

Time, Continuity and Change 6

The assessments included eight tasks investigating students' knowledge, understandings and processes in the area of time, continuity and change. This area focuses on relationships between people and events through time, and the interpretation of these relationships.

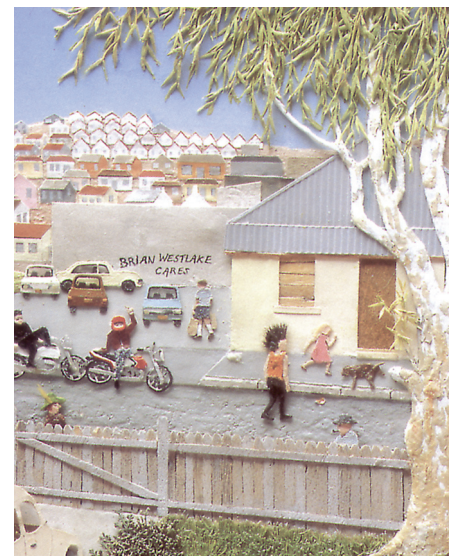
Five tasks were identical for both year 4 and year 8 students and three were administered only to year 8 students. Two are trend tasks (fully described with data for both 2001 and 2005), two are released tasks (fully described with data for 2005 only) and four are link tasks (to be used again in 2009, so only partially described here).

The tasks are presented in the three sections: trend tasks, then released tasks and finally link tasks. Within each section, tasks attempted by both year 4 and year 8 students are presented first, followed by tasks attempted only by year 8 students.

Averaged across 28 task components administered to both year 4 and year 8 students, 23 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 25 of the 28 components.

There was evidence of useful improvement between 2001 and 2005 on the single trend task for year 4 students and the two trend tasks for year 8 students. Because the improvements were mainly associated with four components of a single task (*Rodney's Window*), these results should be interpreted with caution. Averaged across the four trend task components attempted by year 4 students in both years, nine percent more students succeeded in 2005 than in 2001. Gains occurred on all four components. At year 8 level, with 15 trend task components included, seven percent more students succeeded in 2005 than in 2001. Gains occurred on 12 of the 15 components.

Most students at both year levels could identify visible changes that had occurred across time. Year 8 students were much better able than year 4 students to explain good and bad implications of these changes for people living in the different times. Substantial numbers of year 8 students showed significant knowledge of New Zealand history, but only a minority had reasonable knowledge of the timing of major events. Understandably, year 4 students had very limited historical knowledge. About half of year 8 students could talk about one or more current world issues, with most of the remainder mentioning at least one national or local issue instead. Faced with the same task, about half of the year 4 students were not able to articulate any relevant issue (local, national or international).



Trend Task: Rodney's Window

Approach: Team

Year: 4 & 8

Focus: Historical change and its consequences

Resources: 3 pictures; instruction card; answer sheet



1



2



3

Questions / instructions:

Here are three pictures looking out of Rodney's window. The first picture shows when he was a baby, the second when he was at intermediate school and the third when he finished high school.

You are going to use these pictures to think and talk about the changes that took place from when Rodney was a baby. Here are the things you are to do.

Show and read the instruction card to the students. Give out the answer sheet.

When you have finished the four activities I'll ask you to tell me what you decided. Each person can have a turn at telling me about what you have written down.

Allow time.

Now it's time for you to tell me what you decided. Remember, each person can have a turn at telling me about what you have written down.

Instruction Card

1. Talk together about the changes seen through the window from when Rodney was a baby, until when he finished high school.

Agree on 3 of the main changes, then write them on the chart.

2. Talk about the reasons why the changes happened.

Agree on 3 of the main reasons, then write them on the chart.

3. Talk about the good things that would happen with the changes.

Agree on 3 of the best things, then write them down.

4. Talk about the things that are not so good about the changes.

Agree on 3 of the worst things, then write them down.

1. What did you think were 3 of the main changes seen through the window from when Rodney was a baby?

How well has the team captured the main changes?

		% response 2005 ('01)	
		year 4	year 8
very well	7 (5)	19 (15)	
moderately well	21 (17)	51 (37)	
a little	49 (43)	21 (46)	
any other response	23 (35)	9 (2)	

2. What did you think were 3 of the main reasons why the changes happened?

How well has the team identified the causes for the changes?

		% response 2005 ('01)	
		year 4	year 8
very well	1 (0)	8 (3)	
moderately well	12 (3)	37 (27)	
a little	46 (30)	43 (52)	
any other response	41 (67)	12 (18)	

3. What did you think were 3 of the good things that would happen with the changes?

How well has the team identified the positive consequences of the changes?

