

SOUTH PACIFIC BOARD  
FOR  
EDUCATIONAL ASSESSMENT



**Pacific Senior Secondary  
Certificate**

**HISTORY**

***Prescription***

Form 6

*Effective from January 2009*

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# PACIFIC SENIOR SECONDARY CERTIFICATE

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This prescription takes effect from January 2009.

# PACIFIC SENIOR SECONDARY CERTIFICATE

## HISTORY PRESCRIPTION

### PREAMBLE

This prescription provides the specifications for assessment for the Pacific Senior Secondary Certificate in History. It is a revised version of the prescription being revised in 2000.

In revising the prescription, the review panel has tried to express topics in terms of student learning outcomes rather than teaching objectives and have been written in much greater details with an Explanatory Notes to clarify certain aspects on what teaching should focus on.

An attempt has also been made to link the Course Content and Outcomes with that of the Pacific Form 7 Prescription. The Internal Assessment should focus on Pacific History based on Pacific Island perspective.

There is no prerequisites course of study required for candidates to enrol in Form 6 History, however it is recommended that they have undertaken courses at Form 5 where they have some prior knowledge and understanding of 20<sup>th</sup> Century World History and International Relations from 1919 – 1945.

The course is designed for students who may undertake further studies in Form 7 as well as a Tertiary Institution.

## **AIMS**

- To help students understand the significance of continuity and change in history.
- To further student historical understanding of major forces shaping the modern world and to help them recognise the interdependence of nations and people.
- To develop in students the skills of historical enquiry: to define a problem and to gather, process and present information.
- To encourage in students a keen interest in the contemporary world and an appreciation of themselves – their heritage, culture, shared values, and place in the world.
- To foster among students an understanding of other people, distant in time and space and to develop their ability to enter imaginatively into the events of the past which helps lay the basis for a life long interest in history.
- To develop a critical approach to historical sources by exposing them to the varying interpretation and debates that result from historical study

## **OBJECTIVES**

### **Knowledge Objectives**

As a result of their study of modern history, students should:-

1. gain a coherent knowledge of certain aspects of modern history;
2. develop a more mature sense of time;
3. understand that history is a continuous process as well as change is constant in history.
4. understand that historical events usually have multiple causes and multiple effects;
5. understand that there are various forces which helped to shape the modern world;
6. become aware of the different ways in which people have responded to change and why.
7. understand the values and beliefs of different societies at different times and be knowledgeable in their own history from their own perspectives.
8. develop an understanding of the concepts and terminology frequently used in historical writings on the modern world.

## **Skill Objectives**

### **Information Gathering**

*Students should be able to:*

1. define a problem,
2. select and identify information from a variety of sources,
3. record information in an organised form.

### **Information Processing**

*Students should be able to:*

4. sift and classify information, choosing what is important to a particular argument,
5. weigh evidence, to distinguish fact from opinion and the significant from the trivial; to recognise bias, propaganda and the limitations of a single piece of evidence,
6. recognise specific points of view and be aware of differing historical interpretations,
7. establish historical relationships between cause and effect, past and present, specific and general,
8. form judgements and make generalisations on the basis of supporting evidence and sound argument.

### **Presentation**

*Students should be able to:*

9. present findings in written, visual and/or oral form,
10. present an argument and support it with well chosen evidence and reasoned conclusions,
11. present material which is accurate, logical, concise and clear,
12. use accepted historical conventions such as footnoting and bibliography.

The writing of essays is a basic skill to be developed at this level.

## **Attitude Objectives**

As a result of their study of modern history as defined in the course, students should develop:

1. an appreciation of the uniqueness of individual people and past events;
2. a feeling for the past and an understanding of why people acted the way they did;
3. an appreciation of the roles played in modern history by people from different status (rich, poor) and from various ethnic and racial groups;
4. an appreciation of the worth and diversity of various cultures and lifestyles within the modern world;
5. global awareness, complexity of change and the need for personal adaptability

6. critical and discriminatory attitudes based on the cultivation of balance, judgement and objective inquiry;
7. a life long interest in history.

### **Summary of Changes**

1. The **Rationale** part has been omitted as we think a **preamble** would be enough.
2. The structure of the previous prescription Course topic has been the major change. We have included specific outcomes to each topic and explanatory notes for each topic to enable teacher focus on most important content.
3. Internal Assessment

#### Minor Tasks

Include examples so that tasks are more island centered and oriented. A Pacific Islander perspective.

#### Major task

Suggested Topics are now included.

Examples of research proposal

Example of log book

This is to give some guide to teachers especially those who are not familiar with the teaching of history.

4. Appendix Section: Advisory Section

#### Glossary

List of Texts

A suggested teaching programme

SPBEA forms ie. IA capture forms etc.

These were not in the previous prescription.

There were no major changes to the topic but was further simplified and focused as they were general in scope.

The important part linking the history skills at the PSSC level to that of SPFSC.

## **COURSE CONTENT**

The content section of this syllabus describes six topics, one being the **compulsory Core Topic** (*The search for security in the Nuclear Age 1945-1990*), and the other five being *Optional Topics*.

Teachers should base the content aspect of their teaching on:

- (1) the Core Topic and,
- (2) two Optional Topics.

Students will be required to spend class time and non-school time working on one Major Task (the *Research Study*) and five *Minor Tasks*. These will all be internally assessed, the results contributing (together with the examination score), to each student's final grade in the subject.

The suggested class time for each component of the course is as follows:

|                       |   |          |
|-----------------------|---|----------|
| Core Topic            | - | 30 hours |
| First Optional Topic  | - | 25 hours |
| Second Optional Topic | - | 25 hours |
| Major Task            | - | 20 hours |
| Five Minor Tasks      | - | 25 hours |

Some private time (i.e., homework time) will also be expected for some, if not all, components – particularly the Major Task.

## **SECTION A: COURSE TOPICS AND OUTCOMES**

### **CORE TOPIC: THE SEARCH FOR SECURITY IN THE NUCLEAR AGE, 1945 – 1990S**

**Outcome 1: Students will examine the events and policies that shaped post war world, explain how it led to Cold War Crises and ways in which Superpowers searched for peace and means to control war in the Nuclear Age.**

### **SHAPING OF THE POST WAR WORLD**

*Students will be expected to:*

- 1.1 Name, Identify, evaluate and describe the following events and policies that shaped post war world (1945 – 1949) and explain how these gave rise to the Cold War Crises:-
- a. development of atomic bomb and decision to use it in 1945
  - b. post war foreign policy objectives of the USA and USSR
  - c. Truman Doctrine and Marshall Plan
  - d. Berlin Blockade and Airlift
  - e. NATO shield of the West vs the Warsaw Pact shield of the East
  - f. The birth of Communist China

#### ***Explanatory Notes***

- Development of the atomic bomb includes the Manhattan Project, decision to use it and its effects as well as how far the deployment of the bomb helped or hindered world peace and security
- Post war foreign policy objectives of the USA and USSR refer to the USA's Capitalist and USSR's Communist ideologies.
- Truman's Doctrine and Marshall Plan include its purposes and USSR's reaction to it.
- Berlin blockade and airlift includes factors that led to the Soviet Union's decision to blockade Berlin, how Western Powers react and the consequences.
- NATO shield of the west vs WARSAW Pact shield from the east includes why they were formed, their strengths and weaknesses.
- Birth of Communist China includes how Communism was established , role played by America and the Soviet Union and Superpowers' reactions to the formation of the People's Republic of China.

### **COLD WAR CRISES**

- 1.2 Name, describe and explain each of the following Cold War Crises (1950-1968) and show how each influence relations of the Superpowers during this period:-
- a. Conflict in Korea
  - b. Discontent and rebellion in the Soviet Satellites
  - c. Intelligence and counter Intelligence
  - d. Crisis in Berlin
  - e. Cuban Missile Crisis
  - f. 1968 Invasion of Czechoslovakia



### *Explanatory Notes*

- Discontent and Rebellion in the Soviet satellites refers to the destalinisation process, the Polish and Hungarian crisis and reaction from Great Powers.
- Intelligence and counter Intelligence refers to the objectives of superpower spying organizations, the U2 Incident and how it affects the spirit of cooperation of Great Powers.
- Crisis in Berlin refers to the Berlin Wall crisis.
- Cuban Missile Crisis refers to the causes, how close did the world come to a nuclear war and how confrontation was resolved.
- Invasion of Czechoslovakia includes the domestic challenges confronted by the government (1948-1968), reaction from Warsaw Pact countries and other Great Powers towards Soviet action and Russia's justification with the Brezhnev Doctrine.

### **1970 – 1990 RENEWED EFFORTS IN THE SEARCH FOR SECURITY**

- 1.3 Name, evaluate, and describe the following events (1969 – 1990s), show how it affected the Superpower relations and explain ways of how they attempted to establish a renewed efforts in the Search for Security;-
- a. The souring of Sino Soviet relations
  - b. The rise and fall of détente
  - c. Vietnam War
  - d. Soviet Invasion of Afghanistan
  - e. Nuclear Arms Race
  - f. Superpower relations in the nineties

### *Explanatory Notes*

- The souring of Sino Soviet relations includes factors that led to the increased bitterness and disharmony between these former comrades.
- The rise and fall of détente includes motives, forms taken by détente, its success and failure.
- Vietnam war includes how and why the USA become involved, escalation of their involvement, success of Communism and how USA's defeat signal a change in their foreign policy.
- Soviet's invasion of Afghanistan includes reasons for Russia's vested interests in the area, reaction from China and America and its effects on process of détente.
- The nuclear arms race includes how it act as force of stability or instability, measures taken by superpowers to reduce their nuclear capabilities and effectiveness of these measures as well as impact of populist peace movement on international peace and security.
- Superpower relations in the nineties include Gorbachev's radical reforms and its impact, how collapse of the Iron Curtain affects Communist nations, dismantling of Berlin Wall which marks the end of the Cold War, who controls Russia's nuclear capabilities after the coup and what will be the new political structure that will emerge from the turmoil.

