></p>

		<p><i>Samoa</i> by Malama Meleisea. Institute of Pacific Studies of the University of the South Pacific. Suva, 1987</p> <p>Peattie, Mark. 1988, <i>Nan'Yo: The Rise and Fall of the Japanese in Micronesia, 1885-1945</i>. University of Hawaii Press, Honolulu.</p> <p>Weightman Barry, Lini Hilda. <i>Vanuatu: twenty wan tingting team blong indipendens</i> (eds.) Barry Weightman and Hilda Lini. Institute of Pacific Studies and South Pacific Spocvial Sciences Association, University of the South Pacific Suva, 1980.</p>
2	Changes in the Balance of Power and the expansion of Japanese Empire, 1914-1945	<p>Firth, Stewart. 1997, "The Colonial Administration and the Invention of the Native" in D. Denoon et al. (eds.) <i>The Cambridge History of the Pacific Islands</i>. Cambridge University Press, Christchurch, 253-288.</p> <p>Quanchi, Max. <i>Pacific People and Change</i>. Cambridge University Press, New York. 1991.</p> <p>Coutts, Brent and Fitness, Nicholas. 2018. <i>Pacific History</i>.</p> <p>Meleisea Malama. <i>The Making of Modern Samoa: traditional authority and colonial administration in the history of Western Samoa</i> by Malama Meleisea. Institute of Pacific Studies of the University of the South Pacific. Suva, 1987</p> <p>Peattie, Mark. 1988, <i>Nan'Yo: The Rise and Fall of the Japanese in Micronesia, 1885-1945</i>. University of Hawaii Press, Honolulu.</p>
3	Causes of WWII and the Impact of the war on the Pacific	<p>Coutts, Brent and Fitness, Nicholas. 2018. <i>Pacific History</i>.</p> <p>Akin, D. (ed.) "World War II and the Origins of Maasina Rule: One Kwaio view – Jonathan Fifi'I in <i>The Big Death: Solomon Islanders Remember World War II</i>. Solomon Islands College for Higher Education and the University of the South Pacific, Honiara/Suva. 1988: 220-226.</p> <p>Firth, Stewart. 1997. "The War in the Pacific" in D. Denoon et al. (eds.) <i>The Cambridge History of the Pacific Islands</i>. Cambridge University, Christchurch, 291-233.</p> <p>Kwai, Anna Annie. <i>Solomon Islanders in World War II: An Indigenous Perspective</i>. ANU Press, Canberra. (Chapters 2-4 - https://www.jstor.org/stable/j.ctt20krxw0)</p>

		<p>McQuarrie, Peter. "Destruction and compensation" in <i>Conflict in Kiribati: A History of the Second World War</i>. Macmillan Brown Centre for Pacific Studies, University of Canterbury, Christchurch. 2000: 172-174</p> <p>Laracy, Hugh. "World War Two" in K.R. Howe et al. (eds.) <i>Tides Of History: The Pacific Islands in the Twentieth Century</i>. Allen and Unwin, Sydney. 1994: 149-169.</p> <p>Peattie, Mark. 1988, <i>Nan'Yo: The Rise and Fall of the Japanese in Micronesia, 1885-1945</i>. University of Hawaii Press, Honolulu.</p> <p>Poyer, Lin., S. Falgout & M.L. Carucci. "The Legacy of War" in <i>The Typhoon War: Micronesian experiences of the Pacific War</i>. University of Hawaii Press, Honolulu. 2001: 315-320</p>
4	Decolonisation in the Pacific in the 1950s-1970s and Neocolonialism as the Aftermath	<p>Aldrich, Robert. 2010, "The Decolonisation of the Pacific Islands", <i>Itinerario</i> 24(3-4), 173-191.</p> <p>Campbell, I. C. 1989. <i>A history of the Pacific islands</i>. Christchurch, N.Z.: University of Canterbury Press. http://catalog.hathitrust.org/api/volumes/oclc/24861141.html</p> <p>Campbell, Ian Christopher. 2003. <i>Worlds apart: a new history of the Pacific islands</i>. Christchurch: Nouvelle-Zélande</p> <p>Coutts, Brent and Fitness, Nicholas. 2018. <i>Pacific History</i>.</p> <p>Haunani-Kay Trask (1990) Politics in the Pacific Islands: Imperialism And Native Self-Determination, <i>Amerasia Journal</i>, 16:1, 1-19, DOI: 10.17953/amer.16.1.8x73270241126844</p> <p>Viviani, Nancy. <i>Nauru: Phosphate and Political Progress</i>. Australian National University Press, Canberra. 1970: 83-87.</p> <p>The United Nations and Decolonisation found in http://www.un.org/en/decolonization/selfdet.shtml</p>

