

Assessment Schedule – 2007**History: Examine the perspectives of people in an historical setting (90212)****Topic One: Social Welfare in the Māori World 1918–1998****Judgement Statement (Topic One)**

Achievement	Achievement with Merit	Achievement with Excellence
TWO correct perspectives on the current building of the Tūrangawaewae marae are correctly described.	TWO correct perspectives on the current building of the Tūrangawaewae marae are correctly described.	TWO correct perspectives on the current building of the Tūrangawaewae marae are correctly described.
AND	AND	AND
TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.
	AND	AND
	A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.	A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.

Evidence may include:**Te Puea Herangi***Opinions and reasons COULD include:*

- Because my people/my children need a better place to live: it floods frequently where we have been living.
- I have many orphans in my care, and I want to give them a good home (kainga).
- It is part of manaakitanga/looking after my people.
- I want to carry out the prophecy of my grandfather King Tawhiao, who said there would be a “tūrangawaewae” here.
- We need our own place.
- It is an opportunity to show we can do something for ourselves.
- I want to build mana in my people.

Actions and reasons COULD include:

- Because so many Māori died in the influenza epidemic, I became responsible for 100 orphans as they needed a new home and I want to teach them good hygiene.
- I took charge of the building programme to ensure that it went according to my vision for Turangawaewae. I also approached iwi to contribute to the fund so we had money to buy the site (10 acres on the east bank), which is wāhi tapu (sacred ground) because it is the site of a spring that King Tawhiao drank from.
- I had 170 of my people transported on a barge across the river.
- We are going to build a marae that one day people from all over the world will visit.
- Formed a group named Te Pou o Mangatawhiri to fundraise and teach young Maori traditional dances and songs.

Pākehā resident of Ngaruawahia

Opinions and reasons COULD include:

- I'm really angry about it.
- I want it stopped.
- I don't want a pā to be built there.
- It will attract other Māori, and it will get overcrowded.
- They'll spread disease – look what happened to them in the flu epidemic.
- They always live in shacks and hovels.
- It will be an eyesore and a health hazard.

Actions and reasons COULD include:

- Some Māori from the marae came looking for work, and I turned them away.
- I tried to get the sale of land to them stopped.
- I wrote a letter to the newspaper warning other people what to expect if the building of the pā goes ahead.
- I made a submission to the borough council opposing it.

Sir Maui Pomare

Opinions and reasons COULD include:

- I am opposed to it.
- I believe Māori should start adopting European ways instead of living communally.
- I am concerned the standard of hygiene won't be good.
- Their whare might be sub-standard.
- Te Puea is only a young woman.

Actions and reasons COULD include:

- I've been to other pā and told Māori about the benefits of adopting modern ways of living.
- I'm a trained doctor, so I know that overcrowding causes disease.
- I showed Māori communities how to use microscopes and showed them the benefits for health and hygiene.
- So the benefits from the new technology could be used rather than relying on traditional methods.
- The intention was to persuade Māori to adopt Pākehā ways for the progress of Māori.

Evidence Summary (Topic One)

Achievement	Achievement with Merit	Achievement with Excellence
Answer reflects some applicable features of a response to a researcher in 1921.	Answer reflects consistent features of responses to a researcher in 1921.	Answer is consistent and authentic to responses given to a researcher in 1921.
Features that make the responses authentic could include: <ul style="list-style-type: none"> • use of first person • some informal language • use of repetition for emphasis • use of present tense • convincing, certain language • use of Te Reo for Te Puea and Sir Maui Pomare. 		

Topic Two: Race Relations: New Zealand, Māori and Pākehā 1912–1980

Judgement Statement (Topic Two)

Achievement	Achievement with Merit	Achievement with Excellence
TWO correct perspectives on Bastion Point are correctly described.	TWO correct perspectives on Bastion Point are correctly described.	TWO correct perspectives on Bastion Point are correctly described.
AND	AND	AND
TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.
	AND	AND
	A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.	A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.

Evidence may include:

Joe Hawke

Opinions and reasons COULD include:

- Appalled at the lack of sympathy over the loss of Māori land, as highlighted by problems faced by Ngāti Whātua. Felt that Māori had been unfairly treated by the government, and the low price the government had paid for very valuable land over the course of 110 years.
- Compulsory removal of Ngāti Whātua land from the tribe in 1951 had reduced the tangata whenua of Auckland to being a landless tribe with no tūrangawaewae – this was an issue to the tribe, as the loss of mana from being landless added to the problems that were arising as more Māori came to Auckland for work, reducing the once powerful tribe to a minority in their own area.
- Over the course of 111 years, land from Ngāti Whātua had been steadily stripped away by government measures, court rulings, and land sales.
- In 1951, developers wanted to build real estate in Orakei and wanted the tribe removed; to enable this, the government invoked the Public Works Act, which allowed the Crown to compulsorily seize the remaining land in their hands. The meeting house was condemned as unsafe, and the remaining Māori were rehoused in nearby state houses with a small area for a marae.

Actions and reasons COULD include:

- Formed the Orakei Māori Action Committee to stop the Crown selling the land for housing.
- January 1977, Ngāti Whātua protestors, led by Hawke, occupied Bastion Point. The occupation lasted for 506 days.
- Took this action when the government announced that they were going to build high-cost housing at Bastion Point, part of the original Orakei reserve.
- Stated that the sale of land after 1898 by the 13 trustees was invalid and that the government had no right to buy the land when they put it up for sale.
- To place pressure on the government.

