

Assessment Schedule – 2021**History: Examine sources of an historical event that is of significance to New Zealanders (91231)****Evidence: Question One**

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
Examines some material from Sources A and B, reflecting the ways in which New Zealand prepared for Decimal Currency Day on 10 July 1967.	Examines material from Sources A and B, reflecting the ways in which New Zealand prepared for Decimal Currency Day on 10 July 1967.	Examines in depth material from Sources A and B, reflecting a <i>thorough understanding</i> of the ways in which New Zealand prepared for Decimal Currency Day on 10 July 1967.	Examines in depth material from Sources A and B, reflecting a <i>thorough understanding</i> of the ways in which New Zealand prepared for Decimal Currency Day on 10 July 1967.	Examines comprehensively material from Sources A and B, reflecting a <i>perceptive understanding</i> of the ways in which New Zealand prepared for Decimal Currency Day on 10 July 1967.	Examines comprehensively material from Sources A and B, reflecting a <i>perceptive understanding</i> of the ways in which New Zealand prepared for Decimal Currency Day on 10 July 1967.
Attempts to use supporting evidence.	Uses some supporting evidence (may include irrelevant material).	Frames explanation in own words, while drawing on the sources for supporting evidence (may include some irrelevant material).	Frames explanation in own words, while drawing on the sources for supporting evidence.	Frames detailed explanation in own words, while drawing on the sources for supporting evidence (may be implied or inferred). Draws conclusions beyond the immediately obvious.	Frames detailed explanation in own words, while drawing on the sources for supporting evidence. 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.

N1 = Extracts some material from Sources A and B related to the ways in which New Zealand prepared for Decimal Currency Day on 10 July 1967.

N2 = Extracts material from Sources A and B related to the ways in which New Zealand prepared for Decimal Currency Day on 10 July 1967.

Sample evidence Question One: *How did New Zealand prepare for Decimal Currency Day on 10 July 1967, with reference to Sources A and B.*

• Logistical preparation:

- closing of banks
- creation of Mr Dollar
- planning of the advertising campaigns and catchy jingles
- setting up of the Decimal Currency Board, 'Dollar Scholars'.

• Different types of methods to get the message out:

- personas, i.e. Māori 'Mr Dollar'
- teaching of the new abbreviations
- posters
- tea towels targeted at housewives who would be the main household 'shoppers'.

Evidence: Question Two

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
Examines some material from Source B and / or Source C, reflecting the usefulness and / or reliability of sources for historians researching Decimal Currency Day in New Zealand society.	Examines material from Source B and / or Source C, reflecting the usefulness and / or reliability of sources for historians researching Decimal Currency Day in New Zealand society.	Examines in depth material from Source B OR Source C, reflecting a <i>thorough understanding</i> of the usefulness and / or reliability of sources for historians researching Decimal Currency Day in New Zealand society.	Examines in depth material from Source B OR Source C, reflecting a <i>thorough understanding</i> of the usefulness and / or reliability of sources for historians researching Decimal Currency Day in New Zealand society.	Examines comprehensively material from Source B OR Source C, reflecting a <i>perceptive understanding</i> of the usefulness and / or reliability of sources for historians researching Decimal Currency Day in New Zealand society.	Examines comprehensively material from Source B OR Source C, reflecting a <i>perceptive understanding</i> of the usefulness and / or reliability of sources for historians researching Decimal Currency Day in New Zealand society.
Includes direct reference to the source(s) (may have limitations).	Includes direct reference to the source(s).	Frames detailed response in own words, while drawing on the sources for supporting evidence.	Frames detailed response in own words, while drawing on the sources for supporting evidence.	Frames detailed response in own words, while drawing on the sources (including implied or inferred) for supporting evidence.	Frames detailed response in own words, while drawing on the sources for supporting evidence.
		Includes direct detailed reference to the source(s) (may have limitations).	Includes direct detailed reference to the source(s).	Includes direct detailed reference to the source(s).	Includes direct detailed reference to the source(s).
				Reflects a high degree of engagement with the source(s), i.e. raising questions, awareness of limitations, etc.	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.

N0 = No response; no relevant evidence.

N1 = Extracts some material from **Source B** OR **Source C** and attempts to examine the usefulness / reliability.

N2 = Extracts material from **Source B** OR **Source C** and attempts to examine the usefulness / reliability.

