

# Years 7–8 assessment techniques and conditions

## 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	Examination
<b>Description</b>	An investigation assesses students' abilities to identify, select, analyse, organise and draw conclusions about evidence from primary and secondary sources. This involves testing a hypothesis or answering a research question.	A project assesses students' responses to a single task, stimulus, question, situation or scenario that gives students authentic opportunities to demonstrate their historical knowledge, understanding and skills.	An examination assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.
	An investigation requires students to locate and use evidence that goes beyond the data or information they have been given and the knowledge they currently have. Students: <ul style="list-style-type: none"> <li>• develop questions to frame a historical inquiry</li> <li>• analyse information from a range of primary and secondary sources</li> <li>• develop interpretations about the past.</li> </ul> Research conventions must be followed, e.g. acknowledging sources, regardless of the presentation format.	A project requires students to interpret and draw conclusions about primary and secondary sources. Primary sources are unprocessed original materials collected by the student.	An examination 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. Stimulus materials may be seen or unseen. <ul style="list-style-type: none"> <li>• Seen questions, statements or stimulus materials should be provided with sufficient time for students to adequately engage with the materials.</li> <li>• Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to, or have directly used, in class.</li> </ul>
<b>Formats</b> (examples only)	Formats include: <ul style="list-style-type: none"> <li>• written <ul style="list-style-type: none"> <li>– analytical, persuasive or argumentative essay that answers a research question, which may include an independent source investigation</li> </ul> </li> <li>• spoken/signed or multimodal</li> </ul>	Formats include: <ul style="list-style-type: none"> <li>• written <ul style="list-style-type: none"> <li>– news report</li> <li>– field trip report</li> <li>– journal entry</li> <li>– annotated bibliography</li> </ul> </li> </ul>	Formats include: <ul style="list-style-type: none"> <li>• short response items <ul style="list-style-type: none"> <li>– paragraph response demonstrating a depth of conceptual understanding</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</li> </ul> </li> </ul>



Techniques	Investigation	Project	Examination
	<ul style="list-style-type: none"> <li>- keynote speech</li> <li>- webcast</li> <li>- podcast</li> <li>- webpage.</li> </ul>	<ul style="list-style-type: none"> <li>• spoken/signed or multimodal               <ul style="list-style-type: none"> <li>- interview</li> <li>- roleplay.</li> </ul> </li> </ul>	secondary source <ul style="list-style-type: none"> <li>• response to stimulus               <ul style="list-style-type: none"> <li>- must demonstrate an ability to interpret, analyse and draw conclusions.</li> </ul> </li> </ul>
Conditions	Suggested length:* <ul style="list-style-type: none"> <li>• written responses 400–600 words</li> <li>• spoken/signed or multimodal responses 2–3 minutes.</li> </ul>	Suggested length:* <ul style="list-style-type: none"> <li>• written responses 400–600 words</li> <li>• spoken/signed or multimodal responses 2–3 minutes.</li> </ul>	Suggested time: <ul style="list-style-type: none"> <li>• up to 70 minutes, plus 10 minutes perusal.</li> </ul> Suggested length:* <ul style="list-style-type: none"> <li>• 400–600 words, comprising               <ul style="list-style-type: none"> <li>- short response 50–75 words per item</li> <li>- extended response 200–300 words per item.</li> </ul> </li> </ul>
Notes			
Responses may be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live.			
* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.			