

NZQA Approved

This task requires internet access to complete research. This may cause an access issue for some students.

Remote Internal Assessment Resource

History Level 3

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| This resource supports assessment against:  Achievement Standard 91434  Research an historical event or place of significance to New Zealanders, using primary and secondary sources  **Resource title: Oral history**  5 credits |
| This resource:   * Clarifies the requirements of the standard when delivered remotely * Supports good remote 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 | Originally published December 2012 and edited 2020To support remote internal assessment due to Covid-19 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-5-2020-91434-01-6428 |
| 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 91434: Research an historical event or place of significance to New Zealanders, using primary and secondary sources

Resource reference: History 3.1A-R

Resource title: Oral History

Credits: 5

Teacher guidelines

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

Teachers need to be familiar with the outcome being assessed by Achievement Standard History 91434. 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 assessment activity requires students to conduct an oral history of a person who experienced or had a role in an event, place or movement of significance to New Zealanders. Students will also select other evidence to allow them to compare and contrast the interviewee’s experience of the event, place or movement with evidence found in other sources.

A series of teacher-directed online lessons about how to conduct an oral history may be needed. Students will also require guidance on how to analyse an event to establish its significance to New Zealanders.

This assessment activity can be used in conjunction with an activity to assess Achievement Standard 91435 *Analyse an historical event, or place, of significance to New Zealanders*, but the two standards need to be assessed independently. This can be achieved by assessing Achievement Standard 91434 before students continue with Achievement Standard 91435.

Note that use of primary, as well as secondary, sources is a specific requirement of this Achievement Standard. Primary sources other than the interviewee should be accessed and used.

Students will be assessed on the quality of their research, including their ability to follow a research process, to annotate the evidence they have selected, and their evaluation of their own research process.

Conditions

Teachers will need to use online teaching communication tools to conference with students over topics and the development of focus questions to ensure that an appropriate depth of research can be completed. Remote guidance should also be provided on research processes, such as constructing focus questions, identifying where to find historical sources remotely and how to use them, and selecting, organising, and annotating evidence and evaluating the research process that was used.

Allow research time of approximately four to five weeks.

Resource requirements

See Resource A for a list of useful resources for students.

You can find out the process of how to conduct an oral history on <http://www.nzhistory.net.nz/hands/a-guide-to-recording-oral-history>

Additional information

None.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Research an historical event or place of significance to New Zealanders, using primary and secondary sources. | Research, in depth, an historical event or place of significance to New Zealanders, using primary and secondary sources. | Comprehensively research an historical event or place of significance to New Zealanders, using primary and secondary sources. |

Student instructions

Introduction

Oral histories provide historians with valuable information about the past. They provide insights into how ‘ordinary people’ can contribute and play a major role in significant historical events or movements.

This assessment activity requires you to conduct remote oral history research into a person who experienced or had a role in an event, place or movement of significance to New Zealanders. You can also select other evidence to allow you later (for Achievement Standard History 91435 *Analyse an historical event, or place, of significance to New Zealanders*) to compare and contrast your interviewee’s experience of the event with that of other New Zealanders, and to establish the significance of the event to New Zealanders.

This is an individual assessment activityYou have six weeks to complete this activity.

The final date for submission is <<teacher to insert date>>.

You will be assessed on the quality of your research, including your ability to follow a research process, to annotate the evidence you select, and your evaluation of your own research process.

Teacher note: This assessment activity can be used in conjunction with Achievement Standard (AS) 91435. For AS91435 it is essential that students have been able to select enough evidence to analyse the event or place and to establish its significance to New Zealanders. You should provide guidance for students on the topic they choose and the focus questions they formulate. The research skills required for this Achievement Standard must be assessed separately from the requirements of AS91435.

