

Level 1 History
AS 1.1/1.2/1.4
Internal Assessment
Contact:
Mokoia, Ngati Whakaue and Ngā Puhi



Supports internal assessment for:

ACHIEVEMENT/ UNIT STANDARD	DESCRIPTION	INTERNAL/ EXTERNAL ASSESSMEN T	NO. OF CREDIT S	LITERACY & NUMERACY CREDITS
AS 91001 (1.1)	Carry out an investigation of an historical event, or place, of significance to New Zealanders.	INTERNAL	4 Credits	L1 Lit
AS 91002 (1.2)	Demonstrate understanding of an historical event, or place, of significance to New Zealanders.	INTERNAL	4 Credits	L1 Lit
AS 91004 (1.4)	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.	INTERNAL	4 Credits	L1 Lit

Year 11 History Unit Plan

Rationale:

This course is designed to use the freedom provided by the NZC and the decontextualised external achievement standards and apply some of the suggestions in the Teaching and Learning Guide. It provides studies in depth that are of high interest to students. A New Zealand context is evident throughout the unit of work. This course can be used for both external and internal assessment requirements while providing students with a new and rich context for studying historical developments over a range of time.

NZC Achievement Objectives require students to	The course provides opportunities for students to
<p>Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.</p> <p><i>Using a range of historical evidence and methodologies, students will:</i></p> <ul style="list-style-type: none"> • describe and explain a range of causes of past events that are of significance to New Zealanders • describe and explain a range of consequences of past events that are of significance to New Zealanders. 	<ul style="list-style-type: none"> • develop historical understandings such as how factors combine to produce outcomes and how those outcomes reflect the nature of the society they occur in • develop an understanding of why change happened, when it did, and whether change brought progress • be able to distinguish between different types of causes and consequences, e.g. short/long-term causes, intended/unintended consequences.
<p>Understand how people’s perspectives on past events that are of significance to New Zealanders differ.</p> <p><i>Using a range of historical evidence and methodologies, students will:</i></p> <ul style="list-style-type: none"> • describe and explain the different perspectives of people both past and present to event(s) that are of significance to New Zealanders. 	<ul style="list-style-type: none"> • Develop understanding and insight into key issues, people and developments during and how these were perceived at the time and through to the present. • Identify and describe the perspectives different groups held about Mokoia and the importance of this site to those groups and how this might/ might not have changed over time

Contact: Mokoia, Ngati Whakaue and Nga Puhi

HISTORY UNIT PLAN

Achievement Objectives:	Principles	Indicated by
<ul style="list-style-type: none"> Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society. Understand how people's perspectives on past events that are of significance to New Zealanders differ. 	<p>High Expectations – The curriculum supports and empowers all students to learn and achieve personal excellence regardless of their individual circumstances.</p>	<ul style="list-style-type: none"> Encourage students to achieve to their potential through feedback and feed-forward. Support students learning pathways by providing additional resources and support if and when necessary.
	<p>Treaty of Waitangi – The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.</p>	<ul style="list-style-type: none"> Allow students the opportunity to investigate an event of direct relevance to their local area. Encourage students to use te reo where relevant in classes and in written work.
	<p>Cultural Diversity - The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.</p>	<ul style="list-style-type: none"> Support students to question and investigate events in the local area. Encourage students to develop confidence in explaining local history from a variety of perspectives.
	<p>Inclusion - The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.</p>	<ul style="list-style-type: none"> Support students to acknowledge the importance of local and Māori history and the place it has in our shared history. Encourage students to develop their understandings and ideas around Māori history.

Understandings:

- understand how environment/climate/shortage of labour impacted on and created a subsistence lifestyle
- understand the values/perspectives and points of view Europeans were bringing to Aotearoa, especially regarding the perspective of people such as missionaries
- understand that neither Māori or Pākehā knew the future
- understand the changes in Māori stratagems for war given the introduction of the musket as a new technology
- understand how are these events perceived today

Values

Excellence	The very nature of working with primary documents and the difference in language and text of years gone by will see student need to persevere with understanding and comprehension. Working with others and using literacy strategies will ensure they engage with these documents successfully. Students are encouraged and reinforced for trying their best. They are encouraged to be questioning and critical in their approach and imaginative in their responses. All points of view are to be considered and treated with integrity. Success is acknowledged and rewarded and failures are seen as learning opportunities with lessons to be applied in future.
Innovation, inquiry and curiosity	Critical thinking is an integral part of the study of study. Analysing sources and determining their significance, the perspectives they contain, their reliability and usefulness all allow student to think creatively and reflectively.
Equity	By pooling resources and engaging in collaborative studies students are able to further their understanding of the context.
Respect	Through that collaboration students are encouraged to respect those whose stories they study and by extension themselves.