## **OPTIONAL TOPIC 1: THE ORIGINS OF WORLD WAR I, 1900 – 1914**

**Outcome 2: Students will examine effects of nationalism, imperialism and militarism as factors in heightening international tensions, explain ways in which states sought security by means of alliance systems and the reasons why these attempts failed.**

### **CAUSES OF WORLD WAR I, 1900 – 1914**

*Students will be expected to:*

- 2.1 Define, analyse and describe the following policies, events, role of personalities and explain how these can lead to war:-
- a. Imperialism , Nationalism and Militarism
  - b. Alliance System
  - c. Germany's World Policy and national rivalries
  - d. The Arms Race
  - e. Crises before the war :- Morocco and Balkan
  - f. Personalities

*Explanatory Notes:*

- Teacher must ensure that the concepts of Imperialism, Nationalism and Militarism are discussed first prior to the teaching of the topic.
- Alliance system includes Bismarck's network of alliances such as the Dreikaiserbund up to the Triple Entente
- Germany's world policy includes weltpolitik and the search for colonies and how it affected other European powers.
- The Arms Race includes naval race, building of armies and plans for war.
- Crises before the war includes the First and Second Moroccan Crises, the First and Second Balkan Crises, and Bosnian Crisis; their causes and outcomes and effects on Great Powers' relations
- Personalities includes Bismarck, Kaiser Wilhelm II

### **THE OUTBREAK OF WORLD WAR I, JUNE 1914 – AUGUST 1914**

- 2.2 Describe, explain and justify why the following event sparked off the outbreak of war:-
- a. The assassination of Franz Ferdinand
  - b. The ultimatum
  - c. Attempts to contain the crisis
  - d. The outbreak of war

*Explanatory Notes:*

- Assassination includes the visit by the Archduke and the formation of the Secret Society(Black Hand)
- The ultimatum includes the mobilization of armies and the declaration of war
- The outbreak of war includes the Treaty of London in 1839, the implementation of the Schlieffen Plan and responses from Alliance members

## **OPTIONAL TOPIC 2: THE ORIGINS OF WORLD WAR II, 1919 – 1941**

**Outcome 3: Students will examine the post WWI search for international security, its failures in the 1930's and the outbreak of WWII.**

### **THE SEARCH FOR SECURITY AFTER WWI**

*Students will be expected to:*

- 3.1 Analyse and describe the following policies and treaties as means of security after WWI and explain why Germany reacted against it:-
- a. The legacy of WWI
  - b. The Treaty of Versailles
  - c. US Isolationism, Anglo French differences and German Soviet relations
  - d. Attempts at Collective Security in the 1920's like the establishment of the League of Nations in 1920

#### *Explanatory Notes*

- The Legacy of WWI includes the effects on Great Powers, the Paris Peace Conference and Wilson's Fourteen Points.
- Treaty of Versailles includes its intentions and German reactions and the other treaties with the defeated Powers
- US Isolationism refers to the US Isolation Policy, Anglo French differences refers to their differences in enforcing of Versailles Treaty on Germany and the German – Soviet relations refers to German's fear of Communism.
- Attempts at Collective Security includes the establishment of the League of Nation, French system of alliances, the reparation problems (Dawes and Young Plan), Locarno and Kellogg Briand Pact and experiments in disarmament

NB: Teacher

A limited study of the events of WWII can be undertaken via Optional Topic 4: The United States 1920 – 1945 or Optional Topic 5: Japan 1913 – 1945 or, at an individual level and with a Pacific – Island focus, by the student Research Project.

### **WHAT CHALLENGES TO PEACE OCCURRED IN THE 1930'S?**

- 3.2 Describe and explain the challenges to peace in the 1930's and how it led to the rise of dictators like Hitler:-
- a. The Depression and rise of Fascism
  - b. Political instability and international difficulties
  - c. Failure of World Disarmament Conference
  - d. Breakdown of Collective Security.
  - e. Hitler and National Socialist ideology of expansion like German rearmament
  - g. Japanese objectives in Manchuria, China

#### *Explanatory Notes*

- The Depression includes its causes and consequences and how it gave rise to Fascism
- Political instability includes the inability of government leaders to provide solution for the depression and how it leads to international difficulties.
- Failure of World Disarmament Conference includes Hitler's withdrawal and his violation of the Treaty of Versailles.

- Breakdown of Collective Security includes the Manchuria, Abyssinia, withdrawal of Nazi Germany, Japan and Fascist Italy from the League.
- Hitler and National Socialist ideology of expansion includes the formation of the Nazi Party, his ideologies such as lebensraum, mein kampf, superiority of the Aryan race, anti-Semitism and law, the German rearmament includes (conscription in the army and the formation of Luftwaffe and navy), the remilitarization of the Rhineland, Rome Berlin Tokyo Axis, loss of initiatives by the Western democracies, origins and nature of British French policies of appeasement, the Spanish Civil War, Anschluss, Munich and Czechoslovakia.
- Japanese objectives in Manchuria includes land and resources, markets and employment.

### **THE OUTBREAK OF WAR**

- 3.3 Analyse, describe and explain the following policies and events and how it led to outbreak of war:-
- a. The failure of appeasement
  - b. British and French guarantees in Eastern Europe
  - c. The German-Soviet Non Aggression Pact
  - d. The Polish question and the outbreak and widening of the war in Europe 1939 – 1941
  - e. Japanese expansion and relations with the United States up until Pearl Harbour

#### ***Explanatory Notes***

- The failure of appeasement refers to the British and French final attempt to ensure peace by giving in to aggressors' demand
- British and French guarantees in Eastern Europe refers to the Polish Guarantee
- The German Soviet Non Aggression Pact includes its conditions and aims.
- The Polish question and the outbreak and widening of the war in Europe 1939 – 1941 includes the invasion of Poland and the rest of Europe.
- Japanese expansion and relations with the United States up until Pearl Harbour includes Japan's Greater East Co-Prosperity Sphere and its effects on Japan- US relations, Lend Lease Act and the bombing of Pearl Harbour

### **OPTIONAL TOPIC 3: GANDHI AND MODERN INDIA 1915 - 1947**

**Outcome 4: Students will examine the administration of British India, Gandhi's contribution to his country's independence and the forces which both assisted and impeded him in his plans.**

### **THE BRITISH RAJ**

*Students will be expected to:*

- 4.1 Analyse and describe the nature of British rule in India, beginnings of the Congress Party and assess impact of WWI on the government
- a. The nature of British rule in India in the early twentieth century and the beginnings of the Congress Party.
  - b. The impact of World War I on the government of British India and on nationalist politics.

### *Explanatory Notes*

- Nature of the British rule refers to the type of government and laws established by Britain in India which gave rise to the beginnings of the Congress Party.
- Impact of WWI includes social, economic and political impact which gave rise to the beginnings of non violent protest.

## **GANDHI AND THE CONGRESS PARTY**

- 4.2 Name, describe and explain Gandhi's role in the Congress Party, tactics of civil disobedience and his influence on the nationalist movement
- a. Gandhi's return to India and rise to leadership in the Congress Party, transforming it into a mass organisation.
  - b. The tactics of civil disobedience.
  - c. The impact of Gandhi's influence on the nationalist movement.

### *Explanatory Notes*

- Gandhi's return and rise to leadership in Congress refers to his role in the Congress party and the transformation of Congress from an organisation largely for well off Indians into a mass movement which involves all Indians.
- Tactics of civil disobedience includes methods, reasons for such movement and outcomes which had a great impact on Gandhi's influence on nationalist movement

## **THE ROAD TO INDEPENDENCE AND PARTITION**

- 4.3 Describe and explain factors that led to Indian Independence and role played by Jinnah, assess impact of WWII and reasons for partition
- a. The Government of India Act 1935 and the Congress Party in office
  - b. Muslim politics and the leadership of Jinnah
  - c. The impact of World War II and the 'Quit India' campaign
  - d. Independence and partition

### *Explanatory Notes*

- 1935 Government of India Act includes its conditions and effects which led to Congress Party in office
- Muslim politics includes the Muslim League with its aims and effects on Congress and the moves for Indian independence
- Impact of WWII refers to Indian reaction towards the British during the war which resulted in the Quit India Campaign
- Independence and Partition includes the reasons and consequences

## **OPTIONAL TOPIC 4: THE UNITED STATES 1920 - 1945**

**Outcome 5: Students will examine the main political, economic and social change in the USA and how USA emerged as a superpower between 1920 and 1945.**

### **THE 1920S**

*Students will be expected to:*

- 5.1 Name, evaluate and describe the following social, economic and political policies and developments within the United States in the 1920's.
- a. Harding and Coolidge, Republican Ascendancy.
  - b. Isolationism, Prohibition, Immigration policy.
  - c. Industrialization, Mass Consumerism; Popular Culture and Racial Problems.

#### *Explanatory Notes*

- Harding and Coolidge includes the *Liaises faire*, the boom, improvement in the economy that brought great prosperity to the American economy in the 1920's and Republican ascendancy includes both Presidents' being elected by huge majority
- Isolationism, Prohibition and Immigration policy includes reasons and effects.
- Industrialisation and Mass Consumerism refers to the increased in the production of goods for consumption like the Fords, TVs, radios etc. Popular culture refers to the new changes in social ways and habits and racial problems refer to the white American and Afro American discrimination and the hatred of communism.

### **CAUSES AND CONSEQUENCES OF THE DEPRESSION 1929 – 1932**

- 5.2 Name, evaluate and describe the causes and consequences of the Depression from 1929 - 1932
- a. Causes of Depression; Hoover's actions.
  - b. Franklin D. Roosevelt, the 1932 election and the New Deal.
  - c. Foreign Policy in the 1930s.

#### *Explanatory Notes*

- Causes and Consequences of the Depression refers to the over-speculation of shares and the Wall Street Crash and its consequences and Hoover's action refers to the government's inability to tackle the problem of *laissez faire*
- Franklin D. Roosevelt includes his popularity and positive leadership, the 1932 elections includes his Democrat campaign and solution to solve the economy and the New Deal includes aims, measures as well as how opposing political groups (Republican) responded.
- Foreign policies in the 1930's refers to the Neutrality Acts of 1935 and 1938

## **WORLD WAR II**

- 5.3 Explain, describe and evaluate how US entered the war both in Europe and Pacific and how it affected the US economy.
- US entry into World War II, Rearmament.
  - The Arsenal of Democracy; USA in Europe, the Second Front.
  - Pacific War; dropping the “A” bomb; Victory.
  - Impact of the war on the USA.

### ***Explanatory Notes***

- US entry into World War II refers to its worse relations with Japan and the bombing of the Pacific fleet in Pearl Harbour in 1941, rearmament includes the US rearm programmes of 1940 and the mobilisation and declaration of war with Japan in the Asia Pacific region.
- The Arsenal of Democracy includes Roosevelt’s victory in the Presidential election and the Lend Lease Act of 1941, the USA in Europe refers to the Atlantic Charter and the Second front refers to D-Day whereby the Allies launched an offensive attack along the Normandy, French coast on 6th June 1944
- Pacific war refers to the US advancement on Japan by 1944, on Islands of Mariannas, Philippines and the fall of Okinawa. by June 1945 and the dropping of the A bomb in August 1945 which ensured Japanese surrender to the allies
- The impact of the war on US includes American losses and how the US now becomes a superpower.

