

NZQA Approved

Internal Assessment Resource

History Level 2

This resource supports assessment against Achievement Standard 91229 version 2

Standard title: Carry out an inquiry of an historical event or place that is of significance to New Zealanders

**Credits:** 4

91230 version 2

Standard title: Examine an historical event or place that is of significance to New Zealanders

**Credits:** 5

Resource title: The 1981 Springbok tour protest movement

**Resource reference:** History 2.1C and 2.2C

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| 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 | |
| Date version published by Ministry of Education | | February 2015  To support internal assessment from 2015 | |
| Quality assurance status | | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91229-01-9019 NZQA Approved number A-A-02-2015-91230-01-9020 | |
| 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: 91229

Standard title: Carry out an inquiry of an historical event or place that is of significance to New Zealanders

Credits: 4

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Teacher guidelines

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

This activity gathers evidence for two different achievement standards. Teachers need to be very familiar with the outcome being assessed by achievement standards History 91229 and 91230. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are important when interpreting the standard and assessing students against it.

Since these two standards are not necessarily linked, they need to be assessed independently. This can be achieved by using 91229 before students continue with 91230. Students need to be given the opportunity to learn from their assessment. Shortcomings in the evidence for 91229 should not mean that there will automatically be shortcomings for 91230.

This task provides a structure for teachers to use. The event(s) and/or place(s) studied can be changed from year to year to help ensure authenticity of student evidence.

Context/setting

This assessment activity requires students to carry out a comprehensive inquiry of, and comprehensively examine, the 1981 Springbok tour protest movement.

Students will present their findings in a format that is agreed between teacher and student.

Although this activity uses the Springbok tour as its context, you may determine a different event that students will research. This resource provides a structure for you to use for a range of events and modes of assessment. These can be changed from year to year. You can offer one, several, or many topics to students and change these each year to avoid repetition. Having a variety of topics to choose from avoids resource depletion and enhances student interest as they are able to choose a topic that may be of particular interest to them. It may also help to ensure the authenticity of the students’ evidence. Other possible contexts include:

* participation of NZ sports people in a specific sporting event, eg Anthony Wilding, Dave Gallaher, Yvette Williams, Barbara Kendall
* sporting events eg 1972 Munich Olympic Games tragedy, Moscow Olympics 1980, Rugby World Cup 1987

You could allow student presentation formats such as a report, a magazine article, web page, lecture or radio broadcast. The achievement standards do not require an assessment judgement concerning the quality of the format and style of presentation.

Conditions

This is an individual activity.

Resource requirements

Students will need access to resources such as computers, the internet, libraries, film and television documentaries.

Additional information

International historical sporting events of significance to New Zealanders can be included as contexts.

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Credits: 5

Resource title: The 1981 Springbok tour protest movement

Resource reference: History 2.1C and 2.2C

Student instructions

Introduction

This assessment activity requires you to carry out an inquiry into the 1981 Springbok tour protest movement and then examine the movement.

You will be assessed on how comprehensively you carry out your enquiry into the 1981 Springbok tour protest movement, and how comprehensively you examine the event.

For achievement standard 91229 you will comprehensively carry out a research inquiry through a series of steps: preparing to carry out an inquiry, making annotations on selected evidence, organising sources and evidence and evaluating the inquiry process. For achievement standard 91230 you will use key historical ideas with supporting evidence to examine the movement comprehensively and then explain its significance to New Zealanders.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in these standards.

Teacher note: It is expected that the teacher will read the student instructions and modify them if necessary to suit their students.

Task

Part 1: Carry out an Inquiry

Plan your inquiry

* Identify your inquiry topic, the 1981Springbok tour, and write a sentence or two explaining why it is worth examining.
* Carry out preliminary reading about the 1981 Springbok tour protest movement in order to help you to identify sources of relevant evidence and to develop feasible focusing questions.
* Develop at least three focusing questions that provide a pathway for your inquiry into the protest movement. Discuss your focusing questions with your teacher.
* Specifically identify at least six potentially useful sources from which you could gather evidence about the historical event and state what kind of evidence you expect to find in each source.
* Make a research plan that includes a list of actions to be carried out through to completion of this inquiry. Discuss your plan with your teacher.

