

This assessment report is based on assessments for 2023. It may not reflect achievement standards that have been updated.

2023 NCEA Assessment Report

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| Subject: | History (RAS) |
| Level: | Level 1 |
| Achievement standard(s): | 92026, 92027 |

General commentary

These two RAS standards were administered in the second year of the RAS pilot roll-out and were sat by a larger group of candidates as part of the wider pilot process. The assessments had already undergone significant change, with 92027 being an exam in 2022 and a submission in 2023.

Report on individual achievement standard(s)

Achievement standard 92026: Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand

Assessment

The examination required candidates to respond to a question consisting of two parts, using supporting evidence from the resources provided about the 1978 Whāingaroa Raglan Golf Course Protest. Stimulus material was made available at the start of Term 4 for candidates to familiarise themselves with the historical concepts and sources prior to the assessment, and a resource booklet was provided on the day of the assessment.

Commentary

Candidates were required to demonstrate an understanding of how to apply historical concepts to contexts, i.e. show how or why the concept links to the historical context, rather than just simply dropping the concept into their writing. Candidates received higher grades when they used relevant, accurate, and detailed evidence to support their responses.

The assessment appeared accessible to candidates, but there were candidates who did not read the instructions closely enough, e.g. choosing “effect” as their historical concept but writing about the effect of the land being taken in World War II, and not the effect of the protests (the context for part (a)). Also, candidates could have used multiple sources from the stimulus material to answer part (a), but often referred to only one source.

Causes must, by definition, occur before the historical context. Therefore, in part (a), candidates should have identified which source they were using in their response. Whakapapa seemed to be the concept candidates had the most difficulty relating to a historical context.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- demonstrated understanding of the concept(s) and context(s), but linking the two was not explicit
- used limited evidence from the sources to support their responses
- gave a limited response to at least one part, usually (b).

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

- demonstrated a clear understanding of the concept and context and how they related to each other for both parts
- used evidence from the sources to support their responses
- chose a concept that worked well with their chosen historical context for part (b).

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

- used multiple sources in the stimulus material to answer part (a)
- unpacked the concepts and established a clear connection between the concept and the wider historical context
- used historical evidence well to support their response
- used their own voice in their response to make their own thinking evident.

Candidates who were awarded **Not Achieved** commonly:

- completed part (a) but not part (b)
- discussed the context but mentioned only the concept, with no explanation as to how the concept was related to the context
- chose a concept that could not be easily applied to the historical context
- chose "effect" for part (a), but explained the effect of the land being taken away, rather than the effect of the protest.

Achievement standard 92027: Demonstrate understanding of perspectives on a historical context

Assessment

The report required candidates to respond to a task, showing the ways the historical actions of two individuals or groups from a chosen historical context demonstrate their perspectives on an event, person, or place.

Commentary

Some topics where the two perspectives did not have reasonable equality of historical importance or impact made it difficult for candidates to achieve higher grades, e.g. Otto Frank and Heinrich Himmler in the context of the Holocaust.

Topics that worked well included (but were not limited to):

- the dawn raids
- the signing of the Treaty of Versailles
- the 1981 Springbok tour
- the 1963 Birmingham campaign and march on Washington
- the Little Rock Nine.

When the two perspectives were aligned or on the same side of the argument, it made it difficult for candidates to demonstrate their understanding of different perspectives. It is possible to use aligned perspectives and gain any grade, but candidates needed to be very clear in their explanation of how the perspectives differed.

Candidates who structured their work well, often with headings, offered more comprehensive and relevant responses. Although structure is not mentioned in the standard, it remains a good way of ensuring that evidence is used appropriately to support generalisations and helps avoid repetition.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified two different perspectives clearly and the actions related to the perspective
- identified groups or individuals
- included some appropriate evidence relating to the perspectives in the historical context.

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

- included a wide range of relevant supporting evidence
- developed their response to include a comparison of the two perspectives under investigation.

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

- included direct, relevant, and wide-ranging evidence
- developed a clear comparison of the two perspectives, exploring the wider historical context of the perspectives and / or the context.

Candidates who were awarded **Not Achieved** commonly:

- did not clearly identify groups or individuals
- explored only one perspective
- stated the perspectives without historical evidence.