Robert Muldoon

Opinions and reasons COULD include:

- Māori have sold land legally and the government has simply used its legal power to use land to its full potential.
- Ngāti Whātua sold off land to the government after 1840, and while this excluded Orakei initially, Orakei was later sold by Māori as Auckland continued to develop.
- The trustees who were entrusted to look after the land in 1873 also started selling the land, and the government made a strategic move to purchase the land.
- Believed that the land needed to be developed to its full potential and the housing that was going to be built on the land would be a valuable addition to the area.

Actions and reasons COULD include:

- When the protestors moved into Bastion Point, the government set about looking for a constructive way to deal with the situation – met with kaumātua and came to an agreement in which 30 acres of Bastion Point land was vested in a trust board, and Ngāti Whātua occupants of state houses were given the opportunity of purchasing the state houses they lived in.
- The courts also came to the conclusion that protestors occupying the land in question were trespassing, thus confirming for the government that they were in the right, legally.
- This resulted in the government’s sending in police and army to break up the protest and arresting 218 people. All housing and any other signs of the occupation were destroyed.
- Government was within its legal right to do this, they were the legal owners of the land, as it had been sold to them over the course of several decades by the tribes and representatives of the tribe.

Kaumātua [Elder] of Ngāti Whātua

Opinions and reasons COULD include:

- Unhappy with the sale of land and the methods by which it had been taken by the government and other agencies.
- Unhappy with the changes to laws and policies that enabled people to sell off the land – eg the change in the Native Land Court ruling in 1898, which did an about-face on ensuring that land could not be sold.

(Note: Evidence may reflect either of the following actions and reasons)

Actions and reasons COULD include:

- Initially, kaumātua supported the action of Joe Hawke and his Orakei Māori Action Committee protestors. Some kaumātua joined in the occupation as they agreed with reasons for taking the protest action and believed this was the most effective means of stopping further land confiscation by the Muldoon government.

OR

- Many kaumātua dissociated themselves from the Hawke-led occupation from April 1977. They claimed that Hawke did not have tribal backing.
- Many were unhappy with the way in which the protest and occupation were going and were also unhappy with the negative impact it was having on Ngāti Whātua.
- At the time of the protest, kaumātua were working with the government for the return of some land taken under the Public Works Act and not used for the intended purpose.

Evidence Summary (Topic Two)

Achievement	Achievement with Merit	Achievement with Excellence
Answer reflects some applicable features of a response to a researcher in 1978.	Answer reflects consistent features of responses to a researcher in 1978.	Answer is consistent and authentic to responses given to a researcher in 1978.
<p>Features that make the responses authentic could include:</p> <ul style="list-style-type: none"> • use of first person • some informal language • use of repetition for emphasis • use of present tense • convincing, certain language • use of Te Reo for Joe Hawke and the Kaumātua. 		

Topic Three: Race Relations: South Africa 1938–1976**Judgement Statement (Topic Three)**

Achievement	Achievement with Merit	Achievement with Excellence
TWO correct perspectives on the introduction of the Afrikaans language in education are correctly described.	TWO correct perspectives on the introduction of the Afrikaans language in education are correctly described.	TWO correct perspectives on the introduction of the Afrikaans language in education are correctly described.
AND	AND	AND
TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.
	AND	AND
	A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.	A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.

Evidence may include:**A 15-year-old black student***Opinions and reasons COULD include:*

- Very unhappy that I would be made to learn subjects like maths and social studies in Afrikaans.
- Majority of black teachers speak English and only a few understand Afrikaans.
- English is gaining prominence as the main language used in industry and commerce, therefore getting a job in the future might depend on the use of English.
- Afrikaans was also seen to be the language of the dominant race (oppressor) – thus many negative connotations surrounded it.

Actions and reasons COULD include:

- 1976: students took action by quietly and peacefully demonstrating against being taught in Afrikaans.
- Were not there to taunt or harass the police or anyone else, and political protest had simply become a way of life in Soweto.
- Protest turned violent when the Soweto police started firing at the children and instead of using plastic bullets, the guns were loaded with real bullets.
- Reasons for the protest included not only the fact that Afrikaans was the language of the dominant race (oppressor) and was not used in the areas of industry and commerce, thus shutting blacks out of employment opportunities, but also:
 - high dropout rates in schools
 - overcrowding of classrooms
 - inadequate and poorly maintained facilities, and
 - the racist content of the school programmes.
- Students were tired of the results of the apartheid system, seeing their parents oppressed by the system, being denied their freedom and they thus had nothing to lose.

A representative of the Department of Education*Opinions and reasons COULD include:*

- Not about to change his opinion or stance on the issue of blacks being taught in Afrikaans.
- Continue to support the teaching of some subjects in Afrikaans.
- I have not consulted the African people on the language issue and I'm not going to. An African might find that the "big boss" spoke only Afrikaans or spoke only English. It would be to his advantage to know both languages.

Actions and reasons COULD include:

- Implemented the use of Afrikaans in the teaching of some subjects in schools.
- Afrikaans was one of the main languages of the country alongside English, and people had to know how to speak it.
- Following orders from the Minister of Education, P. W. Botha.
- Afrikaans is an official language of South Africa along with English and is underutilised at present.
- Africans might find that they have a boss who speaks only Afrikaans and may not know what he is telling them to do, thus they need an understanding of the language.
- The curriculum that had been put in place suited the needs and requirements of the black people.
 - “Natives [blacks] must be taught from an early age that equality with Europeans [whites] is not for them.”
Dr Hendrik Verwoerd (then Minister of Native Affairs).
- The skills that the blacks got were designed to help them work for their own people in the homelands or for the white people in labouring jobs only.
- As the government paid for the education of the blacks, the government had the right to decide the language of instruction.

