NATIONAL EDUCATION MONITORING PROJECT

Social Studies

Assessment Results 2009

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Educational Assessment Research Unit

NEMP

National Education Monitoring Project

NEW ZEALAND

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EARU

NATIONAL EDUCATION MONITORING REPORT 51

MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

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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
	42	Māori Medium Students' Results
2004	32	Music
	33	Aspects of Technology
	34	Reading and Speaking
	43	Māori Medium Students' Results
2005	35	Information Skills
	36	Social Studies
	37	Mathematics
	38	Māori Medium Students' Results
2006	39	Listening and Viewing
	40	Health and Physical Education
	41	Writing

CYCLE 4

2007	44	Science
	45	Visual Arts
	46	Graphs, Tables and Maps
2008	47	Music
	48	Aspects of Technology
	49	Reading and Speaking
2009	50	Information Skills for Inquiry Learning
	51	Social Studies
	52	Mathematics

Note that reports are published the year after the research is undertaken.

Contents

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◗ Heleen Visser, Hadyn Green and other staff members of the Ministry of Education

◗ members of the Project's National Advisory Committee

◗ members of the Project's Social Studies Advisory Panel

◗ principals and children of the schools where tasks were trialled

◗ principals, staff and Board of Trustee members of the 228 schools included in the 2009 sample

◗ the 2638 children in the samples for the assessments, and their parents

◗ the 88 teachers who administered the assessments to the children

◗ the 44 senior tertiary students who assisted with the marking process

◗ the 160 teachers who assisted with the marking of tasks early in 2010

◗ the people and organisations who granted permission for the publication of their work in this report, to illustrate our assessment resources (acknowledged in full on page 54).

Overview: Social studies in the 2009 assessment is characterised by wide variation in performance within tasks, moderate growth in overall performance from year 4 to year 8, and little change in performance levels from the 2005 assessment. Socio-economic status (SES) continues to be the dominant factor that influences performance in social studies. In general, students are not particularly positive about social studies as a curriculum area (it ranks third from the bottom of 14 subject areas that children were asked about), but students are enthusiastic about learning more about certain aspects of this subject, in particular learning about the future and learning about other places in New Zealand and the world.

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, 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 of the performance of year 4 and 8 students in 2009. Because some tasks have been used twice, in 2005 and again in 2009, trends in performance across the four-year period can also be analysed.

In 2009, the third year of the fourth cycle of national monitoring, three areas were assessed: mathematics, social studies and information skills. This report presents details and results of the assessments of social studies.

ASSESSING SOCIAL STUDIES

Chapter 2 explains the place of social studies in the New Zealand curriculum and presents the social studies framework. The 2005 framework identified five areas of knowledge or curriculum strands: social organisation; culture and heritage; place and environment; time, continuity and change; and resources and economic activities. Two of those strands were merged in the 2009 framework, where they are linked to five key processes and placed in the context of local, regional and global communities. The importance of attitudes and motivation is also highlighted.

It should be noted that New Zealand has introduced a new curriculum which is being implemented fully in 2010. Half of the tasks in these assessments were developed in 2005 and the remainder in 2009. So it is appropriate, in this report, to use the curriculum structure that applied until 2010.

SOCIAL ORGANISATION

Chapter 3 presents the students' results on eight tasks concerning social organisation. Students did fairly well on those tasks that were pertinent to their lives, but when the task called for knowledge about electoral procedures or how a group should work out a broader social problem, many students had difficulty in discussing the issues involved.

Averaged across 84 task components administered to both year 4 and year 8 students, 13% more year 8 than year 4 students succeeded with these components. Between 2005 and 2009, there were small declines for both year 4 and year 8 students. Averaged across 32 trend task components attempted by year 4 students in both years, 1% fewer students succeeded in 2009 than in 2005. At year 8 level, with 42 trend task components included, on average 2% fewer students succeeded in 2009 than in 2005.

IDENTITY, CULTURE AND HERITAGE

Chapter 4 concerns issues of identity, culture and heritage and involves eight tasks. Students did not display a strong knowledge of culture and heritage issues and icons of New Zealand. They were fairly successful on a task concerning the national anthem (p22), but did not fare as well when discussing acceptable activities and behaviour in a wharenui (meeting house) (p21), or explaining the symbolism of the national flag (p20).

Averaged across 88 task components administered to both year 4 and year 8 students, 8% more year 8 than year 4 students succeeded with these components. On the trend tasks, there was little change in performance from 2005 to 2009 for either year 4 or year 8 students. Averaged across the 63 trend task components attempted by year 4 students in both years, there was no meaningful change between 2005 and 2009. At year 8 level, again with 63 trend task components included, on average 1% fewer students succeeded in 2009 than in 2005.

PLACE AND ENVIRONMENT

Chapter 5 presents the students' results on eight tasks concerning place and environment. Year 8 students were generally successful on these tasks, but many year 4 students had substantial difficulty with them. Year 8 students were particularly strong at locating places in New Zealand.

Averaged across 67 task components administered to both year 4 and year 8 students, 13% more year 8 than year 4 students succeeded with these components. On the trend tasks, there was a small decline at both year 4 and year 8 between 2005 and 2009. Averaged across 34 trend task components attempted by year 4 students in both years, 2% fewer students succeeded in 2009 than in 2005. At year 8, again with 34 trend task components included, a 2% average decline was seen from 2005 to 2009.

CONTINUITY AND CHANGE

Chapter 6 addresses the results of students' efforts on eight tasks concerning continuity and change. This area was marked by wide variability in performance as well as strong growth from year 4 to year 8 in some, but not all, tasks. Although many students at both years performed quite well on these tasks, other students struggled with them.
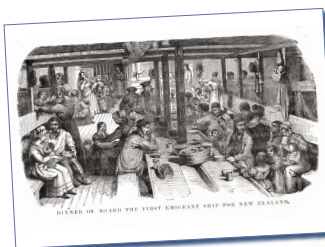
Averaged across 63 task components administered to both year 4 and year 8 students, 12% more year 8 than year 4 students succeeded with these components. Performance in 2009 dropped slightly from 2005. Averaged across 15 components attempted by year 4 students, 2% fewer students succeeded in 2009 than in 2005. At year 8 level, across 26 task components, again 2% fewer students succeeded in 2009 than in 2005.

RESOURCES AND ECONOMIC ACTIVITIES

Chapter 7 presents the results from students' efforts on seven tasks concerning resources and economic activities. These tasks often required students to look at both sides of a complex or controversial issue. Students were moderately successful at discussing these issues and were frequently able to come up with creative solutions or approaches to the problems. There was considerable variability in performance at both year 4 and year 8.

Averaged across 31 task components administered to both year 4 and year 8 students, 12% more year 8 than year 4 students succeeded with these components. On the trend tasks, there was little change at year 8, but a small decline at year 4. Averaged across 30 task components on three tasks, 4% fewer year 4 students succeeded in 2009 than in 2005. At year 8 level, averaged across 56 components on four tasks, 1% more students succeeded in 2009 than in 2005.

SOCIAL STUDIES SURVEY

Chapter 8 focuses on the results of the Social Studies survey. Social studies has never been a popular subject area with students since the initial assessment in 1997. It is regularly in the bottom three or four subjects in terms of preference, and ratings have actually declined from 1997 at both year 4 and year 8. When asked to list their favourite three subjects, social studies is only mentioned by 3% of year 4 students (down from 5% in 1997) and by 6% of year 8 students (down from 16% in 1997). There has also been a strong decline in how much students think they are learning about social studies. There are, however, aspects of social studies that students are keen to learn about, notably living in the future, to which 70% of year 4 students and 62% of year 8 students give the highest rating when asked if they would like to learn more about this topic.
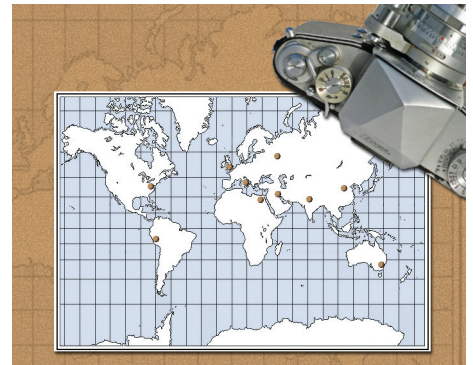
PERFORMANCE OF SUBGROUPS

Chapter 9 details the results of analyses comparing the performance of different demographic subgroups, both at the student level and the school level. At the school level, as has been the case in previous NEMP assessments, the socio-economic status (SES) of the school that children attend, as measured by the school decile rating, has proven to be the strongest predictor of success on the social studies tasks. School type (full primary, intermediate, or year 7 to 13 high school), school size, community size and geographic zone were not important factors predicting achievement on social studies tasks.

At the student level, effect sizes were used to examine differences. 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.

Gender differences were small on the social studies tasks. For year 4 students, the mean-effect size across the 28 tasks was 0.11 (girls averaged 0.11 standard deviations higher than boys); this is a small difference. For year 8 students, the mean-effect size across the 32 tasks was 0.04 (boys averaged 0.04 standard deviations higher than girls); this is a very small difference.

Differences in performance on social studies tasks by ethnicity were moderate. On Pakeha/Māori comparisons, for year 4 students, the mean-effect size across the 28 tasks was 0.30 (Pakeha students averaged 0.30 standard deviations higher than Māori students). For year 8 students, the mean-effect size across the 32 tasks was also 0.30 (Pakeha students averaged 0.30 standard deviations higher than Māori students).

On Pakeha/Pasifika comparisons, for year 4 students, the mean-effect size across the 28 tasks was 0.39 (Pakeha students averaged 0.39 standard deviations higher than Pasifika students). For year 8 students, the mean-effect size across the 32 tasks was 0.37 (Pakeha students averaged 0.37 standard deviations higher than Pasifika students). These differences are near the upper end of the moderate range.

Differences associated with the predominant language spoken at home were small to moderate. For year 4 students, the mean-effect size across the 28 tasks was 0.17 (students for whom English was the predominant language at home averaged 0.17 standard deviations higher than the other students). This is a small difference. For year 8 students, the mean-effect size across the 32 tasks was 0.30 (students for whom English was the predominant language at home averaged 0.30 standard deviations higher than the other students). This is a moderate difference.

OVERALL TRENDS

Overall trends can be assessed by considering all trend tasks from Chapters 3 to 7. For year 4 students, based on 174 components, on average 1% fewer students succeeded with those task components in 2009 than in 2005. For year 8 students, based on 221 task components, on average 1% fewer students succeeded with those task components in 2009 than in 2005. Both of these trends are too small to be meaningful.

In the report on the 2005 social studies assessments, averaged across all trend task components, about 2% more students succeeded with those components in 2005 than in 2001. This was true at both year 4 and year 8 levels. Four years earlier, the 2001 report compared performance in 1997 and 2001, showing an increase of 2.5% at year 4 level and a decrease of 1% at year 8 level.

Overall then, despite the very small decrease in performance between 2005 and 2009, there appears to have been a small gain in the performance of year 4 students over the 12 years between 1997 and 2009. At year 8 level, the evidence suggests no change in social studies performance overall for that same 12-year period.

1 The National Education Monitoring Project
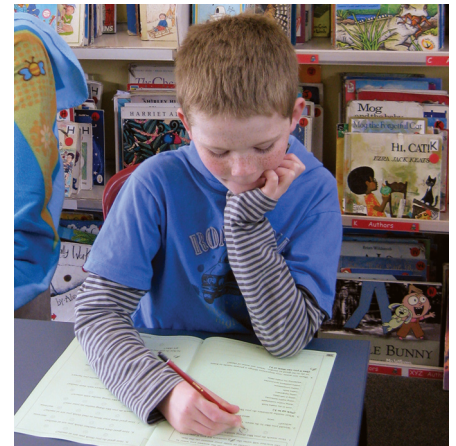
This chapter presents a concise outline of the rationale and operating procedures for national monitoring, together with some information about the reactions of participants in the 2009 assessments. Detailed information about the sample of students and schools is available in the Appendix (p51).

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 national samples of 1320 year 4 children and 1320 year 8 children represent about 2.2% of the children at those levels in New Zealand schools, large enough samples to give a trustworthy national picture.

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 1320 students selected in the sample at each year level are divided into three groups of 440 students, comprising four students from each of 110 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-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 finished

in 2006. The fourth cycle began in 2007. The areas covered each year and the reports produced are listed opposite the contents page of this report.

Approximately 45% 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.

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 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 computer also allows the use of richer stimulus material and standardises the presentation of those tasks.

	YEAR	NEW ZEALAND CURRICULUM	Communication skills · Problem-solving skills · Self-management and competitive skills · Social and cooperative skills · Work and study skills	Attitudes
1	2007 (2003) (1999) (1995)	Science Visual Arts Information Skills: *graphs, tables, maps, charts & diagrams*		
2	2008 (2004) (2000) (1996)	Language: *reading and speaking* Aspects of Technology Music		
3	2009 (2005) (2001) (1997)	Mathematics and Statistics: *numeracy skills* Social Studies Information Skills for Inquiry Learning: *library, research*		
4	(2006) (2002) (1998)	Language: *writing, listening, viewing* Health and Physical Education		

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 2009 assessments, 73% of year 4 students indicated that they particularly enjoyed the tasks. The range across the 124 tasks was from 95% down to 47%. As usual, year 8 students were more demanding. On average, 55% of them indicated that they particularly enjoyed the tasks, with a range across 171 tasks from 89% down to 31%. One task was more disliked than liked, by year 8 students only: a task involving finding information from a poster about New Zealand's parliament.

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 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 2009, about half of the students' work came in that form, on a total of about 3250 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 2009, 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 was recorded on videotape.

- *Group and Independent*
  Four students worked collaboratively, supervised by a teacher, on one or two tasks. 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 88 teachers served as teacher administrators in 2009, or about 0.3% 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 15 years is 1365 different teachers, 108 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 2009 tasks, employed five hours per day for about four weeks.

The tasks that require higher levels of professional judgement are marked by teachers, selected from throughout New Zealand. In 2009, 160 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"), 70% to 96% of the teachers who marked student work in January 2010 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 (includes all other students)
- *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
  – fewer than 25 year-4 students
  – 25 to 60 year-4 students
  – more than 60 year-4 students
  YEAR 8 SCHOOLS
  – fewer 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).

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 Professors Terry Crooks and Jeffrey Smith. The current contract runs until June 2011. The cost is about $2.7 million per year, less than one tenth of a percent of the budget allocation for primary 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.

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.

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 fewer 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.

2 Assessing Social Studies
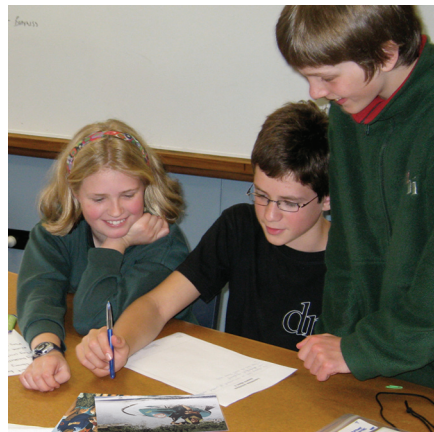
The purpose, meaning and practical interpretation of social studies in the school curriculum have undergone considerable thought, discussion and debate since the late 1930s when social studies was being contemplated as the title of a newly organised school subject. Prior to that time, knowledge and skills 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 national curriculum statement, as was in effect up until 2010, gave 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 in 2009 had a central organising theme, four related areas of knowledge and understanding, and five 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 interrelatedness 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 from the 2005 framework. Two of those strands were merged in the 2009 framework.
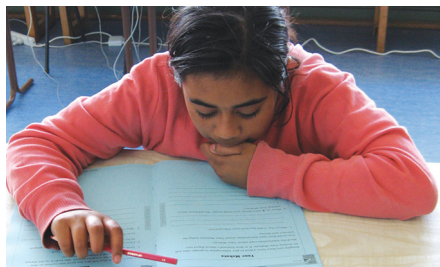
The Choice of Tasks for National Monitoring

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.

NEMP SOCIAL STUDIES FRAMEWORK 2009

How people connect with and respond to each other, environments, heritages and cultures in societies in Aotearoa/New Zealand and the wider world.

KNOWLEDGE AND UNDERSTANDINGS

PLACE & ENVIRONMENT
How and why people relate to and interact with places and environments.

CONTINUITY & CHANGE
The causes and consequences of continuity and change on people's lives.

IDENTITY, CULTURE & ORGANISATION
How and why people organise themselves to meet their diverse needs.

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

ECONOMIC WORLD
How and why people use and manage resources and participate in economic activities.

PROCESSES IN SOCIAL INQUIRY

- Think critically, ask questions, gather information and background ideas
- Examine relevant current issues
- Explore and analyse people's values and perspectives
- Consider the ways in which people make decisions and participate in social action
- Reflect on and evaluate the understandings students have developed and the responses that may be required

SETTINGS

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

ATTITUDES AND MOTIVATION

- Enjoyment
- Curiosity
- Open-mindedness
- Valuing diversity
- Commitment to responsible citizenship
- Wanting to participate and contribute

National Monitoring Social Studies Assessment Tasks and Survey

Forty 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-six tasks were administered in one-to-one interview settings, where students used materials and visual information. Seven tasks were presented in team or group situations involving small groups of students working together. Three tasks were attempted in a stations arrangement, where students worked independently on a series of tasks. Some tasks were presented on laptop computers. The final four tasks were administered in an independent approach, where students sat at desks or tables and worked through a series of paper-and-pencil tasks.

Thirty-one of the tasks were identical for year 4 and year 8 students. Of the remaining tasks, one was specifically for year 4 students and eight for year 8 students.

Trend Tasks

Nineteen of the tasks were previously used in the 2005 social studies assessments. These were called link tasks in the 2005 report, but were not described in detail to avoid any distortions in the 2009 results that might have occurred if the tasks had been widely available for use in schools since 2005. 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 2005 assessments.

Link Tasks

To allow comparisons between the 2009 and future assessments, 19 of the tasks used for the first time in 2009 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 a future assessment.

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, or to 2005 and 2009, 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 above. These tasks are bundled into access kits and can be purchased online, from the NEMP website *(http:// nemp.otago.ac.nz)*. Teachers are also encouraged to use the website to view tasks and results.

Reading the Tasks and Results

The content, instructions and key resources are shown for each task, as they were presented to the students. Sentences in bold blue are an instruction to the teacher administrator. The students' results are shown in red.

Students did this task in a one-to-one situation. See page 7 for descriptions of all four approaches used.

ABOUT THE TASK

Trend Task: **Parliament**

Approach:	One to one	**Year:**	4 & 8
Focus:	New Zealand government		
Resources:	Picture *[replacement image shown for debating chamber]*		

What this task was aiming to evaluate.

The resources used in this task.

WHAT THE STUDENTS READ OR HEARD (BLUE) / MARKING CRITERIA (RED)

Questions / instructions:

Hand student picture.

Here are pictures of Parliament buildings and debating chambers in Wellington. This is where Members of Parliament meet.

1. Why does New Zealand need a parliament?

	year 4	year 8
debate issues that affect New Zealand and New Zealanders	25 (23)	47 (40)
make laws/rules for New Zealand people to follow	14 (20)	40 (39)
plan, oversee and fund important public services *(e.g. education, health, police)*	5 (13)	10 (21)
decide how New Zealand should act towards other countries *(e.g. treaties, aid, sanctions, war)*	1 (2)	3 (8)

% response 2009 ('05)

2. One of the important jobs of Parliament is to make decisions about laws. How are decisions made in Parliament?
Description of process:
(Law proposed by the government or a Member of Parliament, goes to committee stage, considered again in Parliament with amendments, may go back to committee for more consideration, final decision voted on in Parliament. At each of these stages a lot of negotiation may occur between MPs.)

	year 4	year 8
clear full description	0 (0)	1 (0)
moderately good description	2 (3)	9 (10)
very limited description	25 (33)	51 (57)
no useful response	73 (65)	39 (33)

3. How does a person get to be a Member of Parliament?
Mentioned:

	year 4	year 8
selection by party/nomination	3 (4)	12 (13)
campaigning for votes	1 (1)	4 (3)
voting *(by registered voters)*	7 (15)	18 (28)
the difference between winning an electorate seat or a party list seat	0 (0)	1 (2)

% response 2009 ('05)

Total Score:		year 4	year 8
	5–9	1 (3)	3 (8)
	4	2 (3)	9 (9)
	3	7 (5)	20 (23)
	2	14 (23)	33 (32)
	1	25 (29)	23 (18)
	0	51 (37)	12 (10)

- In 2009, 14% of year 4 students mentioned that New Zealand needs a parliament to make laws/rules for its citizens to follow.
- In 2005, 20% of year 4 students mentioned that New Zealand needs a parliament to make laws/rules for its citizens to follow.
- In 2009, 40% of year 8 students mentioned that New Zealand needs a parliament to make laws/rules for its citizens to follow.
- In 2005, 39% of year 8 students mentioned that New Zealand needs a parliament to make laws/rules for its citizens to follow.

