

Assessment Schedule – 2011

History: Interpret sources of an historical event of significance to New Zealanders (91003)

Judgement Statement

Achievement	Achievement with Merit	Achievement with Excellence
Interpret sources of an historical event of significance to New Zealanders.	Interpret in depth sources of an historical event of significance to New Zealanders.	Comprehensively interpret sources of an historical event of significance to New Zealanders.

N1	N2	A3	A4	M5	M6	E7	E8
Extracts some material from the sources about Conscription	Extracts some material from the sources and connects it to the question	Interprets material from the sources relating to the government's decision to introduce Conscription in New Zealand • Supporting evidence may be limited or partially irrelevant	Interprets material from the sources and describes the government's decision to introduce Conscription in New Zealand • Uses supporting evidence, this could include irrelevant information	Interprets material from the sources accurately and explains the government's decision to introduce Conscription in New Zealand • Uses appropriate and relevant supporting evidence. Some aspects of evidence are discussed in detail	Interprets material from the sources and explains in-depth the government's decision to introduce Conscription in New Zealand • Uses appropriate and relevant supporting evidence, selected and assessed in detail	Comprehensively interprets the sources and explains the government's decision to introduce Conscription in New Zealand • Uses detailed relevant supporting evidence appropriately and with discrimination	Comprehensively interprets the sources by showing perceptive understanding of the government's decision to introduce Conscription in New Zealand • Uses detailed relevant supporting evidence with discrimination to produce a sophisticated response
Extracts some material from the sources about people's responses to Conscription	Extracts some material from the sources and connects it to the question	Interprets material from the sources to show some understanding of the response of ONE group of New Zealanders to Conscription • Supporting evidence may be limited and / or lacking depth of evidence from specific sources	Interprets material from the sources to show an understanding of the responses of TWO different groups of New Zealanders to Conscription • Uses supporting evidence, this could include irrelevant information	Interprets material from the sources accurately to show an understanding of the responses of TWO different groups of New Zealanders to Conscription • Uses appropriate and relevant supporting evidence	Interprets material from the sources accurately to show an in-depth understanding of the responses of TWO different groups of New Zealanders to Conscription • Uses appropriate and relevant supporting evidence. Some aspects of evidence are discussed in detail	Comprehensively interprets the sources to show a thorough understanding of the different responses of TWO groups of New Zealanders to Conscription • Responses include detailed reference to the sources	Comprehensively interprets the sources to show a perceptive understanding of the different responses of TWO groups of New Zealanders to Conscription • Responses include specific detailed reference to the sources

N0 = No response; no relevant evidence.

