NATIONAL EDUCATION MONITORING PROJECT

Social Studies

Assessment Results 2005

Terry Crooks, Lester Flockton, Tamsin Meaney
Educational Assessment Research Unit

NEMP

National Education Monitoring Project

NEW ZEALAND

Social Studies
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Terry Crooks
Lester Flockton
Tamsin Meaney

with extensive assistance from
other members of the EARU team:

Lee Baker
Linda Doubleday
Lynette Jones
James Rae
Esther Smaill
Jeffrey Smith
Lisa F. Smith
Pamala Walrond
Jane White

NEMP REPORTS

CYCLE 1

1995	1	Science
	2	Art
	3	Graphs, Tables and Maps
1996	4	Music
	5	Aspects of Technology
	6	Reading and Speaking
1997	7	Information Skills
	8	Social Studies
	9	Mathematics
1998	10	Listening and Viewing
	11	Health and Physical Education
	12	Writing

CYCLE 2

1999	13	Science
	14	Art
	15	Graphs, Tables and Maps
	16	Māori Students' Results
2000	17	Music
	18	Aspects of Technology
	19	Reading and Speaking
	20	Māori Students' Results
2001	21	Information Skills
	22	Social Studies
	23	Mathematics
	24	Māori Students' Results
2002	25	Listening and Viewing
	26	Health and Physical Education
	27	Writing
	28	Māori Students' Results

CYCLE 3

2003	29	Science
	30	Visual Arts
	31	Graphs, Tables and Maps
2004	32	Music
	33	Aspects of Technology
	34	Reading and Speaking
2005	35	Information Skills
	36	Social Studies
	37	Mathematics
	38	Māori Students' Results

Note that reports are published the year after the research is undertaken i.e. reports for 2006 will not be available until 2007.

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34 A page number enclosed in a box indicates that the associated task is a Trend Task for this report.

Acknowledgements

Summary

New Zealand's National Education Monitoring Project commenced in 1993, with the task of assessing and reporting on the achievement of New Zealand primary school children in all areas of the school curriculum. Children are assessed at two class levels: year 4 (halfway through primary education) and year 8 (at the end of primary education). Different curriculum areas and skills are assessed each year, over a four-year cycle. The main goal of national monitoring is to provide detailed information about what children can do so that patterns of performance can be recognised, successes celebrated and desirable changes to educational practices and resources identified and implemented.

Each year, small random samples of children are selected nationally, then assessed in their own schools by teachers specially seconded and trained for this work. Task instructions are given orally by teachers, through video presentations, on laptop computers or in writing. Many of the assessment tasks involve the children in the use of equipment and supplies. Their responses are presented orally, by demonstration in writing, in computer files or through submission of other physical products. Many of the responses are recorded on videotape for subsequent analysis.

The use of many tasks with both year 4 and year 8 students allows comparisons between the two levels. Because some tasks have been used twice, in 2001 and 2005, trends in performance across the four-year period can also be analysed.

In 2005, the third year of the second cycle of national monitoring, three areas were assessed: mathematics, social studies and information skills. This report presents details and results of the social studies assessments.

ASSESSING SOCIAL STUDIES

Chapter 2 explains the place of social studies in the New Zealand curriculum and presents the social studies framework. It identifies five areas of knowledge or curriculum strands: social organisation; culture and heritage; place and environment; time, continuity and change; and resources and economic activities.

These are linked to three key processes and placed in the context of local, regional and global communities. The importance of attitudes and motivation is also highlighted.
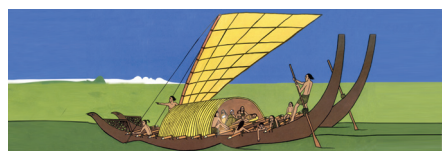
SOCIAL ORGANISATION

Chapter 3 presents the students' results on 10 social organisation tasks. Averaged across 57 task components administered to both year 4 and year 8 students, 10 percent more year 8 than year 4 students succeeded with these components. Between 2001 and 2005, there was a small gain for year 4 students and little change for year 8 students. Averaged across 31 trend task components attempted by year 4 students in both years, three percent more students succeeded in 2005 than in 2001. At year 8 level, with 43 trend task components included, on average one percent more students succeeded in 2005 than in 2001.

Both year 4 and year 8 students were quite successful in identifying issues in school conflict situations. Perhaps predictably, they were more inclined to see the solutions coming through adult interventions than through student initiatives. Students at both year levels saw leadership in student activities as involving taking charge and telling others what to do, but indicated that to be successful this needed to be done in a pleasant and fair way. When the focus shifted from school relationship issues to community disasters or to other issues with which students had less experience, their ability to conceptualise the issues and address them was understandably lower, but their concepts of a "good citizen" focused predominantly on personal and interpersonal qualities that would be just as valuable among children in classrooms as among adults in the wider community.

CULTURE AND HERITAGE

Chapter 4 presents results for 10 culture and heritage tasks. Averaged across 68 task components administered to both year 4 and year 8 students, 14 percent more year 8 than year 4 students succeeded with these components. There was evidence of a small gain between 2001 and 2005 for year 4 students and little change for year 8 students. Averaged across the 39 trend task components attempted by year 4 students in both years, three percent more students succeeded in 2005 than in 2001. At year 8 level, with 43 trend task components included, on average two percent more students succeeded in 2005 than in 2001.

Most students were able to associate iconic symbols with New Zealand. As in earlier assessments, they were not very knowledgeable about the key elements of the New Zealand flag. Although most students at both year levels were generally supportive of keeping the current flag, more than two thirds of year 8 students could identify alternative elements that they associated with New Zealand and thought might be suitable on a New Zealand flag. The New Zealand Coat of Arms would have been less familiar to them, but its current form was also strongly supported by students at both year levels, few of whom made suggestions for changes. A high proportion of students clearly had had opportunities to learn about Māori culture and protocols, but the level of knowledge and understanding was generally quite superficial. Teams of students at both year levels were able to identify similarities and differences between cultural customs that they read about, but tended to focus on just a few features rather than attempt a more fine-grained analysis.

PLACE AND ENVIRONMENT

Chapter 5 presents results for eight place and environment tasks. Averaged across 58 task components administered to both year 4 and year 8 students, 20 percent more year 8 than year 4 students succeeded with these components. On the trend tasks, there was no meaningful evidence of change between 2001 and 2005. Averaged across 22 trend task components attempted by year 4 students in both years, the same percentage of students succeeded in 2005 as in 2001. At year 8 level, with 21 trend task components included, on average one percent more students succeeded in 2005 than in 2001.

Most students at both year levels were able to identify key differences between diverse living environments in different countries, but predictably were less able to comprehend the implications of these differences for someone moving from one country to another. Year 4 students showed little knowledge of finer details of New Zealand geography, but about half could match the names of the three largest cities to appropriate marked spots on a New Zealand map. Year 8 students fared better, but less than half could match the names and pictures of the three best-known mountains to marked map locations.

TIME, CONTINUITY AND CHANGE

Chapter 6 presents results for eight time, continuity and change tasks. Averaged across 28 task components administered to both year 4 and year 8 students, 23 percent more year 8 than year 4 students succeeded with these components. There was evidence of useful improvement between 2001 and 2005 on the single trend task for year 4 students and the two trend tasks for year 8 students. Because the improvements were mainly associated with four components of a single task (*Rodney's Window*), these results should be interpreted with caution. Averaged across the four trend task components attempted by year 4 students in both years, nine percent more students succeeded in 2005 than in 2001. At year 8 level, with 15 trend task components included, seven percent more students succeeded in 2005 than in 2001.

Most students at both year levels could identify visible changes that had occurred across time. Year 8 students were much better able than year 4 students to explain good and bad implications of these changes for people living in the different times. Substantial numbers of year 8 students showed significant knowledge of New Zealand history, but only a minority had reasonable knowledge of the timing of major events. Understandably, year 4 students had very limited historical knowledge. About half of year 8 students could talk about one or more current world issues, with most of the remainder mentioning at least one national or local issue instead. Faced with the same task, about half of the year 4 students were not able to articulate any relevant issue (local, national or international).

RESOURCES AND ECONOMIC ACTIVITIES

Chapter 7 presents results for nine resources and economic activities tasks. Averaged across 58 task components administered to both year 4 and year 8 students, 10 percent more year 8 than year 4 students succeeded with these components. On the trend tasks, there was no meaningful evidence of change between 2001 and 2005. Averaged across just seven trend task components attempted by year 4 students in both years, three percent fewer succeeded in 2005 than in 2001. At year 8 level, again with seven trend task components included, on average one percent fewer students succeeded in 2005 than in 2001.

Understanding of resource and economic issues proved a major challenge for both year 4 and year 8 students, and was clearly beyond the reach of a majority of year 4 students. By year 8, many students are starting to grasp these issues, but it is probably fair to say that the issues still have limited perceived relevance for them at this stage in their lives. It appears that environmental issues have captured their attention and understanding to a substantially greater extent than issues of economics and scarcity of resources.

Chapter 8 focuses on the results of a survey that sought information from students about their curriculum preferences and perceptions of their own achievement. Social studies was the twelfth most popular of 14 subjects for year 4 students and eleventh equal for year 8 students. These results may be misleadingly low because social studies is often embedded in theme work and not easily identified as social studies.

Asked "How much do you think you learn in social studies at school?", 19 percent fewer year 4 students chose the most positive rating in 2005 than in 1997. This decline apparently occurred earlier, between 1997 and 2001. Less than 50 percent of year 4 students thought that their class did really good things in social studies "heaps" or "quite a lot". Almost three quarters of year 4 students were very keen to learn about living in the future, but 29 percent said that they "never" learned about this in social studies at school. Nevertheless, 80 percent of year 4 students were positive about doing social studies at school and about learning or doing more social studies as they got older.

The results for year 8 students are somewhat more concerning. The percentage of year 8 students who were highly positive about doing social studies at school had dropped from 19 percent in 1997 to 11 percent in 2005, although the percentage that was at least mildly positive had stayed almost constant at 71 to 72 percent. Asked "How much do you think you learn in social studies at school?", 17 percent fewer year 8 students chose the most positive rating in 2005 than in 1997. Like their year 4 counterparts, two thirds of year 8 students were very keen to learn about living in the future, but 39 percent said that they "never" learned about this in social studies at school.

Chapter 9 details the results of analyses comparing the performance of different demographic subgroups.

Community size, school size and school type (full primary, intermediate, or year 7 to 13 high school) and geographic zone did not seem to be important factors predicting achievement on the social studies tasks. The same was true for the 2001 and 1997 assessments. However, there were statistically significant differences in the performance of students from low, medium and high decile schools on 53 percent of the tasks at year 4 level (compared to 67 percent in 2001 and 53 percent in 1997) and 56 percent of the tasks at year 8 level (compared to 49 percent in 2001 and 73 percent in 1997).

For the comparisons of boys with girls, Pakeha with Māori, Pakeha with Pasifika students, and students for whom the predominant language at home was English with those for whom it was not, effect sizes were used. Effect size is the difference in mean (average) performance of the two groups, divided by the pooled standard deviation of the scores on the particular task. For this summary, these effect sizes were averaged across all tasks.

Year 4 girls averaged very slightly higher than boys, with a mean effect size of 0.01 (in 2001, year 4 boys had a small advantage with a mean effect size of 0.06). Year 8 girls averaged very slightly higher than boys, with a mean effect size of 0.03 (very similar to the mean effect size of 0.02 in 2001).

As was also true in 2001, the *Social Studies Survey* results showed some evidence that year 8 girls were more positive than boys about social studies activities.

Pakeha students averaged moderately higher than Māori students, with mean effect sizes of 0.24 for both year 4 and year 8 students (the corresponding figures in 2001 were 0.28 and 0.32). Māori students were more positive than Pakeha students on four questions of the *Social Studies Survey* at year 4 level and one question at year 8 level.

Year 4 Pakeha students averaged moderately higher than Pasifika students, with a mean effect size of 0.24 (a noteworthy reduction in disparity from 0.47 in 2001). Year 8 Pakeha students averaged substantially higher than Pasifika students, with a large mean effect size of 0.42 (reduced from 0.51 in 2001). Pasifika students were more positive than Pakeha students on some questions of the *Social Studies Survey* at both year levels.

Compared to students for whom the predominant language at home was English, students from homes where other languages predominated averaged slightly lower at year 4 level (mean effect size of 0.08) and moderately lower at year 8 level (mean effect size of 0.23). Comparative figures are not available for the assessments in 2001. Year 4 students whose predominant language at home was not English were more positive than their English language counterparts on some questions of the *Social Studies Survey*.

In total, across Chapters 3 to 7, 19 trend tasks have been included. Because there were just a few in each chapter, overall trends are summarised here. At year 4 level, averaged across 103 assessed components of 13 trend tasks, 2.1 percent more year 4 students succeeded in 2005 than in 2001. At year 8 level, averaged across 127 assessed components of 15 tend tasks, 1.9 percent more year 8 students succeeded in 2005 than in 2001. At both year levels, these results clearly indicate that there has been no performance decline across the four years, but are not strong enough to be seen as clear evidence of improvement.

In the previous report on social studies, evidence was reported of an average gain of 2.5 percent on trend tasks between 1997 and 2001 for year 4 students. Linked with the current trend results, this suggests a worthwhile improvement for year 4 students over the eight years between 1997 and 2005. For year 8 students, the previous social studies report presented evidence of an average decline of one percent between 1997 and 2001. Linked with the current trend results, this suggests no meaningful change in performance for year 8 students over the eight years between 1997 and 2005.
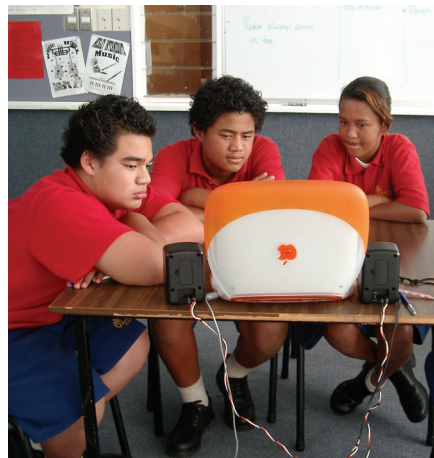
This chapter presents a concise outline of the rationale and operating procedures for national monitoring, together with some information about the reactions of participants in the 2005 assessments. Detailed information about the sample of students and schools is available in the Appendix.

Purpose of National Monitoring

The New Zealand Curriculum Framework (1993, p26) states that the purpose of national monitoring is to provide information on how well overall national standards are being maintained, and where improvements might be needed.

The focus of the National Education Monitoring Project (NEMP) is on the educational achievements and attitudes of New Zealand primary and intermediate school children. NEMP provides a national "snapshot" of children's knowledge, skills and motivation, and a way to identify which aspects are improving, staying constant or declining. This information allows successes to be celebrated and priorities for curriculum change and teacher development to be debated

more effectively, with the goal of helping to improve the education which children receive.

Assessment and reporting procedures are designed to provide a rich picture of what children can do and thus to optimise value to the educational community. The result is a detailed national picture of student achievement. It is neither feasible nor appropriate, given the purpose and the approach used, to release information about individual students or schools.

Monitoring at Two Class Levels

National monitoring assesses and reports what children know and can do at two levels in primary and intermediate schools: year 4 (ages 8-9) and year 8 (ages 12-13).

National Samples of Students

National monitoring information is gathered using carefully selected random samples of students, rather than all year 4 and year 8 students. This enables a relatively extensive exploration of students' achievement, far more detailed than would be possible if all students were to be

assessed. The main national samples of 1440 year 4 children and 1440 year 8 children represent about 2.5 percent of the children at those levels in New Zealand schools, large enough samples to give a trustworthy national picture. At year 8 level only, a special sample of 96 children learning in Māori immersion schools or classes is selected. Their achievement will be reported in a separate report.

Three Sets of Tasks at Each Level

So that a considerable amount of information can be gathered without placing too many demands on individual students, different students attempt different tasks. The 1440 students selected in the main sample at each year level are divided into three groups of 480 students, comprising four students from each of 120 schools. Each group attempts one third of the tasks.

Timing of Assessments

The assessments take place in the second half of the school year, between August and November. The year 8 assessments occur first, over a five-

	YEAR	NEW ZEALAND CURRICULUM	Communication skills	Problem-solving skills	Self-management and competitive skills	Social and cooperative skills	Work and study skills	Attitudes
1	2003 (1999) (1995)	Science Visual Arts Information Skills: *graphs, tables, maps, charts & diagrams*						
2	2004 (2000) (1996)	Language: *reading and speaking* Aspects of Technology Music						
3	2005 (2001) (1997)	Mathematics: *numeracy skills* Social Studies Information Skills: *library, research*						
4	2006 (2002) (1998)	Language: *writing, listening, viewing* Health and Physical Education						

week period. The year 4 assessments follow, over a similar period. Each student participates in about four hours of assessment activities spread over one week.

Specially Trained Teacher Administrators

The assessments are conducted by experienced teachers, usually working in their own region of New Zealand. They are selected from a national pool of applicants, attend a week of specialist training in Wellington led by senior Project staff and then work in pairs to conduct assessments of 60 children over five weeks. Their employing school is fully-funded by the Project to employ a relief teacher during their secondment.

Four-Year Assessment Cycle

Each year, the assessments cover about one quarter of the areas within the national curriculum for primary schools. The New Zealand Curriculum Framework is the blueprint for the school curriculum. It places emphasis on seven essential learning areas, eight essential skills and a variety of attitudes and values. National monitoring aims to address all of these areas, rather than restrict itself to pre-selected priority areas.

The first four-year cycle of assessments began in 1995 and was completed in 1998. The second cycle ran from 1999 to 2002. The third cycle began in 2003 and will finish in 2006. The areas covered each year and the reports produced for cycle 2 and the first three years of cycle 3 are listed opposite the contents page of this report.

Some of the tasks are kept constant from one cycle to the next. This re-use of tasks allows trends in achievement across a four-year interval to be observed and reported. Starting from 2002, the percentage of tasks retained was increased from 35 to 45 percent, so that trends will be able to be reported more thoroughly.

Important Learning Outcomes Assessed

The assessment tasks emphasise aspects of the curriculum which are particularly important to life in our community, and which are likely to be of enduring importance to students. Care is taken to achieve balanced coverage of important skills, knowledge and understandings within the various curriculum strands, but without attempting to follow slavishly the finer details of current curriculum statements. Such details change from time to time, whereas national monitoring needs to take a long-term perspective if it is to achieve its goals.

Wide Range of Task Difficulty

National monitoring aims to show what students know and can do. Because children at any particular class level vary greatly in educational development, tasks spanning multiple levels of the curriculum need to be included if all children are to enjoy some success and all children are to experience some challenge. Many tasks include several aspects, progressing from aspects most children can handle well to aspects that are less straightforward.

Engaging Task Approaches

Special care is taken to use tasks and approaches that interest students and stimulate them to do their best. Students' individual efforts are not reported and have no obvious consequences for them. This means that worthwhile and engaging tasks are needed to ensure that students' results represent their capabilities rather than their level of motivation. One helpful

factor is that extensive use is made of equipment and supplies which allow students to be involved in hands-on activities. Presenting some of the tasks on video or computer also allows the use of richer stimulus material, and standardises the presentation of those tasks.

Positive Student Reactions to Tasks

At the conclusion of each assessment session, students completed evaluation forms in which they identified tasks that they particularly enjoyed, tasks they felt relatively neutral about and tasks that did not appeal. Averaged across all tasks in the 2005 assessments, 75 percent of year 4 students indicated that they particularly enjoyed the tasks. The range across the 131 tasks was from 91 percent down to 46 percent. As usual, year 8 students were more demanding. On average, 57 percent of them indicated that they particularly enjoyed the tasks, with a range across 181 tasks from 89 percent down to 23 percent. Four tasks were more disliked than liked, by year 8 students only. These were two mathematics tasks involving fractions, a social studies task about the role of the Governor General, and an information skills task summarising a passage about Dame Kiri Te Kanawa.

