

**Assessment Schedule – 2012**

**History: Examine sources of an historical event that is of significance to New Zealanders (91231)**

**Evidence Statement**

Source	Achievement	Achievement with Merit	Achievement with Excellence
<p><b>A</b></p>	<p>One, or more, basically stated points. For example:</p> <ul style="list-style-type: none"> <li>• they are all white men</li> <li>• there were separate Australian colonies</li> <li>• they look as though they are well off because of their clothing</li> <li>• none look very young; they are middle aged or old.</li> </ul>	<p>As for Achievement, plus more detail / evidence. For example:</p> <ul style="list-style-type: none"> <li>• they look as though they are well off because of their clothing. Three in the front row have top hats</li> <li>• none look very young. They are middle aged or old. Many have grey hair or are bald.</li> </ul>	<p>As for Achievement with Merit, plus a demonstration of a more 'perceptive' understanding. For example, some development of one or more of:</p> <ul style="list-style-type: none"> <li>• They are all men. There are no females present. Perhaps they didn't have the right to vote at that time and the photo tells us they were not considered to be part of any political decisions.</li> <li>• They are all white men. There are no Aborigines present. Perhaps they also didn't have the right to vote at that time and the photo tells us they were also not considered to be part of any political decisions.</li> <li>• They look to be well off. Their clothes suggest this. All are wearing good clothes. Two appear to be wearing bow ties, two are holding top hats and the man sitting at right centre appears to be wearing a top hat. Manual workers would be unlikely to be politicians, as they would have difficulties having the time available to devote to politics. This could lead to policies that favoured business/ the wealthy.</li> <li>• They look to be middle-aged or older. There are no young-looking men there. Young people would be unlikely to be financially established enough to be able to reach this level of political importance, especially if they were unpaid.</li> <li>• The man standing on the far right appears to be a lawyer. He is wearing law robes and has a legal wig on – it is grey, compared to the dark beard. A lawyer would be needed to ensure the legal matters relating to Federation were properly dealt with.</li> <li>• There are no military uniforms, showing that this is a civilian government.</li> </ul>

Source	Achievement	Achievement with Merit	Achievement with Excellence
<p><b>B</b></p>	<ul style="list-style-type: none"> <li>• TWO perspectives given</li> <li>• Each perspective must be backed by a piece of evidence (see above)</li> <li>• An explanation of the way <b>continuity</b> is shown with the similarity of sentiments against Federation expressed by Helen Clark in 2000, to those of the 19<sup>th</sup> century opinions against Federation, may or may not be included in the answer.</li> </ul>	<ul style="list-style-type: none"> <li>• TWO perspectives given</li> <li>• Each perspective must be backed by at least TWO pieces of evidence (see above)</li> <li>• An explanation of the way <b>continuity</b> is shown with the comments of Helen Clark being linked to at least ONE opinion / point made, or shown, in the other sources. For example, her opinion that New Zealand intended to "... keep all of its identity ...” could be linked to any one of a number of points made by WP Reeves, or the New Zealand Graphic cartoonist, eg Reeves says that the climate, geography, types of farms and city size all help to give Australia a different identity to New Zealand. He says each country is developing a different “social and industrial life.” He also mentions the pride New Zealanders have in their country and their want to retain self-government.</li> </ul>	<ul style="list-style-type: none"> <li>• TWO perspectives given</li> <li>• Each perspective must be backed by at least TWO pieces of evidence (see above)</li> <li>• An explanation of the way <b>continuity</b> is shown with the comments of Helen Clark being linked in a more comprehensive way to MORE THAN ONE opinion / point made, or shown, in the other sources. For example, her opinion that New Zealand intended to "... keep all of its identity ...” could be linked to the comment that Reeves made about the differences between the Australian Aborigines and Māori. An explanation of the way New Zealand identity has been closely linked to Māori culture, particularly in recent times, would be valid here. The cartoon with the Pacific Islander could also be referred to as evidence that New Zealand has always had strong links with Pacific Island nations</li> <li>• “Perceptive” could include some detail in linking the point made by Helen Clark that relates to New Zealand wanting to retain its identity to the points made in Source B1 (eg, New Zealand valuing its independence, its choice in the way it governs itself; other differences between the two countries that relate to identity – size, climate, huge stations, larger cities, race relations).</li> </ul>

Source	Evidence
<p><b>B1</b></p>	<p><b>AGAINST</b></p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• New Zealand has a closer relationship to Britain than Australia – most settlers are from Britain; most trade and financial dealings are with Britain; books, newspapers and plants are from Britain</li> <li>• The Tasman Sea is a barrier between Australia and New Zealand – difficult to cross (deep, stormy, long distance). It was never crossed (ie there was no contact between the two colonies) before European settlement</li> <li>• People in New Zealand have no interest in matters that affect Australians (eg railways, irrigation, trade) and would be unwilling to tolerate any control of their infrastructure (eg communications facilities, light houses and railways) being controlled by Australia</li> <li>• There are differences between the two peoples – Aborigines are very different to Māori; the way of life and attitudes of Europeans in the two countries are becoming different because of climate, large farms, wide spaces, and large cities</li> <li>• New Zealanders are proud of their country and want to govern themselves rather than be controlled by what Sydney and Melbourne think is best.</li> </ul>

<b>B2</b>	<p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Dismisses Hewson’s views (and sees them as condescending: “How generous of him ...”)</li> <li>• Retaining a New Zealand identity is seen by her as important</li> <li>• Beneficial actions can still be taken re: trade and labour force movement without joining together.</li> <li>• Federated Australia is shown as a desirable, well dressed young woman, but the invitation to join with her is being given by an ugly ogre:             <ul style="list-style-type: none"> <li>- hairy lecherous face with two pieces of hair in the shape of devil’s horns</li> <li>- teeth prominent to indicate he will possibly devour New Zealand in the future</li> <li>- the teeth give a false smile</li> <li>- ugly hairy legs and hairy armpit</li> <li>- unkempt appearance</li> <li>- strongly built so able to overpower New Zealand</li> <li>- has manacles and chains hanging off his arms, ready to use once he has hold of New Zealand.</li> </ul> </li> <li>• The young woman is well in the background. The prominence of the ogre in the cartoon represents the danger of New Zealand joining.</li> <li>• New Zealand is portrayed as a virtuous woman defending herself and a South Sea Islander against the ogre. She is wearing a Māori / Polynesian cloak across her shoulder and the South Sea Islander has a hand on her shoulder. This shows:             <ul style="list-style-type: none"> <li>- there is an affinity between New Zealand and the native people of the Pacific</li> <li>- New Zealand wants to become involved in helping / protecting / taking over some Pacific Islands</li> <li>- the Pacific Islanders feel comfortable with New Zealand</li> <li>- Pacific Islands need New Zealand for protection.</li> </ul> </li> <li>• The palm tree in the background reinforces the Pacific Island connection to New Zealand.</li> </ul>
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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 – 2	3 – 4	5 – 6	7 – 8