Task

Define an area of historical research and plan your research

Choose a person to remotely interview. Suggested technologies for this purpose include zoom, google hang outs, skype or phone call. Discuss with them the event, place or movement that they have experienced or in which they have had a role. After your discussion choose one of these events, places or movements and then do some preliminary reading about it. Resource A (below) provides some ideas about possible sources. You need to gain an understanding of the selected event or movement that will allow you to develop worthwhile and feasible focus questions and to know that there are suitable sources available that will allow you to conduct research.

Create a research proposal: identify the event, place or movement that you will investigate. Explain in a paragraph or two why you consider it a significant topic for research.

Develop relevant focus questions. These need to be open-ended and written in such a way that they allow breadth and depth in your research.

Teacher note: If students are attempting both AS91434 and AS91435, it is essential that students are able to select enough evidence to analyse the event and to establish its significance to New Zealanders. You may provide guidance for students on the topic they choose and the focus questions they develop.

From your preliminary reading, identify and note a range of specific primary and secondary sources that can be accessed remotely and that could provide evidence to answer your focus questions. For each possible source specifically identify ways in which the source appears that it may be useful.

Teacher note: You may wish to specify the number of sources that students should be expected to find at this level, but it should be more than three. Consideration of the breadth and nature of the chosen context should be taken into account when stating minimum requirements. Safest assessment practice may be to leave the number open, as is already the case in the wording in the paragraph above.

Develop specific questions for your interview. These need to unpack your focus questions.

Develop a time management plan. This needs to be specific and include details, such as which focus question will be researched, using what sources, where, and on which date.

Discuss with your teacher the steps that you have taken to this point. This should include, if applicable, discussion of the various different points of view of both those concerned and of historians, which are likely to emerge from your research.

Conduct your interview.

Select and organise relevant evidence

Select from your interview and from a variety of other remotely accessed primary and secondary sources evidence that is useful and relevant to your focus questions. The evidence you select needs to allow you, when you later come to provide evidence for AS91435, to analyse comprehensively your chosen event, place or movement.

Indicate specifically which evidence is relevant to your focus questions by highlighting, underlining or using any other method that clearly indicates relevant evidence and the focus question to which it is relevant.

Organise your evidence in a way that allows quick and easy location of relevant evidence when you need it.

Show evidence of the use of initiative in the research process. This includes, for example, going beyond easily accessed sources, persevering with particularly challenging evidence, or over coming problems which emerge from carrying out remote research in lock down conditions.

***Annotate your selected evidence***

* identify the relevance of a piece of evidence
* assess the comparative usefulness of a piece(s) of evidence to the focus question(s) being investigated
* assess the reliability of selected evidence.

You may wish to refer back to these annotations as you later complete your evaluation.

Record source details

Accurately record the full details of all your sources as you have been taught. Record these details at the beginning of each piece of evidence. Note: a formal bibliography is not needed.

Evaluate the research process

Evaluate the effectiveness of your research process.

* explain the successes and difficulties encountered in conducting your research
* explain how the line of inquiry may have changed as evidence was accumulated
* consider challenges you faced carrying out remote research under lock down conditions
* identify the issues to consider for future inquiries
* analyse the strength(s) and weakness(es) of your research process
* analyse how these strength(s) and weakness(es) are likely to impact on the validity of your findings
* consider alternative research steps and/or line(s) of inquiry and/or methods, and their implications.

Final submission

Hand in your:

* research proposal, focus questions and identification of possible sources evidence
* selected evidence that is sufficient for purpose, has relevant sections of evidence clearly indicated, is organised and annotated, source details recorded, and use of initiative in its gathering and/or selecting is evident
* evaluation.