## **OPTIONAL TOPIC 5: JAPAN 1912 – 1945**

**Outcome 6: Students will examine the political, economic and social change in Japan and its emergence as a world power.**

### **A SURVEY OF JAPANESE SOCIETY AT THE END OF THE MEIJI PERIOD**

***Students will be expected to;***

- 6.1 Analyse and describe Japanese society during this period and explain how Japan rises to Great Power status
- political structure; economy; education; militarism.
  - Japan’s rise to Great Power status.

### ***Explanatory Notes***

- political structure, economy, education and militarism refers to the type of government during this period, its economic, education and military system.
- Japan’s rise to power refers to ways which enable Japan to become a world power.

## **THE RISING SUN ERA (Kyokujitsu) 1919 – 1931**

- 6.2 Describe and evaluate the Rising Sun era
- a. The impact of World War I
  - b. Social, rural and industrial developments.
  - c. Constitutional problems.
  - d. Foreign policy.

### ***Explanatory Notes***

- The impact of the war includes the failure of left wing movements and economic problems
- Foreign policy refers to Japan's expansionist policy

## **THE DARK VALLEY ERA (Kurotani) 1931 – 1941**

- 6.3 Describe and evaluate the Dark Valley era
- a. Suppression of left wing groups; growth of right wing groups.
  - b. Constitutional problems.
  - c. Economics and population problems.
  - d. Foreign and military policy in Asia; relations with USA, Russia and Germany

### ***Explanatory Notes***

- Suppression of left wing and growth of right wing group includes how it happened and why.
- Constitutional problems refers to the weaknesses and how it was undermined by the military
- Economics and population problems refers to the effects of the depression.
- Foreign and military policy in Asia and relations with USA, Russia and Germany refers to Japan's expansionist policy, treaties and its consequences.

## **THE PACIFIC WAR**

- 6.4 Identify, Describe and explain why Japan was involved in the Pacific war and its impact
- a. Japan's war aims and strategies
  - b. Co-prosperity sphere.
  - c. Japan's treatment of captured people.
  - d. Defeat.
  - e. The impact of the war on Japan



### *Explanatory Notes*

- Japan's war aims and strategies include Pearl Harbour, fall of Singapore, role of individuals like Hirohito, Tojo and Yamamoto.
- Co-prosperity sphere includes its aims and impact
- Japan's treatment of captures people refers to how Japan disregard International Conventions.
- Defeat refers to the US involvement in the Pacific war after Pearl Harbour incident.
- Impact of the war includes social, economic and political.

## **SECTION B: INTERNAL ASSESSMENT OUTCOME**

Students are expected to conduct an independent research on areas of historical significance based on Pacific Island history and from a Pacific Island perspectives.

### **Outcome 1**

#### **Students to be able to plan and carry out an independent historical research**

*Students will be expected to:*

- Select a topic focussing on a Pacific Island history
- Develop a research proposal, explain scope of enquiry and research procedures, formulate hypothesis or Focus question and 3 sub questions or hypotheses that are related to the overall hypothesis and would be the 3 sub headings for their Final Report.
- Gather information from a variety of sources, organise, analyse and reference the materials and form up generalisation under each of the 3 sub headings and maintain a personal log of research process.

### **Outcome 2**

#### **Students will be able to communicate historical ideas and understandings**

*Students will be expected to;*

- Show excellent and relevant treatment of ideas selected from a range of points
- Demonstrate how ideas are coherently developed and well structured
- Draw valid conclusion from a historical study
- Present final product in an appropriate historical format, using accepted historical conventions
- Evaluate research processes

## **ASSESSMENT**

Student achievement in the course will be assessed using two techniques,

- (1) a final examination,
- (2) internal assessment (i.e., teacher-based) of prescribed tasks.

The final examination will have a value of 60% of the final score and the internal assessment will have a value of 40% of the final score.

The internal assessment scores will be moderated against the examination scores for students at each school. The two scores will then be weighted as stated and then added together. A final ‘scaling’ of these combined scores will take place in an attempt to make the scores in different subjects comparable. This will lead to the ‘final score’ for each student, and will be used to allocate a grade 1 to 9.

### **The Examination**

The end-of-year examination will be in written form and will test a range of the knowledge and skill objectives specified in this syllabus, in the context of the defined topics. All topics will be represented on the paper. Candidates will be required to answer the Core Topic questions i.e., *The Search for Security in the Nuclear Age*. They will also be required to select and answer questions in two other sections – each section based on a different topic. Questions will provide written and/or graphic material, and at least one in each section (including the Core Topic section) will require the writing of a short essay. The Core Topic section of the examination will be worth approximately 40% of the total marks available. All the Optional Topic sections will have the same mark value, which will be approximately 30% of the total marks available. The examination will be three hours.

### **Internal Assessment**

One major and five minor internal assessment tasks will be completed by PSSC History students. These tasks allow for some flexibility of approach but must follow the specified rules of structure and content. Teachers will assess (i.e., mark) student materials resulting from these tasks using detailed marking schemes provided in this prescription. The tasks, mark values and suggested class-time allocations are as follows.

| <b>Task</b>                             | <b>Mark Value</b> | <b>Suggested class-time (hours)</b> |
|---|-------------------|-------------------------------------|
| (Major Task)<br><i>Research Project</i> | 55                | 20 *                                |
| (Minor Task)                            |                   |                                     |
| (1) Using a written source              | 15                | 5                                   |
| (2) Using a visual source               | 15                | 5                                   |
| (3) Investigating an oral account       | 15                | 5                                   |
| (4) Investigating an historic site      | 15                | 5                                   |
| (5) Examining artefacts                 | 15                | 5                                   |

\* A substantial amount of private time will also be required.

Schools that intend enrolling students in PSSC History must submit for approval a PSSC History Internal Assessment Programme by March 1<sup>st</sup> in the year of enrolment.(refer to a sample in the Advisory Section)

A PSSC History Internal Assessment Programme must contain the following elements:-

- (1) A list of the possible Research Projects (titles) to be undertaken by candidates and the marking scheme given in the syllabus is to be used by teachers when marking student work. This is the Major Task for internal assessment and it *must focus on an aspect of Pacific-island history, Islander Oriented*. Detailed marking schemes for the minor tasks are also given in the syllabus.
- (2) The intended start and end dates for each task must be provided together with any other information relevant to the tasks, including provisions for inter-class moderation if a school has more than one class studying PSSC History.
- (3) Schools must supply a single mark out of 130 (i.e., 130 is the maximum possible score) for every enrolled student.
- (4) Clear records and documentation regarding the school's approved PSSC Internal Assessment Programme must be kept. Furthermore, all student work that has been assessed under this programme must be available for verification by SPBEA officers during any one school year.
- (5) Although it is recognised that certain general student attitudes and behaviours may be desirable (e.g., co-operation) these should not play any part in the PSSC Internal Assessment Programme submitted by any school. Attempts to quantify and report on such qualities should be done as a separate school activity.
- (6) Students enrolled in PSSC History must be given a copy of the school's PSSC Internal Assessment Programme for the subject. Each student must also be informed of when assessment tasks are to be completed and be notified of his or her assessment result for each task as soon as it is determined.
- (7) Relevant teachers and school principals will be required to sign the PSSC *School Agreement Form* to confirm that the above PSSC Internal Assessment rules will be followed. Non-adherence to these rules may cause students to be removed from PSSC enrolment in History.

The requirements for the internal assessment tasks are set out below:-

### **MAJOR TASK – The Research Project**

Students are to choose, under teacher guidance (the availability of relevant sources being an important consideration), a research topic. This may be based on local history e.g., a local area study or family history. However, the focus must be on an aspect of Pacific-island history. Although some support can be given to students in this component of their I.A. programme, the intention should be to develop student research skills in the field of history.

Approximately 20 hours of class time should be devoted to this task, together with a substantial amount of private time (e.g., homework).

**The student must:-**

- (1) formulate and record a *hypothesis* or *focus question*, e.g., a question relating to the changing role of women in the family or the influence of a particular church on a local community or some community problem,
- (2) keep a *log-book* in which they date and record ideas, findings, sketches and anything else associated with the study (including source citations). Entries in the log book can be in point or note form but they must be legible and understandable. The log book should clearly record the research process, including any difficulties encountered, and will be submitted to the teacher for assessment,
- (3) have a *formal folder* where they present their findings.

This folder should contain:

- (a) an interview transcript and/or tape recording of an interview with, a person who has lived through or is knowledgeable on the topic chosen. There should also be an analysis of this material in relation to the focus question or hypothesis. This work must have been carried out unsupervised,
- (b) three additional selected data from three different sources which relate to the focus question or hypothesis. These may include a variety of written, visual or graphic sources such as newspaper articles, documents, graphs, posters, videos, photographs, etc. Artefacts also qualify. The finding and selection of this material must be done by the students,
- (c) notes organised under the various headings of the research proposal.
- (d) An essay which will present the student's findings from the research investigation. This essay should be a comprehensive, summative piece in which the research data gathered have been analysed, and conclusions supported by evidence have been made. The essay is to be written unsupervised and should be about 1,500 words in length,

The marks for the various parts of this I.A. task will be:-

|   |          |
|---|----------|
| Focus Question  | 11 marks |
| Log book including focus question or hypothesis and record of the research process. | 15 marks |
| Acknowledgement   | 6 marks  |
| Evaluation  | 6 marks  |
| Research essay  | 17 marks |
|   | -----    |
|   | 55 marks |

**The teacher must:-**

- (1) carry out some preparatory work before the students embark on their research. Teachers will need to:-
  - (a) provide a comprehensive list of available resources (i.e., what kind of historical information is available in your community),
  - (b) have a comprehensive list of manageable topics for student research already worked out.  
Here are some suggested topics:
    - *The role of women in a country's development since 1945*
    - *History of a Family, Church, Organisation or a Leader*
    - *Impact of a war on a village, country or people*
    - *History of a protest movement, the Indentured Labourers, the first missionaries or Slave trade / Labour trade*
    - *Success and Failure of political governments in post colonial Pacific*
  - (c) warn the community of student interests and likely investigations,
  - (d) give students some strategies on how to carry out research, including the possible pitfalls and how to avoid them,
- (2) guide the students in the formulation of their hypotheses or focus question,
- (3) guide the students in the research process and the use of their log books, and the analyses of their research findings. *Refer to the Appendix for an Example of what a Log Book should look like.*
- (4) mark each aspect of the student work according to the marking scheme provided in the syllabus. The research proposal is to be marked first before students can start the data collection and the writing of their reports,
- (5) guide the students in the process of recording oral history, via interview or correspondence. Correspondence and/or tapes and/or transcripts should be assessed according to relevance, clarity and impact,
- (6) guide the students in the selection of research data. The three pieces must relate clearly to the focus question or hypothesis and should illustrate that the students understand the importance of gathering data from different sources.
- (7) assess the evaluative essay. This should be based on the analysis of the evidence, the logic and relevance of the argument and the quality of the presentation.