Carry out your inquiry

* Select sufficient evidence about the protest movement to provide balanced coverage of the inquiry and enable the focusing questions to be answered comprehensively.
* Indicate specifically which evidence is relevant, for example by highlighting or underlining text or using lines in the margins.
* Write perceptive annotations.
* Organise your evidence.
* Record all source details.

Evaluate your inquiry

Write a perceptive evaluation of your research process. Your evaluation could:

* evaluate strengths and weaknesses and/or successes and difficulties in the inquiry process
* compare the usefulness of sources
* discuss the reliability or otherwise of particular sources and pieces of evidence
* identify issues that affected your inquiry process as a whole.

Part 2: Examine the 1981 Springbok Tour protest movement

Convincingly explain the Springbok tour protest movement. Present your evidence through a series of key historical ideas, each of which has comprehensive supporting evidence. Conclude with a section which explains the significance of the protest movement to New Zealanders.

Your examination of the movement should include consideration of:

* why there was a Springbok tour protest movement
* what actions were taken by the protest movement
* the impact and outcomes of the movement, both at the time of the protest(s) and since
* how the movement was significant to New Zealanders, at the time and/or since the event.

Submit your presentation in the format you have agreed with your teacher.

Assessment schedule: History 91229 and 91230 – The 1981 Springbok tour protest movement