**Resource A**

* Te Ara – the 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/>
* Ministry for Culture and Heritage <http://www.mch.govt.nz/>
* National Library of New Zealand <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 directory to New Zealand and Pacific Island 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 <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 Pātaka Matihiko Digistore [http://digistore.tki.org.nz/ec/p/home](#http://digistore.tki.org.nz/ec/p/home)
* New Zealand Cartoon Archive <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
* The digital archives of local museums, history societies, councils and libraries
* Newspapers and magazines
* Artefacts
* Historical sites if within walking distance from your home
* Key people (e.g. local specialists, local residents)
* Records of community organisations (e.g. church archives) if digitised
* Online cartoons
* Local history books
* Films or TV documentaries
* Public and school libraries using online catalogues, archives and digitised materials

Assessment schedule: History 91434 Oral History

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has researched an historical event or place of significance to New Zealanders, using primary and secondary sources. This means the student has:   * planned the research, for example: * prepared a research proposal explaining the importance of conducting the research *e.g. “This investigation will examine the significance of the First World War to New Zealanders. This is an important topic because many New Zealanders were directly affected by this event ... “* * developed relevant focus questions from preliminary research *e.g. In what ways was the First World War a significant event for the person being interviewed? Why was the First World War significant to other New Zealanders at the time and today?* * specifically identified possible sources through preliminary reading *(e.g. www.nzhistory.org – relevant photos and sound files, links to other relevant sites)* * created a time-management plan *(e.g. date on which a specified library will be visited and what resources in the library will be accessed to find evidence for which aspect of which focus question).* * selected and organised relevant historical evidence from both primary and secondary sources. *(e.g. relevant evidence is clearly identified by highlighting or similar means and directly linked to a focus question. This highlighting can also provide evidence of organisation, or organisation is by sorting of evidence by source type, focus question, etc.)* * *recorded the details of the sources of selected evidence (e.g. author, title, publisher, city of publication, date of publication; website address, accession date; name of interviewee, date and place of interview)* * *produced annotated comments describing the links between the selected evidence and the focus question (e.g. Relevant to FQ1. How my great aunt remained unmarried after the death of her fiancée at Gallipoli because a whole generation of men never returned from the war. Not as good as the ‘God Save NZ’ DVD – less detailed)* * evaluated his/her research process, for example: * explained the successes and difficulties encountered in conducting the research * explained how the line of inquiry may have changed as evidence was accumulated * identified the issues to consider for future inquiries (*e.g. “I struck many difficulties in carrying out this research. Probably the biggest one came first. I went to the local rest home and asked if there was someone I could interview about his or her experiences with World War I veterans. The person I was given couldn’t hear what I was saying, and then said he didn’t trust being recorded, so that was a bad start. However, by accident I found that a neighbour had cared for her father for many years when he was an invalid. Although this was gathering second-hand information, I am confident that what I got was accurate – up to a point. I don’t suppose she would have told me intensely personal or ‘family’ things, and I was only going on her memory of a man who died 45 years ago. In some ways I would probably have been better to have spent my time researching sound archives to find interviews of people recorded much nearer the events being discussed. Sure enough, I did later find sources, which contradicted what my interviewee told me. For example …”*   *The examples above relate to only part of what is required, and are just indicative.* | The student has researched, in depth, an historical event or place of significance to New Zealanders, using primary and secondary sources. This means the student has:   * planned the research, for example: * prepared a research proposal explaining the importance of conducting the research *e.g.* *“This investigation will examine the significance of the First World War to New Zealanders. This is an important topic because many New Zealanders were directly affected by this event ...”* * developed relevant focus questions from preliminary research *e.g. In what ways was the First World War a significant event for the person being interviewed? Why was the First World War significant to other New Zealanders at the time and today?* * specifically identified possible sources through preliminary reading (*e.g.* *www.nzhistory.org – relevant photos and sound files, links to other relevant sites*), * created a time-management plan (*e.g. date on which a specified library will be visited and what resources in the library will be accessed to find evidence for which aspect of which focus question)* * selected and organised relevant historical evidence from both primary and secondary sources. *(e.g. relevant evidence is clearly identified by highlighting or similar means and directly linked to a focus question. This highlighting can also provide evidence of organisation, or organisation is by sorting of evidence by source type, focus question, etc.)