## Research Activity

### Introduction: Guidelines

Your task is to research a historical topic. When you are deciding what this should be, you need to remember the following points:

- (1) The topic must be historically relevant i.e. be on an aspect of Pacific Island history either locally, nationally or regionally and is Pacific Island Oriented.
- (2) The topic must be historically significant, either on a small-scale such as a family history, or larger scale such as an important historical development in the Pacific or in a country. A study of how your family pet has been a member of your family for the last ten years, although important to you, is not regarded as historically significant, even locally.
- (3) The topic must be manageable and narrowed down in scope e.g. “The history of Tonga in the last Millennium” is far too broad. Focus on an aspect within that frame that is manageable.
- (4) The time period needs to have a historical realism to it e.g. a study of important developments in industry x over the last two years, is not really within the spirit of an appropriate time frame. The most recent time for a study should be up to 1990.
- (5) The topic needs to be historical rather than present day sociological or geographical in nature i.e. “The role of women today in our country’s development” is a topic more suited for Social Studies. However, if the topic was amended to “the role of women in our country’s development since 1945”, then that would be a suitable historical topic. Handing in a Geography topic on “Geographic perspectives on tourism” is not likely to be historical in nature either.

### The research activity – important steps to follow

- (1) Choose a topic which meets the necessary criteria. Your teacher needs to approve it before you can begin the research process.

- (2) **Research Proposal**

Outline your intended research proposal by including:

- (a) a hypothesis or focus question that covers the topic you want to investigate. You need to base your research findings on this hypothesis or focus question.
- (b) **three** sub-questions or hypotheses that are related to the overall hypothesis or focus question. These three sub-questions will form the headings for the notes you collect, and the headings for the final report.
- (c) a statement of how you will collect and process your information (methodology).

- (d) a statement of how you will present your findings.
- (e) a statement of your intended work plan and time schedule i.e. what you intend to do and when.

(3) **Data Gathering and Organising**

- (a) Prepare a log book in which you will record the process of gathering and processing your information. Each entry is to be dated. In the log book, you need to record who, what, and where you met important individuals. If you had problems, or changed your approach in the research process, you need to record this. Key milestones can be noted. Hand in the log with your report.
- (b) Start to gather or collect your information. You will need to get your information from at least four different types of sources, one of which must be an interview with an important individual or group. Other types include letters, diaries, newspaper articles, films, cartoons, photographs, books, audio tapes and magazines. Make notes from your sources under the three key headings. These three headings come from the sub-questions you posed in the research proposal. Hand in your notes under these headings, and your interview questions, along with the taped interview or script when you present your Report.
- (c) Under each heading in your notes, make a generalisation which sums up what you have found in that section.

(4) **Data Processing – Presentation of Report**

- (a) Once you have finished collecting the information you need, prepare your report using the three headings you came up with earlier. Structure your report; include an introduction, body and conclusion. In your conclusion, relate the findings to your research questions or hypotheses. State how any future research would clarify or build on the conclusions you have reached.
- (b) Your ideas and thought processes need to be logically and coherently developed. Make sure you support your generalisations with references used. Vague statements cannot be expected to score highly.
- (c) Acknowledge the use of quotations and references in your report, using the appropriate conventions. Include, in the body of your report, at least **two** examples of footnotes, and a bibliography at the end.



(5) **Evaluation:**

- (a) Briefly explain **two** important things you have learned from the research activity
- (b) Describe the most difficult challenge you had to face. How did you attempt to overcome it?
- (c) What would be **one** aspect of your research activity that you would like to change if you had to repeat the exercise? Why?

**(see attached appendix for examples of tasks in the research proposal)**

## Mark Scheme – Research Activity

| <b>Research Proposal</b>              |  | <b>Marks</b> |
|---------------------------------------|--|--------------|
| <i>Focus Question/<br/>Hypothesis</i> | The focus question or hypothesis is well expressed and provides a realistic basis for research             | 2            |
|                                       | The focus question or hypothesis is stated but is not so well expressed or concise for research            | 1            |
|                                       | The focus question or hypothesis is not stated or stated but unclear                                       | 0            |
| <i>Sub-questions/<br/>hypotheses</i>  | 3 well expressed, meaningful sub-questions/hypotheses clearly related to the overall question/hypothesis   | 3            |
|                                       | 2 well expressed, meaningful sub-questions/hypotheses clearly related to the overall question/hypothesis   | 2            |
|                                       | 1 well expressed, meaningful sub-question/hypothesis clearly related to the overall question/hypothesis    | 1            |
|                                       | Sub-questions/hypotheses not provided, or not clearly expressed/related to the overall question/hypothesis | 0            |
| <i>Methodology</i>                    | A clearly expressed statement showing how both the collection and processing will be carried out           | 2            |
|                                       | The statement is not so clear or includes only one of collecting or processing description                 | 1            |
|                                       | The statement is not included or is unclear about collection and processing                                | 0            |
| <i>Present findings</i>               | A clearly expressed statement showing how the findings will be presented in the final report               | 2            |
|                                       | The statement is not so clear about how the findings will be presented                                     | 1            |
|                                       | The statement is not included or is unclear about how the findings will be presented                       | 0            |
| <i>Intended plan</i>                  | A clearly expressed statement showing how both time and work schedule will be planned for                  | 2            |
|                                       | The statement is not so clear or includes only one of time or work schedule to be planned for              | 1            |
|                                       | The statement is not included or is unclear about the time and work schedule to be planned for             | 0            |
| <b>Data Gathering/<br/>Organising</b> |  |              |
| <i>Log Book</i>                       | Clear, complete entries, dated, of people, places, possible changes, milestones                            | 4, 5         |
|                                       | Not so clear or complete entries, yet important features still noted                                       | 2, 3         |
|                                       | Sketchy, not complete or clear, poorly attempted   | 0, 1         |
| <i>Note taking</i>                    | Notes are clearly organised under the three key headings based on the earlier questions                    | 3            |
|                                       | Notes are satisfactorily, if not always clearly, organised under the three key headings                    | 2            |
|                                       | Notes are attempted for one or two headings only, even if they are satisfactorily clear                    | 1            |
|                                       | Notes are not attempted, or headings are not provided, and notes   | 0            |

|                            |   |       |
|----------------------------|---|-------|
|                            | handed in with no organisation  |       |
| <i>Sources</i>             | Notes from at least 4 different types of sources are recorded, with one being an interview  | 4     |
|                            | Notes from 3 different types of sources are recorded, with one being an interview   | 3     |
|                            | Notes from 2 different types of sources are recorded, with one being an interview   | 2     |
|                            | 1 or more of the same type of source are recorded (e.g. 3 letters)  | 1     |
|                            | No sources recorded   | 0     |
| <i>Generalisations</i>     | For each section with its own heading, a clear generalisation is made (3 in total)  | 3     |
|                            | For 2 of the sections, 2 clear generalisations have been made   | 2     |
|                            | For 1 section, 1 clear generalisation has been made   | 1     |
|                            | No generalisations have been made, or they are very unclear   | 0     |
| <b><i>Final Report</i></b> |   |       |
| <i>Thought/Content</i>     | Excellent and relevant treatment of ideas, a large range of valid points, any generalisations made are very well substantiated or supported with references   | 11,12 |
|                            | Very good and relevant treatment of ideas, a range of valid points, some generalisations made are well substantiated  | 9, 10 |
|                            | A good and relevant treatment of ideas, a range of valid points, some generalisations are well substantiated  | 7, 8  |
|                            | Satisfactory and mostly relevant treatment of ideas, a number of valid points, some generalisations made are not substantiated  | 5, 6  |
|                            | Limited in treatment of ideas, not always relevant, a few valid points made, limited in number of generalisations; these are unsubstantiated  | 3, 4  |
|                            | Poor attempt at ideas, many irrelevant points, any generalisations are unsubstantiated  | 1, 2  |
|                            | No report presented, or not real attempt at the topic   | 0     |
| <i>Structure</i>           | Ideas are coherently well developed, the report is very clearly structured in the 3 required sections, introduction includes clear statement of questions, the body of the report is sound, and conclusion effectively sums up the findings with a clear link stated for future research                  | 4, 5  |
|                            | Ideas are mostly coherently developed, the report is clearly structured in the 3 required sections, introduction includes statement of questions, the body of the report is quite sound, and a conclusion sums up the findings with a link stated for future research                                     | 3     |
|                            | Ideas are sometimes clearly developed, the report attempts a structure in 3 required sections, or this may not be so apparent, and there is an attempt at an introduction (with or without the questions), plus a satisfactory body of the report and a conclusion which may not link for future research | 1, 2  |
|                            | No report presented, or no real attempt at the topic  | 0     |

## ***Acknowledgements***

|                     |   |   |
|---------------------|---|---|
| <i>Footnotes</i>    | Clear footnotes have been used in the report following accurate, accepted conventions                       | 2 |
|                     | Footnotes have been used in the report but do not clearly follow the accepted conventions                   | 1 |
|                     | No footnotes have been used, or if they have, are not accurate and do not follow accepted conventions       | 0 |
| <i>Bibliography</i> | At least 4 different types of sources are included (one an interview), using accurate, accepted conventions | 4 |
|                     | At least 3 different types of sources are included (one an interview), using accurate, accepted conventions | 3 |
|                     | At least 2 different types of sources are included (one an interview), using accurate, accepted conventions | 2 |
|                     | Only one source included or more than one of the same type, using accepted conventions                      | 1 |
|                     | No sources included, or one or more are, but making significant mistakes in accepted conventions            | 0 |

*Note: allow for minor errors in the use of conventions e.g. some punctuation left out*

## ***Evaluation***

|                       |   |   |
|-----------------------|---|---|
| <i>Learned lesson</i> | 2 important lessons learned from the research activity are clearly explained                              | 2 |
|                       | 1 important lesson learned from the research activity is clearly explained                                | 1 |
|                       | No statement included, or statement does not explain what has been learned                                | 0 |
| <i>Challenge</i>      | A clear statement on the challenge to face, plus description of how to overcome it                        | 2 |
|                       | A clear statement on either the challenge, or how to overcome it, or unclear statement of the two aspects | 1 |
|                       | No attempt made, or not able to understand statement  | 0 |
| <i>Change aspect</i>  | A clear statement of what aspect to change and reason why   | 2 |
|                       | A clear statement of the aspect to change without the reason, or statement hints at what is required      | 1 |
|                       | No attempt made, or not able to understand statement  | 0 |

**TOTAL: 55 marks**

## MINOR TASKS

### Minor Task 1: Using a written source

Choose a written source (a letter, diary, newspaper report official document or eyewitness account).eg. Making of Modern Samoa by Malama Meleisea.

