

SOUTH PACIFIC BOARD FOR EDUCATIONAL ASSESSMENT



PACIFIC SENIOR SECONDARY CERTIFICATE

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PACIFIC SENIOR SECONDARY CERTIFICATE

Contents	Page
Rationale	5
Aims	6
Objectives	6
Knowledge	6
Skills	7
Attitudes	8
Course structure	9
Pacific-island history	9
Prerequisites	10
Content	11
Assessment	17
Examination	17
Internal Assessment	17
Major Task – <i>Research Project</i>	19
Minor Tasks	22
(1) <i>Using a written source</i>	23
(2) <i>Using a visual source</i>	24
(3) <i>Investigating an oral account</i>	25
(4) <i>Investigating an historic site</i>	26
(5) <i>Examining artefacts</i>	27
Appendix – Textbook and resource booklist	29

HISTORY PRESCRIPTION

This prescription takes effect from January 2001.

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HISTORY SYLLABUS

RATIONALE

“History” is the story of people and changes in their lives. It involves understanding the patterns and themes in past human experiences and helps make the present more intelligible. Through the study of history, students learn about the interplay between individuals, groups and societies over time and space, and the impact of past events on current circumstances and concerns.

History has been recorded through a wide range of media for a range of purposes. There are many stories to be told from different perspectives. Students of history are required to develop skills of historical inquiry and interpretation. Through these processes students are encouraged to critically and systematically evaluate and interpret evidence, develop reasoned hypothesis, and form balanced judgements about past events and the roles that various groups and individuals have played.

The study of history develops students’ awareness of the present world and teaches them to understand and appreciate differences of race, religion and culture. It also encourages respect for, and acceptance of, cultural diversity. Through such studies, students can look at society critically and evaluate problems, conflicts, values and change.

History is concerned with investigating the actions, motives, beliefs and lifestyles of people at various times in the past. It enables students to understand why individuals may have acted as they did and the results that came from their actions. History provides a frame of reference which utilises student skills of communication, problem solving and critical thinking. It draws on many fields of inquiry which have applications in all facets of life. History is a powerful tool through which students can gain a better understanding of the strengths and weaknesses of their own society as well as their rights and responsibilities as citizens.

AIMS

- To help students understand the significance of continuity and change in history.
- To further student historical understanding of major forces shaping the modern world.
- To help students recognise the interdependence of nations and people in the modern world.
- To develop in students the skills of historical enquiry: to define a problem and to gather, process and present information.
- To encourage in students a keen interest in the contemporary world and an appreciation of themselves – their heritage, culture, shared values, and place in the world.
- To foster among students an understanding of other people, distant in time and space.
- To develop in students the ability to enter imaginatively into the events of the past.
- To help lay the basis for a life-long interest in history.

OBJECTIVES

Knowledge Objectives

As a result of their study of modern history, students should:-

1. gain a coherent knowledge of certain aspects of modern history;
2. develop a more mature sense of time;
3. understand that history is a continuous process;
4. understand that change is a constant in history but that it does not proceed at a constant rate nor is it always considered progress;
5. understand that historical events usually have multiple causes and multiple effects;
6. understand that there are various forces which, either singly or in interaction with each other, have helped to shape the modern world;
7. become aware of the different ways in which people have responded to change and why they have done so;
8. understand the values and beliefs of different societies at different times;
9. develop an understanding of the concepts and terminology frequently used in historical writings on the modern world.

Skill Objectives

The following three skill areas will be developed in students in order that the aims of the course are more readily achieved. As well as participating in traditional teacher-centred lessons, students should learn to organise and carry out tasks for developing these skills, both individually and in groups.

Information Gathering

Students should be able to:

1. define a problem,
2. select information from a variety of sources,
3. record information in an organised form.

Information may be gathered from:

- a variety of written sources,
- a wide variety of resource materials, such as posters, pictures, documents, films, filmstrips, tapes, records, video, computer files, cartoons, maps, graphs, diagrams,
- community resources such as older people, newspapers, historical sites, libraries, archives, museums.

Information Processing

Students should be able to:

4. sift and classify information, choosing what is important to a particular argument,
5. weigh evidence, to distinguish fact from opinion and the significant from the trivial; to recognise bias, propaganda and the limitations of a single piece of evidence,
6. recognise specific points of view and be aware of differing historical interpretations,
7. establish historical relationships between cause and effect, past and present, specific and general,
8. form judgements and make generalisations on the basis of supporting evidence and sound argument.

Presentation

Students should be able to:

9. present findings in written, visual and/or oral form,
10. present an argument and support it with well chosen evidence and reasoned conclusions,
11. present material which is accurate, logical, concise and clear,

12. apply, where appropriate, the recognised standards of historical presentation, e.g., acknowledgement of sources, footnotes, bibliography.

Presentation may take various forms:

- written: paragraphs, essays,
- oral: interviews, debates, role plays, recorded projects, seminars,
- visual: time lines, photographs, slides, videotapes.

The writing of essays is a basic skill to be developed at this level.

Attitude Objectives

As a result of their study of modern history as defined in the course, students should develop:

1. an appreciation of the uniqueness of individual people and past events;
2. a feeling for the past and an understanding of why people acted the way they did;
3. an appreciation of the roles played in modern history by the rich, the popular and the powerful as well as by ordinary men and women from various ethnic and racial groups;
4. an appreciation of the worth and diversity of various cultures and lifestyles within the modern world;
5. global awareness;
6. an appreciation of the complexity of change and the need for personal adaptability;
7. critical and discriminatory attitudes based on the cultivation of balance, judgement and objective inquiry;
8. a life long interest in history.

COURSE STRUCTURE

The content section of this syllabus describes six topics, one being the **compulsory Core Topic** (*The search for security in the Nuclear Age 1945-1990*), and the other five being *Optional Topics*.

Teachers should base the content aspect of their teaching on:

- (1) the Core Topic and,
- (2) two Optional Topics.

Students will be required to spend class time and non-school time working on one Major Task (the

Research Study) and five *Minor Tasks*. These will all be internally assessed, the results contributing (together with the examination score), to each student's final grade in the subject.

The suggested class time for each component of the course is as follows:

Core Topic	-	30 hours
First Optional Topic	-	25 hours
Second Optional Topic	-	25 hours
Major Task	-	20 hours
Five Minor Tasks	-	25 hours

Some private time (i.e., homework time) will also be expected for some, if not all, components – particularly the Major Task.