Winnie Mandela

Opinions and reasons COULD include:

- Upset with the introduction of Afrikaans as the language of tuition in compulsory subjects and those subjects that might have made a difference for many black children’s job prospects.
- Children should be nurtured and given an appropriate education to allow them to give back economically to their families and to their country.
- Very upset over the riots that ensued, but could do nothing, the children could not be stopped, the oppression had gone on for too long.

Actions and reason COULD include:

- Set up a Black Parent Association (BPA) in order to provide relief for families.
This included:
 - raising money for homeless people
 - arranging funerals
 - comforting mourning families.
- Banished from Soweto to a remote farmland area for her resistance to harassment and the championing of anti-apartheid movement – led to resentment and further cause to want to bring down the apartheid government.
- Allied to the Black Consciousness Movement.

Evidence Summary (Topic Three)

Achievement	Achievement with Merit	Achievement with Excellence
Answer reflects some applicable features of a response to a researcher in 1976.	Answer reflects consistent features of responses to a researcher in 1976.	Answer is consistent and authentic to responses given to a researcher in 1976.
Features that make the responses authentic could include: <ul style="list-style-type: none"> • use of first person • some informal language • use of repetition for emphasis • use of present tense • convincing, certain language 		

Topic Four: International Relations: Origins of World War II 1919–1941

Judgement Statement (Topic Four)

Achievement	Achievement with Merit	Achievement with Excellence
TWO correct perspectives on the Treaty of Versailles are correctly described. AND TWO appropriate actions (one for each of two people) are correctly described.	TWO correct perspectives on the Treaty of Versailles are correctly described. AND TWO appropriate actions (one for each of two people) are correctly described. AND A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.	TWO correct perspectives on the Treaty of Versailles are correctly described. AND TWO appropriate actions (one for each of two people) are correctly described. AND A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.

Evidence may include:

A representative of the French government

Opinions and reasons COULD include:

- Believed that the Treaty of Versailles was at least a fair treaty (although it could have been harsher still, especially re land confiscated) as Germany had started the war and / or lost and had to suffer the consequences – no more severe than the Brest-Litovsk Treaty that Germany had imposed on Russia, or the 1871 Treaty that Germany had imposed on France.
- Wanted a harsh treaty to prevent Germany from becoming strong enough to invade France again.
- Wanted revenge for the attacks on France in 1871 and 1914 when Germany had deliberately destroyed French property as they withdrew from regions.
- Concerned that Germany could become great again if the terms of the Treaty were not upheld by other nations.
- Germany still potentially strong and had to be weakened by disarmament and reparations to keep the peace.

Actions and reasons COULD include

NOTE: actions that focus on the terms of the Treaty and / or its creation are invalid.

- Signed the Treaty, despite wanting it to be harsher, as it was the best France could get in negotiations with Britain and the USA.
- Negotiated with Britain and the US for reparations of £6.6billion when the “blank cheque” was finally settled in 1921, as Germany must pay for the damage (“war guilt”) and be kept weak.
- Invaded the Ruhr when Germany refused to pay reparations, in order to show French strength and willingness to uphold the terms of the Treaty; needed money to repay war debts to America, and to rebuild their country. (*NOTE: the Saar's output was already allocated as part of the Treaty's reparations terms.*)
- Retained a strong army, formed military and / or co-operative alliances with countries on Germany's borders – "L'Organisation de la Paix" – with Belgium, Poland, Czechoslovakia, and diplomatic ties with Yugoslavia, and Romania, and began planning for a defensive border with Germany (the Maginot Line), all in order to counter any future German invasion or attack.
- Joined the League of Nations as a means of ensuring that Germany fulfilled the terms of the Treaty, and to provide additional security.

A representative of the German government

Opinions and reasons could include:

- Appalled at the peace Treaty; felt that it was unjust and one-sided and a “diktat”: it had been forced on the Germans and they had had no say in the matter, as they had been led to believe that it was to be a “just peace” based on Wilson's “14 Points”. Felt that it would enslave the children of Germany. Germany was to lose 13% of land, 7 million people, economic penalties, war guilt, and reparations. War was not (solely) Germany's fault, and Germany had suffered terribly, too.

Actions and reasons COULD include:

- Spoke out against the Treaty of Versailles, publicly and / or in the National Assembly. Scheidemann's government resigned rather than sign. (*Reasons as for “Views” previously*)
- Scuttled own ships in order to avoid them being used by the British.

- Submitted to and signed the Treaty of Versailles and abided by its terms: dismantled own weapons, gave up territory, resources as required. This was because Germany had no significant military and thus no resistance if the Allies invaded; submission was the only way for Germany to make progress in Europe. Germany would have a better chance of being accepted back into the European community and this would give her access to desperately needed markets.
- Signed the 1922 Rapallo Agreement with Russia, because it meant that both sides would renounce any war claims against each other and, in the secret clauses, German could train military personnel in Russia.
- Promoted inflation (prior to the Ruhr invasion, thus *not* the hyperinflation of 1923) in the economy in order to devalue the amount of reparations
- Declared Germany was unable to make any reparations payments from 1923, as the Treaty had (according to Germany) crippled the economy and they could not pay.
- Instructed workers (eg mines, railways) in the Ruhr to go on strike in order to frustrate French attempts to take goods. Reported the brutality of the French soldiers in the Ruhr so that the world could see the terrible things happening to the German people.
- Called off the strikes (Stresemann) after the chaos of the Ruhr invasion / strikes / hyperinflation, stabilised the currency by issuing a new one. This was due to a new policy of “fulfilment” of the terms of the Treaty which envisaged co-operation with the Allies and the belief that Germany would be rewarded with amelioration of those terms. Paved the way for the Dawes Plan, which vindicated the policy.
- Negotiated with the Allied Commission / US (Dawes Plan) in order to have reparations rescheduled and loans provided by the US, in order to create conditions of economic stability in which peace could flourish.