Now conduct a text interpretation by answering the following questions.

- 1. Place the source in its context (4 marks)**
  - (a) State who wrote the passage and the date it was written. (1 mark)
  - (b) State **one** purpose why the author(s) wrote the passage. (1 mark)
  - (c) Identify whether it is a primary or secondary source and give **two** reasons to support your answer. (2 marks)
  
- 2. Content of the source (2 marks)**
  - (a) Explain one difficulty you had in interpreting the source. (1 mark)
  - (b) Describe the content of the source. (1 mark)
  
- 3. Impression and bias in the source (4 marks)**
  - (a) Describe the main impression the author is trying to give. (1 mark)
  - (b) Identify **one** bias you found in the source and give **one** reason why you feel it is biased. (2 marks)
  - (c) State if you have any bias in yourself that needs to be accounted for. If you do, why? if not, why not? (1 mark)
  
- 4. Significance of historical source (5 marks)**
  - (a) Assess the historical significance of the source. Give **two** reasons to support your answer. (3 marks)
  - (b) Discuss **two** reasons how it fits into the general historical context. (2 marks)

**Total: 15 Marks**

## Minor Task 2: Using a visual source

Choose a visual source of history (a photograph, drawing, painting or cartoon).eg Photographs on Mau Movement in Samoa. Study the source and answer the following questions:

### 1. Placing the source in context (7 marks)

- (a) Name the artist/cartoonist etc of the source and the date it was produced. (1 mark)
- (b) Outline **two** purposes for producing the source. (2 marks)
- (c) Describe the event or person shown in the source.  
**Either** outline briefly what happened after the event.  
**Or** outline briefly the importance of the person's role in history. (2 marks)
- (d) Give a suitable, alternative caption for the source. Justify your answer. (2 marks)

### 2. Information intended to convey (3 marks)

- (a) Describe the information the source is intended to convey i.e. is there a message? (2 marks)
- (b) State if the source is biased or not. If you feel it is, give **one** reason. If you feel it is not, explain why not (1 mark)

### 3. A worthwhile historical source (5 marks)

- (a) Assess the validity of this source e.g. how reliable is it? Provide **two** reasons to support your answer. (3 marks)
- (b) Discuss **two** reasons why the source fits into the general historical context. (2 marks)

**Total: 15 Marks**

### Minor Task 3: Investigating an oral account

Choose an item of oral history (this could be a “taped” account or a “live” interview with someone recounting local history). After listening carefully to the tape/interview answers, answer the following questions:

- 1. Placing the source in its context (4 marks)**
  - (a) Identify the speaker and the date of the oral/account/interview. (1 mark)
  - (b) State the purpose of the speech or interview. (1 mark)
  - (c) State the position/role or status of the speaker in relation to the event. (1 mark)
  - (d) Determine the time difference between when the event occurs and the interview/taped account. (1 mark)
  
- 2. Content of the account/interview (3 marks)**
  - (a) Describe the content in the account/interview. (2 marks)
  - (b) Explain **one** difficulty you had in interpreting the source. (1 mark)
  
- 3. Speakers Impression (4 marks)**
  - (a) Describe the impression the speaker is trying to give. Support your answer with **two** quotations from the speech/account. (2 marks)
  - (b) Listen to the interview/account carefully. State whether it is biased or not. Give **one** valid reason to support your answer. (1 mark)
  - (c) Write a statement to describe your reaction to the account/interview. (1 mark)
  
- 4. Worthwhile Source (4 marks)**
  - (a) Assess the validity of this source e.g. how reliable it is? Provide **one** reason to support your answer. (2 marks)
  - (b) Discuss **two** reasons why the source fits into the general historical context. (2 marks)

**Total: 15 Marks**

## Minor Task 4: Investigating an historic site

Visit a local site or location of interest e.g. a cemetery, monument, sacred sites, cultural sites, caves or any building of historical interest.

- 1. Placing the source in historical context (5 marks)**
  - (a) Name the erector/builder/creator of the site/building and the date it was put up. (1 mark)
  - (b) Discuss and elaborate on the purpose of the building/site. Give **three** reasons to support your answer. (3 marks)
  - (c) State **one** difficulty in accessing the site or building. (1 mark)
  
- 2. Information conveyed (5 marks)**
  - (a) Identify **two** things the building/site tells you about this period of history. (2 marks)
  - (b) Explain **three** difficulties students face in understanding the historical value of this building or site. (3 marks)
  
- 3. Significance of the site/building (5 marks)**
  - (a) Assess the significance of the building/site as a valid historical source. Give **two** reasons to support your answer. (3 marks)
  - (b) Discuss how your building or site fits into the general historical context. Support your answer with **two** relevant points. (2 marks)

**Total: 15 Marks**



## Minor Task 5: Examining artefacts

Visit a place where artefacts are stored/displayed or situated, and choose there an artefact or object or relic of historical interest to study (e.g. a shard of Lapita pottery, war clubs, mats, kava bowls)

- 1. Placing the artefact in historical context (6 marks)**
- (a) Name the place and give the date when the artefact was originally found. (1 mark)
  - (b) Identify the group or person who produced the artefact, and give the date. (1 mark)  
Identify **two** features from the artefact to justify your answer. (2 marks)
  - (c) State **one** relevant purposes for producing the artefact. (1 mark)
  - (d) Examine if the purpose has changed over time. If so, how if not, why not. (1 mark)
- 2. A worthwhile historical source (9 marks)**
- (a) Assess the historical significance of the artefact. Give **three** reasons to support your answer. (3 marks)
  - (b) Identify and briefly explain **three** problems that you meet when studying artefacts (3 marks)
  - (c) Suggest **two** ways to overcome one of the problems identified. (2 marks)
  - (d) Place the artefact in the general historical context. (1 mark)

**Total: 15 Marks**

## MARKING SCHEMES FOR MINOR TASKS

### Marking Scheme: Minor Task 1: Using a written source

- 1. Place the source in its context (4 marks)**
- (a) Author(s) and date clearly stated (no ½ marks if only one is given) (1 mark)
  - (b) One valid purpose clearly stated (1 mark)
  - (c) Two valid reasons are given to support the correct identification (primary or secondary) (2 marks)
    - One valid reason given (1 mark)
    - No reason, or irrelevant reason given (0 marks)

Note: Correct identification of the type of source (primary/secondary) is needed, to score.
- 2. Content of the source (2 marks)**
- (a) A clear explanation of one difficulty is given (must give a reason, to score) (1 mark)
  - (b) A clear description of content is given (1 mark)
    - If description not clear, or irrelevant, or no description is given (0 marks)
- 3. Impression and bias in the source (4 marks)**
- (a) The main impression given by the author is clearly described (1 mark)
    - If description not clear, or irrelevant, or no description is given (0 marks)
  - (b) One bias is clearly identified and supported by one reason (2 marks)
    - If only one of the two aspects given (1 mark)
  - (c) A clear statement of whether there is any bias in the student is identified, supported by one reason (1 mark)
    - If only the statement is mentioned (0 marks)
- 4. Significance of the historical source (5 marks)**
- (a) A clear statement is given showing how historically significant the source is (3 marks)
    - Needs to be supported with two relevant reasons (3 marks)
    - A clear statement is given with one relevant reason (2 marks)
    - A clear statement is given with no examples (1 mark)
    - No clear statement is given (0 marks)
  - (b) Two reasons are discussed as to how the source fits into the general historical context (2 marks)
    - One reason is discussed as to how the source fits into the context. (1 mark)
    - No reason is discussed (0 marks)

## Mark Scheme: Minor Task 2: Using a visual source

- 1. Placing the source in context (7 marks)**
- (a) Artist and date correctly given, no ½ marks for just one aspect (1 mark)
  - (b) 2 relevant purposes are given for producing the source (2 marks)  
1 relevant purpose is given for producing the source (1 mark)  
Irrelevant or no purpose (0 marks)
  - (c) Clear description of event or person's role (1 mark)  
**Either** clear outline of what happened after the event (1 mark)  
**Or** role of the person identified
  - (d) Caption is relevant and clearly stated (1 mark)  
Choice of caption justified (1 mark)  
None mentioned (0 marks)
- 2. Information intended to convey (3 marks)**
- (a) A clear description of the information or message is given (2 marks)  
A partial description of the information or message is given (1 mark)
  - (b) 1 reason for recognizing bias, or 1 reason for not recognizing bias (1 mark)  
No reason (0 marks)
- 3. Worthwhile historical source (5 marks)**
- (a) A clear statement is given showing how valid the source is. (3 marks)  
Needs to be supported with 2 examples (3 marks)  
A clear statement is given with 1 example (2 marks)  
A clear statement is given with no examples (1 mark)  
No statement, no examples (0 marks)
  - (b) Two valid relevant reasons are given showing how source fits into the general historical context (2 marks)  
1 valid reason is given (1 mark)  
No reason (0 marks)

