



REWI ALLEY

An extraordinary ordinary New Zealander

History NCEA Level Three

Unit of Learning Achievement Standards 91434 and 91435

Teacher Information

In Achievement Standard 91002 sources of information can be provided to students to complete the task. The following are possible sources of information that could be provided to students. A mix of primary and secondary sources would be ideal.

General Information

<http://www.teara.govt.nz/en/biographies/4a10/alley-rewi>

<http://nzchinasociety.org.nz/rewi-alley/> - Very good overall source of information

<http://my.christchurchcitylibraries.com/rewi-alley/>

<https://www.odt.co.nz/opinion/rewi-alley-spooks-and-old-communists>

Contribution to Art

<http://www.stuff.co.nz/entertainment/arts/79420477/Canterbury-Museums-Rewi-Alley-Collection-goes-online>

<http://www.radionz.co.nz/national/programmes/ninetoon/audio/201801851/rewi-alley-art-collection-goes-online> (podcast)

Actions in China

https://www.youtube.com/watch?v=ZLSQocIX_-w Gung Ho: Rewi Alley of China (1980) - Documentary

<https://paperspast.natlib.govt.nz/newspapers/CHP19410313.2.44?query=rewi%20alley> - Newspaper article March 1941

<http://www.radionz.co.nz/national/programmes/thevault/audio/2566627/the-vault-rewi-in-china>

Mahon David (October 2013). *Afternoons with Rewi Alley*. North and South, Issue 331. This can be accessed on EPIC - Australia New Zealand Reference Centre

History 1.2 Internal Assessment, Achievement Standard 91002, Version: 3, Credits: 4
Demonstrate understanding of an historical event, or place, of significance to New Zealanders

Rewi Alley: “An extraordinary ordinary New Zealander”

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of an historical event, or place, of significance to New Zealanders.	Demonstrate in-depth understanding of an historical event, or place, of significance to New Zealanders.	Demonstrate comprehensive understanding of an historical event, or place, of significance to New Zealanders.

Introduction:

This assessment activity requires you to create a presentation that communicates your comprehensive understanding of Rewi Alley’s contributions to China. Your explanation must be supported with relevant evidence. You must also demonstrate why Rewi Alley’s actions in China are significant to New Zealanders.

You will not be marked on the quality of your presentation, just on its content. Your explanation should not exceed 1000 words.

The presentation can be in the form of any of the following:

- Essay
- Report
- Speech
- Historical diary or letters
- Magazine article
- Radio Interview
- or you can choose a different form of presentation, through negotiation with your teacher.

<Teacher to insert conditions of assessment>

Instructions:

Use the resources provided, and any other sources you wish, to answer the question below. Be sure to include specific evidence from your sources to comprehensively support your explanation.

Why was Rewi Alley named as one of China's top ten international friends for "making exceptional contributions to the country in the past 100 years?"

Task: Create a Presentation

Create a presentation that demonstrates your understanding of:

1. The actions taken by Rewi Alley in China **and** the impacts of his actions
2. Why Rewi Alley's actions in China are significant to New Zealanders

When answering the significance to New Zealanders you should consider:

- the importance of the place to people alive at the time
- how deeply people's lives were affected at the time
- how many lives were affected
- the length of time people's lives were affected (short or long term impacts)
- the extent to which the event, or place, continues to affect society

A comprehensive understanding requires that you:

- show breadth and depth of understanding
- use extensive supporting evidence to support your understandings
- show links between the event, people concerned and its significance to New Zealanders

Make sure that you:

- use your own words
- use lots of detail, and use in-depth evidence

Assessment schedule: History AS91002 (1.2) **Rewi Alley: "An extraordinary, ordinary New Zealander"**

Evidence towards Achievement	Evidence towards Merit	
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<p>Understanding of an historical event, or place, of significance to New Zealanders is demonstrated by:</p> <ul style="list-style-type: none"> ● Describing Rewi Alley’s actions and the impacts of his actions using evidence ● Description is written in the student’s own words. <p>For example <i>Rewi Alley made an important contribution to the understanding of China in New Zealand through the writing of many books. He wrote books about his work and experiences in China like Gung Ho!, Yo Banfa! and Stories out of China. He also translated lots of early Chinese works. For example in 1954 he published Peace Through the Ages, Translations from the Poets of China. Through these books Alley helped improve New Zealanders understanding of China and Chinese culture. He was also a collector of Chinese art and lots of this is now stored in the Canterbury Museum.</i></p> <p>The examples above relate to only part of what is required, and are indicative.</p>	<p>In-depth understanding of an historical event, or place, of significance to New Zealanders is demonstrated by:</p> <ul style="list-style-type: none"> ● Describing Rewi Alley’s actions and the impacts of his actions using, using important supporting evidence ● Description is written in the student’s own words. <p>For example <i>Rewi Alley made an important contribution to the understanding of China in New Zealand through the writing of many books and donation of a large collection of artworks. Some of his books like Gung Ho and Yo Banfa! were accounts of his travels and work in China, while others were translations of traditional Chinese stories and poetry. Through these books Alley helped improve New Zealanders understanding of China and Chinese culture. He also collected Chinese art, especially ceramics and began collecting when he first arrived in Shanghai in 1927. Other artworks from north western China, were found in the fields around the Bailie School in Shandan through farming and on trips into the isolated Gobi Desert. During the Cultural Revolution a ban was made on exporting Chinese artefacts over 80 years old out of the country but Alley was granted special permission to send the artworks to New Zealand because of his relationship with communist party leaders. Alley’s donations to the Canterbury Museum have resulted in New Zealand owning “Australasia’s most comprehensive collection of Chinese artefacts”.</i></p> <p>The examples above relate to only part of what is required, and are indicative.</p>	<p>Comprehensive understanding of an historical event, or place, of significance to New Zealanders is demonstrated by:</p> <ul style="list-style-type: none"> ● Describing Rewi Alley’s actions and the impacts of his actions using, using important supporting evidence ● Description is written in the student’s own words. <p>For example <i>Rewi Alley made an important contribution to the understanding of China in New Zealand through the writing of many books and donation of a large collection of artworks. Some of his books like Gung Ho and Yo Banfa! were accounts of his travels and work in China, while others were translations of traditional Chinese stories and poetry. Through these books Alley helped improve New Zealanders understanding of China and Chinese culture. He also collected Chinese art, especially ceramics and began collecting when he first arrived in Shanghai in 1927. Other artworks from north western China, were found in the fields around the Bailie School in Shandan through farming and on trips into the isolated Gobi Desert. During the Cultural Revolution a ban was made on exporting Chinese artefacts over 80 years old out of the country but Alley was granted special permission to send the artworks to New Zealand because of his relationship with communist party leaders. Alley’s donations to the Canterbury Museum have resulted in New Zealand owning “Australasia’s most comprehensive collection of Chinese artefacts”.</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.