A representative of the United States government

Opinions and reasons could include:

- Was perhaps harsher than was desired, but is an acceptable compromise as many of the desired points – independence for small nations, League of Nations, freedom of the seas etc – are included, even if some terms such as reparations and territorial claims against Germany seem excessive (*for higher grades, don't accept responses that focus on solely, or over-emphasise, America's view that the Treaty was too harsh*)
- To put all the blame on Germany would simply make them resentful and provoke them to look for revenge.
- Wanted a peace that could last the test of time and prevent another war in Europe – wanted to do this through the establishment of a peacekeeping body – the League of Nations, which America proposed and promoted.
- Important that the USA recover the debts that it had accrued when helping out the allies.
- Wanted no more wars in Europe: did not want America to become involved in European affairs that might entangle it in a future conflict.

Actions and reasons COULD include:

NOTE: the policy of isolation is not a valid action as it was in response to WWI rather than the Treaty itself. As noted below, though, it is a reason for an action.

- (Wilson) was instrumental in the creation of new post-war states eg Latvia, Finland, Poland and Czechoslovakia. This was a reaction to colonialism.
- (Wilson) was primarily responsible for the establishment of an international forum, the League of Nations , because he believed it would avoid disputes and provide “collective security”.
- (Wilson) was unable to sign the Treaty, or have America commit to membership of the League of Nations because he did not have Congressional agreement to do this. Reasons for this were mainly that the American Congress and people did not want to become embroiled in European affairs and possible future European conflict, preferring to remain uninvolved – “isolation”.
- Provided loans to Germany, rescheduled the reparations and reorganised Germany's financial institutions (as recommended by the Allied Reparations Committee), all in order to defuse the Ruhr Crisis and increase the chances of Germany resuming reparation payments. This would create conditions of economic stability in which peace could flourish.

Evidence Summary (Topic Four)

Achievement	Achievement with Merit	Achievement with Excellence
Answer reflects some applicable features of a response to a researcher in 1924.	Answer reflects consistent features of responses to a researcher in 1924.	Answer is consistent and authentic to responses given to a researcher in 1924.
Features that make the responses authentic could include: <ul style="list-style-type: none"> • use of first person and present tense • some informal language • use of repetition for emphasis • convincing, certain language. 		

Topic Five: Social Change: Women's Impact on New Zealand Society: Health 1915–1985**Judgement Statement (Topic Five)**

Achievement	Achievement with Merit	Achievement with Excellence
TWO correct perspectives on health issues between 1915 and 1930 are correctly described.	TWO correct perspectives on health issues between 1915 and 1930 are correctly described.	TWO correct perspectives on health issues between 1915 and 1930 are correctly described.
AND	AND	AND
TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.
	AND	AND
	A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.	A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.

Evidence may include:**Ettie Rout***Opinions and reasons COULD include:*

- Too many soldiers contracting venereal disease and bringing it back to New Zealand. On return to New Zealand, soldiers would infect their wives, leading to illness, death, etc.
- Wanted to support soldiers with their health during WW1 as they would respond better to New Zealand nurses caring for them – similar language, culture etc.
- Supported giving New Zealanders advice on avoiding VD. Many were contracting VD because of ignorance, because it was not spoken about. Ettie knew soldiers were sexually active while on leave. The army / government must accept that they had a responsibility to protect soldiers, their wives, and all involved from sexually transmitted diseases.
- Believed information on fertility and sexual matters should be freely available, because people had the right to access information that would keep them safe and healthy. There were too many women contracting VD or becoming pregnant and then undergoing dangerous procedures to terminate unwanted pregnancies.

Actions and reasons COULD include:

- Ettie established the Volunteer Sisterhood in 1915. This group of specialist nurses went to Trentham Army Camp to help fight meningitis. They then went to Egypt to look after New Zealand troops and run a canteen supplying fresh fruit. They went to Egypt because most New Zealand soldiers were there, but medical help and supplies were limited. She also wanted to show her support to her countrymen at war, after the disastrous Gallipoli campaign.
- Though strongly opposed by the New Zealand government, army hierarchy, and the WCTU (Women's Christian Temperance Union), Ettie campaigned against venereal disease. To stop New Zealand soldiers contracting sexually transmitted diseases, Ettie established preventative strategies, giving away prophylactic kits with condoms and ointment in 1917, and advice to soldiers on leave. In 1918, with army support, she went to Paris and ran a social and sexual welfare service for New Zealand soldiers. She visited French brothels and recommended those that were safe to soldiers. She did this to lower the rate of infection among soldiers because she knew current strategies were not working. She was also concerned about soldiers' safety and the impact of diseases spreading when soldiers returned to New Zealand.
- Ettie published a book in 1922 called *Safe Marriage* advising women on how to avoid pregnancy and venereal diseases. Multiple editions were produced in Britain and Australia, but the book was banned in New Zealand. She wrote this book to give information to women that was hard to come by – especially from a female perspective. Doctors at the time were reluctant to give this information out for moral reasons. Though some viewed Ettie as wicked, she was regarded by many soldiers and King George V as a heroine. The French awarded her the Renaissance Française medal. She was unrecognised and unrewarded by the New Zealand government.

