Years 7–8 assessment techniques and conditions

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Humanities and Social Sciences — History

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

	Techniques		
	Investigation	**Project**	**Examination**
Description	focuses on researching a specific problem, question, issue, or hypothesis through the selection, collection, analysis and/or interpretation of data, sources or information which may result in conclusions. It uses research, investigative practices, or processes in a particular context and occurs over an extended period of time.	focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may involve using a process to solve a problem, or to inform new actions and/or understandings.	focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set time frame. Assessment item/s may include question/s, scenario/s, and/or problem/s.
Learning area advice	Students investigate using a historical research process by developing an inquiry question/s and locating primary and secondary sources to create descriptions, explanations and/or historical arguments.	Students respond to provided or selected primary and/or secondary sources to create descriptions, explanations and/or historical arguments about historical evidence.	Students respond to assessment items that may include seen or unseen stimulus from primary and/or secondary sources. **Note:** • Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination. • Unseen stimulus should be information that has not been directly used in class.
Mode	written, spoken/signed or multimodal	written, spoken/signed or multimodal	written

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Techniques		
Investigation	**Project**	**Examination**
Examples		
Examples may include: • analytical, argumentative or persuasive essay • feature article • news report • keynote speech • multimodal presentation • seminar • conference • investigative television news report.	Examples may include: • museum display • virtual exhibit • information brochure • infographic • webpage • roleplay • interview • blog • vlog • podcast.	Examples may include: • short response items • paragraph response (standalone or linked to stimulus) • extended response items • response to stimulus.
Conditions		

Suggested length:*
 	
• written responses 400–600 words
• spoken/signed responses 2–3 minutes.
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	• written responses 400–600 words
	• spoken/signed responses 2–3 minutes.
		Suggested time:
		
		• up to 70 minutes, plus 10 minutes planning, under supervised conditions.
		
		Suggested length:*
		
		• 400–600 words, comprising
		  – short responses 50–100 words per item
		  – extended responses 200–300 words per item.

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