## Marking Scheme: Minor Task 3: Investigating an oral account

|           |   |   |
|-----------|---|---|
| <b>1.</b> | <b>Placing the source in its context</b>  | <b>(4 marks)</b>                                    |
| (a)       | Speaker and date correctly identified; No ½ marks   | (1 mark)  |
| (b)       | Purpose clearly stated<br>No purpose stated   | (1 mark)<br>(0 marks)                               |
| (c)       | Position and role/status in relation to the event clearly stated<br>The role/status has to be clearly linked with the event<br>e.g. coordinator, eyewitness etc<br>No clear link  | (1 mark)<br>(0 mark)                                |
| (d)       | The time difference has been correctly identified<br>No time difference correctly identified  | (1 mark)<br>(0 marks)                               |
| <b>2.</b> | <b>Content of the account/interview</b>   | <b>(3 marks)</b>                                    |
| (a)       | Clear description of the oral account/interview is given<br>Partial description of the oral account/interview is given<br>No description of the oral account  | (2 marks)<br>(1 mark)<br>(0 marks)                  |
| (b)       | One difficulty clearly explained<br>No difficulty/irrelevant  | (1 mark)<br>(0 marks)                               |
| <b>3.</b> | <b>Speakers impression</b>  | <b>(4 marks)</b>                                    |
| (a)       | A thorough or clear description of the speaker's impression is made supported by 2 valid quotations.<br><br>A clear description supported by 1 valid quotation is made<br>A description without the quotation is made<br>Quotations without a description | (2 marks)<br><br>(1 mark)<br>(0 marks)<br>(0 marks) |
| (b)       | 1 valid reason showing how it is biased or not, is given<br>No valid/irrelevant reason given  | (1 mark)<br>(0 marks)                               |
| (c)       | A complete, relevant statement describe student's reaction is given<br>No statement or irrelevant statement given   | (1 mark)<br>(0 marks)                               |
| <b>4.</b> | <b>Worthwhile historical source</b>   | <b>(4 marks)</b>                                    |
| (a)       | A clear statement showing how valid the account is, needs to be supported by 1 reason<br>A clear statement with no reason is given<br>No clear statement given  | (2 marks)<br>(1 mark)<br>(0 marks)                  |
| (b)       | 2 valid reasons are discussed as to how the source fits into the historical context<br>1 valid reason<br>No reasons   | (2 marks)<br>(1 mark)<br>(0 marks)                  |

## Marking Scheme: Minor Task 4: Investigating an historic site

- 1. Placing the source in historical context (5 marks)**
- (a) Name of the erector/builder and the date built (1 mark)  
No ½ marks for only one
- (b) A thorough description supported by 3 reasons is given (3 marks)  
A partial or thorough description supported by 2 reasons is given (2 marks)  
Some explanation supported by 1 reason is given (1 mark)  
Some explanation with no reason, or reasons without explanation (0 marks)
- (c) One difficulty in accessing the building/site is clearly stated (1 mark)  
No difficulty (0 marks)
- 2. Information conveyed (5 marks)**
- (a) Two relevant complete aspects are identified (2 marks)  
One complete relevant aspect is identified (1 mark)  
No aspects, or irrelevant aspects mentioned (0 marks)
- (b) Three difficulties are well explained as to historical value (3 marks)  
Two difficulties are well explained as to historical value (2 marks)  
One difficulty is well explained as to historical value (1 mark)  
No difficulty is explained (0 marks)
- 3. Significance of the site/building (5 marks)**
- (a) A clear sentence is given assessing significance of the building as a valid historical source, supported by two relevant reasons (3 marks)
- A clear sentence is given assessing significance of the building as a valid historical source, supported by 1 valid reason (2 marks)  
A sentence stating significance only is given (1 mark)  
Reasons only or no sentence, stating significance (0 marks)
- (b) A clear statement is given discussing how the site fits into the historical context, supported by 2 relevant points (2 marks)  
A clear statement is given discussing how the site fits into the historical context, supported by 1 relevant point (1 mark)  
No clear statement or relevant points (0 marks)

## Marking Scheme: Minor Task 5: Examining artefacts

- 1. Placing the artefact in historical context (6 marks)**
- (a) Place and date are correctly identified (1 mark)  
No ½ marks for only one identified
- (b) The group or person and date correctly identified (1 mark)  
No half marks for just one correct.  
Two relevant features of the artefacts are identified and justified correctly (2 marks)  
One relevant feature is identified and justified (1 mark)  
No feature identified, no justification (0 marks)
- (c) One relevant purpose for producing the artefact clearly stated (1 mark)
- (d) A clear statement on whether the purpose has changed over time or not is given (1 mark)  
No clear statement is given (0 marks)
- 2. A worthwhile historical source (9 marks)**
- (a) A clear statement of the significance of the artefact supported by two valid reasons is given (3 marks)  
A clear statement of the significance of the artefact supported by one valid reason (2 marks)  
A clear statement of the significance of the artefact without a valid reason is given (1 mark)  
No clear statement or no valid reason (0 marks)
- (b) Three relevant problems are identified and explained (3 marks)  
Two relevant problems are identified and explained (2 marks)  
One relevant problems are identified and explained (1 mark)  
0 relevant problem mentioned (0 marks)
- (c) Two ways to overcome one identified problem are suggested (2 marks)  
One way identified (1 mark)
- (d) A clear statement placing the artefact in the general historical context is given (1 mark)

## **GUIDELINES FOR THE MINOR TASKS**

### General, overall guidelines:

1. The current statement that “each of the minor tasks may have a Pacific Island focus” remains. In other words, the complete internal assessment component of 40% would be based on Pacific Island history and is Pacific Islander Oriented.

This would apply to all the Five Minor Tasks.

2. The material must have a certain historical realism to it. Teachers need to see the resources used are up to a time period of 1990. An article in the “Pacific Islands Monthly” written in November 1999, would not qualify, because it does not have that historical time distance that these exercises are requiring. Teachers need to approve the resources chosen before students begin to answer the questions, to avoid a possible awkward situation after the event.
3. In some countries or outer islands, it may be difficult for all students to find suitable resources. In these cases, teachers can select a common resource for students to use. In this situation, to ensure authenticity of student work, teachers may find it desirable to ask students to sit the task at one particular time during a class period.
4. The type of teacher assistance is also a factor for consideration. History teachers would know it is not acceptable for a teacher to go through the actual resource with his/her class and provide too much guidance as to what is expected in the answers. However, it is appropriate for the teacher to use a different resource as a formative task so that students become familiar with terms such as “bias”, a “valid historical resource” etc.
5. Where the name of the author/artist/photographer etc. and the date of production are not evident on the resource the students use, proof of authorship will need to be provided e.g. a photo may not have the name/date on it, but these details are mentioned in the book the photo is in. A photocopy from the book in this case should be enough to establish authorship.

### Guidelines for the specific minor tasks:

1. Minor Task 1:
  - (a) The sources listed are not the only ones possible. Students could use secondary sources such as books written by Pacific Island historians like Malama Meleisea from Samoa.
  - (b) Teachers will need to check the resource to see it is not written a few months ago on a recent event, and that there is proof of authorship.

2. Minor Task 2:

- (a) The sources listed are visual images that are static i.e. not moving. Recently, students have asked whether they could use film or video footage. There is no hard and fast rule about this, but teachers need to treat each request on merit and workout if the moving image is suitable for the task.
- (b) Again, as with written sources, proof of authorship and date needs to be obtained if these details are not on the cartoon, photo etc.

3. Minor Task 3:

- (a) It is recommended students attempt a live interview here (although not compulsory). The experience gained will help for the research exercise in the Major Task. Either the taped interview or the written script and interviewee's responses needs to accompany the student's answers to the task.
- (b) The interviewee can be the same person interviewed for the research topic for the Major Task if the student wishes. The focus for the research will be different to the answers expected for this task.
- (c) If students wish to use a taped account, this could be of a person/event etc. in one of the examinable topics. A live interview is more likely to be of a local setting.

4. Minor Task 4:

- (a) The redesigned questions give a clearer indication as to how the marks are to be allocated.
- (b) The redesigned task asks for this assessment to be of the original building/site chosen, not another one.

5. Minor Task 5:

In the current unrevised task, students are asked to visit a cultural centre or museum. As some students do not have either, the two terms are replaced by the general term "place".



| PERSPECTIVE: RESEARCH PROPOSAL (11 marks)   |       | PERSPECTIVE: DATA GATHERING / ORGANISING (15 marks)   |  |
|---|-------|---|--|
| Criteria  | Marks | Criteria  |  |
| <p><i>Focus Question / Hypothesis: 0-2</i></p> <p>2 The focus question or hypothesis is well expressed and provides a realistic basis for research</p> <p>1 The focus question or hypothesis is stated but is not so well expressed or concise for research</p> <p><b>0 The focus question or hypothesis is not stated or stated but unclear</b></p>  |       | <p><i>Log Book</i></p> <p>5, 4 Clear, complete entries, dated, of people, places, possible changes, milestones</p> <p>3, 2 Not so clear or complete entries, yet important features still noted</p> <p>1, 0 Sketchy, not complete or clear, poorly attempted</p>  |  |
| <p><i>Sub-questions/hypotheses</i></p> <p>3 well expressed, meaningful sub-questions/hypotheses clearly related to the overall question/hypothesis</p> <p>2 well expressed, meaningful sub-questions/hypotheses clearly related to the overall question/hypothesis</p> <p>1 well expressed, meaningful sub-question/hypothesis clearly related to the overall question/hypothesis</p> <p>0 Sub-questions/hypotheses not provided, or not clearly expressed/related to the overall question/hypothesis</p> |       | <p><i>Note taking</i></p> <p>3 Notes are clearly organised under the three key headings based on the earlier questions</p> <p>2 Notes are satisfactorily, if not always clearly, organised under the three key headings</p> <p>1 Notes are attempted for one or two headings only, even if they are satisfactorily clear</p> <p>0 Notes are not attempted, or headings are not provided, and notes handed in with no organisation</p> |  |
| <p><i>Methodology</i></p> <p>2 A clearly expressed statement showing how both the collection and processing will be carried out</p> <p>1 The statement is not so clear or includes only one of collecting or processing description</p> <p>0 The statement is not included or is unclear about collection and processing</p>  |       | <p><i>Sources</i></p> <p>4 Notes from at least 4 different types of sources are recorded, with one being an interview</p> <p>3 Notes from 3 different types of sources are recorded, with one being an interview</p> <p>2 Notes from 2 different types of sources are recorded, with one being an interview</p> <p>1 1 or more of the same type of source are recorded (e.g. 3 letters)</p> <p>0 No sources recorded</p>              |  |
| <p><i>Present findings</i></p> <p>2 A clearly expressed statement showing how the findings will be presented in the final report</p> <p>1 The statement is not so clear about how the findings will be presented</p> <p>0 The statement is not included or is unclear about how the findings will be presented</p>  |       | <p><i>Generalisations</i></p> <p>3 For each section with its own heading, a clear generalisation is made</p> <p>2 For 2 of the sections, 2 clear generalisations have been made</p> <p>1 For 1 section, 1 clear generalisation has been made</p> <p>0 No generalisations have been made, or they are very unclear</p>   |  |
| <p><i>Intended plan</i></p> <p>2 A clearly expressed statement showing how both time and work schedule will be planned for</p> <p>1 The statement is not so clear or includes only one of time or work schedule to be planned for</p> <p>0 The statement is not included or is unclear about the time and work schedule to be planned for</p>   |       |   |  |

