

# NSS Assessing Student Learning for the History Curriculum: Workshop on how to set assessment tasks in progression for the S4-S6 History curriculum (New) Part 1

## Experience-sharing on setting Data-based Questions

Ms WONG Lai-han  
History Panel Head  
Madam Lau Kam Lung Secondary School  
of Miu Fat Buddhist Monastery  
Course No: CDI020111459

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# Setting assessment tasks in progression for S4-S6

- ⌘ Why to set DBQ in progression
- ⌘ How to set DBQ in progression
- ⌘ Samples of setting DBQ in progression
- ⌘ S6 mock exam paper

# ❖ Why to set DBQ in progression

(i.e. to set questions of different levels of difficulties)

- different school-based curriculum development in junior forms
  - extent of interface between junior level and senior level
- catering for learner diversity
  - the banding of students
  - Medium of instruction: CMI or EMI?
- skills of different levels of difficulty in the study of history  
(understanding/ comprehension → application → analysis → synthesis → evaluation)
- **setting questions of different levels of difficulty in exam papers**  
(Identify → Conclude → Infer → Compare → Assess)

# ❖ Why to set DBQ in progression

(i.e. to set questions of different levels of difficulties)

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  - extent of interface between junior level and senior level

- **Integrated Humanities (Hist + Geog + EPA)**
- 歷史文化科 (歷史 + 中史 + 文化、德育)
- 通識教育科 (通識 + Hist + Geog)
- **History as independent subject**

- **Knowledge-based**
- **Skill-based**
- **School-based curriculum:  
Local/ national issues**

Issues arising: Foundation for NSS History study?

- Understanding of basic historical concepts & major historical developments affecting the world, e.g. chronological thinking, cause-and-effect relationships, etc.

- skills training for history study, e.g. comprehension & evaluation of sources, essay writing for history

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- catering for learner diversity
  - the **banding** of students
  - Medium of instruction: **CMI or EMI?**
- **skills of different levels of difficulty** in the study of history  
(understanding/ comprehension → application → analysis → synthesis → evaluation)

**facts/ knowledge → → skills + knowledge**

- setting **questions of different levels of difficulty in exam papers**  
(Identify → Conclude → Infer → Compare → Assess)

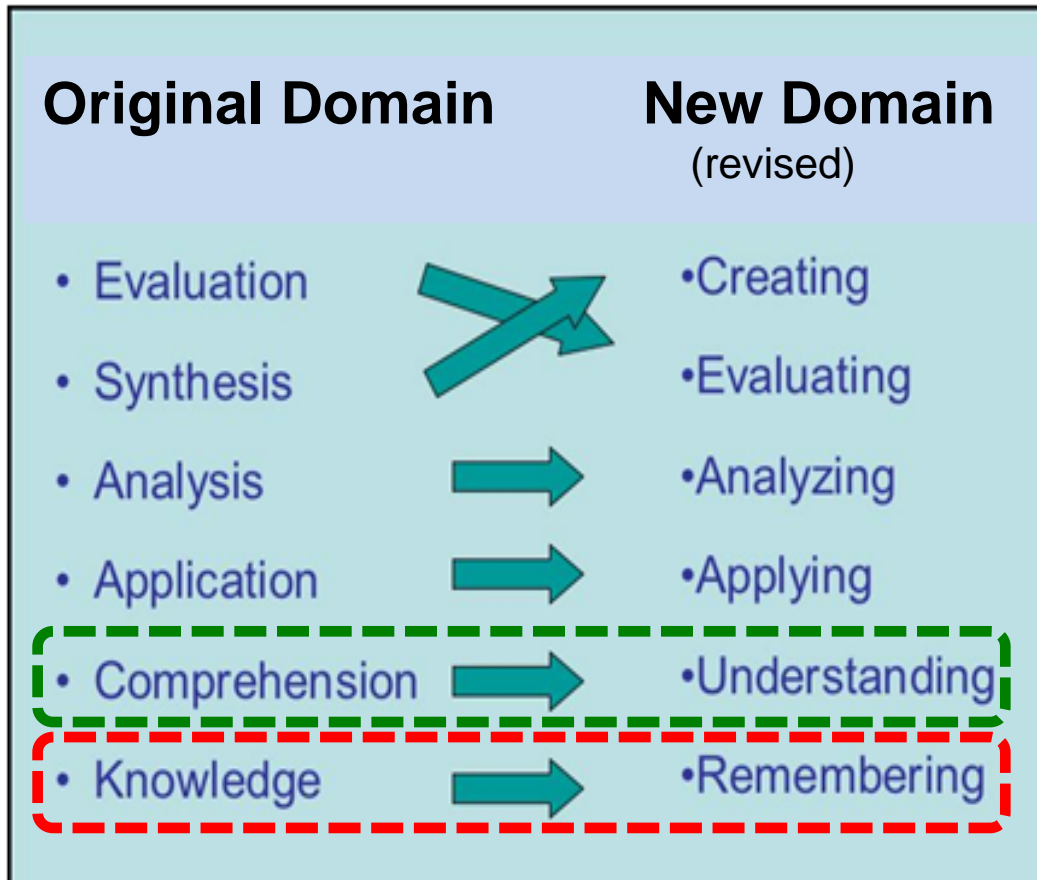
# ✧ How to set DBQ in progression

## ● Background :

- CMI in junior forms & EMI in senior forms
- study a few topics only in S3  
(relevant topics: international conflicts only)
- set straight-forward DBQs & essays  
e.g. Which historical event? What causes? Attitude?
- not good at English/ few high achievers,  
but hardworking if guidance provided