The total score is created by adding those marking criteria that seem to capture best the overall task performance. For some tasks this is all of the criteria but for others, it is just one or two of the criteria.

PERFORMANCE PATTERNS

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
4 – 9	4 %	1 %	3 %	1 %	0 %
3	8 %	7 %	9 %	4 %	6 %
2	15 %	13 %	17 %	9 %	6 %
1	25 %	25 %	28 %	20 %	21 %
0	48 %	54 %	43 %	66 %	67 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
4 – 9	14 %	12 %	14 %	9 %	12 %
3	18 %	22 %	22 %	14 %	18 %
2	35 %	31 %	33 %	33 %	38 %
1	22 %	23 %	20 %	29 %	23 %
0	11 %	12 %	11 %	15 %	9 %
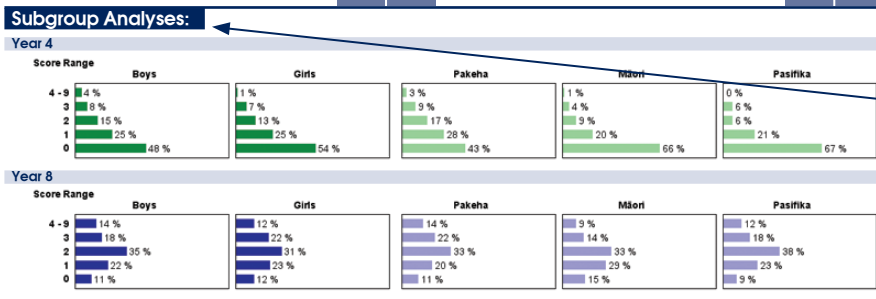
Performance patterns for boys and girls; Pakeha, Māori and Pasifika students, based on their total scores on the task. Note that Pakeha is defined as everyone not included in Māori or Pasifika.

Commentary:

Approximately half of year 8 students understood the reason for having a parliament in relation to the laws and people of New Zealand, but few could identify determining New Zealand's relationship with other countries or providing public services as a role of parliament. Students at both year levels had, at most, a limited understanding of how laws were made or how a person becomes a Member of Parliament. There were minimal differences between boys and girls at either year level, and between Māori, Pasifika and Pakeha students at year 8. The patterns of responses were similar for 2009 and 2005.

Comments that assist with interpreting the results.

3 Social Organisation

Overview: In the area of social organisation, students were successful on tasks that asked them about situations that they could relate to personally, but had difficulty on tasks that asked about broader social issues. Growth from year 4 to year 8 was moderate, similar to that in other areas of social studies. Few students at either year were able to explain how a person becomes a Member of Parliament.

The assessments included eight 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.

In terms of tasks regarding social organisation, students did fairly well on those tasks that were pertinent to their lives: they were good at talking about how children ought to behave in groups to accomplish a goal, such as in *Water Only Kids* (p15) and *Lucky Dip Stall* (p16). But when the task called for knowledge about electoral procedures (*Parliament*, p14) or how a group should work out a broader social problem, such as *Rimu Logs* (p17), many students had difficulty in discussing the issues involved. Very few students could provide any level of explanation of how a person becomes a Member of Parliament (11% at year 4 and 35% at year 8). Thus we see students doing fairly well on issues they understand and that are pertinent to their lives, but having trouble generalising those skills to situations that might be considered to be new and different, or that call for specific knowledge. This pattern was seen in the link tasks as well as the trend tasks.

Seven tasks were identical for both year 4 and year 8; one was attempted only by year 8 students. Four are trend tasks (fully described with data for both 2005 and 2009) and four are link tasks, only partially described here so that they might be used in a later administration.

The tasks are presented in two sections: first the trend tasks and then 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.

There was moderate growth in performance from year 4 to year 8. Averaged across 84 task components administered to both year 4 and year 8 students, 13% more year 8 than year 4 students succeeded with these components.

Between 2005 and 2009, there were small declines for both year 4 and year 8 students. Averaged across 32 trend task components attempted by year 4 students in both years, 1% fewer students succeeded in 2009 than in 2005. At year 8 level, with 42 trend task components included, on average 2% fewer students succeeded in 2009 than in 2005.

Approach:	One to one
Focus:	New Zealand government
Resources:	Picture *[simulated resource shown below]*

Questions / instructions:

Hand student picture.

Here are pictures of Parliament buildings and debating chambers in Wellington. This is where Members of Parliament meet.

	% response 2009 ('05)	
	year 4	year 8

1. Why does New Zealand need a Parliament?

	year 4	year 8
debate issues that affect New Zealand and New Zealanders	25 (23)	47 (40)
make laws/rules for New Zealand people to follow	14 (20)	40 (39)
plan, oversee and fund important public services *(e.g. education, health, police)*	5 (13)	10 (21)
decide how New Zealand should act towards other countries *(e.g. treaties, aid, sanctions, war)*	1 (2)	3 (8)

2. One of the important jobs of Parliament is to make decisions about laws. How are decisions made in Parliament?

Description of process:
(Law proposed by the government or a Member of Parliament, goes to committee stage, considered again in Parliament with amendments, may go back to committee for more consideration, final decision voted on in Parliament. At each of these stages a lot of negotiation may occur between MPs.)

	year 4	year 8
clear full description	0 (0)	1 (0)
moderately good description	2 (3)	9 (10)
very limited description	25 (33)	51 (57)
no useful response	73 (65)	39 (33)

3. How does a person get to be a Member of Parliament?

Mentioned:

	year 4	year 8
selection by party/nomination	3 (4)	12 (13)
campaigning for votes	1 (1)	4 (3)
voting *(by registered voters)*	7 (15)	18 (28)
the difference between winning an electorate seat or a party list seat	0 (0)	1 (2)

Total Score:		year 4	year 8
	5–9	1 (3)	3 (8)
	4	2 (3)	9 (9)
	3	7 (5)	20 (23)
	2	14 (23)	33 (32)
	1	25 (29)	23 (18)
	0	51 (37)	12 (10)

Subgroup Analyses:
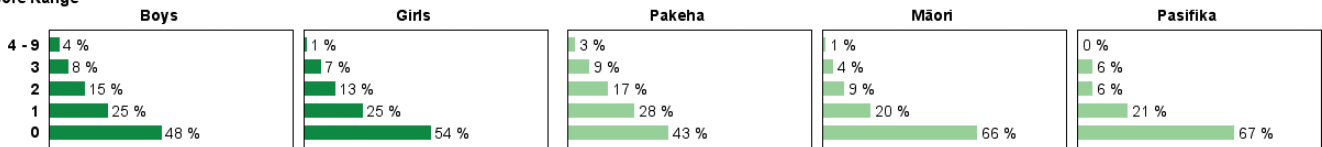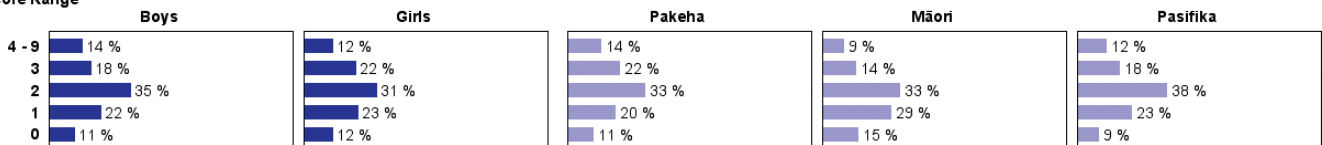
Year 4

Score Range

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
4 - 9	4 %	1 %	3 %	1 %	0 %
3	8 %	7 %	9 %	4 %	6 %
2	15 %	13 %	17 %	9 %	6 %
1	25 %	25 %	28 %	20 %	21 %
0	48 %	54 %	43 %	66 %	67 %

Year 8

Score Range

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
4 - 9	14 %	12 %	14 %	9 %	12 %
3	18 %	22 %	22 %	14 %	18 %
2	35 %	31 %	33 %	33 %	38 %
1	22 %	23 %	20 %	29 %	23 %
0	11 %	12 %	11 %	15 %	9 %

Commentary:

Approximately half of year 8 students understood the reason for having a parliament in relation to the laws and people of New Zealand, but few could identify determining New Zealand's relationship with other countries or providing public services as a role of parliament. Students at both year levels had, at most, a limited understanding of how laws were made or how a person becomes a Member of Parliament. There were minimal differences between boys and girls at either year level, and between Māori, Pasifika and Pakeha students at year 8. The patterns of responses were similar for 2009 and 2005.

Trend Task: Water Only Kids

Approach:	One to one	Year:	4 & 8
Focus:	Rules		
Resources:	Video recording on laptop computer		

Questions / instructions:

This activity uses the computer.

Let's watch a news clip. It shows a school that has banned all drinks except water.

Click the *Water Only Kids* button.

[TV news item; various scenes within the school]

VOICE-OVER:

News Reader: Kids and water… at Oranga Primary School it's proving to be a great combination. Classrooms here have become water-only areas and, for pupils, no other drinks are allowed. The teachers came up with the idea to improve the children's health and promote learning.

Principal: We've had visitors to the school who have commented on how calm it is around the school and we can attribute some of that to the fact that children are not drinking so many sugary drinks during the day. And, definitely for learning, we think it's a great idea.

News Reader: If the children do bring other drinks to school, they are given to teachers who return them at the end of the day as the children go home but most of the pupils support the water-only rule.

Girl 1: If people drink juice sometimes people can get on highs and then it starts problems but water doesn't.

Boy 1: It should be a water-only school because it refreshens your mind for learning and water's really good for you. Also because it's got fluoride in it.

Boy 2: I don't think it's a fair rule. Fruit juice isn't so bad. It has Vitamin C in it and that's good for you. Milk drinks are good too. They are full of calcium, which makes your bones strong.

Boy 3: It's not fair. The teachers are always drinking tea and coffee, so why should we be stuck with just water?

% response 2009 ('05)

	year 4	year 8
1. Try to give some good reasons why schools have rules that everyone has to follow, like no skateboards at school.		
keep children/people safe at school	71 (70)	68 (75)
to help students learn better	11 (16)	19 (16)
make schools a better/happier place to be *(fair, efficient, tidier, cleaner)*	11 (23)	27 (37)
to control students who might otherwise cause trouble	20 (27)	26 (42)

% response 2009 ('05)

Some children and adults don't agree that schools should make rules like everyone only being allowed to drink water and not drinks like fruit juice or coke.

	year 4	year 8
2. Do you think schools should be able to make rules like this?		
yes and no	12 (13)	13 (16)
yes	64 (59)	67 (69)
no	24 (28)	20 (15)
3. What are your reasons for saying that?		
Quality of reasoning:		
substantial, well-expressed general argument supporting view in question 2	2 (4)	4 (2)
substantial, well expressed argument specifically about "water only" rule	13 (17)	20 (39)
limited argument	59 (60)	63 (52)
very limited or no argument	26 (19)	13 (7)
4. Do you think schools could get by without having any rules at all?		
yes and no	3 (5)	2 (1)
yes	13 (8)	6 (2)
no	85 (87)	92 (97)
5. What are your reasons for saying that?		
Quality of reasoning:		
substantial, well-expressed argument	8 (18)	16 (25)
limited argument	61 (62)	65 (69)
very limited or no argument	31 (20)	19 (6)
Total Score: 7–9	1 (3)	2 (6)
5–6	8 (18)	20 (35)
4	21 (24)	25 (22)
3	30 (29)	31 (25)
2	22 (15)	14 (9)
0–1	18 (11)	8 (3)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7 - 9	2 %	5 %	4 %	3 %	2 %
5 - 6	25 %	27 %	31 %	18 %	14 %
4	26 %	25 %	28 %	20 %	22 %
3	23 %	22 %	20 %	27 %	27 %
0 - 2	24 %	21 %	17 %	32 %	35 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7 - 9	12 %	10 %	13 %	3 %	12 %
5 - 6	34 %	39 %	39 %	33 %	16 %
4	23 %	24 %	24 %	26 %	16 %
3	19 %	19 %	18 %	17 %	36 %
0 - 2	12 %	8 %	6 %	21 %	20 %
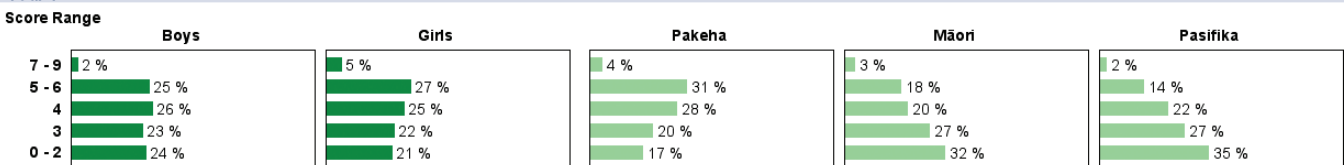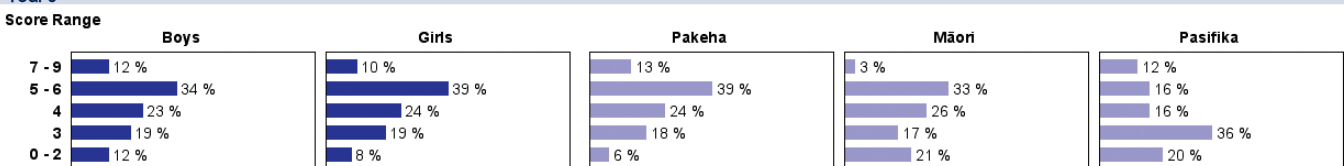
Commentary:

Year 4 and 8 students were very similar in their understanding of why schools need rules that everyone has to follow, although the quality of the reasoning was stronger for year 8 students. There has been no meaningful change since 2005. Boys and girls responded similarly.

Trend Task: Lucky Dip Stall

NEMP Access Task

Approach:	Team	**Year:**	4 & 8
Focus:	Teamwork qualities and rules for working together		
Resources:	4 individual answer sheets; 1 team answer sheet; highlighter		

Questions / instructions:

Imagine your team has been asked to do a stall for the school fair. You have been asked to organise the Lucky Dip stall where children can buy a mystery parcel. To do this job well, you will need to work well as a team. Each of you will need to think about the kinds of things you need to do to be a good team member, who will help to make the stall successful.

Hand students individual answer sheets.

1. On this sheet write down the things you can do to be a good team member. Try to think of **three** or more things.

You have a few minutes to work on your own and write down your ideas.

Allow a few minutes.

Now share your ideas with the people in your team.

Allow time.

2. Now as a team, make up some rules for how the people in your team should work together on the Lucky Dip stall.

These rules will be made to help your team have a successful stall at the school fair. You have a few minutes to write down your rules and then I'll ask you to share your rules with me.

Hand students team answer sheet.
Allow time.

Now it is time to share your rules with me.

Students tell their rules to the teacher.

	% response 2009 ('05) year 4	year 8
not marked	• (•)	•(•)
Mentioned: enthusiastic/positive/cheerful	12 (14)	21 (25)
reliable/committed/honest/hard worker	28 (20)	35 (48)
encouraging/supportive/helpful	79 (80)	79 (86)
respect others, be fair/inclusive/ friendly/listen well, no put downs	72 (73)	86 (80)
get well organised, with a respected leader or agreed individual jobs	29 (27)	36 (51)
do own job well/don't interfere with other people's jobs	9 (9)	21 (24)
Specific rule(s) for running a "Lucky Dip" stall:		
two or more relevant rules	12 (14)	7 (5)
one relevant rule	23 (14)	21 (19)
no	65 (73)	73 (76)

From all of your rules, decide which is the most important rule, and why it is the most important. Talk about that amongst yourselves, then tell me what you have decided.

Allow time.

3. What is your most important rule, and why is that the most important one?

	% response 2009 ('05) year 4	year 8
Focus of chosen rule:		
enthusiastic/positive/cheerful	3 (3)	3 (5)
reliable/committed/honest/hard worker	7 (7)	9 (14)
cooperative/encouraging/ supportive/helpful	38 (39)	34 (36)
respect others, be fair/inclusive/ friendly/listen well/no put downs	19 (24)	32 (23)
get well organised, with a respected leader or agreed individual jobs	10 (5)	9 (10)
do own job well/don't interfere with other people's jobs	3 (2)	2 (3)
specific relevant rule for running a lucky dip stall	8 (12)	8 (2)
other appropriate rule	2 (1)	0 (2)
no relevant response	10 (7)	3 (5)
Argument for choice: strong	18 (21)	20 (18)
moderate	38 (45)	49 (41)
weak	44 (34)	31 (41)
How did the team make decisions:		
consensus, after good discussion	17 (16)	14 (27)
consensus, but without much discussion	53 (56)	58 (50)
decision by 1-2 team members, without obvious dissent	20 (23)	26 (23)
one or more of the team members unhappy about the recorded decisions	10 (5)	2 (0)
Total Score: 10–12	1 (2)	2 (3)
8–9	8 (5)	13 (23)
6–7	32 (35)	42 (27)
4–5	41 (40)	37 (40)
0–3	18 (18)	6 (7)

Commentary:

Students at both year levels focused mostly on interpersonal relationship issues, such as being helpful, encouraging, friendly and respectful, as the key requirements for good teamwork. About 70% of the teams reached their decisions collaboratively, and no more than 10% showed obvious dissent. Performance was very similar in 2005 and 2009 for year 4 teams, but a little lower in 2009 for year 8 teams.

Trend Task:		Rimu Logs
Approach:	One to one	**Year:** 8
Focus:	Problem resolution	
Resources:	Video recording on laptop computer *[simulated image below]*	

Questions / instructions:

This activity uses the computer.

We'll start this activity by watching a video about a problem.

Click the *Rimu Logs* button.
[Television news item; scenes of logs being loaded on to trucks; police cars; local iwi protestors; loggers waiting to continue work.]

VOICE-OVER:

News Reader: Two days ago these logs were standing rimu tress, hundreds of years old. Now they're destined for floors and furniture.

Protester: Our native forest's being cut down as though it's just pine trees. It's an issue that makes my gut turn.

News Reader: The dispute became heated this morning when Pipiriki Māori confronted the loggers but it turns out the Northland-based company is well within its rights. DOC inherited the 200-hectare block in 1987 but it came with existing logging rights which don't run out until 2010.

Logger: I can't leave those logs in the bush for months while they fight things over. They've got to be moved. We've got work to do and I'm within my rights to do it.

Think about what the people were saying in the video.

	% response 2009 ('05) year 8
1. Try to explain what the problem is.	
not marked	• (•)
2. What do you think could happen if the problem is not sorted out?	
people upset/arguments/protests legal action	56 (42)
possibility of violent confrontations	34 (41)
possibility of damage to equipment	2 (4)
trees continue to be logged	23 (23)
3. What are some of the different ways that people can sort out their problems?	
talk about the issues	55 (50)
bring in an outside expert *(e.g. mediator/court/principal)*	32 (23)
negotiate a compromise between groups *(e.g. pay compensation to owner of logging rights)*	36 (43)
work to have rules/laws changed	5 (3)
decide through a vote *(majority rules)*	4 (3)
Overall merit/comprehensiveness of ideas: very strong	1 (1)
quite strong	10 (8)
moderate	52 (51)
weak/nonexistent	38 (41)
Total Score: 6–11	5 (7)
4–5	28 (24)
3	25 (25)
2	23 (23)
0–1	19 (21)

Subgroup Analyses:

Year 8

Score Range

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
6 - 11	5 %	4 %	6 %	1 %	3 %
4 - 5	24 %	32 %	31 %	21 %	21 %
3	25 %	26 %	28 %	22 %	15 %
2	25 %	21 %	18 %	33 %	41 %
0 - 1	21 %	17 %	17 %	23 %	20 %

Commentary:

There was very little change between 2005 and 2009 in the overall scores, although in 2009 a higher percentage of students articulated effects on people, rather than things (equipment, logging). Boys and girls performed similarly. Pakeha students scored higher overall than Māori or Pasifika students.