* * recorded the details of the sources of selected evidence (e.g. *author, title, publisher, city of publication, date of publication; website address, accession date; name of interviewee, date and place of interview)* * produced annotated comments that included assessment of the reliability of selected evidence *(e.g. Relevant to FQ1. How my great aunt remained unmarried after the death of her fiancée at Gallipoli because a whole generation of men never returned from the war. Not as good as the ‘God Save NZ’ DVD – less detailed. Take care: only one person’s experience)* * evaluated his/her research process, for example: * explained the successes and difficulties encountered in conducting the research * explained how the line of inquiry may have changed as evidence was accumulated * identified the issues to consider for future inquiries (*e.g. “I struck many difficulties in carrying out this research. Probably the biggest one came first. I went to the local rest home and asked if there was someone I could interview about his or her experiences with World War I veterans. The person I was given couldn’t hear what I was saying, and then said he didn’t trust being recorded, so that was a bad start. However, by accident I found that a neighbour had cared for her father for many years when he was an invalid. Although this was gathering second-hand information, I am confident that what I got was accurate – up to a point. I don’t suppose she would have told me intensely personal or ‘family’ things, and I was only going on her memory of a man who died 45 years ago. In some ways I would probably have been better to have spent my time researching sound archives to find interviews of people recorded much nearer the events being discussed. Sure enough, I did later find sources, which contradicted what my interviewee told me. For example …”*   *The examples above relate to only part of what is required, and are just indicative.* | The student has comprehensively researched an historical event or place of significance to New Zealanders, using primary and secondary sources. This means the student has:   * planned the research, for example: * prepared a research proposal explaining the importance of conducting the research *e.g. “This investigation will examine the significance of the First World War to New Zealanders. This is an important topic because many New Zealanders were directly affected by this event ...“* * developed relevant focus questions from preliminary research *e.g. In what ways was the First World War a significant event for the person being interviewed? Why was the First World War significant to other New Zealanders at the time and today?* * specifically identified possible sources through preliminary reading (*e.g. www.nzhistory.org – relevant photos and sound files, links to other relevant sites*), * created a time-management plan (*e.g. date on which a specified library will be visited and what resources in the library will be accessed to find evidence for which aspect of which focus question)* * selected and organised relevant historical evidence from both primary and secondary sources. *(e.g. relevant evidence is clearly identified by highlighting or similar means and directly linked to a focus question. This highlighting can also provide evidence of organisation, or organisation is by sorting of evidence by source type, focus question, etc.)* * recorded the details of the sources of selected evidence (*e.g.* *author, title, publisher, city of publication, date of publication; website address, accession date; name of interviewee, date and place of interview)* * produced annotated comments that included assessment of the reliability of selected evidence *(e.g. Relevant to FQ1. How my great aunt remained unmarried after the death of her fiancée at Gallipoli because a whole generation of men never returned from the war. Not as good as the ‘God Save NZ’ DVD – less detailed. Take care: only one person’s experience)* * shown initiative in the gathering and selecting of relevant evidence. For example, persevered with relevant evidence that was difficult to read or written in a style that was difficult to understand, accessed and used sources that were not readily available * evaluated his/her research process, for example: * *analysed the strength(s) and weakness(es) of the process* * *analysed how these strength(s) and weakness(es) were likely to impact on the validity of the findings; considered alternative research steps and/or line(s) of inquiry and/or methods, and their implications. (e.g. “From this research process I have learned several important things. First of all it is useless to develop focus questions when you are unfamiliar with your context. When I wrote it, ‘What has been the lasting impression of New Zealand by the people of Turkey?’ seemed a good question to provide a summary for my Gallipoli research, but wanting that information and getting it are two different things. It is easy to get the New Zealand side of that but lacking the ability to read Turkish there was little I could gather on that question in the time I had available. I did actually get as far as accessing on-line Turkish newspapers but that was useless of course. To date I have had no response from the Turkish consulate in Wellington - which surprised me. Or maybe that answers my question. But anyway, some deeper thinking on the matter may have steered me away from the question in the first place …”*   *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.