



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

Exemplar for Internal Achievement Standard

History Level 2

This exemplar supports assessment against:

Achievement Standard 91229

Carry out an inquiry of an historical event or place that is of significance to New Zealanders

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to comprehensively carry out an inquiry of an historical event or place that is of significance to New Zealanders.</p> <p>This involves making perceptive annotations on the evidence and providing a perceptive evaluation of the inquiry.</p> <p>This student has provided annotations. They include a description of the links between the evidence and the focussing questions [1] and examples of where there is a need for caution in using the evidence [2]. They also identify particular perspectives [3] and provide cross-referencing to support the analysis of the evidence [4].</p> <p>The student has also provided evaluative comments that evaluate strengths and weaknesses and/or successes and difficulties in the inquiry process [5] and explain the comparative usefulness of sources [6]. Comments also identify issues that affect the usefulness and the reliability of the evidence gathered [7] and they discuss reliability [8]. Note that some evaluative comments may be located in annotations.</p> <p>For a more secure Excellence, the student could:</p> <ul style="list-style-type: none"> • in the annotations, make further explicit comments of the higher-level sort suggested on the last four bullet points of Explanatory Note • in the evaluation, provide further specific examples of each of the different types of comment suggested in EN7 of the standard.

Selected evidence:

Adamson, H., *The Civil rights Movement; an Interactive History Adventure*, Minnesota, 2009. Chapter 3.

[13 lines of printed evidence]

Annotation example:

- [1] This evidence relates to FQ2. It shows what the Freedom Rides were and is a secondary source explaining what the people did so that they could see a change in the world where they lived because they believed that the laws were outdated or unfair. The source is
- [8] reliable, because the author's name is available, and she has written a lot of books about the history of the world. The information in the book matched up with what I found on the
- [4] Freedom Riders Foundation website, but because the book is aimed at younger readers, the
- [2] evidence may be missing description of some aspects that were deemed inappropriate for young children.

Other examples of annotation comments:

- [2] FQ2. The Freedom Riders Foundation website is reputable because it contains the author's name, and the year it was written. However it's an organisation, so it may have some particular agenda so care needed. It has an emotional viewpoint - the author David Lisker - seems very proud of what the Freedom Riders did for his country.
- [1] FQ3. These guidelines show that the Freedom Rides were based on "peaceful protesting" and that the plan was organised thoroughly by the Congress of Racial Equality. This source is reliable because the authors name is available and he would have done his research properly because he is an Associate Professor of History at the University of Texas. It was published at the University of Kentucky, so can be relied on to produce quality material. The book also has a thorough bibliography and there is no bias on the information used.
- [8]
- [1] FQ2. This evidence links to the focusing question because these songs were ones Freedom Riders sang when they were jailed, being threatened or faced any danger. It helped release tension and anxiety too, but worked to the advantage of the activists as it was an effective political tool. So, the songs are now remembered as a type of campaign associated with the Freedom Riders because they also contained a meaning behind their catchy tunes. Strictly the black PoV only. The Metro Lyrics website may not always be accurate, because anyone can submit lyrics for a particular song. In this case though, the lyrics are correct, because I have listened to the song on you tube to check their accuracy. Good for attitudes rather than details.
- [3]
- [2]

Evaluation

- [5] The most successful part of my investigation was finding a very wide range of internet sites related to the Freedom Rides. Most of them provided similar summaries of what happened; the most useful ones went further and provided primary evidence to support what they wrote.
- [7] Nearly all of these sites were American but hopefully the primary evidence helped to show that what was written was true and there was no bias. There was not much from the point of view of those opposed to the Freedom Rides – but how could they justify their opposition anyway?

- [8] For Focusing questions 1 and 2, the information I sourced was relatively simple to find and went successfully. I credit this to the fact that more information has surfaced ever since the release of the film about the Freedom Riders, as historians weren't completely aware of this aspect of the Civil Rights movement. I found it challenging to find information for the positive reactions of the public to the Freedom Rides. I think this is because the media focuses on sensational events instead of looking at the complete story.

