

## Assessment Schedule – 2012

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

#### Evidence 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.

#### Judgement Statement – Question One

N1	N2	A3	A4	M5	M6	E7	E8
Extracts some material from the sources about Great Depression	Extracts some material from the sources about the Great Depression and connects it to the question	Interprets material from the sources relating to the impact the Great Depression had on New Zealand society  • Supporting evidence may be limited or partially irrelevant	Interprets material from the sources accurately describing why the Great Depression had an impact on New Zealand society  • Uses supporting evidence, this could include irrelevant information	Interprets material from the <b>sources in depth</b> to provide some explanation of why the Great Depression had an impact on New Zealand society  • Uses limited supporting evidence	Interprets material from the sources <b>in depth</b> and explains why the Great Depression had an impact on New Zealand society  • Uses supporting evidence • Could include clear references to sources	<b>Comprehensively interprets</b> the sources to explain why the Great Depression had an impact on New Zealand society  • Uses supporting evidence	<b>Comprehensively interprets</b> sources to provide informed judgements on why the Great Depression had an impact on New Zealand society  • Uses supporting evidence • Synthesises ideas • Could find attempts to interpret using concepts such as causation, change, perspectives
Extracts some material from the sources about the impact of the Great Depression on identified groups of people	Extracts some material from the sources about the impact of the Great Depression on identified groups of people and attempts connects it to the question  • Could simply cite relevant extracts from sources	Interprets material from the sources to show some understanding of the impact of the Great Depression on ONE group of New Zealanders  • Supporting evidence may be limited and/or lacking depth of evidence from specific sources.	Interprets material from the sources to show an understanding of impact of the Great Depression on TWO groups of New Zealanders  • Uses supporting evidence, this could include irrelevant information	Interprets material from the sources accurately to show an understanding of the impact of the Great Depression on TWO groups of New Zealanders  • Uses appropriate and relevant supporting evidence. • Will be framed in the students own words while drawing on the sources	Interprets material from the sources accurately to show an in-depth understanding of the impact of the Great Depression on TWO groups of New Zealanders  • 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 impact of the Great Depression on TWO groups of New Zealanders  • Responses include reference to the sources (may be implied or inferred)	Comprehensively interprets the sources to show a perceptive understanding of the impact of the Great Depression on TWO groups of New Zealanders  • Responses include specific reference to the sources