Appropriate Support for Students

A key goal in Project planning is to minimise the extent to which student strengths or weaknesses in one area of the curriculum might unduly influence their assessed performance in other areas. For instance, skills in reading and writing often play a key role in success or failure in paper-and-pencil tests in areas such as science, social studies or even mathematics. In national monitoring, a majority of tasks are presented orally by teachers, on video, or on computer, and most answers are given orally or by demonstration rather than in writing. Where reading or writing skills are required to perform tasks in areas other than reading and writing, teachers are happy to help students to understand these tasks or to communicate their responses. Teachers are working with no more than four students at a time, so are readily available to help individuals.

To free teachers further to concentrate on providing appropriate guidance and help to students, so that the students

achieve as well as they can, teachers are not asked to record judgements on the work the students are doing. All marking and analysis is done later, when the students' work has reached the Project office in Dunedin. Some of the work comes on paper, but much of it arrives recorded on videotape. In 2005, about half of the students' work came in that form, on a total of about 3600 videotapes. The video recordings give a detailed picture of what students and teachers did and said, allowing rich analysis of both process and task achievement.

Four Task Approaches Used

In 2005, four task approaches were used. Each student was expected to spend about an hour working in each format. The four approaches were:

- *One-to-one interview*
  Each student worked individually with a teacher, with the whole session recorded on videotape.

- *Stations*
  Four students, working independently, moved around a series of stations where tasks had been set up. This session was not videotaped.

- *Team*
  Four students worked collaboratively, supervised by a teacher, on some tasks. This session was recorded on videotape.

- *Group and Independent*
  Four students worked collaboratively, supervised by a teacher, on some tasks. This was recorded on videotape. The students then worked individually on some paper-and-pencil tasks.

Professional Development Benefits for Teacher Administrators

The teacher administrators reported that they found their training and assessment work very stimulating and professionally enriching. Working

so closely with interesting tasks administered to 60 children in at least five schools offered valuable insights. Some teachers have reported major changes in their teaching and assessment practices as a result of their experiences working with the Project. Given that 96 teachers served as teacher administrators in 2005, or about half a percent of all primary teachers, the Project is making a major contribution to the professional development of teachers in assessment knowledge and skills. This contribution will steadily grow, since preference for appointment each year is given to teachers who have not previously served as teacher administrators. The total after 11 years is 1070 different teachers, 39 of whom have served more than once.

Marking Arrangements

The marking and analysis of the students' work occurs in Dunedin. The marking process includes extensive discussion of initial examples and careful checks of the consistency of marking by different markers.

Tasks which can be marked objectively or with modest amounts of professional experience usually are marked by senior tertiary students, most of whom have completed two or three years of pre-service preparation for primary school teaching. Forty-four student markers worked on the 2005 tasks, employed five hours per day for about five weeks.

The tasks that require higher levels of professional judgement are marked by teachers, selected from throughout New Zealand. In 2005, 172 teachers were appointed as markers. Most teachers worked either mornings or afternoons for one week. Teacher professional development through participation in the marking process is another substantial benefit from

national monitoring. In evaluations of their experiences on a four-point scale ("dissatisfied" to "highly satisfied"), 67 to 94 percent of the teachers who marked student work from 2005 chose "highly satisfied" in response to questions about:

- the instructions and guidance given during marking sessions
- the degree to which marking was professionally satisfying and interesting
- its contribution to their professional development in the area of assessment
- the overall experience.

Analysis of Results

The results are analysed and reported task by task. Most task reports include a total score, created by adding scores for appropriate task components. Details of how the total score has been constructed for particular assessment tasks can be obtained from the NEMP office (earu@otago.ac.nz).

Although the emphasis is on the overall national picture, some attention is also given to possible differences in performance patterns for different demographic groups and categories of school. The variables considered are:

- *Student gender:*
  – male
  – female
- *Student ethnicity:*
  – Māori
  – Pasifika
  – Pakeha (including Asian)
- *Home language:*
  (predominant language spoken at home)
  – English
  – any other language
- *Geographical zone:*
  – Greater Auckland
  – other North Island
  – South Island
- *Size of community:*
  – main centre over 100,000
  – provincial city of 10,000 to 100,000
  – rural area or town of less than 10,000
- *Socio-economic index for the school:*
  – lowest three deciles
  – middle four deciles
  – highest three deciles
- *Size of school:*
  YEAR 4 SCHOOLS
  – less than 25 year-4 students
  – 25 to 60 year-4 students
  – more than 60 year-4 students
  YEAR 8 SCHOOLS
  – less than 35 year-8 students
  – 35 to 150 year-8 students
  – more than 150 year-8 students

- *Type of school*: (for year 8 sample only)
  – full primary school
  – intermediate school
  – year 7–13 high school
  (some students were in other types of schools, but too few to allow separate analysis).

Categories containing fewer children, such as Asian students or female Māori students, were not used because the resulting statistics would be based on the performance of less than 70 children, and would therefore be unreliable.

An exception to this guideline was made for Pasifika children and children whose home language was not English because of the agreed importance of gaining some information about their performance.

Funding Arrangements

National monitoring is funded by the Ministry of Education, and organised by the Educational Assessment Research Unit at the University of Otago, under the direction of Professor Terry Crooks and Lester Flockton. The current contract runs until 2007. The cost is about $3 million per year, less than one tenth of a percent of the budget allocation for primary and secondary education. Almost half of the funding is used to pay for the time and expenses of the teachers who assist with the assessments as task developers, teacher administrators or markers.

Reviews by International Scholars

In June 1996, three scholars from the United States and England, with distinguished international reputations in the field of educational assessment, accepted an invitation from the Project directors to visit the Project. They conducted a thorough review of the progress of the Project, with particular attention to the procedures and tasks used in 1995 and the results emerging. At the end of their review, they prepared a report which concluded as follows:

The National Education Monitoring Project is well conceived and admirably implemented. Decisions about design, task development, scoring and reporting have been made thoughtfully. The work is of exceptionally high quality and displays considerable originality. We believe that the project has considerable potential for advancing the understanding of and public debate about the educational achievement of New Zealand students. It may also serve as a model for national and/or state monitoring in other countries.

(Professors Paul Black, Michael Kane & Robert Linn, 1996)

A further review was conducted late in 1998 by another distinguished panel (Professors Elliot Eisner, Caroline Gipps and Wynne Harlen). Amid very helpful suggestions for further refinements and investigations, they commented that:

We want to acknowledge publicly that the overall design of NEMP is very well thought through… The vast majority of tasks are well designed, engaging to students and consistent with good assessment principles in making clear to students what is expected of them.

Further Information

A more extended description of national monitoring, including detailed information about task development procedures, is available in:

Flockton, L. (1999). *School-wide Assessment: National Education Monitoring Project.* Wellington: New Zealand Council for Educational Research.

The purpose, meaning and practical interpretation of social studies in the school curriculum have undergone considerable thought, discussion and debate since the late 1930s when social studies was being contemplated as the title of a newly organised school subject. Prior to that time, knowledge and skills concerned with helping students understand their world and develop their abilities to play their part in society were addressed within the two separate curriculum domains of history and geography. Today's curriculum maintains a core purpose of teaching children "those principles that would lead them to become worthy citizens" (Education Gazette, 1927), but recontextualises learning to reflect understandings, circumstances and needs of changing times.

Consistent with previous syllabuses, the current national curriculum statement gives the aim of social studies education as enabling students to participate in a changing society as informed, confident and responsible citizens. To help achieve this outcome, students are expected to acquire knowledge that will inform and contribute towards their understandings about responsibilities, relationships, culture, heritage and management of the environment and resources. They are also expected to develop the skills needed to live and contribute as effective and worthy members of society.

The richness and diversity of the conceptual nature of much of the content of social studies presents special challenges for the design and administration of assessment tasks. Despite the inherent complexities, national monitoring has identified understandings and skills intended to represent a balanced perspective of social studies. These important aspects of learning, which are outlined in the assessment framework, have been the focus for exploring and developing tasks that are within the scope of national monitoring assessment. Some aspects of social studies are quite measurable (knowledge, for example) whereas others require observations about matters for which there is no universal right or wrong.
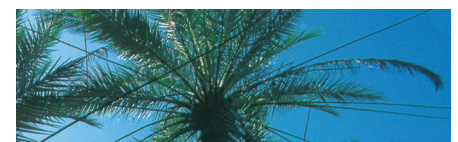
Framework for Assessment of Social Studies

National monitoring task frameworks are developed with the Project's curriculum advisory panels. These frameworks have two key purposes. They provide a valuable guideline structure for the development and selection of tasks, and they bring into focus those important dimensions of the learning domain that are arguably the basis for valid analyses of students' skills, knowledge and understandings.

The assessment frameworks are intended to be flexible and broad enough to encourage and enable the development of tasks that lead to meaningful descriptions of what students know and can do. They are also designed to help ensure a balanced representation of important learning outcomes.

The social studies framework has a central organising theme, five related areas of knowledge and under-standing, and three key processes.

A range of settings is highlighted, and attention is drawn in the final section to the importance of students' attitudes and motivation.

The most important message emerging from the use of the framework is the interrelated-ness that exists across social studies knowledge, understandings, processes and attitudes. To regard each as a discrete entity of learning, whether for teaching or assessment purposes, assumes clear-cut boundaries that frequently do not exist. In developing and administering tasks, it was often difficult to assign tasks specifically to one aspect rather than another. However, for purposes of reporting assessment information, tasks were allocated to chapters according to points of emphasis. The chapter headings match the five strands of knowledge and understandings.

NEMP SOCIAL STUDIES FRAMEWORK

THEME
Understanding how people connect with and respond to each other, their environments, their heritages and cultures (Aotearoa/New Zealand and the wider world).

KNOWLEDGE AND UNDERSTANDINGS

Place and environment:
How and why people relate to and interact with places and environments.

Time, change and continuity:
The causes and consequences of continuity and change on people's lives.

Social organisation:
How and why people organise themselves to meet their diverse needs.

Culture and heritage:
How people's heritage, understandings and practices contribute to cultural identity.

Resources and economic activities:
How and why people use and manage resources.

PROCESSES

Enquiry:
Deciding a focus, exploring information, posing questions, gathering, processing, evaluating, communicating and reflecting.

Social decision making:
Identifying issues, considering solutions and consequences, deciding and implementing actions.

Values exploration:
Identifying, analysing and explaining values. Examining consequences of different values positions.

SETTINGS

• Aotearoa/New Zealand •
• Pacific Communities • The Wider World •
• Past • Present • Future •

ATTITUDES AND MOTIVATION

- Confidence
- Enjoyment
- Open-mindedness
- Acceptance of differences

- Willingness to change
- Initiative
- Wanting to participate and contribute

- Attitude to Social Studies as a learning area
- Involvement - for further learning
- Involvement - in social action

The Choice of Tasks for National Monitoring

The choice of tasks for national monitoring is guided by a number of educational and practical considerations. Uppermost in any decisions relating to the choice or administration of a task is the central consideration of validity and the effect that a whole range of decisions can have on this key attribute. Tasks are chosen because they provide a good representation of important knowledge and skills, but also because they meet a number of requirements to do with their administration and presentation. For example:

• Each task with its associated materials needs to be structured to ensure a high level of consistency in the way it is presented by specially trained teacher administrators to students of wide-ranging backgrounds and abilities, and in diverse settings throughout New Zealand.

• Tasks need to span the expected range of capabilities of year 4 and 8 students and to allow the most able students to show the extent of their abilities while also giving the least able the opportunity to show what they can do.

• Materials for tasks need to be sufficiently portable, economical, safe and within the handling capabilities of students. Task materials also need to have meaning for students.

• The time needed for completing an individual task has to be balanced against the total time available for all of the assessment tasks, without denying students sufficient opportunity to demonstrate their capabilities.

• Each task needs to be capable of sustaining the attention and effort of students if they are to produce responses that truly indicate what they know and can do. Since neither the student nor the school receives immediate or specific feedback on performance, the motivational potential of the assessment is critical.

• Tasks need to avoid unnecessary bias on the grounds of gender, culture or social background while accepting that it is appropriate to have tasks that reflect the interests of particular groups within the community.

National Monitoring Social Studies Assessment Tasks and Survey

Forty-five social studies tasks were administered, together with a questionnaire that investigated students' interests in and attitudes to social studies, and the extent to which they felt they had had opportunities to learn different aspects of social studies.

Twenty-eight tasks were administered in one-to-one interview settings, where students used materials and visual information. Nine tasks were presented in team or group situations involving small groups of students working together. Six tasks were attempted in a stations arrangement, where students worked independently on a series of tasks, some presented on laptop computers. The final two tasks were administered in an independent approach, where students worked at desks or tables and worked through a series of paper-and-pencil tasks.

Thirty-two of the tasks were identical for year 4 and year 8 students. Of the remaining tasks, four were specifically for year 4 students and nine for year 8 students. Some of these single year tasks had parallel tasks at the other level, but with different stimulus material or significantly different instructions or administration arrangements.

Trend Tasks

Nineteen of the tasks were previously used, entirely or in part, in the 2001 social studies assessments. These were called link tasks in the 2001 report, but were not described in detail to avoid any distortions in the 2005 results that might have occurred if the tasks had been widely available for use in schools since 2001. In the current report, these tasks are called trend tasks and are used to examine trends in student performance: whether they have improved, stayed constant or declined over the four-year period since the 2001 assessments.

Link Tasks

To allow comparisons between the 2005 and 2009 assessments, nineteen of the tasks used for the first time in 2005 have been designated link tasks. Results of student performance on these tasks are presented in this report, but the tasks are described only in general terms because they will be used again in 2009.

Marking Methods

The students' responses were assessed using specially designed marking procedures. The criteria used had been developed in advance by Project staff, but were sometimes modified as a result of issues raised during the marking. Tasks that required marker judgement and were common to year 4 and year 8 were intermingled during marking sessions, with the goal of ensuring that the same scoring standards and procedures were used for both.

Task-by-Task Reporting

National monitoring assessment is reported task by task so that results can be understood in relation to what the students were asked to do.

Access Tasks

Teachers and principals have expressed considerable interest in access to NEMP task materials and marking instructions, so that they can use them within their own schools. Some are interested in comparing the performance of their own students to national results on some aspects of the curriculum, while others want to use tasks as models of good practice. Some would like to modify tasks to suit their own purposes, while others want to follow the original procedures as closely as possible. There is obvious merit in making available carefully developed tasks that are seen to be highly valid and useful for assessing student learning.

Some of the tasks in this report cannot be made available in this way. Link tasks must be saved for use in four years' time, and other tasks use copyright or expensive resources that cannot be duplicated by NEMP and provided economically to schools. There are also limitations on how precisely a school's administration and marking of tasks can mirror the ways that they are administered and marked by the Project. Nevertheless, a substantial number of tasks are suitable to duplicate for teachers and schools. In this report, these access tasks are identified with the symbol on the left, and can be purchased in a kit from the New Zealand Council for Educational Research (P.O. Box 3237, Wellington 6000, New Zealand).

Website

Teachers are also encouraged to use the NEMP web site (http://nemp.otago.ac.nz). The site provides teachers with access to all of the previous NEMP reports since the project started in 1995, in both web and printable (high quality) PDF formats.

New additions to the site's usability include a comprehensive search engine, online report ordering system and up-to-date "access task" lists. Other studies undertaken by staff members are now also available online.

Tasks are displayed with related audio, visual and video-related material ready for download by teachers, in order to provide a clearer understanding of our assessments of students.

The assessments included 10 tasks investigating students' knowledge, understandings and processes in the area of social organisation. This area focuses on how people are organised in groups and the rights, roles and responsibilities of people as they interact within groups.

Six tasks were identical for both year 4 and year 8, one was attempted only by year 4 students and three only by year 8 students. Five are trend tasks (fully described with data for both 2001 and 2005), one is a released task (fully described with data for 2005 only) and four are link tasks (to be used again in 2009, so only partially described here).

The tasks are presented in the three sections: trend tasks, then the released task and finally the link tasks. Within each section, tasks administered to both year 4 and year 8 students are presented first, followed by tasks administered only to year 4 students and then tasks administered only to year 8 students.

Averaged across 57 task components administered to both year 4 and year 8 students, 10 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 50 of the 57 components. The components with the largest differences were scattered across most of the tasks, as were the components on which year 8 students did not do better than year 4 students.

Between 2001 and 2005, there was a small gain for year 4 students and little change for year 8 students. Averaged across 31 trend task components attempted by year 4 students in both years, three percent more students succeeded in 2005 than in 2001. Gains occurred on 20 of the 31 components. At year 8 level, with 43 trend task components included, on average one percent more students succeeded in 2005 than in 2001. Gains occurred on 25 of the 43 components.

Both year 4 and year 8 students were quite successful in identifying issues in school conflict situations. Perhaps predictably, they were more inclined to see the solutions coming through adult interventions than through student initiatives. Students at both year levels saw leadership in student activities as involving taking charge and telling others what to do, but indicated that to be successful this needed to be done in a pleasant and fair way. When the focus shifted from school relationship issues to community disasters or to other issues with which students had less experience, their ability to conceptualise the issues and address them was understandably lower, but their concepts of a "good citizen" focused predominantly on personal and interpersonal qualities that would be just as valuable among children in classrooms as among adults in the wider community.

Trend Task: Saikoloni

NEMP Access Task

Approach:	One to one	**Year:** 4 & 8
Focus:	Resolving differences within a social organisation	
Resources:	Video recording on laptop computer, recording book	

Questions / instructions:

This activity uses the computer.

We are going to start this activity by watching a video of a girl called Saikoloni. Saikoloni will tell you about a problem she has at school.

**Click the *Saikoloni* button.
The video will start.**

VIDEO SCRIPT:

Talofa lava. My name is Saikoloni Tapumuulietoa and I come from a beautiful village in Samoa called Patamea. There are lots of coconuts to eat and lots of beaches to swim at.

I was born during a cyclone which is a big storm. There was a lot of damage done by the cyclone. Houses and trees all blew down and everywhere was flooded. My uncle and cousins were killed in the cyclone, so my mother named me "Saikoloni" in their memory.

I used to like going to school but now I hate it. Every day when it's roll call my teacher, Mrs Brown, calls everyone's name out. No trouble. But when it comes to my name, she suddenly gets tongue-tied. As soon as she starts to speak, I feel sick because I know what she will say. When she says my name, it makes all the other kids crack-up laughing. Their laughter sounds like broken glass. You know – sharp and painful.

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	% response 2005 ('01) year 4	year 8
1. There is more than one problem here. What do you think the problems are? I will write them down for you.		
teacher hasn't been pronouncing Saikoloni's name appropriately	58 (51)	75 (74)
other children laugh when teacher mispronounces Saikoloni's name	82 (78)	90 (85)
Saikoloni may not have reacted appropriately *(could have done more proactively to correct pronunciation and explain name)*	1 (1)	3 (2)

Record student responses, abbreviated as necessary.

	year 4	year 8
2. Which people are involved in these problems? Saikoloni	38 (30)	56 (65)
teacher	74 (80)	89 (91)
peers in class	71 (66)	86 (87)
3. Who should do something about these problems? not marked	•	•
4. What do you think they should do to try to solve these problems?		
Saikoloni working with teacher to fix pronunciation	19 (15)	36 (38)
teacher trying to learn proper pronunciation	21 (18)	40 (37)
teacher/principal/staff helping class learn how to behave more kindly	32 (35)	44 (31)
peers trying to stop hurting Saikoloni through their laughter	16 (16)	21 (19)
Saikoloni asking parents to help deal with problem	13 (12)	20 (20)
parents dealing with problem appropriately *(e.g. talking to teacher)*	32 (23)	29 (38)
Saikoloni talking to peers	10 (5)	17 (16)

Probable helpfulness of suggested solutions:	% response 2005 ('01) year 4	year 8
likely to be very helpful	3 (0)	8 (8)
likely to be moderately helpful	18 (13)	38 (30)
likely to be slightly helpful	40 (43)	38 (50)
not likely to be helpful	39 (44)	16 (12)
5. What could be done so that problems like these don't happen? not marked	•	•

Total score:	year 4	year 8
11–15	4 (2)	11 (12)
9–10	9 (9)	24 (20)
7–8	21 (15)	28 (30)
5–6	30 (31)	25 (25)
3–4	22 (22)	10 (11)
0–2	14 (21)	2 (2)

Commentary:

Although very few students saw Saikoloni's inaction as a problem, many more saw her as part of the solution. About 25 percent more year 8 than year 4 students suggested helpful solutions to the problems. Between 2001 and 2005, there was a small improvement for year 4 students and no change for year 8 students.