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student carries out an inquiry and examination of an historical event that is of significance to New Zealanders by:  Part 1: Achievement Standard 91229   * identifying a topic   For example:  I am going to conduct an inquiry into the anti-Springbok Tour movement that began in New Zealand in response to the Springbok rugby tour of that year. It seems an important topic since it appears that New Zealand was seriously affected by this tour.   * conducting preliminary reading to identify potentially useful sources of evidence on the Springbok tour and how they may be useful   For example:  Batons and Barbed Wire, Smith, p34 http://www.nzhistory.net.nz/culture/1981-springbok-tour. Contains many relevant images and interviews from police, protesters and politicians.   * developing focusing questions   For example:   * What was the background to the Springbok tour of 1981? * What actions were taken by individuals and groups? * What were the local and national consequences of the protests in the years following the actions? * In what ways was the Springbok tour significant to New Zealanders at the time and since? * developing a plan that guides the inquiry process   For example, the plan includes:  Dates on which specific sources will be accessed; focusing questions that will be researched at a particular time and place; steps towards final submission of the evidence.   * organising sources and evidence   For example:  Relevant evidence is identified by the use of different coloured highlighters that relate to each focusing question. Evidence is organised according to source type; pages that do not include any relevant evidence have been removed from the folder of evidence.   * annotating evidence, for example with comments about links between the evidence and the focusing questions   For example:  Relevant to FQ2 because Minto was a HART leader.   * recording the details of the sources of selected evidence   For example:  Books: author, title, publisher, place of publication, date of publication. Websites: full URLs, accession dates. CDs: title, publisher, and date.   * evaluating the inquiry by commenting on such aspects as: * successes and difficulties in conducting the inquiry * how successfully particular items of evidence helped to address the focusing questions * why the line of inquiry may have changed as evidence was accumulated * the reliability and sufficiency of evidence * issues to consider for future inquiries into this topic   For example:  It was hard to find relevant evidence about the protest. I looked through local newspaper records and found some useful articles and there were some articles on the internet as well. But overall I needed to find more sources if I was to collect enough evidence to complete my research …  Part 2: Achievement Standard 91230   * providing a coherent explanation for the event or place * processing and structuring evidence so that key ideas are communicated * using supporting evidence to support the key ideas * describing the significance of the event or place to New Zealanders, at the time and/or since   For example:  Key idea: Past political events in South Africa were a major reason for the growth of a movement in New Zealand that protested about a Springbok tour.  Supporting evidence could include:   * the existence of apartheid * government and white support for apartheid; a brief example or two of apartheid laws * mention of Sharpeville Massacre.   Significance to New Zealanders:  Description of:   * how New Zealand was split in two * effects on families * hardened attitudes in homes, communities, the nation * financial cost to the country*.*   The examples above are indicative samples only. | The student carries out an in-depth inquiry and in-depth examination of an historical event that is of significance to New Zealanders by:  Part 1: Achievement Standard 91229   * identifying a topic   For example:  I am going to conduct an inquiry into the anti-Springbok Tour movement that began in New Zealand in response to the Springbok rugby tour of that year. It seems an interesting topic since it appears that New Zealand was seriously affected by this tour.   * conducting preliminary reading to identify potentially useful sources of evidence on the Springbok tour and how they may be useful   For example:  Batons and Barbed Wire, Smith, p34 http://www.nzhistory.net.nz/culture/1981-springbok-tour. Contains many relevant images and interviews from police, protesters and politicians.   * developing focusing questions   For example:   * What was the background to the Springbok tour of 1981? * What actions were taken by individuals and groups? * What were the local and national consequences of the protests in the years following the actions? * In what ways was the Springbok tour significant to New Zealanders at the time and since? * developing a plan that guides the inquiry process   For example, the plan includes:  Dates on which specific sources will be accessed; focusing questions that will be researched at a particular time and place; steps towards final submission of the evidence.   * organising sources and evidence   For example:  Relevant evidence is identified by the use of different coloured highlighters that relate to each focusing question. Evidence is organised according to source type; pages that do not include any relevant evidence have been removed from the folder of evidence.   * providing detailed annotations, for example with comments about links between the evidence and the focusing questions and commenting on the usefulness or limitation of a piece of evidence   For example:  Relevant to FQ2 because Minto was a HART leader. But only one point of view.   * recording the details of the sources of selected evidence   For example:  Books: author, title, publisher, place of publication, date of publication. Websites: full URLs, accession dates. CDs: title, publisher, and date.   * evaluating the inquiry in a coherent way by commenting on such aspects as: * successes and difficulties in conducting the inquiry * how successfully particular items of evidence helped to address the focusing questions * why the line of inquiry may have changed as evidence was accumulated * the reliability and sufficiency of evidence * issues to consider for future inquiries into this topic   For example:  I located some different sources of evidence about the protest movement. I found a lot of information using the Internet, for example, NZhistory.net provided me with some excellent primary sources and links to further information. My most valuable piece of evidence was an interview with Jock McVie who was directly involved in the protest movement at that time. He gave me helpful insight into the whole event …  Part 2: Achievement Standard 91230   * providing a coherent explanation for the event or place * processing and structuring evidence so that key ideas are communicated * using detailed supporting evidence to support the key ideas * explaining the significance of the event or place to New Zealanders, at the time and/or since   For example:   * Key idea: *Past political events in South Africa were a major reason for the growth of a movement in New Zealand that protested about a Springbok tour.