



HISTORY

level three,
semesters 1 & 2
st. peter's college, 2009



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Level 3 History 2009

A CENTURY OF CHANGE

Welcome to Level 3 History.

Great to see those of you continuing with your history from years 11 and 12, and also those picking it up for the first time! Our period of study this year New Zealand in the 19th Century, with an emphasis on the change that took place over this time.

The actual aims particular to the year 13 course are:

- (a) To develop an understanding of change over an extended time period, and of "your" heritage in a longer time frame than previously.
- (b) To build on the skills of independent historical enquiry and research developed through special studies.
- (c) To develop a critical approach to historical sources looking at varying interpretation and debates that result from historical study.

You will already have a great amount of knowledge about this period we are studying (even if you do not quite realise it). Many names and events that come up you will have at least heard of but their role and bearing on future historical outcomes may not be so clear. This is a very interesting time in New Zealand's history when many of the foundations of our society today were put in place. I hope you find it as enjoyable a period to study as I do.

All the best for the year!!

Mr D Erskine



INTERNAL ASSESSMENT: THE RULES

Internal assessment has to be fair.

This is a responsibility of both teachers and students. Teachers have to ensure that the tasks they set give a good opportunity for you to demonstrate how well you can meet the Achievement Standard, are comparable to other schools, and that their marking systems are fair. They must also ensure that some students are not unfairly advantaged over others. Students have a responsibility to ensure that the work they produce is their own.

To ensure this happens, you need to be aware of the school guidelines as they apply to internally assessed work at St Peter's College. These are in the 'NCEA Information' booklet given to you at the start of the year. In summary, these guidelines cover:

1. Due dates, late work and absences

Except for circumstances clearly beyond your control, late work – even if only one day late – will **not** be assessed for NCEA.

If you think you may have a justifiable reason for late work and seeking an extension, it is your responsibility to apply in writing in advance to your class teacher on the 'Application for Late Submission of Work' form on the first appropriate day after the assignment was due (or before if the reason can be anticipated).

2. Appeals against a grade

You have a right to appeal if you think you have been unfairly disadvantaged through the marking process. This must be within THREE days of receiving back the work in question. The first person you talk to about it is your class teacher. If you still disagree, you discuss it with the HOD. If it is still unresolved, you need to complete the 'Formal Appeal of Marked Work' form and the NCEA Co-ordinator will investigate.

3. Cheating

Before accepting your work for assessment, a teacher must be sure that the work is your own. If cheating is in any way suspected several teachers, including the NCEA Co-ordinator will investigate. If cheating is confirmed, severe disciplinary procedures will result. You will receive no credit for the work.

Similarly, if you assist another student to cheat (such as offering them your work to copy), you will be subject to the same action as if you had cheated yourself

Level 3 History Assessment Programme

The work done throughout the semester 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 credits for an achievement standard these credits contribute to your NCEA. You can also gain different grades for each achievement standard: **Achieved**, **Achieved with Merit** or **Achieved with 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.

<i>Number</i>	<i>Title</i>	<i>Credits</i>	<i>Assessment Mode</i>
3.1	<i>Plan and carry out independent historical research</i>	4	Internal
3.2	<i>Communicate and present historical ideas clearly to show understanding of an historical context</i>	5	Internal
3.3	<i>Analyse and evaluate evidence in historical sources</i>	5	External
3.4	<i>Examine a significant decision made by people in history, in an essay</i>	5	External
3.5	<i>Examine a significant issue in the context of change, in an essay</i>	5	External



What do I want to get out of History?

Why I decided to study history	
Goal(s)	
What I need to do to reach my goal(s)	
What my teacher can do to help me reach my goal(s)	

2009 YEAR 13 PLANNER

TERM 1		<i>Week One</i>	<i>Week Two</i>	<i>Week Three</i>	<i>Week Four</i>	<i>Week Five</i>	<i>Week Six</i>	<i>Week Seven</i>	<i>Week Eight</i>	<i>Week Nine</i>	<i>Week Ten</i>
TOPICS	Orientation				Race relations						
ASSESSMENT		Begin SS AS 3.1 & 3.2							Significant Decision Test		

TERM 2		<i>Week One</i>	<i>Week Two</i>	<i>Week Three</i>	<i>Week Four</i>	<i>Week Five</i>	<i>Week Six</i>	<i>Week Seven</i>	<i>Week Eight</i>	<i>Week Nine</i>	<i>Week Ten</i>
TOPICS	Race Relations								SEMESTER 2	Economic & Political Change	
ASSESSMENT	Historical Sources Test					AS 3.1 & 3.2 due					

TERM 3		<i>Week One</i>	<i>Week Two</i>	<i>Week Three</i>	<i>Week Four</i>	<i>Week Five</i>	<i>Week Six</i>	<i>Week Seven</i>	<i>Week Eight</i>	<i>Week Nine</i>	<i>Week Ten</i>
TOPICS	Economic & Political Change								Population & Social Organisation	EXAMS	
ASSESSMENT											

TERM 4		<i>Week One</i>	<i>Week Two</i>	<i>Week Three</i>	<i>Week Four</i>	<i>Week Five</i>	<i>Week Six</i>	<i>Week Seven</i>	<i>Week Eight</i>	<i>Week Nine</i>	<i>Week Ten</i>
TOPICS	Population & Social Organisation					EXAM LEAVE					
ASSESSMENT											

History 3.1 (90654)

Plan and carry out independent historical research

Credits 4 Assessment Internal

This achievement standard involves independently defining an area for historical research; planning the research; selecting and recording, in an organised way, relevant historical evidence from a range of sources; and evaluating the effectiveness of the research process.