Trend Task:		We Need a Leader

Approach:	One to one	Year:	4 & 8
Focus:	Leadership needs and approaches		
Resources:	Video recording on laptop computer		

NEMP Access Task

Questions / instructions:

This activity uses the computer.

In this activity you will be talking about what makes a person a good leader.

Let's watch a short video first.

Click the *We Need a Leader* button.

The video will start.

VIDEO SCRIPT:
(general comments from several children.)

– This is stupid.

– Come on you guys.

– We need teams.

– I can't be bothered.

– Let's go and play another game.

– We need a leader.

The video showed a group of children who felt they needed a leader.

1. Why do they need a leader?

2. What could a leader do to help the group?

3. What sort of person would the leader need to be? Try and describe the things that would make the person a good leader.

		% response 2005 ('01)	
		year 4	year 8
Responses included:	pick teams	13 (4)	17 (18)
	tell them what to do *(other than team selection)*	68 (74)	74 (67)
	help organise them into teams	14 (15)	31 (43)
	help them decide what to do once teams are formed	15 (11)	20 (24)
	help ensure fair play *(rules followed, balanced teams)*	22 (18)	22 (20)
	help resolve arguments, conflicts	30 (27)	31 (21)
Person specification included:	well respected/trusted/liked	33 (20)	60 (51)
	fair with everyone	26 (19)	36 (34)
	friendly/nice	53 (44)	49 (34)
	helps make the activity fun	5 (3)	5 (6)
	gives good clear instructions	5 (1)	11 (12)
	good at resolving conflicts	6 (3)	7 (1)
	willing to listen carefully to ideas/complaints	8 (4)	19 (15)
	knowledgeable about the game	15 (27)	13 (21)
	good at the game him/herself	6 (24)	8 (11)
	patient	2 (1)	5 (2)
Overall rating:	excellent/very good	2 (0)	3 (3)
	good	10 (2)	31 (23)
	moderate	48 (50)	50 (49)
	poor	40 (48)	16 (25)
Total score:	10–19	2 (0)	3 (6)
	8–9	4 (1)	10 (7)
	6–7	15 (10)	31 (18)
	4–5	35 (37)	36 (39)
	2–3	33 (46)	18 (22)
	0–1	11 (6)	2 (8)

Commentary:

Responses of year 4 and year 8 students were quite similar except that year 8 students placed greater emphasis on the role of leaders in forming teams and on the importance of leaders being trusted. About 20 percent more year 8 than year 4 students gave responses judged to be "good" or better. There were small increases in total score between 2001 and 2005 for both year 4 and year 8 students.

Approach:	Team
Focus:	Identifying and responding to community crises
Resources:	Video recording on laptop computer, answer sheet

Year: 4

Questions / instructions:

This activity uses the computer.

This activity is about a disaster caused by an earthquake. We'll start by watching a short video which shows what happens during an earthquake.

Click the *Earthquake Disaster* button. The video will start.
[Same video and script as for Year 8 on the adjacent page.]

The video showed a terrible earthquake. When a disaster like this happens, there are lots of problems.

I want your team to make a list of the biggest problems there would be. Alongside each problem, write down the best people to help with the problem.

Everyone in your team should help. You can take turns at writing down your ideas. Here is an answer sheet for writing your list of problems, and the people who would be best to help with each problem.

Hand out Team answer sheet. Allow time.

To finish this activity, I want you to tell me what you said would be the biggest problems, and who would be the best people to help with each problem. You can take turns at telling me what is on your answer sheet.

If the wording on the students' written record needs to be clarified to better represent what they say, offer to make changes to their answer sheet.

Main areas used in marking:
- harm to people
- damage to essential services
- ongoing risks *(e.g. fire, disease, pollution)*
- reconstruction needs

% response 2005 ('01) year 4

First problem – appropriateness of people to help:		
fully	62 (55)
partially	26 (28)
any other response	12 (17)

% response 2005 ('01) year 4

Second problem – appropriateness of people to help:	
fully	56 (30)
partially	23 (40)
any other response	21 (30)

Third problem – appropriateness of people to help:	
fully	47 (22)
partially	28 (36)
any other response	25 (42)

Fourth problem – appropriateness of people to help:	
fully	41 (27)
partially	24 (25)
any other response	35 (48)

Fifth problem – appropriateness of people to help:	
fully	35 (22)
partially	27 (6)
any other response	38 (72)

Sixth problem – appropriateness of people to help:	
fully	31 (5)
partially	22 (10)
any other response	47 (85)

Seventh problem – appropriateness of people to help:	
fully	25 (10)
partially	25 (8)
any other response	50 (82)

Identification of problems - overall		
4 main areas	41 (13)
3 main areas	41 (45)
2 main areas	16 (37)
1 main area	1 (5)
0 main areas	1 (0)

Total score:		
19–22	14 (0)
16–18	28 (10)
13–15	26 (13)
10–12	15 (34)
7–9	15 (30)
0–6	2 (13)

Commentary:

The results show a huge increase in scores between 2001 and 2005, mainly because the 2001 students gave much less complete answers (listing fewer problems that the 2005 students). The NEMP directors believe that this may have occurred because the task was scheduled first in a one-hour assessment session in 2005 but last in a corresponding session in 2001. Students and their administrators probably rushed through the task in 2001. Because of concerns about the comparability of these results, they are excluded from the trend analysis.

Trend Task:

Earthquake Disaster (Y8)

Approach:	Station	**Year:**	8
Focus:	Identifying and responding to community crises		
Resources:	Video recording on laptop computer, answer sheet		

VIDEO SCRIPT:

TV Newsreader:
Good evening. It's now 9 o'clock at night in Los Angeles and America's second biggest city is under a dawn to dusk curfew. More than 16 hours after the earthquake struck, the city is still in shock, dazed and disrupted by its biggest quake in 20 years. Simon Mercep reports on Los Angeles' rude awakening.

Field reporter:
The quake hit at 4:31 in the morning, local time. It shook a city out of its dreams and into a nightmare. With the dawn the destruction was clear – homes destroyed, others still smouldering. Some had lucky escapes. Others weren't so fortunate. Many are still trapped. The death toll is still mounting.

Questions / instructions:

This activity uses the computer.

Click on the button that says *Earthquake Disaster*. The video will play.

The video showed a terrible earthquake. When an emergency like this happens, there are lots of problems.

1. Make a list of the biggest problems there would be. Then write down who would be the best people to help with the problems.

Main areas used in marking:

- harm to people
- damage to essential services
- ongoing risks *(e.g. fire, disease, pollution)*
- reconstruction needs

		% response 2005 ('01) year 8
First problem – appropriateness of people to help:	fully	49 (44)
	partially	19 (26)
	any other response	32 (30)
Second problem – appropriateness of people to help:	fully	33 (33)
	partially	27 (34)
	any other response	40 (33)
Third problem – appropriateness of people to help:	fully	27 (27)
	partially	22 (26)
	any other response	51 (47)
Fourth problem – appropriateness of people to help:	fully	20 (16)
	partially	17 (14)
	any other response	63 (70)
Fifth problem – appropriateness of people to help:	fully	13 (9)
	partially	9 (11)
	any other response	78 (80)

		% response 2005 ('01) year 8
Sixth problem – appropriateness of people to help:	fully	7 (2)
	partially	8 (5)
	any other response	85 (93)
Seventh problem – appropriateness of people to help:	fully	6 (4)
	partially	5 (2)
	any other response	89 (94)
Identification of problems - overall	4 main areas	13 (16)
	3 main areas	38 (40)
	2 main areas	35 (32)
	1 main area	12 (11)
	0 main areas	2 (1)
Total score:	19–22	3 (2)
	16–18	7 (4)
	13–15	13 (16)
	10–12	20 (21)
	7–9	27 (29)
	4–6	21 (25)
	0–3	9 (3)

Commentary:

Whereas year 4 students worked on this task in teams, year 8 students worked individually. Just over 50 percent of year 8 students identified problems spanning at least three of the four main areas of problems but, in general, the students did not score very well in suggesting appropriate people to help address the problems. There was no meaningful change in performance between 2001 and 2005.

Trend Task: ## School Canteen

Approach:	Team	**Year:**	8
Focus:	Adressing organisational problems and developing rules		
Resources:	Video recording on laptop computer, 3 letters, answer sheet, agenda		

Questions / instructions:

VIDEO DESCRIPTION:

Morning break at school; students crowded in around the canteen counter, pushing to get to the front. Canteen manager is stressed and angry.

Terry makes it to the front of the queue and orders his lunch but a teacher pushes in. The canteen manager is much more pleasant to the teacher and forgets to record Terry's order. Later in the day during the lunch break, after finishing his class monitor's duties, Terry makes his way to the canteen to collect his pie. The canteen manager tells him there are none left and insists that he never placed an order. She checks her list and his name and order are not recorded. She unfairly implies that it is Terry's fault and he is left with nothing to eat.

This activity uses the computer.

We'll start this activity by watching a short video which shows that things are not going well at the school canteen.

Click the *School Canteen* button to start the video.

Some children have written letters to the school council complaining about the canteen. Imagine that you people are the school council, and you have been given the job of sorting out this problem. You have four things to do, which are listed on this card. I'll read them through to you:

Show and read the agenda.

> **School Canteen Meeting Agenda**
> 1. Read the letters and decide on the problems.
> 2. Talk about how the problems could be fixed.
> 3. Work out how you could let other students at the school have a say about how the problem should be fixed.
> 4. Agree on three good reasons why the council thinks there should be some rules.

During your meeting, you will need to write down what you have decided. At the end of the meeting I will act as a newspaper reporter. I'll ask you to tell me what you have decided for the four things on the card. Each person in the team should help to tell me about your decisions. You have about 10 minutes for your meeting. Here are copies of letters to the school council, and paper for writing down your meeting notes.

Give students copies of the letters and the answer sheet.

Dear School Council

Last Friday I wanted to buy a pie at the school food shop. When it was my turn there were no pies left
What can we do about this?

Yours sincerely,
Terry Hiakai.

Dear School Council,
It's good that we can buy our lunch at school, but too many people are pushing in.

Someone will get hurt!

Please do something about it.

Yours sincerely,
Aroha Anderson.

Dear school council, I don't like the way teachers can push in at the food shop. Do you think that is fair? What will you do about it?
yours sincerely,
Emma Umaga.

Allow about 10 minutes for discussion.

Now imagine that I am a reporter for the school newspaper. I'm going to interview the school council. I'll ask you to tell me about the four items on your card. You are to take turns in telling me what you have decided.

	% response 2005 ('01) year 8

Involvement:

all members contributed substantially	55 (51)
all except one member contributed substantially	38 (42)
at least two members did not contribute substantially	7 (7)

Nature of decision-making:

most decisions made by consensus	40 (37)
some decisions made by consensus, others by acquiescence *(agreeing without protest)*	57 (61)
many decisions left at least one member unhappy	3 (2)

Rejection of ideas and put-downs:

no unpleasant rejections	90 (88)
one or a few unpleasant rejections	8 (12)
quite a lot of unpleasant rejections	2 (0)

1. What were the problems at the canteen?

    How many of these issues have been clearly identified in the answer:

    – orders not kept for people
    – serving person not friendly
    – people pushing in
    – no good queueing arrangement
    – teachers given priority/pushing in
    – insufficient supply

4–5	31 (39)
2-3	67 (54)
1	2 (5)
none	0 (2)

2. How did you think the problems could be fixed?

	% response 2005 ('01) year 8
good ideas for most listed problems	49 (47)
good ideas for 2-3 problems	41 (41)
good ideas for 1 problem	8 (10)
no good ideas for solutions	2 (2)

3. How would you let the other students have a say about how the problems should be fixed?

    Overall merit of suggestions:

excellent/very good	15 (11)
good	20 (29)
moderate	53 (48)
poor	12 (12)

4. What are your 3 good reasons for having some rules?

    Overall merit of set of reasons:

excellent/very good	21 (23)
good	22 (19)
moderate	46 (51)
poor	11 (7)

Total score:		
	10–12	21 (21)
	8–9	27 (23)
	6–7	39 (42)
	4–5	10 (10)
	2–3	3 (4)
	0–1	0 (0)

Commentary:

In general, the teams of year 8 students worked quite collaboratively, without significant conflict. The teams were much more effective in identifying problems and their solutions than in suggesting how other students could be involved in developing solutions. There was no meaningful change in performance between 2001 and 2005.

Good Citizen Award

Approach:	Team
Focus:	Characteristics of a good community member
Resources:	Team answer sheet

Year: 4 & 8

Questions / instructions:

The town council has decided to choose someone for a "Good Citizen" award. To help the council decide who should get the award, it needs a list of things that everyone would expect of a good community member. The council has asked you to make up the list.

Work together as a team to make up the list of the things that everyone would expect of a good citizen.

Write down as many things as you can think of. Think of the sort of person they would need to be, and the sorts of things they would be doing in the community. Make sure that everyone agrees with the things you write on your list.

Give the team answer sheet to the students. Allow time (around 5 minutes).

You've written quite a few things on your list. Now choose the **four** most important things from your list about a good citizen. When you have chosen the four things, put the numbers 1, 2, 3 and 4 beside them, in order of importance, with 1 being the most important. Everyone in the group needs to agree with your decisions. You also need to have good reasons for choosing these four things.

Allow time.

Now tell me the four things you have decided, and tell me why each one is important. Start with the most important thing. You can all help with explaining your ideas.

Feature 1

	% responses	
	y4	**y8**
Category of feature:		
personal skills & attitudes *(such as honest, hard working, ethical)*	27	47
interpersonal skills & attitudes *(such as friendly, considerate, generous, modest, patient)*	49	39
past help with community activities	12	11
past leadership of community activities	2	2
any other response	10	1
Argument for why feature is an important part of being a good citizen:		
strong relevant argument	8	22
moderately strong relevant argument	61	47
any other response	31	31

Feature 2

	% responses	
	y4	**y8**
Category of feature:		
personal skills & attitudes *(such as honest, hard working, ethical)*	26	34
interpersonal skills & attitudes *(such as friendly, considerate, generous, modest, patient)*	41	47
past help with community activities	15	13
past leadership of community activities	2	3
any other response	16	3

(Feature 2 continued)

	% responses	
	y4	**y8**
Argument for why feature is an important part of being a good citizen:		
strong relevant argument	7	15
moderately strong relevant argument	53	56
any other response	40	29

Feature 3

	% responses	
	y4	**y8**
Category of feature:		
personal skills & attitudes *(such as honest, hard working, ethical)*	23	28
interpersonal skills & attitudes *(such as friendly, considerate, generous, modest, patient)*	42	47
past help with community activities	20	20
past leadership of community activities	4	3
any other response	11	2
Argument for why feature is an important part of being a good citizen:		
strong relevant argument	4	16
moderately strong relevant argument	57	56
any other response	39	28

Feature 4

	% responses	
	y4	**y8**
Category of feature:		
personal skills & attitudes *(such as honest, hard working, ethical)*	21	19
interpersonal skills & attitudes *(such as friendly, considerate, generous, modest, patient)*	40	44
past help with community activities	25	28
past leadership of community activities	1	3
any other response	13	6
Argument for why feature is an important part of being a good citizen:		
strong relevant argument	5	12
moderately strong relevant argument	54	47
any other response	41	41
Total score: 7–8	1	8
5–6	8	23
3–4	49	35
1–2	30	24
0	12	10

Commentary:

Both year 4 and year 8 teams saw interpersonal skills and attitudes as the most important attributes of a good citizen. Personal skills and attitudes were the next most important, with past help with community activities a clear third. Very little importance was placed on past leadership of community activities. About 20 percent more year 8 than year 4 teams were able to argue well for their choices.

		% responses	
		y4	**y8**

LINK TASK: 1

Approach:	One to one
Year:	4 & 8
Focus:	New Zealand government

		y4	y8
Total score:	5–11	0	9
	4	2	9
	3	8	19
	2	16	23
	1	27	24
	0	47	16

LINK TASK: 2

Approach:	One to one
Year:	4 & 8
Focus:	Rules

		y4	y8
Total score:	7–9	0	5
	5–6	10	24
	4	21	26
	3	32	27
	2	19	12
	0–1	18	6

LINK TASK: 3

Approach:	Team
Year:	4 & 8
Focus:	Teamwork

		y4	y8
Total score:	7–10	3	11
	6	7	19
	5	25	28
	4	27	24
	3	21	15
	0–2	17	3

LINK TASK: 4

Approach:	One to one
Year:	8
Focus:	Dispute resolution

		y4	y8
Total score:	8–12		1
	6–7		10
	4–5		26
	2–3		42
	0–1		21

4 Culture and Heritage

The assessments included 10 tasks investigating students' knowledge, understandings and processes in the area of culture and heritage. This area focuses on the contribution of culture and heritage to identity and exploration of the nature and consequences of cultural interaction.

Eight tasks were identical for both year 4 and year 8 students. One was administered only to year 4 students, and one only to year 8 students. Five are trend tasks (fully described with data for both 2001 and 2005), one is a released task (fully described with data for 2005 only) and four are link tasks (to be used again in 2009, so only partially described here).

The tasks are presented in the three sections: trend tasks, then the released task and finally the link tasks. Within each section, tasks administered to both year 4 and year 8 students are presented first, followed by tasks administered only to year 4 students and then tasks administered only to year 8 students.

Averaged across 68 task components administered to both year 4 and year 8 students, 14 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 57 of the 68 components.

On the trend tasks, there was evidence of a small gain between 2001 and 2005 for year 4 students and little change for year 8 students. Averaged across the 39 trend task components attempted by year 4 students in both years, three percent more students succeeded in 2005 than in 2001. Gains occurred on 25 of the 39 components. At year 8 level, with 43 trend task components included, on average two percent more students succeeded in 2005 than in 2001. Gains occurred on 25 of the 41 components.

Most students were able to associate iconic symbols with New Zealand. As in earlier assessments, they were not very knowledgeable about the key elements of the New Zealand flag, Although most students at both year levels were generally supportive of keeping the current flag, more than two thirds of year 8 students could identify alternative elements that they associated with New Zealand and thought might be suitable on a New Zealand flag. The New Zealand Coat of Arms would have been less familiar to them, but its current form was also strongly supported by students at both year levels, few of whom made suggestions for changes. A high proportion of students clearly had had opportunities to learn about Māori culture and protocols, but the level of knowledge and understanding was generally quite superficial. Teams of students at both year levels were able to identify similarities and differences between cultural customs that they read about, but tended to focus on just a few features rather than attempt a more fine-grained analysis.

Trend Task: Pōwhiri

Approach:	One to one	Year:	4 & 8
Focus:	Describing cultural customs and traditions		
Resources:	Set of 6 pictures, recording book		

Questions / instructions:

THE WHAKAEKE
Moving on to the marae.

