

Assessment Schedule – 2023

History: Analyse evidence relating to an historical event of significance to New Zealanders (91436)

Evidence

Question One: Cause and effect

What factors caused the New Zealand Police to start recruiting women into the force in 1941? Explains choices, using the Introduction and Sources A–C.

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p>Attempts to interpret the Introduction and Sources A–C to analyse what factors caused the New Zealand Police to start recruiting women into the force in 1941.</p> <p>Includes some reference to the Introduction and Sources A–C to attempt to explain the historical concept of cause and effect, using at least ONE referenced generalisation that addresses the question.</p>	<p>Interprets the Introduction and Sources A–C to analyse what factors caused the New Zealand Police to start recruiting women into the force in 1941.</p> <p>Includes reference to the Introduction and Sources A–C to explain the historical concept of cause and effect, using at least TWO referenced generalisations that address the question.</p>	<p>Attempts to interpret in some depth the Introduction and Sources A–C to analyse what factors caused the New Zealand Police to start recruiting women into the force in 1941.</p> <p>Includes some specific reference to the Introduction and Sources A–C to explain the historical concept of cause and effect, using at least TWO substantiated generalisations that show some understanding of what caused the New Zealand Police to recruit women and why this was important for the force.</p> <p>Shows some use of cross-referencing within Sources A–C.</p>	<p>Interprets in depth the Introduction and Sources A–C to analyse what factors caused the New Zealand Police to start recruiting women into the force in 1941.</p> <p>Includes specific reference to the Introduction and Sources A–C to explain thoroughly the historical concept of cause and effect, using at least TWO substantiated generalisations that show understanding of what caused the New Zealand Police to recruit women and why this was important for the force.</p> <p>Shows use of cross-referencing within Sources A–C.</p>	<p>Interprets comprehensively the Introduction and Sources A–C to analyse, with some insight, what factors caused the New Zealand Police to start recruiting women into the force in 1941.</p> <p>Includes some specific, relevant reference to the Introduction and Sources A–C to explain insightfully the historical concept of cause and effect, selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of what caused the New Zealand Police to recruit women and why this was important for the force.</p> <p>Shows developed use of cross-referencing within Sources A–C.</p>	<p>Interprets comprehensively the Introduction and Sources A–C to analyse, with insight, what factors caused the New Zealand Police to start recruiting women into the force in 1941.</p> <p>Includes specific, relevant reference to the Introduction and Sources A–C to explain insightfully the historical concept of cause and effect, discerningly selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of what caused the New Zealand Police to recruit women and why this was important for the force.</p> <p>Shows clearly developed use of cross-referencing within Sources A–C.</p>
<p>N0 = No response; no relevant evidence.</p> <p>N1 = Some relevant evidence, but extremely limited.</p> <p>N2 = Relevant evidence but may not have interpreted the sources correctly or may not have the historical concept of cause and effect correct; or may have ignored the specifics of the question; or shows insufficient depth of analysis for Level 3.</p>					

