

## Pilot Assessment Schedule – 2023

### History: Demonstrate understanding of perspectives on a historical context (92027)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of perspectives on a historical context involves:</i></p> <ul style="list-style-type: none"> <li>identifying and describing perspectives on a historical context including evidence in the description.</li> </ul>	<p><i>Explain perspectives on a historical context involves:</i></p> <ul style="list-style-type: none"> <li>explaining perspectives on a historical context and how these may differ</li> <li>using relevant historical evidence to support the explanation.</li> </ul>	<p><i>Examine perspectives on a historical context involves:</i></p> <ul style="list-style-type: none"> <li>discussing perspectives on a historical context and how these may differ, with reference to the wider historical context</li> <li>using relevant historical evidence to develop the examination.</li> </ul>

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8

#### Evidence

A3	A4	M5	M6	E7	E8
<p>Identifies and describes perspectives (consideration of historical actions, responses, motivations, experiences, beliefs, values, and concepts) on a historical context (a historical place, event, person, group of people, or historical movement).</p> <p>Includes some supporting evidence.</p>	<p>Identifies and describes perspectives on a historical context.</p> <p>Includes supporting evidence.</p>	<p>Explains perspectives on a historical context and how these may differ.</p> <p>Uses some relevant historical evidence to support the explanation.</p>	<p>Explains perspectives on a historical context and how these may differ.</p> <p>Uses relevant historical evidence to support the explanation.</p>	<p>Discusses perspectives on a historical context and how these may differ.</p> <p>Includes reference to the wider historical context.</p> <p>Uses some relevant historical evidence to develop the discussion.</p>	<p>Discusses perspectives on a historical context and how these may differ.</p> <p>Includes detailed reference to the wider historical context.</p> <p>Uses relevant historical evidence to develop the discussion.</p>

See **Appendix** for sample evidence.

**N2** = Attempts to identify and describe perspectives on a historical context, including limited or inaccurate supporting evidence.

**N1** = Attempts to identify and describe perspectives on a historical context, but with no supporting evidence.

**N0** = No response; no relevant evidence.

**Appendix – Sample Evidence**

Achievement	Achievement with Merit	Achievement with Excellence
<p><b>In what ways do the historical actions of TWO individuals or groups from the chosen context demonstrate their perspective on an event, person, or place?</b></p>		
<p><b>Individual / group (1):</b>                      An action taken by the Polynesian Panther Party to demonstrate their perspective was publishing their Legal Aid Handbook in 1973. With the help of David Lange in 1973, the Party published the Legal Aid Handbook, translated into all of the different Polynesian languages present in Auckland at the time.</p>	<p><b>Individual / group (1):</b>                      An action taken by the Polynesian Panther Party to demonstrate their perspective was publishing their Legal Aid Handbook in 1973. With the help of David Lange in 1973, the Party published the Legal Aid Handbook, translated into all of the different Polynesian languages present in Auckland at the time. The goal of the handbook was to make individuals aware of the rights they were entitled to while on their work visa, and also, how to handle situations such as a targeted dawn raid or racist confrontations in public.</p>	<p><b>Individual / group (1):</b>                      An action taken by the Polynesian Panther Party to demonstrate their perspective was publishing their Legal Aid Handbook in 1973, along with many acts of social justice and community outreach. After forming the Polynesian Panthers, the group outlined their goals more seriously and took action to become more politically recognised. With the help of David Lange in 1973, the Party published the Legal Aid Handbook, translated into all of the different Polynesian languages present in Auckland at the time. The goal of the handbook was to make individuals aware of the rights they were entitled to while on their work visa, and also how to handle situations such as a targeted dawn raid or racist confrontations in public. The handbook was a tool used to discourage any violent reaction from Polynesian people, which would justify the fears of Pākehā. It worked as a uniting factor that offered support, a sense of belonging, and brought people together as one Pan-Pacific community with a common goal: to protest against racism in New Zealand.</p>
<p><b>Individual / group (2):</b>                      During the election campaign, Robert Muldoon and the National Party had drawn on racist stereotypes, boasting this would change if he was elected. Muldoon quickly gained media support and, in a very short time, had the support of a large proportion of the New Zealand public. Muldoon felt that for the country to do well from an economic perspective, the first step was to deport Polynesians and make jobs available for Pākehā and New Zealand citizens.</p>	<p><b>Individual / group (2):</b>                      During the election campaign, Muldoon and the National Party had drawn on racist stereotypes, boasting this would change if he was elected. The election of a National Government at the end of 1975 was followed by a fresh wave of raids against Pacific Island communities. Muldoon quickly gained media support and, in a very short time, had the support of a large proportion of the New Zealand public.                       For many New Zealanders, the sudden drop in jobs was not thought to be due to the worldwide economic dip, but the presence of immigrants who they felt were 'invading' their country. Muldoon felt that for the country to do well from an economic perspective, the first step was to deport Polynesians and make jobs available for Pākehā and New Zealand citizens.</p>	<p><b>Individual / group (2):</b>                      Muldoon claimed that he would be able to lower the annual immigrants from 30,000 to 5,000 through a crack-down on the deportation policy and stronger, more violent dawn raids. He was accused of stoking fears about immigration to win power. Muldoon quickly gained media support and, in a very short time, had the support of a large proportion of the New Zealand public.                       For many New Zealanders, the sudden drop in jobs was not thought to be due to the worldwide economic dip, but the presence of immigrants who they felt were 'invading' their country. The one thing they needed was someone to validate these opinions, and, for many, Muldoon did just that. He endorsed adverts that presented Polynesians in a very negative way, and this continued to build on the stigma surrounding them.                       After being elected to office in 1975, Muldoon became Prime Minister and immediately tightened policies surrounding immigrants overstaying their work visas. He felt that for the country to do well from an economic perspective, the first step was to deport Polynesians and make jobs available for Pākehā and New Zealand citizens. In the wider context of the movement and New Zealand society, Muldoon's campaign, election, and perspective encouraged and built on a targeted racist attitude towards Polynesians. He was largely responsible for the increased violence and strictness of dawn raids and overstaying policies, due to his upfront and exaggerated campaigning tactics.</p>