Concepts

Cause and Effect	Causation centers on investigating the reasons leading to an event and the resulting consequences of the event. How this affected people's lives and communities is also revealed through the study of relationships between events. This is the basic relationship that unlocks historical explanation. In the western tradition it is based upon a chronological, linear approach. That ordering is valued because it unlocks investigation and discussion of motivation and intent of individuals and groups and allows exploration of the interplay of economic, social, cultural and political factors within the specific and broader contexts.
Perspectives	Multiple perspectives are held on the past and are often contested. People in the past may have held very different views on an event to how it is seen presently or will be seen in the future. These perspectives are the result of a number of factors including age, gender, life, experiences, social

		<p>position, political outlook, values beliefs, ethnicity etc.</p> <p>Discussion should high-light that perspectives are the points-of-view of participants, bystanders and commentators (official and unofficial, professional and amateur) at the time and since. Students should be prepared to assess and compare perspectives by testing criteria such as knowledge, bias, the role of hindsight, the impact of factors such as gender, ethnicity, class, education, experience etc.</p>
	<p>Significance</p>	<p>Establishing the historical significance of an event, theme or issue through debate and evaluation against specific criteria enables historians to use the past as a means of explaining the present.</p> <p>Discussion should emphasize: although significance may be commented on at the time, historical significance emerges over time when changes or continuities, the extent and persistence of any impact or trend and the event's place in the broader historical context emerge. It is important that they are shown that perspectives continue to change and develop, are never fixed and final and can differ markedly for groups and individuals as well as over time.</p>
	<p>Continuity and Change</p>	<p>Change over time and continuity in changing times is examined in history by placing events in context. Debates centres on what has changed, what has remained the same and what the impact of the changes has been.</p> <p>Discussion should emphasize: the interplay between change and continuity is a key aspect of historical explanation and the basis of evaluating historical significance. Changes can be immediate or emerging, short-term or lasting. They can also be manifested differently for groups and individuals then and since (issues around treaty claims being powerful cases in point)</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How/when did Māori arrive in Aotearoa? • What was 'classical' Māori society like? • Why - what pressures were present in Aotearoa during this period? 	<p>Best Evidence Synthesis</p> <p>Interest and Connection: Student interest will ensure engagement, motivation and ultimately learning. This unit of work focuses on a learning opportunity that is real and related to authentic issues and contexts and will give student an understanding of a social context gone before and the role of women in that context. Using speakers, illustration, picture, newspaper article and video are all ways in which this engagement can be fostered.</p>	

- What was European society like circa 1800?
- What options were apparent for the future of Aotearoa prior to 1840?
- What was the situation in the 1810/20's?
- Why was there contact between Ngati Whakaue and Nga Puhi in the 1820's?
- What were the consequences for Ngati Whakaue
- How are these events perceived today?

Effective Pedagogy

Effective pedagogy for AS 91001 must involve exposing students to the necessary academic vocabulary and the substantive knowledge that makes searching, citing, annotating and evaluating (possible) sources and the research process as a whole.

Effective pedagogy for AS 91002 must involve exposing students to the necessary academic vocabulary and the substantive knowledge that makes explaining cause and effect possible.

Effective pedagogy for AS 91004 must involve discussion, the labelling and interpretation of perspectives, tasks and exercises designed to allow students to find and explore the reasons for a range of perspectives. It must also involve exposing students to the necessary academic vocabulary and the substantive knowledge that makes identifying and explaining perspectives possible.

Teacher actions promoting student learning includes:

Creating a supportive learning environment	Learning is inseparable from its social and cultural context. Students learn best when they feel accepted, and when they are able to be active, visible members of their community - this unit allows for the capacity for this to happen.
Encouraging reflective thought and action	Students learn most effectively when they develop the ability to stand back from the information or ideas that they have engaged with and think about these objectively. Reflective learners would assimilate the new learning from this unit by:, relating it to what they already know, adapting it to their own purposes, and translating those reflections into action.
Facilitating shared learning	Teachers encourage this process by cultivating the class as a learning community. In such a community, everyone, including the teacher, is a learner, learning conversations and learning partnerships are encouraged. Such conversations and partnerships are at the heart of this unit.
Providing sufficient opportunities to learn	Students learn most effectively when they have time and opportunity to engage with, practise, and transfer new learning. Appropriate assessment helps the teacher to determine what "sufficient" opportunities means - in this case it is the combination of AS 91002 with AS 91004.