		% response 2005 ('01)	
		year 4	year 8
very well	3 (0)	8 (3)	
moderately well	12 (7)	35 (12)	
a little	35 (31)	41 (60)	
any other response	50 (62)	16 (25)	

4. What did you think were 3 of the not so good things that would happen with the changes?

How well has the team identified the negative consequences of the changes?

		% response 2005 ('01)	
		year 4	year 8
very well	8 (0)	19 (5)	
moderately well	18 (13)	47 (37)	
a little	48 (44)	27 (56)	
any other response	26 (43)	7 (2)	

		% response 2005 ('01)	
		year 4	year 8
Total score:	10-12	3 (0)	12 (5)
	8-9	5 (2)	20 (7)
	6-7	12 (6)	35 (33)
	4-5	25 (19)	18 (30)
	2-3	33 (33)	7 (25)
	0-1	22 (40)	8 (0)

Commentary:

Both year 4 and year 8 students scored substantially higher in 2005 than in 2001. Whereas 20 percent of year 4 students obtained a total score of six or more, 67 percent of year 8 students reached that level.

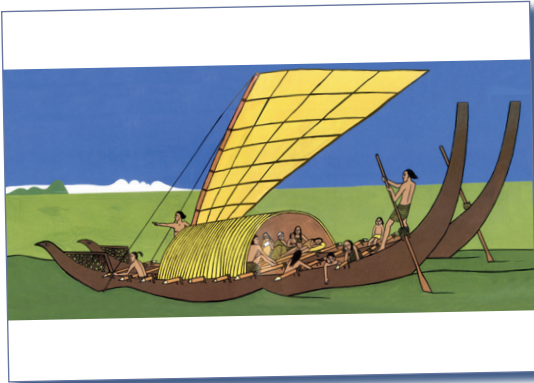
Approach: One to one
 Focus: Understanding migration to settle in New Zealand
 Resources: Picture 1, picture 2

Year: 8

Questions / instructions:

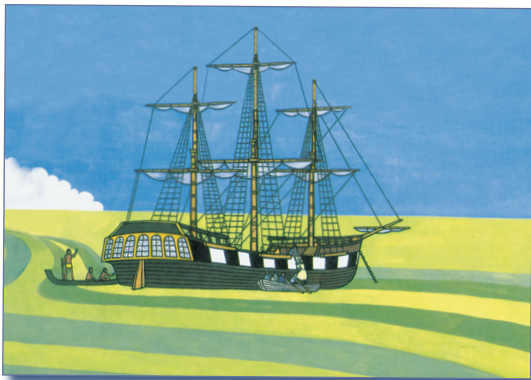
In this activity you will be thinking about why people moved to Aotearoa/New Zealand.

Show picture 1: Māori people.



These people made a long and dangerous journey to Aotearoa/New Zealand. They were the first people to come and live in our country.

Show picture 2: European people.



These people also made a long and dangerous journey from Britain to Aotearoa/New Zealand.

1. Why do you think the people in the second picture decided to come and live in Aotearoa/New Zealand?
2. Why might they have decided to leave their old land?

Mentions:

away from crowding to lots of space	49 (56)
improved prospects for ownership of land/better housing	30 (23)
greater social freedom/flexibility	18 (10)
opportunity to make a fresh start	33 (30)
adventure	26 (24)
greater economic freedom/opportunity	26 (22)
better employment/learning prospects	5 (11)
climate/environment	32 (36)
specific mention of gold rushes	4 (1)
specific mention of NZ Company/Edward Wakefield	1 (0)

Overall quality of ideas/explanation:

excellent/very good	1 (0)
good	16 (13)
moderate	46 (49)
poor	37 (38)

Total score: 6–13	13 (10)
4–5	27 (26)
3	20 (24)
2	14 (12)
1	19 (19)
0	7 (9)

% response
2005 ('01)
year 8

Commentary:

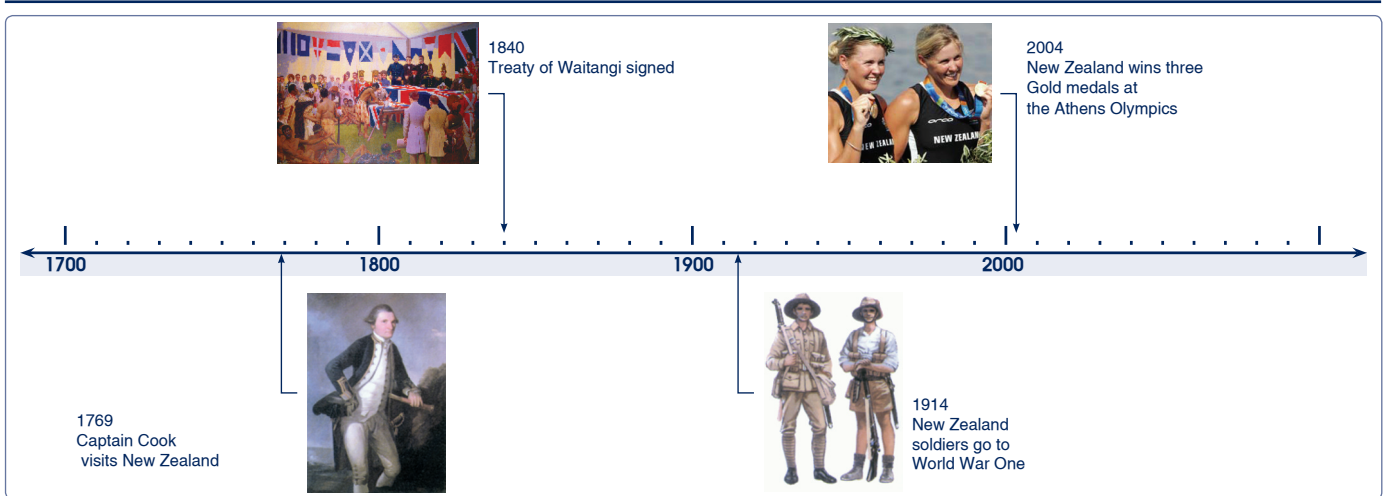
Forty percent identified no more than two reasons for European emigration to Aotearoa/New Zealand. There was no meaningful change in performance between 2001 and 2005.

Approach: One to one

Year: 8

Focus: Understanding past actions

Resources: 2 pictures, recording book



Questions / instructions:

We are going to look at a picture that shows something that happened in New Zealand's history.

Show picture of Hone Heke.



1. Tell me what is happening in this picture.

not marked

If the student is unable to explain what is happening, say: "This is a picture of a man called Hone Heke cutting down a flagpole."

This picture shows something that happened some time ago. Think about how long ago it might have happened.

Give student the recording book and pencil. [Shows timeline as at top of page.]

2. Here is a timeline with some dates on it. Mark on the timeline when you think it happened.

1700-1769	16
1770-1839	44
✓ 1840-1913	37
1914-2004	3
2005	0
any other response	0

% responses y8

Point to the flag and say:

I am going to show you a clearer picture of this flag.

Show student the enlarged flag.



3. Can you tell me which country this flag belongs to?

UK/Britain	45
England	35
NZ	4
any other response	16

If the student did not say it was a British flag, tell them: "This is the British flag."

4. Why might this flag have been flying in New Zealand?

British Colony to make the land theirs	17
no relevant response	41
	42

5. Why do you think that this man, Hone Heke, decided to cut down the flagpole?

Protest against British colonisation: yes	62
no	38

Total score:	5-6	16
	4	23
	3	25
	2	17
	0-1	19

Commentary:

Only 37 percent of year 8 students correctly placed the cutting down of the flagpole in the post-1840 period but 80 percent correctly associated the Union Jack flag with the United Kingdom/Britain or less correctly with England.

Link Tasks 12 – 15

% responses
y4 y8

LINK TASK: 12

Approach: One to one

Year: 4 & 8

Focus: New Zealand history

Total score:	7	3	23
	5-6	10	31
	3-4	21	26
	2	59	18
	0-1	7	2

LINK TASK: 13

Approach: One to one

Year: 4 & 8

Focus: Differences between present and past

Total score:	9-10	3	5
	7-8	14	33
	5-6	36	44
	3-4	35	16
	0-2	12	2

LINK TASK: 14

Approach: One to one

Year: 4 & 8

Focus: Current events in New Zealand

Total score:	16-18	7	21
	13-15	11	20
	10-12	22	26
	7-9	14	11
	4-6	23	17
	0-3	23	5

LINK TASK: 15

Approach: One to one

Year: 8

Focus: Reasons for and consequences of migration

Total score:	6-10	6
	5	16
	4	24
	3	20
	2	19
	0-1	15