

Assessment Schedule – 2021

History: Analyse evidence relating to an historical event of significance to New Zealanders (91436)

Evidence

Question One: General and specific

The candidate analyses what specific examples from Hēni Te Kiri Karamū's life tell us about the general life of women in colonial Aotearoa New Zealand, using the Introduction and Sources A(i)–C(i).

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p>Attempts to interpret the Introduction and Sources A(i)–C(i) to analyse what specific examples from Hēni Te Kiri Karamū's life tell us about the general life of women in colonial Aotearoa New Zealand.</p> <p>Includes some reference to the Introduction and Sources A(i)–C(i) to attempt to explain the historical concept of general and specific, using at least ONE referenced generalisation that addresses the question.</p>	<p>Interprets the Introduction and Sources A(i)–C(i) to analyse what specific examples from Hēni Te Kiri Karamū's life tell us about the general life of women in colonial Aotearoa New Zealand.</p> <p>Includes reference to the Introduction and Sources A(i)–C(i) to explain the historical concept of general and specific, using at least TWO referenced generalisations that address the question.</p>	<p>Attempts to interpret the Introduction and Sources A(i)–C(i) to analyse in some depth what specific examples from Hēni Te Kiri Karamū's life tell us about the general life of women in colonial Aotearoa New Zealand.</p> <p>Includes some specific reference to the Introduction and Sources A(i)–C(i) to explain the historical concept of general and specific, using at least TWO substantiated generalisations that show some understanding of how Māori wāhine did not fit the 'norm' of colonial life for women (as suggested by other sources).</p>	<p>Interprets the Introduction and Sources A(i)–C(i) to analyse in depth what specific examples from Hēni Te Kiri Karamū's life tell us about the general life of women in colonial Aotearoa New Zealand.</p> <p>Includes specific reference to the Introduction and Sources A(i)–C(i) to explain thoroughly the historical concept of general and specific, using at least TWO substantiated generalisations that show understanding of how Māori wāhine did not fit the 'norm' of colonial life for women (as suggested by other sources).</p> <p>Shows use of cross-referencing to other sources.</p>	<p>Interprets the Introduction and Sources A(i)–C(i) to analyse comprehensively, with some insight, what specific examples from Hēni Te Kiri Karamū's life tell us about the general life of women in colonial Aotearoa New Zealand.</p> <p>Includes some specific, relevant reference to the Introduction and Sources A(i)–C(i) to explain insightfully the historical concept of general and specific, selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of how Māori wāhine did not fit the 'norm' of colonial life for women (as suggested by other sources).</p> <p>Shows developed use of cross-referencing to multiple sources.</p>	<p>Interprets the Introduction and Sources A(i)–C(i) to analyse comprehensively, with insight, what specific examples from Hēni Te Kiri Karamū's life tell us about the general life of women in colonial Aotearoa New Zealand.</p> <p>Includes specific, relevant reference to the Introduction and Sources A(i)–C(i) to explain insightfully the historical concept of general and specific, discerningly selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of how Māori wāhine did not fit the 'norm' of colonial life for women (as suggested by other sources).</p> <p>Shows clearly developed use of cross-referencing to multiple sources.</p>
<p>N0 = No response; no relevant evidence. N1 = Some relevant evidence, but extremely limited. N2 = Relevant evidence but may not have interpreted the sources correctly or may not have the historical concept of general and specific correct; or may have ignored the specifics of the question; or shows insufficient depth of analysis for Level 3.</p>					

