

YEAR 13 HISTORY

In 2010 students will be working towards 5 Achievement Standards, worth a total of 24 credits for the Level 3 NCEA.

STRUCTURE OF THE COURSE

The external Achievement Standards focus on specific skills, knowledge and concepts which are taught through a single major theme, England 1558 - 1667. Two of the standards we offer are internally-assessed through special studies of a different historical period, so the year's work falls into two sections.

1. Course work based on the Three-part Theme leading to external examinations. (Standards 3.3, 3.4, 3.5)
2. Independent research through Special Studies. (Standards 3.1, 3.2)

Achievement Standards

External

- 3.3 Analyse and evaluate evidence in historical sources
- 3.4 Examine a significant decision made by people in history, in an essay
- 3.5 Examine a significant issue in the context of change, in an essay

Internal

- 3.1 Plan and carry out independent historical research.
- 3.2 Communicate and present historical ideas clearly to show understanding of historical context

COURSE CONTENT

England 1558-1667

A Economy and Society

What was the nature of English society and economic activity from the 1560's to the 1669's? What major trends and changes characterise the century between these dates?

1. Family life - marriage, gender roles.
2. Religion - the nature of the institutional church, popular beliefs and practices.
3. Structure and change in society and economy - rural and urban.

B. Government and Politics, 1558 -1640

What was the nature of Elizabethan and early Stuart government, what major issues did rulers face and how did they deal with them?

1. The characteristics of personal monarchy - Elizabeth I, James I, Charles I.
2. The government of England under Elizabeth, James and Charles I - central and local government; court patronage, favourites and factions; the role of parliament.
3. Issues of government under Elizabeth, James and Charles I - religion; finance; archaic machinery of state; peace and war; co-operation and conflict between monarch and governing class; multiple kingdoms.

C. Revolution, Republic and Restoration, 1640 - 1667

Why did civil war break out and why did it lead to regicide and revolution?

Why did the interregnum experiments fail and end in Restoration?

1. Civil war - Charles I and Parliament; causes of civil war 1640 - 42; reasons for Parliamentary success in war; impact and consequences of civil war 1642 - 49.
2. Commonwealth and Protectorate - the role of Oliver Cromwell; radicalism and conservatism; authority and dissent; experiments in government and reasons for their failure.
3. The Restoration - Charles II; what was restored; what was unresolved?

Special Studies and Associated Requirements

In addition to the examinable topics, each student is required to complete a special study, incorporating AS 3.1 and 3.2. There is **no provision** for a re-sit opportunity for either standard. These studies are designed to develop research, writing and thinking skills while allowing exploration of a wider range of historical issues and approaches. The theme will be set early in Term 1 with a view to completing the internals by Term 2. A practice task will be completed in class to prepare you for the final assessment.

Deadlines must be met as the School's policy on internally-assessed work will be rigidly enforced. Make sure you work steadily on your assignments because work actually completed must be submitted and will be taken into account at the time a request for an extension is made under the policy. If you leave all your work to the last few days and then face an unexpected difficulty you will probably not get an extension. Computer and printer breakdowns are not acceptable excuses. Always keep an up-to-date back-up on floppy disc or CD, which you can deliver by the deadline. In the case of printing problems, bring the finished work on disc and print at school. We recommend saving in MS Word or a textfile, which can be opened at school.

Extensions of the time given for an assignment may be granted in exceptional circumstances. Any request for an extension in History must be made in writing, signed by a parent or guardian, accompanied by evidence of work completed, and arrive before the deadline for the assignment. Requests must be made as early as practicable - when you first know there is a problem. School trips or other absences which are known at the start of the assignment will only be considered if the number of days missed exceeds one third of the time set for the assignment (including holidays). Illness occurring more than 5 days prior to the due date will be treated similarly and a doctor's certificate will normally be required. Meeting these criteria is not a guarantee of an extension. Extended deadlines must be met for work to be accepted.

No aegrotats will be provided for internally-assessed standards.

Any form of cheating will result in no credit for the AS attempted.

Appeals will be dealt with according to the School's policy but must be made in writing indicating the area of concern. The assignment will be returned to the marker for reconsideration and a decision made in consultation with the Head of Department.

ASSESSMENT (All Dates to be Confirmed)

Externally Examined Standards

School Examinations:

Term 2 Week 6 Examination AS 3.3 and 3.4 or 3.5

Term 3 Week 8-9 Examination AS 3.3, 3.4, 3.5

These are based on the study of the main topic, England 1558 -1667.

