

Assessment Schedule – 2018

Scholarship: History (93403)

Skill 1: Historical ideas

The candidate should identify key ideas inherent in the notion that the history of a nation can be shaped by collective memory and/or how a particular history may evolve from the evidence in the sources and their own knowledge, and use these ideas to respond to the question. The candidate should not merely paraphrase the sources but engage with them perceptively and skilfully. A minimum of **six sources** must be used. Key ideas about the role of myth or other elements that shape a nation's identity could include:

- The idea that myths are powerful forces that can significantly help shape a sense of particular history
- Is the notion of nationhood one of perspective?
- The extent to which religious and/or ideological beliefs and/or ideas of ethnicity are reflected in the shaping of a nation's history
- Different and important ways in which a nation's history/identity are shaped by historical forces
- The possible importance of history as a tool to analyse and understand the forces that shape a nations' history.

Ideas from the sources might include:

In **Source A** Goldie's painting is used to depict how myths can be shaped through the medium of popular paintings. This painting is a direct copy of one painted by a French artist: perhaps an indication of how events in one era/place can be used to create a myth in another. Candidates might see in the Goldie painting the romanticism that informed the 19th century view of the 'noble savage' and connect this source to Source I1.

In **Source B** Professor Ola Svein Stugu sets out in general terms the importance of 'myths', how they can be formed and their importance. They might also examine the way in which many of the ideas described here are referred to and developed in other sources in this paper.

In **Source C** Giselle Byrnes attempts to define the meaning of terms such as 'nation', 'national identity' and 'nationalism'. She also refers to the importance of the disparate elements that can help form a sense of nationhood.

In **Source D** Eric Hobsbawm argues for the importance and role of history – and the responsibility of people who teach it – in dispelling popular myths that can grow unchecked and unchallenged.

In **Source E** Margaret Macmillan supports Hobsbawm's argument of the importance of 'myths' being challenged by the historian, but develops this further by focusing on the vagaries of 'memory' and the idea of 'collective memory'.

In **Source F** Anthony Smith argues that 'collective memory' can lead to a 'collective identity'. He argues the importance of 'cultural' elements which can shape a 'collective identity'.

In **Source G** Jacques Barzun sets out what he regards as possible criteria for establishing how history may be known by focusing on the elements of 'story'. In this way he asserts the importance of selectivity and memory (implied) in establishing an agreed version of the past.

In **Source H** John Tosh describes the historiography that has focused on 'collectivities' that underpinned an understanding of political and social history. He argues for the importance of language as a way of understanding 'cultural identity'.

Sources I1 and I2 demonstrate how particular 'myths' focused on ethnicity developed in the wake of a growing exploration of the world and an emerging understanding of the role of science in understanding the natural world. The growth of pseudo-science could be argued as an attempt to use rationality to support racism and imperialism/colonialism.

Source J is a terrible reminder of the power of 'myths' created in the name of nationalism and/or cultural identity. It depicts the ideal Aryan family, an entity created through propaganda and the persuasive power of ideology, and the reality of the imposition of social Darwinism/racism/cultural identity on a people.

In **Source K** Paul Moon reminds us of the threat that perceived notions of superiority, and the subsequent rejection of traditional views of the past, pose for historians determining an objective view of the past. Candidates will note that the quote that introduces the question is from this text.

In **Source L1** the process of imposing one cultural notion to the exclusion of another is shown in this painting. The original name for the mountain depicted has been replaced by a name honouring an Englishman. The land is empty, waiting for the arrival of the colonisers to impose their ideas of identity and the shaping of a new and particular history. **Source L2** depicts a different landscape – one where Māori are numerous and welcoming the arrival of missionaries who will strive to impose their particular 'myth' on indigenous people.

Source M is an argument posed by Tony Ballantyne suggesting that in any examination/description of 'national identity' there is a need to acknowledge the changing demographic of New Zealand – an argument which could be extended to most countries as migratory forces impose a new and sometimes challenging analysis of shifting demographics.

Source N presents an argument about the importance of education in shaping a clear and objective understanding of the forces that shape a nation's history. The author suggests that sometimes the exigencies of nation building can outweigh the importance of impartiality.

