

Assessment Report

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Level 2 History 2019

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Part A: Commentary

Candidates were generally well-prepared for these standards. In their responses, many candidates were able to demonstrate legitimate knowledge and understanding of history and historical events. Those that took time to plan their responses showed a more successful engagement with the tasks and source material.

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:

- responded to the questions using some source material
- attempted to examine either continuity or change
- demonstrated an understanding of motivation and intent
- attempted to examine motivation and intent
- responded to all three questions.

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

- extracted source material without explaining it in their own words
- did not address the questions being asked
- did not to provide substantive answers in response to the questions
- struggled to understand the historical concept of continuity and change.

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

- responded to the questions in their own words and used source material to support their answers
- understood change and continuity and examined the relationship in some depth
- addressed all the questions accurately using specific and valid source material to support their answers.

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

- responded to the questions in their own words, using a range of source material to support their responses
- showed an insight that went beyond the immediately obvious as provided by the source material
- showed a perceptive understanding of how the source material showed continuity and change

- understood the limitations of source material and ways in which a historian might need to look further into an historical event.

Standard specific comments

Candidates who were aware of the historical concepts in order to understand their relationship to one another (e.g. continuity and change) performed well in this standard.

Close reading of the sources and specific use/application of these in response to the questions provided opportunities for higher grades for candidates.

Not completing the examination paper was detrimental to candidates who had started the paper positively and comprehensively.

91233: Examine causes and consequences of a significant historical event

Candidates who were awarded **Achievement** commonly:

- provided at least two causes and two consequences
- provided more than two causes and two consequences, which may have provided more breadth, but not the level of depth required to demonstrate a higher level of achievement
- failed to classify consequences as intended or unintended
- provided insufficient explanation of intended or unintended causes/consequences
- supported their main points with some explanation and several pieces of historically valid evidence
- used conventional essay structure in their response.

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

- did not provide sufficient evidence and explanation to satisfy at least two causes and two consequences
- did not clearly link causes and consequences to a specific historical event.

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

- showed depth by providing an explanation of why their claimed causes were causal and how their consequences were either intended or unintended
- used appropriate specific supporting evidence that demonstrated depth of understanding and developed ideas
- wrote paragraphs that exhibited both evidence and analysis.

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

- analysed why a consequence was intended or unintended
- provided analysis, evaluation, and prioritisation of causes and consequences
- used selective, specific evidence to demonstrate insightful understanding
- explained connections between causes, event, and consequences
- incorporated historiography or quotes in a manner that added depth of understanding and insight into the event
- wrote clearly and concisely with holistic coherence
- developed an argument through their essay
- used essay structure effectively to develop depth, argument, analysis, and evaluation in their response.

Standard specific comments

Conciseness and clarity are important factors for candidates to take into account when writing essay responses. Quality, depth, thinking, and the effective use of evidence should be emphasised over quantity.

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, however lacked satisfactory evidence to support the discussion
- reverted to narrative form in parts
- responded indirectly to the question with too much in-depth focus on the background to the event
- used conventional essay structure in their response.

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

- focused most of their essay on the background to the historical event leading to limited discussion related to the event and its impact on New Zealanders
- provided a narrative of the event discussing causes and consequences
- failed to provide accurate historical evidence to support their discussion
- made major historical errors that detracted from the validity of their essay.

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

- planned their response
- examined a well-defined topic that allowed an in-depth response
- wrote a concise background to the event and an in-depth examination of the effects on New Zealanders
- made direct links to more than one social, political, or economic factor
- supported their ideas with detailed, accurate, and relevant historical evidence that sufficiently enabled them to examine the effects on New Zealanders
- wrote in an effective manner using clear essay structure with logical progression.

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

- planned their response
- provided a response indicative of the weighting or focus of the essay task
- explained clearly and comprehensively the links between their historical event and the effects on New Zealanders
- used a range of factors to demonstrate a comprehensive and insightful understanding of the effects that the historical event had on society
- used specific, named examples related to the factors when answering the question
- employed accurate historical evidence effectively, at times beyond the obvious, showing insight
- evaluated the effects and the significance of the effects
- wrote with clarity, cogency, and purpose.

Standard specific comments

Candidates who planned their essays wrote responses that clearly reflected the essay task resulting in organised, structured, and focused essays. Insightful responses often reflected the changing perspectives of society over time.

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Previous years' reports

[2018 \(PDF, 126KB\)](#)

[2017 \(PDF, 49KB\)](#)

[2016 \(PDF, 222KB\)](#)