NZQA Approved



Internal Assessment Resource

History Level 3

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| This resource supports assessment against:  Achievement Standard 91435  Analyse an historical event, or place, of significance to New Zealanders |
| Resource title: A place in time |
| 5 credits |
| This resource:  Clarifies the requirements of the Standard  Supports good assessment practice  Should be subjected to the school’s usual assessment quality assurance process  Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | December 2012  To support internal assessment from 2013 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-12-2012-91435-01-6126 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

Achievement Standard History 91435: Analyse an historic event, or place, of significance to New Zealanders

Resource reference: History 3.2B

Resource title: A place in time

Credits: 5

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard History 91435. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the Standard and assessing students against it.

Context/setting

This activity can be combined with an activity used to assess Achievement Standard 91434, but the two Standards need to be assessed independently.

Students are required to prepare content for a web page for New Zealand History Online. The web page will analyse an historical event that occurred at a place in students’ local communities, and establish the significance of the event and place to New Zealanders. You could offer students a number of contexts from which to choose or the students could select their own. You could also adapt the activity so that students produce their work in a range of formats such as a magazine article, lecture, radio broadcast, or a script for a documentary.

Before they attempt this activity you may need to discuss with each student what format they have chosen, to ensure that the format is going to provide enough scope to reach the Excellence standard. You may also need to ensure that the assessment schedule aligns with the activity in its final form. For the purposes of this Achievement Standard, it would be appropriate to discuss with students where they might find relevant evidence and to provide suggestions and guidance on this, but you should not provide actual evidence.

Students will be assessed on the depth and comprehensiveness of their analysis.

Conditions

Allow in-class and out-of-class work time of approximately four weeks.

Resource requirements

Students will require access to both primary and secondary material resources that contain written, visual, and statistical information. Students could also undertake interview(s) to gain evidence and insight into their chosen place or event. You need to provide guidance on interview techniques and recording options.

This website <http://www.nzhistory.net.nz/hands/history-on-the-web> about how to develop a history website may be of use to your students.

See Resource A for a list of useful resources.

Additional information

What is meant by a ‘comprehensive analysis’ needs to be established as part of the teaching and learning programme before assessment begins. It could be established, for example, that a straightforward, simplistic description of what happened is not going to reach the standard required. Instead, students could be expected to recognise, and communicate, using specific instances and examples, the fact that what is communicated as ‘history’ is largely determined by the extent and reliability of the evidence and that what is established as the historical record may often be determined differently by people.

Before assessment begins, teachers should assist students in their selection of a suitable place, event, or movement. This could include establishing that a place in the local community could be a street, a suburb, a school, a community group, a business, a community centre, a marae, or any building or location that has an event of historical significance associated with it (for example, a war memorial or a pa site).

It should also be established that an historical event does not have to be located in New Zealand but it must have had a significant impact on a local community. Examples include: the New Zealand Wars, World War I, World War II, epidemics, disasters (for example, the Napier Earthquake), economic or industrial developments and/or reforms (for example, the closing of Post Office branches in the 1980s), the 1951 waterfront dispute, the 1981 Springbok tour, the impact of immigration, Acts of Parliament (for example, 1951 Public Works Act), the Ratana movement, the suffrage campaign, or protest movements (for example, Bastion Point).

Teaching about the use of historian’s analysis could include the following advice:

* Do some general reading around your event and place.
* Select and gather evidence that enables you to analyse the significance of the event to your chosen place.

You could gather evidence on the following:

* How important was the event to your community in the past?
* How deeply were people's lives affected by the event at the time?
* How many lives were affected by the event?
* For how long have people's lives been affected by the event?
* What impact does the event still have on the community?
* Did the event impact differently on people in your community?
* How does this event help us to understand the past?
* How does this event shed light on issues or problems that concern us today?
* Has the significance of this event changed over time? Why? Why not?
* Was the effect on your local community similar to that on other communities in New Zealand?
* Was the effect on your local community similar to that on other communities outside of New Zealand?

**Internal Assessment Resource**

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Analyse an historical event, or place, of significance to New Zealanders. | Analyse, in depth, an historical event, or place, of significance to New Zealanders. | Comprehensively analyse an historical event, or place, of significance to New Zealanders. |

Student instructions

Introduction

You have been asked to prepare the content for a website for New Zealand History Online. The web page will outline and comprehensively analyse the significance of an historical event in relation to a place in your local community. Remember that comprehensive analysis requires you to write in a manner that includes consideration of the accuracy and reliability of sources of evidence and different people’s opinions. There is seldom such a simple thing as ‘the history’ of an event/place/movement. Merely describing what happened in an historical event is not by itself an analysis.

Teacher note: Modify this presentation mode to suit your students and context. This assessment task could be used in conjunction with assessments in other subjects such as Media Studies – as long as the evidence produced is historical.

You will be assessed on the depth and comprehensiveness of your analysis.

This is an individual activity. You must complete all the work yourself.

You have four weeks of in-class and out-of-class time to complete the task. The final date for submission is <<teacher to insert date>>.

Task

Choose a place of importance in your local community and an historical event that had a significant impact on that place. See Resource A for some ideas about where you may be able to find evidence for your website.

Check the suitability of your chosen place and event with your teacher.

Produce content for a web page.

On the web page you must:

1. Provide a comprehensive analysis of your chosen historical place or event. To do this you must:
2. Demonstrate a sound understanding of both primary and secondary evidence.
3. Include well-considered judgements, comments and conclusions about the evidence that are from an historian’s perspective.
4. Process your evidence so that it is presented through key historical ideas, with each idea being supported by comprehensive evidence.
5. Conclude your web page by analysing how and why the place and event is, or was, significant to New Zealanders, at the time of the event and/or since.