- [6] The evidence I gathered from the PBS website and the American Express websites helped me to address the focusing questions because they were very thorough with their newspaper articles, interviews and letters. I don't think the book "Civil Rights in the USA, 1863-1980, by David Paterson and Susan Willoughby," would be completely reliable to
- [7] historians because the secondary information contains words such as "believed," and "likely," and was quite opinionated. The secondary pieces of information I used could also be disagreed with and a historian should use primary sources to ensure their accuracy.

- [5] If I was to do this assessment again I think I would search harder for an even wider range of sources to get a better general idea of what the Freedom Rides were about. I was the most satisfied with the information I gained from the interviews with C.T Vivian and Glenda Gaither Davis. I personally found them very interesting and it gave me an insight into what the African Americans would have felt. I was also satisfied with the two books, "Freedom's Main Line, by Derek Catsam," and "Freedom Riders, by Raymond Arsenault," because I liked the books and I thought they covered the topic really well by containing primary and secondary information. An example of this is the Seven Guidelines for the Bus Rides, which I used as relevant evidence for Focusing Question 1.

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to carry out, in-depth, an inquiry of an historical event or place that is of significance to New Zealanders.</p> <p>This involves making detailed annotations on the evidence and providing a coherent evaluation of the inquiry.</p> <p>This student has provided annotations that include examples of where there is a need for caution in using the evidence [1], cross referencing to support the analysis of the evidence [2] and weighing of the evidence the sources contain [3].</p> <p>The student has also provided evaluative comments that evaluate strengths and weaknesses and/or successes and difficulties in the inquiry process [4] and explanation of the comparative usefulness of sources [5]. There is also identification of issues that affect the usefulness and the reliability of the evidence gathered [6] and explanation of reliability issues [7]. Note that some evaluative comments may be located in annotations.</p> <p>To reach Excellence, the student could:</p> <ul style="list-style-type: none"> • use a wider range of types of annotation • provide more in-depth examples of the types of evaluative comment suggested in EN 7. For example: <ul style="list-style-type: none"> • discussion of why terms such as “believed” and “likely” represent problems [8] • which historians are unaware of the Freedom Riders aspect [9] • explanation of what was interesting about the evidence in the two interviews [10].

Selected evidence

Adamson, H., *The Civil rights Movement; an Interactive History Adventure*, Minnesota, 2009. Chapter 3.

[13 lines of printed evidence]

- [2] Annotation: This evidence shows what the Freedom Rides were and is a secondary source explaining what the people did so that they could see a change in the world where they lived because they believed that the laws were outdated or unfair. The information is reliable, because the author's name is available, and she has written a lot of books about the history of the world. **The information in the book matched up with what I found on the Freedom Riders Foundation website,** but because the book is aimed at younger readers, it may be missing valuable material.

Other examples of annotation comments:

- [1] The Freedom Riders Foundation website is reputable because it contains the author's name, and the year it was written. It's also an organisation, so it would be non-profit, and wouldn't be scamming you or trying to get money out of you. However **it has an emotional viewpoint - the author David Lisker - seems very proud of what the Freedom Riders did for his country.**

- [7] These guidelines show that the Freedom Rides were based on "peaceful protesting" and that the plan was organised thoroughly by the Congress of Racial Equality. This source is reliable because the authors name is available and he would have done his research properly because **he is an Associate Professor of History at the University of Texas. It was published at the University of Kentucky, so can be relied on to produce quality material. The book also has a thorough bibliography and there is no bias** on the information used.

- [3] This evidence links to the focusing questions because these songs were ones Freedom Riders sang when they were jailed, being threatened or faced any danger. It helped release tension and anxiety too, but worked to the advantage of the activists as it was an effective political tool. **The singing bothered guards because the protesters weren't actually doing any harm - just singing. So, the songs are now remembered as a type of campaign associated with the Freedom Riders** because they also contained a meaning behind their catchy tunes.