Doris Gordon*Opinions and reasons COULD include:*

- Supported hospital births over homebirths because she believed fewer women and babies would die in childbirth if they had access to advanced medical/surgical equipment and expertise.
- Supports greater role of doctors over midwives/obstetric nurses because they have more training, which reduces the risk of death for mother and baby. Midwives/nurses are there to support doctors.
- Supports administration of pain relief (twilight sleep) during birth to reduce trauma for mother and child.
- Supports use of Caesarean operations during birth to improve survival rate of mother and babies during difficult birth.
- Opposes abortion because it went against her Christian beliefs of reverence for life, and she believed a woman's duty was to have children.

Actions and reasons COULD include:

- Became first New Zealand woman Fellow of the Royal College of Obstetricians and Gynaecologists (FRCOG).
- In 1927, founded the Obstetrics Society and became its secretary, because she wanted to represent doctors' interests in childbirth and to support doctors in their understanding of midwifery practices and principles.
- Advocated that doctors control maternity care to ensure that more women went to hospital to give birth and consequently reduce infant mortality.
- Introduced use of twilight sleep to reduce stress and death during birth.
- Emphasised the importance of motherhood and improved its status.
- Was an anti-abortion spokeswoman.

Sibylla Maude*Opinions and reasons COULD include:*

- Supported charitable provision of nursing care to poor because government did not provide nursing, hospital, or any individual health care at this time.
- Poor are disadvantaged, they cannot access the health care they needed.

Actions and reasons COULD include:

- Worked for the Nurse Maude District Nursing Association.
 - Poor people were not getting access to health/nursing care because of poverty – no state sector health provisions or hospital care.
 - To enable the poor to have health care in their homes. Role of the District Nursing Association was sometimes to relieve, sometimes to heal, and always to console. To educate poor about hygiene, diet, childcare, etc.
- Sold clothing and food to the poor at low cost.
 - Strong Christian beliefs called her to help the poor. She viewed her nursing as a vocation not a job. It was important that the dignity (self-respect) of the poor was maintained.
- Organised the Christchurch relief effort during the influenza epidemic 1918–1919.
 - The epidemic could not be contained effectively by existing means. She was highly respected in medical circles because of her work with the Nurse Maude District Nursing Association.

Evidence Summary (Topic Five)

Achievement	Achievement with Merit	Achievement with Excellence
Answer reflects some applicable features of a response to a researcher in 1930.	Answer reflects consistent features of responses to a researcher in 1930.	Answer is consistent and authentic to responses given to a researcher in 1930.
Features that make the responses authentic could include: <ul style="list-style-type: none"> • use of first person • some informal language • use of repetition for emphasis • use of present tense • convincing, certain language. 		

Topic Six: Social Change: Black Civil Rights in the USA 1954–1970

Judgement Statement (Topic Six)

Achievement	Achievement with Merit	Achievement with Excellence
TWO correct perspectives on desegregation of Little Rock Central High School are correctly described.	TWO correct perspectives on desegregation of Little Rock Central High School are correctly described.	TWO correct perspectives on desegregation of Little Rock Central High School are correctly described.
AND	AND	AND
TWO appropriate actions (one for each of the two people) are correctly described.	TWO appropriate actions (one for each of the two people) are correctly described.	TWO appropriate actions (one for each of the two people) are described.
	AND	AND
	A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.	A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.

Evidence may include:

Dwight Eisenhower

Views and reasons COULD include:

Note: Eisenhower was not an *active* supporter of the civil rights movement, believing that legislation could not force people to change their beliefs. Responses that focus overly on a belief in “equality” cannot gain higher grades.

- I support the desegregation of Little Rock Central High School because:
 - What is happening in Little Rock is against the Constitution of the US and the 1954 Supreme Court ruling
 - No child should have to go through that to go to school. I can’t believe what Faubus has done.
 - I want a reasonable solution to this very sensitive issue.
 - Need to be decisive – reason has failed in Little Rock.
 - The world is watching and many countries – particularly Communist ones – are highly critical

Actions and reasons COULD include.

- Met with Faubus in order to persuade him to change his attitude over calling out the National Guard to prevent blacks enrolling at Little Rock Central High School.
- Ordered troops to protect the students (1000 101st Airborne Division troops)
 - the violently angry white mobs and protesters were threatening their safety and trying to stop them attending school.
 - It was right to do this and, as Governor Faubus wouldn’t act, the Federal government had to
 - the rule of law – the 1954 Supreme Court ruling – had to be upheld.
 - It is really bad for America to have this televised worldwide, especially in the context of criticism from communist countries.
- Pushed through the 1957 Civil Rights Act because it would encourage more blacks to vote (for Eisenhower, preferably!) but also it would establish a system to monitor civil rights abuses, such as the ones he witnessed at Little Rock.

A black student enrolling at Little Rock Central High School

Opinions and reasons COULD include:

- Supports desegregation at Little Rock because:
 - I want the same opportunities that a white person has to get the best possible education and a chance at a scholarship to a good college. I will have these opportunities at Little Rock.
 - It is my right to attend Little Rock. Since 1954 and Brown vs the Board of Education, the Supreme Court approved the desegregation of schools.
 - It was a much better resourced school than the blacks-only school he or she attended. White schools got more funding than the black schools.
 - I am frightened. I did not think we would have to go through all this just to go to school.