| <b>PERSPECTIVE: FINAL REPORT</b> (17 marks)   | <b>Marks</b> | <b>ACKNOWLEDGEMENTS:</b> (6 marks)   | <b>Marks</b> |
|---|--------------|--|--------------|
| <p><i>Thought/ Content</i></p> <p>12, 11 Excellent and relevant treatment of ideas, a large range of valid points, any generalisations made are very well substantiated or supported with references</p> <p>10, 9 Very good and relevant treatment of ideas, a range of valid points, some generalisations made are well substantiated</p> <p>8, 7 A good and relevant treatment of ideas, a range of valid points, some generalisations are well substantiated</p> <p>6, 5 Satisfactory and mostly relevant treatment of ideas, a number of valid points, some generalisations made are not substantiated</p> <p>4,3 Limited in treatment of ideas, not always relevant, a few valid points made, limited in number of generalisations; these are unsubstantiated</p> <p>2, 1 Poor attempt at ideas, many irrelevant points, any generalisations are unsubstantiated</p> <p>0 No report presented, or not real attempt at the topic</p>  |              | <p><i>Footnotes</i></p> <p>2 Clear footnotes have been used in the report following accurate, accepted conventions</p> <p>1 Footnotes have been used in the report but do not clearly follow the accepted conventions</p> <p>0 No footnotes have been used, or if they have, are not accurate and do not follow accepted conventions</p> <p><i>Bibliography</i></p> <p>4 At least 4 different types of sources are included (one an interview), using accurate, accepted conventions</p> <p>3 At least 3 different types of sources are included (one an interview), using accurate, accepted conventions</p> <p>2 At least 2 different types of sources are included (one an interview), using accurate, accepted conventions</p> <p>1 Only one source included or more than one of the same type, using accepted conventions</p> <p>0 No sources included, or one or more are, but making significant mistakes in accepted conventions</p> <p><i>Note: allow for minor errors in the use of conventions e.g. some punctuation left out</i></p> |              |
| <p><i>Structure</i></p> <p>5, 4 Ideas are coherently well developed, the report is very clearly structured in the 3 required sections, introduction includes clear statement of questions, the body of the report is sound, and conclusion effectively sums up the findings with a clear link stated for future research</p> <p>3 Ideas are mostly coherently developed, the report is clearly structured in the 3 required sections, introduction includes statement of questions, the body of the report is quite sound, and a conclusion sums up the findings with a link stated for future research</p> <p>2, 1 Ideas are sometimes clearly developed, the report attempts a structure in 3 required sections, or this may not be so apparent, and there is an attempt at an introduction (with or without the questions), plus a satisfactory body of the report and a conclusion which may not link for future research</p> <p>0 No report presented, or no real attempt at the topic</p> |              | <p><b>EVALUATION:</b> (6 marks)</p> <p><i>Learned lesson</i></p> <p>2 2 important lessons learned from the research activity are clearly explained</p> <p>1 1 important lesson learned from the research activity is clearly explained</p> <p>0 No statement included, or statement does not explain what has been learned</p> <p><i>Challenge</i></p> <p>2 A clear statement on the challenge to face, plus description of how to overcome it</p> <p>1 A clear statement on either the challenge, or how to overcome it, or unclear statement of the two aspects</p> <p>0 No attempt made, or not able to understand statement</p> <p><i>Change aspect</i></p> <p>2 A clear statement of what aspect to change and reason why</p> <p>1 A clear statement of the aspect to change without the reason, or statement hints at what is required</p> <p>0 No attempt made, or not able to understand statement</p>   |              |

**TOTAL: 55 marks**

## **EXAMPLE OF A RESEARCH PROPOSAL**

Topic: Decolonisation and the Road to Independence in the Pacific, 1945 – 1970

- a. *a hypothesis or focus question;*

Hypothesis: That WWII had a great impact on Pacific Islands.

- b. *three sub questions or sub hypotheses*

Sub- hypothesis 1: That the effects of WWII brought about many changes in how Pacific Islanders view colonialism.

Sub-hypothesis 2: That the process of decolonisation changes the minds and leaderships of Pacific Islanders for freedom and self determination.

Sub-hypothesis 3: That the road to political independence was different throughout Pacific Islands.

Sub-question 1: How did the effects of WWII brought about these changes in which Islanders view colonialism.

Sub-question 2: To what extent did Pacific people struggle for self determination and freedom.

Sub-question 3: In what ways did Islanders face different challenges to the road to independence.

- c. *a statement of how information will be collected and processed:*

Arrangements for an interview, undertaking the interview; after finding relevant resources, making and organising notes under the three headings based on the sub-hypotheses. Each set of notes to have a generalisation summing it up.

- d. *a statement of how findings will be presented:*

Final Report will be presented in an essay format with an Introduction including hypothesis or focus question, three sections based on sub-hypotheses, conclusions, link to introduction, link to future research.

## AN EXAMPLE OF A LOG BOOK

### *Page 1: Research Proposal*

Topic:

Hypothesis:

Focus Question:

Sub-hypothesis 1:

Sub-hypothesis 2:

Sub-hypothesis 3:

Sub-question 1:

Sub-question 2:

Sub-question 3:

Methodology:

Present Findings:

Intended Plan:

### *Page 2: Record on process of gathering and processing information*

| WK | DATE | RECORD IDEAS | FINDINGS | SKETCHES | SOURCE CITATION | PROBLEMS | WHO | WHERE | CHANGES | MILESTONES |
|----|------|--------------|----------|----------|-----------------|----------|-----|-------|---------|------------|
|    |      |              |          |          |                 |          |     |       |         |            |

## **ADVISORY SECTION**

### **GLOSSARY:**

1. Research Proposal A proposed outline of how researcher would go about in collecting of information or data.
2. Scope of Inquiry The time frame and spatial context (location) of a research inquiry.
3. Hypothesis An argument put forward as a starting point for historical investigation. The hypothesis must be supported by evidence or modified in the course of historical investigation.
4. Focus Question Key question that the researcher seeks to answer in the course of study.
5. Methodology A statement that clearly express how data is obtained and processed.
6. Primary Source First hand material. Evidence from the actual time of study eg. Artefacts, photos, speeches, documents, newspapers, eye witness accounts.
7. Secondary Source Second hand material. Historical writing, reflection, interpretation of an earlier time period. Secondary sources will often be based on primary evidence and may contain items of primary evidence eg. Photos, documents, direct quotes from speeches and newspapers.
8. Reference Record details of the source of material.
9. Historical Conventions The practice of referencing all material used by use of footnotes and a bibliography
10. Footnote An acknowledgement within historical writing that an idea, concept or phrase is taken from another source. The Footnote appears at the bottom of the appropriate page
11. Bibliography A complete, alphabetical list at the end of historical writing to acknowledge all Primary and Secondary sources used in the process of research. Full details will be given of sources referred to in the footnotes and other sources consulted and read but not directly quoted from
12. Historical format /style The organisation of materials appropriate to the style of presentation eg. Essay format, newspaper format and display format
13. Generalisation A general statement that sums up the main ideas under each sub heading
14. Bias A subjective judgement towards a source and not one sided or prejudice
15. Artefact A man made objects or relics that have historical significance eg. Lapita pottery
16. Evaluation To make an assessment, judgement or give an opinion over a report or a source.
17. Caption A short title or heading, an explanation on an illustration.
18. Impression An idea or opinion about someone or something
19. Reliable The accuracy or consistency of a source and can be checked against other sources.
20. Analyse to examine something in detail in order to find its meaning, identify

|               |   |
|---------------|---|
|               | component parts and be able to explain relationships and interactions between these parts   |
| 21. Define    | explain the meaning of a term   |
| 22. Describe  | to write about the features of something in some detail   |
| 22. Discuss   | to explain an issue that can be approached from two or more point of views, pointing out advantages and disadvantages, or arguments for and against |
| 23. Evaluate  | to make a judgement about something or assess its usefulness or give an opinion, giving reasoned arguments or evidence to support your view         |
| 24. Explain   | to give reasons why something take place  |
| 25. Identify  | to name a policy, a person or event.  |
| 26. Interpret | to express the meaning of an illustration or resource in simpler language   |
| 27. Justify   | give reasons or evidence to support an opinion or statement   |

### **RECOMMENDED TEXTS:**

#### **Core Topic: The Search for Security in the Nuclear Age, 1945 – 1990s**

##### **Key student text:**

Brewis, M., Search for Security in the Nuclear Age – 1945 to the Present. Heinemann Education, 1992.

##### **Other texts**

1. Wilkinson J and Hughes H., Contemporary Europe: A History, 9<sup>th</sup> Edition, 1998.
2. Dennis L., International Affairs since 1939, 1993
3. Heater D., Our World this Century, 1982.
4. Hanhimaki J and Westad O., The Cold War, 2003.

### **Optional Topic 1: The Origins of World War I, 1900 – 1914.**

#### **Texts:**

1. Lowe N, Modern World History, 4<sup>th</sup> Edition, 2005
2. Wilkinson J and Hughes, Contemporary Europe: A History, 9<sup>th</sup> Edition, 1998
3. Guest V, Lawrence J and Eshuys J, World War I Causes, Course and Consequences, 1990.
4. Richards D, An Illustrated History of Modern Europe 1789 – 1984, 7<sup>th</sup> Edition, 1977

### **Optional Topic 2: The Origins of World War II, 1919 – 1941**

#### **Texts**

1. Bowen G, From Peace to War – The Origins of World War II, 1919 – 1941, 1999
2. Demarco N, The Era of the Second World War, 1993
3. Wilkinson J and Hughes, Contemporary Europe: A History, 9<sup>th</sup> Edition, 1998
4. Rudhart A, Twentieth Century Europe, 1975.
5. Carr E. H., International Relations between Two World Wars, 1919 – 1939, 1963.

