

Assessment Schedule – 2020

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

Evidence

Question ONE: Describe what happened leading up to and during the Haka Party Incident, 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 comprehensive understanding of the sources, using one or more historical skill(s).	
A3	A4	M5	M6	E7	E8
States in part what happened leading up to the Haka Party Incident.	Describes what happened leading up to the Haka Party Incident.	Describes in some depth what happened leading up to the Haka Party Incident. <i>OR</i>	Describes in depth what happened leading up to the Haka Party Incident.	Describes comprehensively what happened leading up to the Haka Party Incident. <i>OR</i>	Describes comprehensively what happened leading up to the Haka Party Incident.
States in part what happened during the Haka Party Incident.	Describes what happened during the Haka Party Incident.	Describes in some depth what happened during the Haka Party Incident.	Describes in depth what happened during the Haka Party Incident.	Describes comprehensively what happened during the Haka Party Incident.	Describes comprehensively what happened during the Haka Party Incident.
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 (may include categorisation, e.g. short term / long term, political / social / cultural).
<p>N0 = No response; no relevant evidence.</p> <p>N1 = Uses minimal evidence from the sources; does not address the question or misinterprets the question.</p> <p>N2 = Uses minimal evidence from the sources; some attempt to address the question.</p>					
<p>Sample evidence for Question One:</p> <ul style="list-style-type: none"> • What happened leading up to and during the Haka Party Incident, e.g.: <ul style="list-style-type: none"> - Before 1979, there had been a long history of engineering students from Auckland University doing a mock haka that was derogatory to Māori. - The students wrote rude words on their bodies and wore fake grass skirts while performing the haka, and the words painted Māori in a negative light. - On the morning of 1 May 1979, a group known as He Taua confronted the students preparing for the haka, and there was a fight between the two groups. - Māori had spent more than 25 years trying to stop this annual event happening, but the students would not listen. - The members of He Taua, armed with baseball bats, confronted the students who were drinking in a pub before their performance. 					

Question TWO: Describe how much the Haka Party Incident changed New Zealand society, 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 comprehensive understanding of the sources, using one or more historical skill(s).	
A3	A4	M5	M6	E7	E8
Describes in part how much the Haka Party Incident changed New Zealand society. Uses some oblique evidence from the sources (may include extracted and/or paraphrased material).	Describes how much the Haka Party Incident changed New Zealand society. Uses some specific evidence from the sources (may include well-selected paraphrased material).	Describes in some depth how much the Haka Party Incident changed New Zealand society. Uses specific evidence from the sources to mostly address the question, assessing it in some detail (may be inconsistent).	Describes in depth how much the Haka Party Incident changed New Zealand society. Uses specific evidence from the sources to mostly address the question, assessing it in detail.	Describes comprehensively how much the Haka Party Incident changed New Zealand society. Uses specific evidence from the sources to consistently address the question, showing some discrimination by linking the evidence effectively (may be inconsistent).	Describes comprehensively how much the Haka Party Incident changed New Zealand society. Uses specific evidence from the sources to consistently address the question, showing discrimination by linking the evidence effectively. Provides perceptive comments (may include continuity and change).
<p>N0 = No response; no relevant evidence.</p> <p>N1 = Uses minimal evidence from the sources; does not address the question or misinterprets the question.</p> <p>N2 = Uses minimal evidence from the sources; some attempt to address the question but does not develop ideas.</p>					
<p>Sample evidence for Question Two:</p> <ul style="list-style-type: none"> • How much the Haka Party Incident changed New Zealand society, e.g.: <ul style="list-style-type: none"> - The raw nerve of racism was exposed. - It was a turning point in our race relations history. - The haka was never performed in that way again. - It made people more accountable for racist actions and Pākehā showed more respect for Māori culture. - Other groups found their voice and spoke out against this sort of behaviour. - The Race Relations Conciliator and Human Rights Commission also investigated the event. <p><i>(A candidate may note that issues still exist, e.g. cruise ships being welcomed by a mock haka in 2019; local or recent examples that have been in the media such as the Instagram story about racism in New Zealand schools, or the Black Lives Matter protests.)</i></p>					

Question THREE: Describe the usefulness and / or reliability of using **Source H** (a play) as a historical source, using specific evidence from Sources H and I, and any of the other 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 comprehensive understanding of the sources, using one or more historical skill(s).	
A3	A4	M5	M6	E7	E8
States in part the usefulness and / or reliability of using Source H (a play) as a historical source. Uses some evidence (may be oblique) from the sources (may include extracted and / or paraphrased material).	Describes the usefulness and / or reliability of using Source H (a play) as a historical source. Uses some specific evidence from the sources (may include well-selected paraphrased material).	Describes in some depth the usefulness and / or reliability of using Source H (a play) as a historical source. Uses specific evidence from the sources to mostly address the question, assessing it in some detail (may be inconsistent).	Describes in depth the usefulness and / or reliability of using Source H (a play) as a historical source. Uses specific evidence from the sources to mostly address the question, assessing it in detail.	Describes comprehensively the usefulness and / or reliability of using Source H (a play) as a historical source. Uses specific evidence from the sources to consistently address the question, showing some discrimination by linking the evidence effectively (may be inconsistent).	Describes comprehensively the usefulness and / or reliability of using Source H (a play) as a historical source. Uses specific evidence from the sources to consistently address the question, showing discrimination by linking the evidence effectively (may include own examples). Provides perceptive comments (may include strengths / weaknesses of sources).

N0 = No response; no relevant evidence.

N1 = Uses minimal evidence from the sources; does not address the question or misinterprets the question.

N2 = Uses minimal evidence from the sources; some attempt to address the question.

Sample evidence for Question Three:

- The usefulness and / or reliability of using Source H (a play) as a historical source, e.g.:

Usefulness

- The play gives an account of the Haka Party Incident from the perspective of people who were involved.
- It makes the incident come to life, as opposed to just reading it in a textbook.
- It is made up and therefore may not be very useful.

Reliability

- Katie Wolfe, the director, researched the play and used interviews from those involved.
- It addresses the inconsistency of using memory as a historical source rather than ignoring these issues.
- Katie Wolfe is of Māori descent.
- Katie Wolfe has read work by a historian on the topic.
- It is a play so therefore relies on the memories of those involved, which could be different to the official version, and some details may have been forgotten after 40 years.

Cut Scores

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