Actions and reasons COULD include:

- 1956: Part of the action by NAACP, filing a lawsuit on behalf of 33 black children denied admittance to four white schools in Little Rock.
- Kept on trying to enroll / attend at Little Rock Central High School (and eventually succeeded) because it was local and had better facilities and teachers than schools for blacks. Also, the NAACP had talked to me and my parents about my being part of this civil rights action to push forward desegregation in accordance with the 1954 Supreme Court ruling.
- Attended non-violent protest classes provided by the National Association for the Advancement of Colored People (NAACP) to learn how to deal with racism from parents and students alike.
- Took abuse from racist white people in school and on my way to and from school because I had no choice; I did not want to be intimidated OR retaliated when the abuse got too much (a bowl of chili!)
- Worked really hard to pass so that teachers would not have further reason to pick on me, the school would have no reason to throw me out, and I also wanted to succeed and make history.
- Attended class with federal troops constantly with us to keep me and my eight black friends safe while at Little Rock Central High School. I also wanted to support the others of the “Little Rock Nine”.

A white parent who is a member of the White Citizens’ Council

Opinions and reasons COULD include:

- Opposes desegregation at Little Rock because:
 - Since slavery was abolished, segregation had been the “Southern way”.
 - Believed whites are superior to blacks.
 - Did not believe in integration, because it was best that blacks and whites be mostly separated. Did not want blacks mixing with his or her children, as it would detract from their education.
 - Believes in “separate, but equal”.
 - Education is the state’s right to determine, not the Supreme Court or federal government.

Actions and reasons COULD include

- Abused black students and / or tried to prevent them from attending Little Rock Central High School – they don’t belong at Little Rock as whites education would be jeopardized with “lesser” blacks in the school and the trouble that would bring.
- Encouraged his or her children to be cruel to the black students; reasons as above.
- Petitioned and / or *protested in support of* Governor Faubus to ensure that he did not comply with the Brown verdict, and encouraged him to send in the National Guard – “or he won’t be getting my vote for re-election as Governor”.
- Attended WCC (White Citizens’ Council) meetings at night to plan how to get rid of blacks from the school. Wrote for *The Citizen*, the monthly magazine of the WCC.
- Shopkeepers etc refused to serve those who supported integration at Little Rock, in order to show their disgust and apply pressure on supporters

Evidence Summary (Topic Six)

Achievement	Achievement with Merit	Achievement with Excellence
Answer reflects some applicable features of a response to a researcher in 1957.	Answer reflects consistent features of responses to a researcher in 1957.	Answer is consistent and authentic to responses given to a researcher in 1957.
Features that make the responses authentic could include: <ul style="list-style-type: none"> • use of first person • some informal language • use of repetition for emphasis • use of present tense • convincing, certain language. 		

Topic Seven: Conflict: Ireland 1909–1922**Judgement Statement (Topic Seven)**

Achievement	Achievement with Merit	Achievement with Excellence
TWO correct perspectives on the 1916 Easter Rising are correctly described.	TWO correct perspectives on the 1916 Easter Rising are correctly described.	TWO correct perspectives on the 1916 Easter Rising are correctly described.
AND	AND	AND
TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.
	AND	AND
	A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.	A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.

Evidence may include:**Patrick Pearse***Opinions and reasons COULD include:*

- Felt the 1916 Easter Rising needed to happen now. England's war effort was Ireland's opportunity.
- Wanted independence from England as Irish social, religious, economic and political rights had been crushed by the British.
- Believed military might, not talks, would make it right. Diplomacy had failed and the British had failed to provide independence to Ireland.
- Believed in a "blood sacrifice" in order to stir the Irish people to rebellion against unjust British rule.

Actions and reasons COULD include:

- Leadership: became highest ranking volunteer in the Irish Republican Brotherhood's (IRB) Supreme Council and its secret military council. This was instrumental in planning the rebellion.
- Arranged that other members also infiltrated positions of power and influence in the Irish Volunteers in order to manipulate this militia as an Uprising was being planned.
- Used his excellent speaking and writing skills – as spokesman for the IRB – to ensure they would sound professional and rouse the Irish spirit.
- Issued the orders to all volunteer units throughout the country for three days of manoeuvres beginning Easter Sunday, which was the signal for a general uprising.
- Chose Easter as the time for the Rising because of the religious significance to Catholics of the Resurrection.
- Took on the title "President of the Irish Republic" and Commander in Chief, as he was respected throughout the country and was a natural leader.
- Fought against the British.
- Proclaimed a republic from the steps of the General Post Office (GPO), a strategic communication centre for the British. This was a symbolic act intended to rouse other Irish nationalists to rebel, and provide an example for future revolutionaries.
- Surrendered when the situation became hopeless and the casualties grew. Was arrested afterwards (and executed 3/5/1916). "I fear for my life, the British will punish me for what I have done." Believed it was all worth it and was happy to die for Ireland.

Eion MacNeill

Opinions and reasons COULD include: (FOR or AGAINST)

He was primarily against the Rising, but candidates can take the supporting argument and are correct if it is justified. See actions for both.

- **Against** rising from the start – knew it was doomed to fail. MacNeill wanted to use the war to consolidate and strengthen the position of the Irish Volunteers. He knew that if the Rising were to go ahead, the Irish Volunteers’ stance would upset the British and set back their chance of negotiation.
- Knew that they did not have enough manpower for a rising.
- Felt defensive policy was the only real one that could be morally justified because the British Government was so strong that no insurrection could have any reasonable prospect of success.
- Felt that a hopeless insurrection could not be justified by “some future moral or political advantage” – all that may be hoped for as the result of failure.
- **Supported** the Rising briefly when he was shown by the IRB a (forged) British document ordering his own execution. He then was very easily persuaded to give an order to the IVF “to resist any British action” (until he found out that the document was a fake).