*   The explanation is clear in its expression and follows a logical sequence.  Detailed supporting evidence could include:   * the growth of apartheid beginning with Dutch colonisation * introduction of apartheid by the National Party government in 1948 * one or two detailed examples of apartheid laws * details of the Sharpeville Massacre.   Significance to New Zealanders:  Explanation of:   * rifts in opinion in many areas of society, including family, school, work place, sports field; examples; specifics of regional variations * details and breakdown of financial costs to the country * emotional costs to police, injured protesters, players and those like Graham Mourie who didn’t play – specific examples * the law suit to stop a 1985 All Blacks tour to South Arica, the 1986 ‘Cavaliers’ tour to South Africa * damage to New Zealand’s image overseas –1976 Olympic Games boycott details * details of the impact on personalities involved, e.g. Rob Muldoon, Ces Blazey, Ron Don, John Minto.   The examples above are indicative samples only. | The student carries out a comprehensive inquiry of and comprehensive examination of an historical event that is of significance to New Zealanders by:  Part 1: Achievement Standard 91229   * identifying a topic   For example:  I am going to conduct an inquiry into the anti-Springbok Tour movement that began in New Zealand in response to the Springbok rugby tour of that year. It seems an interesting topic since it appears that New Zealand was seriously affected by this tour.   * conducting preliminary reading to identify potentially useful sources of evidence on the Springbok tour and how they may be useful   For example:  Batons and Barbed Wire, Smith, p34 http://www.nzhistory.net.nz/culture/1981-springbok-tour. Contains many relevant images and interviews from police, protesters and politicians.   * developing focusing questions   For example:   * What was the background to the Springbok tour of 1981? * What actions were taken by individuals and groups? * What were the local and national consequences of the protests in the years following the actions? * In what ways was the Springbok tour significant to New Zealanders at the time and since? * developing a plan that guides the inquiry process   For example, the plan includes:  Dates on which specific sources will be accessed; focusing questions that will be researched at a particular time and place; steps towards final submission of the evidence.   * organising sources and evidence   For example:  Relevant evidence is identified by the use of different coloured highlighters that relate to each focusing question. Evidence is organised according to source type; pages that do not include any relevant evidence have been removed from the folder of evidence.   * providing perceptive annotations, for example with comments about links between the evidence and the focusing questions and commenting on the usefulness or limitation of a piece of evidence, weighing the reliability of evidence   For example:  This is by far my best evidence because, as it includes comments from four different sides: New Zealand rugby player, Muldoon, HART, South African Government. It is therefore quite balanced – definitely more balanced than the HART pamphlet.   * recording the details of the sources of selected evidence   For example:  Books: author, title, publisher, place of publication, date of publication. Websites: full URLs, accession dates. CDs: title, publisher, and date.   * evaluating the inquiry in a perceptive way by commenting on such aspects as: * successes and difficulties in conducting the inquiry * how successfully particular items of evidence helped to address the focusing questions * why the line of inquiry may have changed as evidence was accumulated * the reliability and sufficiency of evidence * issues to consider for future inquiries into this topic   For example:  I realised it was very important to use a variety of sources when examining the tour. The more I researched, the more I noticed contradictions in my source material. I think this is because of the different perspectives and biases of differing sides. For example, protest groups tended to provide only one side of the argument and used more emotive language and photographs. Explanations from the New Zealand and South African governments often used un-credited data refuting the impact of the tour.  I managed to find a lot of relevant primary information from the National Archives in Dunedin, and the staff were very helpful in assisting with my research. The ODT research library also helped me find relevant newspaper articles. My best source for my first focusing question was an interview with Dan Green. He gave me first hand viewpoints and evidence, and helped me understand the beginnings and development of this tragic event. He was clearly still feeling very emotional about it all 30 years after the events. I realised it was very important to use a variety of sources when examining the protest movement because his view was very one-sided and emotional. The article written by Ross Meurant provided an extremely different perspective and getting balance as an historian was quite a challenge.  Part 2: Achievement Standard 91230   * convincingly explaining the event or place * processing and structuring evidence so that key ideas are communicated * using comprehensive supporting evidence to support the key ideas * explaining the significance of the event or place to New Zealanders, at the time and/or since   For example:  Key idea: *Past political events in South Africa were a major reason for the growth of a movement in New Zealand that protested about a Springbok tour.*  The explanation uses relevant evidence to justify generalisations, comments and assertions.  Comprehensive supporting evidence could include:   * pre-British policies of whites towards blacks in South Africa * British intervention and voortrekking * anti-black legislation before 1948 * the nature and membership of the National Party in 1948 * details of several apartheid laws * details of Sharpeville Massacre 1960, Soweto Riots 1976, death of Steve Biko 1977.   Significance to New Zealanders:  Explanation of:   * rifts in opinion in many areas of society, including family, school, wok place, sports field; examples; specifics of regional variations * details and breakdown of financial costs to the country * emotional costs to police, injured protesters, players and those like Graham Mourie who didn’t play – specific examples * the law suit to stop a 1985 All Blacks tour to South Africa; the 1986 ‘Cavaliers’ tour to South Africa * damage to New Zealand’s image overseas – 1976 Olympic Games boycott details * details of the impact on personalities involved, e.g. Rob Muldoon, Ces Blazey, Ron Don, John Minto.   The examples above are indicative samples only. |

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