

# **National Certificate of Educational Achievement**

## **2013 Assessment Report**

### **History Level 3**

- 91436 Analyse evidence relating to an historical event of significance to New Zealanders**
- 91438 Analyse the causes and consequences of a significant historical event**
- 91439 Analyse a significant historical trend and the force(s) that influenced it**

## COMMENTARY

This was the first year that these particular standards were assessed. It was pleasing to note that most candidates appeared to be familiar with the new format of the essay questions and the source analysis. Candidates responded to the essay questions with wide ranging topics, and demonstrated the possibilities that decontextualised assessments allow students and teachers.

## STANDARD REPORTS

### **91436 Analyse evidence relating to an historical event of significance to New Zealanders**

This was the first year that this particular standard was assessed. It was pleasing to note that most candidates appeared to be familiar with the format, and as a consequence were well able to understand the texts and respond to the questions.

## ACHIEVEMENT

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

- identified and described multiple causes and effects of the Indian Mutiny
- identified and described at least two perspectives accurately
- assessed the reliability and/or usefulness of at least one specified source
- referred to the sources in their responses accurately.

## 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:**

- described only one cause, effect or perspective
- misinterpreted the sources
- provided generic answers, particularly about reliability and or usefulness that did not demonstrate an understanding of the sources in their context
- commented briefly on all sources rather than those specified
- omitted any reference to specific sources
- responded only to the text sources, ignoring the visual sources
- commented in general on the historical concepts being assessed without reference to the context.

## ACHIEVEMENT WITH MERIT

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

- specifically and regularly referred to the sources
- used detail and wider explanation to place causes and effects in context
- identified wider concepts such as 'Justice' or 'Heroism' and explained how the perspectives incorporated these concepts
- utilised the sources for specific effect with selective and appropriate quotation

- understood the value of visual sources to the historian and did not dismiss these sources immediately
- explained the usefulness of new sources to historians.

### **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:**

- categorised, compared, contrasted or otherwise evaluated the causes and effects of the Indian Mutiny
- attached wider concepts such as colonialism, nationalism, racism to their conclusions
- placed the historical perspectives on the Indian Mutiny in their contexts
- considered the similarities and differences of the perspectives
- explained the differing nature of the contexts and audiences of the perspectives
- understood and could explain the different roles of primary and secondary sources
- understood and could explain the validity of a historian's research
- considered the value and significance of an artwork to an historian accurately
- utilised non-specified sources to enhance and deepen their response.

### **OTHER COMMENTS**

A majority of candidates understood well the key word 'analyse' in this Achievement Standard.

A focus on developing students' awareness of the difference between reliability and usefulness would be another step in the preparation of students for this Achievement Standard.

## **91438 Analyse the 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:**

- analysed or explained the causes of a significant historical event by making links between the causes and the event
- analysed or explained the consequences of a significant historical event by making links between the consequences and the event
- covered both causes and consequences, even though the coverage might not be equally balanced
- demonstrated some understanding of the most important underlying and immediate causes as well as of the short term and long term consequences
- provided some evidence in support of the causes and the consequences, typically attempting an essay structure that included an introduction, a series of linked paragraphs and a conclusion.

## **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 a narrative or description rather than an analysis of the causes and consequences of a historical event
- neglected to cover both causes and consequences, often describing them generally and without specific supporting detail
- demonstrated little understanding by making repeated and concerning errors about the context of the event
- neglected to identify or clearly define the significant historical event they had selected.

## **ACHIEVEMENT WITH MERIT**

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

- analysed in depth the causes and consequences of a significant historical event on the lives of people
- demonstrated sound understanding by making clear and reasoned explanations of the links between the causes and consequences and the event
- evaluated the prioritisation of causes and consequences with some attempt at justification of their relative significance
- provided appropriate evidence in support of the causes and the consequences, typically in an essay structure that included an introduction, a series of linked paragraphs and a conclusion.

## **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:**

- analysed in depth the causes and consequences of a significant historical event on the lives of people
- demonstrated sound understanding by making clear and reasoned explanations of the links between the causes and consequences and the event
- evaluated the prioritisation of causes and consequences with some attempt at justification of their relative significance
- provided appropriate evidence in support of the causes and the consequences, typically in an essay structure that included an introduction, a series of linked paragraphs and a conclusion.

## **OTHER COMMENTS**

The best candidates made excellent use of the planning page to help structure their response and used memorised quotes from historians to enhance their weighing up of the significance of the causes and consequences. While many students were able to write extensively in response to the question, there is a need to understand the value of quality over quantity.

## **91439 Analyse a significant historical trend and the force(s) that influenced it**

### **ACHIEVEMENT**

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

- answered both parts of the question but weighted the answer very unevenly
- demonstrated knowledge that was largely accurate
- explained forces that influenced the trend
- discussed valid changes or continuities as a result of the influences of the forces
- explained impact on people's lives but generally not well developed or lacked analysis
- wrote with a narrative style, supported some ideas with evidence and/or use of examples and attempted a basic analysis.
- used basic structure including introduction, sequenced paragraphs and conclusion.

### **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:**

- failed to answer the question directly
- answered one part of the question only
- wrote a prepared essay that did not fit the 2013 question or wrote what appeared to be a causes and consequences essay
- made generalisations that lacked key facts and/ or were not supported by evidence
- writing lacked basic structure and presented ideas in a muddled fashion.

### **ACHIEVEMENT WITH MERIT**

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

- choose a significant trend with key related case studies to allow examination of a **broad** trend over time
- answered both components of the question and provided fairly balanced coverage of both components of the question
- showed evidence of planning that engaged with both components of the question
- used structure well to develop writing: e.g. an introduction that briefly answered the question, topic sentences that linked to the question, logical sequencing of paragraphs,
- analysed the nature of the forces that influenced the trend and developed an argument as to the importance of some of the forces (major, minor, moderate)
- discussed the pattern of changes and/or continuities with clear and valid connections to content
- developed a sustained argument that provided analysis (e.g. positive or negative influences) or evaluation that demonstrated understanding of how the trend influenced people's lives.

## **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 commonly:**

- undertook a comprehensive planning process prior to writing, directly linking planning to all of the key components of the essay question including patterns of change and continuity
- wrote fluently, with clarity and perception
- showed breadth and depth of understanding of the extent to which a range of forces influenced a trend, with detailed supporting evidence
- presented well considered evaluations regarding the complexity of the patterns of change and continuity that developed as a result of the range of forces
- allocated a significant portion of writing to the development of a sustained and sophisticated examination that accurately explained and evaluated how a significant trend impacted on people's lives
- used historiography in a seamless manner that did not detract from the overall evaluation/or did not substitute historiography for independent well developed conclusions.