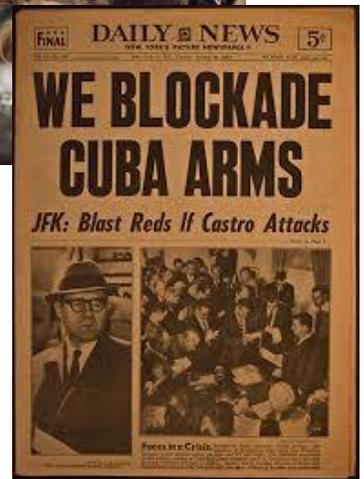


Rangi Ruru Girls' School

HISTORY- LEVEL TWO

Course Booklet 2017



"Throughout history it has been the inaction of those who could have acted, the indifference of those who should have known better, the silence of the voice of justice when it mattered most that has made it possible for evil to triumph".

--Haile Selassie

Course Outline and Assessment Information

“We need history, not to tell us what happened or to explain the past, but to make the past alive so that it can explain us and make a future possible”

Allan Bloom

Welcome to Year 12 History

This year you will develop important transferable skills. These include the ability to see events of History in context, to distinguish relationships, to read historical material in a discriminating way, to weigh evidence relating to historical events and issues, to form judgements on the basis of evidence rather than prejudice and to argue a case and present conclusions intelligently in structured prose.

The content covered in this course centres on the major political forces that have shaped the modern world. You will explore issues at greater depth and with more historical insight than was required in the Year 11 History course. You will discover that while the past cannot be changed, the way it can be viewed can and does change in the light of new evidence, new concerns in society and differing perspectives. At the same time, it is hoped that you will develop a sense of time and place and an understanding of such important historical concepts as continuity and change, causation and consequence, bias and propaganda, the responsibilities and rights of an individual in society, differing political ideologies and the issue of peace and war. This understanding will enable you to examine your own attitudes, to clarify your values and to comprehend better the changing world.

The Year 11 History course is a desirable forerunner to the Year 12 course but if you have not taken History before you will still be able to achieve success in this subject. Please see your teacher, or the Head of History: Ms Hooson, if further assistance is required in any way.

RATIONALE: Why do we teach History?

History examines the past to understand the present.

History offers an understanding of human activities in the past in the context of change through time. It enables us to understand peoples' heritage and that of their community, society and nation. By leading us to enter into other times and places to see how the past appeared to the people living then, it challenges us to think about continuity and change, similarities and difference, and cause and effect. In the process, we learn that events require explanations, that change is complex, that truth is often difficult to establish and that personal judgments and opinions should be supported by firm evidence and coherent arguments.

History is about the present as much as about the past. It helps dispel our ignorance and misconceptions about contemporary society by putting it in an historical context. It reminds us that things were not always as they are today and may not necessarily continue to be so in the future. The study of History helps to open our eyes to new possibilities. History is about communication, getting ideas across, both verbally and on paper. It helps us develop the ability to formulate and express ideas and values. To develop these skills the course looks at national and international events that are of significance to new Zealanders in the 20th Century.

Source: Adapted from Baradene College History programme.

Year 12 History Course Outline
Theme: Superpower Rivalry in the 20th Century and beyond

By the end of Level 7, Year 12 History students using a range of historical evidence and methodologies should:

1. Understand how historical forces and movements have influenced the causes and consequences of a significant historical event
2. Understand how people's interpretations of events that are of significance to New Zealanders differ

Students will develop an understanding of the causes, consequences and perspectives of events of significance to New Zealanders through a study of the following contexts:

The Cold War - Case studies may include:

- The Vietnam War
- The Fall of the Berlin Wall
- The Korean War
- The Cuban Missile Crisis
- Current events, such as Donald Trump's successful presidential campaign

Key concepts

- Superpower Rivalry
- Alliances
- Agreements
- Nationalism
- Militarism
- Imperialism
- Political change
- Independence
- International Relations
- Security
- Conflict
- Nuclear deterrence
- Communism
- Capitalism

Student driven research opportunities

Please see the proposed timeline for suggested weeks when you will have the opportunity to delve further into an historical area of your own interest. This may build on what we have studied in class or it may be something of your own choosing. This will allow you the opportunity to choose what you study but to also apply the historical skills you have been developing throughout the year.