The Key Competencies:	Indicated by
<p>Thinking</p> <ul style="list-style-type: none"> • Using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. • Developing understanding, making decisions, shaping actions, or constructing knowledge. 	<ul style="list-style-type: none"> • Looking at knowledge acquired and applied to directed ends in various formats. • Interpretation of resources (written, oral, audio-visual). • Debating an issue, analysing a decision, defending a point of view (oral, written or visual). • Critical thinking and ability to evaluate evidence. • Awareness of different points of view and openness to varying opinions. • Imaginative reconstructions such as letters, diaries, newspaper articles.
<p>Using language, symbols, and texts</p> <ul style="list-style-type: none"> • Working with and making meaning of the codes in which knowledge is expressed. • Representing and communicating information, experiences, and ideas. • Producing texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological. 	<ul style="list-style-type: none"> • Accurate and appropriate use of grammar, vocabulary, punctuation and spelling. • Ability to communicate in a variety of modes: essays, paragraphs, reports, simulations and role-plays, stories, notes etc. • Ability to communicate using appropriate verbal presentations individually and as part of a group. • Ability to communicate incorporating visual materials, pictures or symbols. • Ability to use IT to communicate – journals, blogs, Prezi, PowerPoint, G sites etc.
<p>Managing self</p> <ul style="list-style-type: none"> • Self-motivating, seeing themselves as capable learners. It is integral to self-assessment. • Establishing personal goals, making plans, managing projects, and setting high standards. • Meeting challenges. • Knowing when to lead, when to follow, and when and how to act independently. 	<ul style="list-style-type: none"> • Ability to focus, complete tasks, meet deadlines. • Resourcefulness. • Ability to strategise and set goals. • Ability to reflect on and apply the lessons of experience.

The Key Competencies:	Indicated by
<p>Relating to others</p> <ul style="list-style-type: none"> • Interacting effectively with a diverse range of people in a variety of contexts. • Showing the ability to listen actively, recognise different points of view, negotiate, and share ideas. • Being open to new learning and able to take different roles in different situations. • Knowing when it is appropriate to compete and when it is appropriate to co-operate. • Working effectively together to come up with new approaches, ideas, and ways of thinking. 	<ul style="list-style-type: none"> • Focused involvement in discussion, group and individual work. • Voluntary as well as directed participation in activities. • Ability to work productively with others. • Willingness to take on varying roles within the group. • Leadership and initiative in various situations and circumstances.
<p>Participating and contributing</p> <ul style="list-style-type: none"> • Being actively involved in communities (family, whānau, school, common interest or culture, local, national, or global). They may be drawn together for purposes such as learning, work, celebration, or recreation. • Contributing appropriately as a group member, making connections with others, and creating opportunities for others in the group. • Balancing rights, roles, and responsibilities and contributing to the quality and sustainability of social, cultural, physical, and economic environments 	<ul style="list-style-type: none"> • Working well with other adults and students outside of the school grounds • Contributing to class discussion and is inclusive and accepting of others opinions • Listening to visiting speakers and asks appropriate and pertinent questions Creating opportunities to engage with others in the study being undertaken

The Key Competencies:	Indicated by
<p>Students will</p> <ul style="list-style-type: none"> • develop insights into historical processes such as how cultural, political, economic and social factors combine to produce outcomes and how those outcomes reflect the nature of the society they occur in • develop an understanding of why change happened, when it did, and whether change brought progress • develop understanding and insight into key issues, people and developments during the time and how these were perceived at the time and through to the present 	<p>Students will be able to</p> <ul style="list-style-type: none"> • distinguish between different types of causes and consequences, e.g. short/long-term causes, intended/unintended consequences • interpret and annotate sources and identify perspectives using evidence to back up generalisations developed in the unit? Consequently students will know how to annotate, how to cite information, how to source appropriately. • explain why was there contact between Ngati Whakaue and Nga Puhi in the 1820's? • discuss what were the consequences for Ngati Whakaue and NgaPuhi • explain how these events are perceived today? • Discuss the historical context in which this event occurred • Discuss the underlying causes of the event. • Identify, describe and explain the different perspectives held by people - Ngati Whakaue, Nga Puhi and Pakeha about the contact that occurred on Mokoia Island

Resources:

- Cloher, D., *The Musket Wars: Hongi Hika: Warrior Chief*. Viking, Auckland, 2003.
- Crosby, R., *The Musket Wars: A History of Inter-iwi Conflict, 1806-1845*. Reed, Auckland, 1999.
- Mitchell, H. W., *Ngati Whakaue: A History*. Nordica, China, 2013.
- Ngata, A. T. & Jones, P. T., *Nga Moteatea – Part One*. Auckland University Press, Auckland, 2004
- O'Malley, V & Armstrong, D., *The Beating Heart: A political and socio-economic history of Te Arawa*. Huia, Wellington, 2008.
- Pene, D. R., *Te Motu Tapu a Tinirau*. (Lecture Notes). Rotorua, 2015
- Stafford, D., *Te Arawa: A History of the Arawa People*. Reed, Auckland, 1967
- Landmarks of Te Arawa Vol 1*. Reed, Auckland, 1994
- Landmarks of Te Arawa Vol 2*. Reed, Auckland, 1996
- A Wild Wind from the North*. Reed, Auckland, 2007
- Rotorua Legends: The Fascinating History of Three Rotorua Icons. (DVD). Vid Pro Quo, Rotorua
- Watt, C., *Te Motutapu a tinirau: The Sacred Isle*. Whakatane and District Historical Society, Whakatane, 2000.
- Wright, M., *Guns and Utu: A short history of the musket wars*. Penguin, Auckland, 2011.
- Ngati Whakaue runanga
- Nga Puhi runanga

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using these internal assessment resources.