<p>Extracts some material from the sources and attempts to identify conclusions reached by commentators about the Great Depression.</p> <p>No attempt at explanation of the conclusions is made.</p>	<p>Extracts material from the sources and identifies ONE appropriate conclusion/generalisation reached by a commentator about the Great Depression.</p> <p>There might be no attempt at explanation.</p> <p>OR</p> <p>Explanations are irrelevant and do not answer the question.</p>	<p>Interprets material from the sources to identify ONE conclusion/generalisation commentators have reached about the Great Depression</p> <p>AND</p> <p>Describes these conclusions.</p> <p>OR</p> <p>Attempts to establish a link as to why the Great Depression was significant to New Zealanders.</p> <p>Explanations are weak with supporting evidence limited and /or lacking depth.</p> <p>Only ONE explanation might be given.</p>	<p>Interprets material from the sources to identify TWO conclusions/generalisations commentators have reached about the Great Depression</p> <p>AND</p> <p>Attempts to explain the significance of the Great Depression to New Zealanders.</p> <p>There may be only one link made</p> <p>Explanation:</p> <ul style="list-style-type: none"> <li>• uses supporting evidence from other sources, but could include irrelevant information.</li> </ul>	<p>Interprets material from the sources and accurately identifies TWO valid conclusions/generalisations commentators have reached about the Great Depression</p> <p>AND</p> <p>explains the conclusions</p> <p>AND</p> <p>attempts to establish a link to the significance of the Great Depression to New Zealanders</p> <p>Explanations:</p> <ul style="list-style-type: none"> <li>• uses relevant supporting evidence</li> <li>• demonstrate some ability to critically select evidence.</li> </ul>	<p>Interprets material from the sources and accurately identifies TWO valid conclusions/generalisations commentators have reached about the Great Depression</p> <p>AND</p> <p>explains the conclusions</p> <p>AND</p> <p>establishes a link to the significance of the Great Depression to New Zealanders</p> <p>Explanations</p> <ul style="list-style-type: none"> <li>• use relevant supporting evidence with some aspects discussed in detail</li> <li>• demonstrate ability to think critically about selection and use of evidence.</li> </ul>	<p>Comprehensively interprets the sources and accurately identifies TWO valid conclusions/generalisations commentators have reached about the Great Depression</p> <p>AND</p> <p>explains the conclusions thoroughly.</p> <p>AND</p> <p>establishes links to the significance of the Great Depression to New Zealanders.</p> <p>Explanations:</p> <ul style="list-style-type: none"> <li>• have detailed reference to the sources (may be implied / inferred)</li> <li>• demonstrate ability to critically select evidence and use it in explanations</li> <li>• are literate, clear and consider the question in light of the evidence.</li> </ul>	<p>Comprehensively interprets the sources and accurately identifies TWO valid conclusions/generalisations commentators have reached about the Great Depression</p> <p>AND</p> <p>explains these thoroughly by establishing links between the generalisations and the concept of significance to New Zealanders.</p> <p>Explanations:</p> <ul style="list-style-type: none"> <li>• include specific reference to the sources</li> <li>• demonstrate ability to critically select evidence and use it as the basis of analysis</li> <li>• are literate, clear and consider the question in light of the evidence, linking ideas and evidence to context .</li> </ul>
