

# Years 3–4 assessment techniques and conditions v1.0

## Humanities and Social Sciences — History

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of students, when selecting appropriate assessment techniques and response conditions.

Techniques	Investigation	Project	Test
Description	An investigation assesses students' abilities to locate, collect, examine and draw simple conclusions based on analysis of information from different sources. This involves developing and answering inquiry questions.	A project assesses students' responses to a single task, situation or scenario that gives students authentic opportunities to demonstrate their historical knowledge, understanding and skills.	A test assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. A test ensures student authorship.
	An investigation requires students to use the evidence they have been given and the knowledge they currently have.	A project requires students to interpret and draw simple conclusions about different sources, including observations. Primary sources are unprocessed original materials that provide direct or firsthand accounts, e.g. objects, personal documents, photographs and films. Secondary sources are created after the time being investigated and often use or refer to primary sources and present a particular interpretation, e.g. writings of historians, encyclopedia, documentaries and websites.	A test requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material.



Techniques	Investigation	Project	Test
<b>Formats</b> (examples only)	<p>Formats include:</p> <ul style="list-style-type: none"> <li>• written <ul style="list-style-type: none"> <li>– written assignment that tests a hypothesis or answer a research question</li> <li>– report</li> <li>– letter</li> <li>– source analysis</li> <li>– digital proforma</li> </ul> </li> <li>• spoken/signed or multimodal <ul style="list-style-type: none"> <li>– speech with notes</li> <li>– presentation.</li> </ul> </li> </ul>	<p>Formats include:</p> <ul style="list-style-type: none"> <li>• written <ul style="list-style-type: none"> <li>– journal entry</li> <li>– biography</li> <li>– field trip report</li> </ul> </li> <li>• spoken/signed or multimodal <ul style="list-style-type: none"> <li>– roleplay.</li> </ul> </li> </ul>	<p>Formats include:</p> <ul style="list-style-type: none"> <li>• short response items <ul style="list-style-type: none"> <li>– single-word, true/false, multiple choice, cloze exercises or sentence answers</li> </ul> </li> <li>• extended response items <ul style="list-style-type: none"> <li>– source analysis that provides an interpretation based on the evidence from a primary or secondary source</li> </ul> </li> <li>• response to stimulus <ul style="list-style-type: none"> <li>– must demonstrate an ability to interpret and draw conclusions.</li> </ul> </li> </ul>
<b>Conditions</b>	<p>Suggested length:*</p> <ul style="list-style-type: none"> <li>• written responses 100–200 words</li> <li>• spoken/signed or multimodal responses up to 1 minute.</li> </ul>	<p>Suggested length:*</p> <ul style="list-style-type: none"> <li>• written responses 100–200 words</li> <li>• spoken/signed or multimodal responses up to 1 minute.</li> </ul>	<p>Suggested time:</p> <ul style="list-style-type: none"> <li>• up to 40 minutes, plus 10 minutes perusal.</li> </ul> <p>Suggested length:*</p> <ul style="list-style-type: none"> <li>• 100–200 words, comprising <ul style="list-style-type: none"> <li>– short response 15–50 words per item</li> <li>– extended response 50–100 words per item.</li> </ul> </li> </ul>

## Notes

Responses can be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.

\* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.