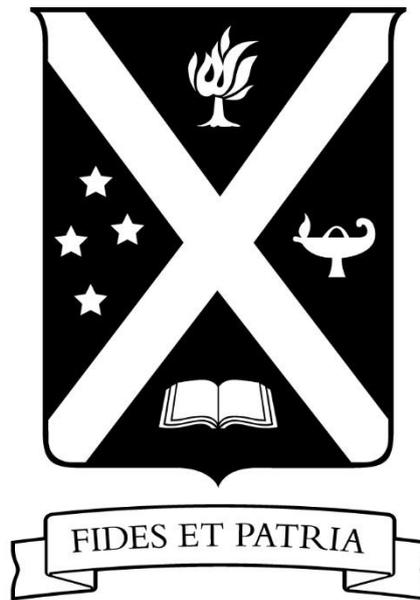


YEAR 12
HISTORY



St Andrew's College

STUDENT HANDBOOK

2018

LEARNING AREA STATEMENT FOR YEAR 12 HISTORY 2018

Rationale: (Why Study History?)

History fires students' **curiosity and imagination**. It invites them to ask, and helps them answer, today's questions by engaging with the past and speculating on possible futures.

History presents students with the dilemmas, choices and beliefs of people in the past.

It connects students with the wider world as they develop their own identities and sense of place. Students engage with history at personal, local and international levels. They investigate the histories of their communities, New Zealand and the wider world.

Because History is **a research-led discipline**, it inspires students to become confident, questioning and empathetic individuals. They learn to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past and to substantiate the arguments they make.

History **prepares students for the future** by equipping them with knowledge and skills that are valuable and useful throughout life.

Skills include:

- research techniques
- the skills needed to process and synthesise varied materials
- the skills needed to give clear and effective oral and written presentations
- the ability to articulate ideas and make them clear to others.

These skills are of considerable VOCATIONAL and SOCIAL significance.

Subject overview:

History examines the past to understand the present.

Year 12 History is part of the **wider curriculum** and it reflects the vision, principles, key competencies and values of the NZ Curriculum (see pages 8 – 13 NZ Curriculum document).

It is also part of the learning area of Social Sciences but has its own achievement objectives (see NZ Curriculum for Level 6-7 History achievement objectives).

Key Principles: As per College Statement on Principles.

Key Values:

Year 12 History is by the nature of the discipline a subject which is concerned with the values of people in the past and how they have been reflected in the actions of individuals and groups. In consequence, it encourages reflection on the student's own values.

Particular values to be encouraged in students are:

- excellence by aiming high and persevering in the face of difficulties;
- innovation, inquiry and curiosity by thinking critically, creatively and reflectively;
- diversity as found in our different cultures and heritage;
- equity through fairness and social justice;
- community and participation for the common good;
- respect for themselves, others, and human rights.

Through their learning experiences, History students will in particular, develop the ability to:

- explore with empathy, the values of others;
- critically analyse values and actions based on them;
- discuss disagreements that arise from differences in values.

Key Learning Values at St Andrews College

Strive to Achieve: *How determined are you to learn and achieve results that reflect your best efforts?*

- You focus on learning activities consistently and are rarely distracted.
- You behave consistently and appropriately in class settings, regardless of what is going on around.
- You work hard to set and achieve results that reflect your best efforts.
- You are not put off by setbacks and failures. You know these are a normal part of the learning process, so demonstrate a desire to improve and develop as a learner.
- You make additional learning opportunities for yourself because you know that to learn and remember things you need to practise what you have learned in the classroom.

Think: *How much do you think about what you learn and how you learn it?*

- You have a natural curiosity in the subject and are interested in your learning.
- You can make new information by linking ideas.
- You ask questions to gain more knowledge and help create new information.
- You demonstrate effective critical thinking, questioning the reliability of all information.
- You use a range of thinking strategies without teacher direction and can work out which works best for you as a learner.
- You reflect on how well you have learned, use your reflections to do better in future attempts, and act successfully on these reflections.