<p><b>Note:</b> Valid conclusions reached by the students themselves MUST be accepted if they are supported with evidence – what they are demonstrating is a higher-level skill than that asked for by the question. Assess the conclusion against the criteria across the scale.</p> <p>One explanation could be stronger than the other.</p> <p>Reference made to social / political / economic impacts or dimensions.</p>							

**N0** = No response; no relevant evidence.

Not Achieved	Achieved	Merit	Excellence
<p>Extracts some material from the sources about the Great Depression – may be irrelevant and not answer the questions.</p> <p>OR</p> <p>Extracts some information from the sources about Great Depression and connects it to the question, but this is limited and vague.</p> <p><i>Might simply cite sources with no linking back to the question, and no attempt to answer the question.</i></p>	<p>One or more of the points below are covered:</p> <ul style="list-style-type: none"> <li>• <b>dependence on Britain</b></li> <li>• <b>time of financial hardship</b></li> <li>• <b>government ill-prepared to cope</b></li> </ul> <p><b>Low Achieved</b> Supporting evidence may be limited or partially irrelevant.</p> <p><b>High Achieved</b> Uses supporting evidence, this could include irrelevant information.</p>	<p>One or more of the points below are covered in depth:</p> <ul style="list-style-type: none"> <li>• <b>dependence on Britain</b></li> <li>• dependent on Britain for export earnings</li> <li>• farmers react by cutting spending</li> <li>• demand for goods and services fell</li> <li>• <b>time of financial hardship</b></li> <li>• Source A exports falling by 45% and income by 40% and unemployment over 70 000</li> <li>• men sent to areas on work-relief schemes in isolated areas – thus impacting on families</li> <li>• <b>government ill-prepared to cope</b></li> <li>• Source A Social services fallen behind many other countries</li> <li>• Source A Nothing for unemployment relief, such as in Britain.</li> </ul> <p><b>Low Merit</b> Uses appropriate and relevant supporting evidence. Some aspects of evidence are discussed in detail.</p> <p><b>High Merit</b> Uses appropriate and relevant supporting evidence, selected and assessed in detail.</p>	<p>One or more of the points below are covered comprehensively:</p> <ul style="list-style-type: none"> <li>• <b>dependence on Britain</b></li> <li>• dependent on Britain for export earnings</li> <li>• farmers react to low commodity prices by cutting spending</li> <li>• ripple effect of this onto other parts of economy, eg wool prices fell 60% for 1929 – in 1932, demand for goods and services fell</li> <li>• <b>time of financial hardship</b></li> <li>• Source A exports falling by 45% and income by 40% and unemployment over 70 000</li> <li>• famers forced prices lower by producing more diary goods than needed</li> <li>• men sent to areas on work-relief schemes in isolated areas – thus impacting on families</li> <li>• <b>government ill-prepared to cope</b></li> <li>• Source A Social services fallen behind many other countries</li> <li>• nothing for unemployment relief such as in Britain</li> <li>• coalition government policy not up to the task.</li> </ul> <p><b>Low Excellence</b> Uses detailed relevant supporting evidence appropriately and with discrimination.</p> <p><b>High Excellence</b> Uses detailed relevant supporting evidence with discrimination to produce a sophisticated response.</p>

