

Assessment Schedule – 2018

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

Evidence: Question One

N1	N2	A3	A4	M5	M6	E7	E8
Extracts some material from the sources related to the extent to which smoking was a part of NZ life.	Extracts material from the sources related to the extent to which smoking was a part of NZ life.	Examines material from the sources related to the extent to which smoking was a part of NZ life. Attempts to use supporting evidence.	Examines material from the sources related to the extent to which smoking was a part of NZ life. Uses some supporting evidence. May include irrelevant material(s).	Examines in depth , material from the sources, reflecting a <i>thorough understanding</i> of, through detailed explanation, the extent to which smoking was a part of NZ life. Response is framed in the candidate's own words, while drawing on the sources for supporting evidence. May include some irrelevant material(s).	Examines in depth , material from the sources, reflecting a <i>thorough understanding</i> of, through detailed explanation, the extent to which smoking was a part of NZ life. Response is framed in the candidate's own words, while drawing on the sources for supporting evidence.	Comprehensively examines material from the sources, reflecting a <i>perceptive understanding</i> of the extent to which smoking was a part of NZ life. Detailed responses are framed in the candidate's own words, while drawing on the sources (including implied or inferred) for supporting evidence. Explains in detail. Draws conclusions beyond the immediately obvious.	Comprehensively examines material from the sources, reflecting a <i>perceptive understanding</i> of the extent to which smoking was a part of NZ life. Detailed responses are framed in the candidate's own words. Explains in detail. Draws conclusions and raises relevant questions, beyond the immediately obvious. Explanation, examples, and evidence are drawn from the sources and wider knowledge.
N0 = No response; no relevant evidence.							

Sample evidence for Question One:

- 'By the 1950s almost three-quarters of New Zealand men and a third of women smoked.' (Introduction)
- 'From 1984 to 1992 over 40% fewer cigarettes were consumed per adult.' (Introduction)
- A painting from 1847 shows a Māori man in a relaxed pose smoking. (A(i))
- A newspaper article from 1849 describes Māori as 'always...smoking'. (A(ii))
- A photograph from the 1880s shows a large field of tobacco. (B(i))
- A report of a Māori settlement from 1904 states 'There was little cultivation Pits of kūmara, recently dug, and tobacco drying in the sun were the only signs of husbandry.' (B(ii))
- A photograph from the 1890s shows children smoking. (C(i))

- The 1903 Juvenile Smoking Suppression Act reflects significant concern about children smoking. (C(ii))
- A cartoon from 1906 shows a man smoking on a bus. (D)
- Advertising from the 1930s promoted smoking for women alongside the socially acceptable activity of reading: 'A "Bachelor" and a book! What could be nicer?' (F(ii))
- A government publication from 1945 cautions children against smoking at too young an age by linking it to high performance. (G)
- Between 1963 and 2000 the government took a wide range of actions against smoking, from advertising restrictions to smoke-free environments. (H)
- Photographs taken in the 1970s indicate smoking on public transport and the unrestricted sale of tobacco. (I(i) and I(ii))

- Government posters produced in 1999 and 2012 discourage smoking by linking it to being 'weak' and by graphic depiction of smoking-related gangrene. (J(i) and J(ii))
- Statistics from a graph show that from around 1980 the consumption of all tobacco products dropped rapidly. (K)

Evidence: Question Two

N1	N2	A3	A4	M5	M6	E7	E8
Identifies ONE perspective. Attempts to describe the perspective, with some supporting material from the sources.	Identifies TWO perspectives. Attempts to describe one or both of the perspectives, with some supporting material from the sources.	Examines ONE perspective. Attempts to use supporting evidence.	Examines TWO perspectives. Uses supporting evidence. May include some irrelevant information or application of sources.	Examines in depth , TWO perspectives, reflecting a <i>thorough understanding</i> . Accurately uses appropriate and relevant supporting evidence. Detailed response, framed in the candidate's own words, while drawing on the sources for supporting evidence. The explanation/ supporting evidence may have limitations, for ONE of the perspectives.	Examines in depth , TWO perspectives, reflecting a <i>thorough understanding</i> . Accurately uses appropriate and relevant supporting evidence. Detailed responses are framed in the candidate's own words, while drawing on the sources for supporting evidence.	Comprehensively examines TWO perspectives. Reflects a <i>perceptive understanding</i> of both perspectives. Accurately uses appropriate and relevant supporting evidence. Detailed responses are framed in the candidate's own words, while drawing on the sources (including implied or inferred) for supporting evidence. Awareness of limitation of evidence. Reflects some insight, via conclusions/ questions.	Comprehensively examines TWO perspectives. Reflects a <i>perceptive understanding</i> of both perspectives. Accurately uses appropriate and relevant supporting evidence. Detailed responses are framed in the candidate's own words, while drawing on the sources for supporting evidence. Awareness of limitation of evidence. Draws insightful conclusions beyond the immediately obvious and /or raises relevant questions.
N0 = No response; no relevant evidence.							