Pacific-island History

Neither the Core Topic nor the Optional Topics focus on Pacific-island history. After reading through this syllabus however, it will become obvious that Pacific-island history plays a more important role in the course than any other single component. The Major Task of the internal assessment must have a Pacific-island focus, and each of the Minor Tasks may have this focus if the teacher so desires. In such a case, 40% of the entire course (the mark weighting for the whole I.A. component) would be based on Pacific-island work. This structure is intentional. It means that many of the concepts and processes that are considered important in History, but which may not have relevant examples in the Pacific, can be studied via the Core and Optional Topics. Other important features of History however, particularly the skills associated with the collection and interpretation of data, can focus entirely on the Pacific-island region – from the local level up.

Prerequisites

Although there are no formal prerequisites for this course, students will cope more easily with the Core Topic if they have some prior knowledge and understanding of 20th Century world history and international relations from 1919 to 1945.

CONTENT

CORE TOPIC The Search for Security in the Nuclear Age 1945 – 1990

Principal focus: The principal focus is on the post-war world, the conflict between east and west in the Cold War, and the search for peace and the control of war in the nuclear age.

Content Outline

1. Shaping of the post-war world
 - (a) The development of the atomic bomb and the decision to use it in 1945.
 - (b) Post-war foreign policy objectives of the USA and USSR.
 - (c) The Truman Doctrine and the Marshall Plan.
 - (d) Berlin blockade and airlift.
 - (e) NATO shield of the West vs. the Warsaw Pact shield of the East.
 - (f) The birth of Communist China.

2. Cold War crises
 - (a) Conflict in Korea.
 - (b) Discontent and rebellion in the Soviet satellites.
 - (c) Intelligence and counter intelligence.
 - (d) Crisis in Berlin.
 - (e) Cuba.
 - (f) 1968 invasion of Czechoslovakia.

3. 1970 – 1990 Renewed efforts in the search for security
 - (a) The souring of Sino-Soviet relations.
 - (b) The rise and fall of détente.
 - (c) Vietnam.
 - (d) The Soviet invasion of Afghanistan.
 - (e) The nuclear arms race.
 - (f) Super power relations in the nineties.

Optional Topic 1 The Origins of World War I 1900– 1914

Principal Focus: This topic examines the effects of nationalism, imperialism and militarism as factors in heightening international tensions, the way in which states sought security by means of alliance systems and the reasons why these attempts failed.

Content Outline:

1. Causes of World War I 1900 - 1914

- (a) The Alliance System.
- (b) Germany's "World Policy" and national rivalries.
- (c) The Arms Race.
- (d) Imperialism and nationalism.
- (e) Crises before the war:
 - (i) Morocco.
 - (ii) The Balkans.
- (f) The role of personalities.

2. The outbreak of World War I (June 1914 – August 1914)

- (a) The assassination of Franz Ferdinand.
- (b) The ultimatum.
- (c) Attempts to contain the crisis.
- (d) The outbreak of war.

Optional Topic 2 The Origins of World War II 1919 – 1941

Principal Focus: The principal focus is on the post-WWI search for international security, its failure by the 1930s and the outbreak of World War II. A limited study of the events of WWII can be undertaken via Optional Topic 4 *The United States 1920 – 1945* or Optional Topic 5 *Japan 1913-1945* or, at an individual level and with a Pacific-island focus, by the student *Research Project*.

Content Outline

1. The search for security after World War I

- (a) The legacy of World War I.
- (b) The treaty of Versailles, its intentions and the German reaction.
- (c) US isolationism; Anglo-French differences; German-Soviet relations.
- (d) Attempts at collective security in the 1920s – The League of Nations, French system of alliances, the reparations problem (Dawes and Young Plans), Locarno and Kellogg-Briand Pacts, experiments in disarmament.

2. What challenges to peace occurred in the 1930s?

- (a) The Depression and the rise of Fascism.
- (b) Political instability and international difficulties.
- (c) Failure of World Disarmament Conference.
- (d) Breakdown of collective security (Manchuria, Abyssinia, withdrawal of Nazi Germany, Japan, and Fascist Italy from the League).
- (e) Hitler and National Socialist ideology of expansion; German rearmament; remilitarisation of the Rhineland; Rome-Berlin-Tokyo Axis; loss of initiative by the Western democracies, origins and nature of British and French policies of appeasement; the Spanish Civil War; Anschluss; Munich and Czechoslovakia.
- (f) Japanese objectives in Manchuria, China.

3. The outbreak of war

- (a) The failure of appeasement.
- (b) British and French guarantees in Eastern Europe.
- (c) The German-Soviet Non-Aggression Pact.
- (d) The Polish question and the outbreak and widening of the war in Europe 1939 – 1941.
- (e) Japanese expansion and relations with the United States up until Pearl Harbour.

Optional Topic 3 Gandhi and Modern India 1915 – 1947

Principal Focus: This topic examines the administration of British India, and the contribution of Gandhi to his country's independence, together with the forces which both assisted and impeded him in his plans.

Content Outline

1. The British Raj

- (a) The nature of British rule in India in the early twentieth century and the beginnings of the Congress Party.
- (b) The impact of World War I on the government of British India and on nationalist politics.

2. Gandhi and the Congress Party

- (a) Gandhi's return to India and rise to leadership in the Congress Party, transforming it into a mass organisation.
- (b) The tactics of civil disobedience.
- (c) The impact of Gandhi's influence on the nationalist movement.

3. The road to independence and partition

- (a) The Government of India Act 1935 and the Congress Party in office.
- (b) Muslim politics and the leadership of Jinnah.
- (c) The impact of World War II and the 'Quit India' campaign.
- (d) Independence and partition.

Optional Topic 4 The United States 1920 – 1945

Principal Focus: The principal focus is on political, economic and social change in the USA and its emergence as a super power between 1920 and 1945.

Content Outline

1. The 1920s
 - (a) Harding and Coolidge, Republican Ascendancy.
 - (b) Isolationism, Prohibition, Immigration policy.
 - (c) Industrialization, Mass Consumerism; Popular Culture and Racial Problems.