Actions and reasons COULD include:

- Was persuaded on Friday April 20th to support the Rising and did so believing that the “Aud”, which was bringing guns from Germany, was about to land its weapons, MacNeill reluctantly supported the uprising – he felt it was a defensive action.
- When he learned on Saturday 21st that Roger Casement and the weapons had been captured, he cancelled the manoeuvres of the Irish Volunteers (which would provide the manpower for the Uprising) through ads in Irish Sunday newspapers. He felt any action now was doomed to fail and needless bloodshed should be avoided (he did not believe in Pearse’s “blood sacrifice”).
- Knew the Uprising would be unsuccessful – Britain had infiltrated the movement and he knew that the nationalists could never be strong enough to defeat them.
- After the Rising, he was arrested and sentenced to life imprisonment (released in 1917).

Herbert Asquith: British Prime Minister

Opinions and reasons COULD include:

- Opposed the Rising – busy with WW1 and did not need more problems with Ireland.
- Did not believe the use of violence would help in the negotiating process.
- Must punish the unruly Irish for causing this: “Teach them a lesson.”

Actions and reasons COULD include:

- Rubber-stamped the imposition of Martial Law (with General Maxwell in charge) and ordered reinforcements to Dublin – to get back control of the city.
- Ordered the captured insurgent leaders to be tried by court martial between 3rd and 12th of May (to punish them for breaking law).
- Authorized execution of 15 insurgents; the death toll would send a message to the rest of the revolutionaries and prevent any further activity.
- Any other European government would have acted the same way, but Irish people were horrified and the executions “canonized” each prisoner.
- Went to Ireland to try to establish confidence and goodwill but was too late. He exercised some influence to prevent the execution of more of the rebels due to the public outcry, both in England and Ireland. At the same time, he initiated negotiations with the intention of immediately granting home rule to Ireland, but these ended without agreement.

Evidence Summary (Topic Seven)

Achievement	Achievement with Merit	Achievement with Excellence
Answer reflects some applicable opinions of a response to a researcher in 1916.	Answer reflects consistent features of a response given by an individual to a researcher in 1916.	The answers are consistent and authentic to responses given by an individual to a researcher in 1916.
Features that make the responses authentic could include: <ul style="list-style-type: none"> • use of first person • some informal language and use of repetition for emphasis • use of present tense and convincing, certain language. 		

Topic Eight: Conflict: Palestine–Israel 1935–1967

Judgement Statement (Topic Eight)

Achievement	Achievement with Merit	Achievement with Excellence
TWO correct perspectives on the Nationalisation of the Suez Canal are correctly described.	TWO correct perspectives on the Nationalisation of the Suez Canal are correctly described.	TWO correct perspectives on the Nationalisation of the Suez Canal are correctly described.
AND	AND	AND
TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.
	AND	AND
	A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.	A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.

Evidence may include:

Moshe Dayan

Opinions and reasons COULD include:

- Against the nationalisation of the canal. Nasser will not treat Israel fairly if he is in charge of the canal.
- Israel wants access to the Gulf of Aqaba as an outlet to the South and East. With Nasser in control of the canal, this will not happen.
- Important to ensure justice prevails. Israel will work with Britain and France to ensure this nationalisation does not happen.
- Israel needed to be able to use the canal.

Actions and reasons COULD include:

- Went to Sèvres, near Paris, in October 1956 to meet with the British and French to plan how the Suez Canal could be retrieved from the Egyptians.
- Wanted Gulf of Aqaba to be re-opened to Israeli ships to retain trade. Their economy was being crippled.
- Once it was clear that Nasser was not going to give back the Canal, Israel planned to attack through Sinai, reaching the Suez Canal as quickly as possible. Called it Operation Kadesh (Thanksgiving).
- Caused Nasser to withdraw troops from Gaza to protect the canal.
- Israel's success in securing the Mitla Pass (key to Syria) and the Straits of Tiran expanded Israel's territory.
- With Britain and France, agreed to withdraw forces from the canal to avoid further conflict and not break French pact.
- Got control of Sinai briefly.
- Secured border protection guarantees for Israel by the United Nations.
- Aimed to deal a blow to Nasser's prestige. Hoped to topple Nasser.

Anthony Eden – British Prime Minister

Opinions and reasons COULD include:

- Against the nationalisation of the canal by Egypt.
- Worried about growing Soviet influence over Nasser and the strengthening relations between them. If not managed correctly, this could lead to international conflict.
- Happy to invade through Cyprus to protect the canal and left no choice but to invade to teach Nasser a lesson. "Nasser has his thumb on our windpipe."
- Britain, France, and Israel wished to be rid of Nasser because he was going to turn to Russia for help after the US and Britain had financed the canal. Wanted to re-internationalise the canal.
- He wanted to destroy the Egyptian air force as a warning to other Arab states.
- Worried about oil shortage for Europe if the canal stayed closed to ships bringing oil to Europe. This would cause a huge crisis.
- Action of Nasser restricting trade.
- Nasser has no right to the waterway.

Actions and reasons COULD include:

- Eden continued to withdraw British troops from Suez Canal zone to achieve better relations with Egypt; and to keep out the Russians, urged US and the World Bank to finance the Aswan Dam, emphasising to President Eisenhower that the dam was a political one. Eisenhower agreed because the US did not need the canal to transport oil, and the US was anti-colonisation. Eisenhower believed the canal was NOT worth a war.
- Eden did not want to involve the Israelis in case conflict developed with Jordan, whom Britain would support.
- French agreed with Israel to invade canal zone, unbeknown to Eden.
- On 25 October, Eden revealed his plan to cabinet – supported fully.
- Planned an attack using paratroopers to land in Egypt and protect the canal.
- France and Britain requested Israeli and Egyptian forces to withdraw 16 km from the canal. Israel accepted, Nasser did not; therefore the reason for intervention was given. Air strikes began on 31 October.
- Most of the world now condemned Eden as an aggressor politically, he was personally doomed but he believed the canal MUST be an international waterway. He was defeated – Nasser had won.