Collaborate: *How well do you learn with and from other people?*

- You participate and contribute to all group activities in lessons and are a positive influence in groups and in the classroom.
- You understand and can explain how your actions contribute to a learning outcome.
- You interact positively with a diverse range of people in a variety of contexts and you actively listen, recognise different viewpoints, negotiate and share ideas.

Organise: *How organised are you with your own and others' equipment and learning?*

- You manage time and equipment effectively, in and out of class and can cope under the pressure of assessment.
- You meet deadlines and are able to communicate any issues with your teacher.
- You always have the right equipment for lessons.
- You understand and can explain how being organised contributes to your learning outcomes.

Key Concepts of 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 results of events in history; they debate the causes of past events, the effects, 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 range of perspectives.

Key Strands:

The New Zealand Curriculum (page 30) specifies **four conceptual strands** for Social Sciences.

These are:

- Identity, Culture and Organisation
- Place and Environment
- Continuity and Change
- The Economic World

Key Competencies:

Thinking: (eg)

- Designing relevant questions
- Comparing/contrasting
- Evaluating
- Synthesising
- Hypothesising

Using Language, symbols and texts: (eg)

- Reading
- Describing
- Researching
- Identifying key facts, ideas, relationships in written and visual documents
- Writing essays etc

Managing Self: (eg)

- Organising research
- Showing initiative in finding sources
- Keeping effective notes and folder
- Completing assignments on time

Relating to others: (eg)

- Working effectively in groups
- Listening to others
- Showing courtesy
- Respecting other points of view

Participating and Contributing: (eg)

- Verbal interaction in classroom/groups
- Questioning
- Offering opinions
- Leadership
- Co-operation

Achievement Objectives and Indicators of Achievement:

Achievement objective 7.1

Students will gain knowledge, skills, and experience to:

- understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders.

Indicators

- Identifies and explains the force that influenced a movement.
- Makes links between a force and multiple contexts, for example, nationalism in South Africa compared with New Zealand, Australia, and the US.
- Describes how a movement influenced past events.
- Identifies how a force has influenced the causes of past events.
- Identifies how a force has influenced the consequences of past events.

Achievement objective 7.2

Students will gain knowledge, skills, and experience to:

- understand how people's interpretations of events that are of significance to New Zealanders differ.

Indicators

- Identifies and describes differing interpretations of an event.
- Describes how different perspectives led to different interpretations of an event.
- Describes and explains different interpretations, held by a range of people over time, of past events that are of significance to New Zealanders. (The range of people could include participants, contemporaries, historians, descendants, observers, and people today.)

Key Contexts for Study:

Holocaust in Germany 1933-1945

NZ Protest and Demonstration

Vietnam War and New Zealand's involvement

2018 ASSESSMENT CONTENT

Number	Title	Credits	Assessment Mode	UE Reading	UE Writing
AS 91231 2.3	Examine sources of an historical event that is of significance to New Zealanders	4	External	Y	Y
AS 91233 2.5	Examine the causes and consequences of a significant historical event	5	External	Y	Y
AS 91230 2.2	Examine an historical event or place of significance for New Zealanders	5	Internal	Y	N
AS 91232 2.4	Interpret different perspectives of people in an historical event that is of significance to New Zealanders	5	Internal	Y	N

Total Credits	19
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Key Subject Skills:

- Communicate historical knowledge and ideas to demonstrate understanding (AS 2.2)
- Interpret historical sources (AS 2.3)
- Demonstrate understanding of different perspectives of people (AS 2.4)
- Examine causes and consequences of an historical event (AS 2.5)

Year Planner 12 History 2018

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Waitangi Day			Athletics Day		Founders Day				
	Vietnam War – Hist. 2.4 Perspectives (S) – USA becomes involved in the Vietnam Conflict 1964 – Hist. 2.3(F)									