2. Causes and Consequences of the Depression 1929 – 1932
 - (a) Causes of Depression; Hoover's actions.
 - (b) Franklin D. Roosevelt, the 1932 election and the New Deal.
 - (c) Foreign Policy in the 1930s.

3. World War II
 - (a) US entry into World War II, Rearmament.
 - (b) The Arsenal of Democracy; USA in Europe, the Second Front.
 - (c) Pacific War; dropping the "A" bomb; Victory.
 - (d) Impact of the war on the USA.

Optional Topic 5 Japan 1912 – 1945

Principal Focus: The principal focus is on political, economic and social change in Japan and its emergence as a world power.

Content Outline

1. A survey of Japanese society at the end of the Meiji period
 - (a) political structure; economy; education; militarism.
 - (b) Japan's rise to Great Power status.

2. The Rising Sun era (Kyokujitsu) 1919 – 1931

- (a) The impact of World War I (failure of left wing movements, economic problems).
- (b) Social, rural and industrial developments.
- (c) Constitutional problems.
- (d) Foreign policy.

3. The Dark Valley era (Kurotani) 1931 – 1941

- (a) Suppression of left wing groups; growth of right wing groups.
- (b) Constitutional problems.
- (c) Economics and population problems.
- (d) Foreign and military policy in Asia; relations with USA, Russia and Germany.

4. The Pacific war

- (a) Japan's war aims and strategies (Pearl Harbour; fall of Singapore; role of individuals Hirohito, Tojo, Yamamoto).
- (b) Co-prosperity sphere.
- (c) Japan's treatment of captured people.
- (d) Defeat.
- (e) The impact of the war on Japan.

ASSESSMENT

Student achievement in the course will be assessed using two techniques,

- (1) a final examination,
- (2) internal assessment (i.e., teacher-based) of prescribed tasks.

The final examination will have a value of 60% of the final score and the internal assessment will have a value of 40% of the final score.

The internal assessment scores will be moderated against the examination scores for students at each school. The two scores will then be weighted as stated and then added together. A final 'scaling' of these combined scores will take place in an attempt to make the scores in different subjects comparable. This will lead to the 'final score' for each student, and will be used to allocate a grade 1 to 9.

The Examination

The end-of-year examination will be in written form and will test a range of the knowledge and skill objectives specified in this syllabus, in the context of the defined topics. All topics will be represented on the paper. Candidates will be required to answer the Core Topic questions i.e., *The Search for Security in the Nuclear Age*. They will also be required to select and answer questions in two other sections – each section based on a different topic. Questions will provide written and/or graphic material, and at least one in each section (including the Core Topic section) will require the writing of a short essay. The Core Topic section of the examination will be worth approximately 40% of the total marks available. All the Optional Topic sections will have the same mark value, which will be approximately 30% of the total marks available. The examination will be three hours.

Internal Assessment

One major and five minor internal assessment tasks will be completed by PSSC History students. These tasks allow for some flexibility of approach but must follow the specified rules of structure and content. Teachers will assess (i.e., mark) student materials resulting from these tasks using detailed marking schemes provided in this syllabus. The tasks, mark values and suggested class-time allocations are as follows.

Task	Mark Value	Suggested class-time (hours)
(Major Task) <i>Research Project</i>	55	20 *
(Minor Task)		

(1) Using a written source	15	5
(2) Using a visual source	15	5
(3) Investigating an oral account	15	5
(4) Investigating an historic site	15	5
(5) Examining artefacts	15	5

* A substantial amount of private time will also be required.

Schools that intend enrolling students in PSSC History must submit for approval a PSSC History Internal Assessment Programme by March 1st in the year of enrolment.

A PSSC History Internal Assessment Programme must contain the following elements:-

- (1) A list of the possible Research Projects (titles) to be undertaken by candidates and the marking scheme given in the syllabus is to be used by teachers when marking student work. This is the Major Task for internal assessment and it *must focus on an aspect of Pacific-island history*. Detailed marking schemes for the minor tasks are also given in the syllabus.
- (2) The intended start and end dates for each task must be provided together with any other information relevant to the tasks, including provisions for inter-class moderation if a school has more than one class studying PSSC History.
- (3) Schools must supply a single mark out of 130 (i.e., 130 is the maximum possible score) for every enrolled student.
- (4) Clear records and documentation regarding the school's approved PSSC Internal Assessment Programme must be kept. Furthermore, all student work that has been assessed under this programme must be available for verification by SPBEA officers during any one school year.
- (5) Although it is recognised that certain general student attitudes and behaviours may be desirable (e.g. co-operation) these should not play any part in the PSSC Internal Assessment Programme submitted by any school. Attempts to quantify and report on such qualities should be done as a separate school activity.
- (6) Students enrolled in PSSC History must be given a copy of the school's PSSC Internal Assessment Programme for the subject. Each student must also be informed of when assessment tasks are to be completed and be notified of his or her assessment result for each task as soon as it is determined.
- (7) Relevant teachers and school principals will be required to sign the *PSSC School Agreement Form* to confirm that the above PSSC Internal Assessment rules will be followed. Non-adherence to these

rules may cause students to be removed from PSSC enrolment in History.

The requirements for the internal assessment tasks are set out below:-

Major Task – The Research Project

Students are to choose, under teacher guidance (the availability of relevant sources being an important consideration), a research topic. This may be based on local history e.g., a local area study or family history or, if the resources are available, it may be based on events outside the local region. However, the focus must be on an aspect of Pacific-island history. Although some support can be given to students in this component of their I.A. programme, the intention should be to develop student research skills in the field of history.

Approximately 20 hours of class time should be devoted to this task, together with a substantial amount of private time (e.g., homework).

The student must:-

- (1) formulate and record a *hypothesis* or *focus question*, e.g., a question relating to the changing role of women in the family or the influence of a particular church on a local community or some community problem,
- (2) keep a *log-book* in which they date and record ideas, findings, sketches and anything else associated with the study (including source citations). Entries in the log book can be in point or note form but they must be legible and understandable. The log book should clearly record the research process, including any difficulties encountered, and will be submitted to the teacher for assessment,
- (3) have a *formal folder* where they present their findings.

