

Assessment Report

Level 2 History 2017

Standards [91231](#) [91233](#) [91234](#)

Part A: Commentary

Candidates must apply their knowledge and understanding to the essay task. Identifying and responding to the focus of, and key ideas in, the essay task is fundamental to success. To ensure cogency and clarity, candidates are encouraged to interweave and signpost these key ideas through the body of their discussion. Further, candidates must illuminate their key ideas by clearly linking these to their knowledge and learning. An example is the use of historiography. Candidates were not rewarded for including, or merely listing, contemporaries' and historians' perspectives, with no application to the question. The presence of historiography at this level has been heightened over the years. However, this must be effectively applied and incorporated. At the highest level it is being analysed by some candidates.

The selection of a relevant and conducive event is critical for success in the two essay standards. Further, it is challenging for a candidate to attain at a higher level when their discussion in relation to an event is structured so closely to their peers'. An introduction and series of topic sentences and evidence that mirror other candidates from the same examination centre can be problematic.

More candidates gained Excellence in AS91233 and AS91234 with concise answers, or within the confines of the booklet. Using the planning page is encouraged. Use of the planning page often fostered a focused, concise and cogent discussion.

Another positive outcome was the quality of responses for AS91234. Teachers and candidates have clearly understood the requirements of this standard. Thus, the level of achievement is significantly improved.

Part B: Report on standards

91231: Examine sources of an historical event that is of significance to New Zealanders

Candidates who were awarded **Achievement** commonly:

- made some reference to the sources
- wrote short, straight-forward responses, reflecting a basic understanding of the sources and question

- included some irrelevant information or generalisation(s). Sometimes this was the result of not reading and responding to the question
- relied heavily on the source material, adopting a narrative approach and/or chunking quotes from the sources, without examination or directly responding to the question.

Candidates who were assessed as **Not Achieved** commonly:

- quoted evidence from the sources, without explanation or examination
- wrote responses that were too brief to sufficiently answer the question, with explanation
- did not select or provide relevant supporting evidence
- did not respond to the question, or use keywords to guide their response.

Candidates who were awarded **Achievement with Merit** commonly:

- examined in-depth material from the sources, reflected a thorough understanding and wrote in their own words
- used supporting, direct and detailed evidence accurately and appropriately
- examined two perspectives in depth
- used the keywords of the question to ensure a relevant and targeted answer
- presented an argument in some of their responses, making a connection between sources.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated a comprehensive understanding of the source material and the questions being asked of them
- wrote convincing, well-structured responses in their own words and used evidence appropriately
- made insightful comments linking their response to the question
- used their own knowledge to show understanding beyond the immediately obvious and/or make links to wider contexts
- identified limitations of the evidence when discussing usefulness and reliability.

Standard specific comments

Candidates must closely read and respond to the task or question which will foster a targeted response.

Some candidates wrote generic responses for Question 3. It is important that candidates apply their knowledge and understanding related to usefulness and reliability to the source(s) reflected in the Resource Booklet. Thus, they need to closely corroborate their understanding with evidence from the sources.

91233: Examine causes and consequences of a significant historical event

Candidates who were awarded **Achievement** commonly:

- addressed both parts of the question
- used sufficient relevant historical evidence to support ideas
- demonstrated understanding of the cause/consequence relationship
- examined an essay topic that did not have clear causes
- wrote in an essay structure, including an introduction, logical and well-ordered body paragraphs and a concluding statement.

Candidates who were assessed as **Not Achieved** commonly:

- did not examine at least two distinct causes and two distinct consequences
- did not use sufficient valid historical evidence to examine the related causes and consequences
- did not differentiate causes from consequences
- did not complete one of the two parts to the essay task
- made major historical errors that detracted from the validity of the essay
- did not write in an essay structure. For example, material was presented in lists.

Candidates who were awarded **Achievement with Merit** commonly:

- provided explanation with some depth of understanding
- used detailed, varied, and well-selected evidence
- made valid judgements
- identified consequences as positive and/or negative
- categorised causes and consequences, for example social, economic, or political
- made clear links between causes, event and consequences
- often wrote at length and could have been more selective and succinct.

Candidates who were awarded **Achievement with Excellence** commonly:

- demonstrated insight; for example, by providing and analysing historiography, presenting a convincing argument, using unusual evidence and making judgements beyond the immediately obvious
- demonstrated profound understanding of key ideas, factors and wider context related to the respective event
- categorised causes/consequences convincingly as a foundation for analysis and evaluation
- structured the essay to facilitate evaluation and analysis.

Standard specific comments

Events must be carefully selected, ensuring causes and consequences are of sufficient significance to provide opportunities for candidates to meet the requirements for higher levels of achievement.

91234: Examine how a significant historical event affected New Zealand society

Candidates who were awarded **Achievement** commonly:

- examined an appropriate historical event that linked to the essay task
- provided relevant ideas and generalisations, but used limited evidence to support their discussion
- reverted, in parts, to a narrative account of their chosen historical event
- did not respond directly to the essay task, examining the background and event with significant depth and coverage, which lessened their examination of the effect on New Zealanders
- wrote in an essay structure.

Candidates who were assessed as **Not Achieved** commonly:

- selected a topic that was either not specific to New Zealanders or reflected limited reference vis-à-vis how their chosen event affected New Zealanders
- weighted their discussion heavily on the background to the historical event, providing limited discussion related to the effects on New Zealanders, or the essay task

- provided a narrative of an event, discussing causes and consequences. Therefore, the candidate is not responding to the essay task or Standard. Further, they may have attempted to duplicate their ideas for AS91233.
- did not provide accurate historical evidence to support their discussion
- made major historical errors that detracted from the validity of the essay
- did not write in an essay structure.

Candidates who were awarded **Achievement with Merit** commonly:

- examined a well-defined topic that allowed an in-depth response
- planned their response
- responded to the essay task or key words, writing a paper reflecting a concise and effective background to the event and an in-depth examination of the effects on New Zealanders
- made direct links to more than one social, political, economic, military/strategic factor
- supported their ideas with detailed, accurate and relevant historical evidence that sufficiently enabled them to examine the effects on New Zealanders
- wrote in a logical and well-organised manner, employing an effective essay structure.

Candidates who were awarded **Achievement with Excellence** commonly:

- wrote an essay that reflected the weighting and focus of the essay task
- planned their response
- clearly and comprehensively explained the links between their event and the effects on New Zealanders
- used a range of factors to demonstrate a comprehensive and insightful understanding of the effects that their chosen historical event had on New Zealand society
- often employed several specific named examples of effects relating to a factor, indicative of a comprehensive understanding
- effectively employed historical evidence. Often, this evidence was beyond the obvious, reflecting insight
- overtly reflected links beyond the immediately obvious, showing insight
- evaluated the effects and the significance of the effects
- wrote with clarity and cogency.

Standard specific comments

The selection of a relevant and conducive event remains fundamental. Some candidates selected a topic that, at times, limited their ability to discuss the effects in depth. For example, the topic was too great in breadth. An event that reflects the impact on New Zealand society over a period of time worked well. Candidates were able to reflect the changing 'lens' or perspectives of society, commentators and academics through time.

[History subject page](#)

Previous years' reports

[2016 \(PDF, 0KB\)](#)