

LEARNING OUTCOMES

HISTORY

Levels 7 - 10

History Department

Directorate for Learning and Assessment Programmes

1. Introduction

This document, which is aimed at policy makers, educators and teachers in the classroom, presents the learning outcomes for History (General) and History (Option).

The Subject Learning Outcomes for History span from attainment level 7 to attainment level 10.

Within the Learning Outcomes Framework, Level 10 is viewed as the 'gifted and talented' level. Outcomes within this level sit at the upper end of the ability spectrum and extend learners further.

The core concept is *better* rather than *more*. At Level 10 learners demonstrate a deeper understanding and wider application of Level 9 content which marks the end of compulsory schooling. Level 10 outcomes may draw on three main areas:

- increased sophistication of understanding of the Level 9 content;
- greater learning autonomy in developing understanding and skills;
- increased application in problem solving.

It should be noted that each attainment level can be extended further and suggestions for this will be included in the Pedagogy and Assessment section of this document.

2. Pedagogy and good practice learning

History is enquiry, and the main objective of teaching history is to help learners gain historical understanding by learning about different versions and interpretations of the past based on historical evidence. History teaching should be the teaching of history thinking skills and concepts within a historical context. Learners should be made aware of different characteristics of the discipline. Kitson-Clark (1967) said, good history produces people that think about rather than merely accept information:

Therefore, it is important that history is not presented as an endless march through time with important dates marked by interesting 'given' narratives. It is important, in history, to teach not just the factual information, but what Bruner (1960) calls the 'structure' of the subject. Historical method involves historical thinking, and it is the analysis of sources in particular that provide the practice for a mode of thinking similar to what a historian goes through. It is an approach based on constructivist teaching methods.

The main aims of history teaching are:

- Stimulate interest and enthusiasm for the study of the past, providing an appropriate integration of our national history within a wider international context, and preparing learners for better citizenship;
- Promote the acquisition of knowledge and understanding of human activity in the past linking it with the present, and helping learners to understand the development over time of social and cultural values.
- Promote an understanding of the key technical historical concepts which help learners to organize knowledge and ideas about history, make generalisations, recognise similarities and differences, find patterns, and establish connections.
- Develop essential historical skills and competencies necessary for learners to undertake historical enquiries through a critical handling of historical evidence, and the development of a sense of empathy.

The History Learning Outcomes should be covered with these main objectives in mind. The learners should:

- Be conscious of what history is and the main scope of learning this subject;
- Be conscious that history is based on various types of evidence such as archaeological remains, documents, manuscripts, pictures, photographs, maps and letters;
- Become more conscious of the historical legacy in Malta, Europe and the World, and increase their appreciation towards the need for restoration and conservation;
- Analyse the past thus understanding its implications in the present, and consequently develop aspirations for the future;
- Develop particular skills, such as gathering information from sources and integrating them, analyse change and continuity over the years, understand causes and consequences, develop a clear chronological framework, empathise with people who lived long ago, as well as observe and reach conclusions;
- Learn as far as possible through direct experience, such as visits to historical sites so that learning is more stimulating and motivating;
- Be conscious that history is not just an academic subject but a means to widen their culture;
- Understand that since society has changed over the years and is still changing, they should be prepared to adapt to future changes;
- Understand Maltese history within a wider Mediterranean, European and International context.

3. Embedding the delivery of the cross curricular themes (CCTs)

Across Europe there has been a shift from an exclusively subject-based approach to a more cross curricular, thematic, interdisciplinary and collaborative approach that reflects real life situations and encourages transfer of skills from one learning area to another. Through a cross curricular approach, many curricular areas have been given a higher profile and a number of transversal competences have enhanced their status (European Commission, 2012). The CCTs connect the subjects by highlighting common learning objectives which are also reflected at the school ethos (Ministry of Education and Employment, 2012: 31,39).

The embedding of the CCTs in the Subject Learning Outcomes offer access to a new learning identity that goes beyond the subject; learners will value the CCT learning when they see that it is vital in helping them become holistic learners.

Each CCT is presented as a set of additional learning outcomes that young people need to encounter and develop a knowledge and understanding of as they progress through the Learning Outcomes framework.