This folder should contain:

- (a) an interview transcript and/or tape recording of an interview with, a person who has lived through or is knowledgeable on the topic chosen. There should also be an analysis of this material in relation to the focus question or hypothesis. This work must have been carried out unsupervised,
- (b) three additional selected data from three different sources which relate to the focus question or hypothesis. These may include a variety of written, visual or graphic sources such as newspaper articles, documents, graphs, posters, videos, photographs, etc. Artefacts also qualify. The finding and selection of this material must be done by the

students,

- (c) notes organised under the various headings of the research proposal.
- (d) An essay which will present the student's findings from the research investigation. This essay should be a comprehensive, summative piece in which the research data gathered have been analysed, and conclusions supported by evidence have been made. The essay is to be written unsupervised and should be about 1,500 words in length,

The marks for the various parts of this I.A. task will be:-

Focus Question	11 marks
Log book including focus question or hypothesis and record of the research process.	15 marks
Acknowledgement	6 marks
Evaluation	6 marks
Research essay	17 marks

	55 marks

The teacher must:-

- (1) carry out some preparatory work before the students embark on their research. Teachers will need to:-
 - (a) provide a comprehensive list of available resources (i.e., what kind of historical information is available in your community),
 - (b) have a comprehensive list of manageable topics for student research already worked out,
 - (c) warn the community of student interests and likely investigations,
 - (d) give students some strategies on how to carry out research, including the possible pitfalls and how to avoid them,
- (2) guide the students in the formulation of their hypotheses or focus question,
- (3) guide the students in the research process and the use of their log books, and the analyses of their research findings,
- (4) mark each aspect of the student work according to the marking scheme provided in the syllabus. The research proposal is to be marked first before students can start the data collection and the writing of their reports,
- (5) guide the students in the process of recording oral history, via interview or correspondence. Correspondence and/or tapes and/or transcripts should be assessed according to relevance,

clarity and impact,

- (6) guide the students in the selection of research data. The three pieces must relate clearly to the focus question or hypothesis and should illustrate that the students understand the importance of gathering data from different sources.
- (7) assess the evaluative essay. This should be based on the analysis of the evidence, the logic and relevance of the argument and the quality of the presentation.

Research Activity

Introduction: Guidelines

Your task is to research a historical topic. When you are deciding what this should be, you need to remember the following points:

- (1) The topic must be historically relevant i.e. be on an aspect of Pacific Island history either locally, nationally or regionally;
- (2) The topic must be historically significant, either on a small-scale such as a family history, or larger scale such as an important historical development in the Pacific or in a country. A study of how your family pet has been a member of your family for the last ten years, although important to you, is not regarded as historically significant, even locally.
- (3) The topic must be manageable and narrowed down in scope e.g. “The history of Tonga in the last Millennium” is far too broad. Focus on an aspect within that frame that is manageable.
- (4) The time period needs to have a historical realism to it e.g. a study of important developments in industry x over the last two years, is not really within the spirit of an appropriate time frame. The most recent time for a study should be up to 1990.
- (5) The topic needs to be historical rather than present day sociological or geographical in nature i.e. “The role of women today in our country’s development” is a topic more suited for Social Studies. However, if the topic was amended to “the role of women in our country’s development since 1945”, then that would be a suitable historical topic. Handing in a Geography topic on “Geographic perspectives on tourism” is not likely to be historical in nature either.

The research activity – important steps to follow

- (1) Choose a topic which meets the necessary criteria. Your teacher needs to approve it before you can begin the research process.
- (2) **Research Proposal**
Outline your intended research proposal by including:
 - (a) a hypothesis or focus question that covers the topic you want to investigate. You need to base your research findings on this hypothesis or focus question.
 - (b) **three** sub-questions or hypotheses that are related to the overall hypothesis or focus question. These three sub -questions will form the headings for the notes you collect, and the headings for the final report.
 - (c) a statement of how you will collect and process your information (methodology).

- (d) a statement of how you will present your findings.
- (e) a statement of your intended work plan and time schedule i.e. what you intend to do and when.

(3) **Data Gathering and Organising**

- (a) Prepare a log book in which you will record the process of gathering and processing your information. Each entry is to be dated. In the log book, you need to record who, what, and where you met important individuals. If you had problems, or changed your approach in the research process, you need to record this. Key milestones can be noted. Hand in the log with your report.
- (b) Start to gather or collect your information. You will need to get your information from at least four different types of sources, one of which must be an interview with an important individual or group. Other types include letters, diaries, newspaper articles, films, cartoons, photographs, books, audio tapes and magazines. Make notes from your sources under the three key headings. These three headings come from the sub-questions you posed in the research proposal. Hand in your notes under these headings, and your interview questions, along with the taped interview or script when you present your Report.
- (c) Under each heading in your notes, make a generalisation which sums up what you have found in that section.

(4) **Data Processing – Presentation of Report**

- (a) Once you have finished collecting the information you need, prepare your report using the three headings you came up with earlier. Structure your report; include an introduction, body and conclusion. In your conclusion, relate the findings to your research questions or hypotheses. State how any future research would clarify or build on the conclusions you have reached.
- (b) Your ideas and thought processes need to be logically and coherently developed. Make sure you support your generalisations with references used. Vague statements cannot be expected to score highly.
- (c) Acknowledge the use of quotations and references in your report, using the appropriate conventions. Include, in the body of your report, at least **two** examples of footnotes, and a bibliography at the end .

(5) **Evaluation:**

- (a) Briefly explain **two** important things you have learned from the research activity
- (b) Describe the most difficult challenge you had to face. How did you attempt to overcome it?
- (c) What would be **one** aspect of your research activity that you would like to change if you had to repeat the exercise? Why?

