

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 II

Experience-sharing on setting Essay-type Questions

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24 September 2011

Setting assessment tasks in progression

for S4-S6

- ※ **WHY** to set assessment tasks in progression
- ※ **HOW** to set assessment tasks in progression
- ※ **SAMPLES** of setting assessment tasks in progression
- ※ **S6 mock exam paper**

❖ Why to set assessment tasks in progression

- different school-based curriculum development in junior forms
- catering for learner diversity
- skills of different levels of difficulty in the study of history
- setting questions in exam papers

❖ Why to set assessment tasks 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

- **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 historical issues, essay writing for history

❖ Why to set assessment tasks in progression

- 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?

- other learning experiences in essay-writing/ conventional papers (in junior & senior forms)





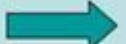

NSS HISTORY

• short response items/ incomplete sentences	VS complete sentences in paragraphs
• 'model' answers/ essential key terms → point-form marking	VS level marking/ criterion-referencing; approach to questions
• specific issue & 'detailed' explanation	VS an overview & synthesis/ generalization

❖ Why to set assessment tasks in progression

- different school-based curriculum development in junior forms
- catering for learner diversity
- skills of different levels of difficulty in the study of history

Bloom's Taxonomy (Cognitive Domain)







Original Domain		New Domain (revised)
• Evaluation		• Creating
• Synthesis		• Evaluating
• Analysis		• Analyzing
• Application		• Applying
• Comprehension		• Understanding
• Knowledge		• Remembering

NSS History **(skills)**

C & A Guide (2007) ~ EDB

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

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NSS History (skills)

C & A Guide (2007) ~ EDB

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

Related issues in DSE History:

- too much historical knowledge/ information?!
- narrative/ descriptive answers VS critical analysis (assessment)

❖ Why to set assessment tasks in progression

- different school-based curriculum development in junior forms
- catering for learner diversity
- skills of different levels of difficulty in the study of history
- **setting essay-type questions of similar levels of difficulty in exam papers**

	WHY	WHAT	RESULT /IMPACT
L2	•To what extent	•Trace & explain	•How it affected...
	•Analyse	•Identify (features)	•How successful
L3	•How important	•Compare (change & continuity)	•More harms than good?
	•Assess the roles		

VS

students' different developments/ lower level of cognitive domains

L1: (Why/ Account for --- What/ Describe --- What effects/impacts)

❖ Why to set assessment tasks 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 questions
e.g. What causes? What effects?
 To what extent...? What success/ problems?
- not good at English/ few high achievers,
but hardworking if guidance provided

❖ How to set assessment tasks in progression

Knowledge of different levels of difficulty

Skills of different levels of difficulty

One issue/ topic/ major development

L1	• Why? – origin/ factors	L1	• Cause-and-effect relationships
	• What? – Major events/ development		• Comprehension
	• Results & impacts?		• Cause-and-effect relationships
	(Understanding & application)		(Comprehension & application)
L2	• Why? – roles; explain importance	L2	• Evaluate
	• What? – trends/ development & patterns/ characteristics		• Trace (chronological thinking)
	• Effects/impacts – How successful?		• Categorization
			• Synthesis & generalization
			• Analysis / Evaluation
	(Analysis, synthesis, generalization, evaluation)		

❖ How to set assessment tasks in progression

Knowledge of different levels of difficulty

Skills of different levels of difficulty

Cross topics/ regions or countries

	<ul style="list-style-type: none"> • Why? – origin/ factors (L1) 	L1	<ul style="list-style-type: none"> • Cause-and-effect relationships 	
L2	<ul style="list-style-type: none"> • Why? – roles; the importance (L2) 	+	<ul style="list-style-type: none"> • Analysis / Evaluation • Comparison 	
	<ul style="list-style-type: none"> • What? – Events/ development (L1) – trends & patterns/ characteristics (L2) 		<ul style="list-style-type: none"> • Comprehension • Trace (chronological thinking) • Categorization • Synthesis & generalization 	
	<ul style="list-style-type: none"> • Results & impacts? (L1) 		+	<ul style="list-style-type: none"> • cause-and-effect relationships
	<ul style="list-style-type: none"> • How successful? (L2) 			<ul style="list-style-type: none"> • Analysis/ Evaluation
L3	Cross topics/ regions or countries	L3	<ul style="list-style-type: none"> • <u>Compare</u> • <u>Change & continuity</u> 	

(Analysis, synthesis, generalization + Comparison & evaluation)

❖ How to set assessment tasks in progression

SAMPLES

- (1) Essay-type Questions
- (2) Class Activity/ Group presentation

❖ How to set assessment tasks in progression

(1) Decide learning objectives (knowledge)

(2) Decide skills to be assessed & level of difficulty

SAMPLE 1 – Essay-type questions

Theme: International conflicts & quest for peace

– Impacts of Paris Peace Conference

– cause-and- effect relationships between the two world wars.