## Question Two – Examples (may include others)

Not Achieved	Achieved	Merit	Excellence
<p><b>(b)</b> Extracts some material from the sources about people's perspective's about the Great Depression – may be irrelevant and not answer the questions. <i>OR</i> Extracts some information from the sources about people's perspectives about the Great Depression and connects it to the question, but this is limited and vague.</p>	<p><b>Married Women</b></p> <ul style="list-style-type: none"> <li>• Forced to use materials and possessions carefully</li> <li>• Do housework for wealthy people</li> <li>• Find fun, cheap ways of entertaining kids</li> </ul> <p><b>Māori</b></p> <ul style="list-style-type: none"> <li>• 40% of Māori men were unemployed</li> <li>• Paid less relief than Pākehā if anything</li> </ul> <p><b>Unemployed workers</b></p> <ul style="list-style-type: none"> <li>• Forced into relief schemes</li> <li>• Isolated from family and friends</li> <li>• Poorly paid, eg 5shillings / week</li> </ul> <p><b>Farmers</b></p> <ul style="list-style-type: none"> <li>• Increased production as prices fell</li> <li>• Had to cut spending as little money</li> <li>• Forced off their land</li> </ul> <p><b>Single men and women</b></p> <ul style="list-style-type: none"> <li>• Men sent further from home to work</li> <li>• Camps were isolated</li> <li>• Lived in primitive huts</li> <li>• No dole for single women</li> </ul> <p><b>Low Achieved</b></p> <ul style="list-style-type: none"> <li>• Identifies ONE perspective and attempts to explain it.</li> <li>• High Achieved</li> <li>• Identify two perspectives and provides limited explanation based on the sources.</li> </ul> <p><i>May simply cite relevant extracts from sources</i> <i>If only identifies with no explanation then High Achieved is as high as it can go</i></p>	<p><b>Married Women</b></p> <ul style="list-style-type: none"> <li>• Source D – Forced to use materials and possessions carefully – turning of collars, making of clothes from sugar and flour bags</li> <li>• Ration food – buy in large quantities</li> <li>• Source H Budgeting was imperative – men lost jobs or had salary cuts</li> <li>• Do housework for wealthy people</li> </ul> <p><b>Māori</b></p> <ul style="list-style-type: none"> <li>• 40% of Māori men were unemployed compared to 12% Pākehā</li> <li>• Paid less relief than Pākehā</li> <li>• Source C states that Māori receive less than Pākehā due to where they live</li> </ul> <p><b>Unemployed workers</b></p> <ul style="list-style-type: none"> <li>• Forced into relief schemes</li> <li>• Isolated from family and friends</li> <li>• Poorly paid, eg 5shillings / week</li> <li>• Relied on soup kitchens</li> </ul> <p><b>Farmers</b></p> <ul style="list-style-type: none"> <li>• Increased production as prices fell but just forced prices lower</li> <li>• Had to cut spending as little money coming in</li> <li>• Forced off their land as couldn't pay mortgage</li> </ul> <p><b>Single men and women</b></p> <ul style="list-style-type: none"> <li>• Men sent further from home to work</li> <li>• Camps were isolated</li> <li>• Lived in primitive huts</li> <li>• No dole for single women</li> <li>• Most desperate people in society</li> </ul>	<p><b>Married Women</b></p> <ul style="list-style-type: none"> <li>• Husbands put onto relief schemes that are not near family – thus take on additional roles</li> <li>• Source D – Forced to use materials and possessions carefully – turning of collars, making of clothes from sugar and flour bags</li> <li>• Ration food – buy in large quantities</li> <li>• Source H Budgeting was imperative – men lost jobs or had salary cuts</li> <li>• Do housework for wealthy people</li> </ul> <p><b>Māori</b></p> <ul style="list-style-type: none"> <li>• 40% of Māori men were unemployed</li> <li>• Paid less relief than Pākehā if anything</li> <li>• Source C Tipene O'Regan claims that Māori denied relief as they lived communally – but some dispute over this</li> <li>• Clear though that Māori paid less because they could share expense as they lived communally – they had to live like Europeans in order to receive the full relief benefit thus impacting on traditional Māori values</li> <li>• Labour government attempted to abolish unequal benefit rates, but evidence is that it persisted</li> </ul> <p><b>Unemployed workers</b></p> <ul style="list-style-type: none"> <li>• Forced into relief schemes</li> <li>• Isolated from family and friends</li> <li>• Poorly paid eg 5shillings /wk</li> <li>• Relied on soup kitchens – Source E</li> <li>• Forced to do menial work usually reserved for animals, eg Source G</li> <li>• Stand-down week introduced after 1 week in 5 without work</li> </ul> <p><b>Farmers</b></p> <ul style="list-style-type: none"> <li>• Increased production as prices fell but just forced prices lower</li> <li>• Had to cut spending as little money coming in</li> <li>• Forced off their land as couldn't pay mortgage</li> </ul>