Teachers need to be very familiar with the outcomes being assessed by Achievement Standard History 91001, 91002 and 91004. 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

These activities require students to research an historical event of significance to New Zealand - the contact over Mokoia Island (AS 91001) and then present their findings with a discussion of various perspectives around that event (AS 91002/4).

These activities involve students:

- using the provided topic and focus questions – although some students may wish to broaden these and come up with additional focus questions
- identifying possible sources
- selecting, organising and annotating relevant evidence
- recording the details of their sources
- evaluating the research process. (all 91001)
- describing, using evidence, the historical event and using evidence which illustrates and supports the student's descriptions (AS 91002)
- identify, describe and explain the different perspectives held by people (AS 91004)

Conditions

These are in and out-of-class activities. Students must complete the tasks individually.

Teachers can assist the students' investigation by providing the focusing questions for those students who need them, providing some or all of the sources, and by monitoring the early direction of their research. Teachers may also co-construct the questions with students who wish to pursue another line of inquiry. Prior to using these assessments, students will need to have developed their investigation skills. These skills include how to use library catalogues and Internet search engines, how to write annotations, how to record source details, and how to write a thorough evaluation of the research process for AS 91001. Specifically they will need to have developed:

- an understanding of why was there contact between Ngati Whakae and Nga Puhi in the 1820's?,
- discuss what were the consequences for Ngati Whakae and NgaPuhi, for AS91002
- identify, describe and explain the different perspectives held by people - Ngati Whakae, Nga Puhi and Pakeha about the contact that occurred on Mokoia Island for AS 91004

To help ensure authenticity of students' work, teachers could require them to complete particular aspects of the activity in class time. One to one conferencing will also be used to help ensure authenticity of student work.

Resource requirements

Teachers must ensure students have access to as many primary and secondary sources as possible. You could provide some or all of these by:

- allowing the use of the History department's resources
- having the librarian put aside resources, such as books, articles, and DVDs, for class use
- ordering relevant books or articles from the National Library

- identifying suitable websites where information is available
- inviting kaumatua and kuia in to talk to the class
- providing a repository of sources on e-learning e.g. Edmodo or Google Classroom, PearlTrees and Onenote.

Internal Assessment Resource

Achievement Standard History 91001: Carry out an investigation of an historical event, or place, of significance to New Zealanders.

Resource reference: History 1.1 v3

Resource title: Contact: Mokoia, Ngāti Whakaue and Ngāpuhi

Credits: 4

Student Instruction Sheet

ASSESSMENT CONDITIONS:

In-class/out of class time allowed: sixteen periods of class time *and* homework time

Due date for completion of the activity:

AUTHENTICITY: During your time researching your teacher will ask to check on your progress, for authenticity purposes. On the nominated day(s) you **MUST** bring in all your assignment material. (You will be able to continue working on it in that period.)

This assessment requires you to create a folder of evidence on the contact between Ngāti Whakaue and Ngāpuhi over Mokoia Island. You will be required to explain why this event was significant to New Zealand and/or New Zealanders. You must collect your evidence together in a folder (either electronic or hard copy) and submit it to your teacher by the due date above. You will be given time both in class and out of class for this assessment. Carefully follow all the instructions below to complete the tasks.

You will have guidance from your teacher, librarians, e-librarians and other people involved in information management. You must, however, undertake the activity as an individual piece of work. You will be required to sign an authentication sheet that identifies this as your own work.

The evidence you collect must relate to the following significant questions:

1. *What was the background to the contact between Ngāti Whakaue and Ngāpuhi?*
2. *What happened during the contact between Ngāti Whakaue and Ngāpuhi?*
3. *How did the contact between Ngāti Whakaue and Ngāpuhi affect the lives of people and how did they respond to this?(This can include effects from the time studied through to the present day, which may help explain why the chosen event is significant)*

Task 1: Identify possible sources

Read through the provided sources. While you are reading note down the basic outline of the conflict. From this reading identify at least **FOUR** actual sources that you think will be useful for your research. Record these sources on your **Focusing Questions and Identification of Sources** sheet. Complete the rest of the sheet by:

- identifying places and/or people you could go to gather information to answer your focusing questions about the event
- identifying a range of possible and/or actual primary and secondary sources from which you hope you can gather evidence about your chosen event
- stating how useful you think these sources will be by noting down the general type of information that each source contains.