Achievement Criteria

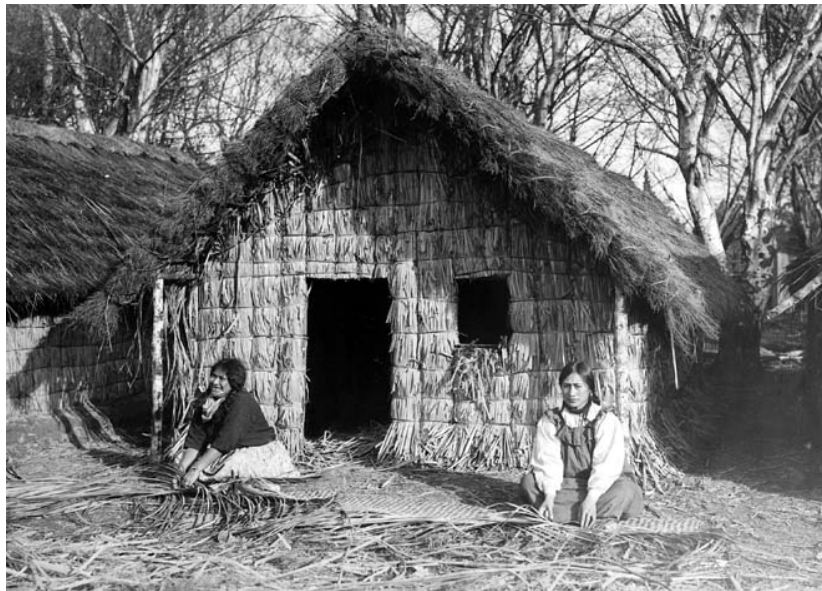
Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">• Define an area for historical research and formulate relevant focusing questions.• Plan the research, in detail.• Select and record relevant historical evidence from a range of sources and organise it in accordance with the focusing questions.• Record details of the sources accurately.• Evaluate aspects of the effectiveness of the research process.	<ul style="list-style-type: none">• Define an area for historical research and formulate relevant and significant focusing questions.• Plan the research, in detail.• Select and record relevant and important historical evidence from a range of sources and organise it in accordance with the focusing questions.• Record details of the sources accurately.• Evaluate the effectiveness of the research process.	<ul style="list-style-type: none">• Define an area for historical research and formulate significant and perceptive focusing questions.• Plan the research, in comprehensive detail.• Demonstrate initiative to select and record relevant and important historical evidence from a range of sources and organise it in accordance with the focusing questions.• Record details of the sources accurately.• Evaluate the effectiveness of the research process from the historian's perspective.

Explanatory Notes

- 1 This achievement standard may be used in conjunction with AS90655, History 3.2, *Communicate and present historical ideas clearly to show understanding of an historical context*, where the research findings may be used as a basis for assessment of the presentation/communication of historical ideas and understandings.

- 2 The historical research should be *independent*, however, the learner should confer with the assessor to establish the process and direction of the research. The assessor should provide feedback on the suitability of the research topic, the focusing questions, and guide the learner towards appropriate sources.
- 3 *The area of historical research* may include: identifying a problem, an historical context, an issue, an individual/group, an event from the past.
- 5 *Significant focusing questions* would allow the potential for the learner to gather evidence for a comprehensive coverage of the area of historical research.
- 6 *Perceptive focusing questions* would reveal an informed and sophisticated understanding of the foundations of the research topic.
- 7 *Planning the research* may include: identifying possible sources of information, devising a management plan which identifies activities to be carried out, and establishing historical method(s).
- 8 *Initiative* in research may include:
 - resourcefulness in accessing appropriate sources
 - taking a fresh and innovative approach
 - willingness to access sources that are not readily available
 - perseverance in using difficult sources.
- 9 *Source* refers to where the evidence is found. Sources may include books, CD-ROMs, people, libraries, museums, newspapers, artefacts, historical sites, videos, websites, graphs, cartoons, films, etc. Sources may be primary or secondary sources.
- 10 *Historical evidence* is found in sources and is used to answer focusing questions.

- 11 *Record details of the sources accurately* means recording details sufficiently to allow the later completion of a reference list. Details required are author, title, publisher, city of publication, date of publication or URL and date accessed for web material. A full reference list is not required for this achievement standard. Perfection is not required for achievement with excellence.



- 12 *Evaluating* should include at least three of the following:
 - identifying the relevance and usefulness of evidence to the focusing questions

- identifying successes and difficulties in conducting the inquiry, and reasons why
- expressing enjoyment, personal growth and satisfaction of carrying out the inquiry
- identifying issues to consider in future research
- reference to refining and revision of their inquiry as the process unfolded.

13 *Evaluation from the historian's perspective* includes:

- weighing the value and reliability of evidence and sources
- identifying weaknesses and strengths in completed research
- establishing future directions for research on the selected topic.

History 3.2 (90655)

Communicate and present historical ideas clearly to show understanding of an historical context

Credits 5 Assessment Internal

This achievement standard involves communicating key historical ideas with accurate supporting evidence to show understanding of an historical context. It also requires material to be presented clearly, applying appropriate historical format and/or style to the mode of presentation, and using appropriate historical conventions consistently and accurately.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">• Communicate explicitly a range of relevant key historical ideas, with accurate supporting evidence, to demonstrate understanding of the historical context.• Present material clearly, applying features of the appropriate historical format and/or style.• Use appropriate historical conventions consistently and accurately.	<ul style="list-style-type: none">• Communicate explicitly a wide range of relevant key historical ideas, with accurate supporting evidence, to demonstrate a detailed understanding of the historical context.• Present material effectively, consistently applying features of the appropriate historical format and/or style.• Use appropriate historical conventions consistently and accurately.	<ul style="list-style-type: none">• Communicate explicitly and succinctly a comprehensive range of relevant key historical ideas, with accurate supporting evidence, to demonstrate a perceptive understanding of the historical context.• Present material convincingly and with impact, consistently applying features of the appropriate historical format and/or style.• Use appropriate historical conventions consistently and accurately.