THE WERO or TAKI
The Challenge.

HE TANGIHANGA —
THE DEAD ARE MOURNED

THE MIHIMIHI
The speeches of greeting.

WHAIKORERO
Speechmaking — the setting.

THE HONGI
The nose to nose greeting.

This activity is about visiting a marae.

	year 4	year 8
% response 2005 ('01)		
1. Have you ever been on a marae?		
student has been on a marae	47 (38)	69 (70)
2. Try to explain to me what a marae is.		
special meeting place (or similar)	30 (21)	60 (60)

Tell the student that a marae is "a special meeting place" if similar answer is not given.

I am going to give you some pictures of people taking part in a welcoming ceremony on a marae.

Give student the pictures.

Now put these pictures into an order. The order should show a welcoming ceremony on a marae, from the start to the end.

Allow time.

Using the pictures, explain to me a welcoming ceremony on a marae.

Record the order of the pictures.

Score for order of pictures:		year 4	year 8
	16–18	8 (9)	19 (18)
	13–15	5 (5)	13 (9)
	10–12	46 (41)	42 (51)
	7–9	20 (16)	16 (19)
	0–6	21 (29)	10 (3)

Knowledge of marae welcoming protocol:	year 4	year 8
extensive knowledge	1 (0)	5 (5)
quite substantial knowledge	2 (1)	9 (8)
a little knowledge	13 (7)	23 (17)
any other response	84 (92)	63 (70)

| **Total score:**		year 4	year 8
	19–25	4 (1)	16 (14)
	16–18	7 (9)	13 (14)
	13–15	13 (11)	24 (21)
	10–12	39 (36)	24 (35)
	7–9	19 (20)	16 (14)
	0–6	18 (23)	7 (2)

Commentary:

About 20 percent more year 8 than year 4 students appeared to have good knowledge of marae welcoming protocol. There was little change overall at either year level, between 2001 and 2005, but about 10 percent more year 4 students said they had been on a marae and could give a basic explanation of what a marae is.

| Trend Task: | Flags | | | | Year: | 4 & 8 |

NEMP Access Task

Approach:	One to one
Focus:	Symbols associated with national identity
Resources:	2 pictures, recording book

Questions / instructions:

Show NZ Flag picture.

Here is the New Zealand flag.

| | % response 2005 ('01) | |
| | year 4 | year 8 |
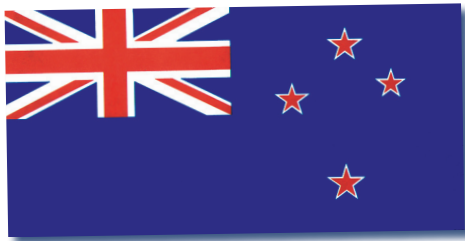
1. What does the design on the flag mean?

	year 4	year 8
Union Jack: named Union Jack	9 (3)	35 (24)
Meaning: identified symbol with Britain/England/UK	13 (10)	44 (37)
mentioned British as NZ's early settlers	2 (1)	7 (6)
Southern Cross:		
named the Southern Cross	15 (7)	41 (36)
Why the Southern Cross?		
prominent in our night sky	5 (0)	15 (12)

2. Why do you think there is a New Zealand flag?

	year 4	year 8
to represent NZ, show nationality *(or similar)*	48 (46)	77 (76)

Imagine you have been asked to design a new flag which will show what is special to our country.

3. What things would you put on that flag?

Write student's ideas in recording book.

	year 4	year 8
silver fern/koru/similar	22 (14)	64 (60)
kiwi	33 (29)	63 (65)
other birds/animals/fish/plants/ flowers/trees	24 (27)	22 (26)
Māori culture/art/legends/ images/flag etc.	11 (8)	30 (20)
events/people/activities *(other than Māori)*	26 (20)	38 (29)
physical features: landscape, buildings, etc.	22 (30)	22 (27)

4. Why would you choose . . . [refer to each of the ideas mentioned by the student].

How well have they argued that they have chosen things special to NZ?

	year 4	year 8
well argued	7 (4)	31 (19)
moderately well argued	45 (44)	58 (61)
any other response	48 (52)	11 (20)

Put picture with flag at half mast in front of the student.

Flags are usually flown at full mast.

5. Why are they sometimes flown at half mast, like the one in this picture?

	year 4	year 8
sign of mourning, show someone has died *(or similar)*	11 (11)	42 (39)

Total score:		year 4	year 8
	7–9	1 (0)	8 (7)
	5–6	5 (2)	30 (16)
	3–4	14 (9)	32 (36)
	2	24 (30)	19 (26)
	1	33 (28)	9 (10)
	0	23 (31)	2 (5)

Commentary:

Year 8 students handled this task much better than year 4 students, but less than half showed understanding of the main elements on the New Zealand flag. There was evidence of a small improvement overall for both year 4 and year 8 students between 2001 and 2005.

Trend Task:		New Zealand Coins	
Approach:	Independent	**Year:**	4 & 8
Focus:	Cultural icons		
Resources:	Answer book		

Questions / instructions:

Draw a circle around one coin in each row that would be good for New Zealand. Choose the coin because the picture shows something that is special to our country, but not other countries.

		% response 2005 ('01)	
		year 4	year 8
1.	kiwi	96 (93)	97 (97)
2.	beehive	63 (53)	80 (78)
3.	whare	80 (68)	91 (92)
4.	L & P	63 (59)	93 (93)
5.	fern	80 (68)	95 (92)
6.	canoe	62 (57)	87 (86)

Total score:		year 4	year 8
	6	32 (19)	70 (64)
	5	26 (27)	18 (24)
	4	17 (21)	5 (6)
	3	12 (12)	3 (3)
	0–2	13 (21)	4 (3)

Commentary:

Year 8 students scored very well on this task, with identifying the Beehive as their hardest task. Only about one third of year 4 students correctly identified all six preferred options. There was a small improvement at year 4 level between 2001 and 2005 but no meaningful change at year 8 level.

Approach:	Team		**Year:**	4
Focus:	Cultural customs and traditions			
Resources:	2 sets of 6 Tonga cards; 2 sets of 6 New Zealand cards; 1 A4 recording sheet;			
	2 A3 answer sheets; 2 instruction cards			

Questions / instructions:

I'm going to give you two sets of cards. The pictures in one set of cards were taken in a little country called Tonga. The pictures in the other set of cards were taken in New Zealand.

Have a good look at the two sets of cards and talk about what is happening.

You can do that now.

Give the two sets of cards (in correct order) to the students, and allow time.

Now I want you to think about what is happening, and why it is happening.

Some of the things that are happening are the same in Tonga and New Zealand. Some of the things that are happening are different.

On your answer sheet, I want you to write down the things that are the same, and the things that are different.

You can work in pairs. Students 1 and 2 can work together, and Students 3 and 4 can work together.

Here is an instruction card to remind you what to do.

Show and read the instruction card. Give each pair the cards and answer sheet. Allow time.

> **Instruction card**
> 1. Write down the things that are the same between the birthdays in Tonga and New Zealand.
> 2. Write down the things that are different about the birthdays in Tonga and New Zealand.

Now I want all of you to work together. Tell each other what you have on your lists. Decide on the main things that are the same and the main things that are different. Afterwards I will ask you to tell me what you have decided.

Allow time.

To finish off, I am going to ask you to tell me what you decided, and I will write your answers onto one sheet.

What are the things that were the same for Tonga and New Zealand?

Record students' responses.

	% response 2005 ('01) year 4
Things that were the same:	
both have special celebrations for birthdays/parties	38 (42)
both involve quite large gatherings of people	8 (7)
both involve obtaining/preparing/ cooking special food	43 (42)
both involve several people helping with preparations/getting ready	21 (30)
both involve eating/enjoying special food/ food looks yummy	58 (52)
both involve some cooking outdoors/over a fire	13 (3)

	% response 2005 ('01) year 4
both involve going somewhere else for the party	11 (18)
both involve outdoor activities	10 (12)
both involve invited groups *(not explicity stated)*	41 (28)

What are the things that were different between Tonga and New Zealand?

Record students' responses.

	% response 2005 ('01) year 4
Things that were different:	
explicit mention of invitation for NZ birthday	23 (23)
most of food for NZ birthday bought in shop, probably not true in Tonga	49 (47)
different food for two parties	48 (45)
specially built and decorated table *(pola)* in Tonga / normal dinner table in NZ	33 (35)
food put on banana leaves in Tonga	33 (37)
food eaten on paper/plastic plates in NZ	7 (8)
lots of adults involved in party in Tonga, only immediate family in NZ	8 (10)
lots of adults involved in food preparation in Tonga, only immediate family in NZ	5 (5)
table *(pola)* with food taken to party on back of truck in Tonga	26 (22)
party at beach in NZ, not in Tonga/at different places	40 (25)
no mention of cakes/candles in Tonga	49 (35)
Tonga has more decorations	12 (13)
food is cooked underground in Tonga	8 (10)

Total score:		% response 2005 ('01) year 4
	11–22	5 (3)
	9–10	10 (7)
	7–8	17 (18)
	5–6	38 (32)
	3–4	23 (32)
	0–2	7 (8)

Commentary:

The year 4 teams were able to identify similarities and differences between birthdays in the two cultures but, on average, only identified two to three of the similarities and three to four of the differences. There was little change in performance between 2001 and 2005.

NEW ZEALAND BIRTHDAY

1
Ben is having a birthday party at the beach. He is inviting his friends.

2
Ben goes shopping with his mum to buy the food and drink for the party.

3
Ben's brother and his mum decorate the birthday cake.

4
The sausages are cooked over a fire at the beach.

5
The sausages are ready and wrapped in bread.

6
Ben is lighting the candles on his birthday cake. The cake looks yummy.

TONGA BIRTHDAY

1
Amelia is going to her cousin's birthday party. The party is in another village. Amelia is going to the party with her whole family.

2
Everybody helps to get the food ready for the party. There are kumala, talo, yams and poaka (pig).

3
A pola (table) is made and decorated. All of the food will be put on the pola and taken to the party.

4
The cooked food is put on banana leaves on the pola.

5
The pola is taken to the birthday party on the back of a truck.

6
The food is ready to be eaten by everyone at the birthday party. They all thinks it looks yummy.

Approach:	Team	Year:	8
Focus:	Cultural customs and traditions		
Resources:	2 sets of 6 information cards; 2 instruction cards 1; 2 pair answer sheets;		
	1 instruction card 2; 1 team answer sheet		

Questions / instructions:

In this activity you will be thinking about two different ceremonies that are important to people living in Pacific Islands.

To start off, you will work in pairs. Student 1 and Student 2 will be thinking and talking about the haircutting ceremony of the Cook Islands. Student 3 and Student 4 will be thinking and talking about the ear piercing ceremony in Niue.

You will have some information cards that tell you about the ceremonies. As you study the cards, you are to make a chart which shows the things that are done to get ready for the ceremony, and the things that are done at the ceremony.

Show and read instruction card 1 to students.

Here are your information cards, and here is the paper for making your chart. Write the different things that are done in the boxes on your chart.

Give cards and pair answer sheets to students. Assist with reading if necessary. Allow time. When pairs have finished, collect in information cards.

Now it's time for all of you to work as one team. Start off by explaining your chart to the others and me. Explain the things that are done to get ready for the ceremony, and the things that happen at the ceremony.

Allow time.

Now it's time to think about both of the ceremonies. There are four things you are to talk about.

Show and read instruction card 2 to students.

You can have about five minutes to talk through these questions. Quickly make notes on the things that are the same and the things that are different on these answer sheets. When you are ready, I will ask you to tell me your ideas and answers to the other two things on the instruction card.

Give out team answer sheet. Allow about five minutes. Encourage students to keep their discussions focused on the questions.

Now I'll ask you the questions, and you can tell me what you think. You can all help to give your answers – not just one or two people all the time.

1. Why might the ceremonies be very important for the people?

2. What might happen if they stopped having these kinds of ceremonies?

> **Ceremonies – Card 1**
>
> Make a chart that tells
> - the main things that are done to get ready for the ceremony,
> - and the things that are done at the ceremony.
>
> You have about 5 minutes to do this.

> **Ceremonies – Card 2**
>
> Which things about the two ceremonies are the same or similar? Write these on the answer sheet.
>
> Which things about the two ceremonies are different? Write these on the answer sheet.
>
> Discuss why the ceremonies might be very important for the people.
>
> Discuss what might happen if they stopped having these kinds of ceremonies.

	% response 2005 ('01) year 8
Involvement:	
all members contributed substantially	53 (47)
one member did not contribute substantially	40 (43)
two or more members did not contribute substantially	7 (10)
Collaboration in decision-making:	
high level of collaboration	38 (32)
moderate level of collaboration	50 (56)
little or no collaboration	12 (12)

	% response 2005 ('01) year 8
Social environment in group:	
pleasant/encouraging for all	88 (88)
some harsh moments *(e.g. put downs)*	9 (12)
frequently unpleasant	3 (0)
Quality of ideas about why ceremonies are important: *(tradition, recognising growth/maturity, coming of age, communal life, etc.)*	
excellent/very good	14 (2)
good	22 (13)
moderate	46 (63)
poor	18 (22)
Key similarities between ceremonies:	
long preparation period *(many months)*	31 (32)
lots of food prepared/brought to ceremony	88 (72)
gifts for child	77 (87)
prayers	63 (68)
greetings from guests to child	3 (8)
obvious change in appearance of child	8 (5)
ceremonies involve touching head - not normally appropriate	0 (3)
both sitting in specially decorated place	17 (20)
very significant tradition, recognition of growing up	17 (17)
Key differences between ceremonies: gender of child	57 (53)
which feature changed *(ears vs. hair)*	70 (60)
mention of invitations for Cook Islands ceremony *(hair)*	27 (30)
table for recording money gifts *(Niue - ear piercing)*	3 (2)
announcement of total money at end of Niue ceremony	3 (7)
special head-dress with attached money *(Niue - ear piercing)*	31 (42)
ribbons for each lock of hair *(Cook Islands)*	17 (15)
special chair for girl *(Niue - ear piercing)*	17 (20)
who does main activity *(doctor vs. guests)*	23 (17)
mention that parents will look after gifts for boy until manhood	3 (2)
mention of boy being kissed	19 (23)
feast at ceremony *(Cook Islands)* vs. food taken away to cook *(Niue)*	33 (32)
special shelter built for feast–boy	10 (8)
Overall rating for description of similarities and differences:	
excellent/very good	3 (2)
good	35 (28)
moderate	41 (47)
poor	21 (23)
Total score: 16–28	2 (2)
13–15	14 (5)
10–12	21 (26)
7–9	35 (34)
4–6	24 (31)
0–3	4 (2)

HAIR CUTTING CEREMONY

1

One tradition of Cook Islanders is the *pakotianga rauru* or hair cutting ceremony for boys. From the day he is born until the day of the ceremony his hair will not be cut.
Preparations take many months as the food and gifts are prepared. The picture shows supplies of food for the feast arriving at the island.

2

Weeks before the ceremony, invitations are sent to the special guests.
The invitations are numbered in the order which guests will come up to cut a lock of hair. Each lock of hair is tied with a ribbon.

3

This boy is surrounded by the gifts that his relatives have made for him – quilts, tablecloths and cushions.
His parents will look after them until he reaches manhood.

4

The ceremony begins with a prayer, then people come up one by one to cut a lock of hair. The boy is kissed and given presents of money or a gift.

5

When the ceremony is finished the boy has short hair.

6

After the ceremony the family and friends gather for a big feast in a shelter built for the occasion.

EAR PIERCING CEREMONY

1

One tradition of Niue Islanders is the *huki teliga* or ear piercing ceremony for girls. Preparations take many months as the food is prepared. The picture shows supplies of food to be shared at the final part of the ear piercing ceremony.

2

The girl's uncles have set up a table where they write down the gifts of money people bring. At the end of the celebration the total amount of money given is announced.

3

Two friends are sewing a head-dress. Money is stitched to the outside of the head-dress. Altogether it is worth $2,500.

4

When everyone is ready, the girl is seated on a special chair. The chair is placed on a stage hung with tapa cloth and mats.

5

After prayers the family doctor pierces the girl's ears. He uses a special needle to do this.
With a new dress on and new studs in place, the young girl is wished well by friends and family.

6

The food is divided into piles according to the size of the donation given.
The guests leave with their share of the food. The food is left uncooked so that the guests can take it home and cook it themselves.

Commentary:

Like their year 4 counterparts in the task *Birthdays* (p26), the year 8 teams generally had little difficulty identifying some similarities and some differences between the two ceremonies but were light on detail. They averaged three similarities and three differences. There was little change in performance between 2001 and 2005.

Task: Coat of Arms

Approach:	One to one	**Year:**	4 & 8
Focus:	Symbols associated with national identity		
Resources:	Picture		

NEMP Access Task

Questions / instructions:

Show student picture.

Here is the New Zealand Coat of Arms. It can be found on a New Zealand passport and in other important places. This Coat of Arms is an official design to represent our country. It tells people something about our country.

	% responses	
	y4	**y8**
1. What do the things and people on the Coat of Arms tell you about our country?		
Relates features to NZ history, character, place in the world:		
3 or more features related appropriately	17	63
2 features related appropriately	21	18
1 feature related appropriately	33	15
any other response	29	4
2. Do you think it should be changed? yes	18	15
no	82	85
3. What are your reasons for saying that?		
Argument for point of view:		
substantial, well-expressed argument	1	4
moderate argument	10	22
limited argument	54	55
no argument	35	19

Ask the next question if the student says there should be changes.

	% responses	
	y4	**y8**
4. Describe to me the changes you would make to the Coat of Arms.		
Nature of change *(if any)*: major redesign	1	1
add one or more elements	10	11
no clear ideas for change	6	2
answer to question 2 was "No"	83	86
Rating of ideas for change *(if any)*: strong	1	1
moderate	5	8
weak or no clear ideas	11	5
answer to question 2 was "No"	83	86
Total score: 5–6	5	21
4	13	37
3	19	20
2	21	15
0–1	42	7

Commentary:

About 63 percent of year 8 students, compared to 17 percent of year 4 students, could relate three or more features of the Coat of Arms to New Zealand history, character or place in the world. More than 80 percent of both levels of students thought the current Coat of Arms should be retained. Overall, 40 percent more year 8 than year 4 students scored four or more.

Link Tasks 5 – 8

	% responses	
	y4	**y8**

LINK TASK: 5

Approach:	One to one		
Year:	4 & 8		
Focus:	Changing images of cultural identity		

		y4	y8
Total score:	7–15	1	7
	5–6	3	22
	3–4	18	38
	2	25	14
	1	31	15
	0	22	4

LINK TASK: 6

Approach:	One to one		
Year:	4 & 8		
Focus:	How features reflect cultural heritage		

		y4	y8
Total score:	9–25	1	6
	7–8	7	14
	5–6	22	36
	3–4	39	30
	0–2	31	14

LINK TASK: 7

Approach:	One to one		
Year:	4 & 8		
Focus:	Responding to cultural diversity		

		y4	y8
Total score:	7–9	3	12
	5–6	10	24
	4	10	17
	3	27	26
	2	27	15
	0–1	23	6

LINK TASK: 8

Approach:	One to one		
Year:	4 & 8		
Focus:	How community activities reflect heritage		

		y4	y8
Total score:	6–11	1	10
	4–5	18	56
	3	18	20
	2	18	9
	0–1	45	5

Place and Environment 5

The assessments included eight tasks investigating students' knowledge, understandings and processes in the area of place and environment. This area focuses on developing understanding of people's interactions with places and the environment, and the ways in which people represent and interpret place and environment. Several of the national monitoring tasks explored students' factual knowledge of New Zealand and the world.

Seven tasks were identical for both year 4 and year 8. One task was administered only to year 8 students. Four are trend tasks (fully described with data for both 2001 and 2005), one is a released task (fully described with data for 2005 only) and three are link tasks (to be used again in 2009, so only partially described here).