Source O is an account of how a particular group of influential people were able to impose their narrative in the history classrooms of schools in the US. An approach to educating generations of school students that was described as 'fair and impartial' was clearly anything but.

Source P is an account of the debate that emerged because of the initiative of high school students in attempting to have an important event in our history brought to a wider audience. The response of the Secretary of Education to this petition and its demand that a particular event become a mandatory topic in New Zealand schools could be linked to Sources O and N.

Source Q is an example of how events in the past were viewed differently by different groups of people. It is a reminder of the role that statues – public representations of past events – can perpetuate 'myths' from the past.

Source R is an extract from the transcript of a speech by the President of the United States to a group of conservative supporters. In this speech 'myths' are shown as developing and being consolidated into the 'truth'. Ideas of a 'better America', the power of populism and 'fake news' are reiterated to general enthusiastic support. Candidates will be able to link this source back to those at the beginning of their source booklet and make connections to academic discussions about how 'myths' are formed and shaped.

Skill 1: Performance descriptor

Analyse and think critically about key ideas relevant to the historical context(s) and setting(s).

Explanatory notes

1. A candidate who gains a 7 or an 8 for this skill will demonstrate that they have used their *perceptive and insightful* understanding of the key ideas through an informed understanding of the context. This will be sustained.
2. A candidate who gains a 5 or a 6 for this skill will have a highly developed understanding of the key ideas, to demonstrate an informed understanding of the context. A candidate on a 5 will have some explanation but may lack clarity.
3. A candidate gaining either a 3 or a 4 will have identified some of the key ideas. For a 3, key ideas will be identified only; candidates on a 4 will have attempted to explain the key ideas.
4. A candidate gaining a 1 will not identify any key idea(s), while a candidate on a 2 will have attempted to identify key idea(s).

Skill 2: Argument

Candidates should communicate their own substantive argument **the extent to which the myths can be used to interpret the past and create a particular history**.

Candidates must refer to the sources and add their own knowledge in order to demonstrate a broad, deep, and balanced understanding of how myths could shape a collective understanding of the past and/or how there are other factors which are possibly more important in the forming of a coherent and accepted sense of national identity.

Candidates will be able to advance their argument clearly, fluently, and logically, establishing their position for their answer to the question. They could:

- define ways in which a nation's history can be shaped
- argue whether or not myths are a valid way of analysing the past and a way to understand a nation's history.
- identify and explain the extent to which historical events and developments are able to be measured and remembered by different peoples.
- acknowledge that the way the past is viewed will depend on perspective and will change over time and according to different groups
- evaluate the degree to which different ways of analyzing a nation's history have validity.
- identify and explain how individuals in the shape of leaders and/or ideologues can bring about change and can be seen as instruments in shaping a nation's identity.

Skill 2: Performance descriptor

Logical development, precision, and clarity of ideas require the communication of a substantiated argument within an effective written format.

Explanatory notes

1. Candidates whose arguments are sophisticated and substantiated demonstrating breadth, depth, and balanced coverage will gain a 7 or an 8. Candidates on an 8 will have shown greater sophistication than a candidate on a 7.
2. For a 5 or a 6, a candidate will have communicated a logical and convincing argument. A candidate on a 6 will write a mostly balanced argument. Where the argument is not necessarily consistent and / or may waver, it is more likely to be a 5.
3. A candidate who has communicated a relatively simple argument will be on a 3 or a 4. Where the argument has inconsistencies or inaccuracies, the candidate will be on a 3. Where the argument may be simple but explicit, the candidate will gain a 4.
4. A candidate who is awarded a 1 or a 2 will have made an attempt to communicate an argument. A candidate on a 1 will have written less than the candidate on a 2.

Skill 3: Synthesis

Candidates must **integrate** the ideas from the sources and their own content knowledge to communicate their argument effectively. (See possible ideas and content for Skills 1 and 2).

Skill 3: Performance descriptor

Use highly developed knowledge, historical ideas and skills to develop an argument which demonstrates an understanding of a complex historical context(s) and setting(s).