Sample evidence for Question Two: *Examine how useful and / or reliable Source B OR Source C is for historians researching Decimal Currency Day in New Zealand society.*

	Usefulness:	Reliability:
<u>Source B(i)</u>	<ul style="list-style-type: none"> Shows clear and easy correlation between old and new currency with examples. Reflects a typical example of advertising from the time. Highlights widespread use of "Mr Dollar", who is easily identifiable as a central character in the changeover of currency. 	<ul style="list-style-type: none"> Only one-page advertisement. Do not know how it was received or how many people saw it. Issued by the Decimal Currency Board.
<u>Source B(ii)</u>	<ul style="list-style-type: none"> Shows a diverse range of products targeting a specific demographic (housewives), with old and new prices. Highlights widespread use of "Mr Dollar", who is easily identifiable as a central character in the changeover of currency. People may have purchased the item, as it was useful for more than one reason – drying dishes and learning the new currency. 	<ul style="list-style-type: none"> Officially sanctioned by the Decimal Currency Board. Gender stereotypes: <ul style="list-style-type: none"> Is this stereotypical of the items women might have been interested in – who created the tea towel? Is it a male 'ideal' of what women would want, or does it reflect women's interests at the time? Would the costs of these products be the same in each place where people shopped?

<p><u>Source C(i)</u></p>	<ul style="list-style-type: none"> • Public commentary on Decimal Currency Day in a newspaper with wide circulation. • Shows the journey to the actual day of 10 July 1967 – reflects mass advertising campaign that was rolled out before this. • Shows how people might experience the changeover on the day – published on 10 July, so written before that. 	<ul style="list-style-type: none"> • One person’s perspective on the event. • Created at least the day before the actual changeover as a satirical piece. • Main idea to send key messages and to entertain.
<p><u>Source C(ii)</u></p>	<ul style="list-style-type: none"> • Shows how old currency was obsolete and needed to be destroyed no longer in circulation. • Reserve Bank was responsible for destroying the currency. • Significance was important, hence the photo opportunity that was published in the newspaper. 	<ul style="list-style-type: none"> • This is only a photo opportunity specifically for publication: <ul style="list-style-type: none"> - What happened to all the rest of the money? - Who got rid of it? - How did they do that? • The photo was taken in 1968, so what was happening with the old banknotes before this?

Evidence: Question Three

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
Examines some material from Sources D and E, reflecting continuity or change in New Zealand's developing national identity.	Examines material from Sources D and E, reflecting continuity and change in New Zealand's developing national identity.	Examines in depth material from Sources D and E, reflecting a <i>thorough understanding</i> of continuity and change in New Zealand's developing national identity.	Examines in depth material from Sources D and E, reflecting a <i>thorough understanding</i> of continuity and change in New Zealand's developing national identity.	Examines comprehensively material from Sources D and E, reflecting a <i>perceptive understanding</i> of continuity and change in New Zealand's developing national identity.	Examines comprehensively material from Sources D and E, reflecting a <i>perceptive understanding</i> of continuity and change in New Zealand's developing national identity.
Attempts to use supporting evidence.	Uses supporting evidence (may include some irrelevant information or application of sources).	Uses appropriate and relevant supporting evidence accurately. Frames detailed response in own words, while drawing on the sources for supporting evidence (may have limitations).	Uses appropriate and relevant supporting evidence accurately. Frames detailed response in own words, while drawing on the sources for supporting evidence.	Uses appropriate and relevant supporting evidence accurately. Frames detailed response in own words, while drawing on the sources (may be implied or inferred) for supporting evidence. Shows some awareness of the limitations of the evidence. Reflects some insight, via conclusions/ questions.	Uses appropriate and relevant supporting evidence accurately. Frames detailed response in own words, while drawing on the sources for supporting evidence. Shows some awareness of the limitations of the evidence. Draws insightful conclusions beyond the immediately obvious and/or raises relevant questions.

N0 = No response; no relevant evidence.

N1 = Extracts some material from Sources D and E and attempts to examine continuity **or** change.

N2 = Extracts some material from Sources D and E and attempts to examine continuity and change.

Sample evidence for Question Three: *How did New Zealand's currency between 1940 and 2015 demonstrate continuity and change in New Zealand's developing national identity, with reference to **Sources D and E**.*

	Continuity:	Change:
<u>Sources D and E</u>	<ul style="list-style-type: none"> British connection – Queen on \$20 note. Motifs mostly stayed the same in terms of flora and fauna. Banknotes reflect the mindset of the people at the time "... carefully developed to engage with prevailing mood and self-image ..." (Source E(i)). Reserve Bank still has control over New Zealand currency and banknotes. 	<ul style="list-style-type: none"> Driving nationalism, symbol of nationhood using kiwi icons, birdlife landscape and Māori iconography. 1940 banknote series – reflects mid-century ideas of the treaty, which are then dropped by 1960s in line with the thinking at the time. 1999 – move to more prominent figures in New Zealand history. 1940–2015 – move away from colonial icons such as Cook to New Zealand icons in 1999. Newfound identity linked to second-generation Pākehā reflected in banknotes. 1999 – Queen now only on \$20 note rather than all banknotes.

Cut Scores

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