### **Optional Topic 3: Gandhi and Modern India, 1915 – 1947**

#### **Texts**

1. Lewis M. J., Gandhi: Maker of Modern India: Problems in Asian Civilisation, 1965.
2. Wolpert S, Gandhi's Passion: The Life and Legacy of Mahatma Gandhi, 2001.
3. Brown J, Gandhi, 1989.
4. McLeod H and Webb R, Gandhi and Indian Independence, 1998.

## **Optional Topic 4: The United States of America, 1920 – 1945**

### **Texts**

1. Sellers M et al, As it happened: A History of the United States, 1975.
2. Hofstadter R, Miller W and Aaron D, The American Republic, 1970.
3. Platt N and Drummond M, Our Nation from its Creation, 1964.

## **Japan 1912 – 1945**

### **Texts**

1. Mills H, Twentieth Century World History in Focus, 1922.
2. Imperialism, Colonialism and Nationalism in East Asia, History Through Documents, Longman, Aust, 1994.
3. Jones F. C., Japan's New Order in Asia 1937 – 1945, 1954.
4. Simms R, Japanese Political History since the Meiji Renovation 1868 – 2000, 2001



## SUGGESTED TEACHING PROGRAMME:

| Week | Topic   | Skills/Objectives  | Strategies   | Activities   | Resources                                 | Assessment  |
|------|---|--|--|--|---|---|
| 1    | Topic 1: THE ORIGINS OF WWI<br>- Background   | Skills:<br>- Interpretation<br>- Comprehension<br>- Essay Writing  | - Brainstorming<br>- Pupil experience and ideas<br>- Note taking<br>- Mind Mapping | - Teacher pupil discussion<br>- Timelines<br>- Paragraph writing<br>- Group work discussion<br>- Essay Writing<br>- Cartoon Interpretation<br>- Text Comprehension | -Texts<br>- Maps<br>- Pictures<br>- Video | - Presentation in groups<br>- Paragraph Writing<br>- Assignment<br>- Common Test and Quiz |
| 2    | - Nationalism and Imperialism<br>- Arms Race<br>- Alliance System<br>- Germany's World Policy and national rivalries  | Objectives:<br>Students to be able to:<br>- analyse and describe the different policies, personalities and crises<br>- explain and justify why assassination sparked off a world war |  |  |   |   |
| 3-4  | Crises before the war:<br>1. Morocco<br>2. Balkan<br>- The role of Personalities<br>- The outbreak of WWI<br>: Assassination and ultimatum<br>: Attempts to contain the crises<br>: The outbreak of war |  |  |  |   |   |
| 5    | Give out the First Minor Task for IA<br>REVISION EXERCISES  |  |  |  |   |   |
| 6    | Collect Minor Task 1 and give out the Second Minor Task<br>COMMON TEST ON TOPIC 1   |  |  |  |   |   |

|               |  |  |   |  |  |   |
|---------------|--|--|---|--|--|---|
| 7             | <p><b>TOPIC 2: THE ORIGINS OF WWII:</b></p> <ul style="list-style-type: none"> <li>- Background</li> <li>- Collect Minor Task 2 and give out Minor Task 3</li> </ul> | <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Interpretation</li> <li>- Comprehension</li> <li>- Essay Writing</li> </ul> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- examine legacy of WWI</li> <li>- describe policies , treaties formed as means of security after WWI, events and personalities</li> <li>- explain, describe and justify how policies and treaties formed after WWI caused WWII</li> </ul> | <ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Pupil experience and ideas</li> <li>- Notetaking</li> <li>- Mind Mapping</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher Pupil discussion</li> <li>- Timelines</li> <li>- Paragraph writing</li> <li>- group work</li> <li>- Essay writing</li> <li>- Interpretation of pictures, documents, cartoons etc</li> </ul> | <ul style="list-style-type: none"> <li>- Texts</li> <li>- Maps</li> <li>- Pictures</li> <li>- Video</li> </ul> | <ul style="list-style-type: none"> <li>- Presentation</li> <li>- Paragraph writing</li> <li>- Assignment</li> <li>- Quiz</li> <li>- Common Tests</li> </ul> |
| 8             | <ul style="list-style-type: none"> <li>- Treaty of Versailles 9(its intention and reaction)</li> <li>- Collect Minor Task 3 and give out Minor Task 4</li> </ul>     |  |   |  |  |   |
| 9             | <ul style="list-style-type: none"> <li>- Attempts at Collective Security in the 1920's</li> <li>- Collect Minor Task 4 and give out Minor Task 5</li> </ul>          |  |   |  |  |   |
| 10            | <ul style="list-style-type: none"> <li>- Challenges to Peace in the 1930's</li> <li>- Collect Minor Task 5</li> </ul>  |  |   |  |  |   |
| 11-12         | <ul style="list-style-type: none"> <li>- Outbreak of War</li> </ul>  |  |   |  |  |   |
| 13-14         | <p>REVISION EXERCISES AND COMMON TEST ON TOPIC 2</p>   |  |   |  |  |   |
| TERM 2<br>1-2 | <p>GIVE OUT TOPICS FOR MAJOR RESEARCH AND START WORKING ON THEIR RESEARCH PROPOSAL</p>   |  |   |  |  |   |

|       |  |   |   |  |   |   |
|-------|--|---|---|--|---|---|
| 3-4   | REVISION EXERCISES ON TOPICS 1 AND 2   |   |   |  |   |   |
| 5-6   | MID YEAR EXAMINATION   |   |   |  |   |   |
| 7     | - GO OVER EXAM PAPERS<br>- CHECK PROPOSAL AND LOG BOOKS  |   |   |  |   |   |
| 8-10  | <p>TOPIC 3 : SEARCH FOR SECURITY IN THE NUCLEAR AGE, 1945 – 1990</p> <p>SUB TOPICS</p> <ul style="list-style-type: none"> <li>- Shaping of the Post War World</li> <li>- Development of the atomic bomb and decision to use it in 1945</li> <li>- Post War foreign policies of the US and USSR:- <ul style="list-style-type: none"> <li>: Truman Doctrine</li> <li>: Marshall Plan</li> </ul> </li> </ul> <p>CHECK LOG BOOKS</p> | <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>- Comprehension</li> <li>- Interpretation</li> <li>- Evaluation</li> <li>- Essay Writing</li> </ul> <p><b>OBJECTIVES</b></p> <p>Students to be able to:</p> <ul style="list-style-type: none"> <li>- examine the Legacy of WWII</li> <li>- name, evaluate and describe policies and events that shaped post war world and explain how these gave rise to Cold War crises</li> <li>- describe and explain each of the Cold War crises</li> </ul> | <ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Presentation in pairs</li> <li>- Note making</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher Pupil discussion</li> <li>- Cartoon Interpretation</li> <li>- Photograph Interpretation</li> <li>- Text Comprehension</li> <li>- Paragraph Writing</li> </ul> | <ul style="list-style-type: none"> <li>- Textbooks</li> <li>- Maps</li> <li>- Cartoons</li> <li>- Photographs</li> <li>- Video</li> </ul> | <ul style="list-style-type: none"> <li>- Presentation</li> <li>- Paragraph Writing</li> <li>- Assignments</li> <li>- Quiz and Common Tests</li> </ul> |
| 11-14 | <ul style="list-style-type: none"> <li>- Berlin Blockade and Airlift</li> <li>- Nato shield of the West vs Warsaw Pact shield of the East</li> <li>- Birth of Communist China</li> <li>- Conflict in Korea</li> </ul> <p>CHECK LOG BOOKS</p>   |   |   |  |   |   |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <p>TERM<br/>3<br/>1-2</p> <p>3-4</p> <p>5-6<br/>7-8</p> <p>9 – 10<br/>11 - 14</p> | <p>REVISION EXERCISES AND<br/>COMMON TEST ON FIRST PART OF<br/>TOPIC 3</p> <ul style="list-style-type: none"> <li>- COLLECT RESEARCH PROJECT</li> <li>- Discontent and Rebellion in the Soviet Satellites</li> <li>- Crisis in Berlin</li> <li>- Cuban Missile Crisis</li> <li>- 1968 Invasion of Czechoslovakia</li> </ul> <p>Souring of Sino Soviet relations</p> <ul style="list-style-type: none"> <li>- Rise and Fall of Détente</li> <li>- Vietnam War</li> <li>- Soviet Invasion of Afghanistan</li> <li>- Nuclear Arms Race</li> <li>- Superpower relations in the nineties</li> </ul> <p>REVISION EXERCISES AND<br/>COMMON TEST ON THE LAST<br/>PART OF TOPIC 3</p> <p>FINAL EXAMINATION<br/>DISCUSS EXAM PAPERS AND<br/>REVISIONS</p> <p>PSSC EXAMINATION</p> <p>PREPARATION FOR PRIZE GIVING<br/>CEREMONY</p> | <p>-name, evaluate and describe events (1969-1990) and show how it affected relations of the Superpowers</p> <ul style="list-style-type: none"> <li>- explain ways of how Superpowers attempted to establish a renewed efforts in the Search for Security</li> </ul> |  |  |  |  |
|---|--|--|--|--|--|--|

# PSSC Internal Assessment Approval Summary Form

200\_\_

## HISTORY

Country: \_\_\_\_\_ School: \_\_\_\_\_

| Task         | Task Description | Start Date | End Date | Weight % |
|--------------|------------------|------------|----------|----------|
| Major Task   |                  |            | 11 July  | 50%      |
| Minor Task 1 |                  |            |          | 10%      |
| Minor Task 2 |                  |            |          | 10%      |
| Minor Task 3 |                  |            |          | 10%      |
| Minor Task 4 |                  |            |          | 10%      |
| Minor Task 5 |                  |            |          | 10%      |

**Title list for Major Task (see “guidelines for research activity” – prescription)**

| Number | Title |
|--------|-------|
| 1      |       |
| 2      |       |
| 3      |       |
| 4      |       |
| 5      |       |
| 6      |       |
| 7      |       |
| 8      |       |
| 9      |       |
| 10     |       |
| 11     |       |
| 12     |       |

**Are you using last year’s approved IA programme?** **YES**      **NO**

- *If YES, you are required only to complete the form above and note any minor adjustments from the 2007 IA programme you have made.*
- *If NO, you are required to complete a full IA Approval including providing assessment tasks/schedules, topics, etc. where necessary.*

**Note:** Be specific about start and end dates (not just week 2, term 2 etc.)

**Teacher’s Name:** .....

**Teacher's Signature:** .....

**Date:** .....

**Principal's Name:** .....

**Principal's Signature:** .....

**Date:** .....