Sample Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Interpretation of the evidence and analysis could include, but is not limited to:</i></p> <p>Introduction <i>General and specific</i></p> <ul style="list-style-type: none"> • General traditional roles raising children and looking after the household. 	<p><i>Interpretation of the evidence and in-depth analysis could include, but is not limited to:</i></p> <p>Introduction <i>General and specific</i></p> <ul style="list-style-type: none"> • Hēni involved herself in many events and organisations and in doing so, challenged stereotypes of women. <p><i>(A candidate may note the difference between roles for Māori and Pākehā.)</i></p>	<p><i>Interpretation of the evidence and comprehensive analysis could include, but is not limited to:</i></p> <p>Introduction <i>General and specific</i></p> <ul style="list-style-type: none"> • The traditional view of women's roles is a recent source of interest to historians, who now challenge this view (the research on Hēni reflects this). • Hēni led a very interesting life through her involvement in key events and organisations, and this view challenges previous historiography on women's roles in colonial New Zealand.
<p>Source A(i) <i>General and specific</i></p> <ul style="list-style-type: none"> • Marriage was the main role for women. 	<p>Source A(i) <i>General and specific</i></p> <ul style="list-style-type: none"> • To an extent, women's lives were determined by marriage and the demands of keeping the home. <p><i>(A candidate may note this was a key to social mobility.)</i></p>	<p>Source A(i) <i>General and specific</i></p> <ul style="list-style-type: none"> • Women's lives were labour-intensive (in the home, gardens, orchard, and with livestock), and they were expected to toil dutifully / meet challenges with determination. <p><i>(A perceptive candidate may note that feminist historians challenge this notion.)</i></p>
<p>Source A(ii) <i>General and specific</i></p> <ul style="list-style-type: none"> • Women were involved in the war to a degree. 	<p>Source A(ii) <i>General and specific</i></p> <ul style="list-style-type: none"> • On rare occasions, women did fight but were not expected to do so, e.g. "The women who had helped construct the fortification at Pukehinahina had been ordered to leave by Rāwiri Puhirake before the British force attacked." 	<p>Source A(ii) <i>General and specific</i></p> <ul style="list-style-type: none"> • Hēni was recognised as a warrior and stayed at the Battle of Gate Pā, showing wāhine could have mana in colonial New Zealand. • Hēni considered brave because she stayed to help her brother. • Hēni's involvement with the Battle of Gate Pā challenges many traditional views of colonial women as being largely confined to domestic roles and not involved with warfare.
<p>Source B(i) <i>General and specific</i></p> <ul style="list-style-type: none"> • Women could be involved in community groups such as the Women's Christian Temperance Union (WCTU). • Women did not have the vote. 	<p>Source B(i) <i>General and specific</i></p> <ul style="list-style-type: none"> • "In Aotearoa, pre-colonial Māori women already held a place of mana (dignity) within the Māori society ...". 	<p>Source B(i) <i>General and specific</i></p> <ul style="list-style-type: none"> • Some women engaged in educational, political, and cultural roles, e.g. Māori women composed haka, songs, and proverbs; European women produced tracts, newspaper columns, and speeches.
<p>Source B(ii) <i>General and specific</i></p> <ul style="list-style-type: none"> • Roles could differ between Māori and Pākehā women. • Often Māori and Pākehā cultures mixed. 		<p>Source B(ii) <i>General and specific</i></p> <ul style="list-style-type: none"> • Recent history shows that Māori women had mana and performed leadership roles alongside men, e.g. landowner, composer, military strategist, hotel manager, licenced interpreter.

<p>Source C(i) <i>General and specific</i></p> <ul style="list-style-type: none"> • Women often had traditional dress styles, and this could be the case for Māori or European women. • Hēni could be seen as wearing traditional European dress. 	<p>Source C(i) <i>General and specific</i></p> <ul style="list-style-type: none"> • Hēni merged her Māori world with that of the European, e.g. her dress sense. • Being photographed next to a flag adorned with Aotearoa shows / indicates Hēni was proud of her Māori heritage. <p><i>(A candidate may note that cultures could mix, e.g. photo of Jane / Hēni wearing European-style dress.)</i></p>	<p>Source C(i) <i>General and specific</i></p> <ul style="list-style-type: none"> • Hēni merged her Māori world with that of the European. • Being photographed next to a flag adorned with Aotearoa shows / indicates Hēni was proud of her Māori heritage, while her dress and umbrella possibly reflects the European influence on Hēni. <p><i>(A perceptive candidate may note that it can be problematic in history to generalise and that the view of historians has changed, i.e. the narrative has changed. New sources point out Māori women had several roles, and although not stated in these sources, some European women could adopt masculine roles, e.g. gold digger, landowner, hotel manager.)</i></p>
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Question Two: Past and present

The candidate analyses to what extent the life of Hēni Te Kiri Karamū has contributed to the past and present of Aotearoa New Zealand, using the Introduction and Sources A(ii)–B(ii).