- The Cross Curricular Themes are:
- Digital Literacy (how to: manage information, communicate, collaborate, use digital media, manage learning, use the Internet)
- Education for Diversity (self awareness and commitment to democratic principles, ethical approach, balance between rights and duties of self and others; social awareness, such as democratic principles, human rights, civic rights and duties injustice, tolerance, prejudice, diversity *etc.*)
- Educational Entrepreneurship, Creativity and Innovation (personal qualities: work effectively; resilient, nurturing a positive self-esteem and self confidence; interpersonal qualities: communicate with other effectively; contribute to a team, lead; cognitive qualities: solve problems, think critically, consider different perspectives and practical qualities: creative, research skills, self-reflection and self evaluation).
- Education for Sustainable Development (learning to know about the importance of environmental issues, social solidarity, civil responsibilities and lifelong learning; learning to do, such as communicate, assess critically, collaborate with others, involvement and participation; learning to be, such reflect critically, responsible, sensible, motivated; active and learning to live together, such as respect and value diversity, possess a future-oriented perspective, practice engagement with different groups, challenge unsustainable practices)
- Learning to Learn and Cooperative Learning (social learning, such as appreciation of different viewpoints and personalities, working effectively within a team; personal learning, such as identifying the support and resources, set goals, evaluate results and feedback; cognitive learning, such as recall, describe, explain, organise, analyse, assess and evaluate information; and creative learning, such as being imaginative, innovative, explore new experiences, respond positively to spontaneous situations)

- Literacy (listening and speaking skills; expressive language; reading and understanding; writing skills; accuracy when using language rules and subject-related terminology)

CCT knowledge and understanding needs to be learned, consolidated and secured within a context. The context is important in order to add meaning and purpose and to reinforce the usefulness of the CCT. The educator needs to establish how the CCT content adds value to the Subject Learning Outcomes being taught. In essence, the CCT learning adds value in the establishment of key transferable knowledge, skills and understanding.

There are three main ways how to embed the CCTs in the Subject Learning Outcomes:

- through delivery of and the learning associated with the Subject Learning Outcome;
- by choosing particular teaching methods and strategies having one or more CCTs in mind;
- by undertaking specifically constructed cross curricular learning tasks.

This process implies an important shift in the way teachers approach the teaching of the subject content in the classroom. Integrating the cross curricular learning outcomes in the teaching of separate subjects requires teachers to step outside their traditional boundaries and work in close collaboration with one another to develop their approach to the CCTs and to exchange information about the learning development of specific learners in relation to the CCTs (European Commission, 2012:25).

4. Teaching different levels within one year group

There will be learners within each class that need more time to be able to achieve the learning needed to demonstrate achievement of the Subject Learning Outcomes. As learners progress through their learning journey they may move to a new year and start a new level but still have areas of unsecured learning from the previous year which still need to be consolidated.

One of the benefits of the Learning Outcomes structure is that Levels 7 and 8 are delivered across two-year curriculum windows allowing time to develop learning programmes and deploy a range of learning methods to help learners progress and achieve.

There are a few models to consider when looking at introducing a measure of stretch for learning able to achieve Subject Learning Outcomes well within the delivery time associated with the level. Educators may want to consider: exploring the Subject Learning Outcomes in a broader and/or deeper way, perhaps looking to transfer or apply learning associated with the Subject Learning Outcomes in new contexts; using more exacting and challenging texts; setting more challenging or complex tasks; looking at opportunities offered by CCTs as sources of inspiration for learning tasks.

5. Teaching one level across two year groups

Within the Learning Outcomes Framework, Levels 7 and 8 have an added additional layer of challenge in curriculum planning and design in that both levels run across two different years. For example, Level 8 Subject Learning Outcomes sit across Years 9 and 10. This means that educators need to consider how they might want to structure their delivery programmes needed to achieve the Subject Learning Outcomes that will allow learning to take place in a meaningful and coherent way across the two years that capitalises on any progression opportunities within the level.

The decision on how best to approach the Subject Foci and the Subject Learning Outcomes is essentially a local one. It is up to the educators to use their professional judgement on how best to do this based on their learner's needs, their preferred way of structuring the curriculum and the types of resources they intend to work with.

There are at least three potential approaches that educators may wish to consider:

- Developing a period of ground work or preparation style learning before proceeding directly with the Subject Learning Outcomes;
- Develop a developmental approach across the existing Subject Learning Outcomes for the first and the second year;
- Developing a curriculum and learning programme approach that exhibits a mixture of the above two approaches.

6. Assessment

Assessment in History is not an easy task. Research on the development of learner's ideas support a model of progression which is non-linear, and which consists of a 'back and forth' process. The central role of assessment should be diagnosis, that is, the teacher identifies the weaknesses and strengths so that the learners improve and progress (Phillips, 2002:111).

