

National Certificate of Educational Achievement

2013 Assessment Report

History Level 2

- 91231 Examine sources of an historical event that is of significance to New Zealanders**
- 91233 Examine causes and consequences of a significant historical event**
- 91234 Examine how a significant historical event affected New Zealand society**

COMMENTARY

This was the second year that the Level 2 examinations assessed the new Achievement Standards.

Candidates must be prepared to consider the essay, task or question. They are expected to address the requirements of the task, in line with the Achievement Standard. Thus, successful candidates will apply their knowledge and understanding to the requirements of the task and Achievement Standard.

It is expected that candidates for Achievement Standards 91233 and 91234 provide a context for the respective event. By adding context via a description of the event - for example dates, statistics, key people and organisations – the candidate creates a foundation for their essay, aiding its framework and depth.

Comprehensively examining, required for Excellence in Achievement Standards 91233 and 91234, involves providing an insightful explanation. Insightful understanding at this level could reflect a high level of comprehension between causes and consequences and/or significance, offer a clear, supported, and specific explanation, and expound the respective links with clarity and comprehension. Further, an excellence candidate may make valid reference to differentiate between – and evaluate the relative importance of – long and short-term causes and consequences. Alternatively, insight may be reflected where the candidate explains and evaluates the event and its effects in a wider context.

Both Achievement Standards 91233 and 91234 require candidates, as per the Assessment Specifications, to write their response in a conventional essay format. Candidates that understand, this skill give succinct introductions and create balanced and concise essays in the time available.

STANDARD REPORTS

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

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- wrote short, straight-forward responses, reflecting a basic understanding of the sources
- incorporated some direct reference to sources in their response, without explaining them in detail.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- wrote very brief responses
- reflected limited comprehension of the historical concepts
- did not select or provide relevant supporting evidence.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- wrote balanced, detailed and convincing responses
- referred directly and correctly to the sources
- incorporated sources to support their arguments and explanations
- analysed the sources to show depth of understanding on the event.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- wrote with clarity, comprehension and cogency
- looked beyond the immediately obvious, reflecting an ability to consider the significance and meaning of evidence and/or sources
- made insightful and perceptive connections between the source material
- drew perceptive conclusions about the event from the sources
- demonstrated a strong understanding of the historical concepts, questioning the sources' usefulness, reliability and limitations.

OTHER COMMENTS

As signalled by the Assessment Specifications, a move was made to shift the paper to reflect what the cohort experienced in 2012 as Level I candidates. When answering a question, candidates were not directed, or restricted, to a specific source. The sources were accessible at a variety of levels of comprehension. The intention of the paper was to enable candidates to access and incorporate sources applicable to their ability and understanding.

91233 Examine causes and consequences of a significant historical event

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- identified/defined the significant historical event related to their essay, affording some details connected to the historical context
- explained, and thus gave reasons for, at least two causes of a significant historical event
- explained the links between the causes and the event
- explained, and thus gave reasons for, at least two consequences of a significant historical event
- explained the links between the event and the consequences
- provided evidence in support of the causes and the consequences of the event
- wrote in an essay structure, including an introduction, ordering the main body paragraphs in a logical manner, and a concluding statement.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not identify, or clearly define, a significant historical event
- reflected limited understanding of the background and the context of the event
- selected events where the causes or consequences were limited in scope, or were too broad
- did not complete one of the two parts to the essay task
- did not provide evidence to support one of the two parts to the essay task
- used evidence that was too broad, thus neither descriptive nor explanatory
- described causes and/or consequences but did not explain, or link, these to an event
- made major historical errors that detracted from the validity of the essay.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- explained in detail at least two causes of a significant historical event. A clear and reasoned explanation of the links between the causes and the event was made
- explained in detail at least two relevant positive or negative consequences of a significant historical event. A clear and reasoned explanation of the links between the events and the consequences was made
- provided detailed evidence that was accurate and convincing, aiding their argument.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- explained insightfully, or comprehensively, at least two causes of a significant historical event
- gave a thorough explanation of the links between the causes and the event
- explained insightfully, or comprehensively, consequences of a significant historical event.
- gave a thorough explanation of the links between the events and the consequences
- offered clear, specific and insightful explanations, well supported by valid and detailed evidence
- explained the links between the causes/consequences and the event with clarity and thoroughness
- included crucial, or fundamental, factors to an understanding of the causes and consequences of the respective event
- demonstrated insight through use and/or evaluation of quotes and historiography
- wrote with clarity, organisation and cogency, offering a compelling argument.

OTHER COMMENTS

Candidates and teachers must give consideration to appropriate events for Achievement Standard 91233. The historical event must be significant, not too broad in scope, or cumbersome. Similarly, the event should not be too narrow.

Candidates must overtly establish and explain a clear link between the event and the related causes and consequences. Further, and significantly, they must thoroughly read and respond to the essay task. Successful candidates adapted their knowledge and understanding to the essay task.

91234 Examine how a significant historical event affected New Zealand society

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- examined an appropriate historical event that affected New Zealand or New Zealanders
- explained their chosen event in political and/or economic and/or social context(s), but usually not overtly or implicitly
- gave basic coverage of the two parts of the essay task
- provided supporting evidence, generally with appropriate accuracy
- did not answer both parts with the same detail; usually more focus was around the background to the event
- wrote in an essay structure, including an introduction, main body paragraphs in a logical order, and a concluding statement.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not identify, or clearly define, the significant historical event to which the essay appeared to relate
- had a poor understanding of the context of the event
- selected events where the cause or consequences were limited in scope
- did not complete one of the two parts to the essay task
- did not provide evidence to support one of the two parts to the essay task, in particular in relation to the effect on New Zealand and/or New Zealanders
- made major historical errors that detracted from the validity of the essay.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- explained in detail one or more feature - for example, political, economic, social or military - in both parts of their discussion
- supported ideas with detailed, accurate and relevant historical evidence
- presented their discussion in a logical manner
- provided detailed coverage of both parts of the question
- employed as a framework an effective essay structure.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- provided comprehensive examination, or coverage, of both parts of the essay task, through a range of ways
- offered clear and specific explanations and evaluations, well-supported by valid, accurate and detailed evidence
- demonstrated insight by explaining and evaluating their event and its effects in a wider context
- wrote comprehensively and cogently on both the short and long term effects of their chosen event
- wrote with clarity, offering a compelling discussion in an insightful manner.

OTHER COMMENTS

Candidates produced a range of responses to meet the qualitative criteria of the Achievement Standard 91234. Further, a wide range of topics were selected. Popular topics included the Vietnam War, Gallipoli Campaign, Waterfront Dispute and New Zealand women gaining the vote. Selection of an appropriate event, or context, is critical. The event must enable a clear and convincing discussion, including relevant evidence, around the significance to New Zealand and/or New Zealanders. Candidates and teachers must give consideration to appropriate events for Achievement Standard 91234 enabling comprehensive examination of significance to New Zealanders. The historical event must not be too broad in scope, or narrow.

The assessment schedule reflected a slight weighting toward how the historical event affected New Zealanders.