% responses	y4	y8

LINK TASK: 1

Approach:	One to one
Year:	4 & 8
Focus:	Community groups and volunteering

Total Score:		y4	y8
	10–15	0	6
	8–9	6	20
	6–7	28	39
	4–5	41	25
	0–3	25	9

LINK TASK: 2

Approach:	One to one
Year:	4 & 8
Focus:	Characteristics of a good citizen

Total Score:		y4	y8
	11–13	2	6
	9–10	5	14
	7–8	16	27
	5–6	29	26
	3–4	26	19
	0–2	22	8

LINK TASK: 3

Approach:	Group
Year:	4 & 8
Focus:	Problem resolution through a meeting process

Total Score:		y4	y8
	14–17	0	1
	11–13	7	14
	8–10	42	51
	5–7	42	32
	0–4	9	3

LINK TASK: 4

Approach:	Independent
Year:	4 & 8
Focus:	Responding to community challenges; describing needs

Total Score:		y4	y8
	10–15	1	4
	8–9	4	15
	6–7	13	25
	4–5	31	34
	0–3	51	22

4 Identity, Culture and Heritage

Overview: Students did not fare particularly well in the area of identity, culture and heritage. They had trouble discussing the nature of appropriate activities and behaviour in a wharenui (meeting house) or the symbolism behind the New Zealand flag. Year 8 students were more successful in talking about the red poppies of ANZAC day, and in discussing the national anthem. Students at both years strongly supported singing the national anthem in both languages.

The assessments included eight tasks investigating students' knowledge, understandings and processes in the area of identity, 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.

Students did not display a strong knowledge of cultural and heritage issues and icons of New Zealand. For example, students could only come up with one or two ideas about what people do in a wharenui (meeting house), or what might be prohibited in one (*Wharenui*, p21). At year 8, but not at year 4, students could explain some of the symbolic nature of the New Zealand flag, but students at both years had difficulty providing reasons for why one might want to change the flag (*Flag Change?*, p20). Students fared somewhat better, particularly at year 8, in discussing the national anthem and when one might hear it sung (*National Anthem*, p22). They strongly supported the notion that it should be sung in both languages. Understanding the symbolic nature of the red poppy worn on ANZAC day revealed the greatest growth between year 4 and year 8 (*Red Poppies*, p23). Year 8 students generally understood the connection of red poppies to ANZAC day or the battle at Gallipoli, and almost half knew that poppies grew in the fields there.

All eight tasks were identical for both year 4 and year 8 students. Four are trend tasks (fully described with data for both 2005 and 2009) and four are link tasks, only partially described here so that they might be used in a later administration. The tasks are presented in the two sections: trend tasks, then link tasks.

Growth from year 4 to year 8 in identity, culture and heritage was smaller than in other content areas. Averaged across 88 task components administered to both year 4 and year 8 students, 8% more year 8 than year 4 students succeeded with these components.

On the trend tasks, there was little change in performance from 2005 to 2009 for either year 4 or year 8 students. Averaged across the 63 trend task components attempted by year 4 students in both years, there was no difference between 2005 and 2009. At year 8 level, again with 63 trend task components included, on average 1% fewer students succeeded in 2009 than in 2005.

Approach:	One to one	Year:	4 & 8
Focus:	Changing images of cultural identity		
Resources:	New Zealand flag, picture		

Questions / instructions:

Hand student a New Zealand flag.

Here is a New Zealand flag. It is a symbol of our country.

1. What does this flag tell us about New Zealand?

	% response 2009 ('05) year 4	year 8
Union Jack: shows connection to UK	13 (15)	42 (56)
Southern Cross shows New Zealand's position in Southern Hemisphere:		
mentioned Southern Cross and Southern Hemisphere	11 (9)	24 (33)
mentioned Southern Cross only	1 (0)	6 (7)
Colours:		
mentioned connection to Pacific Ocean	1 (2)	1 (4)
mentioned connection to UK	1 (0)	5 (2)

Show student picture.

[see page 54 for resource information]

Here is a picture of some New Zealanders who want to change our flag. They are holding different flag designs.

	% response 2009 ('05) year 4	year 8
2. What could be some good reasons for wanting to change our flag – making it different?		
flag doesn't reflect New Zealand/ New Zealand culture	13 (10)	27 (30)
similar to other flags *(e.g. Australia)*; causes confusion overseas	15 (24)	37 (49)
boring, old, need to change for change's sake	26 (30)	17 (32)
doesn't need to show connection to UK any longer	2 (3)	13 (17)
doesn't reflect the bicultural *(Māori)* nature of New Zealand's society/history	2 (2)	8 (5)
doesn't reflect the multicultural nature of New Zealand's society/history	1 (2)	1 (1)
doesn't capture the importance of/ association with sports in New Zealand	19 (19)	22 (12)
3. What could be some good reasons for not changing our flag – keeping it the same?		
tradition/has been like that for long time/ historic reasons *(e.g. famous people have carried it - Sir Edmund Hillary, Olympians)*	20 (20)	49 (48)
good representation of New Zealand	6 (5)	8 (14)
soldiers in wars fought under this flag	0 (0)	2 (6)
I/people like it; it's attractive/good	17 (20)	9 (11)
would cause confusion if it changed	12 (13)	19 (15)
cost/effort	5 (4)	6 (4)
Total Score: 7–15	0 (0)	4 (3)
5–6	2 (2)	15 (23)
3–4	21 (24)	40 (45)
2	27 (28)	21 (13)
1	29 (31)	14 (13)
0	21 (15)	6 (3)

Subgroup Analyses:

Year 4

Score Range

	Boys	Girls	Pakeha	Māori	Pasifika
5 - 15	2 %	2 %	3 %	1 %	0 %
3 - 4	19 %	22 %	26 %	6 %	11 %
2	28 %	27 %	30 %	19 %	23 %
1	28 %	30 %	25 %	42 %	32 %
0	23 %	19 %	16 %	32 %	34 %

Year 8

Score Range

	Boys	Girls	Pakeha	Māori	Pasifika
5 - 15	20 %	18 %	22 %	10 %	18 %
3 - 4	39 %	40 %	45 %	26 %	32 %
2	19 %	23 %	19 %	30 %	16 %
1	15 %	14 %	11 %	23 %	18 %
0	7 %	5 %	3 %	11 %	16 %
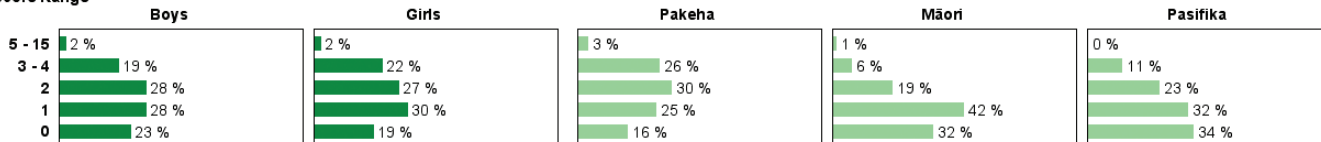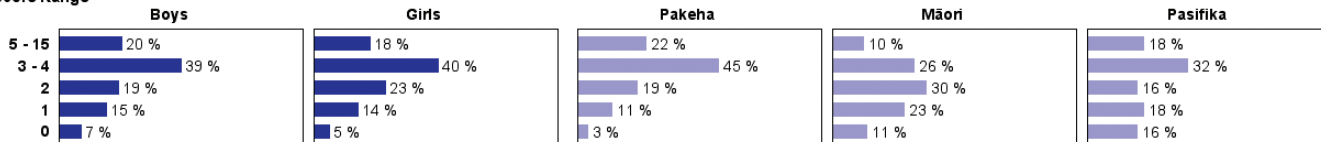
Commentary:

About half of year 8 students understood that the New Zealand flag shows a connection with the UK (although this declined from 56% in 2005 to 42% in 2009), and about a quarter understood the stars to represent New Zealand's position in the southern hemisphere (again, a decline from 33% in 2005 to 24% in 2009). Reasons for making a change to the New Zealand flag most commonly related to its similarity to other flags, needing a change and it no longer representing New Zealand or New Zealand culture. Interestingly, at year 8 there is a general decline in the proportion of students who give these reasons, but an increase in the proportion who believe the flag doesn't represent the importance of sport in New Zealand. About half of year 8 and 20% of year 4 students identified tradition as being a reason for not changing the flag – a similar pattern to 2005.

Wharenui

Approach:	One to one	Year: 4 & 8
Focus:	Reflecting cultural heritage	
Resources:	Picture *[simulated resource]*	

Questions / instructions:

Show picture to the student.

Have a look at this picture of a building.

1. Where might you see a building like this?

	% response 2009 ('05)	
	year 4	year 8
on a marae/ in a Māori community	29 (32)	18 (21)
mentioned a specific location	28 (33)	54 (50)
educational institution *(school, university, museum)*	14 (13)	14 (14)

If student answers "At Te Papa" or similar, say "Where else might you see a building like this one?"

2. What kinds of things might people do inside this building?

	year 4	year 8
discuss important issues, have hui	22 (23)	33 (44)
socialise/ talk	10 (9)	14 (9)
welcome visitors/gift giving	5 (9)	13 (13)
cultural ceremonies *(e.g. tangihanga)*	31 (33)	51 (49)
teach/learn *(e.g. story telling/histories)*	17 (16)	11 (13)
sleep	21 (17)	21 (37)
worship/pay respect to and acknowledge ancestors	22 (21)	23 (16)
sing/perform	21 (21)	13 (15)

3. Can you think of anything that you shouldn't do inside this building?

	% response 2009 ('05)	
	year 4	year 8
wear shoes	14 (18)	52 (58)
eat/drink/smoke	15 (15)	21 (23)
be disrespectful/muck about/ play around/jump/fight/shout	68 (69)	65 (57)
hang clothes/belongings on the carvings/pictures	1 (0)	1 (1)
make a mess	7 (4)	4 (4)
run *(i.e. always walk)*	8 (5)	4 (10)
walk over people's legs/bodies	1 (0)	1 (2)
walk/talk in front of speaker	4 (5)	4 (2)
sit on pillows/climb through the window/wear a hat	3 (2)	3 (8)
take photographs	0 (0)	0 (4)

4. Why are buildings like this one important to many New Zealanders?

	year 4	year 8
place where special events take place	8 (5)	7 (5)
unique to Aotearoa/New Zealand; special to Māori/Māori tradition/culture	31 (44)	59 (51)
represents the body	1 (2)	1 (0)
represents local Māori history	2 (0)	4 (8)
tūrangawaewae *(place where one has rights of residence and belonging)*/ spiritual place/ancestors	10 (9)	25 (29)

Total Score:		year 4	year 8
	9–25	2 (3)	9 (11)
	7–8	13 (11)	25 (33)
	5–6	24 (32)	39 (24)
	3–4	38 (39)	21 (22)
	0–2	23 (15)	6 (10)

Subgroup Analyses:

Year 4

Score Range

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
9 - 25	2 %	3 %	3 %	3 %	2 %
7 - 8	14 %	13 %	11 %	21 %	10 %
5 - 6	25 %	22 %	23 %	27 %	23 %
3 - 4	39 %	37 %	37 %	37 %	42 %
0 - 2	20 %	25 %	26 %	12 %	23 %

Year 8

Score Range

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
9 - 25	9 %	10 %	7 %	15 %	12 %
7 - 8	22 %	28 %	21 %	40 %	17 %
5 - 6	44 %	35 %	41 %	31 %	47 %
3 - 4	20 %	21 %	24 %	14 %	12 %
0 - 2	5 %	6 %	7 %	0 %	12 %
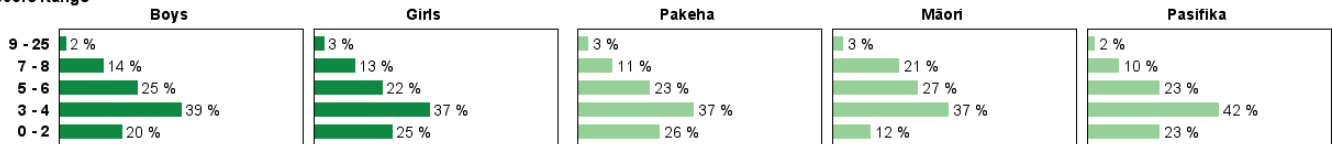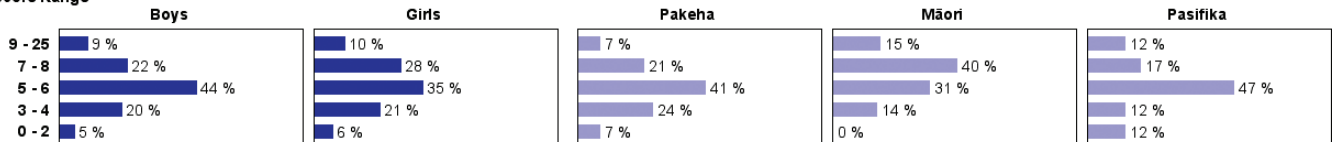
Commentary:

Although some students at both year levels were successful on this task, overall performance was not strong. About 60% of year 4 and 70% of year 8 students recognised that a wharenui would be found on a marae or in a Māori community, or could name a specific place. In general, year 8 students had a better understanding of what kinds of things people might do inside this building. About two thirds of students at both year levels understood the importance of being respectful within the building. More year 8 students knew that it was inappropriate to wear shoes in the wharenui. Just over half of year 8 and about a third of year 4 students understood the significance of this type of building for Māori. Māori students at both year levels showed a significantly better understanding than Pakeha or Pasifika students. The 2005 and 2009 results were very similar.

NEMP Access Task

Approach:	One to one
Focus:	Responding to cultural diversity
Resources:	Audio recording on laptop computer, card

Year: 4 & 8

Questions / instructions:

This activity uses the computer.

You are going to hear the New Zealand national anthem.

Click the *National Anthem* button. *[Student choir singing first verse only, in combination of Māori and English versions.]*

VOICE-OVER:
E Ihowā Atua,
O ngā iwi mātou rā,
Āta whakarangona;
Me aroha noa.
Guard Pacific's triple star,
From the shafts of strife and war,
Make her praises heard afar,
God defend New Zealand.

The New Zealand national anthem you just heard was sung in both Māori and English.

		% response 2009 ('05)	
		year 4	**year 8**
1. Do you think that the National Anthem should **always** be sung in these two languages?	yes	90 (91)	96 (99)
	no	10 (9)	4 (1)
2. Why do you say that?			
Explanation for "yes":			
relating to the bicultural nature of New Zealand society		41 (39)	72 (72)
Explanation for "no":			
suggesting choice of language depending on who is present		4 (2)	3 (1)
argument for always using only English or Māori		4 (5)	3 (1)
weak or no response		51 (54)	22 (26)
Strength of justification:	strong	8 (10)	27 (31)
	moderate	32 (28)	44 (40)
	weak	60 (62)	29 (29)

Here are some languages people speak. I'll read them to you.

Hand student the card and read it.

- Korean
- Tongan
- French
- Spanish

		year 4	year 8
3. Do you think that the New Zealand national anthem should also be sung in any of these languages?			
	yes, one or more of the languages	30 (25)	11 (8)
	no	70 (75)	89 (92)

		% response 2009 ('05)	
		year 4	**year 8**
4. Why do you say that? **Quality of reasoning:** *(e.g. "yes", because lots of people in New Zealand speak these languages or "no", because most people just speak English or Māori and these languages reflect New Zealand history better)*	good	16 (20)	39 (41)
	limited	67 (61)	57 (51)
	no reasoning	17 (19)	4 (8)
5. When might you hear the national anthem being sung?			
school *(e.g. assembly)*		64 (58)	68 (58)
sporting occasions, such as test matches		60 (83)	87 (89)
community events *(e.g. meetings, concerts, visits by important people, tangi)*		35 (25)	39 (35)
special annual occasions, such as Waitangi Day and ANZAC Day		6 (6)	11 (13)
6. Why do you think we have a national anthem? **Aspects mentioned:** *[• for New Zealanders -to share identity/pride • for other people - to recognise New Zealand events or achievements]*			
presented both aspects well		1 (0)	2 (4)
presented one aspect well and the other vaguely		2 (0)	3 (3)
presented one aspect well		14 (12)	29 (17)
presented both aspects vaguely		3 (4)	7 (4)
presented one aspect vaguely		37 (42)	43 (42)
Total Score:	7–9	1 (1)	11 (9)
	5–6	11 (9)	25 (22)
	4	10 (13)	20 (16)
	3	18 (19)	20 (21)
	2	26 (24)	17 (17)
	0–1	34 (34)	7 (15)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7 - 9	3 %	2 %	3 %	1 %	0 %
5 - 6	10 %	11 %	13 %	8 %	2 %
4	10 %	11 %	11 %	11 %	7 %
3	19 %	16 %	17 %	19 %	17 %
0 - 2	58 %	60 %	56 %	61 %	74 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7 - 9	11 %	11 %	14 %	5 %	3 %
5 - 6	21 %	29 %	29 %	18 %	19 %
4	18 %	23 %	18 %	29 %	12 %
3	24 %	15 %	19 %	17 %	33 %
0 - 2	26 %	22 %	20 %	31 %	33 %
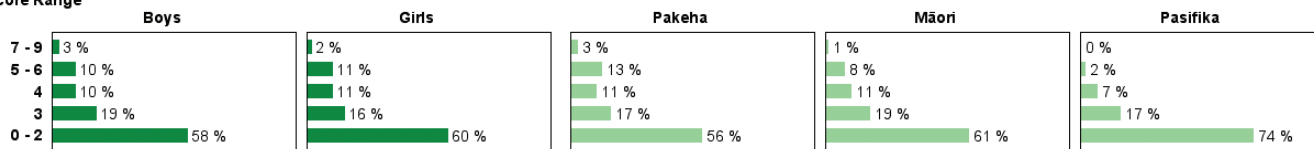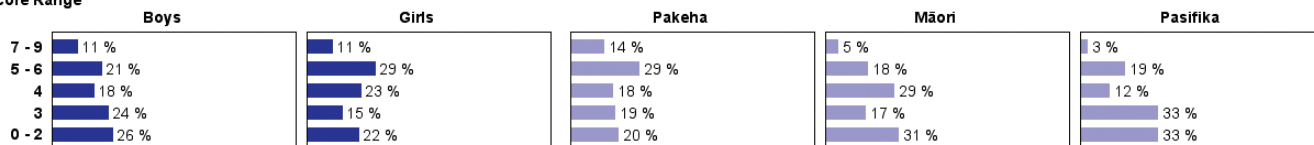
Commentary:

Very high proportions of both year 4 and year 8 students felt that the national anthem should be sung in both English and Māori, with more year 8 than year 4 students being able to articulate well the bicultural nature of New Zealand society as a reason. There were only slight differences between the year levels in identifying where one might hear the national anthem, with school and sporting occasions being the most common. However, students at both year 4 and 8 could not explain well why we have a national anthem. There was no meaningful change in this pattern from 2005 to 2009.

Red Poppies

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

Questions / instructions:	% response 2009 ('05)			% response 2009 ('05)	
	year 4	year 8		year 4	year 8

Hand student red poppy.

1. When do lots of people wear these red poppies?

	year 4	year 8
ANZAC Day/Anniversary of Gallipoli	49 (39)	89 (91)
Armistice Day	1 (0)	0 (0)

If student does not know, answer with "ANZAC Day (April 25)".