The assessment must assess how far the learners have mastered the:

- Development of historical knowledge and understanding, including the recall of historical facts and the explanation of historical terminology;
- Evaluation of interpretation of evidence, thus acquiring the basic skills necessary for the study of many types of historical evidence. This should include comprehending evidence and placing in context, analysing, detecting bias and pointing to gaps and inconsistencies in evidence, distinguishing between fact and opinion, and developing a hypothesis through comparing sources and reaching conclusions based on evidence.

- Construction and communication of a simple historical exposition - Learners are expected to construct a simple exposition, including reasoned argument based on historical evidence. They will be expected to communicate in a clear and coherent manner. Learners should be able to select, evaluate, and arrange relevant information (*e.g.* advantages and disadvantages; achievements and failures of a specific event, development or leading figure, describe a historical event in chronological sequence, trace a line of development of a particular field in history) in answer to a question, and make use of analytical concepts such as causation and consequences, change and continuity, similarity and difference, etc.
- Ability to look at events and issues from the perspectives of people in the past, thus being able to form an interpretation of motivation in history, a reconstruction of attitudes and beliefs of people in the past, and an understanding of their actions and practice.

Suggested modes of assessment in History are:

- worksheets with clear marking criteria
- alternate worksheets for differentiated teaching
- group work activities;
- on-site tasks on historical sites relevant to curriculum and syllabus
- assessment of 'talk' in classroom while analysing sources
- essay writing, targeting different modes of historical analysis, namely reporting, discussion, explanation, recounting and persuasion
- oral presentation
- debates
- role-play
- research work from Internet and books
- free-response writing/essay writing
- primary sources investigation tasks
- labelling and sketching of diagrams
- designing an advert/flyer/poster
- model-making
- structured questions
- commenting on videos
- analysis of historical documents and reporting
- problem-solving activity
- resource-based questions

- questioning techniques, including using open-ended questions
- peer assessment
- educational games
- case studies
- conducting a historical investigation: learners can gather information from a variety of sources, including primary and/or secondary data, analyse and interpret information, formulate and test hypothesis (*e.g.* questions can be brainstormed in class, report results either orally or in writing using appropriate technology).

By planning for ongoing assessment opportunities and periodic tests, particularly where learners use their skills in an integrated way, educators will allow learners to demonstrate, over time, *how much* and *how well* they have learned.

Educators should look to gather a range of quality pieces of evidence to show progression in learning from both ongoing formative assessment opportunities and periodic, summative assessments. The evidence should show that the learner has understood a significant body of knowledge, has responded consistently well to challenging learning experiences and has been able to apply what they have learned in new and unfamiliar contexts.

Learners should be involved in planning and reflecting on their own learning, through formative assessment, self and peer evaluation and personal learning. The learners are thus given the chance to play an active part in self-assessment which encourages them to seek out personal goals for learning. These types of assessments can be planned at particular points, such as the end of thematic unit, where the learners can judge and review their own performance.

Educators will need to have a clear understanding of how their own learners are progressing in relation to others in their school and in other schools in Malta, against the outcomes and experiences at different levels. Regular, planned opportunities for dialogue are to be facilitated by the Education Officer in charge of History to help educators reach a shared and consistent interpretation of meaning as they apply the History Learning Outcomes.

In each skill, the learner does not have to be secure in every outcome at one level in order to move to the next. When appropriate, the learner should have the opportunity to engage in learning experiences at the next level. Teachers should plan to give learners experiences of all the outcomes but should take a holistic view of achievements across all skill areas. When learners have had a deep learning experience at one level, they should move to the next.

Educators must ensure that their view of what a learner has achieved is supported by sound evidence. Their evaluation of this evidence must be consistent with the evaluation of colleagues. Moderation is particularly important at times of transition from one level to the next and in transition between Middle and Secondary Years. Improving the quality of teaching and learning also implies fostering a culture which ensures the transparency of quality assessment outcomes.

The Education Officer for History will carry out support and assurance visits to validate and sample quality and consistency of the learning, teaching and assessment. Where good practice is identified, the Education Officer, the School Management Team and other key personnel may organise good practice events for staff across schools to disseminate good practice.

7. Inclusive assessment methodologies

Educators can ensure that assessment meets all learners' needs by providing each learner with appropriate support, employing a range of assessment methods and options and, in doing so, affording all learners the best chance of success. Teachers in the classroom create and are responsible for the learning environment where learners will learn History. This means actively considering the diverse set of learning needs that will confront them. Educators need to consider whether the repertoire of learning and teaching approaches they will deliver are accessible to all learners.

Inclusion also means to be included in the practice of the classroom. Learning is considered to be a function of participation (Wenger, 1998). Participation is an active process that involves the whole person combines 'doing, talking, thinking, feeling and belonging' (Wenger, 1998: 56).

