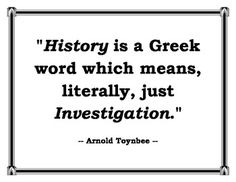


KATIKATI COLLEGE

Level 3 HISTORY



ASSESSMENT BOOKLET



**Level 3 History**

**Introduction** :

The Level 3 History course is a combination of a theme-based approach, achievement objectives and achievement standards

Level 3 History is both broad-sweeping in its look at forces that have shaped our modern world and provides the opportunity for greater depth of study and of historical insight than is required in the Level 2 History course.

The **Achievement Objectives** for this course will see you gain knowledge, skills, and experience to:

* [Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested](http://seniorsecondary.tki.org.nz/Social-sciences/History/Achievement-objectives/AO-8.1).
* [Understand how trends over time reflect social, economic, and political forces](http://seniorsecondary.tki.org.nz/Social-sciences/History/Achievement-objectives/AO-8.2).

**Topics and themes covered include:**

How History is developed- this theme focuses on who writes History and what information is selected to be shared with the public. This comes under the broader umbrella of Conspiracy Theories in History (used for the 3.1 and 3.2 internal assessments).

New Zealand’s Mysterious Northern War 1845-1846. Looking at race relations in New Zealand: authority, land and war.



**Level 3 History Assessment Programme**

In History this year you will be working towards gaining Level Three credits for the National Certificate of Educational Achievement.

The work you do throughout the year will be assessed in two different ways:

* Internal assessment – assignments and activities carried out throughout the year
* External assessment – an exam sat at the end of the year.

The Year 13 History programme is assessed against five achievement standards. Each has a credit weighting. When you gain credit for an achievement standard the credits contribute to your NCEA. You can also gain different grades for each achievement standard: Achievement, Merit, Excellence. The grade you achieve is determined by the quality of your work as measured against national standards.

Outlined below are the Level Three history achievement standards, the credit weighting of each and how they are assessed.

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| **Number** | **Title** | **Credits** | **Assessment** |
| 3.1 AS91434 | Research an historical event or place of significance to New Zealanders, using primary and secondary sources. | 5 | Internal |
| 3.2 AS91435 | Analyse an historical event, or place, of significance to New Zealanders. | 5 | Internal |
| 3.3 AS 91436 | Analyse evidence relating to an historical event of significance to New Zealanders. | 4 | External |
| 3.4 AS 91437 | Analyse different perspectives of a contested event of significance to New Zealanders | 5 | Internal |
| 3.5 AS 91438 | Analyse the causes and consequences of a significant historical event. | 6 | External |
| 3.6 AS 91439 | Analyse a significant historical trend and the force(s) that influenced it. | 6 | External |

You will be advised well in advance when each assessment will be carried out and what the assessment policies of the school and this department are.

**Assessment Guidelines**

Authentication of work will be checked through observation and conferencing during class time allocation. Refer to Student information sheet on "Internal Assessment Procedures" for specific information on internal assessment procedures.

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| **AS 91434** | Research an historical event or place of significance to New Zealanders, using primary and secondary sources | |
| **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. |

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| **AS 91435** | Analyse an historical event, or place, of significance to New Zealanders | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| * Analyse an historical event, or place, of significance to New Zealanders. |  Analyse, in depth, an historical event, or place, of significance to New Zealanders. |  Comprehensively analyse an historical event, or place, of significance to New Zealanders. |

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| **AS 91436** | Analyse evidence relating to an historical event of significance to New Zealanders | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| * Analyse evidence relating to an historical event of significance to New Zealanders. |  Analyse, in depth, evidence relating to an historical event of significance to New Zealanders. |  Comprehensively analyse evidence relating to an historical event of significance to New Zealanders. |

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| **AS 91437** | Analyse different perspectives of a contested event of significance to New Zealanders | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| * Analyse different perspectives of a contested event of significance to New Zealanders. |  Analyse, in depth, different perspectives of a contested event of significance to New Zealanders. |  Comprehensively analyse different perspectives of a contested event of significance to New Zealanders. |

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| **AS 91438** | Analyse the causes and consequences of a significant historical event | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| * Analyse the causes and consequences of a significant historical event. |  Analyse, in depth, the causes and consequences of a significant historical event. |  Comprehensively analyse the causes and consequences of a significant historical event. |

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| **AS 91439** | Analyse a significant historical trend and the force(s) that influenced it | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| * Analyse a significant historical trend and the force(s) that influenced it. |  Analyse, in depth, a significant historical trend and the force(s) that influenced it. |  Comprehensively analyse a significant historical trend and the force(s) that influenced it. |

**The key concepts or big ideas in history**

Authentic understanding in history comes from developing a grasp of the key concepts and underlying key historical events, themes, and issues.