		<p>Douglas M. Muir Trust Territory of the Pacific found in Encyclopedia.com https://www.encyclopedia.com/history/dictionaries-thesauruses-pictures-andpress-releases/trust-territory-pacific</p> <p>Braddock, J., 2004. Australia-New Zealand colonial agenda dominates Pacific Islands Forum. <i>World Socialist</i>, 13.</p> <p>Anuoluwapo Abosede Durokifa & Edwin Chikata Ijeoma (2018) Neo-colonialism and Millennium Development Goals (MDGs) in Africa: A blend of an old wine in a new bottle, <i>African Journal of Science, Technology, Innovation and Development</i>, 10:3, 355-366, DOI: 10.1080/20421338.2018.1463654</p> <p>https://www.marxists.org/subject/africa/nkrumah/neo-colonialism/introduction.htm</p> <p>Halperin, S. (2020, May 6). <i>neocolonialism</i>. <i>Encyclopedia Britannica</i>. https://www.britannica.com/topic/neocolonialism</p>
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Appendix 4: Sample Teaching Programme

TERM 1 Week	Activity
1	Introduction to the Form 7 History subject, content, skills, external examination and internal assessment requirements and expectations
2	Begin teaching Strand 1: European Expansion and the age of new Imperialism 1870-1940
3	
4	
5	
6	Finish teaching Strand 1
7	Begin teaching Strand 2: Changes in the Balance of Power 1914-1945 and the expansion of Japanese Empire
8	

9	Begin Internal Assessment Task 1: Strand 2
Term 2 Week	Activity
1	End of class time for Internal assessment Task 1
2	
3	Deadline for Internal Assessment Task 1
4	Evaluation of the Research Process to be done in class this week
5	Begin teaching Strand 3: Causes of World War II and the Impacts in the Pacific
6	
7	Begin Internal Assessment Task 2: based on Strand 3
8	Mid-Year Exams – History exam to cover Strands 1 and 2
9	Mid-Year exams
Term 3 Week	Activity
1	Begin teaching Strand 4: Decolonisation in the Pacific, 1950s-1970s and Neo-colonialism as the ‘aftermath’.
2	
3	End of class time for Internal Assessment Task 2
4	Deadline for Internal Assessment Task 2 Revisions of Strands 1-4
5	End of year school exams – History exam to cover Strands 1 - 4
6	End of year school exams
7	Study week
8	SPFSC examinations begin
9	

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: _____

Appendix 7: IA Summary Form



South Pacific Form Seven Certificate

IA Summary Form
2023

HIST – IA

HISTORY

COUNTRY					
SCHOOL					
Task	Brief Description of Tasks	Start Date	End Date	Date to EQAP	Weighting
1.Independent research					15%
2.Analysis & use of historical sources.					15%
TOTAL					30%

- Note:**
1. Be specific about dates, not just Week 3 Term 1, etc.
 2. Assessment Schedules/Scoring Rubrics for the tasks will be provided by EQAP. Teachers must use these when scoring students' work.
 3. All IA Score Capture Sheets will be provided by EQAP to schools.

Verification and Endorsement of IA Program

Principal's Name	Teachers Name	School Stamp
Signature	Signature	
Date	Date	

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