The tasks are presented in the three sections: trend tasks, then the released task and finally the link tasks. Within each section, tasks administered to both year 4 and year 8 students are presented first, followed by tasks administered only to year 8 students.

Averaged across 58 task components administered to both year 4 and year 8 students, 20 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 55 of the 58 components.

On the trend tasks, there was no meaningful evidence of change between 2001 and 2005. Averaged across 22 trend task components attempted by year 4 students in both years, the same percentage of students succeeded in 2005 as in 2001. Gains occurred on 13 of the 22 components. At year 8 level, with 21 trend task components included, on average 1 percent more students succeeded in 2005 than in 2001. Gains occurred on 12 of the 21 components.

Most students at both year levels were able to identify key differences between diverse living environments in different countries, but predictably were less able to comprehend the implications of these differences for someone moving from one country to another. Year 4 students showed little knowledge of finer details of New Zealand geography, but about half could match the names of the three largest cities to appropriate marked spots on a New Zealand map. Year 8 students fared better, but less than half could match the names and pictures of the three best-known mountains to marked map locations.
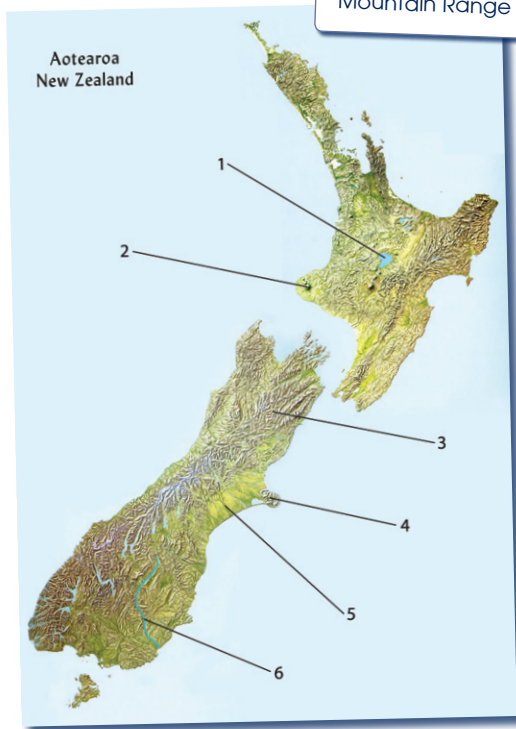
NEMP Access Task
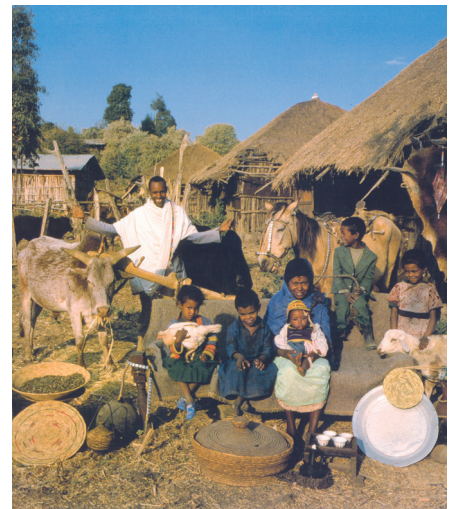
Approach:	One to one		Year: 4 & 8
Focus:	Understanding geographic maps		
Resources:	Physical relief map of New Zealand; list of words; recording book		

Questions / instructions:

Put physical relief map and list of words in front of student.

List of Words:

Plains

Mountain

Peninsula

Lake

River

Mountain Range

Aotearoa
New Zealand

	% response 2005 ('01)	
	year 4	**year 8**
Point with a pen to number 1.		
1. What is being shown here?		
lake	88 (88)	98 (97)
Point with a pen to number 2.		
2. What is being shown here?		
mountain	61 (59)	73 (77)
Point with a pen to number 3.		
3. What is being shown here?		
mountain range	43 (49)	74 (77)
Point with a pen to number 4.		
4. What is being shown here?		
peninsula	40 (39)	71 (64)
Point with a pen to number 5.		
5. What is being shown here?		
plains	60 (53)	76 (76)
Point with a pen to number 6.		
6. What is being shown here?		
river	90 (85)	98 (97)

This map of New Zealand is called a relief map. It shows the shape of the land and its physical features. I'm going to ask you what is being shown on the map.

Choose from this list of words when deciding your answers. I'll read out the list of words.

Read the list of words to the student.

Total score:		**year 4**	**year 8**
	6	21 (19)	55 (53)
	5	5 (5)	3 (4)
	4	33 (34)	26 (26)
	3	24 (22)	10 (12)
	2	13 (14)	5 (4)
	1	3 (5)	1 (1)
	0	1 (1)	0 (0)

Commentary:

About 35 percent more year 8 than year 4 students identified all six features correctly. There was no meaningful change, at either year level, between 2001 and 2005.
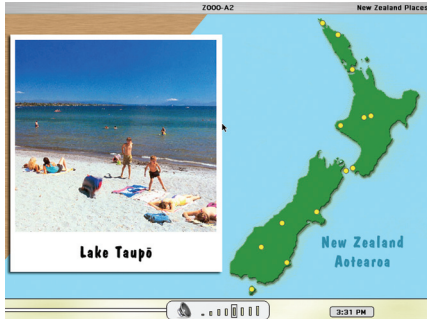
New Zealand Places

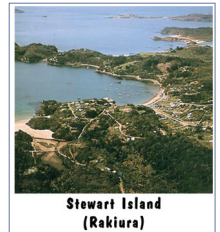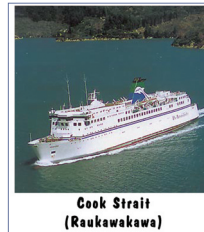Approach: Station
Focus: Knowledge of New Zealand geography
Resources: Computer program on laptop computer
Year: 4 & 8

Questions / instructions:

VOICEOVER INSTRUCTIONS:
This activity is about New Zealand places. When you see a photo of a place in New Zealand, click on the dot on the map which shows where you think that place is.

(Student has one practise opportunity at the start, using Lake Taupō)

Auckland (Tāmaki-makau-rau)	Wellington (Whanganui-ā-Tara)	Christchurch (Ōtautahi)	Dunedin (Ōtepoti)	Queenstown (Wakatipu)	Waitangi
Mount Cook (Aoraki)	Mount Taranaki / Egmont	Mount Ruapehu	Ninety Mile Beach	Cook Strait (Raukawakawa)	Stewart Island (Rakiura)
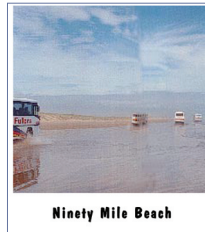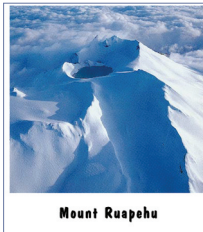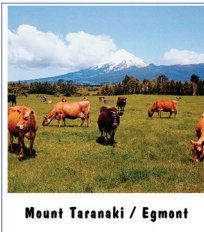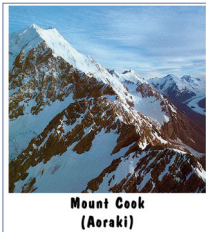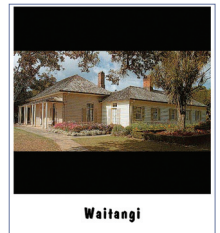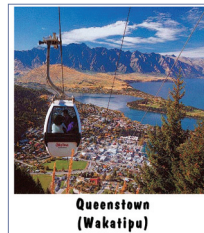
This activity uses the computer.

Click on the button that says **New Zealand Places** to begin the task. The computer will tell you what to do. *[Destinations shown in sequence as below.]*

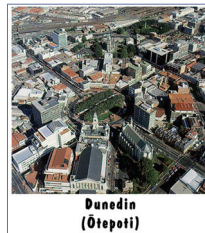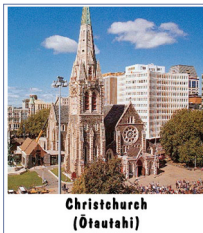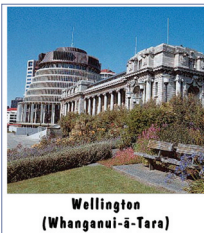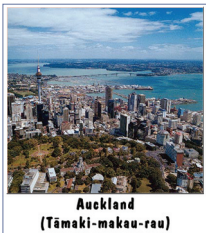|	% response 2005 ('01)	
	year 4	year 8
Auckland – Dot 3	50 (47)	83 (82)
Wellington – Dot 7	56 (49)	87 (83)
Christchurch – Dot 9	52 (49)	74 (72)
Dunedin – Dot 12	36 (28)	58 (60)
Queenstown – Dot 11	34 (30)	52 (51)
Waitangi – Dot 2	11 (17)	40 (28)
Mount Cook – Dot 10	10 (18)	45 (40)
Mount Taranaki/Egmont – Dot 6	19 (15)	36 (34)
Mount Raupehu – Dot 5	18 (18)	42 (46)
Ninety Mile Beach – Dot 1	6 (15)	41 (38)
Cook Strait – Dot 8	31 (39)	73 (73)
Stewart Island – Dot 4	67 (58)	93 (88)

		% response 2005 ('01)	
		year 4	year 8
Total score:	11–12	2 (1)	15 (10)
	9–10	6 (6)	21 (22)
	7–8	13 (12)	23 (27)
	5–6	17 (16)	23 (21)
	3–4	28 (28)	12 (10)
	0–2	34 (37)	6 (10)

Commentary:

More than half of year 4 students and 74 to 93 percent of year 8 students could correctly locate Auckland, Wellington, Christchurch and Stewart Island. No more than 20 percent of year 4 students and 50 percent of year 8 students could correctly locate Waitangi, Mount Cook, Mount Taranaki/ Egmont, Mount Ruapehu and Ninety Mile Beach. There was little change, at both year levels, between 2001 and 2005.

		Year:	4 & 8
Approach:	Independent		
Focus:	Understanding place names		
Resources:	Answer book		

Questions / instructions:

Many place names have an interesting story behind them.

Here is the story about a place called Onetangi (One – Tangi).

Onetangi

One = sand   Tangi = weeping

Once there was a place where the winds blew along the seashore. As the sand was lifted up by the wind, it sounded like someone crying. So the beach came to be known as One-tangi, the place of the crying sands.

Here is another name:

Kaiwakamoana

Kai = food   Waka = canoe   Moana = sea

Write a short story that tells how Kaiwakamoana might have got this name.

	% response 2005 ('01)	
	year 4	year 8
Clearly includes: all three elements	51 (60)	72 (80)
two of three elements	8 (5)	13 (11)
one of three elements	7 (9)	2 (1)
none of three elements	34 (26)	13 (8)
Interest level *(richness, creativity)***:**		
high/quite high	11 (21)	28 (32)
moderate	27 (34)	37 (38)
low/absent	62 (45)	35 (30)
Coherence of story: *(ideas linked, flows clearly)*		
high/quite high	13 (29)	38 (44)
moderate	26 (30)	31 (33)
low/absent	61 (41)	31 (23)
Total score: 7	7 (19)	21 (22)
5–6	21 (23)	37 (47)
3–4	29 (27)	26 (17)
1–2	13 (10)	4 (7)
0	30 (21)	12 (7)

Commentary:

Just over half of the year 4 students and 72 percent of the year 8 students met the core requirement of including the three elements of the name in their story. Thirty percent more year 8 than year 4 students obtained a total score of five of higher. There was a small decline in performance, at both year levels, between 2001 and 2005.

YEAR 4 – HIGH EXEMPLARS

One day a fisherman went out to fish in his canoe. That morning the fisherman went to sea. He sailed of. He caught a humongous fish and shared it with his village. So the beach became Kaiwakamoana.

Once there was a canoe. It was full of food. There was more food than people. One day the canoe got swept out to sea and was never seen Sinice.

Once There was a moana, which was very rough. One day 2 men came down to The moana with a waka to catch some kai. When The started rowing in The moana a wave came up and Swept Them into The surf & They were Never seen again.

YEAR 8 – HIGH EXEMPLARS

Once there was a place where there wasn't much food so the people went out on canoes and caught fish and sea creatures from the sea. So this place is the place when they got the food from the canoe that went to the sea

A tribe was carrying food across the sea in a canoe. There was a terrible storm the feisty waves shook the canoe turning it upside down. For weeks the tribe searched for the canoe and its survivors. They were never found.

once there was a boy who stole 2 sakes of kai and scarped away in his waka. But his waka was to Heavy and it fell into the moana.

Trend Task: Olivia (Y4)

Approach:	One to one	Year:	4
Focus:	Choice of living environment		
Resources:	Photo of Korean child; recording book		

Questions / instructions:

Put photo in front of student.

This girl's name is Olivia. Olivia and her family have just come from a country called Korea to live in New Zealand.

Try to tell me three good reasons why Olivia's family might want to come and live in New Zealand.

Record responses.

	% response 2005 ('01)
List of reasons: *(percentage = chosen as one of three reasons)*	**year 4**
human relations *(e.g. friendly people)*	28 (23)
family/friends here	19 (26)
education reasons	26 (25)
health/welfare reasons/safer/ security/pace of life	51 (52)
employment reasons	6 (10)
financial reasons	5 (6)
housing reasons	4 (7)
environmental reasons *(aesthetic)*	38 (47)
other valid reason *(e.g. less crowded, new culture)*	50 (43)
Overall strength of set of reasons: very strong	19 (23)
quite strong	46 (52)
rather weak	29 (21)
no worthwhile reason	6 (4)
Total score: 3	19 (23)
2	46 (52)
1	29 (21)
0	6 (4)

Commentary:

The most common categories of reasons given were health/ welfare issues and a more pleasant living environment. There was a small decline in performance between 2001 and 2005.

Task: Homes

Approach:	One to one	Year:	4 & 8
Focus:	Understanding differences between environments		
Resources:	Picture		

Questions / instructions:

Hand student picture.

Here is a picture of an Ethiopian family and their home in Ethiopia.

	% responses	
	y4	**y8**
1. What are some things that are the **same** about their home and how they live compared to your home and how you live?		
Quality/comprehensiveness of answer: very strong	3	5
strong	18	25
moderately strong	42	39
at least one idea, but weak	29	24
no relevant response	8	7
2. What things would this family need to learn if they came to live in New Zealand? Tell me as many things they would need to learn as you can think of.		
Quality/comprehensiveness of answer: very strong	3	5
strong	16	27
moderately strong	48	44
at least one idea, but weak	28	21
no relevant response	5	3
3. If your family lived in Ethiopia, how would your life be **different**? Tell me as many ideas as you can think of about how your life would be **different**.		
Quality/comprehensiveness of answer: very strong	4	10
strong	19	35
moderately strong	48	38
at least one idea, but weak	25	15
no relevant response	4	2
Total score: 9–12	8	16
7–8	22	33
5–6	40	32
3–4	24	15
0–2	6	4

Commentary:

On average, about 15 percent more year 8 than year 4 students gave responses judged as "strong" or "very strong" to each of the three questions.

	% responses	
	y4	**y8**

LINK TASK:	**9**
Approach:	One to one
Year:	4 & 8
Focus:	Response to change of environment

Total score:		y4	y8
	8–15	3	11
	6–7	17	38
	4–5	48	39
	2–3	28	12
	0–1	4	0

LINK TASK:	**10**
Approach:	Station
Year:	4 & 8
Focus:	Knowledge of world geography

Total score:		y4	y8
	9–10	1	12
	7–8	2	13
	5–6	4	16
	3–4	24	23
	1–2	56	33
	0	13	3

LINK TASK:	**11**
Approach:	Station
Year:	4 & 8
Focus:	Knowledge of New Zealand geography

Total score:		y4	y8
	8–9	0	6
	6–7	5	25
	4–5	18	42
	2–3	33	19
	0–1	44	8

The assessments included eight tasks investigating students' knowledge, understandings and processes in the area of time, continuity and change. This area focuses on relationships between people and events through time, and the interpretation of these relationships.
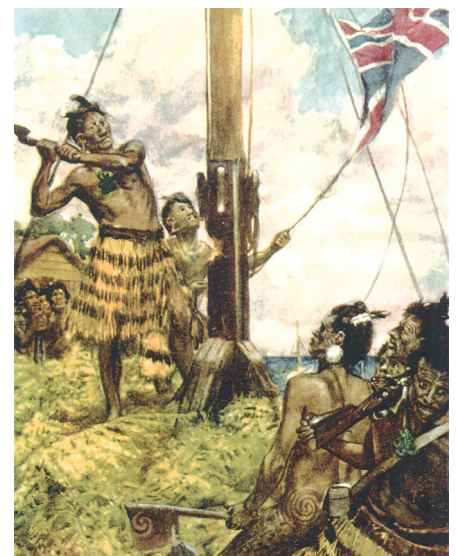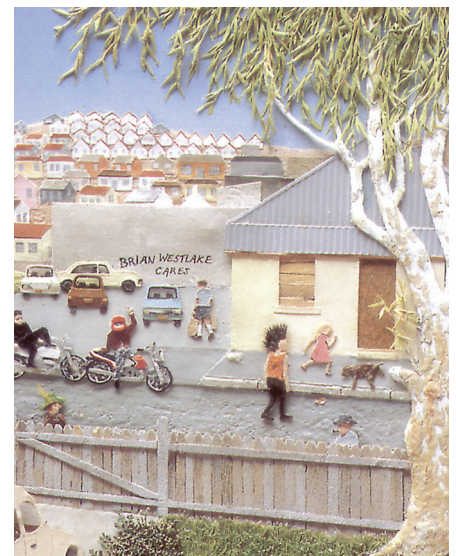
Five tasks were identical for both year 4 and year 8 students and three were administered only to year 8 students. Two are trend tasks (fully described with data for both 2001 and 2005), two are released tasks (fully described with data for 2005 only) and four are link tasks (to be used again in 2009, so only partially described here).

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

Averaged across 28 task components administered to both year 4 and year 8 students, 23 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 25 of the 28 components.

There was evidence of useful improvement between 2001 and 2005 on the single trend task for year 4 students and the two trend tasks for year 8 students. Because the improvements were mainly associated with four components of a single task (*Rodney's Window*), these results should be interpreted with caution. Averaged across the four trend task components attempted by year 4 students in both years, nine percent more students succeeded in 2005 than in 2001. Gains occurred on all four components. At year 8 level, with 15 trend task components included, seven percent more students succeeded in 2005 than in 2001. Gains occurred on 12 of the 15 components.

Most students at both year levels could identify visible changes that had occurred across time. Year 8 students were much better able than year 4 students to explain good and bad implications of these changes for people living in the different times. Substantial numbers of year 8 students showed significant knowledge of New Zealand history, but only a minority had reasonable knowledge of the timing of major events. Understandably, year 4 students had very limited historical knowledge. About half of year 8 students could talk about one or more current world issues, with most of the remainder mentioning at least one national or local issue instead. Faced with the same task, about half of the year 4 students were not able to articulate any relevant issue (local, national or international).

Approach:	Team	Year:	4 & 8
Focus:	Historical change and its consequences
Resources:	3 pictures; instruction card; answer sheet

1

2

3

Questions / instructions:

Here are three pictures looking out of Rodney's window. The first picture shows when he was a baby, the second when he was at intermediate school and the third when he finished high school.

You are going to use these pictures to think and talk about the changes that took place from when Rodney was a baby. Here are the things you are to do.

Show and read the instruction card to the students. Give out the answer sheet.

When you have finished the four activities I'll ask you to tell me what you decided. Each person can have a turn at telling me about what you have written down.

Allow time.

Now it's time for you to tell me what you decided. Remember, each person can have a turn at telling me about what you have written down.