2. What important event does the red poppy remind us of?

	year 4	year 8
New Zealand soldiers who died fighting in wars	23 (18)	39 (37)
war mentioned	40 (42)	51 (51)

3. Why was the red poppy chosen as the symbol for this important event?

Poppies grew on the Western Front: *[on the Western Front, the war churned up the soil causing dormant poppy seeds to bloom. This was particularly true near Ypres, in Flanders, Belgium. German use of chlorine gas killed allied soldiers but caused the poppies to bloom in abundance]*

	year 4	year 8
good description of above	0 (0)	1 (1)
some description of above *(Flanders fields)*	3 (1)	15 (11)
Poppies grew where the soldiers fought	18 (7)	44 (38)
Poppies represent the blood of the soldiers	7 (13)	7 (14)

ANZAC Day started way back in 1916, yet lots of people are still showing interest in the special ceremonies held on ANZAC Day.

4. Why are people still so interested in going to ANZAC Day ceremonies?

	year 4	year 8
to commemorate people who died fighting for New Zealand	22 (22)	56 (58)
people have relatives/ancestors who died in wars	25 (29)	41 (37)
to honour returned soldiers	4 (4)	6 (7)

Total Score:		year 4	year 8
	6–11	2 (0)	10 (7)
	4–5	21 (18)	54 (53)
	3	19 (19)	22 (24)
	2	17 (18)	9 (10)
	0–1	41 (45)	5 (6)

Subgroup Analyses:

Year 4

Score Range

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
6 - 11	2 %	2 %	3 %	0 %	2 %
4 - 5	23 %	20 %	26 %	16 %	4 %
3	17 %	21 %	20 %	18 %	16 %
2	19 %	15 %	18 %	15 %	14 %
0 - 1	39 %	42 %	33 %	50 %	64 %

Year 8

Score Range

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
6 - 11	11 %	9 %	12 %	5 %	0 %
4 - 5	54 %	55 %	57 %	47 %	53 %
3	22 %	21 %	19 %	31 %	24 %
2	9 %	9 %	9 %	10 %	10 %
0 - 1	4 %	6 %	3 %	7 %	13 %
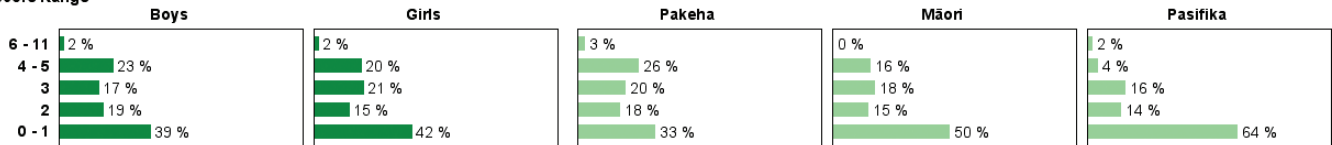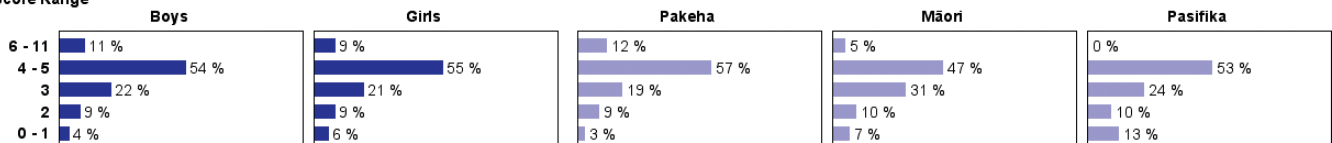
Commentary:

Year 8 students generally had a stronger understanding than year 4 students about the significance of red poppies and what they represent. Almost all year 8 students and about half of year 4 students understood the significance of ANZAC Day ceremonies. Slightly more year 4 students in 2009 than in 2005 understood the significance of red poppies and there was no meaningful change for year 8 students.

		% responses
		y4	y8

LINK TASK: 5

Approach:	One to one
Year:	4 & 8
Focus:	Understanding Māori concepts/values

Total Score:		y4	y8
	7–8	2	9
	5–6	4	24
	3–4	21	39
	1–2	42	24
	0	31	4

LINK TASK: 6

Approach:	One to one
Year:	4 & 8
Focus:	Reflecting on understandings of a country

Total Score:		y4	y8
	8–16	2	8
	6–7	7	19
	4–5	27	32
	2–3	30	29
	0–1	34	12

LINK TASK: 7

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

Total Score:		y4	y8
	5–6	1	4
	4	3	11
	3	17	27
	2	28	31
	0–1	52	27

LINK TASK: 8

Approach:	One to one
Year:	4 & 8
Focus:	Reflecting on understandings of culture

Total Score:		y4	y8
	8–11	1	2
	6–7	7	13
	4–5	19	38
	2–3	37	35
	0–1	37	12

5 Place and Environment

Overview: Students at year 4 had substantial difficulty in locating New Zealand places on a map and in finding countries such as the United States and the United Kingdom on a map. They did not fare much better in discussing international issues. The positive here is that growth is seen in these tasks from year 4 to year 8. There is still clearly room to grow, but year 8 students performed substantially better than year 4 students. Between 2005 and 2009, there was a very small decline in performance at both year levels.

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.

Identifying locations within New Zealand or around the world proved particularly difficult for year 4 students, as was discussing issues or providing explanations of concepts of place and environment. Students had great difficulty in identifying photos of New Zealand places and locating them on a map (*Spot the Dot,* p28). They also had great difficulty in finding other countries on a map (*World Wide*, p27). Only one quarter of year 4 students could locate the United States, and only 20% could find the UK. The good news here is that moderately strong growth is seen from year 4 to year 8, particularly with regard to finding New Zealand locations. Discussing international issues such as refugees was also hard for the year 4 students, and substantial growth was seen from year 4 to year 8 (*Refugees*, p26).

Seven tasks were identical for both year 4 and year 8. One task was administered only to year 8 students. Three are trend tasks (fully described with data for both 2005 and 2009), and five are link tasks only partially described here so that they might be used in a later administration.

The tasks are presented in two sections: trend tasks, then link tasks. Within each

The White House

section, tasks administered to both year 4 and year 8 students are presented first, followed by tasks administered only to year 8 students.

Place and environment tasks showed a moderate gain from year 4 to year 8. Averaged across 67 task components administered to both year 4 and year 8 students, 13% more year 8 than year 4 students succeeded with these components.

On the trend tasks, there was a small decline at both year 4 and year 8 between 2005 and 2009. Averaged across 34 trend task components attempted by year 4 students in both years, 2% fewer students succeeded in 2009 than in 2005. At year 8, also with 34 trend task components included, again a 2% average decline was seen from 2005 to 2009.

Trend Task: **Refugees**

NEMP Access Task

Approach: One to one
Focus: Response to change of environment
Resources: Silent video on laptop computer, picture

Year: 4 & 8

Questions / instructions:

This activity uses the computer.

We are going to watch a video showing some refugees. The video has no sound.

Click the *Refugees* button.
[Scenes from various nations; refugees on the move with possessions; refugee camps.]

	% response 2009 ('05) year 4	year 8
1. What is a refugee?		
has left his or her own country/region	5 (6)	25 (31)
usually left with few possessions/ homeless/poor	19 (16)	43 (44)
escaping danger/persecution/ hardship, etc.	5 (3)	20 (23)
often unsafe to return home	3 (0)	2 (0)

After the student has given their response, clarify the meaning of refugee, by saying to the student:

"Refugees are people who have been forced to flee their country for safety in another country. They go to another country because it is not safe for them to stay in their own country."

Show picture to the student.

Refugees

	% response 2009 ('05) year 4	year 8
2. When refugees come to New Zealand, what is it that they have lost because they have had to leave their own country? Tell me as many things as you can think of.		
people *(e.g. family, friends)*	53 (64)	81 (83)
house and/or other belongings/treasures *(e.g. pets, livestock, land)*	78 (88)	83 (76)
activities and lifestyle *(cultural activities/customs/traditions/sports/ ways to do things/food/school/weather)*	17 (17)	29 (27)
the usefulness of their first language	1 (1)	4 (3)
job, source of income, money	11 (5)	20 (13)
3. What might be some of the hardest things for refugees to cope with when they arrive in a new country? Tell me as many things as you can think of.		
not speaking the language/ communication	26 (36)	40 (37)
missing family members and/ or friends left behind	10 (12)	19 (24)
not knowing anybody/ only knowing a few people	20 (15)	18 (23)
unfamiliar local patterns and lifestyle *(customs/traditions/laws/food/school/housing)*	38 (41)	61 (51)
not having a job/money	21 (22)	26 (30)
not knowing where to find things *(shops, church, etc.)*	10 (4)	9 (7)
Total Score: 8–15	1 (1)	8 (5)
6–7	8 (5)	26 (31)
4–5	30 (37)	39 (42)
2–3	44 (45)	23 (15)
0–1	17 (12)	4 (7)

Subgroup Analyses:

Year 4
Score Range

	Boys	Girls	Pakeha	Māori	Pasifika
8 - 15	2 %	1 %	2 %	0 %	0 %
6 - 7	9 %	7 %	9 %	5 %	6 %
4 - 5	27 %	34 %	34 %	24 %	19 %
2 - 3	45 %	41 %	41 %	43 %	56 %
0 - 1	17 %	17 %	14 %	28 %	19 %

Year 8
Score Range

	Boys	Girls	Pakeha	Māori	Pasifika
8 - 15	8 %	9 %	9 %	7 %	2 %
6 - 7	26 %	25 %	28 %	18 %	23 %
4 - 5	37 %	42 %	42 %	36 %	32 %
2 - 3	25 %	21 %	17 %	34 %	41 %
0 - 1	4 %	3 %	4 %	5 %	2 %
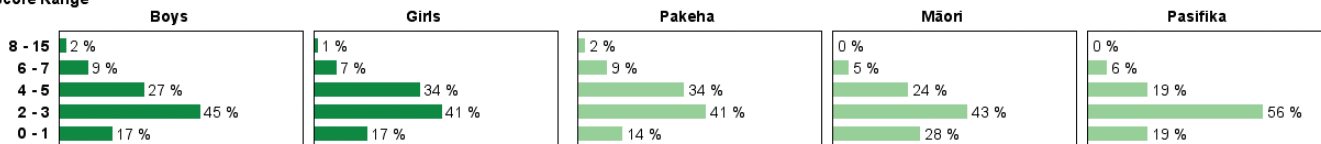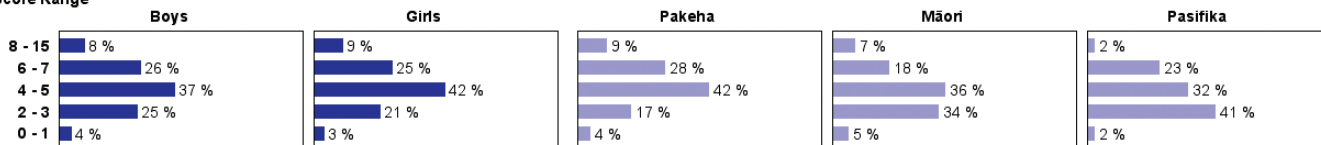
Commentary:

More year 8 than year 4 students understood what a refugee is, although the understanding is not strong with less than half of year 8 students identifying key characteristics. The majority of students at each year level understood that refugees leave people and possessions behind when they come to New Zealand, and understood some of the difficulties they might have to cope with. Results were very similar in 2005 and 2009.

Trend Task: World Wide

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

Questions / instructions:

This activity uses the computer.

Click on the button that says **World Wide**.

VOICE-OVER AND ONSCREEN INSTRUCTIONS:
Click the spot to show the country where each site is found.
(Each location then given by voice-over and onscreen, same as adjacent.)

	% response 2009 ('05)	
	year 4	year 8
Correctly located:		
Opera House, Sydney, Australia	67 (65)	89 (91)
The Pyramids, Giza, Egypt	12 (13)	27 (31)
Red Square, Moscow, Russia	30 (26)	54 (56)
The Leaning Tower, Pisa, Italy	12 (10)	31 (32)
The White House, Washington DC, USA	25 (23)	42 (50)
The Great Wall, China	21 (20)	37 (40)
Taj-Mahal, Agra, India	14 (14)	27 (33)
Mosque, Baghdad, Iraq	14 (11)	30 (29)
Machu-Picchu, The Andes, Peru	11 (10)	23 (25)
Big Ben, London, UK	20 (14)	31 (44)
Total Score: 9–10	2 (1)	12 (12)
7–8	2 (2)	10 (13)
5–6	8 (4)	12 (16)
3–4	21 (24)	24 (23)
1–2	58 (56)	40 (33)
0	10 (13)	3 (3)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
9 - 10	4 %	0 %	3 %	0 %	2 %
7 - 8	2 %	2 %	2 %	1 %	0 %
5 - 6	11 %	5 %	10 %	4 %	0 %
3 - 4	23 %	17 %	22 %	17 %	22 %
0 - 2	60 %	76 %	63 %	78 %	76 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
9 - 10	15 %	9 %	15 %	2 %	7 %
7 - 8	11 %	8 %	11 %	5 %	7 %
5 - 6	13 %	11 %	14 %	9 %	3 %
3 - 4	19 %	29 %	23 %	27 %	28 %
0 - 2	42 %	43 %	37 %	57 %	55 %
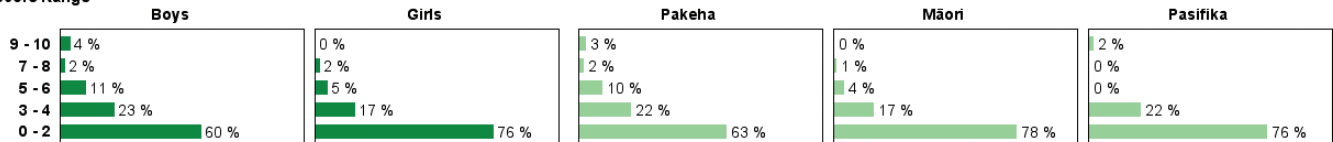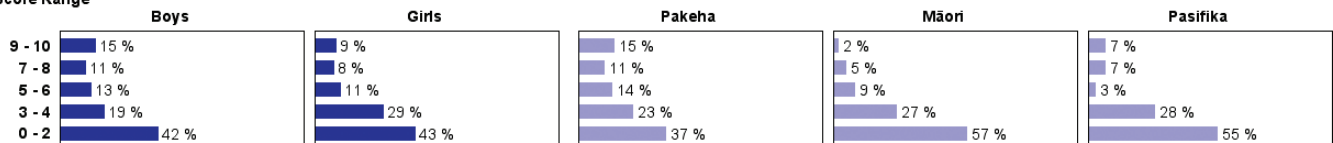
Commentary:

On average, about 16% more year 8 than year 4 students were able to locate specific countries on a world map. Approximately 90% of year 8 students compared to 67% of year 4 students were able to locate Australia. The only other country located by more than half of the year 8 students was Russia. Performance was very similar in 2005 and 2009. Year 4 boys scored significantly higher than girls.

Trend Task:	**Spot the Dot**		
Approach:	Station	**Year:**	4 & 8
Focus:	Knowledge of New Zealand geography		
Resources:	Computer program on laptop computer		

Questions / instructions:

This activity uses the computer.

Click on the button that says **Spot the Dot**.

VOICE-OVER AND ONSCREEN INSTRUCTIONS:

You will see pictures of New Zealand places. For each picture, click the point on the map where you think the place is.

Towns and islands are marked with an orange circle.

Waterways, oceans and mountains are marked with a white square.

Click the mouse to begin.

(Each location then given by voice-over and onscreen, same as adjacent.)

	% response 2009 ('05)	
	year 4	**year 8**

Correctly located:

	year 4	year 8
Aoraki/ Mount Cook – New Zealand's highest mountain	27 (30)	46 (51)
Waikato River – New Zealand's longest river	17 (9)	47 (33)
Pacific Ocean – meets one side of New Zealand	23 (27)	46 (45)
Cook Strait – ferry boats travel across this	23 (36)	70 (84)
Lake Taupo – great for fishing and boating	23 (28)	57 (74)
Clutha River – has a large power station at Clyde	9 (11)	14 (22)
Stewart Island – a national park	38 (53)	76 (87)
Mount Taranaki – has also been called Mount Egmont	7 (11)	27 (30)
Waitangi – where an important treaty was signed	10 (9)	25 (27)

Total Score:		year 4	year 8
	8–9	0 (0)	5 (6)
	6–7	4 (5)	23 (25)
	4–5	13 (18)	33 (42)
	2–3	29 (33)	22 (19)
	0–1	55 (44)	17 (8)

Subgroup Analyses:

Year 4

Score Range

	Boys	Girls	Pakeha	Māori	Pasifika
8 - 9	0 %	0 %	0 %	0 %	0 %
6 - 7	4 %	3 %	5 %	2 %	0 %
4 - 5	12 %	14 %	15 %	10 %	8 %
2 - 3	29 %	28 %	36 %	16 %	12 %
0 - 1	55 %	55 %	44 %	72 %	80 %

Year 8

Score Range

	Boys	Girls	Pakeha	Māori	Pasifika
8 - 9	7 %	3 %	7 %	2 %	0 %
6 - 7	29 %	16 %	26 %	19 %	3 %
4 - 5	32 %	34 %	35 %	30 %	28 %
2 - 3	18 %	26 %	19 %	29 %	24 %
0 - 1	14 %	21 %	13 %	20 %	45 %
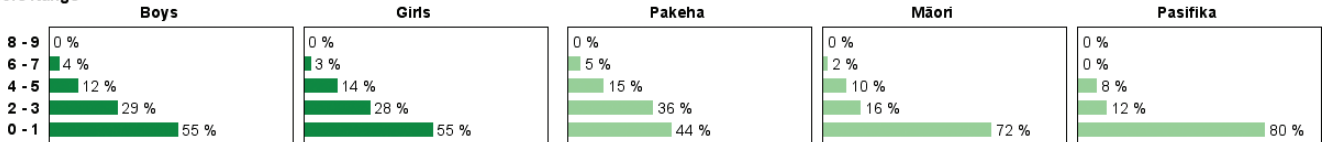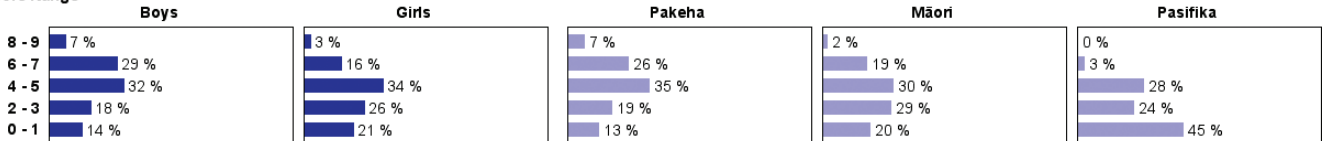
Commentary:

On average, about 20% more year 8 than year 4 students were able to locate specific places on a New Zealand map. The places located most frequently were Stewart Island, Cook Strait, Lake Taupo, Aoraki/Mt Cook and the Pacific Ocean. At year 8, boys performed significantly better than girls. Year 4 Māori and Pasifika students and year 8 Pasifika students scored much lower than their Pakeha counterparts.

	% responses	
	y4	**y8**

LINK TASK:	9	
Approach:	One to one	
Year:	4 & 8	
Focus:	Finding out how people relate to their environment; asking questions	

Total Score:		y4	y8
	8–10	1	6
	6–7	9	19
	4–5	38	34
	2–3	36	31
	0–1	17	10

LINK TASK:	10	
Approach:	One to one	
Year:	4 & 8	
Focus:	Historical perspectives of Māori needs	

Total Score:		y4	y8
	9–15	2	11
	7–8	12	23
	5–6	28	32
	3–4	34	26
	0-2	24	8

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

Total Score:		y4	y8
	12–13	2	8
	10–11	2	13
	8–9	5	24
	6–7	14	23
	4–5	26	17
	2–3	32	11
	0–1	20	4

LINK TASK:	12	
Approach:	Independent	
Year:	4 & 8	
Focus:	Valuing environment; describing ways to protect environment	

Total Score:		y4	y8
	4–8	2	10
	3	8	21
	2	20	30
	1	46	27
	0	24	12

LINK TASK:	13	
Approach:	Team	
Year:	8	
Focus:	Different perspectives on resource use; ideas for social action	

Total Score:		y8
	5–6	16
	4	21
	3	27
	2	19
	0–1	17

6 Continuity and Change

Overview: Tasks relating to continuity and change were marked by high variability in performance, and substantial growth from year 4 to year 8 on most, but not all, tasks. Some students were able to understand issues from the past as well as current events, and provide good discussions of them. Other students, particularly at year 4, struggled with these tasks. Performance at both year levels declined slightly between 2005 and 2009.