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p>Attempts to interpret the Introduction and Sources A(ii)–B(ii) to analyse the extent to which Hēni Te Kiri Karamū’s life has contributed to the past and present of Aotearoa New Zealand.</p> <p>Includes some reference to the Introduction and Sources A(ii)–B(ii) to attempt to explain the historical concept of past and present, using at least ONE referenced generalisation that addresses the question.</p>	<p>Interprets the Introduction and Sources A(ii)–B(ii) to analyse the extent to which Hēni Te Kiri Karamū’s life has contributed to the past and present of Aotearoa New Zealand.</p> <p>Includes reference to the Introduction and Sources A(ii)–B(ii) to explain the historical concept of past and present, using at least TWO referenced generalisations that address the question.</p>	<p>Attempts to interpret the Introduction and Sources A(ii)–B(ii) to analyse in some depth the extent to which Hēni Te Kiri Karamū’s life has contributed to the past and present of Aotearoa New Zealand.</p> <p>Includes some specific reference to the Introduction and Sources A(ii)–B(ii) to explain the historical concept of past and present, using at least TWO substantiated generalisations that show some understanding of Hēni Te Kiri Karamū’s contribution to the history of Aotearoa New Zealand, in relation to the broader historical context of race and gender in colonial Aotearoa New Zealand.</p>	<p>Interprets the Introduction and Sources A(ii)–B(ii) to analyse in depth the extent to which Hēni Te Kiri Karamū’s life has contributed to the past and present of Aotearoa New Zealand.</p> <p>Includes specific reference to the Introduction and Sources A(ii)–B(ii) to explain thoroughly the historical concept of past and present, using at least TWO substantiated generalisations that show understanding of Hēni Te Kiri Karamū’s contribution to the history of Aotearoa New Zealand, in relation to the broader historical context of race and gender in colonial Aotearoa New Zealand.</p> <p>Shows use of cross-referencing to other sources.</p>	<p>Interprets the Introduction and Sources A(ii)–B(ii) to analyse comprehensively, with some insight, the extent to which Hēni Te Kiri Karamū’s life has contributed to the past and present of Aotearoa New Zealand.</p> <p>Includes some specific, relevant reference to the Introduction and Sources A(ii)–B(ii) to explain insightfully the historical concept of past and present, selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of Hēni Te Kiri Karamū’s contribution to the history of Aotearoa New Zealand, in relation to the broader historical context of race and gender in colonial Aotearoa New Zealand.</p> <p>Shows developed use of cross-referencing to multiple sources.</p>	<p>Interprets the Introduction and Sources A(ii)–B(ii) to analyse comprehensively, with insight, the extent to which Hēni Te Kiri Karamū’s life has contributed to the past and present of Aotearoa New Zealand.</p> <p>Includes specific, relevant reference to the Introduction and Sources A(ii)–B(ii) to explain insightfully the historical concept of past and present, discerningly selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of Hēni Te Kiri Karamū’s contribution to the history of Aotearoa New Zealand, in relation to the broader historical context of race and gender in colonial Aotearoa New Zealand.</p> <p>Shows clearly developed use of cross-referencing to multiple sources.</p>
<p>N0 = No response; no relevant evidence. N1 = Some relevant evidence, but extremely limited. N2 = Relevant evidence but may not have interpreted the sources correctly or may not have the historical concept of past and present correct; or may have ignored the specifics of the question; or shows insufficient depth of analysis for Level 3.</p>					

Sample Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Interpretation of the evidence and analysis could include, but is not limited to:</i></p> <p>Introduction <i>Past and present</i></p> <ul style="list-style-type: none"> Hēni was involved with the Battle of Gate Pā and the Women's Christian Temperance Union (WCTU), therefore she played a role in our past. 	<p><i>Interpretation of the evidence and in-depth analysis could include, but is not limited to:</i></p> <p>Introduction <i>Past and present</i></p> <ul style="list-style-type: none"> Supports the only very recent changes to how Māori wāhine have been considered in the historical record, or not (as the case may be). 	<p><i>Interpretation of the evidence and comprehensive analysis could include, but is not limited to:</i></p> <p>Introduction <i>Past and present</i></p> <ul style="list-style-type: none"> There is historiography about colonial women, and this is developing, with Hēni's life an example of historical research that can challenge the widely-held views on colonial women's roles. Hēni's involvement in the New Zealand Land Wars and helping with the WCTU are two very noteworthy acts, and therefore she has had an impact on both past and present Aotearoa New Zealand.
<p>Source A(ii) <i>Past and present</i></p> <ul style="list-style-type: none"> Hēni was involved in the Battle of Gate Pā. She performed heroic actions. 	<p>Source A(ii) <i>Past and present</i></p> <ul style="list-style-type: none"> Hēni's compassionate actions at Gate Pā attributed to men in some present records because of her gender. Hēni's actions at Gate Pā added to the view of pre-colonial Māori. 	<p>Source A(ii) <i>Past and present</i></p> <ul style="list-style-type: none"> Hēni was a Māori warrior, yet a wāhine, therefore she was noble and courageous. Such a role would have been very difficult for a woman, or Pākehā women. <p><i>(A perceptive candidate may explore the context of the time, by placing Hēni's life in relation to other women.)</i></p>
<p>Source B(i) <i>Past and present</i></p> <ul style="list-style-type: none"> A simplistic explanation of Hēni being involved in the WCTU, which helped women gain the vote in Aotearoa New Zealand. 	<p>Source B(i) <i>Past and present</i></p> <ul style="list-style-type: none"> An in-depth explanation of Hēni's key role in changing the role of women by helping to give them a voice in parliament in New Zealand. 	<p>Source B(i) <i>Past and present</i></p> <ul style="list-style-type: none"> Hēni helped women gain political power, so they could have a say in parliament to change laws. <p><i>(A perceptive candidate may note that we now have several women in positions of political power, e.g. Jacinda Ardern.)</i></p>
<p>Source B(ii) <i>Past and present</i></p> <ul style="list-style-type: none"> Hēni was involved in land issues. She helped manage a hotel and therefore changed stereotypes of women. Hēni also had the role of an interpreter, and this meant she was able to link the Māori and Pākehā worlds. 	<p>Source B(ii) <i>Past and present</i></p> <ul style="list-style-type: none"> Hēni enhanced the view of Māori women through her adaptability during a time of war. In 1900, Hēni was remembered most for giving water to the wounded at Gate Pā, when she should have been remembered more for her leadership roles among Māori. <p><i>(A candidate may explore the idea that Hēni's life has, to an extent, been ignored. Yet, she contributed to the history of New Zealand and challenged stereotypes. More evidence is emerging about Māori women's many roles, and Hēni is an example of this.)</i></p>	<p>Source B(ii) <i>Past and present</i></p> <ul style="list-style-type: none"> Hēni enhanced the view of Māori women, and this view is now changing further due to new historical research, e.g. "Māori women from all iwi performing leadership roles of all types, alongside the men." <p><i>(A perceptive candidate may note a comparison between Hēni and others who have featured in our history, e.g. Ernest Rutherford, Kate Sheppard, and how she made a contribution, but not a massively significant one.)</i></p>

