



Portrait of Rewi Alley by Deng Bangzhen. Hangs in Rewi's Beijing partment

REWI ALLEY

An extraordinary ordinary New Zealander

History NCEA Level Three

Unit of Learning Achievement Standards 91434 and 91435

NCEA level 3 History, Achievement Standard 91434 v.1 - Research an historical event or place of significance to New Zealanders, using primary and secondary sources – 5 credits

“Rewi Alley: An extraordinary ordinary New Zealander”

Rewi Alley is an important New Zealander who lived and worked in China for 60 years and is unique because he “achieved greatness in a country few foreigners ever managed to create an authentic ripple” (Edgar Snow).

In this internal assessment you are required to research an aspect of Rewi Alley’s life in China, using primary and secondary sources. This assessment is worth five credits, and leads directly into AS91435 which is also worth five credits.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Research an historical event or place of significance to New Zealanders, using primary and secondary sources.	Research, in depth, an historical event or place of significance to New Zealanders, using primary and secondary sources.	Comprehensively research an historical event or place of significance to New Zealanders, using primary and secondary sources.



<Teachers to insert assessment conditions>

Part One: Develop a Research Proposal

To complete this section you need to:

- Identify a topic and do some preliminary reading
- Identify specific possible primary and secondary sources
- Prepare a research proposal that explains the significance of the proposed topic to New Zealanders
- Develop analytical focussing question(s)

Part Two: Select and organise relevant evidence

- Select evidence from a range of primary and secondary sources evidence that is useful and relevant to your focussing question(s). The evidence you select needs to allow you, when you later come to provide evidence for AS91435, to comprehensively analyse.
- Accurately record the details of the sources of selected evidence.
- Indicate specifically which evidence is relevant to your focus question(s) by highlighting, underlining or using any other method that clearly indicates relevant evidence and the focussing question(s) to which it is relevant.
- Organise your evidence in a way that allows quick and easy location of relevant evidence when you need it. Remember to include your research proposal.
- Show evidence of the use of initiative in the research process. This includes, for example, going beyond easily accessed sources (such as the school's sources or the Internet) or by persevering with particularly challenging evidence.
- Annotate your selected evidence by:
 - identifying the relevance of a piece of evidence
 - assessing the comparative usefulness of a piece(s) of evidence to the focussing question(s) being investigated
 - assessing the reliability of selected evidence.

Part Three: Evaluate the research process

Evaluate the effectiveness of your research process by answering all the following questions:

1. Which two sources do you regard as the most useful to you in your research? Why?
2. Which source - that you have decided to use - would you regard as your least useful? Why have you decided to include it?
3. Which parts of your research do you think are your strongest? Why? Please provide evidence from your research.
4. What aspects of your focussing question(s) do you feel are not that well covered?
5. Considering your answer to questions 3 and 4, how do you think it will affect what you write in the next assessment?
6. How did your research change over time? Consider some of these things: how did you select a topic; did it change; did your focussing question(s) change; once you began to read things how did you find your next sources?
7. How did you establish the reliability of your evidence gathered?
8. What did you learn about the process of historical research?

Please make sure you are specific in your answers by referring to and quoting from your research.

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Evidence towards Achievement	Evidence towards Merit	Evidence towards Excellence
Research an historical event or place of significance to New Zealanders, using primary and secondary sources.	Research, in depth, an historical event or place of significance to New Zealanders, using primary and secondary sources.	Comprehensively research an historical event or place of significance to New Zealanders, using primary and secondary sources.
<p>The candidate:</p> <ul style="list-style-type: none"> ● prepares a research proposal that explains the importance of the topic proposed <ul style="list-style-type: none"> ○ <i>A paragraph that explains the significance of the topic to New Zealand. Significance could include some of the relevant points:</i> <ul style="list-style-type: none"> ▪ <i>the importance of the event, or place, to people alive at the time</i> ▪ <i>how deeply people’s lives were affected at the time</i> ▪ <i>how many lives were affected</i> ▪ <i>the length of time people’s lives were affected</i> ▪ <i>the extent to which the event, or place, continues to affect people.</i> ● develops focussing question(s) that result from preliminary research ● identifies specific possible primary and secondary sources through preliminary reading 		
<ul style="list-style-type: none"> ● selects sufficient relevant historical evidence from both primary and secondary sources to enable comprehensive analysis of an historical place or event <ul style="list-style-type: none"> ○ Primary sources may include: <ul style="list-style-type: none"> ▪ <i>interviews and transcripts; letters; diaries; government papers; wills; newspaper clippings; photographic files; birth, death and marriage records; statistics; and census data.</i> 		<p>shows initiative in the gathering and selecting of relevant evidence, which may include:</p> <ul style="list-style-type: none"> ● persevering with difficult sources <ul style="list-style-type: none"> ○ <i>Lengthy sources, technical or academic sources, unedited or unanalysed sources</i> ● using evidence from sources which are not readily available <ul style="list-style-type: none"> ○ <i>Held in limited locations, have to be organised in advance, require considerable time to process, are unique or rare</i> ● Can include internet sources if the material is difficult to read or extended in nature (paperspast or

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	academic journals for example)
<p>makes annotations that identify:</p> <ul style="list-style-type: none"> ● the relevance, and assess the comparative usefulness, of the selected evidence in terms of the focusing question(s) being investigated <ul style="list-style-type: none"> ○ <i>Relevance identifies how sections of the source answer the question</i> ○ <i>Comparative usefulness essentially ranks the sources and justifies the ranking (usefulness comments can come in the evaluation)</i> 	<p>makes annotations that include:</p> <ul style="list-style-type: none"> ● assessment of the reliability of selected evidence <ul style="list-style-type: none"> ○ <i>Selected sources have comment on the provenance, veracity, and/or bias of the source</i> ○ <i>Not all annotations need to contain this, but a “good number” should.</i>
<ul style="list-style-type: none"> ● organises this evidence <ul style="list-style-type: none"> ○ <i>Focussing question(s) are clearly identified</i> ○ <i>Annotations identify which focussing question(s) are being addressed.</i> ● records the details of the sources of selected evidence. <ul style="list-style-type: none"> ○ <i>Sufficient source details are recorded to <u>allow</u> the later creation of a reference list/bibliography. A bibliography is not necessary.</i> 	
<p>evaluates the research process, for example:</p> <ul style="list-style-type: none"> ● explaining the successes and difficulties encountered in conducting the research ● explaining how the line of inquiry may have changed as evidence was accumulated ● identifying the issues to consider for future inquiries. 	<p>evaluates the research process, for example:</p> <ul style="list-style-type: none"> ● by analysing the strengths and weaknesses of the process, ● analysing how these strengths and weaknesses are likely to impact on the validity of the findings, ● considering alternative research steps and/or line(s) of inquiry and/or methods, and their implications.

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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.