**Significance**

Historians weigh the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to provide contemporary lessons; historians debate what is historically significant and how and why the decisions about what is significant change.

**Continuity and change**

History examines change over time and continuity in times of change. Historians use chronology to place these developments in context. Historians debate what has changed, what has remained the same, and the impact of these changes.

**Cause and effect**

Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration.

**Perspective**

There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives.

**Others to consider:**

* **Past and present (refers to the relationship between events in the past and the present day)**
* **Reliability and usefulness**
* **Bias and propaganda**
* **Intent and motivation**
* **Specific and generalised**
* **Influence and significance**
* **Contingency**

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| **Topic** | **Achievement standard** | **Time of assessment** | **Reassessment opportunity     (if any)** | **Grade N/A/  M/E** | **Signature**      Grade correct no appeal pending |
| Conspiracy Theories/NZ Crime | 3.1 AS91434 Research an historical event or place of significance to New Zealanders, using primary and secondary sources. | Weeks 6-10 Term 1 | NA |  |  |
| Conspiracy Theories/NZ Crime | 3.2 AS91435 Analyse an historical event, or place, of significance to New Zealanders. |  | NA |  |  |
| Exam | 3.3 AS 91436 Analyse evidence relating to an historical event of significance to New Zealanders. |  | NA |  |  |
| Interpretations of the Waikato Wars | 3.4 AS 91437 Analyse different perspectives of a contested event of significance to New Zealanders | Term 2/3 | NA |  |  |
| Exam | 3.5 AS 91438 Analyse the causes and consequences of a significant historical event. | Terms 2/3 | NA |  |  |
| Exam | 3.6 AS 91439 Analyse a significant historical trend and the force(s) that influenced it. | Terms 2/3 | NA |  |  |

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| **Year Planner – 13 HIST                                                                                                                                                                                                                     2018** |

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| **TERM 1** | **Week 1**  29/1 – 2/2 | **Week 2**  7/2 – 9/2 | **Week 3**  12/2 – 16/2 | **Week 4**  19/2 – 23/2 | **Week 5**  26/2 – 2/3 | **Week 6**  5/3 –9/3 | **Week 7**  12/3 – 16/3 | **Week 8**  19/3 – 23/3 | | **Week 9**  26/3 – 30/3 | **Week 10**  2/4 – 6/4 | | **Week 11**  9/4 - 13/4 |
| **Context** |  | **Conspiracy theories and NZ crime** | | | | | **Conspiracy theories and NZ crime** | | | | | | |
| **Assessment** | *Waitangi Day* |  |  | *Swimming sports* | *Athletics day* |  |  | | *Summer Tournament* | *Easter* | | **3.1 complete** | |
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| **TERM 2** | **Week 1**  30/4 – 4/4 | **Week 2**  7/5 – 11/5 | **Week 3**  14/5 – 18/5 | **Week 4**  21/5 – 25/5 | **Week 5**  28/5 – 1/6 | **Week 6**  5/6 – 8/6 | **Week 7**  11/6 – 15/6 | **Week 8**  18/6 – 22/6 | | **Week 9**  25/6 – 29/6 | **Week 10**  2/7 – 6/7 | |  |
| **Context** | **Race Relations** | | | | | **Northern Wars** | | | | | | |
| **Assessment** |  |  |  |  |  | *Queen’s birthday* |  |  | |  | **3.4**  **complete** | |
|  | | | | | | | | | | | | | |
| **TERM 3** | **Week 1**  23/7 – 27/7 | **Week 2**  30/7 – 3/8 | **Week 3**  6/8 – 10/8 | **Week 4**  13/8 – 17/8 | **Week 5**  20/8 – 24/8 | **Week 6**  27/8 – 31/8 | **Week 7**  3/9 – 7/9 | **Week 8**  10/9 – 14/9 | | **Week 9**  17/9 – 21/9 | **Week 10**  24/9 – 28/9 |  | |
| **Context** | **Northern Wars** | | | | |  | | | **Senior Derived Grade**  **Exams** | | **Revision** |
| **Assessment** |  |  |  |  |  |  | *Winter Tournament* | |  | | **3.2** |
|  | | | | | | | | | | | | | |
| **TERM 4** | **Week 1**  15/10 – 19/10 | **Week 2**  23/10 – 26/10 | **Week 3**  29/10 –2/11 | **Week 4**  5/11 – 9/11 | **Week 5**  12/11 – 16/11 | **Week 6**  19/11 – 23/11 | **Week 7**  26/11 – 30/11 | **Week 8**  3/12 – 7/12 | | **Week 9**  10/12 –14/12 |  | | |
| **Context** | **Revision** | | |  |  |  |  | |  |  |
| **Assessment** |  | *Labour Day* |  |  |  |  |  | |  |  |
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