

# Ideas for what you could do with the information from a pre-test:

## Overall

- High ability students could be asked to complete the extension booklets for each topic
- Low ability students could be given the modified ('custom') booklets for each topic, especially if they have low literacy skills
- Could use the data to put students in ability based groups, or mixed ability groups
- Could offer extension activities as part of assignments
- Could have ability based groups for homework – e.g. give lower ability students questions from the “Check your understanding” and highest ability students could do questions from “Apply your understanding” section

## score in the “Uses history concepts” skill

- High ability students
  - Could be reminded when assignments are coming up to aim for the top criteria – using historical concepts. This was the hardest skill in history last year.
- Low ability students
  - Could be asked to complete literacy activities related to the concepts. This could actually be pretty beneficial for all students if they haven't been exposed to the history concepts yet.
    - Define concepts using “Concept attainment” method:
      - What is it?
      - What is it NOT?
      - How do you use it?
      - When would you use it?
    - Have students pair definitions and explanations
      - Have vocabulary list – separate definitions and words

## score in the “Identifies cause and effect” skill

- High ability
  - Get students to make a cause and effect chart, with causes of causes and effects of effects. They could get quite complex if they wanted!



- Low ability
  - Have students complete a simple cause and effect table for well-known historical events...
  - Leave some blanks for them to fill in, for example:

CAUSE	EFFECT
EXAMPLE: Only 71,595 people vote “yes” to referendum on federation in NSW.	Another referendum was needed, because they had to get over 80,000
	Ned Kelly hanged in Melbourne in 1880

## score in the “Understands historical perspectives”

- High ability
  - Expose them to historical interpretative writing. E.g. history articles written by opinionated historians
  - Get them to investigate historical controversies. E.g. bombing of Hiroshima / Nagasaki.
- Low ability
  - get students to understand the concept of bias and opinion. Use an example from every day life to help them. E.g. being biased towards a sports team.
    - Matter of fact: can be proven. Opinion = cannot be proven to be definitely true or false.
  - Get students to separate statements into fact and bias/opinion

## score in the “Sequences events”

- High ability
  - Get two different timelines from the internet and they have to combine them to make one, selecting only a certain number of things to include – ask how did they decide what to include?
  - get two different timelines students have to weigh up the pros and cons of the two
- Low ability students
  - could be given a worksheet of dates and be asked to put them correctly on a timeline