- [1] The Metro Lyrics website **may not always be accurate, because anyone can submit lyrics for a particular song.** In this case though, the lyrics are correct, because I have listened to the song on you tube to check their accuracy.
- [2]

Evaluation

[5] [9] For Focusing questions 1 and 2, the information I sourced was relatively simple to find and went successfully. I credit this to the fact that more information has surfaced ever since the release of the film about the Freedom Riders, as historians weren't completely aware of this aspect of the Civil Rights movement. I found it challenging to find information for the positive reactions of the public to the Freedom Rides. I think this is because the media focuses on sensational events instead of looking at the complete story. The evidence I gathered from the PBS website and the American Express websites helped me to address the focusing questions because they were very thorough with their newspaper articles, interviews and letters. I don't think the book "Civil Rights in the USA, 1863-1980, by David Paterson and Susan Willoughby," would be completely reliable to historians because the secondary information contains words such as "believed," and "likely," and was quite opinionated. The secondary pieces of information I used could also be disagreed with and a historian should use primary sources to ensure their accuracy. If I was to do this assessment again, I think I would search harder for an even wider range of sources to get a better general idea of what the Freedom Rides were about. I was the most satisfied with the information I gained from the interviews with C.T Vivian and Glenda Gaither Davis. I personally found them very interesting and it gave me an insight into what the African Americans would have felt. I was also satisfied with the two books, "Freedom's Main Line, by Derek Catsam," and "Freedom Riders, by Raymond Arsenault," because I liked the books and I thought they covered the topic really well by containing primary and secondary information. An example of this is the Seven Guidelines for the Bus Rides, which I used as relevant evidence for Focusing Question 1.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to carry out, in-depth, an inquiry of an historical event or place that is of significance to New Zealanders.</p> <p>This involves making detailed annotations on the evidence and providing a coherent evaluation of the inquiry.</p> <p>This student has provided annotations that describe the links between the evidence and the focussing questions [1], identify the particular usefulness of a piece of evidence [2] and identify the need for caution in using the evidence [3]</p> <p>There are also evaluative comments that evaluate strengths and weaknesses and/or successes and difficulties in the inquiry process [4] and identification of issues that affect the usefulness and the reliability of the evidence gathered [5].</p> <p>For a more secure Merit, the student could provide a broader range of types of annotation, more detail to support what is stated in annotations (for example, who might manipulate information, and why, with examples) [5] and a broader range of types of evaluative comment.</p> <p>For a more secure Merit, evaluative comments could also be contained in the annotations. They could include several comments that are of the higher-thinking sort indicated in Explanatory Note 5. The evaluation could provide more detail by identifying who talks about personal opinions and accusations [6]; what is the angle shown in the visual image and who might interpret it differently [7].</p>

Selected evidence

www.3news.co.nz/how-did-ww1-change-new-zealand/tabid/423/articleid/295519/default.aspx

[30 lines of printed evidence]

[3][6] Annotation: This source relates to focussing question because it gives personal opinions of certain people as to how the war affects New Zealanders today and it also gives a range of reasons on how New Zealanders are still affected 99 years on. The limitation of this source is mainly that they talk a lot about personal opinions and accusations made by certain people and therefore they may not be completely accurate.

Other examples of annotation comments:

[1] The photo of the Maori Turks relates to FQ 3 because it is an example of propaganda used in the war in order to attract young men and make them interest in joining in the war. Being propaganda it may have been giving a false message of what war was like so I have to take care using this evidence.

[1] This source is relevant to FQ 2 because it describes Churchill's plan to gain control of the Dardanelles and knock Turkey out of the war. They also give insight into how Churchill's plan made WWI worse.

[2] This source from "ANZAC - The New Zealanders at Gallipoli" provides reasons why the "Rawene Boys" went away to fight. It also demonstrates lack of knowledge the boys had of what the war would really be like. You can tell from the expressions on the boys faces that they were excited to be going off to war.