Explanatory Notes

- 1 This achievement standard may be used in conjunction with AS90654, History 3.1, *Plan and carry out independent historical research*, where the research process and evidence collected may provide the basis and background information for the presentation/communication of ideas and understandings in this achievement standard.
- 2 *Communicate explicitly* means the communication of an idea clearly and precisely.
- 3 *Historical ideas in context* may include: social class, religion, power and leadership, tino rangatiratanga, pan-tribalism, patronage, sovereignty, prerogative, authority and dissent, colonialism, etc. Narrative by itself is insufficient, eg telling what happened in an

historical event does not communicate historical ideas as required in this achievement standard.

- 4 *Perceptive understanding of the historical context* includes a clear interpretation and a sophisticated appreciation of the historical context.
- 5 *Historical format* refers to the structure and organisation of the presentation, as appropriate to the mode of communication and the historical context.
- 6 *Historical style* refers to the manner of written and/or non-written expression appropriate to the mode of presentation and the historical context.
- 7 *Appropriate historical conventions* refers to the ways of presenting information and acknowledging and recording sources and includes (where applicable): the correct use of names, titles, dates, numbers, terms, footnotes, bibliography.
- 8 It is intended that students should have the time and access to resources to prepare and fully develop presentations that communicate historical understanding and ideas with awareness of appropriate historical format and style using a mode of presentation other than an essay, eg:
 - written – reports, articles, newspaper pages, letters, diaries, journals
 - oral – debate, role plays, recorded radio programmes
 - visual – timelines, posters, videoscomputer presentations – CD-ROM, slide shows



History 3.3 (90656)

Analyse and evaluate evidence in historical sources

Credits 5 **Assessment** External

This achievement standard involves demonstrating an understanding of historical ideas and/or recognising differences in points of view. It also requires analysis of historical relationships indicated by the evidence, and making valid judgement(s) about the usefulness and/or reliability of the evidence.

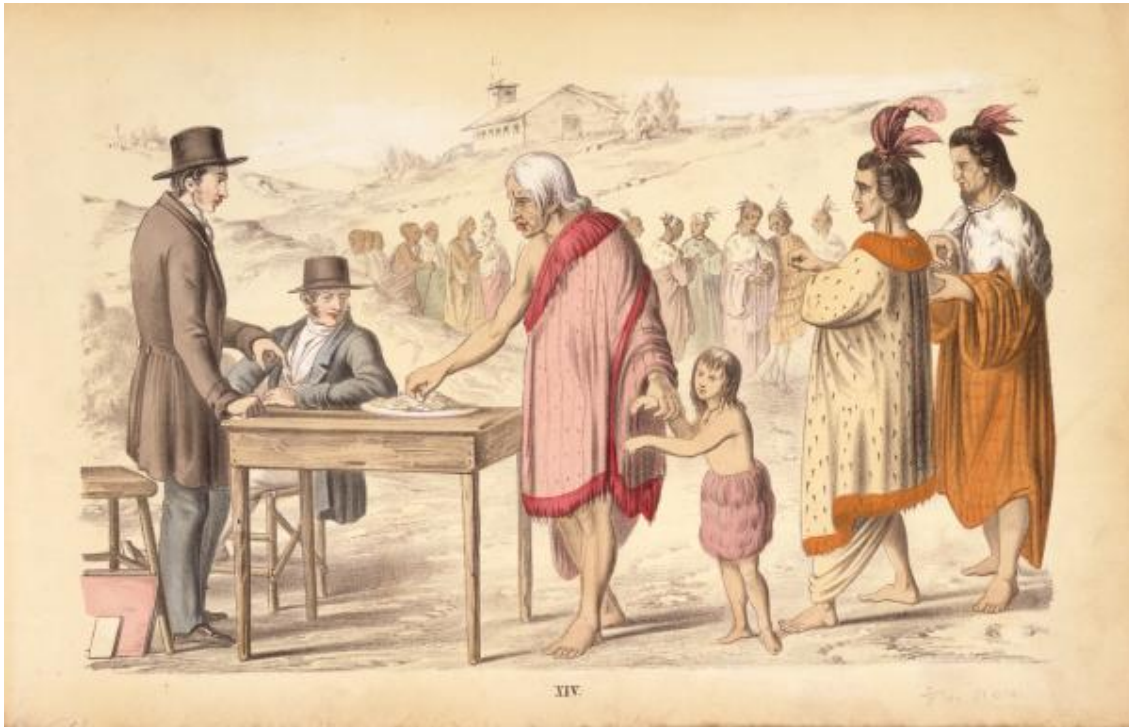
Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">• Demonstrate an understanding of historical ideas and/or differences in points of view indicated by the evidence.• Analyse historical relationships indicated by the evidence provided.• Make valid judgement(s) about the usefulness and/or reliability of the evidence.	<ul style="list-style-type: none">• Demonstrate an informed understanding of historical ideas and/or differences in points of view indicated by the evidence.• Provide an informed analysis of historical relationships indicated by the evidence provided.• Make valid and informed judgement(s) about the usefulness and/or reliability of the evidence.	<ul style="list-style-type: none">• Demonstrate an informed and perceptive understanding of historical ideas and/or differences in points of view indicated by the evidence.• Provide an informed and perceptive analysis of historical relationships indicated by the evidence provided.• Make valid, informed and perceptive judgement(s) about the usefulness and/or reliability of the evidence.