N1	N2	A3	A4	M5	M6	E7	E8
<p>Extracts some material from the sources about people's responses to Conscription</p> <p>Extracts some material from the sources and attempts to establish how an historian could check the reliability</p> <p>Responses include:</p> <ul style="list-style-type: none"> • Reference to the source but irrelevant analysis • Limited idea of where to find information to confirm or contradict reliability eg interviews, statistics, war diaries, newspapers, war records etc • May not give other sources to check • Little understanding of how an historian checks reliability 	<p>Extracts some material from the sources and connects it to the question</p> <p>Extracts material from the sources and attempts to establish how an historian could check the reliability</p> <p>Responses include:</p> <ul style="list-style-type: none"> • Reference to the source but the analysis is without depth and could be mainly irrelevant • Limited idea of where to find information to confirm or contradict reliability eg interviews, statistics, war diaries, newspapers, war records etc - no analysis • Limited understanding of how an historian checks reliability 	<p>Interprets material from the sources to show some understanding of the response of ONE group of New Zealanders to Conscription</p> <ul style="list-style-type: none"> • Supporting evidence may be limited and /or lacking depth of evidence from specific sources <p>Interprets material from the sources to show some understanding of the how an historian could check the reliability.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • Some reference to relevant supporting evidence, this could be mainly irrelevant with little depth • Limited idea of where to find information to confirm or contradict reliability eg interviews, statistics, war diaries, newspapers, war records etc – little or no analysis • Limited understanding of the methodology of how an historian checks reliability 	<p>Interprets material from the sources to show an understanding of the responses of TWO different groups of New Zealanders to Conscription</p> <ul style="list-style-type: none"> • Uses supporting evidence, this could include irrelevant information <p>Interprets material from the sources to show an understanding of how an historian could check the reliability</p> <p>Responses include:</p> <ul style="list-style-type: none"> • Reference to some appropriate and relevant supporting evidence, could include irrelevant information • An idea of where to find information to confirm or contradict reliability eg interviews, statistics, war diaries, newspapers, war records etc – could be undeveloped • Limited understanding of the methodology of how an historian checks reliability 	<p>Interprets material from the sources accurately to show an understanding of the responses of TWO different groups of New Zealanders to Conscription</p> <ul style="list-style-type: none"> • Uses appropriate and relevant supporting evidence. <p>Interprets material from the sources accurately to show an understanding of how an historian could check the reliability</p> <p>Responses include:</p> <ul style="list-style-type: none"> • Reference to appropriate and relevant supporting evidence • Some elements of historical thinking in the organisation and explanation of material • An idea of where to find information to confirm or contradict reliability eg interviews, statistics, war diaries, newspapers, war records etc • Some understanding of the methodology of how an historian checks reliability, may be limited 	<p>Interprets material from the sources accurately to show an in-depth understanding of the responses of TWO different groups of New Zealanders to Conscription</p> <ul style="list-style-type: none"> • Uses appropriate and relevant supporting evidence. Some aspects of evidence are discussed in detail <p>Interprets material from the sources accurately to show an in depth understanding of how an historian could check the reliability</p> <p>Responses include:</p> <ul style="list-style-type: none"> • Reference to appropriate and relevant supporting evidence of which some is detailed • Elements of historical thinking in the organisation and explanation of material • An idea of where to find information to confirm or contradict reliability eg interviews, statistics, war diaries, newspapers, war records etc • An understanding of the methodology of how an historian checks reliability 	<p>Comprehensively interprets the sources to show a thorough understanding of the different responses of TWO groups of New Zealanders to Conscription</p> <ul style="list-style-type: none"> • Responses include detailed reference to the sources <p>Comprehensively interprets the sources to show a thorough understanding of how an historian could check the reliability.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • Reasonably detailed reference to the sources • Evidence of historical thinking in the organisation and explanation of material • An idea of where to find information to confirm or contradict reliability eg interviews, statistics, war diaries, newspapers, war records etc • An understanding of the methodology of how an historian checks reliability 	<p>Comprehensively interprets the sources to show a perceptive understanding of the different responses of TWO groups of New Zealanders to Conscription</p> <ul style="list-style-type: none"> • Responses include specific detailed reference to the sources <p>Comprehensively interprets the sources to show a perceptive understanding of how an historian could check the reliability</p> <p>Responses include:</p> <ul style="list-style-type: none"> • Specific detailed reference to the sources • Evidence of historical thinking in the organisation and explanation of material • Where to find information to confirm or contradict reliability eg interviews, statistics, war diaries, newspapers, war records etc • An understanding of the methodology of how an historian checks reliability

N0 = No response; no relevant evidence.

Possible content

Not Achieved	Achieved	Merit	Excellence
<p>(a)</p> <p>Extracts some material from the sources about Conscription – may be irrelevant and not answer the questions</p> <p>OR</p> <p>Extracts some information from the sources about Conscription, and connects it to the question, but this is limited and vague</p> <p>Might simply cite sources with no linking back to the question, and no attempt to answer the question</p>	<p>ONE or more of:</p> <ul style="list-style-type: none"> • Men not prepared to join the army • New Zealand government realised there weren't enough men volunteering when the British government announced that the war will last until 1919 • Increasing number of casualties • Needed bigger military force • Follow in Britain's footsteps • Minister of Defence James Allen agreed to form New Zealand division • Under pressure from Britain <p>Low Achieved:</p> <p>Supporting evidence may be limited or partially irrelevant</p> <p>High Achieved:</p> <p>Uses supporting evidence, this could include irrelevant information</p>	<p>ONE or more of:</p> <p>Men not prepared to join the army</p> <ul style="list-style-type: none"> • Source A states only 58% of men between 19 – 45 are prepared to serve overseas • 23% are prepared to serve in New Zealand • 18% neither <p>New Zealand government realised there weren't enough men volunteering when the British government announced that the war will last until 1919</p> <ul style="list-style-type: none"> • New Zealand war planners had allowed for 25% wastage <p>Increasing number of casualties</p> <ul style="list-style-type: none"> • Source B – attempt to compare figures from this source <p>Formation of New Zealand division</p> <ul style="list-style-type: none"> • Source A – Allen agrees to it, but unable to provide the guns <p>Under pressure from Britain</p> <ul style="list-style-type: none"> • Intro – from 1915 volunteers dropping off and pressure mounting for more men <p>Low Merit:</p> <ul style="list-style-type: none"> • Uses appropriate and relevant supporting evidence. • Some aspects of evidence are discussed in detail <p>High Merit:</p> <ul style="list-style-type: none"> • Uses appropriate and relevant supporting evidence, selected and assessed in detail 	<p>ONE or more of:</p> <p>Men not prepared to join the army</p> <ul style="list-style-type: none"> • Source A states only 58% of men between 19 – 45 are prepared to serve overseas • 23% are prepared to serve in New Zealand • 18% neither • 1/3 of men had no dependants <p>New Zealand government realised there weren't enough men volunteering when the British government announced that the war will last until 1919</p> <ul style="list-style-type: none"> • New Zealand war planners had allowed for 25% wastage • Realised that with the high casualties and death rate that more men were needed • Not enough men to support a larger force <p>Increasing number of casualties</p> <ul style="list-style-type: none"> • Source B – attempt to compare figures from here, eg June 1915, 3 200 men were killed out of 19 290 men at Gallipoli. By September 1915, this had risen to 6,970 killed or wounded, out of 22 380 sent • Example of UK: Military Service Act which came into force in August 1916 <p>Low Excellence:</p> <ul style="list-style-type: none"> • Users detailed relevant supporting evidence appropriately, and with discrimination <p>High Excellence:</p> <ul style="list-style-type: none"> • Uses detailed relevant supporting evidence with discrimination, to produce a sophisticated response