[2] This provides a visual image of what WWI trenches looked like and what soldiers had to go through. The image captures a unique glimpse at a point in time but is limited because it only shows from one angle and different people might interpret the photo in different ways.

[3][7]

Evaluation

[4] The most difficult thing during the inquiry process was trying to find specific information and evidence about the focussing questions. Most of the evidence gave a general coverage of the events of WWI and it was difficult to locate sources that were relevant to the subject. The successes I had during the inquiry process were learning how to locate & navigate sources and describing the links between the evidence and the focussing questions. Each different source helped me to answer my focus questions in different ways but the most helpful source was www.nzhistory.net.nz because this site helped to answer more than one focus question and it gave me lots of beneficial information to use in assignment.

[4] I think the most reliable source for historian is www.rmwebed.com.au/web-resources/y9history/gallipoli/trenches.html because it gave me insights into the soldiers homes whilst they were away at war and explained heaps about the conditions of the trenches/cause of death for many which is related to the focus question.

[5] The article by 3News used to answer FQ1 gives you insights into personal opinions of certain individuals, the information that these people talk about may not contain entirely correct information and may be manipulated to a certain extent behind the scenes. It all depends on whether we can rely on the person who wrote the narration. It is at www.3news.co.nz/how-did-ww1-change-new-zealand/tabid/423/articleid/295519/default.aspx.

[4] Keeping a research plan and maybe a study log will assist me in organising myself and making sure that I am equipped with relevant information prior to the assessment. When I found it hard to find sources I could of asked for help earlier on instead of wasting my time looking myself. Asking for help would be beneficial to getting my assignment done on time and learning more from the teacher.

[4] I was most satisfied with my time management throughout the inquiry and how I spaced out my research process over the 4 weeks to ensure I would finish on time.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to carry out an inquiry of an historical event or place that is of significance to New Zealanders.</p> <p>This involves:</p> <ul style="list-style-type: none"> • preparing to carry out an inquiry • making annotations on the evidence • organising sources and evidence • evaluating the inquiry. <p>This student has identified the topic, providing some thinking behind the choice of context [1] and provided evidence of preliminary reading by being able to cite specific possible sources and a brief indication of relevant evidence they appear to contain [2]. Focussing questions have been developed [3] as well as a research plan towards successful completion of the research on time [4].</p> <p>Annotations that describe the relevance of selected evidence to focussing questions have been provided [5].</p> <p>There are evaluative comments that evaluate difficulties in the inquiry process [6], explain the comparative usefulness of sources [7] and identify issues that affect the usefulness and the reliability of the evidence gathered [8].</p> <p>To reach Merit, the student could provide more detailed evidence of how possible sources appear to be useful [2] and ensure that focussing questions are not too closed - Question 1, nor too broad, Question 3 [3].</p> <p>To reach Merit the student could also provide specific detail throughout the plan (for example, identify times to use the internet, identify specifically when and where other sources will be accessed, specify times of day the research will be conducted, avoiding other commitments). There could be a wider range of types of annotation and examples to support generalisations in the evaluation, for example [8].</p>

Planning evidence*Topic:* Kate Sheppard

I will study Ms Sheppard because she is a pioneer not just for New Zealand women but for women all over the world. How did NZ get the vote for women first in the world? I have always wanted to know this. Now is my chance.

1. What were the reasons for Kate to migrate to New Zealand?

2. What experiences did Kate have in New Zealand?

3. What impact did she have on our society?

<i>Books:</i>	1. Dr. Katherine Aasletad	<i>Historicas Women</i>	Give reliable non-biased information about women who had important roles in society.
	2. Kevin Boon	<i>Kate Sheppard</i>	Lots of information on Kate Sheppard.
<i>Internet:</i>	1. www.paperspast.com		Gives primary resources from newspaper articles at the time.
	2. http://www.teara.govt.nz/en/search/teara?		Reliable information secondary sources
<i>Other:</i>	1. School's vertical files		Holds newspaper articles for important dates in time.
	2. Kate Sheppard's Journal		Personal views, details