> **Instruction Card**
> 1. Talk together about the changes seen through the window from when Rodney was a baby, until when he finished high school.
> **Agree on 3 of the main changes, then write them on the chart.**
> 2. Talk about the reasons why the changes happened.
> **Agree on 3 of the main reasons, then write them on the chart.**
> 3. Talk about the good things that would happen with the changes.
> **Agree on 3 of the best things, then write them down.**
> 4. Talk about the things that are not so good about the changes.
> **Agree on 3 of the worst things, then write them down.**

1. What did you think were 3 of the main changes seen through the window from when Rodney was a baby? **How well has the team captured the main changes?**	% response 2005 ('01)	
	year 4	year 8
very well	7 (5)	19 (15)
moderately well	21 (17)	51 (37)
a little	49 (43)	21 (46)
any other response	23 (35)	9 (2)

2. What did you think were 3 of the main reasons why the changes happened? **How well has the team identified the causes for the changes?**	% response 2005 ('01)	
	year 4	year 8
very well	1 (0)	8 (3)
moderately well	12 (3)	37 (27)
a little	46 (30)	43 (52)
any other response	41 (67)	12 (18)

3. What did you think were 3 of the good things that would happen with the changes? **How well has the team identified the positive consequences of the changes?**		
very well	3 (0)	8 (3)
moderately well	12 (7)	35 (12)
a little	35 (31)	41 (60)
any other response	50 (62)	16 (25)

4. What did you think were 3 of the not so good things that would happen with the changes? **How well has the team identified the negative consequences of the changes?**		
very well	8 (0)	19 (5)
moderately well	18 (13)	47 (37)
a little	48 (44)	27 (56)
any other response	26 (43)	7 (2)

Total score:		
10–12	3 (0)	12 (5)
8–9	5 (2)	20 (7)
6–7	12 (6)	35 (33)
4–5	25 (19)	18 (30)
2–3	33 (33)	7 (25)
0–1	22 (40)	8 (0)

Commentary:

Both year 4 and year 8 students scored substantially higher in 2005 than in 2001. Whereas 20 percent of year 4 students obtained a total score of six or more, 67 percent of year 8 students reached that level.
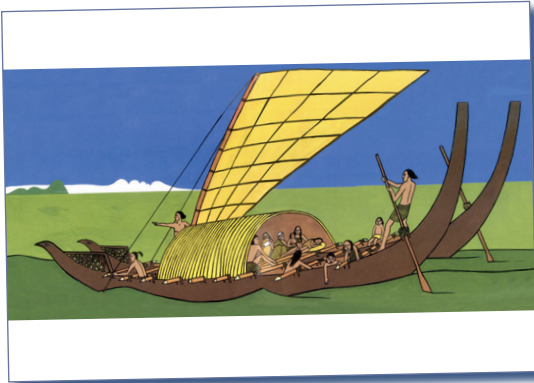
Trend Task:

Early New Zealanders

|			
Approach:	One to one	**Year:**	8
Focus:	Understanding migration to settle in New Zealand		
Resources:	Picture 1, picture 2		

Questions / instructions:

In this activity you will be thinking about why people moved to Aotearoa/New Zealand.

Show picture 1: Māori people.

These people made a long and dangerous journey to Aotearoa/New Zealand. They were the first people to come and live in our country.

Show picture 2: European people.
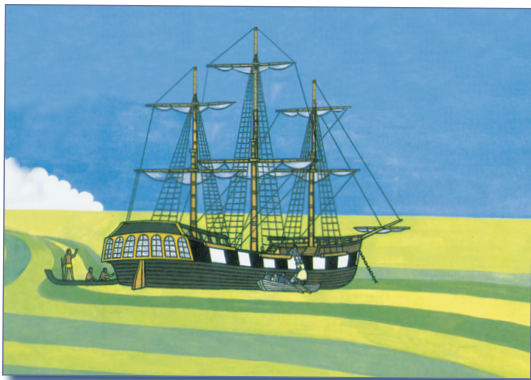
These people also made a long and dangerous journey from Britain to Aotearoa/New Zealand.

	% response 2005 ('01)
	year 8
1. Why do you think the people in the second picture decided to come and live in Aotearoa/New Zealand?	
2. Why might they have decided to leave their old land?	
Mentions:	
away from crowding to lots of space	49 (56)
improved prospects for ownership of land/better housing	30 (23)
greater social freedom/flexibility	18 (10)
opportunity to make a fresh start	33 (30)
adventure	26 (24)
greater economic freedom/opportunity	26 (22)
better employment/learning prospects	5 (11)
climate/environment	32 (36)
specific mention of gold rushes	4 (1)
specific mention of NZ Company/ Edward Wakefield	1 (0)
Overall quality of ideas/explanation:	
excellent/very good	1 (0)
good	16 (13)
moderate	46 (49)
poor	37 (38)
Total score: 6–13	13 (10)
4–5	27 (26)
3	20 (24)
2	14 (12)
1	19 (19)
0	7 (9)

Commentary:

Forty percent identified no more than two reasons for European emigration to Aotearoa/New Zealand. There was no meaningful change in performance between 2001 and 2005.

Approach:	One to one	Year:	4 & 8
Focus:	Awareness and knowledge of world current events		
Resources:	None		

Questions / instructions:

There are lots of very important things happening in the world.

1. Can you tell me about **three important** things that are happening in the world at the moment?

   Think about what is in the newspaper, on the TV or on the radio.

	% responses y4	% responses y8

First important thing:

Location/Focus:

	y4	y8
international	33	59
national	18	29
regional or local	4	1
no relevant response	45	11

Timing:

	y4	y8
specific current event	45	78
ongoing issue/activity	10	11
no relevant response	45	11

Activity category:

	y4	y8
natural *(e.g. natural disaster, weather)*	25	35
political/economic *(e.g. war, oil price)*	13	45
sporting	5	5
social *(e.g. new movie, visitors to New Zealand)*	10	4
no relevant response	47	11

Second important thing:

Location/Focus:

	y4	y8
international	26	44
national	11	26
regional or local	4	2
no relevant response	59	28

Timing:

	y4	y8
specific current event	35	55
ongoing issue/activity	6	17
no relevant response	59	28

Activity category:

	y4	y8
natural *(e.g. natural disaster, weather)*	18	15
political/economic *(e.g. war, oil price)*	7	43
sporting	6	6
social *(e.g. new movie, visitors to New Zealand)*	8	8
no relevant response	61	28

Third important thing:

Location/Focus:

	y4	y8
international	16	32
national	9	16
regional or local	1	2
no relevant response	74	50

Timing:

	y4	y8
specific current event	22	38
ongoing issue/activity	4	11
no relevant response	74	51

Activity category:

	y4	y8
natural *(e.g. natural disaster, weather)*	11	7
political/economic *(e.g. war, oil price)*	5	27
sporting	4	7
social *(e.g. new movie, visitors to New Zealand)*	5	8
no relevant response	75	51

2. Choose one of these important things and tell me as much as you know about it.

Description of important thing:

	y4	y8
clear full description	5	25
moderately good description	16	32
very limited description	34	31
no useful response	45	12

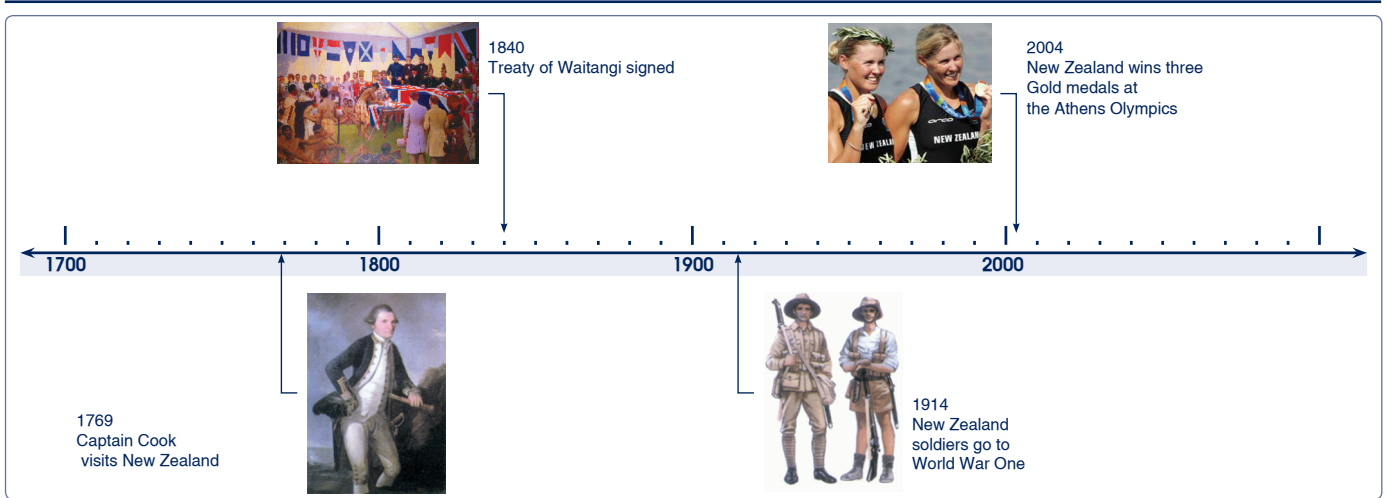| Total score:	y4	y8
16–18	8	25
13–15	8	20
10–12	14	24
7–9	11	7
4–6	22	17
1–3	3	0
0	34	7

Commentary:

Thirty-four percent of year 4 students could not identify one world current event but 16 percent of year 4 students scored quite highly on this task (compared to 45 percent of year 8 students).

Task:		Hone Heke
Approach:	One to one	**Year:** 8
Focus:	Understanding past actions	
Resources:	2 pictures, recording book	

1840
Treaty of Waitangi signed

2004
New Zealand wins three
Gold medals at
the Athens Olympics

1769
Captain Cook
visits New Zealand

1914
New Zealand
soldiers go to
World War One

1700   1800   1900   2000

Questions / instructions:

**% responses
y8**

We are going to
look at a picture that
shows something that
happened in New
Zealand's history.

**Show picture of
Hone Heke.**

1. Tell me what is happening in this picture.

not marked   •

**If the student is unable to explain what is
happening, say: "This is a picture of a man
called Hone Heke cutting down a flagpole."**

This picture shows something that happened some
time ago. Think about how long ago it might have
happened.

Give student the recording book and pencil.
[Shows timeline as at top of page.]

2. Here is a timeline with some dates on it. Mark
on the timeline when you think it happened.

1700-1769	16
1770-1839	44
✔ 1840-1913	37
1914-2004	3
2005	0
any other response	0

**Point to the flag and
say:**

I am going to show you a
clearer picture of this flag.

**Show student the
enlarged flag.**

**% responses
y8**

3. Can you tell me which country
this flag belongs to?

UK/Britain	45
England	35
NZ	4
any other response	16

**If the student did not say it was a British flag,
tell them: "This is the British flag."**

4. Why might this flag have been
flying in New Zealand?

British Colony	17
to make the land theirs	41
no relevant response	42

5. Why do you think that this man, Hone Heke,
decided to cut down the flagpole?

Protest against British colonisation:		
	yes	62
	no	38

Total score:		
	5–6	16
	4	23
	3	25
	2	17
	0–1	19

Commentary:

Only 37 percent of year 8 students correctly placed the cutting down of the flagpole in the post-1840 period but 80 percent
correctly associated the Union Jack flag with the United Kingdom/Britain or less correctly with England.

	% responses	
	y4	y8

LINK TASK: 12

Approach:	One to one
Year:	4 & 8
Focus:	New Zealand history

		y4	y8
Total score:	7	3	23
	5–6	10	31
	3–4	21	26
	2	59	18
	0–1	7	2

LINK TASK: 13

Approach:	One to one
Year:	4 & 8
Focus:	Differences between present and past

		y4	y8
Total score:	9–10	3	5
	7–8	14	33
	5–6	36	44
	3–4	35	16
	0–2	12	2

LINK TASK: 14

Approach:	One to one
Year:	4 & 8
Focus:	Current events in New Zealand

		y4	y8
Total score:	16–18	7	21
	13–15	11	20
	10–12	22	26
	7–9	14	11
	4–6	23	17
	0–3	23	5

LINK TASK: 15

Approach:	One to one
Year:	8
Focus:	Reasons for and consequences of migration

		y4	y8
Total score:	6–10		6
	5		16
	4		24
	3		20
	2		19
	0–1		15

Resources and Economic Activities 7

The assessments included nine tasks investigating students' knowledge, understandings and processes in the area of resources and economic activities. This area focuses on people's allocation and management of resources, and their participation in economic activities.

Six of the tasks were identical for both year 4 and year 8 students, one was administered only to year 4 students and two were administered only to year 8 students. Three are trend tasks (fully described with data for both 2001 and 2005), two are released tasks (fully described with data for 2005 only) and four are link tasks (to be used again in 2009, so only partially described here).

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

Averaged across 58 task components administered to both year 4 and year 8 students, 10 percent more year 8 than year 4 students succeeded with these components. Year 8 students performed better on 49 of the 58 components.

On the trend tasks, there was no meaningful evidence of change between 2001 and 2005. Averaged across just seven trend task components attempted by year 4 students in both years, three percent fewer succeeded in 2005 than in 2001. Losses occurred on six of the seven components. At year 8 level, again with seven trend task components included, on average one percent fewer students succeeded in 2005 than in 2001. Losses occurred on five of the seven components.

Understanding of resource and economic issues proved a major challenge for both year 4 and year 8 students, and was clearly beyond the reach of a majority of year 4 students. By year 8, many students are starting to grasp these issues, but it is probably fair to say that the issues still have limited perceived relevance for them at this stage in their lives. It appears that environmental issues have captured their attention and understanding to a substantially greater extent than issues of economics and scarcity of resources.

Approach:	Station
Focus:	The way people's activities are influenced by their environment
Resources:	2 pictures

Year: 4 & 8

Questions / instructions:

Manda lives in the desert. His way of life and where he lives are very different from what you are used to.

Some of the things Manda needs will be the same as some of the things you need. Try to think of 4 things.
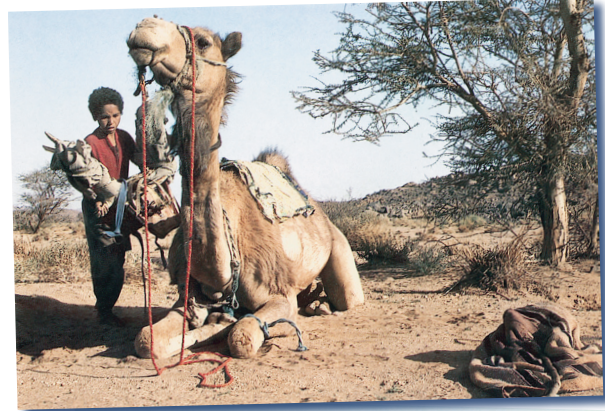
What are the things that **you** and **Manda** both need?	How do **you** get those things?	How might **Manda** get these things?

	% response 2005 ('01)	
Ways you get those things	**year 4**	**year 8**
Overall rating for appropriateness of ideas:		
all very appropriate	15 (13)	35 (36)
mostly appropriate	27 (33)	24 (26)
some appropriate	41 (40)	29 (28)
any other response	17 (14)	12 (10)
Ways Manda might get those things		
Overall rating for appropriateness of ideas:		
all very appropriate	9 (8)	29 (25)
mostly appropriate	23 (25)	26 (23)
some appropriate	48 (54)	31 (39)
any other response	20 (13)	14 (13)

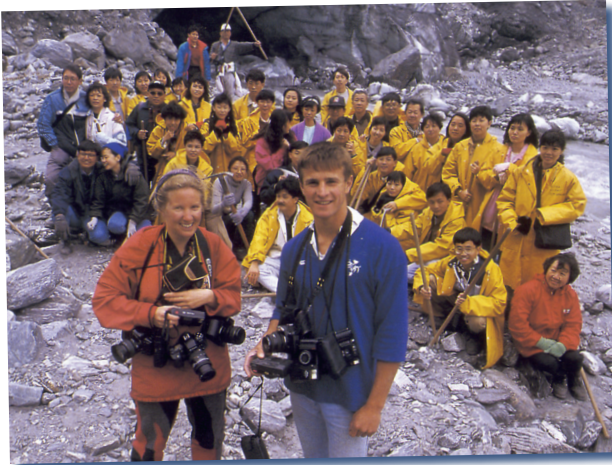|		% response 2005 ('01)	
		year 4	**year 8**
Total score:	5–6	14 (15)	36 (32)
	4	16 (18)	17 (23)
	3	14 (14)	11 (8)
	2	32 (35)	21 (22)
	1	13 (9)	7 (9)
	0	11 (9)	8 (6)

Commentary:

Three main areas were used in classifying the needs: physical health, mental/emotional/spiritual needs and possessions. For both year 4 and year 8 students, more than 10 times as many of the identified needs were classified as physical health needs than in either of the other two categories. About 20 percent more year 8 than year 4 students scored highly. There was no meaningful change at either year level between 2001 and 2005.
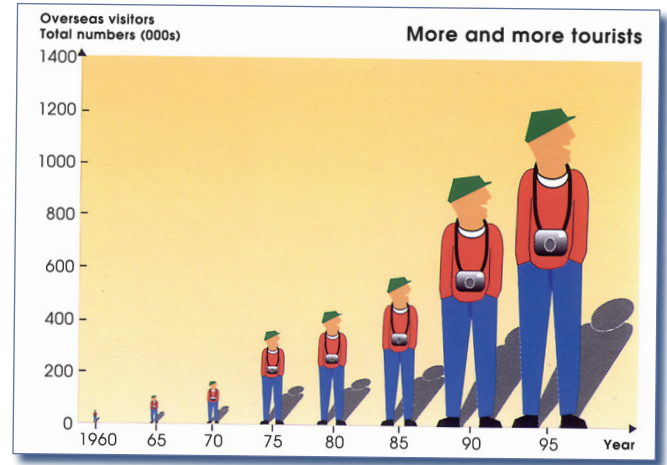
Trend Task: Tourists (Y4)

Approach:	One to one	Year:	4
Focus:	Benefits of tourism		
Resources:	Photo of tourists in Rotorua		

Questions / instructions:

This is a photo of tourists visiting New Zealand. Tourists are people from other countries who come to New Zealand for a holiday. It's good for New Zealand to have tourists come here.

Try to explain to me why it is good for New Zealand.

% response 2005 ('01)

year 4

Mentioned:

tourists spend money here, help our economy	13 (17)
tourists create jobs for New Zealanders	3 (2)
tourists enrich our culture	11 (23)
tourists encourage development of good facilities	1 (3)
"word of mouth" - advertising NZ	17 (18)

Total score:	3–5	0 (2)
	2	7 (9)
	1	31 (38)
	0	62 (51)

Trend Task: Tourists (Y8)

Approach:	One to one	Year:	8
Focus:	Benefits of tourism		
Resources:	Graph card		

Questions / instructions:

The graph shows more and more tourists are coming to New Zealand.

There are good things about having more people coming to New Zealand as visitors.

Tell me **3** things that you think are good about having more tourists coming to New Zealand.

% response 2005 ('01)

year 8

Mentioned:

tourists spend money here, help our economy	64 (65)
tourists create jobs for New Zealanders	6 (9)
tourists enrich our culture	16 (20)
tourists encourage development of good facilities	6 (8)
"word of mouth" - advertising NZ	49 (48)

Total score:	3–5	10 (12)
	2	34 (41)
	1	41 (32)
	0	15 (15)

Commentary (Y4 & Y8):

In these two similar tasks, most year 4 students showed little appreciation of the value of tourists to New Zealand. Year 8 students scored better but more than half could not describe more than one benefit. There was little change at both year levels between 2001 and 2005.

