

HISTORY HSO2007Y1

INTERNAL ASSESSMENT ACTIVITY

ACHIEVEMENT STANDARD 91232 (VERSION 2) HISTORY 2.4

Interpret different perspectives of people in an historical event that is of significance to New Zealanders

Level 2, Internal assessment

5 credits

STUDENT INSTRUCTIONS

Overview:

Achievement Standard 91232 requires you to interpret different perspectives of people in an historical event of significance to New Zealanders you have studied, including reasons for the perspectives. You are also required to describe and explain related actions or responses of people which reflect their perspectives.

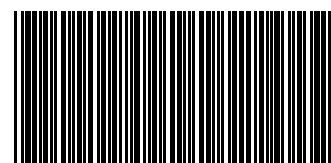
You are required to **write three letters from three different peoples perspectives** on the curriculum debate which took place in the first half of the twentieth century. The debate centred on what was appropriate education and suitable aspirations for girls.

Conditions:

- This is an individual activity. It is 'open book' but the answers must be your own work.
- There is no time limit, but it is expected that the tasks should take two to three hours to complete.
- You may do your own additional research for the tasks before answering them.
- Plagiarism detection software may be used to check this is your own work.

Supervisor requirements

- Supervision is not required for this assessment.
- Upload your assessment to the HSO2007Y1 OTLE assessment dropbox when you have completed it.



ASSESSMENT CRITERIA

ACHIEVEMENT STANDARD 91232 (VERSION 2) HISTORY 2.4

Interpret different perspectives of people in an historical event that is of significance to New Zealanders

Achievement	Achievement with Merit	Achievement with Excellence
Interpret different perspectives of people in an historical event that is of significance to New Zealanders.	Interpret in-depth different perspectives of people in an historical event that is of significance to New Zealanders.	Comprehensively interpret different perspectives of people in an historical event that is of significance to New Zealanders.

ASSESSMENT INFORMATION

For **Achieved** you must:

- accurately describe and explain two differing perspectives on the curriculum debate
- accurately complete letters required to support each perspective
- include response(s) in two of the three letters to argument(s) by Dr Batchelor or other correspondent(s) that support and/or oppose that person's perspective on the curriculum debate.

For **Merit** you must:

- accurately and in-depth describe and explain three differing perspectives on the curriculum debate
- accurately complete with relevant supporting evidence letters required to support each perspective
- include response(s) with relevant supporting evidence in each letter to two arguments by Dr Batchelor or other correspondent(s) that clearly support and/or oppose that person's perspective on the curriculum debate
- show a depth of understanding of each perspective.

For **Excellence** you must:

- comprehensively describe and explain three differing perspectives on the curriculum debate
- accurately complete with significant relevant supporting evidence letters required to support each perspective
- include response(s) with significant relevant supporting evidence in each letter to two arguments by Dr Batchelor or other correspondent(s) that clearly support and/or oppose that person's perspective on the curriculum debate
- show a depth of understanding, and discernment, of each perspective; (discernment means displaying insight into and perception about the perspectives).

ASSESSMENT ACTIVITY

HISTORY

HOME AND HEARTH? OR SURGERY AND COURTROOM?

CONDITIONS

Students may research the tasks before completing them. You should also re-read HSO2007 lesson 3, listen to the audio for Activity 3B and re-read HSO2007 lesson 9.

Possible sources for additional information include:

- www.teara.govt.nz/en/biographies
- www.odt.co.nz/opinion/100-years-ago/dr-emily-h-siedeberg-takes-exception
- www.wikipedia.org/wiki/studholme_college

STUDENT INSTRUCTIONS

Read through the excerpt from a speech by Dr F C Batchelor on the next page. In the speech Dr Batchelor refers to the curriculum debate which took place in the first half of the twentieth century. The debate centred on what was appropriate education and what were suitable aspirations for girls.

ROLE PLAYING AS A SKILL

To answer the questions in the assessment you will be asked to assume different roles. You need to write in the way that person would write or speak at that time and express their views in an historically authentic or genuine way.

TASKS

In this activity there are **three** tasks. You are asked to write **three** letters, in appropriate letter format, in response to Dr Batchelor's speech. Here are the descriptions of the three letter writers for whom you must devise letters with appropriate perspectives.

1. **Dr Margaret Cruickshank**, a doctor committed to a general practice in Waimate, South Canterbury. She supported the principle of equal educational opportunity for women.
2. **Dr Frederic Truby King**, a doctor who began the Plunket Society in 1907 and who believed that women should be educated for domestic duties only.
3. **Bridget**, a young woman in 1909 at the time of the debate, who would like to become a lawyer and is currently in Form 6 [Year 12] at Otago Girls' High School, in Dunedin.

The letters should be written over a period of 7–10 days following the original letter and may respond to ideas stated in **Dr Batchelor's** speech or ideas expressed by the other correspondents.

For example: **Dr Margaret Cruickshank** might respond to **Dr Batchelor**. **Dr Truby King** might respond to **Dr Cruickshank**. **Bridget** might respond to them or write and discuss the issues with her parents or a friend.

ASSESSMENT ACTIVITY

For each letter you must:

- clearly and correctly describe a perspective relating to the curriculum debate which is appropriate to the description of the writer
- include at least one reason for this perspective with relevant supporting evidence
- respond to ideas or arguments from at least one previous correspondent, either supporting or criticising his/her ideas or arguments with relevant supporting evidence
- use arguments and language which would be appropriate in New Zealand in 1909.

Each letter should be 150–200 words.

Please note:

For **Excellence**, your descriptions and explanations in the letters must be in comprehensive detail showing depth of understanding and discernment with significant relevant historical evidence.

This achievement standard does not assess the quality of the format of communication that you use. It is the quality of your interpretation of people's different perspectives that is assessed.

RESOURCE: Excerpts from Dr Batchelor's speech

Read the resource carefully.

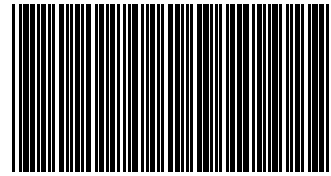
Dr F C Batchelor spoke to the Annual Meeting of the Society for the Promotion of the Health of Women and Children, in Dunedin on 12 May 1909.

He condemned higher education for women saying that the education system, instead of 'preparing girls for home duties ... set up as a goal a useless matriculation examination. When we see young women competing with men, undertaking the same university curriculum and examinations, when we see them entering the professions, or eager to obtain clerkships and office work, and when work in our factories is largely conducted by female labour, one cannot but realise that our social evolution is progressing on incorrect lines, and is diverging further and further from that home life which tends to the rearing of a healthy and happy population. After the age of puberty, the education of women should be directed chiefly to domestic management, domestic economics, physiology and hygiene'.



Reminder: Upload your completed assessment to the HSO2007Y1 OTLE assesment dropbox.

HSO2007Y1



STUDENTS – PLACE STUDENT ADDRESS LABEL BELOW OR WRITE IN YOUR DETAILS.

Full Name _____

ID No. _____

Address
(if changed) _____