Submit this sheet by _____

Task 2: Select relevant sources

From the sources you identified in Task 1 and/or other sources discovered in your investigation process, **gather** items of relevant historical evidence for each focusing question from at least **FOUR** different sources.

Your information could be in the form of:

- ✓ hand-written notes
- ✓ photocopied information
- ✓ video recordings
- ✓ print-outs from CD-ROMs or Internet sites
- ✓ tape recordings
- ✓ interview transcripts.

From the information you have gathered **select** a mix of **primary and secondary** evidence. This should contain both **written and visual** evidence, e.g., cartoons, photographs, maps, charts, tables etc.

- Include 3 - 4 pieces of relevant evidence for each focusing question
- Avoid large amounts of photocopied/downloaded material
- Include ONE piece of relevant primary evidence per Focusing Question
- Use a highlighter to identify the most relevant part of each piece of evidence.

Task 3: Organise the evidence effectively

Effectively organise your evidence. Place all your items of evidence in a folder and organise it into some order, this could be in:

- chronological order – from the earliest date to the most recent
- type of source – books, magazines, internet
- types of information – primary, secondary
- according to focussing question.

Task 4: Link the evidence to the focussing questions

Select your best eight to ten pieces of evidence across your three focussing questions. At the bottom of each piece of evidence you have selected write an explanation describing how the information relates to and answers the focusing question. Remember to include in this any corroborating or contradictory evidence from other sources, any questions you may still have and/or anything that you think needs to be followed up. Follow the example covered in class.

Task 5: Accurately record source details

For each piece of evidence, give as many details of its source as you can. Use the examples that follow, and ask your teacher how to record details for other sources you use:

Evidence from a book

Cowan, J. *The New Zealand Wars and the Pioneering Period*, Wellington, 1922, p9

Evidence from a magazine or journal

Pitt, Barrie. "Italy: Poverty and Politics." *History of the Second World War*. B.P.C Publishing Ltd, Great Britain, 1974, Number 101. Page 2801

Evidence from a website

Dictionary of New Zealand Biography – Online, www.dnzb.govt.nz

Date visited: 16 October 2015

PROGRESS CHECK: You will be required to bring all of your research material to a lesson in class on _____. This is so that your teacher can see how you are progressing.

Task 6: Thoroughly evaluate the investigation process

Before you hand in your completed task you need to evaluate the investigation process. Using your folder of evidence as you complete this task, write paragraphs commenting on how effective your investigation process was including:

- choice of event, person or place
- how well do you think you managed your time?
- how useful do you believe your evidence/sources were to answering your focusing questions? Which were the most useful, the least useful and why?
- what successes and difficulties did you have? Give reasons for these
- did you make any changes during your investigation process? Give reasons for this
- were your sources readily available
- were you able to access your evidence/sources easily
- how reliable you believe your evidence/sources are, is your evidence valid, is there bias evident, do you have a balance of perspectives, did you need to check anything out. Be specific here, name your sources
- did you have enough sources and evidence to answer your focusing questions? Could you find primary, secondary, visual, written etc?
- what parts of the task did you enjoy and/or were most satisfied with?
- what would you do differently if you had the chance to do this research again? How could you improve the investigation process?

“Contact: Mokoia, Ngāti Whakauae and Ngāpuhi”

FOCUSING QUESTIONS & IDENTIFICATION OF SOURCES

NAME: _____

Do some preliminary reading and research in the library, class and at home then complete the chart below. On it, identify the sources that you think will be useful in carrying out your research. ***Describe briefly the type of information you have already found in them to help explain their usefulness.***

Source that I expect to use	HOW THIS EVIDENCE MIGHT BE USEFUL TO MY INVESTIGATION
<i>EXAMPLE:</i> Rice, G <i>Black November</i> , Wellington 2008	<i>This book has detailed information about influenza epidemic along with photographs which could give me some idea of society at the time. The maps show me where the worst affected area was. There are extracts from a speech which are also useful as it shows me one person's perspective into the Influenza Epidemic</i>

Contact: Mokoia, Ngāti Whakaue and Ngāpuhi

Student Feedback Form
Achievement Standard 91001 v3

NAME: _____

TOPIC: _____

YEAR: _____

Achievement	Achievement with Merit	Achievement with Excellence
Carry out an investigation of an historical event, or place, of significance to New Zealanders.	Carry out an in-depth investigation of an historical event, or place, of significance to New Zealanders.	Carry out a comprehensive investigation of an historical event, or place, of significance to New Zealanders.