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
				Queen’s Birthday				
Hist. 2.3 Resources (F)	Pre teach Internal 2.2	Protest NZ Hist. 2.2 Presentation Internal (S)				Holocaust		

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
							Prelim Exams	
Holocaust – Essay 2.5 (F) Causes and Consequences of the Kristallnacht Nov.9-10 1938 Hist. 2.3 Resources (F)							Hist. 2.3 + 2.5 Derived Grades	

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
	Labour Day							
	Hist. 2.3 Resources (F)		NCEA Exams					

Assessment Due Date

Formative (Practice) Assessments

- 2.3 Resources Week 10 Term 1/ Week 1 Term 2/ Week 7 Term 3 / Week 2 Term 4
- 2.5 Causes and Consequences **Kristallnacht Nov.9-10 1938** Essay Week 5 Term 3

Summative Assessments

- 2.4 Perspectives **Vietnam** end of Week 9 Term 1
- 2.2 Presentation **Protest NZ** end of Week 5 Term 2

Derived Grades

- Hist. 2.3 + 2.5 Prelim Exams

Essay and paragraph writing will be ongoing, developing skills throughout the year. Starting with Ideas based topics sentences / paragraphing/ introductions and conclusions

Achievement Standard

Subject Reference	History 2.2				
Title	Examine an historical event or place that is of significance to New Zealanders				
Level	2	Credits	5	Assessment	Internal
Subfield	Social Science Studies				
Domain	History				
Status	Registered	Status date	17 November 2011		
Planned review date	31 December 2018	Date version published	20 November 2014		

This achievement standard involves examining an historical event or place that is of significance to New Zealanders.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Examine an historical event or place that is of significance to New Zealanders.	<ul style="list-style-type: none">Examine, in-depth, an historical event or place that is of significance to New Zealanders.	<ul style="list-style-type: none">Comprehensively examine an historical event or place that is of significance to New Zealanders.

Explanatory Notes

1. This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, the Social Sciences learning area, and the Level 7 achievement objectives:

- Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders
- Understand how people's interpretations of events that are of significance to New Zealanders differ

and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

2 *Examine* involves communicating key historical ideas through a coherent explanation of an event or place, with supporting evidence, and describing its significance to New Zealanders. Narrative by itself is insufficient, eg a chronological description of what happened in an historical event is not by itself an examination.

Examine, in-depth involves communicating key historical ideas through a coherent explanation of the event or place, with detailed supporting evidence and an explanation of its significance to New Zealanders.

Comprehensively examine involves communicating key historical ideas through a convincing explanation of the event or place, with comprehensive supporting evidence and an explanation of its significance to New Zealanders.

3 An *historical event* is understood to be:

- a specific historical event in time, eg 9/11, 1981 Springbok Tour, Gallipoli, Influenza Pandemic
- an historical development or movement, eg Ratana, suffragettes, civil rights movements
- a person's role in and contribution to a significant historical event or movement.

4 An *historical place* is understood to be:

- a place where something significant in history has happened eg Parihaka
- a place where something significant is commemorated eg local war memorial, tomb of the unknown soldier
- a place where something significant is contained eg cemetery, museum, marae.

5 Where an historical person is prominent in the investigation, it is not sufficient to simply present a biography. The focus of the investigation should be on the historical person's role in, or contribution to, an historical event, or place, eg Ettie Rout and health issues, Martin Luther King and the civil rights movement, Osama Bin Laden and the Islamic revolution.

6 *Significance* is a concept that is typically determined by:

- the importance of the event, or place, to people alive at the time
- how deeply people's lives were affected at the time
- how many lives were affected
- the length of time people's lives were affected
- the extent to which the event, or place, continues to affect society.

7 An *event of significance to New Zealanders* could be:

- a past event occurring within New Zealand
- an international event involving New Zealanders
- an international event influencing New Zealanders.