Task: Coconuts and Harakeke

Approach:	Station	**Year:**	4 & 8
Focus:	Understanding the value of a resource		
Resources:	Picture, information card		

Questions / instructions:

1. Look at the information about the coconut tree and how it is used in Tonga.

2. Now think about the harakeke / flax plant. It has many uses in New Zealand and is special to Māori. Think about why it is important, then write your ideas on the diagram below.

	% responses	
	y4	y8
used for making baskets	57	71
used for making nets/snares/other traps	12	16
used for making string/ropes	8	16
used for making flowers/display objects/tourist items	17	29
used for building/shelters/houses (walls/roofs)	39	44
used for making clothes	23	30
used as a food source	6	11
used for medicinal purposes	4	3
symbol of family	2	5
habitat for animals	0	3
used for making mats	28	46
used for making torches	12	14

		% responses	
		y4	y8
Total score:	5–12	5	13
	4	12	23
	3	22	26
	2	24	19
	1	21	12
	0	16	7

Commentary:

Twenty-three percent more year 8 than year 4 students identified three or more of the uses for harakeke/flax.

Task: Up and Down

Approach:	One to one **Year:** 4 & 8
Focus:	Factors influencing the price of commodities
Resources:	Photo

NEMP Access Task

Questions / instructions:

Hand the photo to the student.

	% responses y4	y8
1. The price of petrol goes up and down. What are some of the causes for the price to change?		
Supply: mentioned that world oil is starting to run out	11	48
mentioned shortages caused by natural disasters	4	9
mentioned price control/profit margin/ manipulation by oil producers	23	29
mentioned tensions/effects of international politics	1	10
Demand: mentioned change in amount of petrol required/number of users	19	21
mentioned currency exchange rates	1	3
mentioned price effects of tax changes and government regulation	8	16
mentioned price effects of costs of transporting oil to New Zealand and petrol within New Zealand	3	13
mentioned that ecological and conservation considerations can affect prices	4	5
2. Petrol is made from oil. Where do you think New Zealand gets its oil from?		
New Zealand oil fields – Taranaki, seabed	10	16
overseas countries (e.g. Saudi Arabia)	23	62
international oil companies	2	2
3. Some people say that when the price of petrol goes up, it can cause other prices to go up as well. How could the price of petrol going up cause the price of bread to go up?		
freight charges for bread ingredients	2	5
freight costs from factory to shops	2	20
increases the cost of production of the bread and packaging	9	17
Total score: 6–15	1	5
5	1	9
4	4	14
3	9	24
2	18	25
1	31	17
0	36	6

Commentary:

Perhaps understandably, this proved a very difficult task for year 4 students, two thirds of whom made no more than one of the listed points. Year 8 students fared better, with 28 percent making four or more of the listed points.

Link Tasks 16 – 19

	% responses y4	y8
LINK TASK: 16		
Approach: One to one		
Year: 4 & 8		
Focus: How and why people view resources differently		
Total score: 4–9	3	22
3	9	23
2	25	30
1	31	17
0	32	8
LINK TASK: 17		
Approach: Team		
Year: 4 & 8		
Focus: Conserving resources		
Total score: 10–15	2	9
8–9	11	22
6–7	26	41
4–5	30	22
2–3	21	5
0–1	10	1
LINK TASK: 18		
Approach: Team		
Year: 4 & 8		
Focus: Different perspectives on resource use		
Total score: 19–24	12	22
16–18	20	21
13–15	38	31
10–12	18	17
0–9	12	9
LINK TASK: 19		
Approach: One to one		
Year: 8		
Focus: Understanding systems of exchange		
Total score: 10–24		6
8–9		16
6–7		31
4–5		27
2–3		17
0–1		3

Students' attitudes, interests and liking for a subject have a strong bearing on their achievement. The Social Studies Survey sought information from students about their curriculum preferences and perceptions of emphases in their school social studies programmes . The questions were the same for year 4 and year 8 students. The survey was administered to the students in an independent session (four students working individually on tasks, supported by a teacher). The questions usually were read to year 4 students, and also to individual year 8 students who requested this help. Writing help was available if requested.

The survey included 21 items which asked students to record a rating response by circling their choice, and two items which invited students to write comments. The results of the latter two items are not reported here.

The students were first asked to select their three favourite school subjects from a list of 14 subjects. The results are shown below, together with the results from the surveys in 2001 and 1997.

Dance and drama were introduced into the survey from 2003, with art relabelled visual art. This affected the apparent popularity of (visual) art. Social Studies was the twelfth most popular option for year 4 students and eleventh equal for year 8 students. Its popularity declined markedly at year 8 level between 1997 and 2005, but this may in part be due to the addition of dance and drama as new options in the survey. Another consideration is that social studies is often embedded in theme work and not easily identified as "social studies", but this factor probably cannot account for the decline across time at year 8 level.

Responses to the 21 rating items are presented on pages 49–50, in separate tables for year 4 and year 8 students. The first five items in each table have comparative results from both 2001 and 1997, while the remaining 16 items have comparative results only from 2001.

On question 2 (How much do you think you learn in social studies at school?), 19 percent fewer year 4 students chose the most positive rating in 2005 than in 1997. This decline apparently occurred earlier, between 1997 and 2001. The results for question 4 indicate that less than 50 percent of year 4 students thought that their class did really good things in social studies "heaps" or "quite a lot". Almost three quarters of year 4 students were very keen to learn

PERCENTAGES OF STUDENTS RATING SUBJECTS AMONG THEIR THREE FAVOURITES	year 4 2005 ('01) ['97]	year 8 2005 ('01) ['97]
Subject: physical education/sport	53 (49) [47]	68 (62) [57]
mathematics	48 (42) [42]	28 (26) [35]
visual art	31 (64) [68]	23 (52) [43]
reading	28 (33) [30]	18 (18) [16]
writing	26 (31) [19]	16 (13) [13]
music	24 (27) [27]	25 (22) [25]
science	20 (20) [22]	19 (25) [23]
drama	14	21
dance	13	13
technology	11 (9) [10]	44 (46) [30]
Māori	11 (8) [9]	7 (6) [11]
social studies	5 (4) [5]	7 (13) [16]
speaking	4 (3) [4]	4 (8) [9]
health	3 (1) [3]	3 (4) [3]

about living in the future (question 13), but 29 percent said that they "never" learned about this in social studies at school (question 21). Nevertheless, 80 percent of year 4 students were positive about doing social studies at school (question 1) and about learning or doing more social studies as they got older (question 5).

The results for year 8 students are somewhat more concerning. The percentage of year 8 students who are highly positive about doing social studies at school (question 1) has

dropped from 19 percent in 1997 to 11 percent in 2005, although the percentage that is at least mildly positive has stayed almost constant at 71 to 72 percent. On question 2, *How much do you think you learn in social studies at school?*, 17 percent fewer year 8 students chose the most positive rating in 2005 than in 1997. Like their year 4 counterparts, two thirds of year 8 students were very keen to learn about living in the future (question 13), but 39 percent said that they "never" learned about this in social studies at school.

YEAR 4 : SOCIAL STUDIES SURVEY 2005 (2001) [1997]

	☺	☺	☹	☹
1. How much do you like doing social studies at school?				
	40 (36) [41]	40 (42) [38]	12 (15) [12]	8 (7) [9]
	heaps	*quite a lot*	*some*	*very little*
2. How much do you think you learn in social studies at school?				
	31 (30) [50]	38 (38) [35]	25 (28) [12]	6 (4) [3]
	more	*about the same*	*less*	
3. Would you like to do more, the same or less social studies at school?				
	36 (34) [36]	45 (48) [46]	19 (18) [18]	
	heaps	*quite a lot*	*sometimes*	*never*
4. How often does your class do really good things in social studies?				
	17 (15) [18]	30 (27) [30]	47 (53) [48]	6 (5) [4]
	☺	☺	☹	☹
5. How do you feel about learning or doing more social studies as you get older?				
	53 (46) [51]	27 (31) [27]	11 (15) [12]	9 (8) [10]

How much do you like learning about these things in social studies?

	☺	☺	☹	☹
6. The way people work together and do things in groups.				
	56 (51)	31 (34)	10 (11)	3 (4)
7. Other places in the world, and how people live there.				
	48 (44)	37 (40)	10 (11)	5 (5)
8. Other places in New Zealand, and how people live there.				
	61 (56)	27 (31)	9 (11)	3 (2)
9. The work people do and how they make a living.				
	46 (47)	35 (33)	13 (14)	6 (6)
10. Why people have different ideas.				
	51 (51)	33 (30)	11 (13)	5 (6)
11. What is happening now – in New Zealand and other countries.				
	49 (43)	30 (27)	13 (16)	8 (14)
12. How people lived in the olden days.				
	51 (43)	24 (26)	13 (17)	12 (14)
13. Living in the future.				
	74 (73)	13 (15)	8 (7)	5 (5)

How often do you learn about these things in social studies at school?

	heaps	*quite a lot*	*sometimes*	*never*
14. The way people work together and do things in groups.				
	24 (25)	36 (28)	36 (42)	4 (5)
15. Other places in the world, and how people live there.				
	24 (22)	33 (32)	37 (39)	6 (7)
16. Other places in New Zealand, and how people live there.				
	28 (25)	28 (28)	37 (39)	7 (8)
17. The work people do and how they make a living.				
	25 (22)	28 (29)	36 (38)	11 (11)
18. Why people have different ideas.				
	29 (24)	30 (34)	29 (29)	12 (13)
19. What is happening now – in New Zealand and other countries.				
	32 (31)	30 (30)	30 (31)	8 (8)
20. How people lived in the olden days.				
	25 (21)	24 (29)	36 (34)	15 (16)
21. Living in the future.				
	31 (31)	15 (15)	25 (30)	29 (24)

YEAR 8 : SOCIAL STUDIES SURVEY 2005 (2001) [1997]

	😀	🙂	🙁	😣
1. How much do you like doing social studies at school?				
	11 (14) [19]	61 (54) [52]	21 (25) [23]	7 (7) [6]
	heaps	**quite a lot**	**some**	**very little**
2. How much do you think you learn in social studies at school?				
	12 (16) [29]	49 (53) [54]	35 (28) [14]	4 (3) [3]
	more	**about the same**	**less**	
3. Would you like to do more, the same or less in social studies at school?				
	12 (14) [16]	68 (63) [67]	20 (23) [17]	
	heaps	**quite a lot**	**sometimes**	**never**
4. How often does your class do really good things in social studies?				
	4 (7) [5]	29 (30) [30]	61 (54) [59]	6 (9) [6]
	😀	🙂	🙁	😣
5. How do you feel about learning or doing more social studies as you get older?				
	19 (22) [26]	55 (47) [50]	20 (23) [19]	6 (8) [5]

How much do you like learning about these things in social studies?

	😀	🙂	🙁	😣
6. The way people work together and do things in groups.				
	25 (29)	58 (49)	15 (17)	2 (5)
7. Other places in the world, and how people live there.				
	41 (36)	45 (45)	11 (16)	3 (3)
8. Other places in New Zealand, and how people live there.				
	29 (34)	47 (43)	21 (19)	3 (4)
9. The work people do and how they make a living.				
	20 (23)	53 (43)	23 (27)	4 (7)
10. Why people have different ideas.				
	25 (26)	44 (39)	24 (28)	7 (7)
11. What is happening now – in New Zealand and other countries.				
	41 (43)	41 (35)	14 (15)	4 (7)
12. How people lived in the olden days.				
	41 (35)	30 (33)	18 (21)	11 (11)
13. Living in the future.				
	66 (67)	23 (23)	8 (6)	3 (4)

How often do you learn about these things in social studies at school?

	heaps	**quite a lot**	**sometimes**	**never**
14. The way people work together and do things in groups.				
	9 (10)	30 (34)	55 (47)	6 (9)
15. Other places in the world, and how people live there.				
	12 (15)	46 (41)	39 (40)	3 (4)
16. Other places in New Zealand, and how people live there.				
	13 (14)	36 (33)	44 (45)	7 (8)
17. The work people do and how they make a living.				
	8 (8)	26 (26)	53 (53)	13 (13)
18. Why people have different ideas.				
	8 (10)	25 (25)	48 (45)	19 (20)
19. What is happening now – in New Zealand and other countries.				
	20 (23)	39 (42)	37 (31)	4 (4)
20. How people lived in the olden days.				
	11 (10)	28 (27)	44 (48)	17 (15)
21. Living in the future.				
	10 (12)	13 (14)	38 (41)	39 (33)

Performance of Subgroups

Although national monitoring has been designed primarily to present an overall national picture of student achievement, there is some provision for reporting on performance differences among subgroups of the sample. Eight demographic variables are available for creating subgroups, with students divided into subgroups on each variable, as detailed in Chapter 1 (p5).

Analyses of the relative performance of subgroups used the total score for each task, created as described in Chapter 1 (p5).

SCHOOL VARIABLES

Five of the demographic variables related to the schools the students attended. For these five variables, statistical significance testing was used to explore differences in task performance among the subgroups. Where only two subgroups were compared (for *School Type*), differences in task performance between the two subgroups were checked for statistical significance using t-tests. Where three subgroups were compared, one-way analysis of variance was used to check for statistically significant differences among the three subgroups.

Because the number of students included in each analysis was quite large (approximately 450), the statistical tests were quite sensitive to small differences. To reduce the

likelihood of attention being drawn to unimportant differences, the critical level for statistical significance for tasks reporting results for individual students was set at $p = .01$ (so that differences this large or larger among the subgroups would not be expected by chance in more than one percent of cases). For tasks administered to teams or groups of students, $p = .05$ was used as the critical level, to compensate for the smaller numbers of cases in the subgroups.

For the first four of the five school variables, statistically significant differences among the subgroups were found for less than 16 percent of the tasks at both year levels. For the remaining variable, statistically significant differences were found on

nearly two thirds of the tasks at both levels. In the detailed report below, all differences mentioned are statistically significant (to save space, the words "statistically significant" are omitted).

School Size

Results were compared from students in larger, medium sized, and small schools (exact definitions were given in Chapter 1).

For year 4 students, there were differences among the three subgroups on four of the 36 tasks. Students attending small schools scored lowest, and students from large schools highest on *We Need a Leader* (p15), *Link Task 7* (p30) and *World Current Events* (p40). Students from small schools scored highest on *Link Task 8* (p30). There

were no differences on questions of the *Social Studies Survey* (p49).

For year 8 students there were differences among the three subgroups on two of the 41 tasks. Students from medium size schools scored highest and students from small schools lowest on *Rodney's Window* (p38). Students from small schools scored highest on *Up and Down* (p47). There was also a difference on one question of the *Social Studies Survey* (p50), with students from medium sized schools reporting the fewest opportunities to learn about why people have different ideas (question 18).

Community Size

Results were compared for students living in communities containing over 100,000 people (main centres), communities containing 10,000 to 100,000 people (provincial cities) and communities containing less than 10,000 people (rural areas).

For year 4 students, there were differences among the three subgroups on three of the 36 tasks. Students from main centres scored highest on all three tasks: *Link Task 6* (p30), *Link Task 9* (p36), and *World Current Events* (p40). There were no differences on questions of the *Social Studies Survey* (p49).

For year 8 students, there was a difference among the three subgroups on one of the 41 tasks. Students from rural areas scored highest and students from main centres lowest on *Link Task 19* (p47). There were also differences on two questions of the *Social Studies Survey* (p50). Students from rural areas were most positive and students from provincial cities least positive about learning about other places in New Zealand and how people live there (question 8). Students from main centres reported most

opportunities to learn about the way people work together and do things in groups (question 14), with students in provincial cities reporting the least opportunities.

School Type

Results were compared for year 8 students attending full primary, intermediate (or middle) schools and year 7 to 13 high schools.

In comparing students attending full primary and intermediate (or middle) schools, there were differences on two of the 41 tasks. Students attending intermediate (or middle) schools scored higher than students attending full primary schools on *Link Task 6* (p30), but the reverse was true on *Link Task 13* (p42). There were no differences on the questions of the *Social Studies Survey* (p50).

In comparing year 8 students attending intermediate (or middle) schools to those attending year 7 to 13 high schools, there were differences on two of 34 tasks. Students attending year 7 to 13 high schools scored higher than students attending intermediate (or middle) schools on both tasks: *Earthquake Disaster (Y8)* (p17) and *Coat of Arms* (p30). There was also a difference on one question of the *Social Studies Survey* (p50), with students from intermediate schools reporting more opportunities to learn about why people have different ideas (question 18).

Zone

Results achieved by students from Auckland, the rest of the North Island, and the South Island were compared.

For year 4 students, there were differences among the three subgroups on three of the 36 tasks. Students from the South Island scored lowest

and students from Auckland scored highest on *Link Task 6* (p30). Students from Auckland scored highest on *Kaiwakamoana* (p34). Students from the rest of the North Island (excluding Auckland) scored lowest on *Link Task 9* (p36). There was also a difference on one question of the *Social Studies Survey* (p49): students from Auckland were most positive and students from the South Island least positive about learning or doing more social studies as they got older (question 5).

For year 8 students, there were differences among the three subgroups on six of the 41 tasks. Students from the South Island scored highest and students from Auckland lowest on four tasks: *Link Task 8* (p30), *Relief Map* (p32), *New Zealand Places* (p33) and *Link Task 13* (p42). On the fifth task the opposite was true: students from Auckland scored highest and students from the South Island lowest on *Link Task 6* (p30). Students from the North Island other than Auckland scored highest on *Pōwhiri* (p23). There was also a difference on one question of the *Social Studies Survey* (p50): students from Auckland thought they learned the most in social studies at school (question 2).

Socio-Economic Index

Schools are categorised by the Ministry of Education based on census data for the census mesh blocks where children attending the schools live. The resulting index takes into account household income levels and categories of employment. It uses 10 subdivisions, each containing 10 percent of schools (deciles 1 to 10). For our purposes, the bottom three deciles (1-3) formed the low decile group, the middle four deciles (4-7) formed the medium decile group and the top three deciles (8-10) formed the high decile group. Results were compared for students attending schools in each of these three groups.

For year 4 students, there were differences among the three subgroups on 19 of the 36 tasks, spread evenly across Chapters 3 to 7. Because of the number of tasks involved, they are not listed here. On *Link Task 6* (p30), which involved Māori knowledge, students in the low decile group scored highest, with students in the medium decile group lowest. For the other 18 tasks, performance was lowest for students

in the low decile group, often with quite a large gap to the students in the medium decile group. Students in the high decile group performed better than students in the medium decile group on most tasks, but these differences were generally quite small. There were significant differences on five questions of the *Social Studies Survey* (p49). Students in the low decile group were more positive than students in the high decile group on four questions: wanting to study more social studies at school (question 3), wanting to learn or do more social studies as they got older (question 5), enjoying learning about the way people work together and do things in groups (question 6), and enjoying learning about the work people do and how they make a living (question 9). Students in the low decile

group also reported having more opportunities to learn about the work people do and how they make a living (question 17).

For year 8 students, there were differences among the three subgroups on 23 of the 41 tasks, spread evenly across Chapters 3 to 7. Because of the number of tasks involved, the specific tasks are not listed here. In each case, performance was lowest for students in the low decile group, often with quite a large gap to the students in the medium decile group. Students in the high decile group performed better than students in the medium decile group on most tasks, but these differences were generally quite small. There were no differences among groups on the questions of the *Social Studies Survey* (p50).

STUDENT VARIABLES

Three demographic variables related to the students themselves:

- *Gender:* boys and girls
- *Ethnicity:* Māori, Pasifika and Pakeha (this term was used for all other students)
- *Language used predominantly at home:* English and other.