Time Management Plan

5th May	After reading the instruction sheet carefully and making sure I understand what is asked of me in every task, I will decide whether to do an individual or migrant group. Ask my peers for information on whether my idea for a group or individual is good.
6th May	Write my time management plan to help me keep on track with my inquiry. Begin completing task 1 and have this ready for the checkpoint. Look around the library for possible books and other resources that might be useful and include them in task 1. (Try key words 'wctu', 'kate sheppard', 'womens suffrage')
7th May	Have task 1 completed and have that checked by the teacher by the end of that days lesson. Begin looking at tasks 2-3. Add any necessary items to the task management plan and start completing task 2 for the due date of 13th May
11th May	Annotate all evidence selected so far. Remember: link information to the focusing questions, discuss source reliability, cross-reference, weigh, compare reliability of different pieces of evidence. Print out extra evidence sheets in the library and bind them together in a folder to help with organising my research. Look for possible sources to use out of the resources found in task 2. Begin filling out evidence sheets and using a variety of primary and secondary sources.
Etc.: 6 more similar entries...	

Selected evidence

FQ: Why did she migrate to NZ?

<http://www.teara.govt.nz/en/biographies/2s20/sheppard-katherine-wilson>

Downloaded: Wed 22/05/12

[17 lines of printed evidence]

Identify the relevance to the FQ:

Annotation: This source helps me understand the focusing question because it talks about how Kate Sheppard migrated to New Zealand because of her family wanting a new start and a place to exceed with Kates intellectual ability.

[5] **Other examples of annotation comments:**

This source helps me closely understand the focusing question of why Kate Sheppard migrated to NZ. From another person's point of view it explains how much of a better country NZ is to live in which would explain why Kate Sheppard's parents would have chosen to migrate.

This source helps me understand the focusing question because it talks about the efforts of Kate Sheppard to obtain signatures for her petition. It shows me how because of her they reached 30,000 signatures in favour of women's vote. Also how Kate Sheppard herself signed her own petition.

This source helps me understand the focusing question because I can see the many signatures that Kate Sheppard obtained to give the parliament in favour of women's vote. This helps me see what experiences she had in New Zealand.

Evaluation

Limitations of resources, validity/reliability of sources:

[6] One problem I found in my research project was finding Primary sources for Focusing Question 1 about why Kate Sheppard migrated to New Zealand. As it was not Kate's decision but her families, I am restricted in ways to explain and answer my Focusing Question. This limitation was overcome however by using a newspaper article about other English migrants which specifically answered my question. Had I reworded my question better, I would have been able to find a wider range of sources that would have been more reliable and easier to find than the one Primary I used. Another problem in my research project was writing up my plan for the assessment. I didn't understand what was being asked of me until I made the effort to go into detail about the task and fully understand it. This set me back 1-2 key days. In my inquiry that I could have been using to gather and evaluate evidence sheets for my focusing question. Thankfully I completed my planning sheet promptly and addressed everything that was asked of me. If it had asked about my plan on day 1, I would have completed it quicker and be further ahead in my assessment.

Comment and explain and successful aspects of your research:

[8] Because of the questions I chose, I was able to find many sources that would answer my 2nd and 3rd Focusing Question. This allowed me to pick and choose the most reliable and best evidence sheets that I could find for my inquiry project. This overall impacted my project because it meant that the evidence sheets used were reliable and answered my questions accurately. Another successful aspect of my inquiry project was the way I used more books than Internet sources for evidence. Books are written by historians that cross-reference their information heavily before publishing to ensure it is accurate. Unlike the Internet, people can post anything that they thought were true. This means a lot of Internet sources may be biased or unreliable. Because there were so many books in our school library about Kate Sheppard I was able to use evidence that was reliable.

What would you improve for future research?