(see attached appendix for examples of tasks in the research proposal)

Mark Scheme – Research Activity

Research Proposal		Marks
<i>Focus Question/ Hypothesis</i>	The focus question or hypothesis is well expressed and provides a realistic basis for research	2
	The focus question or hypothesis is stated but is not so well expressed or concise for research	1
	The focus question or hypothesis is not stated or stated but unclear	0
<i>Sub-questions/ hypotheses</i>	3 well expressed, meaningful sub-questions/hypotheses clearly related to the overall question/hypothesis	3
	2 well expressed, meaningful sub-questions/hypotheses clearly related to the overall question/hypothesis	2
	1 well expressed, meaningful sub-question/hypothesis clearly related to the overall question/hypothesis	1
	Sub-questions/hypotheses not provided, or not clearly expressed/related to the overall question/hypothesis	0
<i>Methodology</i>	A clearly expressed statement showing how both the collection and processing will be carried out	2
	The statement is not so clear or includes only one of collecting or processing description	1
	The statement is not included or is unclear about collection and processing	0
<i>Present findings</i>	A clearly expressed statement showing how the findings will be presented in the final report	2
	The statement is not so clear about how the findings will be presented	1
	The statement is not included or is unclear about how the findings will be presented	0
<i>Intended plan</i>	A clearly expressed statement showing how both time and work schedule will be planned for	2
	The statement is not so clear or includes only one of time or work schedule to be planned for	1
	The statement is not included or is unclear about the time and work schedule to be planned for	0
Data Gathering/ Organising		
<i>Log Book</i>	Clear, complete entries, dated, of people, places, possible changes, milestones	4, 5
	Not so clear or complete entries, yet important features still noted	2, 3
	Sketchy, not complete or clear, poorly attempted	0, 1
<i>Note taking</i>	Notes are clearly organised under the three key headings based on the earlier questions	3
	Notes are satisfactorily, if not always clearly, organised under the three key headings	2
	Notes are attempted for one or two headings only, even if they are satisfactorily clear	1
	Notes are not attempted, or headings are not provided, and notes handed in with no organisation	0
<i>Sources</i>	Notes from at least 4 different types of sources are recorded, with one being an interview	4
	Notes from 3 different types of sources are recorded, with one	3

	being an interview	
	Notes from 2 different types of sources are recorded, with one being an interview	2
	1 or more of the same type of source are recorded (e.g. 3 letters)	1
	No sources recorded	0
<i>Generalisations</i>	For each section with its own heading, a clear generalisation is made (3 in total)	3
	For 2 of the sections, 2 clear generalisations have been made	2
	For 1 section, 1 clear generalisation has been made	1
	No generalisations have been made, or they are very unclear	0

Final Report

<i>Thought / Content</i>	Excellent and relevant treatment of ideas, a large range of valid points, any generalisations made are very well substantiated or supported with references	11,12
	Very good and relevant treatment of ideas, a range of valid points, some generalisations made are well substantiated	9, 10
	A good and relevant treatment of ideas, a range of valid points, some generalisations are well substantiated	7, 8
	Satisfactory and mostly relevant treatment of ideas, a number of valid points, some generalisations made are not substantiated	5, 6
	Limited in treatment of ideas, not always relevant, a few valid points made, limited in number of generalisations; these are unsubstantiated	3, 4
	Poor attempt at ideas, many irrelevant points, any generalisations are unsubstantiated	1, 2
	No report presented, or not real attempt at the topic	0
<i>Structure</i>	Ideas are coherently well developed, the report is very clearly structured in the 3 required sections, introduction includes clear statement of questions, the body of the report is sound, and conclusion effectively sums up the findings with a clear link stated for future research	4, 5
	Ideas are mostly coherently developed, the report is clearly structured in the 3 required sections, introduction includes statement of questions, the body of the report is quite sound, and a conclusion sums up the findings with a link stated for future research	3
	Ideas are sometimes clearly developed, the report attempts a structure in 3 required sections, or this may not be so apparent, and there is an attempt at an introduction (with or without the questions), plus a satisfactory body of the report and a conclusion which may not link for future research	1, 2
	No report presented, or no real attempt at the topic	0

Acknowledgements

<i>Footnotes</i>	Clear footnotes have been used in the report following accurate, accepted conventions	2
	Footnotes have been used in the report but do not clearly follow the accepted conventions	1
	No footnotes have been used, or if they have, are not accurate and do not follow accepted conventions	0
<i>Bibliography</i>	At least 4 different types of sources are included (one an interview), using accurate, accepted conventions	4
	At least 3 different types of sources are included (one an interview), using accurate, accepted conventions	3
	At least 2 different types of sources are included (one an interview), using accurate, accepted conventions	2
	Only one source included or more than one of the same type,	1

using accepted conventions	
No sources included, or one or more are, but making significant mistakes in accepted conventions	0

Note: allow for minor errors in the use of conventions e.g. some punctuation left out

Evaluation

<i>Learned lesson</i>	2 important lessons learned from the research activity are clearly explained	2
	1 important lesson learned from the research activity is clearly explained	1
	No statement included, or statement does not explain what has been learned	0
<i>Challenge</i>	A clear statement on the challenge to face, plus description of how to overcome it	2
	A clear statement on either the challenge, or how to overcome it, or unclear statement of the two aspects	1
	No attempt made, or not able to understand statement	0
<i>Change aspect</i>	A clear statement of what aspect to change and reason why	2
	A clear statement of the aspect to change without the reason, or statement hints at what is required	1
	No attempt made, or not able to understand statement	0

TOTAL: 55 marks

Minor Task 1: Using a written source

Choose a written source (a letter, diary, newspaper report official document or eyewitness account). Now conduct a text interpretation by answering the following questions.

- 1. Place the source in its context (4 marks)**
- (a) State who wrote the passage and the date it was written. (1 mark)
 - (b) State **one** purpose why the author(s) wrote the passage. (1 mark)
 - (c) Identify whether it is a primary or secondary source and give **two** reasons to support your answer. (2 marks)
- 2. Content of the source (2 marks)**
- (a) Explain one difficulty you had in interpreting the source. (1 mark)
 - (b) Describe the content of the source. (1 mark)
- 3. Impression and bias in the source (4 marks)**
- (a) Describe the main impression the author is trying to give. (1 mark)
 - (b) Identify **one** bias you found in the source and give **one** reason why you feel it is biased. (2 marks)
 - (c) State if you have any bias in yourself that needs to be accounted for. If you do, why? if not, why not? (1 mark)
- 4. Significance of historical source (5 marks)**
- (a) Assess the historical significance of the source. Give **two** reasons to support your answer. (3 marks)
 - (b) Discuss **two** reasons how it fits into the general historical context. (2 marks)

Total: 15 Marks

Minor Task 2: Using a visual source

Choose a visual source of history (a photograph, drawing, painting or cartoon). Study the source and answer the following questions:

1 Placing the source in context (7 marks)

- (a) Name the artist/cartoonist etc of the source and the date it was produced. (1 mark)
- (b) Outline **two** purposes for producing the source. (2 marks)
- (c) Describe the event or person shown in the source.
Either outline briefly what happened after the event.
Or outline briefly the importance of the person's role in history. (2 marks)
- (d) Give a suitable, alternative caption for the source. Justify your answer. (2 marks)