The assessments included nine 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 those findings.

Performance varied considerably. Some students did very well, providing good explanations and understandings of issues, and why they were important. Other students struggled with the tasks. Growth from year 4 to year 8 was substantial on most tasks. For example, on *New Zealand Current Events* (p33), about half of the year 8 students gave full or moderately good descriptions of events in the news, compared to about one quarter of year 4 students. It is interesting to note on this task the influence of the election that was taking place during or soon after the administration of the 2005 assessments. *Timeline* (p32) is

another example of wide variability in performance, with a lot of growth from year 4 to year 8.

In contrast to the variability seen in most tasks, students generally did well on *School Days* (p31) which asked students to compare schooling from a past era to their schooling today. This task was highly engaging to students as they could see the relevance to their own lives.

Three tasks were identical for year 4 and year 8 and had been administered

previously in the 2005 assessment (trend tasks). There was one year 8 only task that had been administered previously (also a trend task). There is one task that is new to this administration

and is being released with full information in this report (a "released" task). It is very similar in year 4 and year 8, but uses a different video stimulus, and results are reported separately. There are three tasks identical for year 4 and year 8 that are not being released fully in this report, so that they might be used again in a future administration (link tasks). Trend tasks are presented first, then released tasks, then link tasks.

Averaged across 63 task components administered to both year 4 and year 8 students, 12% more year 8 than year 4 students succeeded with these components. Performance in 2009 dropped slightly from 2005. Averaged across 15 components attempted by year 4 students, 2% fewer students succeeded in 2009 than in 2005. At year 8 level, across 26 task components, again 2% fewer students succeeded in 2009 than in 2005.

Trend Task:		NEMP Access Task		School Days

Approach:	One to one		**Year:** 4 & 8
Focus:	Differences between present and past		
Resources:	Video recording on laptop computer		

Questions / instructions:

This activity uses the computer.

In this activity you are going to watch a video of an elderly person talking about their school days. Listen carefully and think about how school today is different.

Click the *School Days* button.

VOICE-OVER:

I'm happy to be here to talk to you about when I was at school. I was at this one primary school from primer one to standard six, at one school.

You probably want to know how we got to school. Well everybody in the school walked. And some people had a long way to walk.

We did not have a uniform at school. But at my school none of us had a uniform we just wore what was appropriate for the weather.

School started at nine o'clock and we finished at three o'clock. But when you were in the infant classes of course you got out at two o'clock. Everybody used to play happily togethetr and some of the games we played were rounders, which I think is baseball today. Boys had their own separate playground and the girls had their separate playground.

Never had such a thing as a ballpoint pen. It wasn't invented. But when I was at school we wrote on the blackboard when you were in the younger classes. And then we wrote in books. And then what a "red letter day" when we were... after doing writing exams and we went on to ink. But that really wasn't so good because ink, you know, with an ink well and you had to dip your pen in this ink and ohh sometimes your pen didn't work very well and it was awfully messy.

And the school rules were strict. Of course there was caning when I was at school. When I was in standard four I got the cane because I had made four mistakes in spelling. And I don't know what was wrong with my hand but it must have been a bit soft because I got a big blister.

Our classes were big. They really were big, about up to 40 children. But we seemed to ummm... The headmaster used to come around. There were no headmistresses in my day at primary school. And the headmasters used to come around at times and fire questions to us like a general knowledge or arithmetic and you know that was good really because we got to know him. I don't know whether they do that today or not.
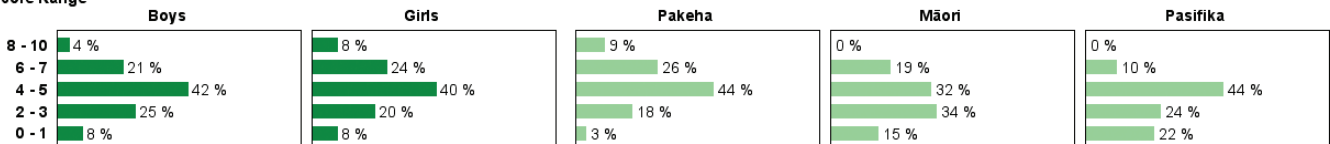
	% response 2009 ('05)	
	year 4	year 8
1. What is different about school in the past compared to today?		
Mentioned:		
differences in writing implements *(ink and blackboard vs. pencils and pens)*	51 (49)	62 (58)
separate playgrounds *(games)* for boys and girls	56 (51)	51 (52)
walking vs. going in cars to school	28 (39)	53 (55)
large class sizes, shortage of teachers	39 (39)	41 (30)
mentions discipline issues	53 (58)	86 (87)
2. Do you think schooling is better today than in the past?		
3. What are your reasons for saying that?		
Reasoning:		
good, clear reasoning for opinion with lots of examples/reasons	11 (12)	22 (22)
reasonable explanation with a couple of examples/reasons	31 (41)	42 (50)
some explanation, but quite weak	42 (33)	32 (24)
4. Why is it good to listen to stories like this one about the past?		
to appreciate how things have improved/changed	18 (16)	44 (51)
tells you how things were *(history)*	67 (71)	82 (78)
Total Score: 8–10	6 (7)	21 (21)
6–7	23 (32)	41 (46)
4–5	41 (34)	31 (25)
2–3	22 (22)	7 (8)
0–1	8 (5)	0 (1)

Subgroup Analyses:

Year 4

Score Range

	Boys	Girls	Pakeha	Māori	Pasifika
8 - 10	4 %	8 %	9 %	0 %	0 %
6 - 7	21 %	24 %	26 %	19 %	10 %
4 - 5	42 %	40 %	44 %	32 %	44 %
2 - 3	25 %	20 %	18 %	34 %	24 %
0 - 1	8 %	8 %	3 %	15 %	22 %

Year 8

Score Range

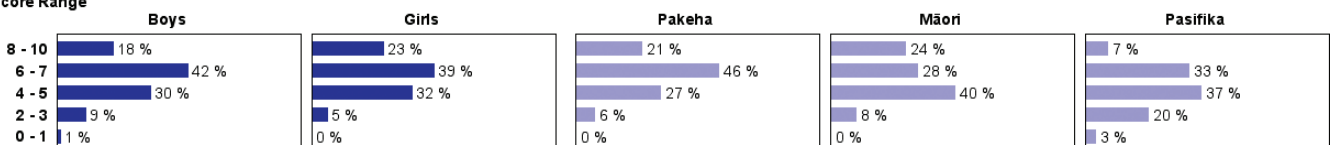|	Boys	Girls	Pakeha	Māori	Pasifika
8 - 10	18 %	23 %	21 %	24 %	7 %
6 - 7	42 %	39 %	46 %	28 %	33 %
4 - 5	30 %	32 %	27 %	40 %	37 %
2 - 3	9 %	5 %	6 %	8 %	20 %
0 - 1	1 %	0 %	0 %	0 %	3 %

Commentary:

Differences in discipline issues were what most year 8 students commented on when comparing schooling in the past with schooling today. Performance was similar in 2005 and 2009. Pasifika students scored markedly lower than Pakeha students, and, at year 8 level, markedly lower also than Māori students.

Approach:	One to one	Year:	4 & 8
Focus:	New Zealand history		
Resources:	6 captioned pictures *[captions only shown; see page 54 for details]*, 6 cards with dates, recording book		

Questions / instructions:

1. A gold rush takes place in Otago.

2. The Treaty of Waitangi is signed.

3. *Lord of the Rings* wins 11 Oscars.

4. Abel Tasman visits New Zealand.

5. An important land march takes place.

6. 2700 New Zealanders die at Gallipoli.

Make sure pictures are in order from 1-6. Do not give the student the pictures yet.

In this activity you will be looking at some pictures and putting them in order. The pictures show events that happened in the history of New Zealand.

Give the student the pictures one at a time, starting at number 1. Read the student the captions.

	% response 2009 ('05)	
	year 4	year 8

1. Try to put these pictures in the order in which you think they happened. Put the pictures in a line on the desk. Start with the event that happened first.
   [Correct order: 4, 2, 1, 6, 5, 3]

	year 4	year 8
all pictures in correct order	6 (5)	29 (28)
2 pictures out of place	12 (17)	28 (33)
3–6 pictures out of place	83 (78)	43 (39)

2. Here are six date cards. Match the date cards to the pictures to show when each event happened. You can move the cards around until you are happy with where you have put them.
   [1642 = pic 4, 1840 = pic2, 1860s = pic 1, 1915 = pic 6, 1975 = pic 5, 2004 = pic 3]

1642   1840
1860s   1915
1975   2004

	year 4	year 8
6 dates matched correctly	4 (3)	31 (32)
4-5 dates matched correctly	12 (17)	27 (28)
3 dates matched correctly	15 (12)	17 (16)
0–2 dates matched correctly	70 (68)	25 (24)

3. Choose any two of the pictures and tell me as much as you can about the events shown in these pictures.

[6 Gallipoli: Who were fighting, high proportion killed, year 1915, stimulus for ANZAC Day.
5 1975 Hikoi: Land march, protesting loss of Māori land rights, Dame Whena Cooper, 1975.
4 Abel Tasman: Explorer, Dutch, 1642, here before Cook, first European discoverer
3 Lord of the Rings: Filmed in New Zealand, Peter Jackson director, won Oscars, led to tourism.
2 Treaty of Waitangi: 1840, at Waitangi, who signed it, Māori and English version, stated intent.
1 Gold Rush in Otago: lots of money earned, Chinese heavily involved, harsh conditions.]

	% response 2009 ('05)	
	year 4	year 8

		year 4	year 8
First picture chosen:	6 - Gallipoli	25 (24)	24 (25)
	5 - Land March (1975 Hikoi)	4 (1)	1 (0)
	4 - Abel Tasman visits New Zealand	10 (11)	10 (11)
	3 - Lord of Rings - Oscars	22 (41)	19 (34)
	2 - Treaty signed	25 (18)	41 (26)
	1 - Gold Rush in Otago	8 (3)	5 (4)
Quality of description:			
strong description of the event *(e.g. including specifics, names)*		1 (3)	13 (20)
some description of event		18 (22)	49 (42)
simple description of picture only, no other details		56 (59)	32 (32)
Second picture chosen:	6 - Gallipoli	21 (25)	30 (26)
	5 - Land March (1975 Hikoi)	9 (5)	2 (0)
	4 - Abel Tasman visits New Zealand	7 (12)	5 (4)
	3 - Lord of Rings - Oscars	20 (31)	30 (46)
	2 - Treaty signed	20 (7)	23 (15)
	1 - Gold Rush in Otago	9 (9)	7 (5)
Quality of description:			
strong description of the event *(e.g. including specifics, names)*		1 (0)	15 (17)
some description of event		9 (16)	41 (51)
simple description of picture, no other details		53 (61)	32 (24)
Total Score:	10–13	1 (3)	29 (37)
	8–9	8 (10)	25 (24)
	6–7	14 (15)	24 (24)
	4–5	45 (48)	18 (14)
	0–3	32 (23)	4 (2)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
10 - 13	1 %	0 %	1 %	0 %	0 %
8 - 9	7 %	9 %	11 %	0 %	3 %
6 - 7	13 %	16 %	17 %	8 %	5 %
4 - 5	42 %	49 %	41 %	49 %	64 %
0 - 3	37 %	26 %	30 %	43 %	28 %

Year 8

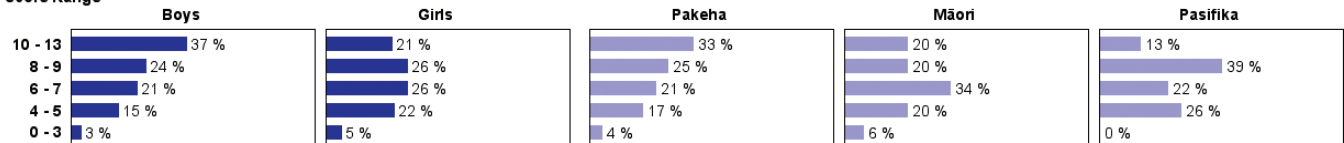| Score Range	Boys	Girls	Pakeha	Māori	Pasifika
10 - 13	37 %	21 %	33 %	20 %	13 %
8 - 9	24 %	26 %	25 %	20 %	39 %
6 - 7	21 %	26 %	21 %	34 %	22 %
4 - 5	15 %	22 %	17 %	20 %	26 %
0 - 3	3 %	5 %	4 %	6 %	0 %
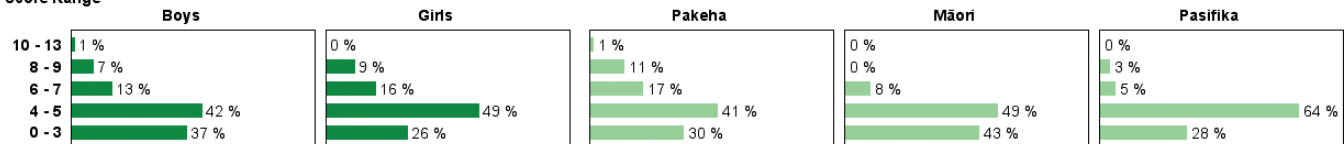
Commentary:

This task showed remarkable growth from year 4 to year 8. Year 4 students had great difficulty with putting the pictures in chronological order or in matching dates correctly, whereas year 8 students were much more successful. A decline is seen from 2005 to 2009, but this is in large part attributable to many students in 2005 discussing the movie, *Lord of the Rings*, which was less in the news in 2009. Year 8 boys scored significantly higher than girls.

Trend Task:

New Zealand Current Events

Approach:	One to one		Year:	4 & 8
Focus:	Current events in New Zealand			
Resources:	None			

Questions / instructions:

There are lots of very important things happening in New Zealand.

1. Can you tell me about **three important** things that are happening in New Zealand at the moment? Think about what is in the newspaper, on the TV or on the radio.

	% response 2009 ('05)	
	year 4	year 8

First important thing:

Location/Focus:			
national	28 (37)	50 (78)
regional or local	19 (17)	19 (7)
international	17 (10)	11 (9)
Timing:		
specific current event	51 (49)	55 (84)
ongoing issue/activity	12 (15)	24 (9)
Activity category:		
law and order/criminal	14 (8)	12 (5)
natural *(e.g. natural disaster, weather)*	20 (14)	16 (5)
political/economic *(e.g. war, oil price)*	6 (20)	21 (67)
sporting	7 (8)	15 (11)
social *(e.g. new movie, visitors to New Zealand)*	13 (13)	13 (4)
personal *(e.g. winning prize, birthday)*	4 (2)	3 (2)

Second important thing

Location/Focus:			
national	16 (18)	36 (47)
regional or local	13 (11)	13 (15)
international	9 (6)	6 (9)
Timing:		
specific current event	28 (28)	37 (58)
ongoing issue/activity	8 (5)	17 (13)
Activity category:		
law and order/criminal	7 (6)	9 (10)
natural *(e.g. natural disaster, weather)*	9 (6)	8 (8)
political/economic *(e.g. war, oil price)*	4 (8)	14 (27)
sporting	5 (5)	11 (16)
social *(e.g. new movie, visitors to New Zealand)*	8 (7)	8 (8)
personal *(e.g. winning prize, birthday)*	4 (2)	3 (3)

	% response 2009 ('05)	
	year 4	year 8

THIRD IMPORTANT THING

Location/Focus:			
national	6 (13)	22 (27)
regional or local	7 (10)	8 (7)
international	3 (4)	3 (7)
Timing:		
specific current event	13 (21)	24 (35)
ongoing issue/activity	2 (4)	9 (6)
Activity category:		
law and order/criminal	2 (5)	9 (6)
natural *(e.g. natural disaster, weather)*	3 (4)	3 (4)
political/economic *(e.g. war, oil price)*	1 (5)	9 (13)
sporting	3 (5)	6 (13)
social *(e.g. new movie, visitors to New Zealand)*	4 (6)	5 (4)
personal *(e.g. winning prize, birthday)*	1 (0)	2 (1)

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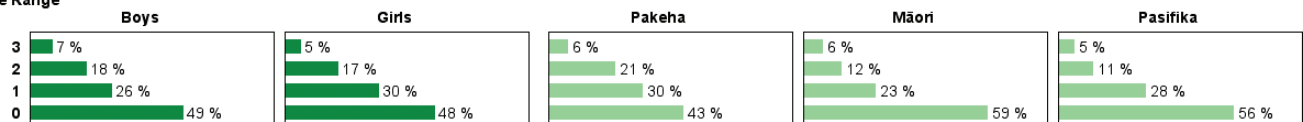
Quality of description:

clear full description	6 (5)	19 (20)
moderately good description	18 (19)	30 (34)
very limited description	28 (33)	28 (36)
no useful response	48 (43)	23 (10)

Total Score:			
	3	6 (5)	19 (20)
	2	18 (19)	30 (34)
	1	28 (33)	28 (36)
	0	48 (43)	23 (10)

Subgroup Analyses:

Year 4
Score Range

	Boys	Girls	Pakeha	Māori	Pasifika
3	7 %	5 %	6 %	6 %	5 %
2	18 %	17 %	21 %	12 %	11 %
1	26 %	30 %	30 %	23 %	28 %
0	49 %	48 %	43 %	59 %	56 %

Year 8
Score Range

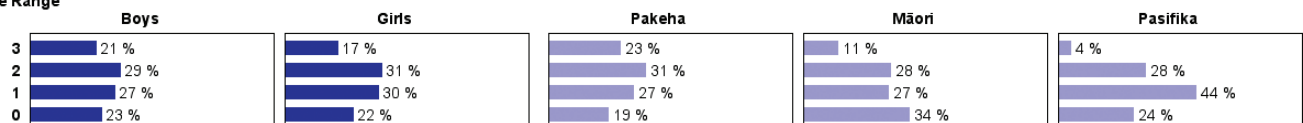|	Boys	Girls	Pakeha	Māori	Pasifika
3	21 %	17 %	23 %	11 %	4 %
2	29 %	31 %	31 %	28 %	28 %
1	27 %	30 %	27 %	27 %	44 %
0	23 %	22 %	19 %	34 %	24 %

Commentary:

When asked to name an event in the news, in 2005 the national election was the big news item, particularly for year 8 students. In 2009, responses were more diverse. Performance was very similar in 2005 and 2009. Year 4 Pakeha, Māori and Pasifika students performed similarly.

NEMP Access Task

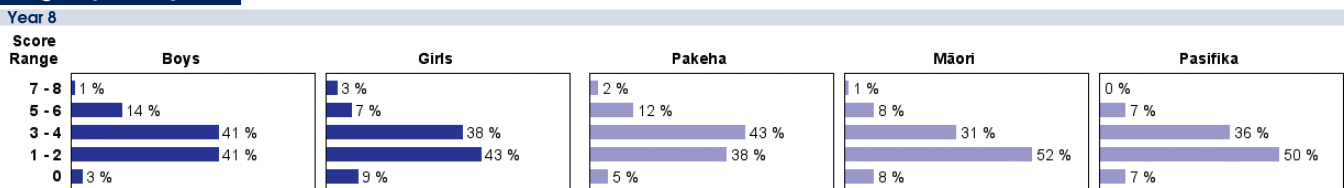|		**Year:** 8
Approach:	One to one	
Focus:	Reasons for and consequences of migration	
Resources:	2 pictures	

Questions / instructions:

Hand student both pictures.

Here are two pictures showing a sailing ship filled with new settlers coming to New Zealand in the 1800s - about 200 years ago.