8. Reliable and valid ways of assessment

Assessment will involve planning high quality interactions with learners and will be based on thoughtful and probing questions drawn from the Subject learning outcomes and designed to ascertain the extent to which the outcomes have been achieved. Learners will be clear about the kind and quality of work required to achieve success in the subject learning outcomes. The methods of assessment used need to reflect the nature of what is being assessed.

In the periods between formal assessment interventions individual learners should be encouraged to ask for and should be given timely feedback about the quality of their work that they can understand, reflect on and ask questions about.

The subject learning outcomes have been written in a way that is designed to ensure that the learning expectation is clear. This makes the assessment process and assessment expectations more transparent for the learner.

What the assessment should really be trying to establish is whether the learners have reached the standard of the subject learning outcome. Can they do what the subject learning outcome says they can do? Can they demonstrate the ability to do what the subject learning outcome claims for them and can they do it routinely, confidently and comfortably? Here the educator's professional judgement and the professional agreement of what constitutes achievement is important. In order to reach this judgement, educators will need to work within the subject teaching community to agree what achievement looks like at each of the levels (*e.g.* Level 8) where this is not immediately apparent and there is scope for ambiguity or interpretation.

Assessment within the subject learning outcomes need to be subject to robust quality assurance procedures that are designed to instil confidence in teacher's assessment judgements and assure parents, guardians and other stakeholders that all learners will receive appropriate recognition for their achievements in line with the agreed national standards and that learners are making the appropriate progress in line with expectations.

As learners approach points of transition (for example, across Levels) it is important to have rigorous and robust assessment and related quality assurance procedures in place in order to ensure that there is a reliable system for sharing information about progress and achievements.

Where assessment is for high stakes qualifications and external certification, particular safeguards are required to guarantee fairness to all learners and to provide assurance to parents and guardians. To that end MATSEC will produce clear assessment criteria for at MQF Level 1, 2 and 3.

9. Reporting progress

Reporting on learning and progress should offer learners, parents, guardians and teachers insight into what learning expectation have been set, how the learner is progressing in relation to these learning expectations and how the learner can do and what needs to be done to ensure continued progress and improvement. Reporting should always be constructive, insightful and able to be used to stimulate meaningful discussion between the teacher, learner and their parent or guardian. It should, at the same time, be reflective, looking back at achievement, and forward-looking, focusing on improvement.

Reporting is based upon the assessment of progress and there is a balance to be struck between how often assessment of progress is made and how often this progress is recorded and communicated to the learner and the parent/guardian. The reporting needs of the two groups are different:

Learners should be receiving feedback on progress on an ongoing basis as a routine part of the learning and assessment process. The use of formative assessment (often called Assessment for Learning) should be a routine part of any assessment strategy. Parents and guardians need to be kept informed of their child's progress at key points in the learning journey where their needs to be feedback given around achievement and a discussion instigated between home and school about how further progress and improvement can be made. This makes the reporting much less frequent but recurring.

Within the subject teaching team it will be important to identify an approach that is functional and clear within the subject and will ultimately maximise the ability to chart progress in a professionalised, learner-centric way. A simple Achieved/Not Yet Achieved is clear feedback, yet it does not convey how close or far from being able to demonstrate achievement of the SLO the learner is. Communicating more information about how a learner helps instigate discussion of where there may be particular learning challenges or where a learner has only started learning associated with particular learning outcomes. Educators should apply their professional judgement to a sufficient body of evidence that allows them to report with confidence about progress made against a significant body of learning. Formal summative assessment interventions need to be subject to collaborative design and development and feature a measure of quality assurance and moderation to ensure that what is reported is benchmarked against a wider understanding of the national standard.

LEARNING OUTCOMES FOR HISTORY OPTION (Levels 7-10)

