

Assessment Schedule: History 91001

Who Do You Think You Are?

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>An investigation into an historical event or place of significance to New Zealand is undertaken.</p> <p>The student identifies a relevant topic and identifies at least four possible sources and how they could be used For example: The Otago Mounted Rifles in the Gallipoli Campaign or, Influenza Epidemic 1918</p> <p>The student identifies at least four possible sources of evidence and comments on how they may be useful. For example: Left column: <i>Lambert M & Hartley J, <u>The Wahine Disaster</u>, A. W. & A. H. Reed Wellington, 1969.</i> How it could be used: <i>This book is by two journalists who covered the disaster as it unfolded and the official enquiry after it. It should give me some primary evidence and a range of views about what happened, but it may tend to be sensationalist rather than accurate.</i> OR Left column: <i>Hocken Library</i> How it could be used: <i>This library contains a lot of primary based evidence collected over a period of time. I could find photos, documents etc related to my event here.</i></p> <p>Evidence that is relevant to each focusing question is selected. For example: <i>Using different coloured highlighters for the evidence for each different focusing question, underlining, an annotation, etc.</i> The evidence comes from at least four different</p>	<p>An in-depth investigation into an historical event or place of significance to New Zealand is undertaken.</p> <p>The student identifies a relevant topic and identifies at least four possible sources and how they could be used For example: The Otago Mounted Rifles in the Gallipoli Campaign or, Influenza Epidemic 1918</p> <p>The student identifies at least four possible sources of evidence and comments on how they may be useful. For example: Left column: <i>Lambert M & Hartley J, <u>The Wahine Disaster</u>, A. W. & A. H. Reed Wellington, 1969.</i> How it could be used: <i>This book is by two journalists who covered the disaster as it unfolded and the official enquiry after it. It should give me some primary evidence and a range of views about what happened, but it may tend to be sensationalist rather than accurate.</i> OR Left column: <i>Hocken Library</i> How it could be used: <i>This library contains a lot of primary based evidence collected over a period of time. I could find photos, documents etc related to my event here.</i></p> <p>Evidence that is relevant to each focusing question is selected. For example: <i>Using different coloured highlighters for the evidence for each different focusing question, underlining, an annotation, etc.</i> The evidence comes from at least four different sources. 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>A comprehensive investigation into an historical event or place of significance to New Zealand is undertaken.</p> <p>The student identifies a relevant topic and identifies at least four possible sources and how they could be used For example: The Otago Mounted Rifles in the Gallipoli Campaign or, Influenza Epidemic 1918</p> <p>The student identifies at least four possible sources of evidence and comments on how they may be useful. For example: Left column: <i>Lambert M & Hartley J, <u>The Wahine Disaster</u>, A. W. & A. H. Reed Wellington, 1969.</i> How it could be used: <i>This book is by two journalists who covered the disaster as it unfolded and the official enquiry after it. It should give me some primary evidence and a range of views about what happened, but it may tend to be sensationalist rather than accurate.</i> OR Left column: <i>Hocken Library</i> How it could be used: <i>This library contains a lot of primary based evidence collected over a period of time. I could find photos, documents etc related to my event here</i></p> <p>Evidence that is relevant to each focusing question is selected. For example: <i>Using different coloured highlighters for the evidence for each different focusing question, underlining, an annotation, etc.</i> The evidence comes from at least four different sources. 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>sources. 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>The evidence is organised appropriately. 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 student records source details (a full reference list/bibliography is not required). For example: <i>Book: Author, title, publisher, city of publication, date of publication e.g Makarios E, <u>The Wahine disaster: a tragedy remembered</u>, Grantham House, Wellington, 2003.</i> <i>Website address: Full URL e.g. http://www.nzhistory.net.nz/culture/wahine-disaster</i> <i>Interview: Mrs A Riley, Wellington, interviewed 23/09/11</i> <i>Movie: The Wahine Disaster, Sharon Barbour, Storm Uk Productions, 2008.</i></p>	<p>The evidence is organised appropriately. 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 student records source details (a full reference list/bibliography is not required). For example: <i>Book: Author, title, publisher, city of publication, date of publication e.g Makarios E, <u>The Wahine disaster: a tragedy remembered</u>, Grantham House, Wellington, 2003.</i> <i>Website address: Full URL e.g. http://www.nzhistory.net.nz/culture/wahine-disaster</i> <i>Interview: Mrs A Riley, Wellington, interviewed 23/09/11</i> <i>Movie: The Wahine Disaster, Sharon Barbour, Storm Uk Productions, 2008.</i></p> <p>In their evaluation, the student makes evaluative comments on aspects of their 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>For example: on successes and difficulties <i>Finding evidence for FQ2 was very successful, as a number of sources had eyewitness or survivor accounts which were primary source materials and gave a real feel for what happened during the day of the disaster. It was more difficult finding evidence for FQ1 on the background to the sinking. For example, I would have liked to have found the weather forecast for that day</i></p>	<p>The evidence is organised appropriately. 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. For example: <i>Primary – diaries, newspapers, historical sites etc</i> <i>Secondary – websites, books, radio programmes etc</i></p> <p>Annotated comments with most of the pieces of evidence that have been selected that establish links between the evidence and the focusing questions. For example: <i>FQ3 – This gives the findings of the court of inquiry into the Captain Robertson’s handling of the disaster and their recommendations to the Union Steam Ship Company for future action.</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. 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> <p>The student records source details (a full reference list/bibliography is not required). For example: <i>Book: Author, title, publisher, city of publication, date of publication e.g Makarios E, <u>The Wahine disaster: a tragedy remembered</u>, Grantham House, Wellington, 2003.</i> <i>Website address: Full URL e.g. http://www.nzhistory.net.nz/culture/wahine-disaster</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.