

Assessment Schedule – 2019

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

Evidence

Question ONE: Describe what Tribute 08 was and why it is of significance to New Zealanders, using specific evidence from the Introduction and Sources A–D.					
Achievement		Achievement with Merit		Achievement with Excellence	
Shows understanding of the sources, using one or more historical skill(s).		Shows thorough understanding of the sources, using one or more historical skill(s).		Shows perceptive understanding of the sources, using one or more historical skill(s).	
A3	A4	M5	M6	E7	E8
Describes in part what Tribute 08 was. <i>OR</i> Explains in part why Tribute 08 is of significance to New Zealanders.	Describes what Tribute 08 was. Implies why Tribute 08 is of significance to New Zealanders (may not be explicitly stated or developed in depth).	Describes in some depth what Tribute 08 was. <i>OR</i> Explains in some depth why Tribute 08 is of significance to New Zealanders.	Describes in depth what Tribute 08 was. Explains in depth why Tribute 08 is of significance to New Zealanders.	Describes comprehensively what Tribute 08 was. <i>OR</i> Explains comprehensively why Tribute 08 is of significance to New Zealanders.	Describes comprehensively what Tribute 08 was. Explains comprehensively why Tribute 08 is of significance to New Zealanders, linking / weaving the reasons together.
Uses some oblique evidence from the sources (may include extracted and/or paraphrased material).	Uses some specific evidence from the sources (may include well-selected paraphrased material).	Uses specific evidence from the sources to mostly address the question, assessing it in some detail (may be inconsistent).	Uses specific evidence from the sources to mostly address the question, assessing it in detail.	Uses specific evidence from the sources to consistently address the question, showing some discrimination by linking the evidence effectively (may be inconsistent).	Uses specific evidence from the sources to consistently address the question, showing discrimination by linking the evidence effectively. Provides perceptive comments.
<p>N0 = No response; no relevant evidence. N1 = Uses minimal evidence from the sources; does not address the question. N2 = Uses minimal evidence from the sources; attempts to address the question.</p>					
<p>Sample evidence for Question One:</p> <ul style="list-style-type: none"> • Tribute 08 was, e.g.: <ul style="list-style-type: none"> - Tribute 08 was an official apology from the New Zealand Government to the men who served in Vietnam / Viet Nam. • Significance to New Zealanders, e.g.: <ul style="list-style-type: none"> - An official march took place where the veterans and relatives of the veterans who died were acknowledged. - It was supported by a range of political parties. - The veterans felt like their service was finally recognised and they were viewed in the same way as World War I and World War II veterans. 					