2 Information intended to convey (3 marks)

- (a) Describe the information the source is intended to convey i.e. is there a message? (2 marks)
- (b) State if the source is biased or not. If you feel it is, give **one** reason. If you feel it is not, explain why not (1 mark)

3 A worthwhile historical source (5 marks)

- (a) Assess the validity of this source e.g. how reliable is it? Provide **two** reasons to support your answer. (3 marks)
- (b) Discuss **two** reasons why the source fits into the general historical context. (2 marks)

Total: 15 Marks

Minor Task 3: Investigating an oral account

Choose an item of oral history (this could be a “taped” account or a “live” interview with someone recounting local history). After listening carefully to the tape/interview answers, answer the following questions:

- 1 Placing the source in its context (4 marks)**
- (a) Identify the speaker and the date of the oral/account/interview. (1 mark)
 - (b) State the purpose of the speech or interview. (1 mark)
 - (c) State the position/role or status of the speaker in relation to the event. (1 mark)
 - (a) Determine the time difference between when the event occurs and the interview/taped account. (1 mark)
- 2 Content of the account/interview (3 marks)**
- (a) Describe the content in the account/interview. (2 marks)
 - (b) Explain **one** difficulty you had in interpreting the source. (1 mark)
- 3 Speakers Impression (4 marks)**
- (a) Describe the impression the speaker is trying to give. Support your answer with **two** quotations from the speech/account. (2 marks)
 - (b) Listen to the interview/account carefully. State whether it is biased or not. Give **one** valid reason to support your answer. (1 mark)
 - (c) Write a statement to describe your reaction to the account/interview. (1 mark)
- 4 Worthwhile Source (4 marks)**
- (a) Assess the validity of this source e.g. how reliable it is? Provide **one** reason to support your answer. (2 marks)
 - (b) Discuss **two** reasons why the source fits into the general historical context. (2 marks)

Total: 15 Marks

Minor Task 4: Investigating an historic site

Visit a local site or location of interest e.g. a cemetery, monument, a shipwreck, disused mine, or any building of historical interest.

- 1. Placing the source in historical context (5 marks)**
- (a) Name the erector/builder/creator of the site/building and the date it was put up. (1 mark)
- (a) Discuss and elaborate on the purpose of the building/site. Give **three** reasons to support your answer. (3 marks)
- (c) State **one** difficulty in accessing the site or building. (1 mark)
- 2. Information conveyed (5 marks)**
- (a) Identify **two** things the building/site tells you about this period of history. (2 marks)
- (b) Explain **three** difficulties students face in understanding the historical value of this building or site. (3 marks)
- 3. Significance of the site/building (5 marks)**
- (a) Assess the significance of the building/site as a valid historical source. Give **two** reasons to support your answer. (3 marks)
- (b) Discuss how your building or site fits into the general historical context. Support your answer with **two** relevant points. (2 marks)

Total: 15 Marks

Minor Task 5: Examining artefacts

Visit a place where artefacts are stored/displayed or situated, and choose there an arte fact or object or relic of historical interest to study (e.g. a shard of Lapita pottery).

- 1. Placing the artefact in historical context (6 marks)**
- (a) Name the place and give the date when the artefact was originally found. (1 mark)
 - (b) Identify the group or person who produced the artefact, and give the date. (1 mark)
Identify **two** features from the artefact to justify your answer. (2 marks)
 - (c) State **one** relevant purposes for producing the artefact. (1 mark)
 - (d) Examine if the purpose has changed over time. If so, how if not, why not. (1 mark)
- 2. A worthwhile historical source (9 marks)**
- (a) Assess the historical significance of the artefact. Give **three** reasons to support your answer. (3 marks)
 - (b) Identify and briefly explain **three** problems that you meet when studying artefacts (3 marks)
 - (c) Suggest **two** ways to overcome one of the problems identified. (2 marks)
 - (d) Place the artefact in the general historical context. (1 mark)
- Total: 15 Marks**

Marking Scheme: Minor Task 1: Using a written source

- 1. Place the source in its context (4 marks)**
- (a) Author(s) and date clearly stated (no ½ marks if only one is given) (1 mark)
 - (b) One valid purpose clearly stated (1 mark)
 - (c) Two valid reasons are given to support the correct identification (primary or secondary) (2 marks)
 - One valid reason given (1 mark)
 - No reason, or irrelevant reason given (0 marks)

Note: Correct identification of the type of source (primary/secondary) is needed, to score.
- 2. Content of the source (2 marks)**
- (a) A clear explanation of one difficulty is given (1 mark)
(must give a reason, to score)
 - (b) A clear description of content is given (1 mark)
If description not clear, or irrelevant, or no description is given (0 marks)
- 3. Impression and bias in the source (4 marks)**
- (a) The main impression given by the author is clearly described (1 mark)
If description not clear, or irrelevant, or no description is given (0 marks)
 - (a) One bias is clearly identified and supported by one reason (2 marks)
If only one of the two aspects given (1 mark)
 - (b) A clear statement of whether there is any bias in the student is identified, supported by one reason (1 mark)
If only the statement is mentioned (0 marks)
- 4. Significance of the historical source (5 marks)**
- (a) A clear statement is given showing how historically significant the source is (3 marks)
 - Needs to be supported with two relevant reasons (2 marks)
 - A clear statement is given with one relevant reason (1 mark)
 - A clear statement is given with no examples (0 marks)
 - No clear statement is given (0 marks)
 - (b) Two reasons are discussed as to how the source fits into the general historical context (2 marks)
 - One reason is discussed as to how the source fits into the context. (1 mark)
 - No reason is discussed (0 marks)

Mark Scheme: Minor Task 2: Using a visual source

- 1. Placing the source in context (7 marks)**
- (b) Artist and date correctly given, no ½ marks for just one aspect (1 mark)

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| (c) | 2 relevant purposes are given for producing the source
1 relevant purpose is given for producing the source
Irrelevant or no purpose | (2 marks)
(1 mark)
(0 marks) |
| (c) | Clear description of event or person's role
Either clear outline of what happened after the event
Or role of the person identified | (1 mark)
(1 mark) |
| (d) | Caption is relevant and clearly stated
Choice of caption justified
None mentioned | (1 mark)
(1 mark)
(0 marks) |