Comments:

Teacher: _____

Date: _____

Assessment Schedule: History 91001

Contact: Mokoia, Ngati Whakaue and Nga Puhi

Task	Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Task 1	The student identifies a relevant event. For example:	The student identifies a relevant event. For example:	The student identifies a relevant event. For example:
Task 2	The student identifies at least four possible sources of evidence and comments on how they may be useful. For example: Left column: <i>Rotorua Public Library - Don Stafford Collection</i> Right column: <i>This library contains the Don Stafford Collection. His collection has a lot of primary based evidence collected over a period of time. I could find photos, documents etc related to my event here.</i>	The student identifies at least four possible sources of evidence and comments on how they may be useful. For example: Left column: <i>Rotorua Public Library - Don Stafford Collection</i> Right column: <i>This library contains the Don Stafford Collection. His collection has a lot of primary based evidence collected over a period of time. I could find photos, documents etc related to my event here.</i>	The student identifies at least four possible sources of evidence and comments on how they may be useful. For example: Left column: <i>Rotorua Public Library - Don Stafford Collection</i> Right column: <i>This library contains the Don Stafford Collection. His collection has a lot of primary based evidence collected over a period of time. I could find photos, documents etc related to my event here.</i>

Task	Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Task 3	<p>Evidence that is relevant to each focusing question is selected.</p> <p>For example: <i>Using different coloured highlighters for the evidence for each different focusing question, underlining, an annotation, etc.</i></p> <p>The evidence comes from at least four different sources.</p> <p>For example: <i>four different books; two different books and two web sites; a library, the internet, an interview, the History Dept.</i></p>	<p>Evidence that is relevant to each focusing question is selected.</p> <p>For example: <i>Using different coloured highlighters for the evidence for each different focusing question, underlining, an annotation, etc.</i></p> <p>The evidence comes from at least four different sources.</p> <p>For example: <i>four different books; two different books and two web sites; a library, the internet, an interview, the History Dept</i></p>	<p>Evidence that is relevant to each focusing question is selected.</p> <p>For example: <i>Using different coloured highlighters for the evidence for each different focusing question, underlining, an annotation, etc.</i></p> <p>The evidence comes from at least four different sources.</p> <p>For example: <i>four different books; two different books and two web sites; a library, the internet, an interview, the History Dept.</i></p>
Task 4	<p>The evidence is organised appropriately.</p> <p>For example: <i>by use of a different highlighter colour for the evidence that is relevant to each focusing question, by source type, by focusing question.</i></p>	<p>The evidence is organised appropriately.</p> <p>For example: <i>by use of a different highlighter colour for the evidence that is relevant to each focusing question, by source type, by focusing question.</i></p> <p>The evidence selected is from a variety of sources and includes both primary and secondary evidence.</p> <p>For example: <i>Primary – diaries, newspapers, historical sites etc</i> <i>Secondary – websites, books, radio programmes etc</i></p>	<p>The evidence is organised appropriately.</p> <p>For example: <i>by use of a different highlighter colour for the evidence that is relevant to each focusing question, by source type, by focusing question.</i></p> <p>The evidence selected is from a variety of sources and includes both primary and secondary evidence.</p> <p>For example: <i>Primary – diaries, newspapers, historical sites etc</i> <i>Secondary – websites, books, radio programmes etc</i></p>

Task	Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Task 5			<p>Annotated comments with most of the pieces of evidence that have been selected that establish links between the evidence and the focusing questions.</p> <p>For example: <i>This resource relates to and answers focus question one: In this story, Smith explains how Aokapurangi saved her people. He says trouble arose in 1822 when Ngapuhi obtained a great number of muskets from settlers and from Hongi's trip to England. On one expedition, one party of Ngapuhi was killed by Tuhourangi, a branch of Te Arawa. However a few escaped and returned to Hongi Hika. When Hongi heard this news he immediately wanted revenge. When he plotted his plan for his revenge Aukapurangi pleaded with Hongi to spare the lives of the people who passed between her legs. Therefore explaining how Hongi Hika and Ngapuhi wanted revenge which explains the background events leading up to the contact on Mokoia island.</i></p> <p>The student's evidence is effectively organised so that there is consistent clarity in the way the evidence is presented, so that it appears that the user can easily distinguish and retrieve useful evidence for each focusing question.</p> <p>For example: <i>Evidence, annotations, and source details are legible; there is consistency with where to find source details, annotations, etc.; highlighting colours are used consistently in accordance with a colour key; exactly which evidence is selected as being relevant is very clear; evidence may be organised into sections such as according to focusing question or source type.</i></p>