		<p><b>Low Merit</b></p> <ul style="list-style-type: none"> <li>• Identifies two perspectives and explains them. Evidence might be irrelevant or not used.</li> <li>• One perspective may be better developed than the other.</li> </ul> <p><b>High Merit</b></p> <p>Clearly identifies two perspectives and explains them using evidence from the sources.</p>	<p><b>Single men and women</b></p> <ul style="list-style-type: none"> <li>• Men sent further from home to work</li> <li>• Camps were isolated</li> <li>• Lived in primitive huts</li> <li>• No dole for single women</li> <li>• Most desperate people in society</li> <li>• Helped other families out for little money</li> <li>• No husband to provide for her and children</li> </ul> <p><b>Low Excellence</b></p> <p>Explanations of two different perspectives extracted from the sources.</p> <p><b>High Excellence</b></p> <p>Detailed explanation of two different perspectives drawn from a sophisticated reading of the sources.</p>
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**Question Three – Examples (may include others)**

<b>Not Achieved</b>	<b>Achieved</b>	<b>Merit</b>	<b>Excellence</b>
<p>(c) Extracts some material from the sources and attempts to identify conclusions reached by commentators about the Great Depression. No attempt at explanation of the conclusions is made.</p>	<p>May have only ONE relevant conclusion about why the Great Depression was significant to New Zealanders. OR Have ONE conclusion developed in depth, and the second not done as well.</p> <p><b>Conclusions:</b></p> <ul style="list-style-type: none"> <li>• Affected all of New Zealand Society</li> <li>• Extensive effect on people's lives</li> <li>• Helped change New Zealand society</li> </ul> <p><b>Low Achieved</b> <b>Affected most sectors of New Zealand Society</b> May only cover one group in society that was affected. <b>Extensive effect on people's lives</b> May only cover how the lives of one group changed. <b>Helped change New Zealand society</b> May only cover one way in which New Zealand society unprepared / changed. Uses mostly relevant supporting evidence. Has limited critical understanding of the sources.</p> <p><b>High Achieved</b> <b>Affected most sectors of New Zealand Society</b> Covers two groups in society that were affected. <b>Extensive effect on most people's lives</b> Covers how the lives of two groups changed. <b>Helped change New Zealand society</b> Covers two ways in which New Zealand society unprepared / changed. Responses address the question and show some critical insight into the source.</p>	<p>Has TWO VALID conclusions about why the Great Depression was significant to New Zealanders.</p> <p><b>Conclusions:</b></p> <ul style="list-style-type: none"> <li>• Affected all of New Zealand Society</li> <li>• Extensive effect on people's lives</li> <li>• Helped change New Zealand society</li> </ul> <p><b>Low Merit</b> <b>Affected most sectors of New Zealand Society</b> Covers two or more groups in society that was affected. <b>Extensive effect on people's lives</b> Covers how the lives of two or more groups changed. <b>Helped change New Zealand society</b> Covers two ways in which New Zealand society was unprepared / changed. Responses demonstrate elements of critical thinking and analysis. Uses appropriate and relevant supporting evidence.</p> <p><b>High Merit</b> <b>Affected most sectors of New Zealand Society</b> Covers in-depth two or more groups in society that was affected. <b>Extensive effect on most people's lives</b> Covers in-depth how the lives of two or more groups changed <b>Helped change New Zealand society</b> Covers in-depth two ways in which New Zealand society was unprepared / changed. Responses demonstrate elements of critical thinking and analysis and illustrates and/or supports discussion with evidence. Uses appropriate and relevant supporting</p>	<p>Has TWO VALID conclusions about why the Great Depression was significant to New Zealanders.</p> <p><b>Conclusions:</b></p> <ul style="list-style-type: none"> <li>• Affected all of New Zealand Society</li> <li>• Extensive effect on people's lives</li> <li>• Helped change New Zealand society</li> </ul> <p><b>Low Excellence</b> <b>Affected most sectors of New Zealand Society</b> Comprehensively covers two or more groups in society showing a thorough understanding of how they were affected. <b>Extensive effect on people's lives</b> Comprehensively covers how the lives of two or more groups showing a thorough understanding of how their lives were changed . <b>Helped change New Zealand society</b> Comprehensively covers two ways in which New Zealand society showing a thorough understanding of how society was unprepared/ changed. The response is literate, clear and demonstrates some critical thinking and analysis of the source, supporting the discussion with relevant evidence. Response includes detailed reference to the source.</p> <p><b>High Excellence</b> <b>Affected most sectors of New Zealand Society</b> Comprehensively covers two or more groups in society showing a perceptive understanding of how they were affected <b>Extensive effect on most people's lives</b> Comprehensively covers how the lives of two or more groups showing a perceptive understanding of how their lives were changed.</p>

