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

Two tasks were identical for both year 4 and year 8, one was administered only to year 4 students, and three were administered only to year 8 students. Three are trend tasks (fully described with data for both 1997 and 2001), one is a released task (fully described with data for 2001 only), and two are link tasks (to be used again in 2005, so only partially described here).

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

Averaged across 21 task components administered to both year 4 and year 8 students, 16 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 19 of the 21 components.

There was evidence of useful improvement between 1997 and 2001 on the single trend task for year 4 students, but little change over the same period on the two trend tasks for year 8 students. Averaged across 12 trend task components attempted by year 4 students in both years, 6 percent more students succeeded in 2001 than in 1997. Gains occurred on 11 of the 12 components. At year 8 level, with 28 trend task components included, 2 percent more students succeeded in 2001 than in 1997. Gains occurred on 16 of the 28 components.

Because these tasks required knowledge or understanding of history or the cause and effects of historical changes, and these are things that students learn about rather than experience, performance on these tasks was not strong. In particular, students showed quite limited knowledge of New Zealand history.


**Time Line (Y4)**

**Approach:** One to one

**Focus:** Historical event and dates.

**Resources:** 6 captioned pictures, 3 cards with dates, recording book.

**Questions/instructions:**

Show picture cards.

Make sure pictures are in order. NOTE THE ORDER IS 1, 3, 4, 5, 7, 8. Do not give the student the pictures yet.

In this activity you will be looking at some pictures and putting them in order. The pictures show events that happened in the history of New Zealand.

Give the student the pictures one at a time, starting at number 1. Read the captions to the student.

1. I would like you to put these pictures in the order in which you think they happened. Put the pictures in a line on the desk starting on the left with the event that came first.

Order of pictures:

- Māori explorers first: 49 (46)
- Captain Cook before Treaty of Waitangi: 61 (58)
- Treaty of Waitangi before vote for women: 54 (46)
- Vote for women before World War I: 34 (35)
- Hillary climbing Everest after all others: 67 (58)

Write the order of the pictures on the recording sheet.

2. Here are 3 cards with dates on them. Put each date under the picture of the event that happened that year.

Write the dates on the recording sheet.

**Point one at a time to the following cards, asking:**

3. Why was this an important event in New Zealand’s history?

- Captain Cook: good clear answer 3 (0)
- First Māori explorers: basic answer 10 (10)
- Votes for women: good clear answer 4 (3)
- basic answer 25 (22)

**Quality of explanations:**

**Captain Cook:**

- good clear answer: 3 (0)
- basic answer: 10 (10)

**First Māori explorers:**

- good clear answer: 4 (3)
- basic answer: 25 (22)

**Votes for women:**

- good clear answer: 1 (1)
- basic answer: 15 (6)

**Total score:** 8–15 7 (4)

**Commentary:**

Students were much more able to place events in order than to assign dates them. Explanations of the importance of events were quite limited. Year 4 students in 2001 scored a little higher on almost all task components and hence overall.
**Trend task**

**Approach:** One to one  
**Focus:** Historical event and dates.  
**Level:** Year 8  
**Resources:** 8 captioned pictures, 5 cards with dates, recording book.

**Questions/instructions:**

In this activity you will be looking at some pictures and putting them in order. The pictures show events that happened in the history of New Zealand.

**Year 8 assessment uses Postcards 1-8.**  
Refer to ‘Time Line (Y4)’ for postcards 1, 3-5, 7, 8.

1. I would like you to put these pictures in the order in which you think they happened. Put the pictures in a line on the desk starting on the left with the event that came first.

**Order of pictures:**
- Māori explorers first  73 (70)
- Captain Cook before Treaty of Waitangi  88 (87)
- Treaty of Waitangi before frozen meat to England  73 (67)
- Treaty of Waitangi before vote for women  77 (74)
- frozen meat before vote for women  67 (61)
- frozen meat before World War I  48 (47)
- vote for women before World War I  35 (45)
- World War I before Hillary climbing Everest  96 (96)
- Hillary climbing Everest before Wahine sinking  62 (65)

Write the order of the pictures on the recording sheet.

2. Here are 5 cards with dates on them. I want you to put these cards at the right places between these pictures to show when the events happened.

**Dates:**
- five dates in correct order  81 (85)
- 1600 after first Māori explorers  54 (56)
- 1600 before all other pictures  59 (64)
- 1700 after first Māori explorers  83 (85)
- 1700 before all other pictures  14 (10)
- 1800 after Captain Cook  89 (86)
- 1800 before Treaty of Waitangi  32 (35)
- 1900 after Treaty of Waitangi  83 (85)

Write the dates on the recording sheet.

