Assessment Report

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Level 1 History 2018

Standards 91003  91005  91006

Part A: Commentary

Candidates who were well-prepared, planned their responses, and applied their knowledge of historical thinking to all parts of each question performed well.

For 91005 and 91006, those candidates who responded to the question posed and applied well-chosen content, were successful.

Topics that work well for internal assessments do not always allow candidates to demonstrate a comprehensive understanding for both 91005 and 91006. Natural and some man-made disasters do not lend themselves to be suitable topics to demonstrate in-depth or comprehensive description.

For 91005 and 91006, choosing a specific event or ‘turning point’ within a wider topic also made it easier for candidates to demonstrate their understanding, e.g. the Gallipoli Campaign rather than WWI.
Part B: Report on standards

91003: Interpret sources of an historical event of significance to New Zealanders

Candidates who were awarded Achievement commonly:

- completed at least two of the three questions
- extracted basic meaning from the provided sources
- answered at least two of the three questions satisfactorily, with some reference to the sources provided
- read through and understood the majority of the provided sources.

Candidates whose work was assessed as Not Achieved commonly:

- only read and used a minority of the provided sources
- misunderstood questions
- struggled in questions where they needed to show the changing viewpoints of two groups; many only completed one group; many others only described the viewpoint of the initial time period, but did not complete it by describing how the view had changed in the present day
- made no attempt to answer the questions with their own original thoughts, i.e. copied/repeated information word for word from the provided sources.

Candidates who were awarded Achievement with Merit commonly:

- developed their responses with detail and some depth
- provided good supporting evidence from the sources
- read through and understood the majority of the provided sources
- showed signs of some insight, without going ‘beyond the source’.

Candidates who were awarded Achievement with Excellence commonly:

- demonstrated quite sophisticated understanding of both the questions and the sources provided
showed evidence of insightful thought and occasional perception
wrote fluently with a solid command of the English language
made insightful connections between the sources
provided detailed supporting evidence from the sources
showed understanding and use of historic concepts on top of discussing key ideas from the resources (mana, authority, pacifism, equality).

**Standard specific comments**

Candidates should be aware that if there is more than one part to a question, it is expected that both parts of the question are addressed.

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**91005: Describe the causes and consequences of an historical event**

Candidates who were awarded **Achievement** commonly:

- described at least one cause and one effect for a clearly identified event
- wrote superficially, in general terms with little or no detail; typically, this consisted of two or three short paragraphs for each half of the question, often in a narrative format
- used a small amount of historical evidence
- attempted to link the causes and consequences to the event
- used some structure.

Candidates whose work was assessed as **Not Achieved** commonly:

- wrote about only one part of the question, usually the causes
- described a narrative of the event but failed to answer the question
- discussed the consequences of the causes rather than the selected event
- gave a general response that could have been applied to many historical events
- lacked a clear understanding of the difference between the causes and consequences of the event.

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

- answered both parts of the question in detail, using good supporting evidence to show a depth of understanding (detail included features such as dates, names of people and places, statistical figures)
- wrote well-planned, structured essays linking the event to the causes and consequences
- included starting sentences that made the topic of the paragraph clear
- often included the question in the answer.

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

- chose a clearly-defined event that enabled relevant and comprehensive coverage of two causes and two consequences (comprehensiveness often included names of people and places, quotes, statistics and figures that were explained and integrated, dates etc.); the event chosen usually allowed candidates to display both breadth and depth of knowledge
- demonstrated a holistic knowledge of the event and the context in which it occurred
- used a sound essay structure with clear paragraphing and ideas ordered chronologically and logically; essays were often succinct with historical detail interwoven throughout the essay
- clearly and explicitly linked the causes and consequences to the event.

### Standard specific comments

Topic selection is important to achieve in this standard. It is important that the chosen historical event is historic in nature and has causes and consequences, e.g. natural disasters are often difficult to write on as they have very limited historical causes.

Candidates should answer both parts of the essay question. Candidates who gained Achievement clearly defined their event and ensured that the causes and consequences were linked to the event.
Candidates who achieved well in this standard often distinguished that not everything that happened prior to the event is a cause. The cause needs to be explicitly linked to the event. This can be easily incorporated at the end of the paragraph.

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**91006: Describe how a significant historical event affected New Zealanders**

Candidates who were awarded **Achievement** commonly:

- selected an historical event that was significant to New Zealanders
- gave a basic description of what happened during the chosen historical event
- correctly identified two people and groups who were involved during their chosen historical event and could give a description of either the views they had about the event, or the actions that they took during their chosen event
- made some attempt to describe how the event shaped the lives of New Zealanders
- selected evidence that may have included inaccuracies or had little specific detail to support their chosen historical event
- responded in a narrative style.

Candidates whose work was assessed as **Not Achieved** commonly:

- wrote a basic description of their chosen historical event
- identified one person and group and an appropriate view and/or action, or identified two people/ groups but did not have an accurate view and/or actions that linked to the people or the time of their chosen event
- attempted to describe how the event shaped the lives of New Zealanders
- may have only attempted one or two of the questions
- chose a historical event that had limited significance to New Zealanders and New Zealand
- used limited or poorly-selected evidence that often contained a number of inaccuracies.
Candidates who were awarded **Achievement with Merit** commonly:

- selected a well-defined event that was of significance to New Zealanders
- selected relevant and appropriate evidence that supported their ideas
- described what happened during their chosen event in detail (may have focused on the lead up or the consequences of the event)
- identified two people/groups who were involved during the event and could describe in detail their specific views and actions with relevant evidence
- described how the event shaped the lives of New Zealanders at the time, often using specific examples to support their description as opposed to generalisations.

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

- chose a clearly-defined event that could be used to answer all three questions comprehensively
- wrote a comprehensive description of what happened during the event, keeping the response focused on the chosen event without going too much outside the chosen event
- made clear links between the event and how it shaped the lives of New Zealanders at the time, as well as after the event
- wrote a concise response and focused on answering the question
- used evidence effectively and used a wide range of relevant and specific historical examples and evidence to support their ideas.

**Standard specific comments**

Candidates are encouraged to ensure that they are able to describe how their chosen event continued to shape the lives of New Zealanders ten years or more after their chosen event.

*History subject page*
Previous years' reports

- 2017 (PDF, 49KB)
- 2016 (PDF, 224KB)

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