	<p><b>Example:</b>  <b>Affected most sectors New Zealand society</b>                  Source B shows that there was high unemployment amongst all New Zealanders in particular Māori men who were at 40.5% unemployed.                  Women and children were affected with Source D suggesting families changed their diet during the depression years.                  Families also mended everything, sometimes using sugar bags for aprons and clothes                  Sources E, F and G show that New Zealand European men were affected by the working conditions and desperation of the Depression                  Married women were left at home and would do their best to keep cheerful and organise inexpensive fun for their kids, while ensuring that there was enough food                  Some New Zealanders were actually better off during this time and used reduced prices to buy luxury goods                  Overall, the Great Depression was significant to new Zealanders because most groups were affected in some way.                  AND / OR  <b>Extensive effect on many people's lives</b>                  Almost everyone was worse off than they were before and experience poverty that deeply affected individuals, families and groups such as Māori.                  Households were forced to "turn collars" on shirts to preserve them, according to Source A, whereas today people would dispose of their shirt in normal circumstances. Flour bags were used to make clothing such as children trousers or pillow cases.                  Many children were deprived of an education being leaving age.                  Farmers walked off the land as can be seen in Source H.                  Source H depicts the story of an unmarried woman who started work at 4 am, and walked up a hill.                  The terrible nature of New Zealand's depression was noticed by those living in Australia, according to Source J. Therefore, its significance as an</p>	<p>evidence. Some aspects of evidence are discussed in detail  <b>Example:</b>  <b>Affected most sectors New Zealand society.</b>                  Source B shows that there was high unemployment amongst all New Zealanders in particular Māori men who were at 40.5% unemployed.                  Women and children were affected with Source D, suggesting families changed their diet during the depression years.                  Families also mended everything, sometimes using sugar bags for aprons and clothes.                  Sources E, F and G show that New Zealand European men were affected by the working conditions and desperation of the Depression.                  Married women were left at home and would do their best to keep cheerful and organise inexpensive fun for their kids, while ensuring that there was enough food.                  Some New Zealanders were actually better off during this time and used reduced prices to buy luxury goods.                  Overall, the Great Depression was significant to New Zealanders because most groups were affected in some way.                  AND  <b>Extensive effect on many people's lives</b>                  Almost everyone was worse off than they were before and experience poverty that deeply affected individuals, families and groups such as Māori.                  Households were forced to "turn collars" on shirts to preserve them, according to Source A, whereas today people would dispose of their shirt in normal circumstances. Flour bags were used to make clothing such as children trousers or pillow cases.                  Source F shows the menial and difficult work that men and boys had to do.                  Many children were deprived of an education being leaving age.                  Farmers walked off the land as can be seen in Source H.                  Source H depicts the story of an unmarried woman who started work at 4 am, and walked up</p>	<p><b>Helped change New Zealand society</b>                  Comprehensively covers two ways in which New Zealander society showing a thorough perceptive of how society was unprepared/ changed.                  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.  <b>Example:</b>  <b>Affected most sectors of New Zealand society.</b>                  Source B shows that there was high unemployment amongst all New Zealanders in particular Māori men who were at 40.5% unemployed. Māori were also deprived of the same benefits as they were regarded by the state as living communally and therefore not as 'needy' as European New Zealanders.                  Women and children were affected with Source D, suggesting families changed their diet during the depression years and had to make do with dripping as a staple of their diet.                  Families also mended everything, sometimes using sugar bags for aprons and clothes, Children would be dressed in garments made from the good parts of bigger clothes.                  Sources E, F and G show that New Zealand European men were affected by the working conditions and desperation of the Depression, they were often removed from their families in order to pursue relief work and bring in some money for their families.                  Married women were left at home and would do their best to keep cheerful and organise inexpensive fun for their children, while ensuring that there was enough food and help feed those that appeared at their doors from time to time begging.                  Government Departments retrenched – cut pay but did not lay off workers. (Effect: after the Depression jobs in the state services were highly prized and sought after because of their stability / reliability – seen as insulated from lay-offs Until the 1980s).                  Some New Zealanders were actually better off during this time and used reduced prices to buy luxury goods, however many people in this position also worked to help people by collecting</p>