Explanatory notes

1. A candidate who gains a 7 or an 8 for this skill will have synthesised their *highly developed knowledge with ideas in the sources* with insight. A candidate gaining an 8 will have integrated in a more sophisticated manner.
2. A candidate who gains a 5 or a 6 for this skill will synthesise a highly developed knowledge with ideas from the sources. A candidate gaining a 6 will have a balanced integration of their own knowledge with the sources. A candidate gaining a 5 will have a clear, informed integration that may not be consistent or clearly expressed.
3. A candidate gaining either a 3 or a 4 will have integrated ideas from the sources and their own knowledge. Candidates who take a source-by-source approach, and don't integrate the sources and their own knowledge, will get a maximum score of a 3. A candidate will have integrated some of their own knowledge for a 4.
4. A candidate gaining a 2 will have attempted to integrate their own knowledge with ideas in the sources. A candidate on a 1 will not have integrated their own knowledge.

Skill 4: Historical relationships

Candidates must refer to the sources and add their own knowledge in order to demonstrate an awareness of some of the following historical relationships in the context of attempts to measure the past in particular ways.

- **Cause and effect:** Candidates could discuss the way in which the consequences of various events might be seen to validate or disprove the idea of myth as a way of shaping a nation's history – or examine other ways in which the relationship between cause and effect can impact on a particular perspective.
- **Continuity and change:** Candidates might discuss the extent to which the ideas inherent in shaping a nation's history change over time and the extent to which they remain the same.
- **Past and present:** Candidates might ask the following questions in relation to different historical interpretations: How what may seem certain and valid in one era can be seen differently in another; that events and issues in the past can be revisited and reshaped to meet changing perspectives.
- **Specific and general:** Candidates might refer to sources that emphasise individual stories and the impact of an event on history. Candidates could take into consideration the problem of looking at singular events to measure and support ideas about historical contexts.
- **Patterns and trends:** Candidates could note that several sources reflect the way in which patterns and trends can be used to argue both for and against a particular hypothesis.

Skill 4: Performance descriptor

Evaluate historical relationships, such as cause and effect, continuity and change, past and present, specific and general, patterns and trends.

Explanatory notes

1. A candidate who gains a 7 or an 8 for this skill will have demonstrated a perceptive and insightful understanding of historical relationships through the convincing use of examples from their own knowledge. This will be sophisticated for an 8.
2. A candidate who gains a 5 or a 6 will have a highly developed understanding of historical relationships and will have brought in examples from their own knowledge. A candidate who lacks clarity of explanation will gain a 5.
3. A candidate gaining either a 3 or a 4 will have accurately identified some of the historical relationships. A candidate gaining a 3 will be explicit in their recognition of particular relationships or will have identified some relationships but not always accurately.
4. A candidate gaining a 2 is likely to have attempted to include the historical relationships. The candidate on a 1 will have missed identifying historical relationships.

Skill 5: Judgement

Candidates must refer to the sources and add their own knowledge to make judgements about the nature of evidence. Ideas from the sources that candidates might include:

- Commenting on the extent to which paintings can be used to create or perpetuate particular ‘myths’, but how such paintings could be seen as ‘unreliable’. Candidates could move beyond a discussion of ‘reliable’ by arguing the importance of paintings to perpetuate particular myths.
- Commenting on the reliability and limitations of speeches such as Source R, candidates could consider how the impact of a speech might be augmented according to the stature of the speaker or how useful such speeches are in determining the popularity of particular ideas, but the limitations of such a response because of the shared beliefs of the audience.
- Commenting on the specificity of particular contexts in the source selection. A number of sources have a New Zealand context, and candidates could see as this a justification of the importance of an understanding of their own history – or argue that a discussion of history should not be limited by nationalism: the essential ideas embodied in history are universal and need to be acknowledged as such.

The candidate must refer to the sources, and add their own knowledge, to make judgements about the **strengths and limitations** of historians’ narratives. Using the sources, the candidate might:

- Compare and contrast the views of the different historians that emerge from their arguments about how a history is shaped/formed and/or their views on the different ways that the concept and impact of myth can be measured, in attempting to evaluate the past in terms of a particular history.
- Examine the way in which a number of the sources support arguments made by other historians, and how ideas mentioned in one source are developed in another.

Skill 5: Performance descriptor

Judge the reliability and usefulness of historical evidence, and evaluate the strengths and limitations of historians’ narratives.

