

2025 NCEA Assessment Report

Subject:	History
Level:	2
Achievement standard(s):	91231, 91233, 91234

General commentary

While some consequences of selected historical events were primarily descriptive, limiting opportunities for insight, more clearly defined events allowed candidates to effectively link consequences to the event, supporting higher achievement. Overall, candidates were well prepared, responded directly to the questions, provided relevant supporting evidence, and demonstrated insight where required. Although standard 91231 posed some challenges, the essay standards 91233 and 91234 were generally more accessible, allowing candidates to showcase their understanding effectively.

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 sources provided about kotahitanga.

Commentary

Overall, the context of kotahitanga proved to be interesting and engaging for candidates, which resulted in a number of strong and well-considered responses. However, many candidates experienced difficulty fully accessing the demands of the questions due to limited reading comprehension, which restricted their ability to interpret the task accurately and respond effectively.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- used some evidence from the sources to support their response, although responses often addressed the task indirectly
- demonstrated a basic understanding of the key historical concepts of usefulness and reliability
- selected, used, or attempted to use relevant evidence from the sources to show understanding of these concepts
- attempted all three questions.

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

- responded to each question in their own words and then used source material to support their answer
- responded directly to each question, often discussing both change and continuity in response to Question Two
- included a range of source material that explored the question in some depth
- wrote clearly with a structured approach and demonstrated understanding of key ideas, concepts, and terminology.

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

- responded to each question with careful organisation, using clear topic sentences and paragraph structure to build answers specific to the task
- used an extensive range of evidence from the sources and demonstrated insight focused on each question, supported by some contextual knowledge beyond the sources
- showed a clear understanding of the usefulness and reliability of sources, making accurate judgements and corroborating evidence where appropriate
- demonstrated a comprehensive understanding of multiple historical concepts, including cause, effect, intent, and motivation, and applied these effectively within the context of the questions.

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

- copied directly from the resource booklet without examining the material, in relation to each question
- produced a minimal response that did not adequately address the question
- did not attempt all questions, most commonly omitting Question Three.

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 different consequences resulted from their chosen historical event.

Commentary

Overall, the consequences of some selected historical events were largely descriptive in nature and did not provide candidates with sufficient opportunity to demonstrate insight. In contrast, the consequences of more clearly defined events were generally easier to link directly to the event itself, as required for higher level grades.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- examined two different consequences of a historical event, making basic links between the event and its consequences, with some supporting evidence provided for each
- presented the response in a conventional essay structure, written at close to or above the suggested word range.

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

- addressed the question directly by examining in depth two different consequences of a historical event, making clear and direct links between the event and each consequence
- provided detailed and well-selected supporting evidence for each consequence within a conventional essay structure, with paragraph ideas developed through coherent, sequential sentences
- extended beyond the suggested word range and often included a separate analytical paragraph evaluating which consequence was more historically significant.

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

- presented a logically structured synthesis of detailed examples that integrated analysis and evaluation rather than simple description
- demonstrated engagement with historiography through the evaluation of evidence, perspectives, and historical impact, using substantial and well-chosen evidence
- employed nuanced and precise vocabulary that enabled the clear demonstration of insightful and sophisticated historical understanding.

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

- confused causes with consequences
- used little historical evidence
- wrote well below the suggested word range
- examined only one consequence.

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 a significant historical event affected individuals and/or groups in two ways.

Commentary

Overall, a wide range of historical events was evident. Some events were problematic because of insufficient historical analysis, such as 9/11 and COVID-19. In contrast, the second wave of feminism and the impact(s) of the Fourth Labour Government's reforms were often done well.

Some candidates did not achieve higher grades because their response lacked depth. Namely, they discussed many effects but in limited detail.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- examined an appropriate historical event that was clearly linked to the essay question
- identified and explained two effects on individuals and/or groups within New Zealand society
- presented the response in an essay structure and incorporated some relevant historical evidence, although this evidence lacked detail.

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

- examined a historical event that was well suited to the task and the requirements of the standard
- demonstrated a detailed understanding of the event and its effects on individuals and/or groups in New Zealand society, clearly signposting differing impacts (social, economic, political, and short-versus long-term)
- supported key ideas with detailed and accurate historical evidence and discussion
- applied an effective essay structure, organising their response in a logical and sequential manner.

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

- demonstrated a comprehensive understanding of the historical event and its effects on individuals and/or groups in New Zealand society
- showed insight through perceptive discussion and thoughtful judgements, including evaluation of the significance of the impacts, sometimes with explicit reference to historical fundamentals, such as continuity and change
- incorporated carefully selected historical evidence effectively, often extending beyond mainstream examples
- wrote in a concise, cogent, and focused manner, consistently emphasising the significance of the impacts rather than description alone.

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

- provided a largely narrative account of the event and its context, identifying or discussing only limited effects, often reverting to personal impacts rather than historical analysis
- included little or no accurate historical evidence and, in some cases, discussed an event with limited or no significance for individuals and/or groups in New Zealand society
- produced a very short response, typically consisting of one or two underdeveloped paragraphs.