	% response 2009 ('05) year 8
1. Which country or countries do you think these early settlers came from?	
✓ Britain *(including England, Wales, Scotland, Ireland)*	70 (84)
Australia	7 (3)
Europe *(excluding Britain)*	30 (26)
2. Why did they come to New Zealand to live? Try to give me **three** reasons why they chose to leave their country to live in New Zealand.	
poor living conditions in home country/ better in New Zealand *(money, jobs, health and food)*	45 (44)
good land/own land	14 (18)
New Zealand healthy place to live *(more space, less crowds)*	26 (29)

	% response 2009 ('05) year 8
3. What new things would these people need to learn and do, so that they could be okay living in a country that is very different and a long way away from the one they came from?	
Mentioned learning about/ needing to:	
Grow crops: in New Zealand conditions *(understand seasons, soil)*	2 (0)
grow food/farming	16 (18)
build own home	23 (35)
gather food from the environment *(fish, kumara)*	19 (34)
speak Māori *(new language)*/ anything to do with living with Māori	26 (16)
laws of country/rules/customs	17 (12)
learn to trade/learn new trades/skills	11 (13)
Total Score: 7–8	2 (4)
5–6	10 (14)
3–4	40 (45)
1–2	42 (31)
0	6 (7)

Subgroup Analyses:

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7 - 8	1 %	3 %	2 %	1 %	0 %
5 - 6	14 %	7 %	12 %	8 %	7 %
3 - 4	41 %	38 %	43 %	31 %	36 %
1 - 2	41 %	43 %	38 %	52 %	50 %
0	3 %	9 %	5 %	8 %	7 %

Commentary:

Year 8 students were moderately successful with this task, with students correctly identifying that the new settlers came from Britain, and being able to provide at least one reason for coming to New Zealand and one thing they would have to learn upon arriving. Pakeha, Māori and Pasifika students performed similarly.

Task:	
Approach:	One to one
Focus:	Thinking critically about news items; asking questions
Resources:	Video on laptop computer

Year: 4

Questions / instructions:

This activity uses the computer.

In this activity you will be watching an item from the television news. As you watch, think about why it was shown on the news.

Click the *In The News* button.

[Television news item.]

VOICE-OVER:

News Reader: The search is on for another elephant for Auckland Zoo. After the death of 40-year old Kashin, the zoo's one remaining elephant, Burma, is said to be missing her companion. Today, the Auckland Zoo was closed and people left tributes by the gate as a mark of respect for the elephant loved by zoo staff and the public.

Zoo Director: The impact of this has been really quite devastating. A number of the staff have worked for such a long time with Kashin.

Zoo Vet: She's part of the family and this is like losing a family member.

News Reader: Kashin and her mate, Burma , have been a star attraction at the Auckland Zoo for nearly 40 years. The elephants spent all their time together and zoo staff are now very worried about how Burma will cope without a companion. The zoo wants to import another elephant as soon as possible but rules about bringing animals to New Zealand from overseas will make this very difficult. Another option is to give Burma to another zoo, possibly in Australia, where she would be able to be with other elephants quite soon.

	% responses y4
1. Why do you think this was shown on the news?	
people are sad about the loss of Kashin	27
major event for Auckland Zoo	28
Kashin has been popular and well known for a lot of New Zealanders	37
happened in New Zealand *(Auckland)*	4
2. If you were a reporter, who would you want to interview to get different views about what happened? zoo director	26
zoo vet	19
other zoo staff	64
people who have visited Auckland Zoo	13
3. What questions would you ask?	
Questions would invite responses that would tell about: what happened	44
effects on people	15
effects on other animals *(particularly Burma)*	8
plans for Auckland Zoo elephants	11
4. If you were still a reporter in a year's time, what questions might you ask in a follow-up story on elephants at Auckland Zoo?	
Questions would invite responses that would tell about:	
what has happened to Burma	14
replacing Kashin	16
commemorating Kashin	5
how the zoo staff feel now, a year after Kashin's death	10
Total Score: 8–10	4
6–7	14
4–5	29
2–3	31
0–1	22

Subgroup Analyses:

Year 4

Score Range

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
8 - 10	1 %	8 %	5 %	1 %	0 %
6 - 7	14 %	13 %	17 %	9 %	4 %
4 - 5	32 %	27 %	32 %	22 %	26 %
2 - 3	29 %	33 %	29 %	35 %	36 %
0 - 1	24 %	19 %	17 %	33 %	34 %

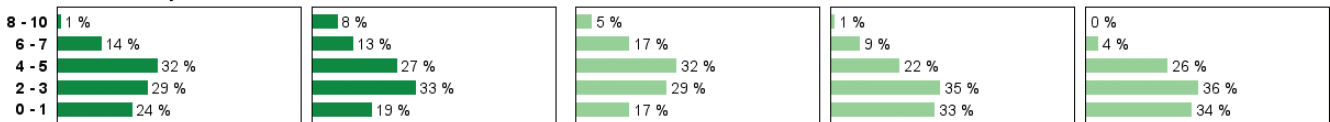## Commentary:

This task required students to answer why they thought the news story was interesting and to generate questions they would ask. Performance was quite widely spread on this task, with some students doing well and others struggling.

Task: In The News (Y8)

Approach:	One to one	**Year:** 8
Focus:	Thinking critically about news items; asking questions	
Resources:	Video on laptop computer	

Questions / instructions:

This activity uses the computer.

In this activity you will be watching an item from the television news. As you watch, think about why it was shown on the news.

Click the *In The News* button.
[Television news item; various scenes during and after the event.]

VOICE-OVER:
Army Rescue Officer: None of these people thought when they woke up in the morning that they were going to die that day.

Firefighter: This is a disaster that nobody has every experienced in Australia ever before.

News Reader: The Devil's breath was too big and too fast to fight. It raced through the state at up to 100 kilometres an hour, fueled by high temperatures, high winds and tinder dry vegetation. At its peak, the flames were the height of an eight story building and, at its core, heat a thousand degrees celcius. People in their homes didn't stand a chance. The fires left the landscape monochrome - black from the flames and white from the ash. The statistics from Black Saturday are shocking: nearly 2000 houses destroyed, 7000 people left homeless and half a millian hectares charred.
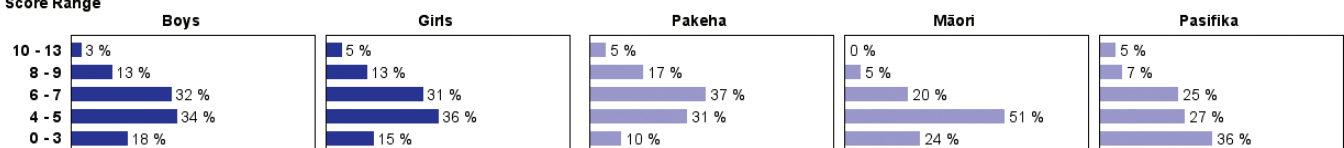
% responses y8

1. Why do you think this was shown on the news?

	y8
lots of people and animals were killed	30
event was dramatic and scary	73
happened in Australia which is close to New Zealand *(and lots of New Zealanders live there)*	23

2. If you were a reporter, who would you want to interview to get different views about what happened?

	y8
victims	88
relatives/friends of people affected	31
emergency services people who tried to control fire and/or clean up afterwards	56
government or local officials	10
fire expert	4

3. What questions would you ask?

Questions would invite responses that would tell about:

	y8
what happened	62
immediate effects on people	56
longer term consequences	18

4. If you were still a reporter in a year's time, what questions might you ask in a follow up story on the Australian bushfires?

Questions would invite responses that would tell about:

	y8
re-establishing in same place	32
choosing other places to live	8
replacing possessions other than homes	6
issues of physical/mental health and happiness	43
issues of policy and strategy for dealing with fires like this	15

Total Score:		y8
	10–13	4
	8–9	13
	6–7	32
	4–5	35
	0–3	16

Subgroup Analyses:

Year 8

Score Range

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
10 - 13	3 %	5 %	5 %	0 %	5 %
8 - 9	13 %	13 %	17 %	5 %	7 %
6 - 7	32 %	31 %	37 %	20 %	25 %
4 - 5	34 %	36 %	31 %	51 %	27 %
0 - 3	18 %	15 %	10 %	24 %	36 %

Commentary:

Year 8 students performed fairly well on this task. This is in strong contrast to the companion task given to year 4 students (p35). Here we see students being much more successful at coming up with ideas as to why the story was shown on television and at generating good questions to ask. Few Māori students scored well, while the performance of Pasifika students varied markedly.

	% responses	
	y4	y8

LINK TASK:	**14**	
Approach:	One to one	
Year:	4 & 8	
Focus:	Reflecting on people who influence self and society	

Total Score:		y4	y8
	8–13	1	15
	6–7	7	27
	4–5	25	28
	2–3	28	25
	0–1	39	6

LINK TASK:	**15**	
Approach:	One to one	
Year:	4 & 8	
Focus:	How community activities reflect heritage	

Total Score:		y4	y8
	6–11	3	24
	5	3	15
	4	9	13
	2–3	36	33
	0–1	49	15

LINK TASK:	**16**	
Approach:	Team	
Year:	4 & 8	
Focus:	Changes over time	

Total Score:		y4	y8
	13–15	9	25
	11–12	23	30
	9–10	24	29
	7–8	29	14
	0–6	16	2

Chapter 6 : Continuity and Change

7 Resources and Economic Activities

Overview: Performance in the area of resources and economic activities was inconsistent, with some good performances, particularly on team tasks and at year 8, but some poor performances as well. Students were able to generate some creative and useful solutions to problems presented in some of the tasks. On other tasks, in particular ones that asked about specific knowledge, or why people would support or oppose a particular position, students did not fare as well.

The assessments included seven 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.

Many of these involved a problem or dilemma that asked students to look at both sides of an issue or to come up with a solution to a problem. Students were moderately successful at discussing these issues and were frequently able to come up with creative solutions or approaches to the problems. There was substantial variability in performance at both year 4 and year 8. For example, students did not do particularly well when asked to come up with reasons for why people would support or oppose wind power (*Wind Power,* p39). They also had trouble in thinking about New Zealand imports and exports (*Exports – Imports*, p42). On the other hand, when working in teams, students were able to describe problems and generate good solutions to the problem of a potato disease in *Spud Grub* (p40).

Four of the tasks were identical for both year 4 and year 8 students, and three were administered only to year 8 students. Four are trend tasks (fully described with data for both 2005 and 2009) and three are link tasks, only partially described here so that they might be used again in a future administration.

The tasks are presented in two sections: trend tasks, and then 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 31 task components administered to both year 4 and year 8 students, 12% more year 8 than year 4 students succeeded with these components. On the trend tasks, there was little change at year 8, but a small decline at year 4. Averaged across 30 task components on three tasks, 4% fewer year 4 students succeeded in 2009 than in 2005. At year 8 level, averaged across 56 components on four tasks, 1% more students succeeded in 2009 than in 2005.

Wind Power

Trend Task:				
Approach:	One to one		**Year:**	4 & 8
Focus:	Why people view resources differently; problem resolution			
Resources:	Video on laptop computer			

NEMP Access Task

Questions / instructions:

This activity uses the computer.

Some plans are being made to build a wind farm. Wind farms are built to make electricity. In this activity you are going to think about how people might feel about this wind farm. We are going to start by watching a video called *Wind Power*.

Click the *Wind Power* button.
[Pan over illustrated stills.]

VOICE-OVER:
We love to walk up the hill behind our house. You can see the whole city. You can see right out to the ocean.

The wind blows there most of the time. It blows the grass flat. It's too windy for trees to grow. At the top of the hill there is a big machine. A wind turbine.

The wind turbine looks like a windmill. It is a huge metal tower. It sounds like a windmill as the blades twirl around. Swoosh! Swoosh! Swoosh! There's only one turbine but it makes a lot of noise.

The wind blows the blades around. The blades turn the generator. The generator makes electricity.

And we use electricity every day for all kinds of things….

	% response 2009 ('05)	
	year 4	year 8

The video showed just one wind turbine. When the wind farm is made it will have many wind turbines.

1. One group of people are really **unhappy** about the wind farm. Why might they feel this way? Try to tell me at least two reasons.

	year 4	year 8
noisy	36 (36)	63 (72)
view/countryside will be spoilt *(aesthetics)*	8 (10)	23 (26)
birds will be killed	1 (2)	1 (2)
land unable to be used	17 (18)	34 (30)

2. Another group of people are really **happy** about the wind farm. Why might they feel this way? Try to tell me at least two reasons.

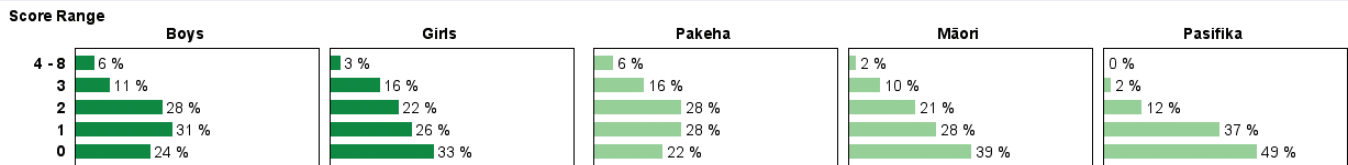|	year 4	year 8
doesn't use resources such as coal or gas	1 (0)	5 (5)
doesn't create air/water pollution *(clean way to make electricity)/* good for the environment	3 (2)	18 (19)
urgent need for more electricity	53 (51)	68 (71)

3. What sorts of things could be done so that both groups of people agree about what should happen with the wind farm?

Plan:	year 4	year 8
good, coherent plan for gaining agreement	2 (4)	5 (6)
some ideas for a plan	15 (10)	26 (24)

Total Score:	year 4	year 8
4–8	4 (3)	21 (22)
3	13 (11)	28 (32)
2	25 (31)	27 (27)
1	29 (30)	17 (13)
0	29 (26)	7 (5)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
4 - 8	6 %	3 %	6 %	2 %	0 %
3	11 %	16 %	16 %	10 %	2 %
2	28 %	22 %	28 %	21 %	12 %
1	31 %	26 %	28 %	28 %	37 %
0	24 %	33 %	22 %	39 %	49 %

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
4 - 8	21 %	20 %	23 %	18 %	4 %
3	30 %	25 %	32 %	20 %	10 %
2	27 %	27 %	25 %	28 %	41 %
1	18 %	17 %	14 %	26 %	24 %
0	4 %	11 %	6 %	8 %	21 %
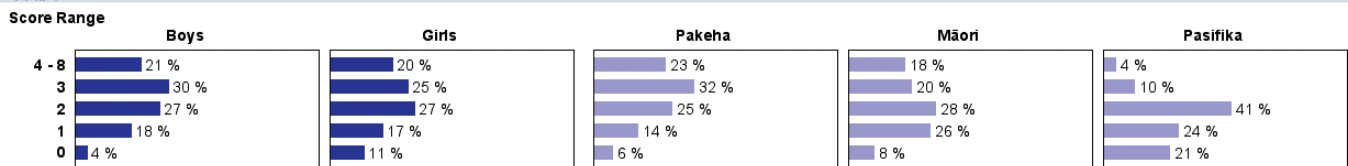
Commentary:

There was substantial growth from year 4 to year 8 on this task that asked students to speculate on the reasons people might be happy or unhappy about a wind farm being built near them. Noise was the issue most frequently identified. Māori and Pakeha students outperformed Pasifika students at both year 4 and year 8.

Trend Task:	**Spud Grub**		NEMP Access Task		**Year:** 4 & 8

Approach:	Team
Focus:	Conserving resources and problem solving
Resources:	Video recording on laptop computer, photo *[substitute image shown]*, team answer sheet

Questions / instructions:

This activity uses the computer.

This activity is about a serious problem for New Zealand. We'll start by watching a video.

Click the *Spud Grub* button.
[Still shot only of spud grub.]

Imagine that the spud grub is in the area where you live. Your team has been asked to think through the problem. To help, you will have a worksheet for writing down your ideas. Before you write them down, you will need to talk about things together, then write down what you all agree with.

VOICE-OVER:
A new grub has arrived in New Zealand. It has been called the "Spud Grub" because it kills potato and kumara plants.

This grub breeds very, very quickly. In a short time there could be thousands and thousands of them. Just now, the grub is only in one part of New Zealand, but it could soon spread over the whole country.

The government wants to spray the part of New Zealand where the grub has been found. The spray kills the grub. The trouble is, it also causes cats and dogs to get very sick for about a month, but it doesn't kill them.

The spray costs a lot of money, so the government says the people in the area with the spud grub should pay for it. The people are NOT happy about that.

The people in the area are really upset about the idea of spraying. People in other parts of New Zealand are telling the government to get on with it – and the sooner the better.

Here is the team answer sheet and these are the things you need to decide. *[Answer sheet shows questions 1 and 2, as below, with spaces for three problems.]*

Give students the photo *[same as video above]*, **team answer sheet, and read through each of the headings:**

1. What are the problems?
2. What could be done about each problem?

When you have finished, I'll ask you to tell me about what you have decided.

Allow time.

Now it is time for you to tell me about what you have decided. If you think of any further ideas, I'll write them down on your team answer sheet.

Problem 1:

	% response 2009 ('05)	
	year 4	**year 8**
grubs breed very quickly/are likely to spread around New Zealand quickly	0 (0)	0 (2)
grubs kill potato and kumara plants	22 (25)	19 (22)
spray that kills grubs costs a lot	1 (2)	7 (5)
government does not want to pay for the spray	2 (8)	7 (10)
spray makes dogs and cats very sick	39 (32)	43 (36)
people worry about effects of spraying	18 (17)	14 (12)
Problem described: very clearly	39 (45)	43 (49)
moderately clearly	43 (40)	49 (39)

(right column continues)

	% response 2009 ('05)	
	year 4	**year 8**
Likelihood that the suggested solution could be implemented and effective:		
high chance of good result	25 (25)	48 (37)
moderate chance of good result	33 (43)	38 (46)
Suggested solution was creative: yes	31 (43)	32 (20)
no	69 (57)	68 (80)
Problem 2:		
grubs breed very quickly/are likely to spread around New Zealand quickly	1 (0)	3 (0)
grubs kill potato and kumara plants	32 (23)	35 (51)
spray that kills grubs costs a lot	7 (3)	6 (10)
government does not want to pay for the spray	15 (18)	15 (19)
spray makes dogs and cats very sick	12 (17)	14 (7)
people worry about effects of spraying	13 (17)	13 (5)
Problem described: very clearly	32 (35)	44 (48)
moderately clearly	45 (47)	47 (48)
Likelihood that the suggested solution could be implemented and effective:		
high chance of good result	23 (17)	30 (20)
moderate chance of good result	40 (40)	49 (56)
Suggested solution was creative: yes	39 (43)	51 (31)
no	61 (57)	49 (69)
Problem 3:		
grubs breed very quickly/are likely to spread around New Zealand quickly	3 (3)	3 (0)
grubs kill potato and kumara plants	17 (15)	25 (14)
spray that kills grubs costs a lot	6 (7)	14 (12)
government does not want to pay for the spray	18 (18)	14 (20)
spray makes dogs and cats very sick	10 (10)	14 (9)
people worry about effects of spraying	19 (23)	18 (24)
Problem described: very clearly	29 (28)	46 (44)
moderately clearly	43 (50)	46 (39)
Likelihood that the suggested solution could be implemented and effective:		
high chance of good result	15 (10)	32 (17)
moderate chance of good result	33 (48)	39 (47)
Suggested solution was creative: yes	27 (33)	52 (31)
no	73 (67)	48 (69)
Total Score: 11–15	12 (15)	33 (19)
9–10	24 (15)	23 (22)
7–8	18 (37)	22 (21)
5–6	14 (13)	14 (31)
0–4	32 (20)	9 (7)

Commentary:

Year 4 and year 8 students were similar in their identification of the problems associated with the "spud grub", but year 8 students were better able to clearly describe multiple problems, and come up with solutions that were effective and/or creative. Year 4 students performed similarly in 2005 and 2009, but performance increased over this time period for year 8 students.