8 To be of significance to New Zealanders an event or place does not have to be located in New Zealand.

9 The context of the event or place needs to be significant and relevant to students living in the 21st century. This reflects the intent of the Curriculum to make learning programmes relevant to New Zealand students.

Achievement Standard

Subject Reference	History 2.3				
Title	Examine sources of an historical event that is of significance to New Zealanders				
Level	2	Credits	4	Assessment	External
Subfield	Social Science Studies				
Domain	History				
Status	Registered	Status date	17 November 2011		
Planned review date	31 December 2018	Date version published	20 November 2014		

This achievement standard involves examining sources of an historical event that is of significance to New Zealanders.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Examine sources of an historical event that is of significance to New Zealanders. 	<ul style="list-style-type: none"> Examine in-depth sources of an historical event that is of significance to New Zealanders. 	<ul style="list-style-type: none"> Comprehensively examine sources of an historical event that is of significance to New Zealanders.

Explanatory Notes

2. This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, the Social Sciences learning area, and the Level 7 achievement objectives:
- Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders
 - Understand how people's interpretations of events that are of significance to New Zealanders differ and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

1. *Examine sources* involves using one or more historical skill(s) to show understanding of sources. Showing *understanding* involves selecting and explaining evidence relevant to the question being investigated.

Examine sources in-depth involves using one or more historical skill(s) to show a thorough understanding of sources. Showing *thorough understanding* involves selecting detailed evidence relevant to the question being investigated and explaining it.

Comprehensively examine sources involves using one or more historical skill(s) to show perceptive understanding of sources. Showing *perceptive understanding* involves '*reading between the lines*' to draw conclusions that go beyond the immediately obvious, and/or to raise relevant questions (where appropriate) that demonstrate a high degree of engagement with the source. It could involve selecting and explaining evidence with an awareness of the limitations of either the evidence or the basis for making assumptions about it.

- 2 Evidence is derived from sources. Examples of *sources* include: documents, pictures, graphs, map, articles, speeches, cartoons, text books.
- 3 Historical skills include:
 - close reading
 - comprehension
 - extracting meaning.
- 4 Historical skills are used to identify concepts such as:
 - perspectives
 - reliability or bias
 - continuity and change
 - intent and motivation
 - cause and effect.
- 5 *An historical event* is understood to be:
 - a specific historical event in time, eg 9/11, 1981 Springbok Tour, Gallipoli, Influenza Pandemic
 - an historical development or movement, eg Ratana, suffragettes, civil rights movements
 - a person's role in and contribution to a significant historical event or movement.
- 6 *Event of significance to New Zealanders* is defined as:
 - a past event occurring within New Zealand
 - an international event involving New Zealanders
 - an international event influencing New Zealanders.
- 7 *Significance* is a concept that is typically determined by:
 - the importance of the event to people alive at the time
 - how deeply people's lives were affected at the time
 - how many lives were affected
 - the length of time people's lives were affected
 - the extent to which the event continues to affect society.

To be of significance to New Zealanders an event does not have to take place in New Zealand.

- 1 The context of the event needs to be significant and relevant to students living in the 21st century. This reflects the intent of the Curriculum to make learning programmes relevant to New Zealand students.
- 2 Assessment Specifications for this achievement standard can be accessed through the History Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.

Achievement Standard

Subject Reference	History 2.4				
Title	Interpret different perspectives of people in an historical event that is of significance to New Zealanders				
Level	2	Credits	5	Assessment	Internal
Subfield	Social Science Studies				
Domain	History				
Status	Registered	Status date	17 November 2011		
Planned review date	31 December 2018	Date version published	20 November 2014		

This achievement standard involves interpreting different perspectives of people in an historical event that is of significance to New Zealanders.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Interpret different perspectives of people in an historical event that is of significance to New Zealanders.	<ul style="list-style-type: none">Interpret in-depth different perspectives of people in an historical event that is of significance to New Zealanders.	<ul style="list-style-type: none">Comprehensively interpret different perspectives of people in an historical event that is of significance to New Zealanders.