Subject Focus	A. Time and Chronology in History			
Learning Outcome	I can understand and use historical time periods, dating system, scale of time, sequence and chronology.			
	HISTORY GENERAL			
Level 7	Level 8	Level 9	Level 10	
<p>A7.1 I can put a wide range of pictures and objects in sequence.</p> <p>A7.2 I can sort the main historical periods in chronological sequence.</p> <p>A7.3 I understand how dating by century work.</p> <p>A7.4 I can put dates in the correct century.</p> <p>A7.5 I can construct a simple time-line without using scale.</p> <p>A7.6 I can explain the meaning of historical time terminology: B.C./B.C.E. and A.D./C.E., decade, century, millennium, period, era.</p> <p>A7.7 I can distinguish how B.C./B.C.E. and A.D./C.E. are represented on a time-line.</p> <p>A7.8 I can sort events, periods and personalities in chronological order.</p>	<p>AG 8.1 I know the sequence of the main Historical periods.</p> <p>AG8.2 I can explain some historical time periods (e.g. the Viking Age, the Renaissance, etc.).</p> <p>AG8.3 I can construct a time-chart.</p> <p>AG8.4 I can use historical time terminology confidently.</p> <p>AG8.5 I can distinguish that historical periods existed for different lengths of time according to the region.</p>	<p>AG9.1 I can distinguish a period in history from pictorial sources (e.g. weapons, clothing, paintings, etc.).</p> <p>AG9.2 I fully understand the mechanics of time-dating systems and vocabulary.</p> <p>AG9.3 I can sequence events and periods in historical time accurately.</p> <p>AG9.4 I can read and create simple time-scales.</p>	<p>AG10. 1 I can place events, people and changes in their proper chronological framework.</p> <p>AG10.2 I know how to use dates, terms and conventions to describe historical periods (e.g. the Napoleonic Wars).</p> <p>AG10.3 I can discuss events and periods using appropriate historical time terminology.</p> <p>AG10.4 I can compare periods in the past in terms of their characteristic features.</p>	
	HISTORY OPTION			
	Level 8	Level 9	Level 10	
	<p>AO8.1 I know the sequence of the main historical periods.</p> <p>AO8.2 I can explain some historical time periods (e.g. the Reformation, etc.).</p> <p>AO8.3 I can construct a time-chart using scale.</p> <p>AO8.4 I can use historical time terminology confidently.</p> <p>AO8.5 I can place a series of connected events on a scaled time-line.</p> <p>AO8.6 I can place key period terms on a scaled time-line.</p> <p>AO8.7 I can distinguish that historical periods existed for different lengths of time according to the region.</p>	<p>AO9.1 I can put an extensive range of pictures and objects in sequence.</p> <p>AO9.2 I can distinguish a period in history from pictorial sources (e.g. weapons, clothing, paintings, etc.).</p> <p>AO9.3 I can make a comparative time-chart using scale.</p> <p>AO9.4 I fully understand the mechanics of time-dating systems and vocabulary.</p> <p>AO9.5 I can sequence events and periods in historical time accurately.</p> <p>AO9.6 I can compare events and periods in terms of their duration.</p> <p>AO9.7 I can develop a sound grasp of the sequence of events through a wide range of historical topics or episodes.</p>	<p>AO10.1 I can place events, people and changes in their proper chronological framework.</p> <p>AO10.2 I can make a time-chart which records different aspects of history (e.g. social, political, cultural).</p> <p>AO10.3 I know how to use dates, terms and conventions to describe historical periods (e.g. the Napoleonic Wars).</p> <p>AO10.4 I can discuss events and periods using appropriate historical time terminology (e.g. early 20th century).</p> <p>AO10.5 I can use chronology to present a comprehensive framework of an aspect of history.</p> <p>AO10.6 I can comprehensively understand the whole time-scale of the past.</p>	

LEARNING OUTCOMES FOR HISTORY OPTION (Levels 7-10)