Assessment Information

The Year 12 History course contributes 18 credits towards the National Certificate of Educational Achievement (NCEA) at Level Two. Your knowledge and understanding of both the content material and Historical skills learnt and practised this year will be assessed according to **four** Achievement Standards.

A summary of the Standards that make up the RR Year 12 course is as follows:
(Refer also to the Achievement Standards and Explanatory notes)

Achievement Standards (AS)	Credits	Int/Ext
AS 2.1 (91229) (Version 2): Carry out an inquiry of an historical event or place that is of significance to New Zealanders. (Contributes toward Literacy: Reading only)	4	Internal
AS 2.2 (91230) (Version 2): Examine an historical event or place of significance to New Zealanders. (Contributes toward Literacy: Reading only)	5	Internal
AS 2.3 (91231) (Version 2): Examine sources of an historical event that is of significance to New Zealanders. (Contributes toward Literacy: Reading and Writing)	4	External
AS 2.5 (91233) (Version 2): Examine causes and consequences of an historical event. (Contributes toward Literacy: Reading and Writing)	5	External

There are four possible outcomes for each Achievement Standard:

<i>Not Achieved</i>	<i>N</i>	<i>Does not meet the standard</i>
<i>Achieved</i>	<i>A</i>	<i>Meets the standard</i>
<i>Achieved with Merit</i>	<i>M</i>	<i>Exceeds the standard</i>
<i>Achieved with Excellence</i>	<i>E</i>	<i>Far exceeds the standard</i>

Important Points to Remember in regard to Assessment

*Procedures outlined in the school's Assessment Policy apply. Please read this carefully. Follow all guidelines provided. It is imperative that you have a clear understanding of assessment conditions and your **responsibilities**.*

- You will have ONE opportunity to meet the standard for the internally assessed activities AS 2.1 and AS 2.2.
- Should you be unavoidably absent for a period of time (such as on a school exchange or unwell for an extended period of time with a medical certificate to prove this) it **may be** possible to arrange another opportunity for you to meet the requirements of a particular internal standard. This is NOT possible if you choose to go on a family holiday, or similar non-school related event, at the time of assessment.
- You will be asked to sign a declaration of authenticity, stating that the work submitted is your own. For that reason, check the clear guidelines as to what assistance from others is appropriate for assessment in each Achievement Standard. **Plagiarism is never acceptable** – please see the associated task if required.
- You **may be** offered the opportunity of a resubmission if your work requires a minor, **non-content specific**, change that you may have overlooked and should be able to identify within a few minutes. Your teacher will approach you prior to the task being handed back to the class as a whole if this is relevant for you. You will be required to make any changes immediately, or if appropriate, identify the change within a few minutes and then complete the required updates by the start of the next school day. Your teacher is **not** able to tell you of the specific change required; you must be able to identify the required change yourself. It is therefore very important that you read and follow all instructions carefully and meet all of your teacher's checkpoints.
- You will be informed of your level of attainment once your work has been assessed and internal moderation completed. You will be asked to verify the sighting and acceptance of the grade awarded by signing the feedback sheet. Your internally assessed work will be stored in the department.
- If you disagree with the grade awarded then you must lodge an appeal within three days of the return of your work. Follow the appeal procedures outlined in the school's Assessment Policy. Complete the appeals form by stating clearly, with reference to the criteria, the reason/s you believe that your work should be reconsidered. Your teacher will reappraise your work in conjunction with either the Head of History or a subject specialist from outside the school.

Do not hesitate to discuss any questions, issues or concerns with your teacher, or the Head of History: Ms Hooson

In order to achieve your goals and perform with confidence in Year 12 History you must -

- Complete one research based task. This will require you to carry out an historical investigation (AS 2.1, 4 credits) and demonstrate an examination of your investigated topic. (AS 2.2, 5 credits).
- Submit all work by the due dates
- Complete all formative activities as specified. Remember these allow you to practise and develop your skills and understanding, and receive feedback and feed forward. This is integral to teaching and learning
- Take responsibility for your own learning by keeping accurate, complete and well organised notes. Read around the topics to enhance your appreciation and understanding
- Be focused and attentive in class
- Actively participate in learning
- Use class time effectively; listen, question, discuss, seek guidance.

*Our very best wishes for a productive, enjoyable and rewarding year,
Mr Thin and Ms Hooson*



"Of course I wasn't followed!"



Inquire, Process, Evaluate, Analyse, Communicate, Evidence

Knowledge, Understanding

Imagination, Flair, Empathy, Quality