Gamal Abdel Nasser

Opinions and reasons COULD include:

- Fully supported the nationalisation of the Suez Canal – it was his idea.
- He needed the money to build Aswan Dam, as the World Bank had refused to finance it. Will keep money that the Suez Canal Company generates (\$35 million dollars) annually and fund the dam.
- Nationalised the Suez Canal to benefit his economy; needed money from tolls to pay for the Dam, as the British and US loans had been withdrawn.
- It is Egypt's right. It is a façade of oppression and control by other countries. It needs to be returned to us. Wants to make Egypt a great and powerful country. Is Egyptian territory.
- Egypt needs to grow and to prosper, and nationalisation will help.

Actions and reasons COULD include:

- Nationalised the canal.
- Built up arms by creating arms deal with Czechoslovakia in 1955, obtained Russian-made tanks, bombers, and MIG fighters.
- Pressured King Hussein to dismiss General Glubb, the English commander of Jordan's Arab Legion, which now came largely under Egyptian control and thus no longer acted against the Fedayeen.
- Nasser refused to join the Baghdad Pact and increased his friendships with Communist China and Russia. This angered the US after it had given Egypt control of the canal.
- Nasser introduced tolls to the canal to get the money to fund the dam as the US had withdrawn their loan. He promised the French and British shareholders that he would compensate them for their loss. British PM did not trust him.
- His actions made him hugely popular in Egypt. He became the hero of the Arab masses. He had kept the canal. He refused to back down to Israeli/British/French pressure.
- Sunk ships in the Suez Canal to block it completely.
- Got Russian support. Khrushchev threatened to blow up Paris and London.
- US did not want full-scale war, ordered Britain and France to retreat. They did. Nasser won and canal was fully under Egypt's control.

Evidence Summary (Topic Eight)

Achievement	Achievement with Merit	Achievement with Excellence
Answer reflects some applicable features of a response given by the individual to a researcher in 1956.	Answer reflects consistent features of responses by an individual to a researcher in 1956.	The answers are consistent and authentic to responses given by an individual to a researcher in 1956.
Features that make the responses authentic could include: <ul style="list-style-type: none"> • use of first person • some informal language • use of repetition for emphasis • use of present tense • convincing, certain language. 		

Topic Nine: Tangata and Whenua: Effect of Population Movement on Māori Society, 1946–1998

Judgement Statement (Topic Nine)

Achievement	Achievement with Merit	Achievement with Excellence
TWO correct perspectives on the impact of urban migration on a Northland community are correctly described.	TWO correct perspectives on the impact of urban migration on a Northland community are correctly described.	TWO correct perspectives on the impact of urban migration on a Northland community are correctly described.
AND	AND	AND
TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.	TWO appropriate actions (one for each of two people) are correctly described.
	AND	AND
	A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.	A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.

Evidence may include:

A kaumātua still living in the community

Opinions and reasons COULD include:

- I worry about how few of us are left to take care of our marae.
- Those who have left don't come back much now except for tangi, and even then sometimes they can't make it.
- I am a native speaker of Te Reo but not many of the younger ones left here are fluent: what's going to happen when I die?
- Those who have gone will forget their whakapapa and the importance of their tūrangawaewae.
- The people belong here. If they move, they will deplete our countryside, marae etc.
- Fear our young will be led astray by the bright lights of the city and so the young will lose their culture.

Actions and reasons COULD include:

- I wrote letters to some of my mokopuna, telling them to come back for a visit.
- I spend time at our Kōhanga Reo, helping to teach the youngsters Te Reo.
- I don't want to see this marae fall into disuse.
- I worry about those who have gone to towns being seduced by Pākehā ways.

A 16-year-old Māori still living in the community

Opinions and reasons COULD include:

- It's for the best that they've gone to the city. I'll go too before long.
- My mates who've gone to the city have jobs and earn heaps.
- There's nothing here for us young people. No jobs except farm work.
- I want to earn more money and have more opportunities.

Actions and reasons COULD include:

- I phoned my cousin in Auckland and asked if I could stay with him if I moved there.
- I've been asking my mates who've moved what jobs there are for me.
- I will have a better life in the city. There is more to do. There are more opportunities.

A Māori employed as a teacher at a small school in the community*Opinions and reasons COULD include:*

- I think it's tragic. All the kids who do well are leaving the area.
- Lots of the kids aren't interested in learning Te Reo because they say they won't need it when they move to the city.
- If more young families move, there won't be enough kids to keep this school open, and the ones who remain will have to bus to the next town. And I'll lose my job.

Actions and reasons COULD include:

- I worked hard to get the local Kōhanga Reo going so at least the preschoolers would be learning Te Reo.
- I told a group of school leavers to try to get self-employed in things like Māori crafts and carving so they are keeping their talents here instead of wasting them in factory jobs in the city.
- I grew up in a city away from my koro and my nan, so I didn't learn Te Reo until I got to university and teachers' college. Now I know what I have missed out on. It happens to too many kids in the cities – they never learn Te Reo or Tikanga.

Evidence Summary (Topic Nine)

Achievement	Achievement with Merit	Achievement with Excellence
Answer reflects some applicable features of a response to a researcher in 1984.	Answer reflects consistent features of responses to a researcher in 1984.	Answer is consistent and authentic to responses given to a researcher in 1984.
Features that make the responses authentic could include: <ul style="list-style-type: none"> • use of first person • some informal language • use of repetition for emphasis • use of present tense • convincing, certain language • use of Te Reo. 		