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	<p>unusually negative event was exemplified.</p> <p>The Great Depression was significant because of the unprecedented effect it had on people's lives in every class, gender and racial group in New Zealand.</p> <p>OR</p> <p><b>Unpreparedness helped change New Zealand society.</b></p> <p>New Zealand was not sheltered from the impact of the depression</p> <p>Dependent on Britain.</p> <p>Michael Joseph Savage won 1935 election and reformed New Zealand's social services.</p>	<p>a hill</p> <p>The terrible nature of New Zealand's depression was noticed by those living in Australia, according to Source J. Therefore, its significance as an unusually negative event was exemplified.</p> <p>The Great Depression was significant because of the unprecedented effect it had on people's lives in every class, gender and racial group in New Zealand.</p> <p>OR</p> <p><b>Unpreparedness helped change New Zealand society.</b></p> <p>New Zealand was not sheltered from the impact of the depression.</p> <p>Our dependence on the British was also another reason that New Zealand suffered greatly.</p> <p>Michael Joseph Savage the platform to win the 1935 election and while in power he reformed New Zealand's social services.</p> <p>Physical reminders still remain today of the relief work that occurred during this time.</p>	<p>and distributing money, clothes, food and organising fundraising events. Overall, the Great Depression was significant to new Zealanders because every group was affected in some way.</p> <p>Some sectors in New Zealand society were affected more than others and there were some who were not badly affected by the downturn.</p> <p>AND</p> <p><b>Extensive effect on many people's lives</b></p> <p>Almost everyone was worse off than they were before and experience poverty that deeply affected individuals, families and groups such as Māori. The overall unemployment rate of 13.5% is far worse than today's and shows the extreme nature of the event.</p> <p>Households were forced to "turn collars" on shirts to preserve them, according to Source A, whereas today people would dispose of their shirt in normal circumstances. Flour bags were used to make clothing such as children trousers or pillow cases.</p> <p>Source F shows the menial and difficult work that men and boys had to do.</p> <p>Many children were deprived of an education being leaving age and for many boys this meant finding menial work to do as indicated in Source f in order to provide some money for families</p> <p>Farmers walked off the land as can be seen in Source H as they could no longer afford their mortgage payments.</p> <p>Source H also depicts the story of an unmarried woman who started work at 4 am, and walked up a hill rather than take the tram in order to save a penny despite being ill. Her son picked up coal on the railway line to help make ends meet.</p> <p>The terrible nature of New Zealand's depression was noticed by those living in Australia, according to Source J. Therefore, its significance as an unusually negative event was exemplified. The Great Depression was significant because of the unprecedented effect it had on people's lives in every class, gender and racial group in New Zealand.</p> <p>It shaped people's responses to their lives after the Depression. Government intervention became popular, to protect the weak and vulnerable, and to ensure equity. Social, health, economic and cultural policies of Labour, from 1935 – 49,</p>
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			<p>became accepted as the “new normal” in New Zealand by all political parties through to 1984.</p> <p>The Depression had a powerful impact on New Zealand culture. It featured extensively in art and literature – novels like <i>Mulgan’s Man Alone</i> and Robin Hyde’s <i>Nor the Year’s Condemn</i>, short stories by Frank Sargeson and Frank S. Anthony later works included Renee, <i>Wednesday to Come</i>, Sonia Davies, <i>Bread and Roses</i>, and a best-selling popular history, <i>The Sugarbag Years</i>, etc.</p> <p>OR</p> <p><b>Unpreparedness helped change New Zealand society.</b></p> <p>New Zealand was not sheltered from the impact of the Depression, because the government of the time did not have adequate unemployment relief in place, according to Source A.</p> <p>Our dependence on the British was also another reason that New Zealand suffered greatly. Lessons were learnt from the Great Depression, and helped mitigate the impact of the global recession occurring today.</p> <p>The Great Depression also gave Michael Joseph Savage the platform to win the 1935 election and while in power he reformed New Zealand’s social services creating a cradle to grave policy, meaning that if the unemployment rate increased greatly again New Zealand would have adequate measures in place to support those in need.</p> <p>Specific economic measures like the Reserve Bank Act were set up. This allowed the Reserve Bank to give the New Zealand Government (not the Bank of England) control of fiscal policy, import licensing and tariffs. This in turn protected and encouraged local manufacturing (and employment), and the “New Zealand First” policy. New Zealand-made goods were used for state housing – essentially creating Fletcher Building and PDL.</p> <p>The public works policy began. This developed, extended and improved conditions (and projects) from Coalition efforts in the early 1930s, for schools, hospitals, airports and power schemes.</p> <p>Physical reminders still remain today of the relief work that occurred during this time, including the road from Milford to Te Anau – as stated in Source H.</p>
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**Judgement Statement**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 7	8 – 12	13 – 18	19 – 24