Candidates may opt to do lwi in both sections of (b), as there were different groups involved and they had different ideas – some supported, some did not.

Not Achieved	Achieved	Merit	Excellence
<p>(b)</p> <p>Extracts some material from the sources about people's perspectives – may be irrelevant and not answer the questions</p> <p>OR</p> <p>Extracts some information from the sources about people's perspectives and connects it to the question, but this is limited and vague</p>	<p>Women</p> <ul style="list-style-type: none"> Unhappy about Conscription Did not want it to happen <p>lwi</p> <ul style="list-style-type: none"> Many happy to participate Waikato though not happy to participate in the war <p>Government Ministers</p> <ul style="list-style-type: none"> Felt it was necessary to do what we said we would for the empire <p>Political opponents</p> <ul style="list-style-type: none"> Opposed to Conscription <p>Trade Unionists</p> <ul style="list-style-type: none"> Didn't affect them, as they were free from Conscription <p>Low Achieved</p> <ul style="list-style-type: none"> Identifies ONE perspective and attempts to explain it. <p>High Achieved</p> <ul style="list-style-type: none"> Identify two perspectives and provides limited explanation based on the sources May simply cite relevant extracts from sources if only identifies with no explanation If only identifies with no explanation then High Achieved is as high as it can go 	<p>Women</p> <ul style="list-style-type: none"> Source C women unhappy with Conscription Formed Women's Anti-Conscription League Did not believe there was any need to force men to go to war <p>lwi</p> <ul style="list-style-type: none"> Difference between lwi Many happy to participate in the war Source F states Arawa enthusiastic supporters Waikato though not happy to participate in the war Passively resisted serving outside of New Zealand Source G states that Tainui were only tribe to have Conscription imposed on them <p>Government Ministers</p> <ul style="list-style-type: none"> Felt it was necessary to do what we said we would for the Empire – evidence from Source I <p>Political opponents</p> <ul style="list-style-type: none"> Opposed to Conscription – Evidence from Source J <p>Trade Unionists</p> <ul style="list-style-type: none"> Opposed Conscription on political grounds. "Strategic unions" exempt from Conscription – Evidence from Source J <p>Low Merit:</p> <ul style="list-style-type: none"> Identifies two perspectives and explains them. Evidence might be irrelevant or not used <p>High Merit:</p> <ul style="list-style-type: none"> Clearly identifies two perspectives and explains them using evidence from the sources 	<p>Women</p> <ul style="list-style-type: none"> Source C women unhappy with Conscription and opposed it Formed Women's Anti-Conscription League Did not believe there was any need to force men to go to war Believed it to be unnecessary and a removal of men's freedom of choice Belief that enough men were enlisting voluntarily Attempt to control working people <p>lwi</p> <ul style="list-style-type: none"> Differences between lwi Many happy to participate in the war Source F states Arawa enthusiastic supporters Waikato though not happy to participate in the war. Their land had been confiscated by the crown, and they wanted it back. They were not going to volunteer to serve a monarch that took their land. Passively resisted serving outside of New Zealand Tainui were only tribe to have Conscription imposed on them, "Other lwi they felt had done their bit" – Source G <p>Government Ministers</p> <ul style="list-style-type: none"> Felt it was necessary to do what we said we would for the Empire – evidence from Source I and Source E Dependent on Britain <p>Political opponents</p> <ul style="list-style-type: none"> Opposed to Conscription. Attacked it as militarism and "Prussian" – Evidence from Source I and Source J <p>Trade Unionists</p> <ul style="list-style-type: none"> Opposed Conscription on political grounds.