# ❖ How to set DBQ in progression

## Bloom's Taxonomy



## NSS History (skills)

*C & A Guide (2007) ~ EDB*

- Critical thinking
- Enquiry
- Empathy
- Comprehension
- Chronological thinking

# ❖ How to set DBQ in progression

**Knowledge of different levels of difficulty**

**Skills of different levels of difficulty**

## One issue/ topic/ major development

<b>L1</b>	• <b>Why?</b> – origin/ factors	<b>L1</b>	• Cause-and-effect relationships
	• <b>What?</b> – Major events/ development		• State/ Identify
	• <b>Results &amp; impacts?</b>		• Cause-and-effect relationships
	• Different views & attitudes (DBQ)		• Infer / Conclude (DBQ)
	<b>(Understanding &amp; application)</b>		<b>(Comprehension &amp; application)</b>
<b>L2</b>	• <b>Why?</b> – roles; explain importance	<b>L2</b>	• Evaluate
	• <b>What?</b> – trends & patterns/ characteristics		• Trace
	• <b>Effects/impacts</b> – How successful?		• Synthesis & generalization
	• Purpose of author/ cartoonists		• Analysis / Evaluation
			• Inference & synthesis
	<b>(Analysis, synthesis, generalization, evaluation)</b>		



# ❖ How to set DBQ in progression

**Knowledge of different levels of difficulty**

**Skills of different levels of difficulty**

## Cross topics/ regions or countries// 2 or more sources

<b>L3</b>	<ul style="list-style-type: none"> <li>• <b>Why?</b> – origin/ factors (L1)</li> <li>• <b>Why?</b> – roles; the importance (L2)</li> </ul>	<b>L1</b> <ul style="list-style-type: none"> <li>• State/ Identify</li> <li>• Cause-and-effect relationships</li> <li>• Infer / Conclude (DBQ)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>What?</b> – Events/ development (L1) – trends &amp; patterns/ characteristics (L2)</li> <li>• <b>Results &amp; impacts?</b> (L1) How successful? (L2)</li> <li>• Different views &amp; attitudes (DBQ) L1 Purpose of author/ cartoonists L2 <b>Biased views</b> L3</li> </ul>	<b>L2</b> <ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Trace</li> </ul>
		<b>L3</b> <ul style="list-style-type: none"> <li>• <b>Analysis / Evaluation</b></li> <li>• <b>Synthesis &amp; generalization</b></li> <li>• <b><u>Compare</u></b></li> <li>• <b><u>Change &amp; continuity</u></b></li> </ul>

**(Analysis, synthesis, generalization + Comparison & evaluation)**

# ※ S6 mock exam paper for 2012 DSE

- Paper Practice Paper from HKEAA (Jan 2012)
  - as test papers?
  - as mock exam papers?
- Setting mock papers with reference to
  - Sample Paper
  - seminars/ workshops organized by HKEAA & EDB on how to set quality papers
  - resources bank

# ※ How to set S6 mock exam paper

## ● Choices of sources:

### - wide variety of sources:

- **written sources** → primary & secondary sources  
→ adapted versions: length,  
expressions
- **statistics** → clarity, relevancy
- **visual materials (maps, cartoons, photographs)**  
→ clarity, relevancy

### - content / messages of sources:

- straight forward or hidden messages/ indirect inference

# ※ How to set S6 mock exam paper

- No. of sources for each question  
e.g. History sample paper (2009)
  - one source – 1 question
  - two sources – 2 questions
  - three sources – 1 question
- Qs of different level of difficulties
- Balanced coverage of the syllabus

# ❖ How to set DBQ in progression

**Knowledge of different levels of difficulty**

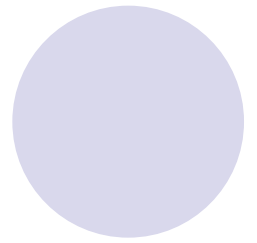
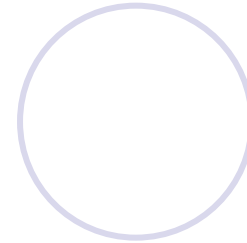
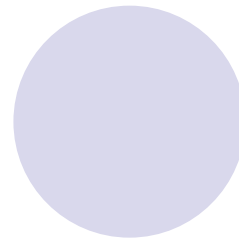
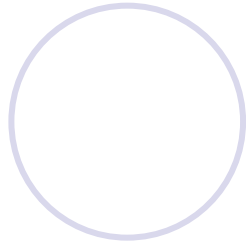
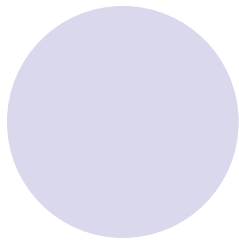
**Skills of different levels of difficulty**

**Cross topics/ regions or countries//**

**2 or more sources**

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**Thank you!**