Question TWO: Describe how different individuals and groups responded to New Zealand soldiers returning from the Vietnam War and the impact this had on the veterans, using specific evidence from any of the sources.					
Achievement		Achievement with Merit		Achievement with Excellence	
Shows understanding of the sources, using one or more historical skill(s).		Shows thorough understanding of the sources, using one or more historical skill(s).		Shows perceptive understanding of the sources, using one or more historical skill(s).	
A3	A4	M5	M6	E7	E8
Describes in part how TWO different individuals and groups responded to New Zealand soldiers returning from the Vietnam War.	Describes how TWO different individuals and groups responded to New Zealand soldiers returning from the Vietnam War. Implies the impact this has had on the veterans (may not be explicitly stated or developed in depth).	Describes in some depth how TWO different individuals and groups responded to New Zealand soldiers returning from the Vietnam War. Explains in some depth the impact this has had on the veterans.	Describes in depth how TWO different individuals and groups responded to New Zealand soldiers returning from the Vietnam War. Explains in depth the impact this has had on the veterans.	Describes comprehensively how TWO different individuals and groups responded to New Zealand soldiers returning from the Vietnam War. Explains comprehensively the impact this has had on the veterans.	Describes comprehensively how TWO different individuals and groups responded to New Zealand soldiers returning from the Vietnam War. Explains comprehensively the impact this has had on the veterans, linking / weaving the impacts together.
Uses some oblique evidence from the sources (may include extracted and/or paraphrased material).	Uses some specific evidence from the sources (may include well-selected paraphrased material).	Uses specific evidence from the sources to mostly address the question, assessing it in some detail (may be inconsistent).	Uses specific evidence from the sources to mostly address the question, assessing it in detail.	Uses specific evidence from the sources to consistently address the question, showing some discrimination by linking the evidence effectively (may be inconsistent).	Uses specific evidence from the sources to consistently address the question, showing discrimination by linking the evidence effectively. Provides perceptive comments.
<p>N0 = No response; no relevant evidence. N1 = Uses minimal evidence from the sources; does not address the question. N2 = Uses minimal evidence from the sources; attempts to address the question.</p>					
<p>Sample evidence for Question Two:</p> <ul style="list-style-type: none"> How different individuals and groups responded to New Zealand soldiers returning from the Vietnam War and the impact this had (then, not now) on the veterans, e.g.: <ul style="list-style-type: none"> <u>Anti-war movement</u> <ul style="list-style-type: none"> Responded to the soldiers with protests and labelled them “baby killers” and “murderers”. As a result, many veterans felt that they were unable to talk about the war, leading to sadness, depression, etc. <u>RSA</u> <ul style="list-style-type: none"> Did not officially recognise the veterans for their service. Made them feel like they were not ‘real’ war heroes. <u>Government</u> <ul style="list-style-type: none"> Treated the veterans badly and reinforced the messages of the anti-war protestors by flying the men home in the middle of the night, not in uniform, etc. Contributed to the issues with depression, etc. 					

Question THREE: Why might Source I (a tweet) be unreliable as a historical source? Suggest ways in which historians could overcome this.					
Achievement		Achievement with Merit		Achievement with Excellence	
Shows understanding of the sources, using one or more historical skill(s).		Shows thorough understanding of the sources, using one or more historical skill(s).		Shows perceptive understanding of the sources, using one or more historical skill(s).	
A3	A4	M5	M6	E7	E8
Describes in part the limitations of using Source I (a tweet) as a historical source. <i>OR</i> Suggests in part the way(s) in which historians could overcome these limitations.	Describes the limitations of using Source I (a tweet) as a historical source. Suggests the way(s) in which historians could overcome these limitations.	Describes in some depth the limitations of using Source I (a tweet) as a historical source. <i>OR</i> Suggests in some depth the ways in which historians could overcome these limitations.	Describes in depth the limitations of using Source I (a tweet) as a historical source. Suggests in depth the ways in which historians could overcome these limitations.	Describes comprehensively the limitations of using Source I (a tweet) as a historical source. <i>OR</i> Suggests comprehensively the ways in which historians could overcome these limitations.	Describes comprehensively the limitations of using Source I (a tweet) as a historical source. Suggests comprehensively the ways in which historians could overcome these limitations, linking / weaving the ways together.
Uses some oblique evidence (may include extracted and/or paraphrased material).	Uses some specific evidence (may include well-selected paraphrased material).	Uses specific evidence to mostly address the question, assessing it in some detail (may be inconsistent).	Uses specific evidence to mostly address the question, assessing it in detail.	Uses specific evidence to consistently address the question, showing some discrimination by linking the evidence effectively (may be inconsistent).	Uses specific evidence to consistently address the question, showing discrimination by linking the evidence effectively (may include own examples). Provides perceptive comments.
<p>N0 = No response; no relevant evidence. N1 = Uses minimal evidence from the sources; does not address the question. N2 = Uses minimal evidence from the sources; attempts to address the question.</p>					
<p>Sample evidence for Question Three:</p> <ul style="list-style-type: none"> • Limitations of using a tweet, e.g.: <ul style="list-style-type: none"> - No historical background or additional information on the tweet (maximum 140 characters). - Social media uses emotive words to capture the attention of readers and may be misleading. - Links to another article but this is not included in the source provided. • Ways historians could overcome this, e.g.: <ul style="list-style-type: none"> - Follow the link to read the full article. - Check with other sources around the same time to see if they corroborate / support the story. 					

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 19	20 – 24