



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

2006

Internal Assessment Resource

Internal assessment resource reference number:
Hist/2/4 – C5

Trouble on the Waterfront

Supports internal assessment for:

Achievement Standard 90468 version 2
Examine perspectives and responses of, and demonstrate,
empathy for, people in an historical setting

Credits: 4

Date version published: November 2006

**Ministry of Education
quality assurance status** For use in internal assessment
from 2007.

Teacher Guidelines:

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Context/setting:

This activity aims to assess student understanding of a controversial issue, where students have an opportunity show their understanding of the differing perspectives which people in the past held about an issue.

In this activity the context is the 1951 Waterfront Dispute, which is related to the topic *The Growth of the New Zealand Identity* in the theme **“Imperialism, Indigenous Peoples and the Emergence of New Nations”**.

Conditions:

This is intended to be an individual activity, where students would use class and study time to complete this activity.

Resource requirements

As listed in ***Student Instructions*** section.

Additional information:

Initial teaching about the controversial nature of the issue is desirable to provide students with an understanding of key arguments. Teachers need to ensure that students understand the use of key terms or values held by people at that time which may be different from current values.

Teachers should explain to students the nature of appropriate diary format.

Teachers may provide a resource to stimulate discussion about the issue and have some arguments for students to respond to. This may be an original document, such as a newspaper report, editorial, letter or other such primary material related to the issue. Alternatively, a teacher may devise such a resource to highlight the issue and perhaps some of the key arguments to which students are expected to respond.

2006

Internal Assessment Resource

Subject Reference: **History 2.4**

Internal assessment resource reference number: **Hist/2/4 – C5**

Trouble on the Waterfront

Supports internal assessment for:

Achievement Standard 90468

Examine perspectives and responses of, and demonstrate empathy for, people in an historical setting

Credits: 4

Student Instructions Sheet

ASSESSMENT CONDITIONS

In-class / out of class time allowed: _____

Due date for completion of the activity: _____

In this activity you must:

- Comprehensively and convincingly describe and explain perspectives and responses of people in an historical setting
- Consistently demonstrate empathy with people in the historical setting, in an imaginative manner and with authenticity to the time period

SITUATION

This assignment will examine various perspectives about the 1951 Waterfront dispute.

For **each** of the four people listed below, prepare a set of three diary entries (i.e. twelve diary entries in all) that cover different stages of the dispute.

- after one week
- after three months
- at the immediate conclusion of the dispute.

The four people are:

- A member of the Watersider's Union
- A supporter of the National government
- A farmer
- The wife of a watersider.

Each of the four sets of diary entries must:

- 1 Comprehensively and convincingly describe and explain the perspective(s) of the person that indicates his/her feelings or ideas at differing stages of the dispute. Perspectives may remain consistent throughout the dispute, or may change over the duration of the dispute.
- 2 Comprehensively and convincingly describe and explain responses to the impact of the dispute as it develops, including at least one action taken by the diary writer or others involved in the dispute.

Each person's set of diary entries should be approximately 300-400 words in total.

Your diary entries should be written in an authentic way (e.g. written in the first person, dated entries), should reflect the perspective of most members of that group and display some imaginative understanding of the opinions and circumstances of people in early 1950s New Zealand.

ASSESSMENT INFORMATION FOR ACHIEVEMENT STANDARD 90468

For **Achievement** you must:

- correctly describe three differing perspectives of people on the waterfront dispute, and provide a correct reason which relates to each perspective
- correctly describe and explain response(s) by each person/group to the waterfront dispute in relation to their ideas, beliefs and actions.
- demonstrate empathy by ensuring your diary entries are presented in an imaginative manner.

For **Achievement with Merit** you must:

- correctly describe in detail four differing perspectives of people on the waterfront dispute, and provide a detailed explanation of a correct reason(s) which relates to each perspective
- correctly describe and explain in detail response(s) by each person to the waterfront dispute in relation to their ideas, beliefs and actions.
- consistently demonstrate empathy by ensuring your diary entries are presented in an imaginative manner appropriate to the time period..

For **Achievement with Excellence** you must:

- correctly describe comprehensively and convincingly four differing perspectives of people on the waterfront dispute, and provide a comprehensive and convincing explanation of a correct reason(s) which relates to each perspective
- provide a comprehensive and convincing description and explanation of response(s) by each person to the waterfront dispute in relation to their ideas, beliefs and actions.
- consistently demonstrate empathy by ensuring your diary entries are presented in an imaginative manner and with authenticity to the time period.

Assessment schedule Hist/2/4 – C5: Trouble on the Waterfront

Task.	Evidence for Achievement	Evidence for Achievement with Merit	Evidence for Achievement with Excellence
1 2	<p>For each of 3 diary sets, the student:</p> <ul style="list-style-type: none"> describes and explains the perspectives of people during the dispute (e.g. WIFE: initially supportive of husband but later concerned about ability to feed her family) describes and explains an action taken by the person in response to the developing dispute (e.g. “I fully support my union, so today I joined the picket line.”) 	<p>For each of the 4 diary sets, the student:</p> <ul style="list-style-type: none"> describes and explains in detail the perspectives of people during the dispute (FARMER: Opposes the workers’ actions and supports the government stand because he believes that the watersiders are too powerful and need to be dealt to) describes and explains in detail action(s) and response(s) taken by the person during the developing dispute (e.g. “We watersiders need to show the shipowners that we are a force to be reckoned with. If not, they will walk all over us, so we will keep on protesting and seeking more support.”) 	<p>For each of the four diary sets, the student:</p> <ul style="list-style-type: none"> comprehensively and convincingly describes and explains the perspectives of people during the dispute, including possible changes to perspectives. (NATIONAL GOVERNMENT SUPPORTER: Strongly supports stern action taken against the strikers by bringing in the army because he believes that the watersiders are communist agitators and need to be suppressed) provides a comprehensive and convincing description and explanation of action(s) and response(s) taken by the person during the developing dispute (e.g. Three months into the strike. I am still convinced that the stand taken by me and my mates is the right one. I heard on the wireless this morning that the bloody government is gonna stop anyone supplying food to us. If the buggers really think that we’ll cave in, they’ll need to think again. We haven’t come this far to lose now.”)
	<ul style="list-style-type: none"> demonstrates empathy by presenting perspectives and responses in an imaginative manner (e.g. Features of diaries could include: Appropriate language and expression (i.e. no modern slang or expressions), format and style is 	<ul style="list-style-type: none"> consistently demonstrates empathy by presenting perspectives and responses in an imaginative manner appropriate to the time period (e.g. Features of diaries could include: Appropriate language and expression (i.e. no modern slang or expressions), format and style is appropriate to a diary, remaining within the context of 	<ul style="list-style-type: none"> consistently demonstrates empathy by presenting perspectives and responses in an imaginative manner and with authenticity to the time period (e.g. Features of diaries could include: Appropriate language and expression (i.e. no modern slang or expressions), format and style is appropriate to a diary, remaining within the context of the early 1950s (e.g. listening to Aunt Daisy on the ‘wireless’)

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