Subject Focus	B. Historical terms and concepts				
Learning Outcome	I can understand and use historical terms and concepts such as similarity and difference, change and continuity and cause and effect.				
HISTORY GENERAL					
Level 7	Level 8	Level 9	Level 10		
<p>B7.1 I can realise, from a provided list, that there were reasons for, and results of, the main events and changes.</p> <p>B7.2 I can identify the primary concepts in history (cause, change, time, etc).</p> <p>B7.3 I can explain the difference between primary historical concepts (e.g. cause vs consequence, empathy, etc.).</p> <p>B7.4 I can sort instances of change and continuity between historical periods.</p> <p>B7.5 I can sort causes and consequences of historical events.</p> <p>B7.6 I recognize that some aspects of the past are thought to be more significant than others.</p>	<p>BG8.1 I can list reasons for, and results of, events and changes.</p> <p>BG8.2 I can define/explain common secondary concepts (e.g. reform, empire, siege, etc.).</p> <p>BG8.3 I can understand the main historical terms and concepts, and use them to communicate history.</p> <p>BG8.4 I can classify between the more or less important causes and consequences of historical events.</p> <p>BG8.4 I can understand the basics of cause and consequence and find connections between them.</p>	<p>BG9.1 I can analyse the reasons for, and results of, events and changes.</p> <p>BG9.1 I can explain the difference between similar secondary concepts (e.g. riot, r revolt, revolution, etc.).</p> <p>BG9.3 I can compare key periods in the past in terms of their features (e.g. weapons used in World War I and II).</p> <p>BG9.4 I can construct basic arguments to sustain cause and consequence related to major historical events.</p> <p>BG9.5 I can identify continuity traits between two historical periods and form conclusions about them.</p>	<p>BG10.1 I can analyse the relationships between people and events.</p> <p>BG10.2 I can draw contrasts between different periods in history.</p> <p>BG10.3 I can recognize how different concepts mean different things in different countries and time periods (e.g. the Roman Inquisition and the Spanish Inquisition).</p> <p>BG10.4 I can recognize causes and consequences of historical events having a local and global connection.</p>		
	HISTORY OPTION				
	Level 8	Level 9	Level 10		
<p>BO8.1 I can list reasons for, and results of, events and changes.</p> <p>BO8.2 I can define/explain common secondary concepts (e.g. monarchy, reform, empire, etc.)</p> <p>BO8.3 I can identify key features associated with different historical periods.</p> <p>BO8.4 I can identify instances of continuity between them.</p> <p>BO8.5 I can classify between the more or less important causes and consequences of historical events.</p>	<p>BO9.1 I can explain the connection between features of a particular period (e.g. the steam engine and rail transport).</p> <p>BO9.2 I can analyse the reasons for, and results of, events and changes in a more diagnostic nature.</p> <p>BO9.3 I can explain the difference between similar secondary concepts (e.g. riot, revolt, revolution, etc.).</p> <p>BO9.4 I can compare key periods in the past in terms of their features (e.g. weapons used in World War I and II).</p> <p>BO9.5 I can explain why certain causes and consequences of a particular historical event are more important than others.</p>	<p>BO10.1 I can analyse the relationships between people and events.</p> <p>BO10.2 I can define/explain and mention examples from history of a wide range of primary and secondary concepts.</p> <p>BO10.3 I can draw contrasts between different periods in history.</p> <p>BO10.4 I can recognize how different concepts mean different things in different countries and time periods (e.g. the Roman Inquisition and the Spanish Inquisition).</p> <p>BO10.4 I can discover and classify causes and consequences of historical events having local and global connections.</p>			

LEARNING OUTCOMES FOR HISTORY OPTION (Levels 7-10)

Subject Focus	C. Working with historical sources			
Learning Outcome	I can develop an understanding of historical skills and concepts when analysing and interpreting historical sources.			
	HISTORY GENERAL			
Level 7	Level 8	Level 9	Level 10	
<p>C7.1 I begin to identify different ways in which the past is represented.</p> <p>C7.2 I can describe concrete evidence (e.g. pictures, artefacts, buildings).</p> <p>C7.3 I can distinguish between primary and secondary sources.</p> <p>C7.4 I can make simple inferences from primary and secondary sources.</p> <p>C7.5 I can describe simple maps, diagrams and graphs.</p> <p>C7.6 I am aware that there is a wide range of evidence for different historical periods.</p> <p>C7.7 I am familiar with the question 'How do we know?'</p>	<p>CG8.1 I can find out about aspects of history from more than one source.</p> <p>CG8.2 I can sort and classify sources into different types and motives.</p> <p>CG8.3 I can use two different types of sources to investigate questions about the past.</p> <p>CG8.4 I give great importance to the question 'How do we know?'</p>	<p>CG9.1 I can study aspects of history using a wider range of sources.</p> <p>CG9.2 I can compare two contrasting accounts of the same event.</p> <p>CG9.3 I can make some reference to the broader historical context of the sources.</p> <p>CG9.4 I can state why certain sources may be more relevant or objective than others.</p>	<p>CG10.1 I can recognize clear cases of bias and propaganda in sources.</p> <p>CG10.2 I can explain how certain sources are more relevant than others.</p> <p>CG10.3 I can make a comprehensive reference to the broader historical context of the sources.</p> <p>CG10.4 I can explain why sources were made (e.g. the Mitrovich's petition of 1835).</p>	
	HISTORY OPTION			
	Level 8	Level 9	Level 10	
	<p>CO8.1 I can find out about aspects of history from more than one source.</p> <p>CO8.2 I can distinguish between fact and opinion.</p> <p>CO8.3 I can establish the importance of sources from the evidence included in them.</p> <p>CO8.4 I can interpret and compare statistical sources.</p> <p>CO8.5 I can sort and classify sources into different types and motives.</p> <p>CO8.6 I can use two different types of sources to investigate questions about the past.</p> <p>CO8.7 I give great importance to the question 'How do we know?'</p> <p>CO8.8 I can notice which sources on a particular issue are more relevant or reliable.</p>	<p>CO9.1 I can study aspects of history using a wider range of sources.</p> <p>CO9.2 I can recognize clear cases of bias and propaganda in sources.</p> <p>CO9.3 I can interpret complex statistical sources and reach conclusions from them.</p> <p>CO9.4 I can compare two contrasting accounts of the same event.</p> <p>CO9.5 I can make some reference to the broader historical context of the sources.</p> <p>CO9.6 I can analyse historical situations from sources and reach substantiated conclusions about them.</p> <p>CO9.7 I can explain how sources may be more relevant or objective than others.</p> <p>CO9.8 I can notice contradictions, gaps, inconsistencies, bias and propaganda in sources.</p>	<p>CO10.1 I can investigate independently using a wide range of historical sources.</p> <p>CO10.2 I can recognize more subtle instances of bias and propaganda in sources.</p> <p>CO10.3 I can distinguish between relevant and irrelevant evidence.</p> <p>CO10.4 I can explain reasons for contradictions and gaps in evidence.</p> <p>CO10.5 I can reach plausible conclusions on a topic on the basis of the available evidence.</p> <p>CO10.6 I can make a comprehensive reference to the broader historical context of the sources.</p> <p>CO10.7 I can ask and answer questions to determine the motive why sources were made.</p>	