Sample Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Interpretation of the evidence and analysis of cause and effect could include, but is not limited to:</i></p> <p>Introduction</p> <ul style="list-style-type: none"> • Specific areas women would be better at than men, e.g. dealing with minor crime. • Pressure from women's groups, • Staffing / labour pressure due to World War II. • Janet Fraser put pressure on Peter Fraser. • Embarrassment at being 'behind' other countries. 	<p><i>Interpretation of the evidence and in-depth analysis of cause and effect could include, but is not limited to:</i></p>	<p><i>Interpretation of the evidence and comprehensive analysis of cause and effect could include, but is not limited to:</i></p>
<p>Source A</p> <ul style="list-style-type: none"> • Women better suited to caring tasks. • Women could "guard young girls and boys in public spaces". • Maternalistic views highlighted. • Working in big cities dealing with children. • Desire to keep up with other countries. 	<p>Source A</p> <ul style="list-style-type: none"> • New Zealand felt the need to keep up with other countries and the view of us as being socially progressive. 	<p>Source A</p> <ul style="list-style-type: none"> • The change to women joining reflected social and cultural change. • Women were only suited to lighter duties and could "never take the place of a policeman".
<p>Source B</p> <ul style="list-style-type: none"> • Desire to keep up with Britain. • "Moral strength" of women. 	<p>Source B</p> <ul style="list-style-type: none"> • Build upon World War I experiment in Britain with women joining the police during this time. • New Zealand had a need for women police due to the conditions of the cities. 	<p>Source B</p> <ul style="list-style-type: none"> • Build upon what Britain had done during World War I and their experiment of women in the force. • Comparison between World War I and World War II and the labour shortage that existed in both events being a trigger.
<p>Source C</p> <ul style="list-style-type: none"> • Protect women. • Street patrols at night. • "Lighter duties" that women can do. 	<p>Source C</p> <ul style="list-style-type: none"> • Moving and changing times regarding women in the workplace, i.e. attitudes were changing. 	<p>Source C</p> <ul style="list-style-type: none"> • Work changing for all during war time. • Tone, e.g. "cases requiring tact and delicate handling". • Hint of sexism, e.g. "...must possess great initiative, coupled with delicacy and tact". • Suggestion that women police would be held to a higher standard than men. <p><i>(An insightful candidate may categorise social / political / economic / short- or long-term causes; prioritise causes; explain the complexity in the causes.)</i></p>

Question Two: Continuity and change

To what extent is the historical concept of continuity and change demonstrated in Sources D–I?

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p>Attempts to analyse the extent to which the historical concept of continuity and change is demonstrated in Sources D–I.</p> <p><i>For A3, this may be demonstrated through an attempt to explain continuity OR change.</i></p> <p>Includes some reference to Sources D–I to attempt to explain the historical concept of continuity and change, using at least ONE referenced generalisation that addresses the question.</p>	<p>Analyses the extent to which the historical concept of continuity and change is demonstrated in Sources D–I.</p> <p><i>For A4, this may be demonstrated through an explanation of continuity OR change.</i></p> <p>Includes reference to Sources D–I to explain the historical concept of continuity and change, using at least TWO referenced generalisations that address the question.</p>	<p>Attempts to analyse in some depth the extent to which the historical concept of continuity and change is demonstrated in Sources D–I.</p> <p>Includes some specific reference to Sources D–I to explain the historical concept of continuity and change, using at least TWO substantiated generalisations that show some understanding of the extent to which continuity and change occurred.</p> <p>Supports generalisations with evidence from Sources D–I.</p>	<p>Analyses in depth the extent to which the historical concept of continuity and change is demonstrated in Sources D–I.</p> <p>Includes specific reference to Sources D–I to explain thoroughly the historical concept of continuity and change, using at least TWO substantiated generalisations that show understanding of the extent to which continuity and change occurred.</p> <p>Supports generalisations with evidence from Sources D–I.</p>	<p>Analyses comprehensively, with some insight, the extent to which the historical concept of continuity and change is demonstrated in Sources D–I.</p> <p>Includes some specific, relevant reference to Sources D–I to explain insightfully the historical concept of continuity and change, selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of the extent to which continuity and change occurred.</p> <p>Supports generalisations with evidence from Sources D–I.</p>	<p>Analyses comprehensively, with insight, the extent to which the historical concept of continuity and change is demonstrated in Sources D–I.</p> <p>Includes specific, relevant reference to Sources D–I to explain insightfully the historical concept of continuity and change, discerningly selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of the extent to which continuity and change occurred (may show use of cross-referencing to other sources).</p> <p>Supports generalisations with evidence from Sources D–I.</p>
<p>N0 = No response; no relevant evidence.</p> <p>N1 = Some relevant evidence, but extremely limited.</p> <p>N2 = Relevant evidence but may not have interpreted the sources correctly or may not have the historical concept of continuity and change correct; or may have ignored the specifics of the question; or shows insufficient depth of analysis for Level 3.</p>					