			<p>“Strategic unions” exempt from Conscription – Evidence from Source J. Militant unions took industrial action in opposition</p> <p>Low Excellence:</p> <ul style="list-style-type: none"> • Explanations of two different perspectives extracted from the sources <p>High Excellence:</p> <ul style="list-style-type: none"> • Detailed explanation of two different perspectives drawn from a sophisticated reading of the sources
<p>(c)</p> <p>Extracts some material from the sources about how the sources could be checked for reliability – may be irrelevant and not answer the questions</p> <p>OR</p> <p>Extracts some information from the sources about how the sources could be checked for reliability and connects it to the question, but this is limited and vague</p>	<p>There are a number of ways that an historian researching Māori reaction to Conscription could check the reliability of this source</p> <p>An examination and comparison of the records showing the numbers of Tainui men, those from other Iwi and non-Māori called, sent or imprisoned could also give some idea if there was a reluctance to serve or be conscripted in the war</p> <p>Use of other sources in order to check the reliability of this source, eg diaries</p> <p>Low Achieved</p> <ul style="list-style-type: none"> • Uses mostly relevant supporting evidence • Has limited critical understanding of the sources <p>High Achieved</p> <ul style="list-style-type: none"> • Responses address the question and show some critical insight into the source 	<p>There are a number of ways that an historian researching Māori reaction to Conscription could check the reliability of this source</p> <p>An examination and comparison of the records showing the numbers of Tainui men, those from other Iwi and non-Māori called, sent or imprisoned could also give some idea if there was a reluctance to serve or be conscripted in the war</p> <p>An investigation into the author would also be warranted with this source, along with the period in which it was written. Culture, gender and social values, and the prevailing mood of the times all influence a person’s interpretation of the facts</p> <p>Historian could use diaries, statistics of men enlisting and being conscripted, photos, other book sources and newspapers in order to check the reliability of this source</p> <p>Low Merit</p> <ul style="list-style-type: none"> • Responses demonstrate elements of critical thinking and analysis • Uses appropriate and relevant supporting evidence <p>High Merit</p> <ul style="list-style-type: none"> • Responses demonstrate elements of critical thinking and analysis and illustrates and/or supports discussion with evidence • Uses appropriate and relevant supporting evidence. Some aspects of evidence are discussed in detail 	<p>There are a number of ways that an historian researching Māori reaction to Conscription could check the reliability of this source</p> <p>An examination and comparison of the records showing the numbers of Tainui men, those from other Iwi and non-Māori called, sent or imprisoned could also give some idea if there was a reluctance to serve or be conscripted in the war</p> <p>Discussions with elders from Tainui could be held, along with those who may have knowledge of this information due to it being handed down to them orally as an historical record</p> <p>An investigation into the author would also be warranted with this source, along with the period in which it was written. Culture, gender and social values, and the prevailing mood of the times all influence a person’s interpretation of the facts</p> <p>The title implies an official, commissioned history and this is likely to affect the tone and approach taken on contentious issues</p> <p>There is some subjective language used in the source, such as “their perpetual grievance against the Government was made their excuse”, and “the old diehards” which indicates this author has an unfavourable view of the Waikato position on Conscription, and so caution must be used</p> <p>Historian could use diaries, statistics of men enlisting and being conscripted, photos, other book sources and newspapers in order to cross check the reliability of this source and ensure its authenticity</p> <p>Low Excellence:</p> <ul style="list-style-type: none"> • The response is literate, clear and demonstrates some critical thinking and

			<p>analysis of the source, supporting the discussion with relevant evidence</p> <ul style="list-style-type: none">• Response includes detailed reference to the source <p>High Excellence:</p> <ul style="list-style-type: none">• The response is literate, clear and demonstrates critical thinking and analysis of the source, supporting the discussion with relevant and specific evidence• Response includes specific detailed reference to the source• Sense of methodology in this one
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