LEARNING OUTCOMES FOR HISTORY OPTION (Levels 7-10)

Subject Focus	D. Historical interpretation and empathic understanding			
Learning Outcome	I can think critically about different interpretations, ideas, values and beliefs of the past and empathise with the protagonists.			
	HISTORY GENERAL			
Level 7	Level 8	Level 9	Level 10	
<p>D7.1 I can make a simple imaginative reconstruction of a historical situation (e.g. building the Pyramids).</p> <p>D7.2 I can describe the sensations of a historical event or situation (e.g. besieging a castle).</p> <p>D7.3 I can draw reactions to a historical story (e.g. Caesar's assassination).</p> <p>D7.4 I am aware of how people in the past acted and reacted in various situations (e.g. Phoenician traders).</p> <p>D7.5 I can describe the use of certain artefacts in the past (e.g. chain mail, crown, etc.)</p> <p>D7.6 I can use my imagination to describe how life could have been in the past.</p> <p>D7.7 I can empathize by acting the role of people in the past.</p> <p>D7.8 I can identify values and beliefs that change over time.</p> <p>D7.9 I can identify different interpretations of a historical event from one or more sources.</p>	<p>DG8.1 I can understand the risks of anachronisms and other fallacies historical writings.</p> <p>DG8.2 I can describe in more detail the feelings of people living in the past.</p> <p>DG8.3 I can discuss different interpretations about past events.</p> <p>DG8.4 I can explain why values and beliefs may change over time.</p>	<p>DG9.1 I can understand why people living in the past may have had different viewpoints (e.g. different reactions to Keenan's Report).</p> <p>DG9.2 I can consider the viewpoints of people of opposing sides (e.g. an pro-Italian vs a pro-British person in late 19th century Malta).</p> <p>DG9.3 I can compare values and beliefs in the past with those of the present.</p> <p>DG9.4 I can identify, compare and contrast different interpretations of the past</p>	<p>DG10.1 I can identify the values and motivations on which human decisions and actions were based in the past (e.g. ambition, revenge, survival, adventure, fanaticism, etc.).</p> <p>DG10.2 I can argue that interpretations about the past are often based on the evidence selected or available.</p> <p>DG10.3 I can use sources to determine differences in belief and values between one historical period and another.</p> <p>DG10.4 I can recognize that sources are just a reconstruction of the past and one can have several reconstructions from different sources.</p>	
	HISTORY OPTION			
	Level 8	Level 9	Level 10	
	<p>DO8.1 I can make a more detailed imaginative reconstruction which is not anachronistic.</p> <p>DO8.2 I can describe in more detail the feelings of people living in the past.</p> <p>DO8.3 I can dramatize a historical situation by personifying a key historical figure (e.g. Columbus, Napoleon, et.c).</p> <p>DO8.4 I can discuss different interpretations about past events.</p> <p>DO8.5 I can argue that some conclusions about the past are more certain than others.</p> <p>DO8.6 I can explain why values and beliefs may change over time.</p>	<p>DO9.1 I can understand why people living in the past may have had different viewpoints (e.g. different reactions to Luther's 95 Thesis).</p> <p>DO9.2 I can consider the viewpoints of people of opposing sides (e.g. an aristocrat and a revolutionary in 1789 France).</p> <p>DO9.3 I can reconstruct interpretations of different people and situations (e.g. how the Catholic Church saw the Reformation).</p> <p>DO9.4 I can compare and contrast differences in interpretation about certain aspects of the past.</p> <p>DO9.5 I can distinguish different degrees of certainty about the past and recognize that some questions are easier to answer than others.</p> <p>DO9.6 I can compare values and beliefs in the past with those of the present.</p>	<p>DO10.1 I can identify the extent of choice available to a person in a given situation in the past (e.g. Bismarck's options in foreign policy).</p> <p>DO10.2 I can identify the values and motivations on which human decisions and actions were based in the past (e.g. ambition, revenge).</p> <p>DO10.3 I can reconstruct comprehensively different interpretations of people and situations.</p> <p>DO10.4 I can argue that interpretations about the past are often based on the evidence available.</p> <p>DO10.5 I can relate interpretations to the historical context of their times.</p> <p>Do10.6 I can recognize that there may be several reconstructions of the past, depending on the sources available.</p>	