Sample Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Interpretation of the evidence and analysis of continuity and change could include, but is not limited to:</i></p> <p><u>Continuity</u> could include:</p> <ul style="list-style-type: none"> • Sexist / patronising comments. • Basic policing roles. • Still far fewer women in the police than men. • The modern policewomen have been picked out for the unique status – they are exceptions to the norm. • Dealing with vagrants, i.e. minor crime (Source E). <p><u>Change</u> could include:</p> <ul style="list-style-type: none"> • Greater variety of roles for women in the police. • Leadership roles for women within the police have increased. • Uniform has changed. • Female police numbers have increased. • More diversity, e.g. Muslim women (Source G). • Women treated with sexism, especially by intoxicated women (Source H). 	<p><i>Interpretation of the evidence and in-depth analysis of continuity and change could include, but is not limited to:</i></p> <p><u>Continuity</u> could include:</p> <ul style="list-style-type: none"> • Sexism, e.g. duties tended to be light. • Marie Storey “forced to resign after marrying”, which highlights dominant sexist attitudes (Source D). <p><u>Change</u> could include:</p> <ul style="list-style-type: none"> • Women’s dress / uniform (Sources G and I). • Policewomen could take out a bank loan for first house (Source E). • More leadership roles for women (Source F). • Muslims welcomed (Source G). • Change in physical requirements (Source H). • Numbers of women in the force have increased, but women are still a minority (Source I). <p><i>(A candidate may note that the pace of change has been slow, e.g. by 1971, women made up 2.3% of the police force.)</i></p>	<p><i>Interpretation of the evidence and comprehensive analysis of continuity and change could include, but is not limited to:</i></p> <p><u>Continuity</u> could include:</p> <ul style="list-style-type: none"> • Sexism is a common theme, e.g. uniform discussed “clambering in a skirt, blouse, hat, gloves, and a handbag – appropriate attire for women in the day” (Source D), which reinforces female stereotypes. • Policewomen’s uniforms remained different from men’s until recently – some reflect fashion trends of the time (Source D). • Perception of policewomen’s role as significant for interactions with women and children has remained (Sources D–I). <p><u>Change</u> could include:</p> <ul style="list-style-type: none"> • Pressure from society to be more inclusive (Source D). • Uniform has now changed (Source D). • Training requirements are now standardised (Sources D, G, and I). • Representation of minorities has also increased (Source G). • The trend shows the slow but accelerating pace of change (Source I). <p><i>(An insightful candidate may note that Sandra Manderson’s distinguished and very interesting career may be the exception to the rule and therefore query the amount of change.)</i></p>

Question Three: Past and present

What similarities and differences exist between the messaging in the police recruitment advertisements from 1961 and 1970 (**Source J**) and 2016 (**Source K**)?

