

Assessment Schedule – 2013

History: Examine how a significant historical event affected New Zealand society (91234)

Evidence Statement

N1	N2	A3	A4	M5	M6	E7	E8
<p>ONE or more details are given of the background to an historical event, but NO supporting explanation is given (ie description only).</p> <p><i>OR</i></p> <p>ONE or more effects on New Zealanders are given, but NO supporting explanation is given (ie description only).</p>	<p>ONE or more details are given of the background to an historical event, but NO supporting explanation is given (ie description only).</p> <p><i>AND</i></p> <p>ONE or more effects on New Zealanders are given, but NO supporting explanation is given (ie description only).</p>	<p>The background of an historical event that affected New Zealanders is examined (eg through one or more of political, social, economic, military, strategic, or other appropriate ways), although the explanation/supporting evidence may be weak.</p> <p><i>AND</i></p> <p>How the historical event affected New Zealanders is examined (eg through one or more of political, social, economic, military, strategic, or other appropriate ways), although the explanation/supporting evidence may be weak.</p>	<p>The background of an historical event that affected New Zealanders is examined (eg through one or more of political, social, economic, military, strategic, or other appropriate ways).</p> <p><i>AND</i></p> <p>How the historical event affected New Zealanders is examined (eg through one or more of political, social, economic, military, strategic, or other appropriate ways) with some reference to short-term and/or long-term effects.</p>	<p>The background of an historical event that affected New Zealanders is examined in depth (eg likely through more than one of political, social, economic, military, strategic, or other appropriate ways), although the explanation/supporting evidence may have limitations.</p> <p><i>AND</i></p> <p>How the historical event affected New Zealanders is examined in depth (eg most likely through more than one of political, social, economic, military, strategic, or other appropriate ways), although the explanation/supporting evidence may have limitations. There is reference to short-term and long-term effects.</p>	<p>The background of an historical event that affected New Zealanders is examined in depth (eg likely through more than one of political, social, economic, military, strategic, or other appropriate ways).</p> <p><i>AND</i></p> <p>How the historical event affected New Zealanders is examined in depth (eg most likely through more than one of political, social, economic, military, strategic, or other appropriate ways). There is clear reference to short-term and long-term effects.</p>	<p>The background of an historical event that affected New Zealanders is comprehensively examined (with some 'insight' evident). This will most likely be through more than one of political, social, economic, military, strategic, or other appropriate ways.</p> <p><i>AND</i></p> <p>How the historical event affected New Zealanders is comprehensively examined (with some 'insight' evident). This will almost certainly be through more than one of political, social, economic, military, strategic, or other appropriate ways. There is clear reference to short-term and long-term effects.</p>	<p>The background of an historical event that affected New Zealanders is comprehensively examined (with 'insight' evident). This will most likely be through more than one of political, social, economic, military, strategic, or other appropriate ways.</p> <p><i>AND</i></p> <p>How the historical event affected New Zealanders is comprehensively examined (with 'insight' evident). This will almost certainly be through more than one of political, social, economic, military, strategic, or other appropriate ways. There is clear reference to short-term and long-term effects.</p>

N0 = No response; no relevant evidence.

NOTE:

As per the achievement standard explanatory notes, an 'event' may be discrete, a development or movement over time, or be considered in terms of a person's role.

The background of events and effects may be examined in terms of what happened and how. Short-term and/or long-term effects should also be discussed.

While accuracy in evidence is desirable (eg dates, figures, statistics, quotes, names), this achievement standard is not assessing recall of specific details. Candidates should not be penalised at any grade level unless lack of accuracy detracts from the essay.

Essay structure should be considered in the allocation of the final grade, but only inasmuch as it enhances or detracts from the clear communication of the background of events and the effects on New Zealanders.