Question Three: Reliability and usefulness

The candidate evaluates the reliability and usefulness of TWO of Sources C(i)–C(iii) to historians studying records of Māori wāhine in Aotearoa New Zealand.

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p>Attempts to evaluate the reliability and usefulness of TWO of Sources C(i)–C(iii) to historians studying records of Māori wāhine in Aotearoa New Zealand.</p> <p>Includes some reference to TWO of Sources C(i)–C(iii) to attempt to explain the historical concept of reliability and usefulness, using at least ONE referenced generalisation that addresses the question.</p>	<p>Evaluates the reliability and usefulness of TWO of Sources C(i)–C(iii) to historians studying records of Māori wāhine in Aotearoa New Zealand.</p> <p>Includes reference to TWO of Sources C(i)–C(iii) to explain the historical concept of reliability and usefulness, using at least TWO referenced generalisations that address the question.</p>	<p>Attempts to evaluate in depth the reliability and usefulness of TWO of Sources C(i)–C(iii) to historians studying records of Māori wāhine in Aotearoa New Zealand.</p> <p>Includes some specific reference to TWO of Sources C(i)–C(iii) to explain the historical concept of reliability and usefulness, using at least TWO substantiated generalisations that show some understanding of how women have invariably been viewed in colonial records in Aotearoa New Zealand, or in a broader global context.</p>	<p>Evaluates in depth the reliability and usefulness of TWO of Sources C(i)–C(iii) to historians studying records of Māori wāhine in Aotearoa New Zealand.</p> <p>Includes specific reference to TWO of Sources C(i)–C(iii) to explain thoroughly the historical concept of reliability and usefulness, using at least TWO substantiated generalisations that show understanding of how women have invariably been viewed in colonial records in Aotearoa New Zealand, or in a broader global context.</p> <p>Shows use of cross-referencing to other sources.</p>	<p>Evaluates comprehensively, with some insight, the reliability and usefulness of TWO of Sources C(i)–C(iii) to historians studying records of Māori wāhine in Aotearoa New Zealand.</p> <p>Includes some specific, relevant reference to TWO of Sources C(i)–C(iii) to explain insightfully the historical concept of reliability and usefulness, selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of how women have invariably been viewed in colonial records in Aotearoa New Zealand, or in a broader global context.</p> <p>Shows developed use of cross-referencing to multiple sources.</p>	<p>Evaluates comprehensively, with insight, the reliability and usefulness of TWO of Sources C(i)–C(iii) to historians studying records of Māori wāhine in Aotearoa New Zealand.</p> <p>Includes specific, relevant reference to TWO of Sources C(i)–C(iii) to explain insightfully the historical concept of reliability and usefulness, discerningly selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of how women have invariably been viewed in colonial records in Aotearoa New Zealand, or in a broader global context.</p> <p>Shows clearly developed use of cross-referencing to multiple sources.</p>
<p>N0 = No response; no relevant evidence. N1 = Some relevant evidence, but extremely limited. N2 = Relevant evidence but may not have interpreted the sources correctly or may not have made valid comments on their reliability or usefulness; or may have ignored the specifics of the question; or shows insufficient depth of analysis for Level 3.</p>					