Task	Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
Task 6	<p>The student records source details (a full reference list/bibliography is not required).</p> <p>For example: Book: <i>Author, title, publisher, city of publication, date of publication e.g. Elsmore, B Like Them That Dream, The Tauranga Moana Press, Tauranga, 1985.</i> Website address: <i>Full URL e.g. Ross Somerville. 'Te Maiharoa, Hipa', from the Dictionary of New Zealand Biography. Te Ara - the Encyclopaedia of New Zealand, updated 30-Oct-2012 accession date</i></p>	<p>The student records source details (a full reference list/bibliography is not required).</p> <p>For example: Book: <i>Author, title, publisher, city of publication, date of publication e.g. Elsmore, B Like Them That Dream, The Tauranga Moana Press, Tauranga, 1985.</i> Website address: <i>Full URL e.g. Ross Somerville. 'Te Maiharoa, Hipa', from the Dictionary of New Zealand Biography. Te Ara - the Encyclopaedia of New Zealand, updated 30-Oct-2012 accession date</i></p>	<p>The student records source details (a full reference list/bibliography is not required).</p> <p>For example: Book: <i>Author, title, publisher, city of publication, date of publication e.g. Elsmore, B Like Them That Dream, The Tauranga Moana Press, Tauranga, 1985.</i> Website address: <i>Full URL e.g. Ross Somerville. 'Te Maiharoa, Hipa', from the Dictionary of New Zealand Biography. Te Ara - the Encyclopaedia of New Zealand, updated 30-Oct-2012 accession date:</i></p>
Task 7		<p>In their evaluation, the student makes evaluative comments on at least three different aspects of the investigation process. Aspects could include:</p> <ul style="list-style-type: none"> • The successes and difficulties in conducting the investigation • How the evidence gathered helped to address the focusing questions • The reliability of the evidence used • How the research process could be improved next time • Personal enjoyment experienced during the research process. 	<p>The student makes an in-depth evaluation of the whole investigation process by:</p> <ul style="list-style-type: none"> • making appropriate and detailed evaluative comments fully supported with specific evidence. • showing a high level of understanding and insight about the investigation process and usefulness of sources.

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

Internal Assessment Resource

Achievement Standard History 91002: Demonstrate understanding of an historical event, or place, of significance to New Zealanders

Achievement Standard History 91004: Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders

Resource reference: History 1.2 v3 and 1.4A v3

Resource title: Contact: Mokoia, Ngāti Whakauae and Ngāpuhi

Credits: 8

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of an historical event, or place, of significance to New Zealanders. Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.	Demonstrate in-depth understanding of an historical event, or place, of significance to New Zealanders. Demonstrate in-depth understanding of different perspectives of people in an historical event of significance to New Zealanders.	Demonstrate comprehensive understanding of different perspectives of people in an historical event of significance to New Zealanders. Demonstrate comprehensive understanding of an historical event, or place, of significance to New Zealanders.

Student instructions

Introduction

This is an individual activity, in which you will have in and out of class time to research the period and write the transcript. You will be assessed on how well you understand the different perspectives of people in the historical event, and its significance for New Zealand.

Task

You are a journalist for Māori TV and have been given the task of researching the raids undertaken by Ngāpuhi on Mokoia Island and Ngāti Whakauae. You have been asked to prepare a script for a documentary that explores the different perspectives of this raid focussing on:

- What led to the raid and what happened as a consequence of it
- the actions that people took both at the time and since, and
- the significance of the raid on both Ngāpuhi and Ngāti Whakauae.

Your transcript need to show the perspectives of the two individuals clearly and should clearly show the differences in their perspectives. You should aim to write at least three entries per person

Present this evidence in a way that allows the thoughts of the two people to be compared together on the same day.

The entries for each person need to include:

- his/her perspectives on what he/she is saying
- reasons for his/her perspectives
- actions taken as a result of those perspectives.

Assessment Schedule: History 91002 and 91004
Contact: Mokoia, Ngāti Whakaue and Ngāpuhi