During the cycle of the Project that took place from 1999-2002, special supplementary samples of students from schools with at least 15 percent Pasifika students enrolled were included. These allowed the results of Pasifika students to be compared with those of Māori and Pakeha students attending these schools. By 2002, with Pasifika enrolments having increased nationally, it was decided that from 2003 onwards a better approach would be to compare the results of Pasifika students in the main NEMP samples with the corresponding results for Māori and Pakeha students. This gives a nationally representative picture, with the results more stable because the numbers of Māori and Pakeha students in the main samples are much larger than their numbers previously in the special samples.

The analyses reported compare the performances of boys and girls, Pakeha and Māori students, Pakeha and Pasifika students, and students from predominantly English-speaking and non-English-speaking homes.

For each of these three comparisons, differences in task performance between the two subgroups are described using effect sizes and statistical significance.

For each task and each year level, the analyses began with a t-test comparing the performance of the two selected subgroups and checking for statistical significance of the differences. Then the mean score obtained by students in one subgroup was subtracted from the mean score obtained by students in the other subgroup, and the difference in means was divided by the pooled standard deviation of the scores obtained by the two groups of students. This computed effect size describes the magnitude of the difference between the two subgroups in a way that indicates the strength of the difference and is not affected by the sample size. An effect size of +.30, for instance, indicates that students in the first subgroup scored, on average, three tenths of a standard deviation higher than students in the second subgroup.

For each pair of subgroups at each year level, the effect sizes of all available tasks were averaged to produce a mean-effect size for the curriculum area and year level, giving an overall indication of the typical performance difference between the two subgroups.

Gender

Results achieved by male and female students were compared using effect-size procedures.

For year 4 students, the mean-effect size across the 29 tasks was .01 (girls averaged 0.01 standard deviations higher than boys); this is a negligible difference. There were statistically significant ($p < .01$) differences favouring boys on three of the 29 tasks, all involving factual geographic knowledge demonstrated on a laptop computer: *New Zealand Places* (p33), *Link Task 10* (p36) and *Link Task 11* (p36). There were no differences on questions of the *Social Studies Survey* (p49).

For year 8 students, the mean-effect size across the 34 tasks was .03 (girls averaged 0.03 standard deviations higher than boys); this is a very small difference. There were statistically significant differences on nine of the 34 tasks. Girls performed better than boys on five of the nine tasks: *Link Task 2* (p21), *Link Task 7* (p30), *Olivia* (p35), *Link Task 13* (p42) and *Manda* (p44). Boys performed better than girls on the other four tasks: *New Zealand Places* (p33), *Link Task 12* (p42), *Link Task 15* (p42) and *Up and Down* (p47). There were differences on three questions of

the *Social Studies Survey* (p50), with girls more positive than boys about doing social studies at school (question 1), liking to do more social studies at school (question 3) and wanting to learn or do more social studies as they got older (question 5).

Ethnicity

Results achieved by Māori, Pasifika and Pakeha (all other) students were compared using effect-size procedures. First, the results for Pakeha students were compared to those for Māori students. Second, the results for Pakeha students were compared to those for Pasifika students.

Pakeha-Māori Comparisons

For year 4 students, the mean-effect size across the 29 tasks was .24 (Pakeha students averaged 0.24 standard deviations higher than Māori students). This is a moderate difference. There were statistically significant differences (p <. 01) on 17 of the 29 tasks. Māori students scored higher than Pakeha students on two tasks involving Māori contexts: *Pōwhiri* (p23) and *Link Task 6* (p30). Pakeha students scored higher than Māori students on the remaining 15 tasks, spread evenly across Chapters 3 to 7. Because of the number of tasks involved, they are not listed here. There were also differences on four questions of the *Social Studies Survey* (p49): Māori students were more positive than Pakeha students about wanting to study more social studies at school (question 3) and wanting to learn or do more social studies as they got older (question 5) and learning about the work people do and how they make a living (question 9). Māori students also reported having more opportunities to learn about the work people do and how they make a living (question 17).

For year 8 students, the results were similar. The mean-effect size across the 34 tasks was .24 (Pakeha students averaged 0.24 standard deviations higher than Māori students). This is a moderate difference. There were statistically significant differences on 14 of the 34 tasks. Māori students scored higher than Pakeha students on two tasks involving Māori contexts: *Pōwhiri* (p23) and *Link Task 6* (p30). Pakeha students scored higher than Māori students on the remaining 12 tasks, spread evenly across Chapters

3 to 7. Because of the number of tasks involved, they are not listed here. There was also a difference on one question of the *Social Studies Survey* (p50): Māori students were more positive than Pakeha students about learning about how people lived in the "olden days" (question 12).

Pakeha-Pasifika Comparisons

Readers should note that only 28 to 42 Pasifika students were included in the analysis for each task. This is lower than normally preferred for NEMP subgroup analyses, but has been judged adequate for giving a useful indication, through the overall pattern of results, of the Pasifika students' performance. Because of the relatively small numbers of Pasifika students, p = .05 has been used here as the critical level for statistical significance.

For year 4 students, the mean-effect size across the 29 tasks was .24 (Pakeha students averaged 0.24 standard deviations higher than Pasifika students). This is a moderate difference. There were statistically significant differences on 12 of the 29 tasks. Pasifika students scored higher than Pakeha students on one task involving a Māori context: *Pōwhiri* (p23). Pakeha students scored higher than Pasifika students on the remaining 10 tasks, spread fairly evenly across Chapters 3 to 7 (only one in Chapter 3). Because of the number of tasks involved, they are not listed here. There were also differences on six questions

of the *Social Studies Survey* (p49). Pasifika students were more positive than Pakeha students about doing social studies at school (question 1), wanting to study more social studies at school (question 3) and wanting to learn or do more social studies as they got older (question 5). Pasifika students also reported that their class more often did really good things in social studies (question 4), and that they experienced more opportunities to learn about the way people work together and do things in groups (question 14) and how people lived in the "olden days" (question 20).

For year 8 students, the mean-effect size across the 34 tasks was 0.42 (Pakeha students averaged 0.42 standard deviations higher than Pasifika students). This is a large difference. There were statistically significant differences on 27 of the 34 tasks. Pasifika students scored higher than Pakeha students on two tasks involving Māori contexts: *Pōwhiri* (p23) and *Link Task 6* (p30). Pakeha students scored higher than Pasifika students on the remaining 25 tasks, spread evenly across Chapters 3 to 7. Because of the number of tasks involved, they are not listed here. There were also differences on five questions of the *Social Studies Survey* (p50). Pasifika students were more positive than Pakeha students about wanting to study more social studies at school (question 3). Pasifika students also reported that they experienced

more opportunities to learn about other places in New Zealand and how people live there (question 16), the work people do and how they make a living (question 17), why people have different ideas (question 18) and living in the future (question 21).

Home Language

Results achieved by students who reported that English was the predominant language spoken at home were compared, using effect-size procedures, with the results of students who reported predominant use of another language at home (most commonly an Asian or Pasifika language). Because of the relatively small numbers in the "other language" group, p = .05 has been used here as the critical level for statistical significance.

For year 4 students, the mean-effect size across the 29 tasks was .08 (students for whom English was the predominant language at home averaged 0.08 standard deviations higher than the other students). This is a small difference. There were statistically significant differences on six of the 29 tasks. Students for whom English was the predominant language

at home performed significantly better than the students who reported using another language at home on five of the tasks: *Saikoloni* (p14), *Link Task 1* (p21), *Link Task 8* (p30), *Relief Map* (p32) and *Link Task 11* (p36). The converse was true on *Olivia* (p35). There were also differences on four questions of the *Social Studies Survey* (p49). Students for whom the predominant language at home was not English were more positive than their English language counterparts about wanting to study more social studies at school (question 3), wanting to learn or do more social studies as they got older (question 5), learning about other places in the world and how people live there (question 7) and learning about the work people do and how they make a living (question 9).

For year 8 students, the mean-effect size across the 34 tasks was 0.23 (students for whom English was the predominant language at home averaged 0.23 standard deviations higher than the other students). This is a moderate difference. There were statistically significant differences on 14 of the 34 tasks. Students for whom English was the predominant language spoken at home scored

higher on all 14 tasks, spread evenly across Chapters 3 to 7. Because of the number of tasks involved, they are not listed here. There were also differences on six questions of the *Social Studies Survey* (p50). Students for whom the predominant language at home was not English reported that they experienced more opportunities in social studies at school to learn about the way people work together and do things in groups (question 14), other places in New Zealand and how people live there (question 16), why people have different ideas (question 18), what is happening now, in New Zealand and other countries (question 19), how people lived in the "olden days" (question 20) and living in the future (question 21).

Summary, with Comparisons to Previous Social Studies Assessments

Community size, school size, and school type (full primary, intermediate, or year 7 to 13 high school), and geographic zone did not seem to be important factors predicting achievement on the social studies tasks. The same was true for the 2001 and 1997 assessments. However, there were statistically significant differences in the performance of students from low, medium and high decile schools on 53 percent of the tasks at year 4 level (compared to 67 percent in 2001 and 53 percent in 1997), and 56 percent of the tasks at year 8 level (compared to 49 percent in 2001 and 73 percent in 1997).

For the comparisons of boys with girls, Pakeha with Māori, Pakeha with Pasifika students, and students for whom the predominant language at home was English with those for whom it was not, effect sizes were used. Effect size is the difference in mean (average) performance of the two groups, divided

by the pooled standard deviation of the scores on the particular task. For this summary, these effect sizes were averaged across all tasks.

Year 4 girls averaged very slightly higher than boys, with a mean effect size of 0.01 (in 2001, year 4 boys had a small advantage with a mean effect size of 0.06). Year 8 girls averaged very slightly higher than boys, with a mean effect size of 0.03 (very similar to the mean effect size of 0.02 in 2001). As was also true in 2001, the *Social Studies Survey* (p50) results showed some evidence that year 8 girls were more positive than boys about social studies activities.

Pakeha students averaged moderately higher than Māori students, with mean effect sizes of 0.24 for both year 4 and year 8 students (the corresponding figures in 2001 were 0.28 and 0.32). Māori students were more positive than Pakeha students on four questions of the *Social Studies Survey* (p49) at year 4 level and one question at year 8 level.

Year 4 Pakeha students averaged moderately higher than Pasifika students, with a mean effect size of 0.24 (a noteworthy reduction in disparity from 0.47 in 2001). Year 8 Pakeha students averaged substantially higher than Pasifika students, with a large mean effect size of 0.42 (reduced from 0.51 in 2001). Pasifika students were more positive than Pakeha students on some questions of the *Social Studies Survey* (pp49-50) at both year levels.

Compared to students for whom the predominant language at home was English, students from homes where other languages predominated averaged slightly lower at year 4 level (mean effect size of 0.08) and moderately lower at year 8 level (mean effect size of 0.23). Comparative figures are not available for the assessments in 2001. Year 4 students whose predominant language at home was not English were more positive than their English language counterparts on some questions of the *Social Studies Survey* (p49).

Appendix : The Sample of Schools and Students in 2005

Main Samples, Assessed in English

In 2005, 2879 children from 248 schools were in the main samples to participate in national monitoring. Half were in year 4, the other half in year 8. At each level, 120 schools were selected randomly from national lists of state, integrated and private schools teaching at that level, with their probability of selection proportional to the number of students enrolled in the level. The process used ensured that each region was fairly represented. Schools with fewer than four students enrolled at the given level were excluded from these main samples, as were special schools and Māori immersion schools (such as Kura Kaupapa Māori).

In May 2005, the Ministry of Education provided computer files containing lists of eligible schools with year 4 and year 8 students, organised by region and district, including year 4 and year 8 roll numbers drawn from school statistical returns based on enrolments at 1 March 2005.

From these lists, we randomly selected 120 schools with year 4 students and 120 schools with year 8 students.

Schools with four students in year 4 or 8 had about a one percent chance of being selected, while some of the largest intermediate (year 7 and 8) schools had a more than 90 percent chance of inclusion.

Māori Immersion Sample, Assessed Predominantly in Te Reo

Details of the sample for the Māori immersion assessments will be reported separately.

Pairing Small Schools

At the year 8 level, five of the 120 chosen schools in the main sample had fewer than 12 year 8 students. For each of these schools, we identified the nearest small school meeting our criteria to be paired with the first school. Wherever possible, schools with eight to 11 students were paired with schools with four to seven students, and vice versa. However, the travelling distances between the schools were also taken into account.

Similar pairing procedures were followed at the year 4 level. Three pairs of very small schools were included in the sample of 120 schools.

Contacting Schools

In late May and early June, we attempted to telephone the principals or acting principals of all schools in the year 8 sample. In these calls, we briefly explained the purpose of national monitoring, the safeguards for schools and students, and the practical demands that participation would make on schools and students. We informed the principals about the materials which would be arriving in the school (a copy of a 20-minute NEMP videotape plus copies for all staff and trustees of the general NEMP brochure and the information booklet for sample schools). We asked the principals to consult with their staff and Board of Trustees and confirm their participation by the end of June.

A similar procedure was followed at the end of July with the principals of the schools selected in the year 4 samples, and they were asked to respond to the invitation by the end of August.

Response from Schools

Of the 248 schools originally invited to participate, 247 agreed. A year 7 to 13 integrated high school in the year 8 sample declined to participate because of heavy external demands in the previous year. It was replaced by another integrated school. One very small school in the year 4 sample that was willing to participate was replaced by a similar school because the number of students available in the original school declined to less than the number required
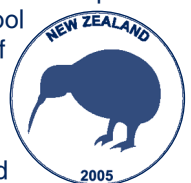
(eight).

Sampling of Students

Each school sent a list of the names of all year 4 or year 8 students on their roll. Using computer-generated random numbers, we randomly selected the required number of students (12 or four plus eight in a pair of small schools), at the same time clustering them into random groups of four students. The schools were then sent a list of their selected students and invited to inform us if special care would be needed in assessing any of those children (e.g. children with disabilities or limited skills in English).

For the year 8 sample, we received 103 comments about particular students. In 43 cases, we randomly selected replacement students because the children initially selected had left the school between the time the roll was provided and the start of the assessment programme in the school, or were expected to be away or involved in special activities throughout the assessment week, or had been included in the roll by mistake. Two more were replaced because they were in Māori immersion classes. The remaining 58 comments concerned children with special needs. Each such child was discussed with the school and a decision agreed. Eight students were replaced because they were very recent immigrants or overseas students who had extremely limited English-language skills. Twenty-nine students were replaced because they had disabilities or other problems of such seriousness that it was agreed that the students would be placed at risk if they participated. Participation was agreed upon for the remaining 21 students, but a special note was prepared to give additional guidance to the teachers who would assess them.

For the year 4 sample, we received 128 comments about particular students.

Forty-seven students originally selected were replaced because a student had left the school or was expected to be away throughout the assessment week. Thirteen students were replaced because of their NESB status and very limited English, and two because they were in Māori immersion classes. Twenty-five students were replaced because they had disabilities or other problems of such seriousness the students appeared to be at risk if they participated. Special notes for the assessing teachers were made about 41 children retained in the sample.

Communication with Parents

Following these discussions with the school, Project staff prepared letters to all of the parents, including a copy of the NEMP brochure, and asked the schools to address the letters and mail them. Parents were told they could obtain further information from Project staff (using an 0800 number) or their school principal, and advised that they had the right to ask that their child be excluded from the assessment.

At the year 8 level, we received a number of phone calls including several from students or parents wanting more information about what would be involved. Six children were replaced because they did not want to participate or their parents did not want them to.

At the year 4 level we also received several phone calls from parents. Some wanted details confirmed or explained (notably about reasons for selection). Five children were replaced at their parents' request.

Practical Arrangement with Schools

On the basis of preferences expressed by the schools, we then allocated each school to one of the five assessment weeks available and gave them contact information for the two teachers who would come to the school for a week to conduct the assessments. We also provided information about the assessment schedule and the space and furniture requirements, offering to pay for hire of a nearby facility if the school was too crowded to accommodate the assessment programme. This proved necessary in several cases.

Results of the Sampling Process

As a result of the considerable care taken, and the attractiveness of the assessment arrangements to schools and children, the attrition from the initial sample was quite low. Less than one percent of selected schools in the main samples did not participate, and less than three percent of the originally sampled children had to be replaced for reasons other than their transfer to another school or planned absence for the assessment week. The main samples can be regarded as very representative of the populations from which they were chosen (all children in New Zealand schools at the two class levels apart from the one to two percent who were in special schools, Māori immersion programmes, or schools with fewer than four year 4 or year 8 children).

Of course, not all the children in the samples actually could be assessed. One student place in the year 4 sample was not filled because insufficient students were available in that schools. Ten year 8 students and 12 year 4 students left school at short notice and could not be replaced. Five year 8 students were overseas or on holiday for the week of the assessment. One year 8 and one year 4 student withdrew or were withdrawn by their parents too late to be replaced. Fourteen year 8 students and 14 year 4 students were absent from school throughout the assessment week. Some other students were absent from school for some of their assessment sessions, and a small percentage of performances were lost because of malfunctions in the video recording process. Some of the students ran out of time to complete the schedules of tasks. Nevertheless, for almost all of the tasks over 90 percent of the sampled students were assessed. Given the complexity of the Project, this is a very acceptable level of participation.

Composition of the Sample

Because of the sampling approach used, regions were fairly represented in the sample, in approximate proportion to the number of school children in the regions.

REGION

PERCENTAGES OF STUDENTS FROM EACH REGION:		
REGION	% YEAR 4 SAMPLE	% YEAR 8 SAMPLE
Northland	4.2	4.2
Auckland	33.3	32.5
Waikato	10.0	10.0
Bay of Plenty/Poverty Bay	8.3	8.3
Hawkes Bay	4.2	3.3
Taranaki	2.5	3.3
Wanganui/Manawatu	5.0	5.8
Wellington/Wairarapa	10.8	10.0
Nelson/Marlborough/West Coast	4.2	4.2
Canterbury	11.7	11.7
Otago	4.2	4.2
Southland	1.7	2.5

DEMOGRAPHY

DEMOGRAPHIC VARIABLES: PERCENTAGES OF STUDENTS IN EACH CATEGORY			
VARIABLE	CATEGORY	% YEAR 4 SAMPLE	% YEAR 8 SAMPLE
Gender	Male	51	52
	Female	49	48
Ethnicity	Pakeha	70	74
	Māori	21	18
	Pasifika	9	8
Geographic Zone	Greater Auckland	33	32
	Other North Island	45	46
	South Island	22	22
Community Size	< 10,000	14	16
	10,000 – 100,000	25	25
	> 100,000	61	59
School SES Index	Bottom 30 percent	28	22
	Middle 40 percent	40	47
	Top 30 percent	32	31
Main Language at Home	English	87	87
	Other	13	13
Size of School	< 25 y4 students	19	
	25 – 60 y4 students	41	
	> 60 y4 students	40	
	<35 y8 students		18
	35 – 150 y8 students		37
	> 150 y8 students		45
Type of School	Full Primary		32
	Intermediate or Middle		48
	Year 7 to 13 High School		14
	Other (not analysed)		6

The aim of social studies education is to enable students to participate in a changing society as informed, confident and responsible citizens. To help achieve this aim, students are expected to acquire knowledge that will inform and contribute towards their understandings of responsibilities, relationships, culture, heritage and management of the environment and resources. They are also expected to develop the skills needed to live and contribute as effective and worthy members of society.

National monitoring identified five strands of understandings and skills in social studies: social organisation; culture and heritage; place and environment; time, continuity and change; resources and economic activities - together with knowledge about Aotearoa/New Zealand, Pacific communities and other communities.

National monitoring provides a "snapshot" of what New Zealand children can do at two levels in primary and intermediate schools: ages 8–9 and ages 12–13.

The main purposes for national monitoring are:
- to meet public accountability and information requirements by identifying and reporting patterns and trends in educational performance

- to provide high quality, detailed information which policy makers, curriculum planners and educators can use to debate and review educational practices and resourcing.