Theme: – Impacts of Paris Peace Conference
– cause-and- effect relationship between the two world wars.

	Q1	Q2	Q3
Questions	How did the Paris Peace Settlement affect the development of Germany in the inter-war period?	To what extent was the outbreak of the Second World War a legacy of the Paris Peace Settlement?	Do you agree that the Paris Peace Settlement created more problems than it had solved? Explain your answer.
Knowledge	<ul style="list-style-type: none"> • Paris Peace Settlement • development of Germany in the inter-war period 	<ul style="list-style-type: none"> • Paris Peace Settlement • Factors leading to WWII 	<ul style="list-style-type: none"> • problems before 1919 • Paris Peace Settlement: treaty terms, & their achievements/ shortcomings • post-WWI developments
Skills	<ul style="list-style-type: none"> • comprehension/ understanding • cause-and-effect relationships 	<ul style="list-style-type: none"> • comprehension/ understanding • cause-and-effect relationships • evaluation 	<ul style="list-style-type: none"> • comprehension/ understanding • cause-and-effect relationships • analysis • evaluation

❖ How to set assessment tasks in progression

SAMPLES

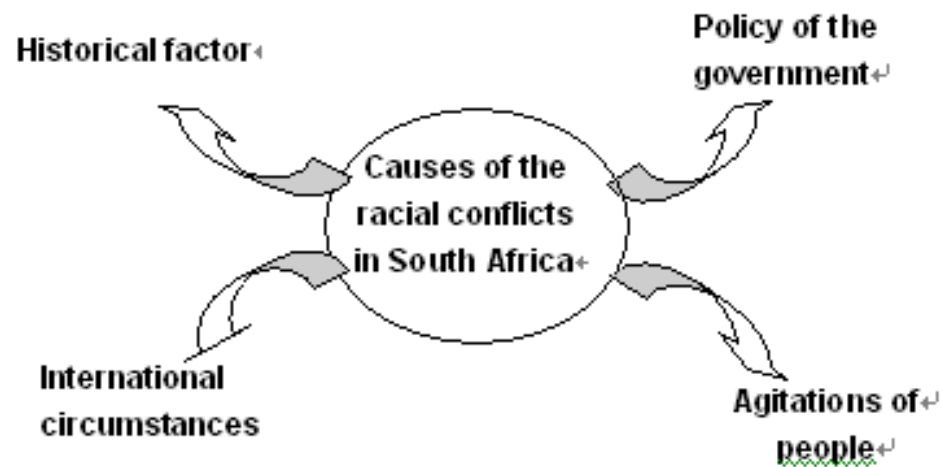
■ (2) Class Activity/ Group presentation

Merits :

- Cooperative learning
- Interactive learning
- Students as active learners
- Marking fewer scripts of students' work
- Essays: better grasp of approaches to different requirements in writing essays
- DBQs : wider exposure to more varieties of sources

