

**AS 2.2** Examine an historical event, or place, of significance to New Zealanders

**Pedagogical Approaches**

This standard requires students to examine an historical event, or place. The required format should allow students to demonstrate a detailed and comprehensive examination of the research material. The task may be used to present the research undertaken for AS2.1.

Discuss and define the format for presentation, eg, radio broadcast, wall chart, a police file, oral history tape and transcript.

Show exemplars with the grade: these could include samples of students' work that demonstrate different levels of achievement as well as radio broadcasts, oral history transcripts, authentic police files

Work through the exemplars and list the features required for each achievement level.

Discuss the differences between narrative and an examination of a topic using a range of examples including:

- previous student work
- historical fiction
- historical text books.

Discuss the qualities that distinguish good student responses, good historical fiction and good historical

**Key Competencies Development Opportunities**

**Thinking**

Encourage students to think about the appropriate and effective means of presenting their examination of an historical event, or place. This will require them to make decisions about the relevance of researched information, its sufficiency and how it can best be used to examine the aspect being studied.

Discuss different types of presentation methods and make a collective decision on the most effective manner of presentation.

**Using language, symbols, and texts**

Show students a range of samples drawn from previous students work. Discuss which samples provide the best explanation and assess the features of presentation and selection of evidence that are the most effective.

Show students a range of samples from the work of professional historians. Discuss their techniques, such as exposition, use of evidence, incorporation of analysis, structure of argument, referencing. Ask students to put the extracts in order of preference and justify their answers. As a class establish the rules for the writing of good history for students to use in their reports and essays.

Review editing skills and the skills required for the academic process for example proof reading, spelling, referencing, paragraphing, bibliography.

**Managing self**

Encourage students to be as realistic as possible in their goals and objectives in their planning and time management. At level 2, this may still involve significant teacher input.

Take part in milestone conferences to guide students on ways to get through the process, such as selecting relevant material, organising it appropriately, and processing it to show understanding, with a view to meeting the deadline.

Assist students to progressively record and reflect

text books.

This same process can be used to discuss audio-visual material, such as documentaries, podcasts and websites.

Teachers should actively support the process as well as classroom conferences. This can be done by making use of technology (eg, Facebook, Moodle, Blackboard) to assist and deal with students' issues and queries before they become barriers to learning and compromise task completion.

on the processes being used to complete the assessment in a timely manner.

### **Relating to others**

Encourage students to consult peers/older siblings/parents/family members for advice, encouragement and ideas. Remember that authenticity relates to the finished product, the process of research is one that involves seeking assistance and guidance from people with knowledge and expertise.

Allow students time to proofread over theirs and others' work and give peer feedback.

### **Participating and Contributing**

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