

Assessment Schedule – 2024**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 the Introduction and at least TWO of Sources A–C, reflecting <i>understanding</i> of the purpose of the Discharged Soldiers' Settlement Act 1915. Attempts to use supporting evidence.	Examines material from the Introduction and at least TWO of Sources A–C, reflecting <i>understanding</i> of the purpose of the Discharged Soldiers' Settlement Act 1915. Uses some supporting evidence (may include irrelevant material).	Examines in depth material from the Introduction and at least TWO of Sources A–C, reflecting a <i>thorough understanding</i> of the purpose of the Discharged Soldiers' Settlement Act 1915. Frames explanation in own words, while drawing on the sources for supporting evidence (may include some irrelevant material).	Examines in depth material from the Introduction and at least TWO of Sources A–C, reflecting a <i>thorough understanding</i> of the purpose of the Discharged Soldiers' Settlement Act 1915. Frames explanation in own words, while drawing on the sources for supporting evidence.	Examines comprehensively material from the Introduction and at least TWO of Sources A–C, reflecting a <i>perceptive understanding</i> of the purpose of the Discharged Soldiers' Settlement Act 1915. 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.	Examines comprehensively material from the Introduction and at least TWO of Sources A–C, reflecting a <i>perceptive understanding</i> of the purpose of the Discharged Soldiers' Settlement Act 1915. 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.
<p>N2 = Extracts material from the Introduction and ONE of Sources A–C related to the Discharged Soldiers' Settlement Act 1915.</p> <p>N1 = Extracts some material from the Introduction and ONE of Sources A–C related to the Discharged Soldiers' Settlement Act 1915.</p> <p>N0 = No response; no relevant evidence.</p>					

Sample evidence for Question One: What was the Discharged Soldiers' Settlement Act 1915 and how was it implemented, using evidence from the Introduction and at least TWO of Sources A–C?

Introduction

- Focus on returning soldiers from war to farmlands to help post-war New Zealand.
- A lot of land was purchased or given to the government to make the scheme work.

Source A

- Allowed soldiers to purchase farmland in particular areas and be supported in mortgages to do so.
- Success depended on the hard work of the soldiers.
- It was administered by the Lands and Survey Office and soldiers had to meet certain criteria before they were put into a ballot for the land.

Source B

- Government was desperate for a source of post-war income and employment– putting soldiers on farms was a good way to build agricultural revenue and provide jobs.
- Soldier Settlement Scheme was the largest repatriation effort.
- High interest in the scheme with “12,000 applicants in three years”.

Source C

- Scheme was advertised in papers showing areas available and giving instructions on how to apply.
- Soldiers were encouraged to apply through advertising efforts.

Evidence: Question Two

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
Examines some material from at least TWO of Sources D–G, reflecting <i>understanding</i> of how the treatment of Māori and Pākehā veterans resulted in different levels of access to available farmland.	Examines material from at least TWO of Sources D–G, reflecting <i>understanding</i> of how the treatment of Māori and Pākehā veterans resulted in different levels of access to available farmland.	Examines in depth material from at least TWO of Sources D–G, reflecting a <i>thorough understanding</i> of how the treatment of Māori and Pākehā veterans resulted in different levels of access to available farmland. Frames detailed responses in own words, while drawing on the sources for supporting evidence.	Examines in depth material from at least TWO of Sources D–G, reflecting a <i>thorough understanding</i> of how the treatment of Māori and Pākehā veterans resulted in different levels of access to available farmland. Frames detailed responses in own words, while drawing on the sources for supporting evidence.	Examines comprehensively material from at least TWO of Sources D–G, reflecting a <i>perceptive understanding</i> of how the treatment of Māori and Pākehā veterans resulted in different levels of access to available farmland. Frames detailed responses in own words, while drawing on the sources (including implied or inferred) for supporting evidence.	Examines comprehensively material from at least TWO of Sources D–G, reflecting a <i>perceptive understanding</i> of how the treatment of Māori and Pākehā veterans resulted in different levels of access to available farmland. Frames detailed responses in own words, while drawing on the sources for supporting evidence.
Includes direct reference to the source(s) (may have limitations).	Includes direct reference to the source(s).	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). Reflects a high degree of engagement with the source(s), i.e. raising questions, awareness of limitations, etc.	Includes direct detailed reference to the source(s). 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.
<p>N2 = Extracts material from ONE of Sources D–G and attempts to examine how the treatment of Māori and Pākehā veterans resulted in different levels of access to available farmland.</p> <p>N1 = Extracts some material from ONE of Sources D–G and attempts to examine how the treatment of Māori and Pākehā veterans resulted in different levels of access to available farmland.</p> <p>N0 = No response; no relevant evidence.</p>					

Sample evidence for Question Two: How did the treatment of Māori and Pākehā veterans result in different levels of access to available farmland, using evidence from at least TWO of Sources D–G?