Explanatory Notes

- 1 *Historical ideas* may include: social class, religion, power and leadership, authority and dissent, colonialism etc, in an historical context and derived from evidence within the sources.
- 2 Students will be expected to establish *historical relationships* between cause and effect, past and present, the specific and general, and continuity and change.
- 3 Students will be required to make *valid judgement(s)* about the quality of evidence by:
 - distinguishing fact from opinion
 - recognising specific points of view, bias and propaganda
 - being aware of the limitations of a single piece of evidence
 - considering the reliability, validity and usefulness of evidence.

- 4 *Informed* means that the learner is expected not only to interpret the materials correctly but also to use their own knowledge to support that interpretation.
- 5 *Perceptive* means insightful understanding of the nature of evidence in relation to the historical setting and/or the historical process.
- 6 Assessment will be based on *historical sources*. Examples of sources are documents, pictures, graphs, articles, speeches, cartoons, etc.
- 7 *Historical sources* for assessment will relate to each of the following broad surveys:
 - England 1558–1667, or
 - New Zealand in the Nineteenth Century.



History 3.4 (90657)

Examine a significant decision made by people in history, in an essay

Credits 5 Assessment External

This achievement standard involves writing an essay accurately describing factors that contributed to a significant decision made in an historical setting and the consequences of the decision.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">• Accurately describe factors that contributed to the decision.• Accurately describe consequences of the decision.• Structure and organise the information using an appropriate essay format.	<ul style="list-style-type: none">• Accurately explain factors that contributed to the decision.• Evaluate consequences of the decision.• Structure and organise the information and develop an argument using an appropriate essay format.	<ul style="list-style-type: none">• Accurately and perceptively explain factors that contributed to the decision.• Comprehensively evaluate consequences of the decision.• Structure and organise the information and develop a convincing argument using an appropriate and effective essay format.

Explanatory Notes

- 1 *Decisions* in history were made by individuals or groups of people and may include:
 - decisions of leaders
 - making treaties, making laws/government policy
 - establishing a religious settlement
 - appointment of key figures
 - missionary activities
 - Māori resistance movements (eg Te Kooti, Te Ua Haumene, Parihaka)
 - migration (eg Puritans moving to a new colony, family/group resettlement, military settlers).
- 2 *Significant* refers to having an impact on the lives of individuals and/or groups, and/or cultures.
- 3 *Comprehensively* means depth, breadth or range.

- 4 *Evaluate* is the weighing up of consequences of decisions and may include reference to historical narrative eg how people record or recount past experiences or interpretations by historians or oral traditions or eyewitness accounts.
- 5 A *convincing argument* refers to a clearly stated view, articulated and supported with sound reasoning, and relevant, accurate and significant examples/evidence. This may include reference to historical argument(s)/debate(s).
- 6 Assessment will be by means of an essay.
Essay format involves:
 - introduction/body/conclusion
 - the use of structured paragraphs (paragraphs contain a generalisation and supporting evidence)
 - a logical sequence of paragraphs (eg chronological, thematic, order of importance etc).
- 7 Assessment will be derived from the themes within the broad surveys:
 - England 1558–1667, or
 - New Zealand in the Nineteenth Century.



THE NATIVE DIFFICULTY IS DEFUNCT

History 3.5 (90658)

Examine a significant historical situation in the context of change, in an essay

Level 3

Credits 5

Assessment External

This achievement standard involves writing an essay to examine a significant historical situation by describing the situation, change in the situation over time, and the influence of the situation on people.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Describe a significant situation in a historical context.Describe the ways the situation changed over time and influenced people.Structure and organise the information using an appropriate essay format.	<ul style="list-style-type: none">Describe in detail a significant situation in a historical context.Evaluate the ways the situation changed over time and influenced people.Structure and organise the information and develop an argument using an appropriate essay format.	<ul style="list-style-type: none">Comprehensively describe a significant situation in a historical context.Comprehensively evaluate the ways the situation changed over time and influenced people.Structure and organise the information and develop a convincing argument using an appropriate and effective essay format.

Explanatory Notes

- This achievement standard is related to the major aims and objectives as identified in *History, Forms 5 to 7: Syllabus for Schools*, Department of Education, 1989.
- Significant situations:*
 - for England 1558–1667 may be: religious conformity, exercise of personal power, poverty and vagrancy, role of women, patronage, financing of monarchy, toleration and dissent
 - for New Zealand in the Nineteenth Century may be: colonisation, contact, migration, sovereignty, gender discrimination, land alienation, franchise, economic recession.
- The historical context* establishes the people, place(s) and period.
- The degree of change in any *situation* may be significant, minimal or temporary over a given period of time.
- Comprehensively* means depth, breadth or range.
- Evaluate* is the weighing up of the ways the situation changed over time. This may include reference to historical narrative eg how people record or recount

past experiences or interpretations by historians or oral traditions or eyewitness accounts.

7 *A convincing argument* refers to a clearly stated view, articulated and supported with sound reasoning, and relevant, accurate and significant examples/evidence.

8 Assessment will be by means of an essay.

Essay format involves:

- introduction/body/conclusion
- the use of structured paragraphs (paragraphs contain a generalisation and supporting evidence)
- a logical sequence of paragraphs (eg chronological, thematic, order of importance).