Sample evidence for Question Two

1880-1915 Anti-smoking perspective ONE (effects on physical health):

- '...doctors were increasingly alarmed by the results which turned up in the laboratories...' (E(i))
- '...in 1887 a Dunedin doctor blamed tobacco for contributing to the recent spread of "general paralysis" in New Zealand...' (E(i))
- 'Tobacco was also blamed for causing tuberculosis, bronchitis and cancer.' (E(i))
- '...Members of Parliament were able to make claims about "medical testimony" which purported to expose tobacco as a "most injurious" drug.' (E(i))

Supporting evidence from other sources:

- 'Tobacco...is injurious to the health of man.' (A(ii))

1880–1915 Anti-smoking perspective TWO (effects on morality):

- '...smoking was a "lust of the flesh", an idle, selfish habit which encouraged...moral laziness.' (E(ii))
- 'He who smoked...was an "evil doer".' (E(ii))
- '...tobacco led the smoker on to other vices...' (E(ii))
- '...parsons...encouraged their congregations... [in a] crusade against "man's comforter".' (E(ii))
- '...signed a pledge promising "by Divine Assistance" to abstain...' (E(ii))

Supporting evidence from other sources:

- A photograph taken in the 1890s shows two boys smoking in a crouched position behind a water tank, seemingly in an attempt to be concealed. (C(i))

- ‘...you will, I tell you as a Doctor, become a...miserably diseased, race of people, who, a few years from this time, will die away...’ (A(ii))
- 1930s tobacco advertising promoted tobacco that purported to be less harmful to health: ‘...Less Nicotine Therefore Healthier PROTECTS HEART NERVES NO COUGH...’ (F(i))
- ‘Excessive smoking can irritate the throat and lungs, shorten the breath; upset the action of the heart...catarrhal conditions...morning cough.’ (G)
- ‘GANGRENE’. (J(ii))
- A cartoon from 1906 represents a thin, so-called ‘New Woman’ with a dour expression, as saying to a smoker, shown as rotund and described as a pleasure-seeking ‘Gay Old Party’, ‘Sir I object to smoking’. (D)
- ‘Once acquired, the smoking habit is hard to break...Tobacco smoking is habit forming.’ (G)
- ‘They’re weak, weak, weak.’ (J(i))

Evidence: Question Three

N1	N2	A3	A4	M5	M6	E7	E8
Extracts some material from the nominated source, and attempts to examine usefulness and / or reliability.	Extracts material from the nominated source, and attempts to examine usefulness and / or reliability.	Examines some material from the nominated source, reflecting usefulness and / or reliability to a historian studying the development of the NZ government’s anti-smoking policy. Must include direct reference to the source. Some material may be narrow or have limited direct reference to the source(s).	Examines material from the nominated source, reflecting usefulness and / or reliability to a historian studying the development of the NZ government’s anti-smoking policy. Must include direct reference to the source(s).	Examines in depth material from the nominated source, reflecting a thorough understanding of the usefulness and / or reliability to a historian studying the development of the NZ government’s anti-smoking policy. Must include direct detailed reference to the source(s). The explanation / supporting evidence may have limitations.	Examines in depth material from the nominated source, reflecting a thorough understanding of the usefulness and / or reliability to a historian studying the development of the NZ government’s anti-smoking policy. Must include direct detailed reference to the source(s).	Comprehensively examines the nominated source to show a perceptive understanding of the usefulness and / or reliability of the source(s) to a historian studying the development of the NZ government’s anti-smoking policy. Must include direct detailed reference to the source(s). Reflects a high degree of engagement, i.e. raising questions, awareness of limitations, etc.	Comprehensively examines the nominated source to show a perceptive understanding of the usefulness and / or reliability of the source(s) to a historian studying the development of the NZ government’s anti-smoking policy. Must include direct detailed reference to the source(s). Reflects a higher degree of engagement with the source(s), i.e. raising questions, awareness of limitations, and the basis for making assumptions from it.
<p>N0 = No response; no relevant evidence.</p>							

Sample evidence for Question Three

The usefulness and / or reliability of Source G (If you want to excel – don't smoke too young) for a historian studying the development of the New Zealand's government's anti-smoking policy:

- Context should be considered when examining usefulness and / or reliability.
- The government anti-smoking policy reflected / influenced the rise and fall in the popularity of smoking in NZ.

Usefulness:

- 'ADVICE: (I) Moderation in the use of tobacco...' is useful because it indicates the government policy at the time as moderate which over time became extreme.
- 'FOR A HEALTHIER NATION' is useful because it indicates the motivation for government smoking policy at the time.
- 'There is no proof that it can cause permanent damage to lungs or heart, or induce cancer' is useful because it contrasts with later government statements.

Supporting evidence from other sources:

- 'The first government warning against smoking appeared in 1945. By the 1950s signs of increasing lung cancer rates were emerging. By the late 1980s about 5 000 New Zealanders were dying each year from smoking-related illnesses – about one in five of all adult deaths.' (Introduction)
- 'GANGRENE'. (J(ii))

Reliability

- The heading 'ISSUED BY THE DEPT. OF HEALTH' implies government endorsement of the statements made.
- 'If you want to excel – DON'T SMOKE TOO YOUNG!' implies that it is the age at which smoking begins which determines whether it has a detrimental effect on performance.
- '...don't acquire it too young if you want to excel in sport and learning' implies that these endeavours are of particular importance, excluding others.
- 'Here is the case for tobacco smoking: for and against:' implies that a balanced and informed assessment will be presented.
- The idealised visual representations do not appear to show any Māori.

Supporting evidence from other sources:

- 'Tobacco was also blamed for causing tuberculosis, bronchitis and cancer' (E(i)) raises reliability issues because of claims made in the 1945 source that 'There is no proof that it can cause permanent damage to lungs or heart, or induce cancer'.
- 'Tobacco...is injurious to the health of man.' (A(ii)) raises reliability issues because of claims made in the 1945 source that 'There is no proof that it can cause permanent damage to lungs or heart, or induce cancer'.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24