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p>Attempts to analyse the similarities and / or differences between police recruitment advertisements from 1961 and 1970 (Source J) and 2016 (Source K).</p> <p>Includes some reference to BOTH Sources J and K to attempt to explain the historical concept of past OR present in the context of the messaging in police recruitment advertisements.</p>	<p>Analyses the similarities and / or differences between police recruitment advertisements from 1961 and 1970 (Source J) and 2016 (Source K).</p> <p>Includes reference to BOTH Sources J and K to explain the historical concept of past and present in the context of the messaging in police recruitment advertisements.</p>	<p>Attempts to analyse in depth the similarities and differences between police recruitment advertisements from 1961 and 1970 (Source J) and 2016 (Source K).</p> <p>Includes some specific reference to BOTH Sources J and K to explain the historical concept of past and present, using at least TWO substantiated generalisations that show some understanding of the messaging in police recruitment advertisements.</p>	<p>Analyses in depth the similarities and differences between police recruitment advertisements from 1961 and 1970 (Source J) and 2016 (Source K).</p> <p>Includes specific reference to BOTH Sources J and K to explain thoroughly the historical concept of past and present, using at least TWO substantiated generalisations that show understanding of the messaging in police recruitment advertisements.</p>	<p>Analyses comprehensively, with some insight, the similarities and differences between police recruitment advertisements from 1961 and 1970 (Source J) and 2016 (Source K).</p> <p>Includes some specific, relevant reference to BOTH Sources J and K to explain insightfully the historical concept of past and present, selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of the messaging in police recruitment advertisements over time (may show use of cross-referencing to Sources A–I).</p>	<p>Analyses comprehensively, with insight, the similarities and differences between police recruitment advertisements from 1961 and 1970 (Source J) and 2016 (Source K).</p> <p>Includes specific, relevant reference to BOTH Sources J and K to explain insightfully the historical concept of past and present, discerningly selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of the messaging in police recruitment advertisements over time (shows use of cross-referencing to Sources A–I).</p>
<p>N0 = No response; no relevant evidence.</p> <p>N1 = Some relevant evidence, but extremely limited.</p> <p>N2 = Relevant evidence but may not have interpreted the sources correctly or may not have made valid comments on the past or present; or may have ignored the specifics of the question; or shows insufficient depth of analysis for Level 3.</p>					

Sample Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Interpretation of the evidence and evaluation of past and present could include, but is not limited to:</i></p> <p>Source J</p> <ul style="list-style-type: none"> In the past, the advertisements appealed to men, e.g. “Good keen men of integrity and intelligence” and “Bob Cranwell ... scored a last-minute try in a vital rugby game”. Source J2 reflects the gender roles of the time, with the male carrying large boxes and the woman decorating. 	<p><i>Interpretation of the evidence and in-depth evaluation of past and present could include, but is not limited to:</i></p> <p>Source J</p> <ul style="list-style-type: none"> In the past, the advertisements discussed the numerous promotion possibilities, but these appear to be more for men given the layout. <p><i>(A candidate may note “There a number of vacancies also for women” mentioned, but this is very small and that past advertisements reflect the dominant male attitudes of post-World War II New Zealand.)</i></p>	<p><i>Interpretation of the evidence and comprehensive evaluation of past and present could include, but is not limited to:</i></p> <p>Source J</p> <ul style="list-style-type: none"> In the past, the advertisements reflect 1960s and 1970s New Zealand, and were sexist, e.g. women are either absent or portrayed as homemakers. In the past, specific salary and financial incentives were important in the recruitment advertising.
<p>Source K</p> <ul style="list-style-type: none"> In the present, the advertisements appeal to women, e.g. female positive qualities such as “Turn your kindness into your career”. In the present, the advertisements attempt to be more inclusive, e.g. other ethnicities shown and use of Māori words such as “manaakitanga”. 	<p>Source K</p> <ul style="list-style-type: none"> In the present, the advertisements appeal to perceived female characteristics, e.g. maternal, caring, so some subtle sexism remains. In the present, the advertisements all indicate a more progressive and inclusive New Zealand. 	<p>Source K</p> <ul style="list-style-type: none"> In the present, the advertisements indicate a more progressive and inclusive New Zealand, but still use perceived female characteristics / stereotypes to women, e.g. “Turn your kindness into your career”. <p><i>(A perceptive candidate may refer to Sources such as A, B, or C when referencing these perceptions of women police.)</i></p> <ul style="list-style-type: none"> In the present, being paid to train is still a key message for police recruitment, although perhaps less significant than the past. In the present, while the images depict women, the language is gender neutral. In the present, the public knows that more detail will be available on the newcops.co.nz website, allowing the simpler messaging in the advertising. <p><i>(A perceptive candidate may note that a lot of work still needs to be done to attract females to the police force – reference to statistics / graphs and that the gender imbalance in the police in New Zealand is not unique – it is a pattern across many professions. A perceptive candidate may also offer a judgement as to whether there are more similarities or differences between the police recruitment messaging in the past and present.)</i></p>

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 12	13 – 18	19 – 24