Task	Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>Task 1</p>	<p>The student demonstrates understanding of the raid by Ngāpuhi on Mokoia Island and of the different perspectives held about this raid, an historical event of significance to New Zealanders, by</p> <ul style="list-style-type: none"> • describing, in an historically accurate account, using evidence, the historical event in the students' own words • describing, using evidence, the perspectives held by descendants of Ngāpuhi and Ngāti Whakaue • using evidence which illustrates and supports the student's descriptions (this may be inconsistently linked to the discussion and the student may not make full use of the potential of the evidence incorporated). <p>The student supports their work with relevant supporting evidence.</p>	<p>The student demonstrates in-depth understanding of the raid by Ngāpuhi on Mokoia Island and of the different perspectives held about this raid, an historical event of significance to New Zealanders, by</p> <ul style="list-style-type: none"> • thoroughly describing in an historically accurate, and convincing, account, using important evidence, the raid on Mokoia Island in the student's own words • thoroughly describing, using evidence, the perspectives held by descendants of Ngāpuhi and Ngāti Whakaue, and the reasons for these • evidence will be chosen with more understanding of its significance. The student's discussion will actively use most of the evidence presented to illustrate points made. <p>The student supports their work with relevant supporting evidence.</p>	<p>The student demonstrates comprehensive understanding of the raid by Ngāpuhi on Mokoia Island and of the different perspectives held about this raid, an historical event of significance to New Zealanders, by</p> <ul style="list-style-type: none"> • describing an historically accurate, and convincing account in an insightful and perceptive manner, using important evidence, the raid on Mokoia Island in the student's own words • comprehensively describing, with empathy and sensitivity, the perspectives held by descendants of Ngāpuhi and Ngāti Whakaue, the reasons for these and actions taken as a result • evidence is chosen with some perception and is frequently used to underscore or illustrate points made in ways that reinforce the student's understanding of the event and its significance.. <p>The accounts show insight and perceptive understanding.</p> <p>The student supports their work with relevant supporting evidence.</p>

<p>Task 1</p>	<p>Interviewer- Fantastic, now we are ready to begin. Let's start with you Hongi, in your perspective, what led to the raid and what happened as a consequence of it?</p> <p>Hika- In terms of what led to the raid on Mokoia Island we see the reasons being when a group under their chiefs Te Pae-o-te-rangi and Tirakakahi travelled to Tauranga and then inland on foot to Rotorua where they arrived in early 1822. Now from my sources it is still unclear on why they travelled to Rotorua; either to go to the centre of the island to look for their relatives or that they were a 'trading party'. Once they reached the southwestern end of Rotokakahi (Green Lake) they could easily communicate with the people on the island. There were no canoes left on the mainland that would make their own way to the island; instead, they called out to those on Motutawa island to send canoes and that they come in peace.</p>	<p>Interviewer- How that must have come as a shock to you and Nga Puhi. Over to you Hikairo.</p> <p>Hikairo- This is because when Te Rauparaha and Te Whataniui visited Rotorua prior to Te Pae-o-te-rangi and his party. They proposed for Te Arawa to kill the Nga Puhi when they arrived out of vengeance for the loss of Te Wheturoa at Te Totara that they blamed Nga Puhi for. To go more in depth, Te Wheturoa was a relation to the famous Ngati Toa chief Te Rauparaha and nephew of Te Whatanui, a chief of Ngati Raukawa. Their loss was even more tragic as Te Wheturoa was also claimed to have been of chiefly rank within Te Arawa. Te Rauparaha and Te Whataniui came to my tribe (Ngati Rangiwewehi) at Puhirua then to his Ngati Whakaue people at Ohinemutu but neither of us gave our support. Te Rauparaha next turned to his own relations, the Tuhourangi people, who centred their subtribe on the island Motutawa at Rotokakahi (Green Lake). His relationship here</p>	<p>Tama Ake: We managed to kill about 170 Te Arawa men in the first attack. Then the men of Te Arawa fled into the bush of the island. Cowards!!</p> <p>Arapeta Tipene: Yes because during the attack a woman named Te Aokapurangi called out to her relatives on the island in order to save them from the Ngapuhi muskets.</p> <p>Robert Mcdougal: Who is Te Aokapurangi and what did she do?</p> <p>Arapeta Tipene: Te Aokapurangi was a Te Arawa woman who was married into the Ngapuhi iwi and had come down with the Ngapuhi warriors to Rotorua. On seeing the slaughter of her people, she traveled to the island with Hongi's blind wife and ran straight into the trouble, calling to her relatives to follow her to be saved. She had made a deal previously with Hongi Hika that everyone who could pass through her thighs would be saved. Little did he realise what she was planning. She called out to her relatives to follow her to Tamatekapua, where she scrambled onto the roof and straddled the ridge of the doorway. Yelling at people to quickly pass through the door thus passing through her thighs and being saved. It does have to be said that Hongi was true to his word and allowed the people inside to be saved.</p>
----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Student Feedback Form
History 91002/4 v3

Name: _____

Topic: _____

Date: _____

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">• Demonstrate understanding of an historical event, or place, of significance to New Zealanders.• Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.	<ul style="list-style-type: none">• Demonstrate in-depth understanding of an historical event, or place, of significance to New Zealanders.• Demonstrate in-depth understanding of different perspectives of people in an historical event of significance to New Zealanders.	<ul style="list-style-type: none">• Demonstrate comprehensive understanding of an historical event, or place, of significance to New Zealanders.• Demonstrate comprehensive understanding of different perspectives of people in an historical event of significance to New Zealanders.

Comments:

Overall Grade Awarded:

Student Signature: _____

Teacher Signature: _____

Date