Source D

- The concept of equal and equity opportunity did not work for Māori post-World War I.
- Māori actively discouraged from applying for the farmland.

Source E1

- Māori given papers and then the department was done with them.
- Māori were given the cold shoulder when they asked for help.
- Māori Pioneer Battalion needed their own office to deal with their grievances after returning from war.

Source E2

- Māori might have had the opportunity for help, but it wasn't explained to them.
- No one told Māori how to do things, they were expected to "look after their own".

Source F

- Supposedly no distinction made between Māori and Pākehā access, but farmland given to British Soldiers, not Māori.
- No te reo Māori advertising of the scheme provided for reo Māori speakers.
- Policy alone was insufficient to support Māori, and more should have been done to enable equal access to the settlement scheme.

Source G

- Māori were not provided loans.
- Māori Soldiers' Fund was used to exclude Māori.
- Government acquired Māori land for resettlement, with almost all this land distributed to Pākehā.

Evidence: Question Three

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
Examines some material from any TWO of Sources A–G, reflecting <i>understanding</i> of how reliable Source H is for a historian studying the Discharged Soldiers' Settlement Act 1915.	Examines material from any TWO of Sources A–G, reflecting <i>understanding</i> of how reliable Source H is for a historian studying the Discharged Soldiers' Settlement Act 1915.	Examines in depth material from any TWO of Sources A–G, reflecting a <i>thorough understanding</i> of how reliable Source H is for a historian studying the Discharged Soldiers' Settlement Act 1915.	Examines in depth material from any TWO of Sources A–G, reflecting a <i>thorough understanding</i> of how reliable Source H is for a historian studying the Discharged Soldiers' Settlement Act 1915.	Examines comprehensively material from any TWO of Sources A–G, reflecting a <i>perceptive understanding</i> of how reliable Source H is for a historian studying the Discharged Soldiers' Settlement Act 1915.	Examines comprehensively material from any TWO of Sources A–G, reflecting a <i>perceptive understanding</i> of how reliable Source H is for a historian studying the Discharged Soldiers' Settlement Act 1915.
Attempts to use supporting evidence.	Uses supporting evidence (may include some irrelevant information or application of sources).	Uses appropriate and relevant supporting evidence accurately.	Uses appropriate and relevant supporting evidence accurately.	Uses appropriate and relevant supporting evidence accurately.	Uses appropriate and relevant supporting evidence accurately.
		Frames detailed response in own words, while drawing on the sources for supporting evidence (may have limitations).	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 (may be implied or inferred) for supporting evidence.	Frames detailed response in own words, while drawing on the sources for supporting evidence.
				Shows some awareness of the limitations of the evidence. Reflects some insight, via conclusions/ questions.	Shows some awareness of the limitations of the evidence. Draws insightful conclusions beyond the immediately obvious and/or raises relevant questions.

N2 = Extracts material from ONE of Sources A–G and attempts to examine how reliable Source H is for a historian studying the Discharged Soldiers' Settlement Act 1915.

N1 = Extracts some material from ONE of Sources A–G and attempts to examine how reliable Source H is for a historian studying the Discharged Soldiers' Settlement Act 1915.

N0 = No response; no relevant evidence.

Sample evidence for Question Three: How reliable is Source H for a historian studying the Discharged Soldiers' Settlement Act 1915, using evidence from any TWO of Sources A–G?

Source H

Reliability

- An element of bias due to the fact it was written by a family member who obtained a farm as part of the scheme.

Limitations

- It focuses on only one area of the country (Tasman District) and does not give a detailed overview of how it worked across the country (i.e. just an overview of one aspect of the scheme).
- It does not discuss the Māori perspective and issues around equity to the land.

Corroboration

- The source can be strengthened by cross-checking against other sources:
 - Introduction / Source B: Land especially purchased by the government for the soldiers to use as part of the settlement scheme.
 - Source B: Government desperate for a source of post-war income, so this was mutually beneficial for the government and soldiers.
 - Source A / Source G: Ballots held for land when more than one applicant.

Cut Scores

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