[7] One aspect of my enquiry project that I would change would be to pick more books over Internet sources. My school library had a lot of books on Kate Sheppard and other historical New Zealand women that I feel I didn't utilise. Using books instead of the internet allowed me to only gather reliable and trusted information that I know has been cross referenced by the historian that wrote the book. This would overall allow my research to be more reliable... and have less chance for bias or inaccurate information. Another thing I would change about my assessment would be to pick a better question for Focusing Question 1. As Kate Sheppard is an individual there were very few reasons for her migrating to New Zealand other than her mother wanting a better country for her children to grow up in.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to carry out an inquiry of an historical event or place that is of significance to New Zealanders.</p> <p>This involves:</p> <ul style="list-style-type: none"> • preparing to carry out an inquiry • making annotations on the evidence • organising sources and evidence • evaluating the inquiry. <p>This student has briefly identified the topic [1], provided evidence of preliminary reading by being able to cite specific possible sources and a brief indication of relevant evidence they appear to contain [2] and developed focussing questions [3]. There is also a very brief research plan [4] and annotations that describe the relevance of selected evidence to focussing questions [5].</p> <p>The student has also provided evaluative comments that describe some limitations of evidence [6], some aspects of the research that were successful [7] and improvements that could be made [8].</p> <p>For a more secure Achieved, the student could:</p> <ul style="list-style-type: none"> • write a sentence or two to further define the topic and/or state why it is worth researching • provide a much more detailed research plan (including details about how, when and where research will occur) • provide a wider range of types of annotation • support generalisations in the evaluation with specific examples, for example [9] [10] [11].

Planning evidence

[1]	Topic: Kate Sheppard		
[3]	1. What were the reasons for Kate Sheppard's migration to New Zealand? 2. What were the experiences Kate Sheppard had in New Zealand? 3. How did the migration of Kate Sheppard change New Zealand?		
	Books:	1. Kevin Boon Kate Sheppard	Secondary resource on Kates life. Useful to answer FQ2. Full on biography with Primary resources
		2. Sheryll Ofner New Zealand women in the 19 th century	Secondary resource detailing Kate Sheppards life. Useful for FQ3.
[2]	Internet:	1. www.teara.govt.nz/en/biographies/2s20/sheppard-katherine-wilson	Secondary resource on kates life useful to answer FQ2.
		2. nzhistory.net.nz/culture/immigration/home-away-from-home/summary	Secondary resource which has much info from immigration from England to NZ.
	Other:	1. \$10 note	Primary resource that can answer FQ3.
		2. Newspaper article – White Camellias in Dominion post 20 th Sept 2008	Talks to 4 of Kates descendants about Kates legacy. Useful for FQ2.

Time Management Plan

[4]	6 th May	Decide who to do research on
	8 th May	Hand in preliminary plan
	10 th May	Complete task 1, 2 & 3
	13 th May	Hand in task 1, 2 & 3. Begin task 4,5 & 6a
	15 th May	Understand what to do.
	17 th May	Complete some sheets
	20 th May	Hand in task 4 & 5. Begin task 6b.
	Etc.: 4 more similar entries...	

Selected evidence

[5]	FQ: What were the reasons for Kate Sheppards migration to New Zealand http://www.nzhistory.net.nz/culture/immigration/home-away-from-home/summary Downloaded:
	[11 lines of printed evidence]
	Annotation: Identify the relevance to the FQ: This resource is relevant to FQ1 as it shows how many british people migrated to NZ in the 1860's. It was because the british had assistance with fares. Kate Sheppard migrated to NZ during the same time as assistance with fare were provided. Kate migrated to NZ in 1869.

Other examples of annotation comments:

This resource is relevant to FQ1 as in the early 1860's there were many assisted families coming from Britain to live in NZ for a better life. This may have been the case for Kate & her family; as her family boarded the "Maoaka" an immigrant ship to come to NZ in 1869 as referenced in the 'the biography of Kate Sheppard'.

This resource is relevant as it shows why Kate migrated to NZ; it was to join her elder sister who married a New Zealander. Around the time her family & she migrated to NZ, many British people had help with assistance with fares to come to NZ. which is referenced by nzhistory.