9 Assessment will be derived from the following broad surveys:

- England 1558-1667, or
- New Zealand in the Nineteenth Century.



The Themes

A) How did relations between Maori and Pakeha develop and change in the 19th century?

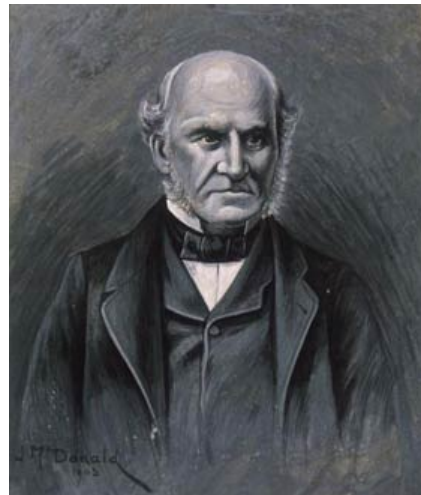
- Maori – Pakeha contact and interaction before 1840 – social, economic, religious, political
- The Treaty of Waitangi and its impact – competing Maori and Pakeha perspectives of the Treaty 1840 – 1900.
- Maori – Pakeha race relations 1845 – 1900 – wars, land law, sovereignty and rangatiratanga; political and religious movements.

Maori responses to the Arrival of Europeans (Sealers, whalers, traders, settlers and missionaries)

- Fatal Impact
- Selection, Adaptation, Continuity
 - ⇒ Responses to Commercial Opportunities
 - ⇒ Responses to Christianity

Steps Toward the British Annexation of New Zealand

- ⇒ Law and order problems
- ⇒ Humanitarianism
- ⇒ 1835 Declaration of Independence
- ⇒ The Elizabeth Affair
- ⇒ BUSBY, THE 'Man-o-war without guns'
- ⇒ Settler expectations
- ⇒ New Zealand Company AND WAKEFIELD
- ⇒ French and American intentions
- ⇒ Hobson's instructions show policy shift



The Treaty of Waitangi

- Differences in Maori and Pakeha Understanding
- Reasons for these Differences
 - ⇒ translation differences
 - ⇒ multiple versions
 - ⇒ discussion cut short



Competing Assertions of Sovereignty of 1840s-

- Maori behave as if never given up sovereignty and British after Treaty behave as if they have sovereignty. This leads to conflict.
- Pakeha Assert Sovereignty through the Governors
- Maori Assert Rangatiratanga through War in the 1840s
- Pakeha Assert Sovereignty through the Constitution and the Creation of a Settler Government in 1850s (very significant)
- Maori Assert Rangatiratanga through Formation of the Kingitanga
- Maori and Pakeha Assert Sovereignty through War 1860 - 72
 - ⇒ War in Taranaki 1860 - 61
 - ⇒ War in Waikato 1861 - 63
 - ⇒ Tauranga Campaign



⇒ “Fourth New Zealand Wars”

- Pakeha Assert Sovereignty through Law 1863 - 67
 - ⇒ New Zealand Act, 1863
 - ⇒ Native Lands Act, 1865
 - ⇒ Native Schools Act, 1867
 - ⇒ Maori Representation Act, 1867

Law proved far more effective than War

New Methods in the “Pursuit of Mana” Post 1870’s

- Maori Responses within the Predominantly Pakeha System
 - ⇒ Maori members of the House of representatives
- Maori Responses Outside the Predominantly Pakeha System
 - ⇒ Repudiation Movement / Parihaka / Te Kingitanga / The Kotahitanga



B) What were the main economic and political changes in the 19th century? What was the relationship between political and economic development?

- Political developments and leadership in the nineteenth century – Maori authority; governors and colonial government; settler government, local, provincial and central.
- Economic structure and change – Maori and Pakeha; growth, depression and their impact, issues of a dependent economy; development of transport and communications; relationship between government policies and economic change.
- Key industries and other economic activities which contributed to the development of the New Zealand economy – local, regional, national and international aspects.

The Changing Characteristics of the 19th Century Economy

- Settler expectation about politics and the economy in 'their' new land.
- Maori economic activity
- Pakeha economic activity
- The four key industries:
 - ◆ Pastoralism
 - ◆ Agriculture
 - ◆ Timber

◆ Gold

The impact of these on the environment



The Changing Characteristics of 19th Century Politics

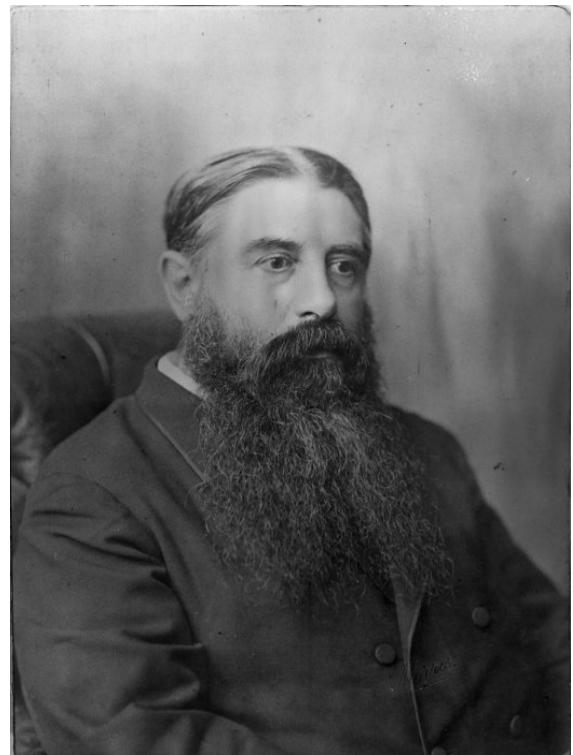
- Maori authority
 - ⇒ pre-pakeha settlement
 - ⇒ post settler government

