

# 2023 NCEA Assessment Report

<b>Subject:</b>	History
<b>Level:</b>	Level 2
<b>Achievement standard(s):</b>	91231, 91233, 91234

## General commentary

Successful candidates were well prepared, responded to the questions asked, gave relevant evidence to support their responses, and used insight when required.

## Report on individual achievement standard(s)

### **Achievement standard 91231: Examine sources of an historical event that is of significance to New Zealanders**

#### Assessment

The examination required candidates to answer three questions, using evidence from the resources provided about New Zealand being the first country in the world to standardise time.

#### Commentary

Candidates should aim to “examine sources”, even if the questions do not directly use the term. This will help candidates provide more in-depth responses.

Interpreting and answering questions is a skill assessed in this standard. Candidates should aim to be succinct in their responses and are dissuaded from providing irrelevant detail about historical concepts not referred to in the question, e.g. if usefulness and reliability are not referred to, there is no need to include them in the response.

#### Grade awarding

Candidates who were awarded **Achievement** commonly:

- responded to the questions, using some material from the sources
- attempted an examination of the different perspectives
- understood how attitudes and responses were different over two time periods and attempted to compare and contrast these attitudes
- responded to all three questions
- referred to evidence from source material, although sometimes indirectly.

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

- responded to the questions in their own words, using a range of source material to support their responses
- examined in some depth the difference in perspectives from the historical debate
- demonstrated an understanding of the difference in responses and attitudes concerning the two different time periods, and could compare and contrast the similarities and differences
- used a variety of source evidence to support their explanations, clearly demonstrating a connection
- addressed all three questions using accurate information and valid source material.

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

- responded to the questions in a perceptive manner, provided explanations in their own words, demonstrated a sophisticated style of writing, and wrote structured answers for all three questions
- used extensive evidence from the sources that was woven throughout their responses
- showed insight that went outside the parameters of the source material, while remaining clearly relevant to the question
- demonstrated a clear understanding of different perspectives, using specific and well-chosen examples from a range of sources
- demonstrated a clear and comprehensive understanding of the differences and similarities in responses and attitudes over two time periods
- demonstrated limitations of source material while drawing conclusions that focused specifically on the question.

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

- extracted source material without explaining it in their own words
- did not specifically address the question
- did not show an understanding of the question asked
- wrote responses where the grammar and structure impeded communication of their understanding
- included a large amount of irrelevant material, either pulled from the resource booklet or based on their own ideas
- only attempted some of the questions.

---

## **Achievement standard 91233: Examine causes and consequences of a significant historical event**

### **Assessment**

The examination required candidates to answer an essay question, discussing how two significant causes shaped a significant historical event.

## Commentary

Candidates should have a detailed understanding of both the causes and consequences of their significant historical event and be prepared to adapt these to meet the essay question.

The focus of the question on “shaping” allowed candidates to explore broader contexts, e.g. the outbreak of World War I lent itself well to the question.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- used supporting evidence, but not in detail
- explained the causes, but not explicitly how they “shaped” the event
- made at least three valid points for each cause.

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

- explained, relative to the event, the causality within their nominated causes
- explained how their causes “shaped” the event
- used a logical, sequential structure both throughout the essay and in individual paragraphs
- used detailed evidence, perhaps including historiography (although this is not a requirement of Level 2), that enabled them to demonstrate depth of understanding.

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

- examined and evaluated their causes and evidence insightfully
- used historiography insightfully (although this is not a requirement of Level 2)
- demonstrated an insightful understanding of the context
- used specific details and multiple examples in their explanation of how their chosen event was shaped by the cause, using language that showed a direct correlation or link
- selected causes that supported an argument demonstrating insight, often including explanation of the relative importance of the causes in shaping the event
- integrated knowledge and understanding of historical relationships (e.g. continuity and change, cause and effect) in nuanced ways to show the shaping of an event.

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

- identified two causes with fewer than three valid points of evidence and explanation
- presented causes unrelated to their nominated event
- did not use a conventional essay structure.

---

## **Achievement standard 91234: Examine how a significant historical event affected New Zealand society**

### Assessment

The examination required candidates to answer an essay question, discussing how one short-term and one long-term impact of a significant historical event affected New Zealand society.

## Commentary

Successful candidates answered this standard concisely. Those who tended to include irrelevant or sometimes inaccurate details, as well as a lot of repetition, limited their ability to be awarded higher grades.

There is a range of topics being taught for this standard, with a high quantity of responses related to Aotearoa New Zealand in the nineteenth century.

## Grade awarding

Candidates who were awarded **Achievement** commonly:

- examined an appropriate historical event that linked to the essay question
- identified and explained two impacts
- wrote a narrative related to their chosen historical event
- used a structured essay format
- incorporated some relevant historical evidence; however, this lacked depth or specific details.

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

- demonstrated a good understanding of their event
- supported their key ideas with a range of detailed and accurate historical evidence
- applied an effective essay structure, writing in a logical manner.

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

- demonstrated a comprehensive understanding of impacts
- demonstrated insight via perceptive or original discussion or conclusions
- evaluated the significance of the impacts
- incorporated historical evidence effectively beyond the obvious application of the evidence
- wrote in a concise and sequenced manner, focusing on the significance of the impact(s).

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

- discussed one or no impact(s)
- provided only a narrative of an event
- did not provide accurate historical evidence
- discussed an event with no significance to New Zealanders
- wrote only from their personal experiences.