



## HISTORY LEVEL THREE (HST 333) COURSE STATEMENT, 2009

### Aims/General Learning Outcomes :

- to understand yourself as a New Zealander, and peoples distant in time and place,
- to use skills underlying historical inquiry by defining / analysing demanding historical problems / arguments, identifying sources, exploring issues with historical insight, interpretation, and presentation.
- To process information (i.e, summarising, sifting, and classifying it, being aware of limitations of evidence, to distinguish fact / opinion, to recognise view points / bias / propaganda, to understand historical terms, and to comprehend / use historical relationships like cause / effect, past / present, general / specific, and continuity / change, trivial / significant) and then present it in an organised form with accurate, logical, concise evidence and conclusions, and conventions of historical presentation like bibliography / footnotes.

### Course Content :

#### 1. ENGLAND, 1558-1667

##### A: ECONOMY / SOCIETY :

1. Family—marriage, gender roles.
2. Religion—the church's nature, popular beliefs / practices.

##### B: GOVERNMENT / POLITICS, 1558-1640 (Elizabeth I, James I, Charles I) :

1. Personal monarchy's characteristics.
2. Governing England – central / local government; court patronage, favourites / factions; parliament.
3. Governmental Issues – religion; finance; archaic state machinery; peace / war; co-operation / conflict between monarch / governing class; multiple kingdoms.

##### C: REVOLUTION, REPUBLIC / RESTORATION, 1640-1667:

1. Civil War – Charles I / Parliament; civil war's causes 1640-1642; why Parliament won; civil war's impact / consequences 1642-1649
2. Cromwell / the Protectorate: - Cromwell's role, radicalism / conservatism; authority / dissent; experimental government's failure
3. The Restoration – Charles II: what restored / unresolved.

#### 2. NGAI TAHU AND THE CROWN

The topic for Achievement Standards 90654 (Research : 4 credits) / 90655 (Presentation : 5 credits) .

### Assessment

- See over page for a table of when assessments occur and their format
- **Further assessment opportunities** : for Achievement Standards 9564 (Internal) and Achievement Standard 90655 (Internal) there is only one opportunity to present work to gain these standards and it occurs in Term 2

### Recording Results

- See over page for a record sheet on which to record your results.

### Appeals

- Any queries about an assessment decision should be made to your class teacher when the assessment is handed back.
- Any formal appeals should be made, **within one week** of the assessed work being returned to the Head of Department, Miss Mehrtens or the Principal's Nominee, who will investigate it further.
- Work done in pencil or which has 'white-out' corrections cannot be reconsidered for appeals.
- Appeals need to be made within one school week of receiving a result.

		NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT : ACHIEVEMENT STANDARDS				
TIMING	ACTIVITY DETAIL	90654	90655	90656	90657	90658
Term One Week 6	Decision Theme essay : 90657 Formative				✓	
Term One Week 9	Issues of Government Resource Interpretation Test : 90656 Formative			✓		
Term One Week 10	Situation Theme essay : 90658 Formative					✓
Term Two Week 1	The Governing of England Resource Interpretation Homework Exercise : 90656 Formative		✓ (f.a.o.)	✓ (f.a.o.)		
Term Two Week 3	Decision Theme essay 90657 Formative				✓ (f.a.o.)	
Term Two Weeks 5-8	INTERNAL ASSESSMENT ACHIEVEMENT STANDARD 90654 : Ngai Tahu and the Crown Research	✓				
Term Two Week 9 to Term Three Week 1	INTERNAL ASSESSMENT ACHIEVEMENT STANDARD 90655 : Ngai Tahu and the Crown Report		✓			
Term Three Week 4	Religion Resource Interpretation Homework Exercise : 90656 Formative			✓ (f.a.o.)		
Term Three Week 5	The Economy Resource Interpretation Homework Exercise : 90656 Formative			✓ (f.a.o.)		
Term 3 Week 6	EXAM A.S. 90656 and 90657			✓ (f.a.o.)	✓ (f.a.o.)	
Term 3 Week 7	EXAM—one hour 90658 : Historical Situation Theme <b>Examination</b> Essay (Formative Assessment)					✓ (f.a.o.)
Term Four Week 1	The Restoration Resource Interpretation Homework Exercise : 90656 Formative			✓ (f.a.o.)		
Term Four Week 2	The Family Resource Interpretation Homework Exercise : 90656 Formative			✓ (f.a.o.)		
✓	= assessment opportunity		☐ = Externally Assessed	✓	= Internally Assessed	
✓ (f.a.o.)	= Formative assessment for Externally assessed Achievement Standards as Indicators of progress = further assessment opportunity					

Achievement Standard Number and version, and Title			No of Credits	Result
Number	Version	Title		
90654	2	Plan and carry out independent historical research	4	
90655	2	Communicate and present historical ideas clearly to show understanding of an historical context	5	
90656	2	Analyse and evaluate evidence in historical sources	5	
90657	2	Examine a significant decision made by people in history, in an essay	5	
90658	3	Examine a significant historical situation in the context of change, in an essay	5	

# Scholarship: History

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## Aims/General Learning Outcomes :

This course aims to develop in the student the ability

- to establish valid judgements about historical research and the nature of evidence ,
- to communicate substantiated argument that critically evaluates historical narratives, establishes historical relationships, synthesises relevant ideas and
- to demonstrates an understanding of the scope of historical contexts..

## Course Content :

is identical to that for Level 3 History **PART 1: ENGLAND, 1558-1667** i.e.,

**A: ECONOMY AND SOCIETY**

**B: GOVERNMENT AND POLITICS, 1558-1640**

**C: REVOLUTION, REPUBLIC AND RESTORATION, 1640-1667:**

## Assessment :

is identical to that for Level 3 History **PART 1: ENGLAND, 1558-1667** but will necessitate the student doing NINE formative assessment items related to 90656 so that she is well prepared for the range of resource material which is common to the Scholarship examination in History during which an extended “article” based around the (supplied) resource items is written. The writing of such articles as a rehearsal for the examination is also expected.