Classwork

This consists of essays, assignments, class tests, notes and homework related to the main topic, and resource exercises in preparation for AS 3.3. Folders must be kept up-to-date and in good order.

External Examination November

Internally Examined Standards

Special Studies

Study 1 AS 3.1, 3.2 Term I Start Week 4, 3.1 due start Week 7, 3.2 start Week 9 Term I

NB Though your NCEA results are specifically related to the relevant exams and studies, your school reports, aegrotat requests, and rankings for prizes and awards, will take account of other assessment information such as attendance, homework, tests, essays, folders etc.

GENERAL OBJECTIVES

Not all the issues and aims of History can be assessed in the Achievement Standards. The objectives below include the specific objectives of the Standards and others which we believe are important to the students. Not all the elements may be covered in each topic, or even in any one year, but are addressed where appropriate.

1. Development of Historical Knowledge and Understanding

Historical Narrative - People, Actions, Events, and Contexts
Historical Figures - Personality and Leadership
Historical Issues - Causes and Effects, Historical logic
Concepts and Philosophies (e.g. Marxism)
Political and Social behaviour
Viewpoints and Assumptions
Historical Skills - Generalisations and Overviews
Evidence and Reliability
Historical Language and Conventions
Questioning - Tactical Intelligence
Drawing conclusions

2. Development of Thinking Skills in an Historical Context especially:

Analysis - Breaking down issues into constituent elements
Synthesis - Building an argument or solution
Evaluation - Comparing and assessing ideas
Extrapolation - Prediction and analogy
Problem-solving
Re-Creation - Imaginative reconstruction
Moral & Ethical Judgement - Recognising, comparing, judging values.

3. Development of Research and Study Skills

Locating information
Organising information
Selecting information
Time management and planning

4. Development of Communication Skills

Writing - Essays and Reports
Informal writing
Diagrams, Chart and Graphs
Presentation and Layout
Essential Grammar and Structure
Reading - Comprehension
Instructions
Vocabulary
Reading Styles
Speaking - Talks and Speeches
Discussion
Group work and Procedures
Listening - Obtaining details
Viewing - Organisational Clues

5. Development of Information Technology Skills

Presentation - Word-processing, D.T.P, Powerpoint, Multimedia, Video
Analysis - Spread sheets. Databases
Research - Videos and Audio Tapes, Internet, CD Roms

YOUR RESPONSIBILITIES

1. Folder. You will assemble and maintain a folder of all notes, assignments and tests. This will be checked at intervals and must be retained until the year ends.
2. All work for marking will be handed in on A4 paper, on one side of the paper only, stapled or clipped together, and with your name in the top right hand corner of the front page. The only exceptions to this requirement will be where an assignment specifically states a different format, such as a poster. You must keep a copy of your work in case of accident, and for your own reference, as much of your work will have to be kept by the Department (You will receive a separate copy of grades and comments in such cases.) Do not hand in work in clear-files or folders.
3. Deadlines. You must meet the deadlines set. There is a strict school-wide policy for internally-assessed assignments. The main assessments have been detailed to allow you to plan your workload. One of the key skills you must develop is organising your work schedules to meet these deadlines.
4. Retaining Work. You must keep all work, not retained by your teacher, until the end of the year. It must be available for inspection at 24 hours notice.
5. All work submitted for marking must be your own. Substantial penalties will be imposed for plagiarism or any other forms of cheating.
6. Students must bring to class all books, resources and notes relevant to the current section of the course, and a working set of equipment. This is a courtesy to both your teachers and your fellow students to ensure you can play a full part in class activities and avoid wasting class time.
7. It is essential that you keep up with all set work and reading. If you don't, you undermine the work of the class and seriously harm your own chances. If you interrupt or delay the class through failure to complete work or come prepared, you may be asked to go to another class for the remainder of that period.
8. When you miss a class you must catch up notes and activities, and ask for any hand-outs. Do not expect your teacher to remember your absences.
9. Discussion is a crucial part of the course. This requires good manners, self-discipline, concentration, and intelligent listening. If you do not display these qualities you will be firmly encouraged to develop them.
10. Each class is a team. Though you are individually attempting the five standards, working together to prepare for those attempts will ensure that everyone achieves the best he can. You must develop your co-operative skills to help yourself and the team.
11. Textbooks, apart from one, are issued for the duration of a sub-topic. Books must be returned at the time specified by the teacher. No student will be issued with a new text when he has one overdue.

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5/2/10