LEARNING OUTCOMES FOR HISTORY OPTION (Levels 7-10)

Subject Focus	E. Communicating history			
Learning Outcome	I can communicate what I have learnt, recall, record, summarise, research, discuss, argue and present my ideas, observations and conclusions.			
HISTORY GENERAL				
Level 7	Level 8	Level 9	Level 10	
E7.1 I can recall a substantial amount of historical facts. E7.2 I can narrate/describe briefly past events or situations. E7.3 I can give a simple narrative account of the activities of an individual or group of people. E7.4 I begin to use some historical terms when communicating history. E7.5 I can communicate history while referring to various primary and secondary sources. E7.6 I can include examples of causes and effects with the help of writing frames. E7.7 I start to use some common historical terminology when communicating history. E7.8 I can recall key facts about historical event and topics I have studied. E7.9 I can communicate my understanding of history in various forms (verbally, written, digitally).	EG8.1 I can use concrete and abstract historical terms when communicating history orally or in writing. EG8.2 I can discuss history and improve on what I already know. EG8.3 I can further improve my knowledge through guided research.	EG9.1 I can communicate aspects of history using categories (social, economic, political) to structure and organize my ideas. EG9.2 I can write structured accounts using key facts and historical terms. EG9.3 I can define and use historical terms and concepts accurately. EG9.4 I can further improve my knowledge through some independent research.	EG10.1 I can communicate history using a logical structure of ideas. EG10.2 I can write accounts which include use of concrete historical terms and concepts. EG10.3 I can use historical terms and concepts to organize my arguments on the topics studied.	
HISTORY OPTION				
	Level 8	Level 9	Level 10	
	EO8.1 I can demonstrate an increased factual knowledge and understanding of the period being studied. EO8.2 I can discuss/write an account of past events in coherent structure of ideas and arguments. EO8.3 I can use concrete and abstract terms when communicating history orally or in writing. EO8.4 I can communicate aspects of history using categories (social, economic, political) to structure and organize my ideas. EO8.5 I can make links between topics to make contrasts and comparisons. EO8.6 I can define secondary historical concepts and terms when communication history. EO8.7 I can discuss history and improve on what I already know. EO8.8 I can further improve my knowledge through guided research.	EO9.1 I can write structured accounts using evidence and reach some conclusions. EO9.2 I can write accounts for past events in terms of causes and effects in a stratified way. EO9.3 I can discuss/write accounts using a wide range of concrete and abstract historical terms (e.g. papal bull, excommunication). EO9.4 I can communicate historical facts, reflections and conclusions effectively using a wide range of historical terms and concepts. EO9.5 I can define and use historical terms and concepts accurately. EO9.6 I am flexible to change my arguments if historical fallacies or inaccuracies are detected. EO9.7 I can further improve my knowledge through some independent research.	EO10.1 I can communicate history using a logical structure of ideas and arguments. EO10.2 I can I can communicate history using a wide range of presentation techniques. EO10.3 I can discuss/write analytical accounts which include different interpretations. EO10.4 I can discuss/write accounts which include an accurate use of concrete and abstract historical terms and concepts. EO10.5 I can use historical terms and concepts to organize, analyse and develop historical arguments on the topics studied. EO10.6 I can compare my arguments with those developed by other people. EO10.7 I am flexible in improving my arguments due to feedback and fresh ideas. EO10.8 I can further improve my knowledge through comprehensive research.	

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Learning Outcomes History, Levels 7 - 10

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