This resource is relevant to FQ2 as it shows Kates experience in NZ. It shows how hard

Kate worked for womens rights to vote despite the many failures. It all her hardwork paid off she ended up being the 1st president for "The National Council of Women" a picture can be seen by teara.govt.nz. This resource also shows how Kate campaigned for better conditions overall.

Evaluation

- [6] *Limitations of resources, validity/reliability of sources:*
I found it very difficult to answer FQ as there aren't many resources on the reason of Kates migration. I searched through many books & websites even with the librarians assistance nothing popped up. The same basic generic answers for Kates migration would be repeated on all books & sites. **The resources I did achieve for FQ only one of them actually talks about Kate whilst the other 2 are about British migration** to NZ during the time when Kate & her family migrated.
I ordered Newspaper clippings about Kate but I never received them. I felt that I didn't use much of a variety of sources.
The resources from nzhistory are basically a skim of the tear.govt.nz site. I felt that the nzhistory sources weren't so good as it was just a basic summary.
I tried finding Documentaries about Kate Sheppard through both the library & internet & came out empty handed. There was a few documentaries about Kate Sheppard in the library however they were still checked out by the time I finished this work.
- [7] *Comment and explain any successful aspects of your research:*
I found it very fulfilling to answer FQ3 because **Kate Sheppard has left a massive impact nationally & internationally**. Besides by not just being on the \$10 bill, Kate did many things after the Electoral Act 1893 which I find interesting. I had great time management I always handed in all my tasks to be checked at the correct time which helped me to improve on what I've done wrong from the teachers comments. I was very active in trying to find sources. I went to many different librarians questioning them for help. **I used resources out of school**.
- [10] **nationally & internationally**. Besides by not just being on the \$10 bill, Kate did many things after the Electoral Act 1893 which I find interesting. I had great time management I always handed in all my tasks to be checked at the correct time which helped me to improve on what I've done wrong from the teachers comments. I was very active in trying to find sources. I went to many different librarians questioning them for help. **I used resources out of school**.
- [11] I used quite a lot of primary sources which are far more trustworthy than using secondary resources. I had much ease finding Primary resources because Kates legacy is forever remembered & can never be forgotten.
- [8] *What would you improve for future research?*
If I could improve my work I would change from doing this whole piece completely devoted to Kate Sheppard & change it to focus on groups because I found it too difficult to answer FQ1 for Kate that I just used the British group who migrated to NZ during the same time as her. I also would have used much more resource, I ordered some Newspaper clippings about Kate Sheppard through INNZ but I never received the clippings.
I would devote more time on task 6a because I felt that I didn't indulge in it as much as I wanted to. The information I put in didn't feel so good it felt too basic & generic. I would have devoted more time on this at home than just doing it at school. I would improve on my and writing more because it also seems sloppy as I am writing it out on the sheets. And also perhaps use a different pen. As the grip on this isn't too good.
I would pay more attention to the Questions & try my best to understand & answer them. Read through all the books & sites containing information about Kat Sheppard & much more thoroughly & again wrap my head around the information & Do my best to fully understand the information so that I can use it to my potential.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to carry out an inquiry of an historical event or place that is of significance to New Zealanders.</p> <p>This involves:</p> <ul style="list-style-type: none"> • preparing to carry out an inquiry • making annotations on the evidence • organising sources and evidence • evaluating the inquiry. <p>This student has briefly identified the topic [1], provided evidence of preliminary reading by citing specific possible sources and a very brief indication of relevant evidence they contain [2] and attempted to develop feasible focussing questions [3]. There is also a very brief research plan [4] and annotations that describe the relevance of selected evidence [5].</p> <p>There are evaluative comments that describe briefly, limitations of evidence [6], a few aspects of the research that were successful [7] and, briefly, how improvements could be made [8].</p> <p>To reach Achieved, the student could further define the topic and/or state why it is worth researching, ensure that the research questions are clear and are not going to lead to duplication of evidence (see FQ 1 and FQ 2) and indicate preliminary reading by being more specific about the evidence within each source that is relevant to the inquiry e.g. [9].</p> <p>To reach Achieved there could also be a much more detailed research plan (including details about how, when and where research will occur), a wider range of types of annotation and clear links to focussing questions and, in the evaluation, greater depth. This could include specific examples to support generalisations, for example, which were the best sources of evidence [10].</p>