Sample Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Interpretation of the evidence and evaluation</i> could include, but is not limited to:</p> <p>Source C(i)</p> <p><i>Reliability</i></p> <ul style="list-style-type: none"> • Questionable reliability, as from a website. • Cannot trust everything you read on the internet. • Reasonably reliable, as it is a photo. <p><i>Usefulness</i></p> <ul style="list-style-type: none"> • Limited usefulness, but some insight into the dress of the time. 	<p><i>Interpretation of the evidence and in-depth evaluation</i> could include, but is not limited to:</p> <p>Source C(i)</p> <p><i>Reliability</i></p> <ul style="list-style-type: none"> • It is possible to doctor / change a photo. • Will need to cross-check the information to check for accuracy. <p><i>Usefulness</i></p> <ul style="list-style-type: none"> • Shows Hēni was celebrated for an action taken 36 years earlier and is recognized more by her European than her Māori name. • Could have dressed up for the photo. 	<p><i>Interpretation of the evidence and comprehensive evaluation</i> could include, but is not limited to:</p> <p>Source C(i)</p> <p><i>Reliability</i></p> <ul style="list-style-type: none"> • Limited reliability, as can change photos with technology. • Will need to cross-check the information to check for accuracy. <p><i>Usefulness</i></p> <ul style="list-style-type: none"> • Very limited usefulness, as no statistical information. • We cannot know for sure if Hēni gave water at Gate Pā.
<p>Source C(ii)</p> <p><i>Reliability</i></p> <ul style="list-style-type: none"> • Limited reliability, as it is a monument. <p><i>Usefulness</i></p> <ul style="list-style-type: none"> • May infer battles were male dominated. • Inscription shows the male dominance from the time, which limits the study of women / wāhine, as they are not mentioned. 	<p>Source C(ii)</p> <p><i>Reliability</i></p> <ul style="list-style-type: none"> • May well be considered quite useful as the images are hosted by a government site, local newspaper, and published author. • Reliability may well not be a major concern. • It is a government-based site; therefore, it would have been checked for inaccuracies. • The language and tone of the source do not suggest overt bias. <p><i>Usefulness</i></p> <ul style="list-style-type: none"> • No mention of female involvement reflects the dominance of records from a male viewpoint. 	<p>Source C(ii)</p> <p><i>Reliability</i></p> <ul style="list-style-type: none"> • Reliability may be viewed in light of the recent monuments debate, e.g. who is represented in colonial monuments such as this monument: Pākehā soldiers or colonial officials? • A historian would prefer firsthand accounts, such as letters or diaries to use as evidence, rather than monuments. <p><i>Usefulness</i></p> <ul style="list-style-type: none"> • It was built 50 years after the event. • Inscription stating monument was erected by “people of the British and Māori races ... living together as one united people” shows bias. • Inscription stating “to commemorate his [Rawiri Purihake] chivalrous and human orders ... ” shows a glorification of war typical of WW1 monuments. <p><i>(A perceptive candidate may offer insightful comment on how New Zealand’s history has many male monuments, and male prime ministers, yet there are few monuments to women. The sources indicate few (if any) monuments to Hēni and suggest a focus upon men in colonial New Zealand history.)</i></p>
<p>Source C(iii)</p> <p><i>Reliability</i></p> <ul style="list-style-type: none"> • Artist was not there at the event. <p><i>Usefulness</i></p> <ul style="list-style-type: none"> • Limited usefulness, as it is an artist’s impression. 	<p>Source C(iii)</p> <p><i>Reliability</i></p> <ul style="list-style-type: none"> • Not reliable or useful at all. • Limited reliability, as an artist’s impression and a painting commissioned 146 years / decades after the event. • Images are almost ‘idealised’. • A historian would treat this evidence with caution. <p><i>Usefulness</i></p> <ul style="list-style-type: none"> • The artist was commissioned to do this work, and much of its content was symbolic. 	<p>Source C(iii)</p> <p><i>Reliability</i></p> <ul style="list-style-type: none"> • Clearly biased in Hēni’s favour. • An indication of how much she is honoured in the Bay of Plenty. <p><i>Usefulness</i></p> <ul style="list-style-type: none"> • The triptych has a written explanation of the symbols in the painting.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 8	9 – 12	13 – 18	19 – 24