To make it realistic, your web page should include illustrations and other supporting material such as maps, photographs, letters, statistics and audio or video interviews. Note, however, that the format and style of your website will not form part of the assessment judgement made.**Resource A**

Here are some possible sources of information that could help you:

* Te Ara Encyclopedia of New Zealand <http://www.teara.govt.nz/>
* New Zealand History Online <http://www.nzhistory.net.nz/>
* Radio New Zealand Sound Archives <http://www.soundarchives.co.nz/>
* The Dictionary of New Zealand Biography <http://www.dnzb.govt.nz/dnzb/>
* The Ministry of Culture and Heritage <http://www.mch.govt.nz/>
* The National Library <http://www.natlib.govt.nz/>
* Papers Past [http://www.natlib.govt.nz/collections/digital-collections/papers-past/](http://www.natlib.govt.nz/collections/digital-collections/papers-past/?searchterm=papers%20past)
* Te Puna (a guide to New Zealand and Pacific websites)<http://webdirectory.natlib.govt.nz>
* Timeframes (a database of pictures from National Library Collection)<http://www.natlib.govt.nz/collections/digital-collections/timeframes>
* Epic (a suite of databases – ‘Australia and New Zealand Reference Centre’ could be of interest)<http://www.tki.org.nz/epic2>
* You Tube <http://www.youtube.com/>
* Index New Zealand <http://www.natlib.govt.nz/catalogues/innz> (the index lists information about articles published in over 400 New Zealand newspapers, magazines, and journals)
* Te Pataka Matihiko
* New Zealand Cartoon Archive, Alexander Turnbull Library <http://www.cartoons.org.nz/>
* National Oral History Association of New Zealand <http://www.oralhistory.org.nz/resources.htm>
* Oral History Centre <http://natlib.govt.nz/collections/a-z/oral-history-centre>
* Secondary texts, biographies and periodicals
* Local museums and history societies
* Local archives (for example, council, library, museum, photographic, film)
* Newspapers and magazines
* Artefacts
* Historical sites
* Key people (for example, local specialists, local residents)
* Records of community organisations (for example, church archives)
* Cartoons
* Local history books
* Films or TV documentaries
* Public and school libraries.

Assessment schedule: History 91435 A place in time

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student analyses an historical event/place/movement of significance to New Zealanders. This involves:  establishing the significance of the historical event or place to New Zealanders  using historical evidence to communicate key historical ideas with supporting evidence.  For example:  The impact of World War I on local communities and schools can be seen through the experiences of the boys who attended Wellington College. Of the 1643 students who went to war, 222 were killed, and 350 were wounded.  This event is still significant to Wellington College today through the roll of honour, which can be seen at the school, and through the annual ANZAC Day assembly, which acknowledges the sacrifice of former pupils.  The examples above relate to only part of what is required, and are just indicative. | The student analyses, in depth, an historical event/place/movement of significance to New Zealanders. This involves:  establishing the significance of the historical event or place to New Zealanders  using in depth supporting evidence to explain key historical ideas.  For example:  The impact of World War I on local communities and schools can be seen through the experiences of the boys who attended Wellington College. Of the 1643 students who went to war, 222 were killed, and 350 were wounded. It is clear that these soldiers were involved in all of the major campaigns and battles of World War I, including Gallipoli, the Western Front and Palestine.  Examination of war records establishes that many of these soldiers went ashore at Gallipoli at about 11 am on the first morning of the battle. Several diaries mentioned this.  The death of these boys had an enormous impact, not only of their families, but also on the wider community. In a pattern repeated throughout New Zealand, few streets or suburbs were untouched by the fatal consequences of war. Many residents would have known or been related to one or more of the boys killed or wounded.  The examples above relate to only part of what is required, and are just indicative. | The student comprehensively analyses an historical event/place/movement of significance to New Zealanders. This involves:  establishing the significance of the historical event or place to New Zealanders  presenting well-considered judgements on key historical ideas  drawing on a sound understanding of the primary and secondary evidence  supporting judgements with comprehensive evidence  making well-considered comments from an historian’s perspective.  For example:  The impact of World War I on local communities and schools can be seen through the experiences of the boys who attended Wellington College. Of the 1643 students who went to war, 222 were killed, and 350 were wounded. Further evidence that helps to make better sense of these figures is hard to attain.  It would be useful to be able to compare the death rates of those killed who were officers as opposed to those who did not rise through the ranks. That in turn might be related to education levels. Perhaps those who were officers were in less deadly positions, overall, during the war than those with little education. In that case, comparison of boys from this school with those from other Wellington schools could be very interesting. If schools have different academic success rates perhaps they had different casualty rates as well.  The death of these boys had an enormous impact, not only of their families, but also on the wider community. In a pattern repeated throughout New Zealand, few streets or suburbs were untouched by the fatal consequences of war. Many residents would have known or been related to one or more of the boys killed or wounded.  Those who remained behind at Wellington College were deeply affected by the deaths of their former pupils and classmates. For example, the headmaster, Joseph Firth, personally wrote to most of the pupils who enlisted and kept them up to date with news of school events. He also read extracts from letters he received from those serving overseas at school assemblies to acknowledge the service these men were undertaking and to inspire others to support the war effort.  This event is still significant to Wellington College today through the roll of honour, which can be seen at the school, and through the annual ANZAC Day assembly, which acknowledges the sacrifice of former pupils.  The examples above relate to only part of what is required, and are just indicative. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.