Planning evidence

[1]	Topic: Chinese migration (gold rush)		
[3]	1. How were the new Chinese treated by New Zealand? 2. What were some of their experiences in New Zealand? 3. How did Chinese adapt to NZ culture?		
[9]	Books:	1. Julia Bradshaw	Golden Prospects
		2. Steven Eldredg	Diggers, Haters and whores The story of NZ Goldrush
[2]	Internet:	1. http://www.teara.govt.nz	
		2. http://www.Centralotagonz.com	
	Other:	1. Book Ray Vasil and Hong-Key Yoon	
		2. All that Glitters , Brian McNeil	

[4]	Time Management Plan	
	2 nd May	Read booklet and talk with my teacher and then choose which person or group I will study.
	3 rd May	Search for primary Information like photos, written texts etc and then complete time plan.
	4 th May	Check my timeline is complete in detail and includes what I am doing on each task.
	5 th May	Hand tasks 1 and 2 for my teacher to check. Continue to use Library for different Info
	10 th May	Continue with task 3 & 4 using Library, Internet, Newspapers, etc.
	11 -12 th May	Use Public Library for different Info
	13-14 th May	Start to gather and use/choose my research to put onto nice sheets for Task 4/5/6.
	Etc.: 4 more similar entries...	

Selected evidence

[5]	FQ: How were the new Chinese treated by NZ people and affect on NZ.
	http://www.teara.govt.nz/en/Chinese Downloaded: 23 rd May 8:15 PM.
	[6 lines of written evidence]
	Annotation: Identify the relevance to the FQ: This resource is relevant because it shows how many Chinese first came to New Zealand and how much the Chinese gold miner population grew in three years and how they lived and were they treated hard by New Zealand people.

[5] **Other examples of annotation comments:**

This resource is relevant because the garden is a sign of friendship and trust between New Zealand and china and serving us a reomembrance of the first chinese settlers arriving in Otago for the gold rush.

This resource is relevant because it shows the hardship and rasicism suffered by the Chinese people in New Zealand and more and more chinese people show up for work it also shows how some Chinese people were stopped befor they even got on the boat with a increase in tax.

This resource is relevant because it shows how hard it was for the chinese to make a living back home because of over population, lack of education and money so thy saw a new chance of making money in Otago New Zealand Gold rush.

Evaluation

[6] *Limitations of resources, validity/reliability of sources:*

I had problems with doing my assiment and working with my teacher on days where I was at gateway which meant I was not able to get as much feedback as I could. So I was limited to how much feedback I could get from my teacher so I had to trust what I was doing and be more independent.

I had problems of working to the certain checkpoints because I could not found all or enough information before that date.

[7] *Comment and explain and successful aspects of your research:*

[10] I found a lot of useful books and websites that had a lot of information for me to choose from after I choose my info I had to cut it down to nine. I also stayed away from websites were people can edit the info there so I know what I got is correct. I was able to use websites that could not be changed so the info was put on by people who know about the chinese migration. Unlike the Wikipedia which allows people to change the info on the website. Te Ara was the best web site because it gave me information for all my focus questions and I could understand it easily.

[8] *What would you improve for future research?*

Next time I would work to my time plan better this is what I think I need to improve on I found I would be behind class sometimes so I would need to work harder and do more to catchup.

I think I could improve more on with my communication with my teacher I don't think I ask enough questions about my work.

I could go to more public libraries and the musem in Auckland to find more book, facts and figures/stats to put into my research.