Beach People

NEMP Access Task

Approach:	Group	**Year:**	4 & 8
Focus:	Different perspectives on resource use		
Resources:	4 pictures, 2 team answer sheets		

Questions / instructions:

Different groups of people use the beach in different ways. Each group thinks the beach is important for different reasons.

Hand four pictures to the students.

Look at the pictures of people using the beach in different ways. Talk to each other about how the beach is used by the people in the photos. Then discuss why the beach is important to these people.

Hand students team answer sheet 1.

Write your ideas on this answer sheet. When you are ready, I will listen to what you have written.

Allow time.

Now read me your ideas.

% response 2009 ('05)	year 4	year 8

Photo 1: How does each group or person use the beach? Why is the beach important to them? *[recreation, fitness, training for competition, enjoying environment, social reasons]*
Extent to which response captured possible reasons:

	year 4	year 8
very fully and richly	12 (7)	12 (24)
quite well	20 (22)	41 (26)
quite limited	63 (67)	45 (48)

Photo 2: How does each group or person use the beach? Why is the beach important to them? *[recreation, to catch fish to eat, enjoyable family activity, enjoying environment]*
Extent to which response captured possible reasons:

	year 4	year 8
very fully and richly	11 (7)	20 (17)
quite well	23 (25)	38 (41)
quite limited	64 (68)	40 (41)

Photo 3: How does each group or person use the beach? Why is the beach important to them? *[healthy exercise for dogs, healthy exercise for person, social reasons, enjoying environment]*
Extent to which response captured possible reasons:

	year 4	year 8
very fully and richly	11 (7)	11 (12)
quite well	27 (40)	36 (46)
quite limited	57 (53)	51 (41)

% response 2009 ('05)	year 4	year 8

Photo 4: How does each group or person use the beach? Why is the beach important to them? *[recreation, travel to another place, social reasons]*

Extent to which response captured possible reasons:

	year 4	year 8
very fully and richly	7 (10)	8 (16)
quite well	24 (22)	37 (22)
quite limited	60 (62)	52 (60)

Sometimes there are problems when people want to use the same place in different ways. Talk about the different problems that the people in these photos might have. Then choose two problems and discuss how these problems could be sorted out.

Hand students team answer sheet 2.

Write your ideas on the answer sheet. When you are ready I will listen to what you have written.

Allow time.

Now read me your ideas.

Problem 1:

	year 4	year 8
identified a clash of interests between two or more user groups	79 (88)	85 (79)
Problem was described: very clearly	22 (33)	12 (35)
moderately clearly	56 (53)	69 (44)
Likelihood the suggested solution could be implemented and effective:		
high chance of good result	29 (35)	36 (41)
moderate chance of good result	42 (45)	47 (36)
suggested solution is creative	67 (78)	81 (76)

Problem 2:

	year 4	year 8
identified a clash of interests between two or more user groups	74 (85)	81 (74)
Problem was described: very clearly	26 (37)	20 (26)
moderately clearly	47 (45)	57 (48)
Likelihood the suggested solution could be implemented and effective:		
high chance of good result	24 (40)	39 (40)
moderate chance of good result	46 (35)	36 (33)
suggested solution is creative	70 (73)	73 (69)

Total Score:		year 4	year 8
	19–24	11 (13)	14 (19)
	15–18	21 (32)	35 (28)
	11–14	37 (27)	31 (32)
	7–10	16 (20)	18 (14)
	0–6	16 (8)	3 (7)

Commentary:

Students performed moderately well on this task involving identifying the uses of the beach and clashes between groups with different interests. This task required teams of students to describe the nature of problems and generate creative solutions to those problems. Only small growth is seen between year 4 and year 8 performance, even though this type of task often shows larger differences. Performance was similar in 2005 and 2009.

Trend Task:	**Exports – Imports**		
Approach:	One to one	**Year:**	8
Focus:	Understanding systems of exchange		
Resources:	Picture *[substitute resource shown.]*		

Questions / instructions:

We grow a lot of kiwifruit in New Zealand. Not all countries are able to grow kiwifruit. Sometimes these countries buy kiwifruit from New Zealand.

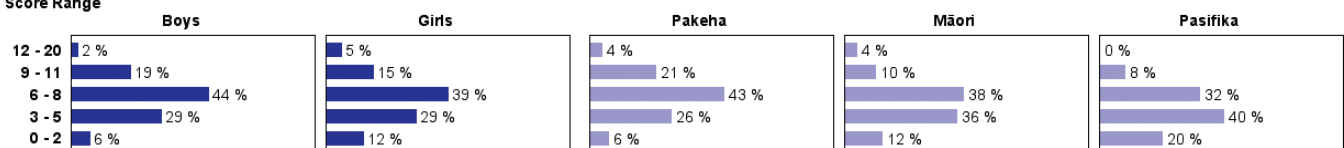**Show student the picture.** *[Packing facility; fruit being packed into cartons on conveyor belts.]*

This picture shows some kiwifruit that New Zealand is going to sell to another country. Things that one country sells to another country are called exports. Kiwifruit is just one of the things that New Zealand exports to other countries.

	% response 2009 ('05) year 8
1. What else do you think New Zealand exports or sells a lot of to other countries? Tell me all the things you can think of – not just fruit. **dairy products**	20 (15)
meat	37 (40)
logs, wood, wood pulp, paper	12 (18)
manufactured equipment/appliances	8 (8)
horticultural products *(vegetables, wine, other fruit, flowers)*	41 (50)
fish and other seafood	7 (6)
wool/wool products	18 (27)
people and expertise/inventions	4 (4)
other significant export(s) *(including metals and clothing)*	34 (33)
2. Why do you think that exporting things is important for New Zealand? **Mentioned:** **exports bring overseas money into the country**	67 (73)
the money earned from exports helps to make imports possible *(e.g. trade)*	17 (17)
export industries create jobs	6 (4)

There are some things that we do not make or grow a lot of in New Zealand, so we need to buy these things from other countries. Things that one country buys from another are called imports.

3. What sorts of things do you think New Zealand imports or buys a lot of from other countries? Tell me all the things you can think of.	% response 2009 ('05) year 8
cars/trucks/other vehicles	29 (38)
mechanical and electrical equipment/ appliances *(incl. computer/electronic/DVD/CD)*	37 (35)
oil/petrol	6 (18)
clothing and textiles	43 (39)
plastics and plastic products	6 (6)
other significant import(s) *(including toys, food)*	78 (70)

	% response 2009 ('05) year 8
4. Even though we design and make clothes in New Zealand, we import lots of clothes from China. Why, then, do we buy clothes from other countries like China? **not marked**	• (•)
5. Why might it be good for New Zealand to import lots of clothes from other countries? **overseas produced clothing cheaper** *(because of lower labour and other costs overseas)*	38 (41)
we get a wider choice of styles/features by buying from more than one country	58 (61)
other countries are more likely to buy our exports if we buy imports from them *(e.g. trade)*	6 (11)
6. Why might it be not so good for New Zealand to import lots of clothes from other countries? **people in New Zealand lose jobs** *(or other economic disadvantage)*	12 (8)
loss of skills in New Zealand, so we become dependent on other countries	1 (1)
New Zealand may not export enough to be able to afford all of the imports	2 (2)
acceptance of unfair working conditions *(e.g. sweat shops)*	7 (4)
other valid ideas *(e.g. quality of products, safety, carbon emission issues)*	41 (26)

Total Score:		year 8
	12–20	4 (7)
	9–11	17 (13)
	6–8	41 (48)
	3–5	29 (23)
	0–2	8 (8)

Subgroup Analyses:

Year 8

Score Range

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
12 - 20	2 %	5 %	4 %	4 %	0 %
9 - 11	19 %	15 %	21 %	10 %	8 %
6 - 8	44 %	39 %	43 %	38 %	32 %
3 - 5	29 %	29 %	26 %	36 %	40 %
0 - 2	6 %	12 %	6 %	12 %	20 %

Commentary:

On average, year 8 students performed moderately well on this task about exports and imports. Students were typically able to come up with two items that New Zealand exports to other countries and two that it imports from other countries. Coming up with reasons for why importing might or might not be a good idea proved more difficult.

% responses
y4 | y8

LINK TASK: 17

Approach:	Independent
Year:	4 & 8
Focus:	Community needs

Total Score:		y4	y8
	6–7	6	7
	4–5	27	37
	2–3	38	38
	1	11	10
	0	18	8

LINK TASK: 18

Approach:	Team
Year:	8
Focus:	Why people view resources differently; ideas for social action

Total Score:		y8
	15–20	28
	12–14	23
	9–11	25
	6–8	12
	0–5	12

LINK TASK: 19

Approach:	Independent
Year:	8
Focus:	Causes and effects of economic change

Total Score:		y8
	4–6	9
	3	21
	2	31
	1	29
	0	11

Social Studies Survey

Overview: Social studies is not a popular area of the curriculum at either year 4 or year 8, with only 3 – 6% of the students listing it as one of their top three favourite subjects. Additionally, there is a strong decline from previous assessments in how much students think they are learning about social studies. However, students are positive about learning or doing more social studies as they get older. They are particularly interested in learning about other places in the world and how people live there, and learning about living in the future.

Students' attitudes, interests and liking for a subject have a strong relationship to 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 were usually 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 adjacent, together with the results from the surveys in 2005, 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 both year 4 students and year 8 students. Its popularity declined markedly at year 8 level between 1997 and 2009, 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 45–46, in separate tables for year 4 and year 8 students. The first five items in each table have comparative results from 2005, 2001 and 1997, while the remaining 16 items have comparative results only from 2005 and 2001.

On question 2, "*How much do you think you learn in social studies at school?*", 27% fewer year 4 students chose the most positive rating in 2009 than in 1997. This is a large reduction. The results for

PERCENTAGES OF STUDENTS RATING SUBJECTS AMONG THEIR THREE FAVOURITES	year 4 2009 ('05) ['01] {'97}	year 8 2009 ('05) ['01] {'97}
physical education/sport	53 (53) [49] {47}	71 (68) [62] {57}
mathematics	44 (48) [42] {42}	30 (28) [26] {35}
reading	32 (28) [33] {30}	21 (18) [18] {16}
visual art	28 (31) [64] {68}	21 (23) [52] {43}
music	25 (24) [27] {27}	25 (25) [22] {25}
writing	23 (26) [31] {19}	16 (16) [13] {13}
science	20 (20) [20] {22}	16 (19) [25] {23}
drama	17 (14) [-] {-}	16 (21) [-] {-}
dance	17 (13) [-] {-}	13 (13) [-] {-}
technology	15 (11) [9] {10}	45 (44) [46] {30}
Māori	11 (11) [8] {9}	9 (7) [6] {11}
social studies	3 (5) [4] {5}	6 (7) [13] {16}
speaking	2 (4) [3] {4}	4 (4) [8] {9}
health	1 (3) [1] {3}	4 (3) [4] {3}

question 4 indicate that less than 50% of year 4 students thought that their class did really good things in social studies "heaps" or "quite a lot". While 70% of year 4 students were very keen to learn about living in the future (question 13), 27% said that they "never" learned about this in social studies at school (question 21). Nevertheless, about 80% 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).

On question 2, "*How much do you think you learn in social studies at school?*", the trend for year 8 students is similar to that for year 4 students. The percentage choosing "heaps" has decreased from 29% in 1997 to 8% in 2009, with a 9% reduction also in students choosing "quite a lot". Like their year 4 counterparts, almost two thirds of year 8 students were very keen to learn about living in the future (question 13), but only 30% said that they learned about this "heaps" or "quite a lot" in social studies at school. Despite these concerns, three quarters of year 8 students were positive about doing social studies in school (question 1) and learning or doing more social studies as they got older (question 5), essentially unchanged since 1997.

YEAR 4 : SOCIAL STUDIES SURVEY 2009 (2005) [2001] {1997}

😀	🙂	🙁	😠

1. How much do you like doing social studies at school?

38 (40) [36] {41}	41 (40) [42] {38}	14 (12) [15] {12}	7 (8) [7] {9}

heaps	*quite a lot*	*some*	*very little*

2. How much do you think you learn in social studies at school?

23 (31) [30] {50}	38 (38) [38] {35}	28 (25) [28] {12}	11 (6) [4] {3}

more	*about the same*	*less*	

3. Would you like to do more, the same or less social studies at school?

35 (36) [34] {36}	45 (45) [48] {46}	20 (19) [18] {18}	

heaps	*quite a lot*	*sometimes*	*never*

4. How often does your class do really good things in social studies?

16 (17) [15] {18}	27 (30) [27] {30}	47 (47) [53] {48}	10 (6) [5] {4}

😀	🙂	🙁	😠

5. How do you feel about learning or doing more social studies as you get older?

52 (53) [46] {51}	29 (27) [31] {27}	11 (11) [15] {12}	8 (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.

49 (56) [51]	35 (31) [34]	12 (10) [11]	4 (3) [4]

7. Other places in the world, and how people live there.

46 (48) [44]	35 (37) [40]	11 (10) [11]	4 (5) [5]

8. Other places in New Zealand, and how people live there.

52 (61) [56]	32 (27) [31]	12 (9) [11]	4 (3) [2]

9. The work people do and how they make a living.

44 (46) [47]	36 (35) [33]	16 (13) [14]	4 (6) [6]

10. Why people have different ideas.

54 (51) [51]	32 (33) [30]	10 (11) [13]	4 (5) [6]

11. What is happening now – in New Zealand and other countries.

45 (49) [43]	32 (30) [27]	15 (13) [16]	8 (8) [14]

12. How people lived in the olden days.

47 (51) [43]	24 (24) [26]	16 (13) [17]	13 (12) [14]

13. Living in the future.

70 (74) [73]	19 (13) [15]	6 (8) [7]	5 (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.

22 (24) [25]	32 (36) [28]	39 (36) [42]	7 (4) [5]

15. Other places in the world, and how people live there.

22 (24) [22]	30 (33) [32]	39 (37) [39]	9 (6) [7]

16. Other places in New Zealand, and how people live there.

26 (28) [25]	26 (28) [28]	37 (37) [39]	11 (7) [8]

17. The work people do and how they make a living.

23 (25) [22]	24 (28) [29]	38 (36) [38]	15 (11) [11]

18. Why people have different ideas.

27 (29) [24]	27 (30) [34]	31 (29) [29]	15 (12) [13]

19. What is happening now – in New Zealand and other countries.

25 (32) [31]	33 (30) [30]	29 (30) [31]	13 (8) [8]

20. How people lived in the olden days.

25 (25) [21]	24 (24) [29]	32 (36) [34]	19 (15) [16]

21. Living in the future.

33 (31) [31]	13 (15) [15]	27 (25) [30]	27 (29) [24]

YEAR 8 : SOCIAL STUDIES SURVEY 2009 (2005) [2001] {1997}

	😀	🙂	🙁	😖
1. How much do you like doing social studies at school?				
	13 (11) [14] {19}	61 (61) [54] {52}	21 (21) [25] {23}	5 (7) [7] {6}
	heaps	**quite a lot**	**some**	**very little**
2. How much do you think you learn in social studies at school?				
	8 (12) [16] {29}	45 (49) [53] {54}	40 (35) [28] {14}	7 (4) [3] {3}
	more	**about the same**	**less**	
3. Would you like to do more, the same or less in social studies at school?				
	14 (12) [14] {16}	65 (68) [63] {67}	21 (20) [23] {17}	
	heaps	**quite a lot**	**sometimes**	**never**
4. How often does your class do really good things in social studies?				
	6 (4) [7] {5}	21 (29) [30] {30}	64 (61) [54] {59}	9 (6) [9] {6}
	😀	🙂	🙁	😖
5. How do you feel about learning or doing more social studies as you get older?				
	24 (19) [22] {26}	51 (55) [47] {50}	17 (20) [23] {19}	8 (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.				
	27 (25) [29]	53 (58) [49]	19 (15) [17]	1 (2) [5]
7. Other places in the world, and how people live there.				
	41 (41) [36]	46 (45) [45]	11 (11) [16]	2 (3) [3]
8. Other places in New Zealand, and how people live there.				
	29 (29) [34]	51 (47) [43]	18 (21) [19]	2 (3) [4]
9. The work people do and how they make a living.				
	22 (20) [23]	51 (53) [43]	24 (23) [27]	3 (4) [7]
10. Why people have different ideas.				
	23 (25) [26]	51 (44) [39]	23 (24) [28]	3 (7) [7]
11. What is happening now – in New Zealand and other countries.				
	42 (41) [43]	39 (41) [35]	14 (14) [15]	5 (4) [7]
12. How people lived in the olden days.				
	38 (41) [35]	33 (30) [33]	23 (18) [21]	6 (11) [11]
13. Living in the future.				
	62 (66) [67]	26 (23) [23]	9 (8) [6]	3 (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 (9) [10]	34 (30) [34]	50 (55) [47]	7 (6) [9]
15. Other places in the world, and how people live there.				
	11 (12) [15]	42 (46) [41]	41 (39) [40]	6 (3) [4]
16. Other places in New Zealand, and how people live there.				
	13 (13) [14]	32 (36) [33]	47 (44) [45]	8 (7) [8]
17. The work people do and how they make a living.				
	7 (8) [8]	29 (26) [26]	54 (53) [53]	10 (13) [13]
18. Why people have different ideas.				
	10 (8) [10]	28 (25) [25]	47 (48) [45]	15 (19) [20]
19. What is happening now – in New Zealand and other countries.				
	21 (20) [23]	42 (39) [42]	31 (37) [31]	6 (4) [4]
20. How people lived in the olden days.				
	11 (11) [10]	27 (28) [27]	46 (44) [48]	16 (17) [15]
21. Living in the future.				
	10 (10) [12]	20 (13) [14]	43 (38) [41]	27 (39) [33]

9 Performance of Subgroups

Overview: As has been the case in previous NEMP assessments, the socio-economic status (SES) of the school that children attend, as measured by the school decile rating, has proven to be the strongest predictor of success on the social studies tasks. There are strong differences by ethnicity as well, but it should be noted that SES and ethnicity are confounded, with higher percentages of Māori and Pasifika students in lower decile schools. Māori and Pasifika students, however, report greater enjoyment of learning about social studies, and report that they learn about social studies more frequently than do Pakeha students. Other school level variables are not strongly related to performance. Girls and boys performed similarly, but girls were slightly more positive about social studies as a subject area, particularly at year 8 level.

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 on page 8 of Chapter 1.

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

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 1% 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.

School Size

Results were compared from students in larger, medium sized, and small schools (exact definitions were given on page 8 of Chapter 1).

For year 4 students, there were differences among the three subgroups on seven of the 32 tasks. Students attending small schools scored lowest on six of the seven tasks, but highest on the task *Wharenui* (p21). Students from medium sized schools scored highest or tied for highest on five of the seven tasks. There were no differences on questions of the *Social Studies Survey*.

For year 8 students there was a difference among the three subgroups on just one of the 39 tasks. Students from small schools scored lowest on *Link Task 15* (p37). There was also one difference on the *Social Studies Survey* (p46) with students from small schools most positive on question 8, concerning how much they enjoyed learning about other places in New Zealand and how people lived there.

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 32 tasks. Students from main centres scored highest on *Link Tasks 4* (p18) and *12* (p29), and students from provincial cities scored highest on *Water Only Kids* (p15). There were no differences on questions of the *Social Studies Survey.*

For year 8 students, there was a difference among the three subgroups on three of the 39 tasks. Students from rural areas and provincial cities scored highest and students from main centres lowest on *Link Tasks 8* (p24) and *15* (p37). Students from provincial cities scored highest on *Link Task 5* (p24). There were also differences on one question of the *Social Studies Survey* (p46). Students from provincial cities were most positive about learning about the work that people do and how they make a living (question 9).

School Type

Results were compared for year 8 students attending full primary, intermediate (or middle) schools and year 7 to 13 high schools. There were no differences on any of the tasks or on questions of the *Social Studies Survey.*

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 five of the 32 tasks. Students from the South Island scored highest and students from Auckland scored lowest on *Red Poppies* (p23) and *Link Tasks 8* (p24), *12* and *13* (p29). Students from the rest of the North Island scored highest and students from the South Island scored lowest on *Wharenui* (p21). There were no differences on the *Social Studies Survey*.