**% responses 2001 (%’97)**

- 1900 after frozen meat to England and vote for women  60 (58)
- 1900 before World War I  23 (29)
- 2000 after all pictures  41 (65)

**Point one at a time to the following cards, asking:**

3. Why was this an important event in New Zealand’s history?
   - Captain Cook  
   - First Māori explorers  
   - Votes for women

**Quality of explanations:**

- **Captain Cook:**  
  - good clear answer  10 (15)  
  - basic answer  24 (20)

- **First Māori explorers:**  
  - good clear answer  16 (13)  
  - basic answer  34 (32)

- **Votes for women:**  
  - good clear answer  11 (10)  
  - basic answer  30 (33)

**Total score:**

- 20–23   7 (11)  
- 15–19   39 (40)  
- 10–14   41 (36)  
- 5–9    12 (13)  
- 0–4    1 (0)

**Commentary:**

Less than half of the students could explain the importance of the three chosen events in New Zealand’s history. The 2001 results were very similar overall to the 1997 results.
Changes

| Approach: |
| Team |
| Focus: |
| Effect of historical changes on people’s lives. |
| Resources: |
| 4 pairs of “Now” and “Then” photographs, “then” and “now” activity sheets, reminder card, group worksheet. |

Questions/instructions

This activity is about changes. Many changes have happened over the last 100 years that affect people’s lives and the environment.

1. You are going to start by working on your own. I’m going to give each of you a pair of pictures and an activity sheet. I want you to think about and write about what it would have been like living when each of these pictures was taken. You can make a list of ideas instead of writing in complete sentences.

You have 5 minutes to do this.

Give one pair of pictures and an activity sheet to each student. Allow 5 minutes. Teacher to withdraw to allow students to work on their own.

2. Now, working as one group, take turns at sharing your ideas with the others.

Teacher withdraws. After each student has shared a few ideas you can move them on to the next question.

3. Now here’s a group worksheet. Using your ideas from the “then and now” sheet, decide on four important changes to people’s lives and the environment that have taken place since the older picture was taken. Write them in the middle.

Then talk about the advantages and disadvantages of the changes. For each change several good and several not so good things may have happened. Make a list of these things in the appropriate box.

Give students the group worksheet and cue card. Allow 10 minutes. Teacher withdraws.

Commentary:

In 2001, about 15 percent more teams than in 1997 made comments about the individual changes judged to be “rich and insightful”. Smaller gains were observed in questions 4 and 5. The students gave greatest attention by far to changes in transportation, with other changes in technology and changes in buildings/houses next most prominent. Little attention was given to changes in environment, population, lifestyle, business and health.
Chapter 6: Time, Continuity and Change

**Famous New Zealanders**

**Approach:** One to one

**Focus:** Qualities of famous people.

**Resources:** Book cover: “Alan Duff’s Māori Heroes.”

**Level:** Year 4 and year 8

**Questions/instructions:**

**Show Book Cover**

This is the cover from a book called “Alan Duff’s Māori Heroes”. It is a book about famous Māori New Zealanders. Alan Duff had his own reasons for choosing the people he has written about in his book.

1. If you were going to write a book about famous people, how would you choose the people to go into your book? What sort of people would they need to be?

2. How does a person get to be famous?

<table>
<thead>
<tr>
<th>Qualities</th>
<th>% responses</th>
<th>Year 4</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>very well known (usually highly admired)</td>
<td>53</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>done something unique or for the first time</td>
<td>10</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>done something extremely well</td>
<td>45</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>shown exceptional courage/bravery</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>shown exceptional persistence/perserverence</td>
<td>28</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>made exceptional contribution to people/community</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>made exceptional contribution to particular cause/business/activity</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>shown exceptional ability to promote self, attract attention, become well known</td>
<td>15</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

**Commentary:**

There was little difference between the responses of year 4 and year 8 students. Both saw the main reason for fame to be doing something exceptionally well.
## Link tasks 15-16

### LINK TASK 15

**Approach:** Team  
**Level:** Year 4 and year 8  
**Focus:** Reasons for and consequences of change.

<table>
<thead>
<tr>
<th>% responses</th>
<th>y4</th>
<th>y8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total score:</td>
<td>3–4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>39</td>
</tr>
</tbody>
</table>

### LINK TASK 16

**Approach:** One to one  
**Level:** Year 8  
**Focus:** Reasons for emigration.

<table>
<thead>
<tr>
<th>% responses</th>
<th>y4</th>
<th>y8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total score:</td>
<td>8–9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>6–7</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>4–5</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>2–3</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>0–1</td>
<td>29</td>
</tr>
</tbody>
</table>