## Appendix: Marker determination of validity of evidence

### Professional judgement

The marker will determine a grade using their professional judgement based on a holistic examination of the evidence provided.

### Demonstration of understanding

A response must use information to **demonstrate understanding**. The marker must exercise professional judgement to decide if it does so. The following guidance is provided to assist in making this professional judgement.

- A response **demonstrates understanding** if it can be described wholly or substantially by one or more of the statements in the **left-hand column**.
- A response **does not demonstrate understanding** if it can be described wholly or substantially by one or more of the statements in the **right-hand column**.
- If a response is comprised of both used and reproduced information, the marker must decide if it meets the standard **when the reproduced information is ignored**.

Evidence of <u>use</u> of information	Evidence of <u>reproduction</u> of information
<p>Prompts and / or questions have been provided and the candidate has responded to these.</p> <p>The response uses information relating to the standard, the prompts, or questions.</p> <p>Information from the candidate’s practice, performance, research, the practice of others, and or teaching, is related to the candidate’s experiences.</p> <p>The response shows understanding that could be expected to come from a course of instruction derived from Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is presented in the candidate’s own voice.</p> <p><b>Referenced</b> complex research information unchanged by paraphrase is related to other information in a manner that constructs meaning.</p>	<p>Information is presented that does not relate to the prompts.</p> <p>Information is presented in isolation from the candidate’s experiences.</p> <p>Little or nothing is offered to suggest the information is related to a course of instruction at Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is not in the candidate’s voice. The word choice, sentence structure, sentence length, punctuation etc. are not what a candidate could be expected to produce.</p> <p><b>Unreferenced</b> complex information is presented as though it is the candidate’s own work.</p>

In general, the marker will exercise the following judgement:

N1	N2
<p>The response does not include enough evidence to show understanding, and / or is substantially reproduced with little mediation by candidate.</p>	<p>The response is substantially produced by the candidate, but demonstrates little understanding.</p> <p>One part of the required response may be completely missing, or several parts may be weak.</p>

Where doubt exists as to whether evidence has been produced, mediated, or used by the candidate, the doubt must be exercised to the benefit of the candidate.