2 Information intended to convey (3 marks)

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------|-----------------------|
| (a) | A clear description of the information or message is given
A partial description of the information or message is given | (2 marks)
(1 mark) |
| (b) | 1 reason for recognizing bias, or 1 reason for not recognizing bias
No reason | (1 mark)
(0 marks) |

3 Worthwhile historical source (5 marks)

- | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| (a) | A clear statement is given showing how valid the source is.
Needs to be supported with 2 examples
A clear statement is given with 1 example
A clear statement is given with no examples
No statement, no examples | (3 marks)
(2 marks)
(1 mark)
(0 marks) |
| (b) | Two valid relevant reasons are given showing how source fits into the general historical context
1 valid reason is given
No reason | (2 marks)
(1 mark)
(0 marks) |

Marking Scheme: Minor Task 3: Investigating an oral account

1 Placing the source in its context (4 marks)

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| (a) | Speaker and date correctly identified; No ½ marks | (1 mark) |
| (b) | Purpose clearly stated
No purpose stated | (1 mark)
(0 marks) |
| (c) | Position and role/status in relation to the event clearly stated
The role/status has to be clearly linked with the event
e.g. coordinator, eyewitness etc
No clear link | (1 mark)

(0 mark) |
| (d) | The time difference has been correctly identified
No time difference correctly identified | (1 mark)
(0 marks) |

2	Content of the account/interview	(3 marks)
(a)	Clear description of the oral account/interview is given Partial description of the oral account/interview is given No description of the oral account	(2 marks) (1 mark) (0 marks)
(b)	One difficulty clearly explained No difficulty/irrelevant	(1 mark) (0 marks)
3	Speakers impression	(4 marks)
(a)	A thorough or clear description of the speaker's impression is made supported by 2 valid quotations. A clear description supported by 1 valid quotation is made A description without the quotation is made Quotations without a description	(2 marks) (1 mark) (0 marks) (0 marks)
(b)	1 valid reason showing how it is biased or not, is given No valid/irrelevant reason given	(1 mark) (0 marks)
(c)	A complete, relevant statement describe student's reaction is given No statement or irrelevant statement given	(1 mark) (0 marks)
4	Worthwhile historical source	(4 marks)
(b)	A clear statement showing how valid the account is, needs to be supported by 1 reason A clear statement with no reason is given No clear statement given	(2 marks) (1 mark) (0 marks)
(c)	2 valid reasons are discussed as to how the source fits into the historical context 1 valid reason No reasons	(2 marks) (1 mark) (0 marks)

Marking Scheme: Minor Task 4: Investigating an historic site

- 1. Placing the source in historical context (5 marks)**
- (a) Name of the erector/builder and the date built (1 mark)
No ½ marks for only one
- (b) A thorough description supported by 3 reasons is given (3 marks)
A partial or thorough description supported by 2 reasons is given (2 marks)
Some explanation supported by 1 reason is given (1 mark)
Some explanation with no reason, or reasons without explanation (0 marks)
- (c) One difficulty in accessing the building/site is clearly stated (1 mark)
No difficulty (0 marks)
- 2. Information conveyed (5 marks)**
- (a) Two relevant complete aspects are identified (2 marks)
One complete relevant aspect is identified (1 mark)
No aspects, or irrelevant aspects mentioned (0 marks)
- (b) Three difficulties are well explained as to historical value (3 marks)
Two difficulties are well explained as to historical value (2 marks)
One difficulty is well explained as to historical value (1 mark)
No difficulty is explained (0 marks)
- 3. Significance of the site/building (5 marks)**
- (a) A clear sentence is given assessing significance of the building as a valid historical source, supported by two relevant reasons (3 marks)
- A clear sentence is given assessing significance of the building as a valid historical source, supported by 1 valid reason (2 marks)
A sentence stating significance only is given (1 mark)
Reasons only or no sentence, stating significance (0 marks)
- (b) A clear statement is given discussing how the site fits into the historical context, supported by 2 relevant points (2 marks)
A clear statement is given discussing how the site fits into the historical context, supported by 1 relevant point (1 mark)
No clear statement or relevant points (0 marks)

Marking Scheme: Minor Task 5: Examining artefacts

- 1. Placing the artefact in historical context (6 marks)**
- (a) Place and date are correctly identified (1 mark)
No ½ marks for only one identified

- | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| (c) | The group or person and date correctly identified
No half marks for just one correct.
Two relevant features of the artefacts are identified and justified correctly | (1 mark)

(2 marks) |
| | One relevant feature is identified and justified
No feature identified, no justification | (1 mark)
(0 marks) |
| (c) | One relevant purpose for producing the artefact clearly stated | (1 mark) |
| (d) | A clear statement on whether the purpose has changed over time or not is given
No clear statement is given | (1 mark)
(0 marks) |

2 A worthwhile historical source (9 marks)

- | | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| (a) | A clear statement of the significance of the artefact supported by two valid reasons is given
A clear statement of the significance of the artefact supported by one valid reason
A clear statement of the significance of the artefact without a valid reason is given
No clear statement or no valid reason | (3 marks)
(2 marks)
(1 mark)
(0 marks) |
| (b) | Three relevant problems are identified and explained
Two relevant problems are identified and explained
One relevant problems are identified and explained
0 relevant problem mentioned | (3 marks)
(2 marks)
(1 mark)
(0 marks) |
| (c) | Two ways to overcome one identified problem are suggested
One way identified | (2 marks)
(1 mark) |
| (d) | A clear statement placing the artefact in the general historical context is given | (1 mark) |

Appendix A

EXAMPLES OF TASKS IN A RESEARCH PROPOSAL

Topic: New Zealand students studied the 1960s as a decade of change.

- (a) *a hypothesis or focus question covering the topic*

Hypothesis: “That radical changes made a significant impact on the lives of New Zealanders in the 1960s and into the next decade.”

Focus Question: “How significant were the changes affecting the lives of New Zealanders

in the 1960s and into the next decade?"

(b) *three sub-questions or sub-hypotheses:*

Sub-hypothesis 1: "That changes impacting on the family unit threatened the stability of society."

Sub-hypothesis 2: "That the increasing use of the motor car made New Zealanders far more mobile and independent."

Sub-hypothesis 3: "That political developments at home and overseas affected the way New Zealanders perceived their future."