Integration of learning activities with assessment

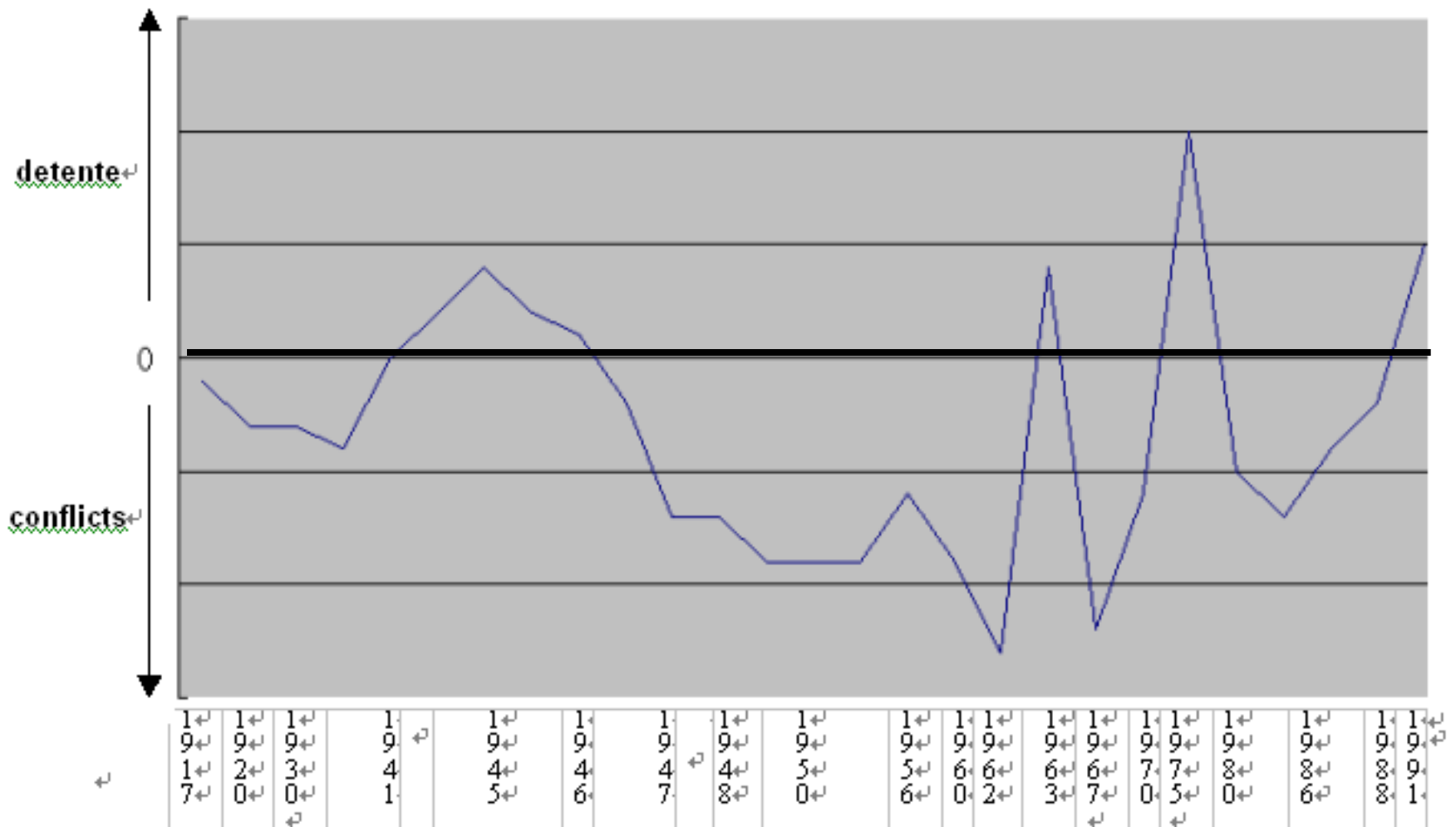
SAMPLE 2



SAMPLE 3

Theme: Relations between the USSR and the West (the United States) & relevant incidents/ developments

Skills: Trace and explain in the period



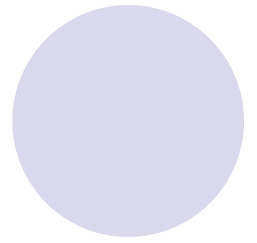
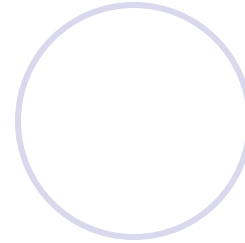
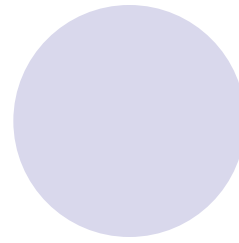
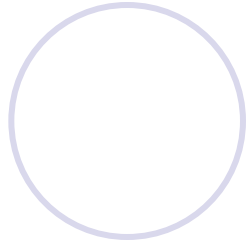
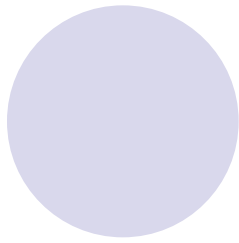
Year	US-USSR relations	Important incidents/ development	Brief illustration	Relations in diff. stages
1941				
1945				
1950				
1955	OPINIONS		FACTS	OPINIONS
1960				
1965				

※ S6 mock exam paper for 2012 DSE

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

Setting S6 Mock Exam Paper

- What to assess → aims & objectives
- Balanced coverage of the syllabus → coverage
- No overlapping gist/ information → coverage
- Setting essay-type questions of similar level of difficulty → standard + comparable level of difficulty
- Setting questions with different question words testing different historical concepts → variety



Thank you!