- Pakeha authority
 - ⇒ gubernatorial
 - ⇒ Constitution Act
 - ⇒ Settler Government : provincial
 - ⇒ Settler Government : central
 - ⇒ Parliament becomes more inclusive
 - ⇒ The beginnings of party politics

Politics Shapes the Economy

Attempts to foster economic growth:

- under the gubernatorial system
 - ⇒ Governors (Grey) attempting to obtain land resource
- under the Provincial System



- ⇒ Provincial immigration schemes - servants, land leases, built own railways etc.
- under the Central system
 - ⇒ Vogel
 - ⇒ Public Works - large scale borrowing
 - ⇒ Immigration

The Economy Shapes Politics

- The Long Depression
 - ⇒ causes
 - ⇒ symptoms
 - ⇒ debate
- The Socio-economic forces that shaped politics in the 1880s
 - ⇒ debt
 - ⇒ government's inability to influence the economy
 - ⇒ rise in number of small scale farmers
 - ⇒ ability of wealthy farmers to prosper
 - ⇒ differences in economic experiences between the North and South Islands
 - ⇒ social ideals
 - ⇒ industry urbanises
 - ⇒ refrigeration
 - ⇒ trade unions
 - ⇒ voters think in terms of national scale issues
- The impact of these forces on the 1890 election.
 - ⇒ a 'watershed' in New Zealand politics
- The impact of these forces on the Liberals' policies
 - ⇒ Labour Reforms
 - ⇒ Land Reforms
 - ⇒ Social Reforms

C) What was the nature of Maori and Pakeha population, social organisation, settlement and views of the world? How did they change over the nineteenth century?

- Social development – changing demographic and settlement patterns; migration to and within New Zealand; social organisation
- Major issues of the nineteenth century – gender, the world of work, welfare' education' religion' prohibition.
- The changing values, fears and aspirations of nineteenth century New Zealanders – Maori, migrant and settler Pakeha.

Getting There : Peopling New Zealand

- Maori Migration
 - ⇒ due to resources access / fighting / law / assertion of authority
- Pakeha Migration
 - ⇒ three major waves
 - ⇒ immigration and population growth
 - ⇒ push / pull factors
 - ⇒ unorganised immigration prior to 1840
 - ⇒ organised immigration in the 1840s (Wakefield schemes)
 - ⇒ unorganised immigration in the 1840s - 1850s (Auckland)
 - ⇒ organised immigration in the 1850s - 1860s (Provincial Government Schemes)
 - ⇒ unorganised immigration in the 1860s (Gold miners)
 - ⇒ organised immigration in the 1870s - 1880s (Central Government Schemes)



Getting Established : Shaping the Cultural Landscape

- Demographic Trends
- Hopes and Expectations
- Cultural Baggage
 - ⇒ Anglocentrism / British Sovereignty / British Institutions / Individual Land Ownership / Christianity / Prescribed roles for women and men etc.
 - ⇒ modification of cultural baggage in adaptation to their environment

Getting Sorted : Dealing with Social Issues

- Concern About the Imbalance of the Sexes and the Nations Morality
 - ⇒ attempt to legislate female morality (Contagious Diseases Act 1869)
 - ⇒ temperance and prohibition
- Concern About Conditions of Work
 - ⇒ sweating
 - ⇒ Sweating Commission 1890
- Concern About Poverty and the Behaviour of Young People
 - ⇒ Destitute Persons Act 1877
 - ⇒ Hospitals and Charitable Institutions Act 1885
- Concerns About the Rights of Women
 - ⇒ Women's Christian Temperance Union
 - ⇒ Women and the Vote 1893
- Concerns About the Composition of Society
 - ⇒ restrictions on Chinese
- Concerns About the Demise of the Maori Race

Understanding Essay Questions

A recent examiner made a desperate plea:

"All we ask of candidates is that they think about the meaning of a question and try to work out a reasoned argument to answer it"

Many students launch into an essay answer without thinking about what the question is asking. Consequently much of what they write is irrelevant waffle!

Essay questions are designed to provide you with the opportunity to show off how much you **do** know. Unlike short answer questions an essay question can be answered in an infinite variety of ways.

This does not mean essays provide you with an opportunity to write open slather. They are focused in such a way that you need to do a bit of rapid 'information processing' before you set forth.

Key instruction words

Circle, underline or highlight the key instruction words in every essay question. Too often students focus on the words relating to content. By all means take careful note of the content because they tell you of the boundaries of what you must write, but the instruction words tell you how to use your information. If you do not do this you could end up in waffle-land!!

Organisation

Planning is a must for any essay you write. In a good essay the marker senses that the writer is in complete control of both the content and the argument from the first sentence to the last. There is a strong sense of coherence.

A recent examiner stated:

"...better candidates distinguished themselves by beginning their answers with ten or a dozen lines of jotted points and notes. These answers often began more confidently, because the candidate knew where the argument was heading. Sound conclusions flow naturally from well-reasoned and coherent argument. Weaker, unplanned answers often displayed a bewildering variety of arrows, asterisks, crossings-out and numbered addenda. A little more thought at the start would help avoid these desperate devices"

The Plan

This should be just enough for you to get your bearings from.
Format is not important, use what suits you - linear or diagrammatic.