Sub-question 1: "How did changes affecting the family unit make an impact on the stability of society?"

Sub-question 2: "To what extent did the increasing use of the motor car make New Zealanders more mobile and independent?"

Sub-question 3: "In what ways did political developments at home and overseas affect how New Zealanders perceived their future?"

(c) *a statement of how information will be collected and processed:*

These points could be considered: making arrangements for an interview, undertaking the interview; after finding relevant resources, making and organising notes under three headings based on the sub-hypotheses or questions (give examples). Each set of notes to have a generalisation summing it up. Do notes appear to support hypotheses/ questions? An example of a heading could be: "The impact of the motor car in the 1960s – 70s."

(d) *a statement of how findings will be presented:*

These points could be considered: suitable structure to Report, introduction including hypothesis or focus question, three sections based on sub-hypotheses or questions, conclusions, link to introduction, link to future research.

(e) *a statement of intended work plan and time schedule:*

An example can be found on page 7 of "Teacher's Guide: History Internal Assessment/ Student Exemplars." A copy of this should be in your schools. The plan basically sets out how and when students will approach their research task over the duration of the project.

A major difference to the research project from the present practice is that students are required to hand in their notes as well. For this, they will be assessed for the gathering of information, and then organising their notes under the 3 headings derived from their 3 sub-hypotheses or questions. As an example, notes from one source may very well fit into all 3 headings; another source may deal only with one of the headings.

Appendix B

GUIDELINES FOR THE MINOR TASKS

Introduction

These guidelines have been produced to elaborate on the new minor task marking schemes requested by many teachers at PSSC History. In the course of designing these schemes, the framing of the questions for students has been changed. These guidelines, the redesigned questions, and the new marking schemes, are the result of an internal assessment workshop held in Suva from April 12th – 14th, 2000.

Changes to the current practice

General, overall changes:

1. Marks have been more specifically allocated e.g. the current “what was its purpose?” question for “Investigating an historic site” is worth 3 marks. There is no guide as to what is required for the 3 marks. The revised question is more specific (see revised minor task 4). The actual number of reasons, purposes, features etc. are asked for in the relevant questions.
2. The current questions do not emphasise the skill levels required e.g. “what was its purpose?” could expect students to demonstrate a lower cognitive skill such as “state the purpose” or demonstrate a higher cognitive skill such as “explain the purpose”. At the PSSC level, there is room for both skill levels, but students need direction as to which one to use at what time. The questions have been re-designed as instructional statements beginning with verbs that suggest the skill level required e.g. state, identify, outline, describe, discuss, explain, assess.

General, overall guidelines:

1. The current statement that “each of the minor tasks may have a Pacific Island focus” (p9 prescription) remains. In other words, the complete internal assessment component of 40% would be based on Pacific Island work, as the major research project must have such a focus. However, teachers are free to accept resources that cover the core and optional examinable topics rather than Pacific material if they feel that would reinforce student understanding of the topics to be examined in November.

This would apply particularly, to minor task 1 (written source), minor task 2 (visual source), and minor task 3 (taped account).

Teachers could allow the use of written documents about Cold War issues between 1945-90, or permit students to use cartoons on the Origins of World War II. In this way, teachers are covering two student needs; one, to complete their internal assessment task, and secondly, to add to student understanding of the examinable to pics.

In practice, although topics other than Pacific Island ones can be studied for minor tasks 3 – 5,

students will be most likely choosing a Pacific Island focus as the word “local” remains in the instructions.

2. The material must have a certain historical realism to it. Teachers need to see the resources used are up to a time period of 1990. An article in the “Pacific Islands Monthly” written in November 1999, would not qualify, because it does not have that historical time distance that these exercises are requiring. Teachers need to approve the resources chosen before students begin to answer the questions, to avoid a possible awkward situation after the event.
3. In some countries or outer islands, it may be difficult for all students to find suitable resources. In these cases, teachers can select a common resource for students to use. In this situation, to ensure authenticity of student work, teachers may find it desirable to ask students to sit the task at one particular time during a class period.
4. The type of teacher assistance is also a factor for consideration. History teachers would know it is not acceptable for a teacher to go through the actual resource with his/her class and provide too much guidance as to what is expected in the answers. However, it is appropriate for the teacher to use a different resource as a formative task so that students become familiar with terms such as “bias”, a “valid historical resource” etc.
5. Where the name of the author/artist/photographer etc. and the date of production are not evident on the resource the students use, proof of authorship will need to be provided e.g. a photo may not have the name/date on it, but these details are mentioned in the book the photo is in. A photocopy from the book in this case should be enough to establish authorship.

Guidelines for the specific minor tasks:

1. Minor Task 1:
 - (a) The sources listed are not the only ones possible. Students could use secondary sources such as books written by historians.
 - (b) Teachers will need to check the resource to see it is not written a few months ago on a recent event, and that there is proof of authorship.
2. Minor Task 2:
 - (a) The sources listed are visual images that are static i.e. not moving. Recently, students have asked whether they could use film or video footage. There is no hard and fast rule about this, but teachers need to treat each request on merit and workout if the moving image is suitable for the task. Film/video footage of Cold War events e.g. the Korean or Vietnam wars could fit in this category. On the whole, it is probably easier to recommend static images for study.
 - (b) Again, as with written sources, proof of authorship and date needs to be obtained if these details are not on the cartoon, photo etc.

3. Minor Task 3:

(a) It is recommended students attempt a live interview here (although not compulsory). The experience gained will help for the research exercise in the Major Task.

Either the taped interview or the written script and interviewee's responses needs to accompany the student's answers to the task.

(b) The interviewee can be the same person interviewed for the research topic for the Major Task if the student wishes. The focus for the research will be different to the answers expected for this task.

(c) If students wish to use a taped account, this could be of a person/event etc. in one of the examinable topics. A live interview is more likely to be of a local setting.

4. Minor Task 4:

(a) The redesigned questions give a clearer indication as to how the marks are to be allocated.

(b) In the current unrevised task, students can, if they wish, assess the historical significance of another building or site not chosen in the previous questions. The redesigned task asks for this assessment to be of the original building/site chosen, not another one.

5. Minor Task 5:

In the current unrevised task, students are asked to visit a cultural centre or museum. As some students do not have either, the two terms are replaced by the general term "place".