Explanatory notes

1. A candidate who gains a 7 or an 8 will make perceptive judgments about the historical narratives / writers’ views, and the nature of historical evidence in the sources provided. They will bring in their own knowledge to make these judgements. The perceptive judgements need to be sustained, and may emphasise narratives more than the nature of evidence, or vice versa. For an 8, this will be sophisticated.
2. A candidate who gains a 5 or a 6 will make highly developed judgements about the historical narratives / writers’ views, and / or the nature of historical evidence in the sources provided. They will bring in their own knowledge to make these judgements. For a 6, candidates will show more critical analysis. For a 5, candidates might refer to the sources in the paper only, but they actively engage with the material even if in the process some clarity might be lost.
3. A candidate who gains a 3 or a 4 must accurately use the historical narratives / writers’ views, and / or make some simple judgements about the nature of historical evidence in the sources provided. For a 3, the candidate must have made ONE valid judgement about either a source or historian / writers view; for a 4 there must be more than one valid judgement. These valid judgements are likely to use phrases such as ‘limitation’, ‘reliability’, ‘validity’, ‘usefulness’, ‘bias’, ‘propaganda’, ‘selection’, ‘appropriate’, ‘representative’, etc.

4. A candidate who gains either a 1 or a 2 has referred to historical narratives / writers, and / or has attempted to make a judgment about the sources. One valid attempt at a judgement will receive a 2, a glimmer of an attempt will receive a 1.

<p>Historical ideas (Skill No. 1)</p> <p><i>Analyse and think critically about key ideas relevant to the historical context and setting:</i></p> <ul style="list-style-type: none"> • using perceptive understanding of key ideas (sustained), PD1 (8 or 7) • using highly developed and informed understanding of key ideas, PD2 (6 or 5) • identifies key ideas, PD3 (4 or 3) • attempts to identify key ideas, PD4 (2 or 1). 	<p>Argument (Skill No. 2)</p> <p><i>Logical development, precision and clarity of ideas require the communication of a substantiated argument within an effective written format:</i></p> <ul style="list-style-type: none"> • using sophisticated and substantiated argument, PD1 (8 or 7) • using logical, convincing, and balanced argument, PD2 (6 or 5) • simple and explicit argument, PD3 (4 or 3) • attempts to communicate an argument, PD4 (2 or 1).
<p>Synthesis of ideas (Skill No. 3)</p> <p><i>Use highly developed knowledge, historical ideas and skills to develop an argument which demonstrates an understanding of a complex historical context(s) and setting(s), by:</i></p> <ul style="list-style-type: none"> • insightfully synthesising a highly developed knowledge with ideas in the sources, PD1 (8 or 7) • integrating a highly developed knowledge with ideas in the sources, PD2 (6 or 5) • integrating ideas from the sources with some knowledge, PD3 (4 or 3) • attempting to integrate ideas and a little knowledge, PD4 (2 or 1). 	<p>Historical relationships (Skill No. 4)</p> <p><i>Evaluate historical relationships, such as cause and effect, continuity and change, past and present, specific and general, patterns and trends:</i></p> <ul style="list-style-type: none"> • using perceptive understanding of historical relationships and convincing use of examples, PD1 (8 or 7) • using highly developed understanding of historical relationships with informed examples, PD2 (6 or 5) • identifies some historical relationships, PD3 (4 or 3) • attempts to identify historical relationships, PD4 (2 or 1).
<p>Judgements about evidence / narratives (Skill No. 5)</p> <p><i>Judge the reliability and usefulness of historical evidence, and evaluate the strengths and limitations of historians' narratives:</i></p> <ul style="list-style-type: none"> • using perceptive judgements of narratives and the nature of evidence (sustained and sophisticated), PD1 (8 or 7) • using highly developed judgements of narratives and / or the nature of evidence, PD2 (6 or 5) • accurate use of narratives and / or makes simple judgements about the nature of evidence, PD3 (4 or 3) • references to historical narratives, or the nature of evidence in the sources, PD4 (2 or 1). 	

N0 = No response; no relevant evidence.

Cut Scores

Scholarship	Outstanding Scholarship
21 – 30	31 – 40