

AS1.2 Demonstrate understanding of an historical event, or place, of significance to New Zealanders

Teaching Ideas

The format should allow students to demonstrate their historical skills and detailed and comprehensive understanding of the research. The task may be used to present the research undertaken for AS1.1.

- Discuss and define the format for presentation, eg, *Time* magazine article, radio broadcast, web page.
- Show exemplars: these could include samples of students' work that demonstrate different levels of achievement as well as authentic magazine article, radio broadcasts, web pages etc.
- Read through the AS and apply this as students 'assess' the exemplars, place them in a continuum of achievement level and discuss their decisions.
- Give out the grade the exemplars actually achieved and then change the position of any exemplars if necessary.
- Work through the exemplars and list the features observed for

Key Competencies Development Opportunities

Teacher actions could include:

Thinking

- Students are encouraged to think about the appropriate manner of presenting their understanding of an historical event, or place. This will usually involve making decisions about the relevance of researched information, its sufficiency, and how it can best be used to demonstrate the understandings the student has developed.
- Different types of presentation methods could be considered prior to students deciding on the most effective manner of presentation. Students could view and discuss exemplars and be encouraged to discuss why, and in what circumstances some are more effective than others, for example use of headings, sub-headings, illustrations, captions, diagrams, maps, etc.
- Encourage students to consider, discuss and decide upon the best approach for their particular study.

Using language, symbols, and texts

- Encourage students to use a variety of sources to gain understanding of various modes of presentation, and what is best suited to present their developed and supported understandings. *Note:* Format may be prescribed in the task instructions.
- Teach editing skills and the skills required for the academic process, eg, proofreading, spelling, caption writing, referencing, and bibliography.

Managing self

Set up milestone conferences to support students to meet stages of the presentation process, eg:

- selecting relevant material
- organising it appropriately
- processing it to show understanding.

Assist students to reflect as they go on the processes they are using to complete the assessment in a timely manner.

Relating to others

Encourage students to consult peers/older siblings/parents/family members for feedback or feed-

each achievement level.

forward.

Participating and Contributing

Presentation and discussion of exemplars from previous year to create a shared understanding of expectations and levels of achievement.