For year 8 students, there were no differences among the three subgroups on any of the 39 tasks. There were differences on three of the questions on the *Social Studies Survey* (p46). Students from the South Island and from the rest of the North Island were more positive than students from Auckland on: question 1

(how much do students like doing social studies at school), question 9 (how much they like learning about the work people do and how they make a living) and question 20 (how often they get to learn about how people lived in the olden days).

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% 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 21 of the 32 tasks, spread evenly across Chapters 3 to 7. In most cases, students in high decile schools scored highest, followed by those in medium decile schools and those in low decile schools. On three tasks, the high and medium decile schools scored similarly high, with the low decile schools performing less well. On one task, *Refugees* (p26), students from high and low decile schools performed better than medium decile schools. There were differences on eight questions of the *Social Studies Survey* (p45), with students in low decile schools most positive for all eight (questions 1, 4, 5, 9, 10, 15 , 16 and 17).

For year 8 students, there were differences among the three subgroups on 27 of the 39 tasks, spread evenly across Chapters 3 to 7. Because of the number of tasks involved, the specific tasks are not listed here. On all but one of these tasks, performance was lowest for students in the low decile group. Students in the high and medium decile groups performed better than students in the low decile group, but there was typically not much difference between the high and medium groups. Where there was such a difference, students in high decile schools outperformed those in medium decile schools. On one task, *Link Task 5* (p24), involving common understanding of borrowed Māori words, schools in low decile schools outperformed students in medium or high decile schools. Additionally, there were differences on six questions of the *Social Studies Survey* (p46), with students in low decile schools most positive on all six (questions 8, 14, 16, 18, 20 and 21).

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.

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 0.30, 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 28 tasks was 0.11 (girls averaged 0.11 standard deviations higher than boys); this is a small difference. There were statistically significant (p < .01) differences on three of the 28 tasks. Boys scored higher on *Worldwide* (p27) and *Link Tasks 11* (p29), while girls scored higher on *Link Task 5* (29). There was one difference on the *Social Studies Survey* (p45), with girls more positive about learning about life in the olden days (question 12).

For year 8 students, the mean-effect size across the 32 tasks was 0.04 (boys averaged 0.04 standard deviations higher than girls); this is a very small difference. There were statistically significant differences on six of the 32 tasks. Boys scored higher on *Spot the Dot* (p28), *Link Task 11* (p29) and *Timeline* (p32). Girls scored higher on *Link Tasks 2, 4* (p18) and *8* (p24). There were also differences on three questions of the *Social Studies Survey* (p46), with girls more positive than boys about doing more social studies in school (question 3), learning about why people have different ideas (question 10) and learning about what is happening now in New Zealand and other countries (question 11).

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 28 tasks was 0.30 (Pakeha students averaged 0.30 standard deviations higher than Māori students). This is a moderate difference. There were statistically significant differences (p < .01) on 21 of the 28 tasks. Māori students scored higher than Pakeha students on two tasks involving Māori contexts: *Wharenui* (p21) and *Link Task 5* (p24). Pakeha students scored higher than Māori students on the remaining 19 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 three questions of the *Social Studies Survey* (p45): Māori students reporting that they spend more time than Pakeha students reported learning about other places in New Zealand and how people live there (question 16), what is happening now in New Zealand and other countries (question 19) and living in the future (question 21).

For year 8 students, the results were similar. The mean-effect size across the 32 tasks was also 0.30 (Pakeha students averaged 0.30 standard deviations higher than Māori students). This is a moderate difference. There were statistically significant differences on 22 of the 32 tasks. Māori students scored higher than Pakeha students on two tasks involving Māori contexts: *Wharenui* (p21) and *Link Task 5* (p24). Pakeha students scored higher than Māori students on the remaining 20 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 two questions of the *Social Studies Survey* (p46): compared to Pakeha students, Māori students indicated that their class spent more time learning about the way people work together and do things in groups (question 14), and why people have different ideas (question 18).

Pakeha-Pasifika Comparisons

Readers should note that sample sizes for Pakeha-Pasifika comparisons tend to be lower than for other subgroup analyses, but have been judged adequate for giving a useful indication of subgroup differences (samples of 30 to 50 students). 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 28 tasks was 0.39 (Pakeha students averaged 0.39 standard

deviations higher than Pasifika students). This is a moderate difference. There were statistically significant differences on 16 of the 28 tasks, with Pakeha children scoring higher on all 16 tasks. These tasks are 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 four questions of the *Social Studies Survey* (p45). Pasifika students reported that their class more often did really good things in social studies (question 4). They also reported that they spent more time learning about other places in New Zealand and how people live there (question 16), what is happening now in New Zealand and other countries (question 19), and living in the future (question 21).

For year 8 students, the mean-effect size across the 32 tasks was 0.37 (Pakeha students averaged 0.37 standard deviations higher than Pasifika students). This is a moderate difference. There were statistically significant differences on 21 of the 32 tasks. Pasifika students scored higher than Pakeha students on one task, involving common understanding of borrowed Māori words (*Link Task 5*, p24). Pakeha students scored higher than Pasifika students on the remaining 20 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 three questions of the *Social Studies Survey* (p46). Pasifika students indicated that they spent more time learning about the way people work together and do things in groups (question 14), other places in the world and how people live there (question 15) and why people have different ideas (question 18).

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 28 tasks was 0.17 (students for whom English was the predominant language at home averaged 0.17 standard deviations higher than the other students). This is a small to moderate difference. There were statistically significant differences on nine of the 28 tasks. Students for whom English was the predominant language at home performed significantly better than the students who use another language at home on eight of these tasks, spread across the five chapters. The converse was true on *Link Task 8* (p24), which was a

task where students described a different culture from New Zealand. There were also differences on five questions of the *Social Studies Survey* (p45). Students for whom the predominant language at home was not English indicated their class more often did really good things in social studies (question 4), and spent more time learning about other places in New Zealand and how people lived there (question 16), the work that people do and how they make a living (question 17), how people lived in olden days (question 20) and living in the future (question 21).

For year 8 students, the mean-effect size across the 32 tasks was 0.30 (students for whom English was the predominant language at home averaged 0.30 standard deviations higher than the other students). This is a moderate difference. There were statistically significant differences on 17 of the 32 tasks. Students for whom English was the predominant language spoken at home scored higher on all 17 tasks, spread evenly across Chapters 3 to 7. There were also differences on four questions of the *Social Studies Survey* (p46). Students for whom the predominant

language at home was not English indicated that they were more interested in learning more about why people have different ideas (question 10), and that their class spent more time learning about other places in the world and how people live there (question 15), other places in New Zealand and how people live there (question 16) and why people have different ideas (question 18).

Summary, with Comparisons to Previous Social Studies Assessments

Community size, school size, school type (full primary, intermediate, or year 7 to 13 high school) and geographic zone were not particularly important factors predicting achievement on the social studies tasks. The same was true for the 2005, 2001 and 1997 assessments. However, there were statistically significant differences in the performance of students from low, medium and high decile schools on 66% of the tasks at year 4 level (compared to 53% in 2005, 67% in 2001 and 53% in 1997) and 69% of the tasks at year 8 level (compared to 56% in 2005, 49% in 2001 and 73% 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 slightly higher than boys, with a mean effect size of 0.11. In 2005, this difference was 0.01, while in 2001, year 4 boys had a small advantage with a mean effect size of 0.06. Year 8 boys averaged very slightly higher than girls, with a mean effect size of 0.04. In 2005 and 2001, girls did very slightly better than boys, with effect sizes of 0.03 and 0.02. As has been true in previous NEMP assessments, the *Social Studies Survey* results showed some small 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 0.30 for both year 4 and year 8 students (the corresponding figures in 2005 were 0.24 for both year levels, and in 2001 were 0.28 and 0.32).

However, Māori students were more positive than Pakeha students on three questions on the *Social Studies Survey* at year 4 and two questions at year 8, a similar pattern to 2005.

Year 4 Pakeha students averaged moderately higher than Pasifika students, with a mean effect size of 0.39, increased from the 2005 figure of 0.24 and similar to the 2001 figure of 0.47. Year 8 Pakeha students averaged moderately higher than Pasifika students, with a moderate mean effect size of 0.37, lower than the 2005 figure of 0.42 and the 2001 figure of 0.51. Pasifika students were more positive than Pakeha students on several questions of the *Social Studies Survey* at both year levels, as was the case in 2005.

Compared to students for whom the predominant language at home was English, students from homes where other languages predominated averaged somewhat lower at year 4 level (mean effect size of 0.17) and moderately lower at year 8 level (mean effect size of 0.30). In 2005, the corresponding figures were 0.08 and 0.23. Effect sizes are not available from 2001. Students whose predominant language at home was not English were more positive on some questions of the *Social Studies Survey*, as was also true in 2005.

Year 4 and Year 8 Samples

In 2009, 2638 children from 228 schools were in the main samples to participate in national monitoring. About half were in year 4, the other half in year 8. At each level, 110 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 late April 2009, 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 2009.

From these lists, we randomly selected 110 schools with year 4 students and 110 schools with year 8 students. Schools with four students in year 4 or 8 had a less than 1% chance of being selected, while some of the largest intermediate (year 7 and 8) schools had a more than 90% chance of inclusion.

Pairing Small Schools

At the year 8 level, three of the 110 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. Here, five pairs of very small schools were included in the sample, giving a total of 115 schools.

Contacting Schools

In the middle of May, 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 DVD, 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 middle of June.

A similar procedure was followed at the end of July with the principals of the schools selected in the year 4 samples. They were asked to respond to the invitation within about three weeks.

Response from Schools

Of the 113 schools originally invited to participate at year 8 level, 110 agreed. Of the 115 schools originally invited to participate at year 4 level, 111 agreed. The most common reason for withdrawal was severe space constraints, usually associated with current redevelopment work. The schools who withdrew were replaced by schools with similar characteristics from the same district.

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 102 comments about particular students. In 61 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. The remaining 41 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. Nineteen 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 14 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 146 comments about particular students. Forty-four students originally selected were replaced because they had left the school or were expected to be away throughout the assessment week. Two students were replaced because they were not correctly classified as year 4 students. Thirty-one students were replaced because of their NESB status and very limited English. Fifty-six 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 13 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. Eight students were replaced because they did not want to participate or their parents did not want them to (usually because of concern about missing regular classwork).

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

Practical Arrangements 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.

Taj-Mahal
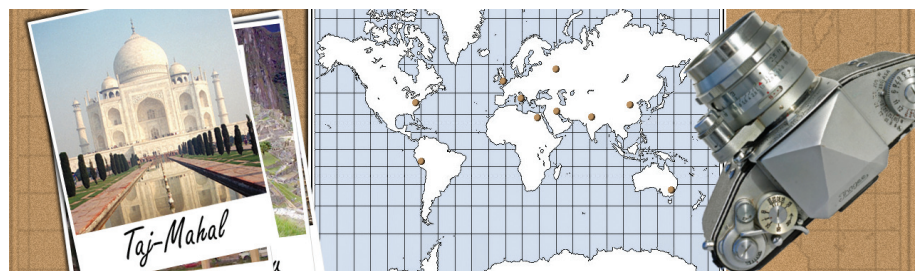
Results of the Sampling Process

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. About 3% of selected schools in the main samples did not participate, and less than 4% 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. Two student places in the year 8 sample were not filled because insufficient students were available in small schools. One student at each year level was withdrawn because they had been incorrectly classified as year 4 or year 8. Three year 8 students and two year 4 students left school at short notice and could not be replaced. Four year 8 students and one year 4 students withdrew or were withdrawn by their parents or school too late to be replaced. Twenty-one year 8 students and 20 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 very 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 most of the tasks over 90% 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	4.5	3.6
Auckland	33.6	33.6
Waikato	10.0	10.0
Bay of Plenty/Poverty Bay	8.2	8.2
Hawkes Bay	3.6	3.6
Taranaki/Whanganui/Manawatu	7.3	8.2
Wellington/Wairarapa	10.9	10.9
Nelson/Marlborough/West Coast	3.6	3.6
Canterbury	11.8	11.8
Otago/Southland	6.4	6.4

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	67	69
	Māori	22	22
	Pasifika	11	9
Geographic Zone	Greater Auckland	32	33
	Other North Island	46	45
	South Island	22	22
Community Size	< 10,000	16	16
	10,000 – 100,000	28	21
	> 100,000	56	63
School SES Index	Bottom 30%	26	24
	Middle 40%	40	44
	Top 30%	34	32
Main Language at Home	English	84	86
	Other	16	14
Size of School	< 25 y4 students	20	
	25 – 60 y4 students	46	
	> 60 y4 students	34	
	<35 y8 students		20
	35 – 150 y8 students		34
	> 150 y8 students		46
Type of School	Full Primary		34
	Intermediate or Middle		50
	Year 7 to 13 High School		11
	Other *(not analysed)*		5

Resource Acknowledgements

The National Education Monitoring Project (NEMP) acknowledges the vital support and contribution of the people and organisations who have granted permission for the publication of their work in this report, in the illustration of NEMP assessment resources.

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pg	task	resource	reference
14	**Parliament**	Image	[Parliament debating chamber]. (2010). *ROSS7384-2.JPG.* Displays and Collection, Parliamentary Service, New Zealand Parliament.
21	**Wharenui**	Image	[Tanenuiarangi, Waipapa marae, University of Auckland]. (2006). Kahuroa (photographer). Retrieved on 12 May, 2010, under the terms of the Creative Commons Attribution/Share-Alike License from *http://commons.wikimedia.org/wiki/File:Tanenuiarangi.jpg*
22	**National Anthem**	Audio	NZ Govt (2005). *NZ National Anthem.* UCA Music, Porirua
26	**Refugees**	Images	[Girl in foreground] (2003). *Peace not Pieces* (CD). World Vision, New Zealand.
			[Food line] (2003). Jephson, M. (photo.) *Finding Refuge* (poster), World Vision, New Zealand
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			[Woman, red sari] (2003). Reynolds, S. (photo.) *After Shock* (poster), World Vision, New Zealand.
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			[Blue tents, camp] (2003). Venkatarangam, L. (photo.) *After Shock* (poster), World Vision, New Zealand.
			[Grain distribution] (2003). Ogana, W. (photo.) *Finding Refuge* (poster), World Vision, New Zealand.
			[Water tank] (2003). Flamm, M. (photo.) *Finding Refuge* (poster), World Vision, New Zealand.
27	**World Wide**	Images	Eight images listed all retrieved on 18 May, 2010, under the terms of the Creative Commons Attribution/Share-Alike License from http://commons.wikimedia.org:
			[Pyramids] *Cairo, Gizeh, Pyramids of Kephren and Khufu, Egypt, Oct 2004.jpg.* (2004). Idzkiewicz, P.
			[Mosque] (2008). *The_Kadhimain_mosque-iraq.jpg.* Truffaut, L.
			[Red Square] (2007). *Saint Basil's Cathedral.jpg.* Slingerland, B.
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			[Great Wall] (2004). *Great wall of china-mutianyu 3.jpg.* Ahazan.
			[Taj-Mahal] (2202). *Taj Mahal 2002.jpg.* Soemardjan, I.
			[Machu Picchu]. (2005). *Machu Picchu clouds.jpg.* Schmidt, A.
			[Big Ben] (2004). *Palace of Westminster - Clock Tower and New Palace Yard from the west - 240404.jpg.* Williamson, J.
28	**Spot the Dot**	Image	*Aoraki-Mount_Cook_from_Hooker_Valley.jpg.* Retrieved on 12 May, 2010, under the terms of the Creative Commons Attribution/Share-Alike License from http://commons.wikimedia.org.
30	**Chapter 6 Introduction**	Image	[Peter Jackson]. *Peter_Jackson01.jpg.* Retrieved on 12 May, 2010, under the terms of the Creative Commons Attribution/Share-Alike License from http://commons.wikimedia.org.
34	**New Settlers**	Images	Both images from Drawings, Paintings and Prints, Alexander Turnbull Library, Wellington, New Zealand:
			[Ship interior]. (1890). Artist unknown. *Dinner on board the first emigrant ship for New Zealand.* Auckland, Star Lithographic Works, 1890. Wood engraving 108 x 181 mm. Ref. No. A-109-054.
			[Ship] Munro, J.A. *Barque "Ellen Lewis", sailed from St Anne, C.B. Dec 24 1859, arrived in Auckland May 18th, 1860 (336 tons). The last vessel to bring Waipu settlers. [n.d.].* Pencil 6 x 9 inches. Ref. No. A-103-032.
35	**In the News Y4**	Image	*Elephants_Parading_At_Auckland_Zoo_III.jpg.* Retrieved on 12 May, 2010, under the terms of the Creative Commons Attribution/Share-Alike License from http://commons.wikimedia.org.
36	**In the News Y8**	Image	*Bushfire_australia.JPG.* Retrieved on 12 May, 2010, under the terms of the Creative Commons Attribution/Share-Alike License from http://commons.wikimedia.org.
39	**Wind Power**	Book	Quinn, P., Gaynor, B., & Cross, D. (1995). *Wind Power.* Wellington, N.Z. Learning Media.
40	**Spud Grub**	Image	*2007-09-16-18-30-59-000-Engerling.jpg.* (2007). Michaelis, M. Retrieved on 12 May, 2010, under the terms of the Creative Commons Attribution/Share-Alike License from http://commons.wikimedia.org.
41	**Beach People**	Images	[Surfers] Belcher, A., & Belcher, A. (2002). *Surf's Up. SL (3) 2002, 2–16.* Wellington, N.Z. Learning Media.
			[Group fishing] Relationships (Photo Set) *Card #16,* (2003), Wellington, N.Z. Learning Media.
			[Jetski] (2008). *Vattenskoter2.jpg.* Aronsson, I. Retrieved on 12 May, 2010, under the terms of the Creative Commons Attribution/Share-Alike License from http://commons.wikimedia.org.

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pg	task	resource	reference
20	**Flag Change**	Image	[Keith Quinn and Graham Mourie, holding an alternative New Zealand flag, at rally outside Parliament buildings, Wellington.] Setford, R. (2005). Accessible online, 17 May 2010, from Life.com at *http://www.life.com/image/55803233.*
32	**Timeline**	Images	[1. Otago goldrush: photo; Chinese goldminers alongside a cob cottage, ca 1900.] Accessible online, 17 May 2010, from the Alexander Turnball Library at *http://find.natlib.govt.nz/primo_library/libweb/action/search.do?vid=TF.* Search description: *Chinese gold miners at Muddy Creek, Waikaia*
			[2. Treaty of Waitangi signed: Water colour painting] Mitchell, L.C. (1949). Accessible online, 17 May 2010, from NZ Museums at: *http://www.nzmuseums.co.nz/account/3237/object/1439*
			[3. Peter Jackson holding an Oscar: photo]. Accessible online, 17 May 2010, from BBC News at *http://news.bbc.co.uk/2/hi/in_depth/photo_gallery/3520987.stm*
			[4. Abel Tasman: Ink; head and shoulders portrait.] McDonald, J. I. (1903). Accessible online, 17 May 2010, from the Alexander Turnball Library at *http://mp.natlib.govt.nz/detail/?id=94270&l=en*
			[5. Land march: photo; Dame Whina Cooper and child on road; NZ Herald (1975)] Accessible online, 17 May 2010, from Te Papa, Museum of New Zealand at *http://tpo.tepapa.govt.nz/print/PrintImageDetail.asp?ID=TPO_TTY076&Language=*
			[6. Gallipoli: photo; soldier carrying wounded friend.] Brooks, E. (Lt) (1915). Accessible online, 17 May 2010, from Imperial War Museum at *http://www.iwmcollections.org.uk/qryMain.php.* Search description: *An Australian carrying his wounded mate down to the beach for treatment.*

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 considers five strands of understandings and skills in social studies: social organisation; culture and heritage; place and environment; 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, at the middle and end of primary education (year 4 and year 8).

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.

NEMP

National Education Monitoring Project

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

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Te Whare Wānanga o Otāgo

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