Explanatory Notes

- 8 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, the Social Sciences learning area, and the Level 7 achievement objectives:
- Understand how people's interpretations of events that are of significance to New Zealanders differ
- and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

3. *Interpret different perspectives* involves investigating and explaining perspectives in an historically accurate manner either from the perspective of named people or people in an identified historical context, or from the point of view of historians, with supporting evidence.

Interpret in-depth different perspectives involves interpreting perspectives which show depth of understanding, with relevant supporting evidence.

Comprehensively interpret different perspectives involves interpreting perspectives which show depth of understanding, and discernment, with significant relevant supporting evidence.

4. *Perspectives* are a person's point of view, attitudes, beliefs, and includes reasons for the perspectives, and the related actions/responses.
5. *People* refers to individuals or groups.
6. Different perspectives must be interpreted in relation to an historical event. This includes reference to appropriate reasons for, and actions associated with, the perspectives by interpreting the views and related actions of more than one person. Examples could include writing speeches, answering interview questions, writing diary entries, constructing pamphlets, role plays, plays or interviews, radio broadcasts or news reports, essays, and briefing papers.
7. An *historical event* is understood to be:
 - a specific historical event in time, eg 9/11, 1981 Springbok Tour, Gallipoli, Influenza Pandemic
 - an historical development or movement, eg Ratana, suffragettes, civil rights movements
 - a person's role in and contribution to a significant historical event or movement.
8. *Event of significance to New Zealanders* is defined as:
 - a past event occurring within New Zealand
 - an international event involving New Zealanders
 - an international event influencing New Zealanders.
9. *Significance* is a concept that could be determined by:
 - the importance of the event to people alive at the time
 - how deeply people's lives were affected at the time
 - how many lives were affected
 - the length of time people's lives were affectedthe extent to which the event continues to affect society.

To be of significance to New Zealanders an event does not have to take place in New Zealand.

- 9 The context of the event needs to be significant and relevant to students living in the 21st century. This reflects the intent of the Curriculum to make learning programmes relevant to New Zealand students.

Achievement Standard

Subject Reference	History 2.5				
Title	Examine causes and consequences of a significant historical event				
Level	2	Credits	5	Assessment	External
Subfield	Social Science Studies				
Domain	History				
Status	Registered	Status date	17 November 2011		
Planned review date	31 December 2018	Date version published	20 November 2014		

This achievement standard involves examining causes and consequences of a significant historical event.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Examine causes and consequences of a significant historical event.	<ul style="list-style-type: none">Examine in-depth causes and consequences of a significant historical event.	<ul style="list-style-type: none">Comprehensively examine causes and consequences of a significant historical event.

Explanatory Notes

- 9 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, the Social Sciences learning area, and the Level 7 achievement objectives:
- Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders
 - Understand how people's interpretations of events that are of significance to New Zealanders differ and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

10. *Examine* involves providing an explanation of the causes and consequences of a significant historical event, using supporting evidence. This must be a meaningful narrative showing historical sequence or chronological order.

Examine in-depth involves providing a reasoned and clear explanation of the causes and consequences of a significant historical event, using detailed supporting evidence.

Comprehensively examine involves providing an insightful explanation of the causes and consequences of a significant historical event, using detailed supporting evidence.

11. An *historical event* is understood to be:
 - a specific historical event in time, eg 9/11, 1981 Springbok Tour, Gallipoli, Influenza Pandemic
 - an historical development or movement, eg Ratana, suffragettes, civil rights movements
 - a person's role in and contribution to a significant historical event or movement.

 12. *Significance* is a concept that is typically determined by:
 - the importance of the event to people alive at the time
 - how deeply people's lives were affected at the time
 - how many lives were affected
 - the length of time people's lives were affected
 - the extent to which the event continues to affect international society.
- 5 Assessment Specifications for this achievement standard can be accessed through the History Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.