Remember - to make sure your plan is following what the key **instruction** words in the question are telling you.

Paragraphs

Each paragraph introduces and develops **one** idea. This provides pauses for the marker and makes your writing more accessible and comprehensible

A good plan will probably indicate the key idea of each paragraph and also the order in which they will be written.

Elements of Style

This is not the place to detail exhaustively all the aspects of style. If proper attention is paid to planning and organisation of answers many of the more glaring problems should be overcome.

- BE CLEAR, STRAIGHTFORWARD AND CONCISE
 - ⇒ It is not the marker job to figure out what you are trying to say.
 - ⇒ Avoid awkward, 'over the top', elaborate words and phrases. The words you choose should assist the communication of your message not detract from it.

- AVOID USING THE 'FIRST PERSON' TECHNIQUE
 - ⇒ It is not a time for outpouring of personal beliefs. Therefore any phrases like "I think...", "we should...", must be avoided.
 - ⇒ Suggested alternatives could be:
 - ◇ "It is clear that..."
 - ◇ "It could be argued that..."
 - ◇ "Recent evidence supports the view that..."
 - etc.

- BE FAIRLY FORMAL
 - ⇒ This does not be dry and boring!

- AVOID SLANG, COLLOQUILISMS AND CLICHES

- AVOID ABBREVIATIONS AND CONTRACTIONS

<u>No</u> NZ couldn't	<u>Yes</u> New Zealand could not
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- USE THE ACTIVE RATHER THAN THE PASSIVE VOICE

<i>Passive:</i>	This view is supported by all the evidence
<i>Active:</i>	All the evidence supports this view

- USE QUOTATIONS SPARINGLY
 - ⇒ Only use them if they are short, appropriate and advance your argument.

Writing the Essay

- DESCRIPTIVE WRITING

⇒ This does not mean that all you are asked to do is regurgitate notes. Sometimes you may be asked to think further by describing the 'main' characteristics about something, or else explain further what you are describing.

- ANALYTICAL WRITING

⇒ This is where you **explain** something.. Often questions ask **why** change occurred or **how** something happened. The topic sentences here usually state a part of your explanation and are followed by selected evidence to support this.

- EVALUATIVE WRITING

⇒ This usually requires you to make a judgement based on sound analysis and weighing up of the evidence. Usually the question will be focused on an area of continuing historical debate so there will be no "right" answer.

⇒ When answering this part of the question, be sure to acknowledge alternative points of view. But be sure to explain why this is not as important as other factors that you have explained.

- HISTORIOGRAPHY

Do not name drop. Use it where appropriate to support your argument, markers like it.

BUILDING A HISTORY ESSAY!

Examine a significant decision made by people in history

THINK! WHAT IS THIS QUESTION DESIGNED TO FIND OUT?

Reword each question *in your own word* (remember to scope the entire questions components).

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">• Accurately describe factors that contributed to the decision.• Accurately describe consequences of the decision.	<ul style="list-style-type: none">• Accurately explain factors that contributed to the decision.• Evaluate consequences of the decision.	<ul style="list-style-type: none">• Accurately and perceptively explain factors that contributed to the decision.• Comprehensively evaluate consequences of the decision.
<ul style="list-style-type: none">• Structure and organise the information using an appropriate essay format.	<ul style="list-style-type: none">• Structure and organise the information and develop an argument using an appropriate essay format.	<ul style="list-style-type: none">• Structure and organise the information and develop a convincing argument using an appropriate and effective essay format.

Accurately describe factors that contributed to the decision.



Accurately describe consequences of the decision.



WHAT CONTENT SHOULD I INCLUDE?

<p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p>
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An essay has to have a racy **introduction** that grabs the interest of the reader. It should not be too long (more than three or four sentences), yet makes it clear what the essay will be about – it should outline your argument and foreshadow your conclusion. (Do not just restate the question, it is a waste of time!).

INTRODUCTION:

A large, empty rectangular box with a thin black border, intended for the student to write their introduction. The box is positioned below the 'INTRODUCTION:' label and occupies the central portion of the page.

Now think about the main body of your essay. It is important that you use **PARAGRAPHS**. Remember, each paragraph develops one main idea to support your argument, usually starting off with a **TOPIC SENTENCE** followed by further explanation, evidence or examples. Where appropriate use the work of other historians.

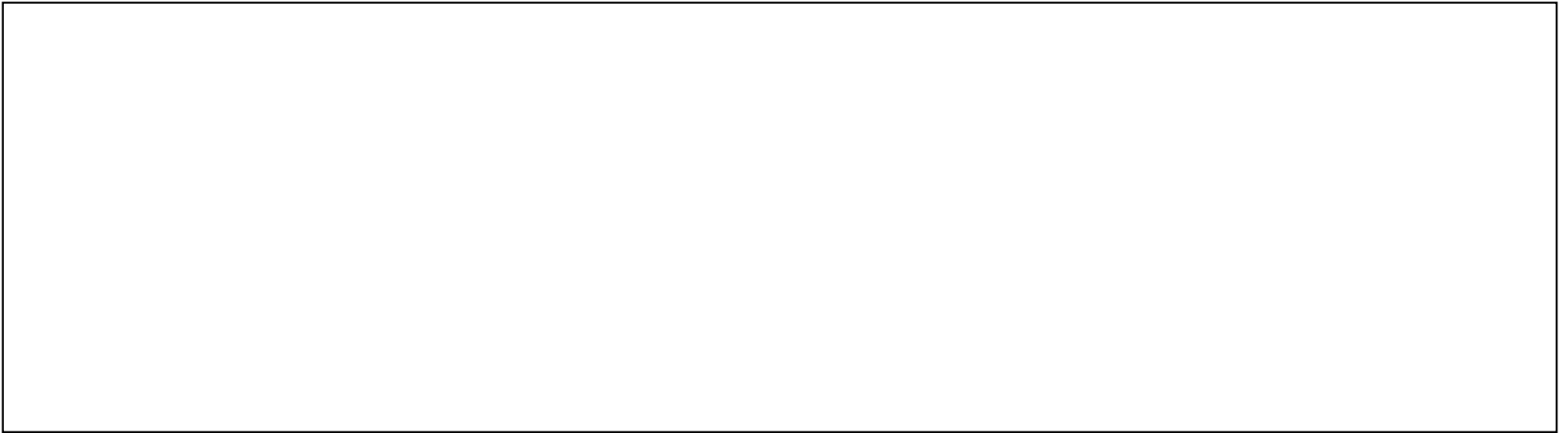
List below the topic sentences you would use for this essay:

1.
2.
3.
4.
5.
6.

AND DON'T FORGET THE CONCLUSION!

Your conclusion should tie your essay up, and give it a clear finish. A good conclusion (again only two or three sentences long) tells the marker that you have planned well, that you feel confident in your answer, and that you have finished. Don't simply regurgitate what you have said, but restate it firmly so the marker is quite clear of your point of view. Have a go now!

CONCLUSION:

A large, empty rectangular box with a thin black border, intended for the student to write their conclusion. The box is positioned below the 'CONCLUSION:' heading and occupies most of the width of the page.

BUILDING A HISTORY ESSAY!

Examine a significant historical situation in the context of change

THINK! WHAT IS THIS QUESTION DESIGNED TO FIND OUT?

Reword each question *in your own word (remember to scope the entire questions components)*.

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Describe a significant situation in an historical context.Describe the ways the situation changed over time and influenced people.	<ul style="list-style-type: none">Describe in detail a significant situation in an historical context.Evaluate the ways the situation changed over time and influenced people.	<ul style="list-style-type: none">Comprehensively describe a significant situation in an historical context.Comprehensively evaluate the ways the situation changed over time and influenced people.
<ul style="list-style-type: none">Structure and organise the information using an appropriate essay format.	<ul style="list-style-type: none">Structure and organise the information and develop an argument using an appropriate essay format.	<ul style="list-style-type: none">Structure and organise the information and develop a convincing argument using an appropriate and effective essay format.

Describe a significant situation in an historical context.



Describe the ways the situation changed over time and influenced people.



WHAT CONTENT SHOULD I INCLUDE?

<p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p>	<p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p>
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An essay has to have a racy **introduction** that grabs the interest of the reader. It should not be too long (more than three or four sentences), yet makes it clear what the essay will be about – it should outline your argument and foreshadow your conclusion. (Do not just restate the question, it is a waste of time!).

INTRODUCTION:

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Now think about the main body of your essay. It is important that you use **PARAGRAPHS**. Remember, each paragraph develops one main idea to support your argument, usually starting off with a **TOPIC SENTENCE** followed by further explanation, evidence or examples. Where appropriate use the work of other historians.

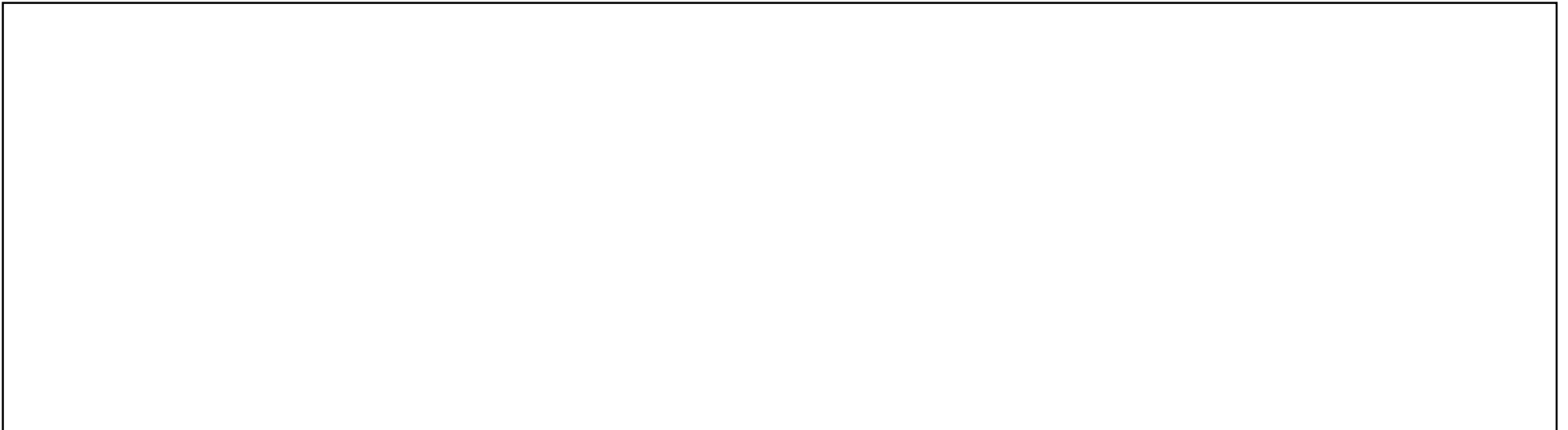
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CONCLUSION:

A large, empty rectangular box with a thin black border, intended for the student to write their conclusion. The box is positioned below the 'CONCLUSION:' heading and occupies the lower half of the page.