

Assessment Schedule – 2024

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

Evidence

Question One: Perspectives

How do perspectives differ on why the 1905 'Originals' were so successful, using the Introduction and Sources A–D?

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p>Attempts to interpret the Introduction and Sources A–D to analyse how perspectives differed on why the 1905 'Originals' were so successful.</p> <p>Includes some reference to the Introduction and Sources A–D to attempt to explain the historical concept of perspectives, using at least TWO referenced generalisations that address the question.</p>	<p>Interprets the Introduction and Sources A–D to analyse how perspectives differed on why the 1905 'Originals' were so successful.</p> <p>Includes reference to the Introduction and Sources A–D to explain the historical concept of perspectives, using at least TWO referenced generalisations that address the question.</p>	<p>Attempts to interpret in some depth the Introduction and Sources A–D to analyse how perspectives differed on why the 1905 'Originals' were so successful.</p> <p>Includes some specific reference to the Introduction and Sources A–D to explain the historical concept of perspectives, using at least TWO substantiated generalisations that show some understanding of the nature of the perspectives being explained.</p> <p>Shows some use of cross-referencing within Sources A–D.</p>	<p>Interprets in depth the Introduction and Sources A–D to analyse how perspectives differed on why the 1905 'Originals' were so successful.</p> <p>Includes specific reference to the Introduction and Sources A–D to explain thoroughly the historical concept of perspectives, using at least TWO substantiated generalisations that show understanding of the nature of the perspectives being explained.</p> <p>Shows use of cross-referencing within Sources A–D.</p>	<p>Interprets comprehensively the Introduction and Sources A–D to analyse, with some insight, how perspectives differed on why the 1905 'Originals' were so successful.</p> <p>Includes some specific, relevant reference to the Introduction and Sources A–D to explain insightfully the historical concept of perspectives, selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of the nature of the perspectives being explained.</p> <p>Shows developed use of cross-referencing within Sources A–D.</p>	<p>Interprets comprehensively the Introduction and Sources A–D to analyse, with insight, how perspectives differed on why the 1905 'Originals' were so successful.</p> <p>Includes specific, relevant reference to the Introduction and Sources A–D to explain insightfully the historical concept of perspectives, discerningly selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of the nature of the perspectives being explained.</p> <p>Shows clearly developed use of cross-referencing within Sources A–D.</p>
<p>N2 = Relevant evidence but may not have interpreted the sources correctly or may not have the historical concept of perspectives correct; or may have ignored the specifics of the question; or shows insufficient depth of analysis for Level 3.</p> <p>N1 = Some relevant evidence, but extremely limited.</p> <p>N0 = No response; no relevant evidence.</p>					

Sample Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Interpretation of the evidence and analysis of perspectives could include, but is not limited to:</i></p> <ul style="list-style-type: none"> • Identification of perspectives, such as: <ul style="list-style-type: none"> - The All Blacks' greater skill level. - The All Blacks cheating. - The fitness of the All Blacks. - The ability of players like Gallaher. - New Zealand having a healthier lifestyle than England and producing better players. <p><i>(These perspectives are likely to be identified by the individuals who hold them.)</i></p>	<p><i>Interpretation of the evidence and in-depth analysis of perspectives could include, but is not limited to:</i></p> <ul style="list-style-type: none"> • Grouping or categorising of perspectives, such as 'British', 'press', or 'politicians'. • Grouping by views on reasons for success, such as 'fitness and training' or 'cheating'. • Consideration of the motivations or other factors influencing the perspectives, such as: <ul style="list-style-type: none"> - Premier Seddon's promotion of New Zealand for migrants and using the success for political gain. - The New Zealand press seizing on the success of the Originals to boost the idea of New Zealand as a 'superior' Britain. - British perspectives using the Originals to promote their theories over English 'decadence'. - The British press exaggerating concerns over the degeneracy of life in England to sell more papers. 	<p><i>Interpretation of the evidence and comprehensive analysis of perspectives could include, but is not limited to:</i></p> <ul style="list-style-type: none"> • Making judgements on the perspectives, such as: <ul style="list-style-type: none"> - Gallaher's perspective, while accurate, contained some degree of self-promotion. - Cheating accusations being naturally rejected by Gallaher. - The British press promoting other reasons for success to mask the deficiencies in British fitness and tactics. - The Originals clearly being used as a tool by many groups to promote various political / cultural theories. - Difficulties ascribing a single reason for the success of the Originals. - The reasons for the success of the Originals changing over the length of the tour, e.g. relative fitness was important at the start (Source B). <p><i>(An insightful candidate may note that the perspectives contained are uniformly White males and this reflects the colonial, patriarchal society dominant in New Zealand and Britain at the time.)</i></p>

Question Two: Influence and significance

How could the 1905 'Originals' tour be considered a significant historical event for New Zealand and New Zealanders, using Sources E–H?

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p>Attempts to analyse how the 1905 'Originals' Tour could be considered a significant historical event for New Zealand and New Zealanders, using Sources E–H.</p> <p>Includes some reference to Sources E–H to attempt to explain the historical concept of influence and significance, using at least TWO referenced generalisations that address the question.</p>	<p>Analyses how the 1905 'Originals' Tour could be considered a significant historical event for New Zealand and New Zealanders, using Sources E–H.</p> <p>Includes reference to Sources E–H to explain the historical concept of influence and significance, using at least TWO referenced generalisations that address the question.</p>	<p>Attempts to analyse in some depth how the 1905 'Originals' Tour could be considered a significant historical event for New Zealand and New Zealanders, using Sources E–H.</p> <p>Includes some specific reference to Sources E–H to explain the historical concept of influence and significance, using at least TWO substantiated generalisations that show some understanding of the extent to which influence and significance occurred.</p> <p>Supports generalisations with evidence from Sources E–H.</p>	<p>Analyses in depth how the 1905 'Originals' Tour could be considered a significant historical event for New Zealand and New Zealanders, using Sources E–H.</p> <p>Includes specific reference to Sources E–H to explain thoroughly the historical concept of influence and significance, using at least TWO substantiated generalisations that show understanding of the extent to which influence and significance occurred.</p> <p>Supports generalisations with evidence from Sources E–H.</p>	<p>Analyses comprehensively, with some insight, how the 1905 'Originals' Tour could be considered a significant historical event for New Zealand and New Zealanders, using Sources E–H.</p> <p>Includes some specific, relevant reference to Sources E–H to explain insightfully the historical concept of influence and significance, selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of the extent to which influence and significance occurred.</p> <p>Supports generalisations with evidence from Sources E–H.</p>	<p>Analyses comprehensively, with insight, how the 1905 'Originals' Tour could be considered a significant historical event for New Zealand and New Zealanders, using Sources E–H.</p> <p>Includes specific, relevant reference to Sources E–H to explain insightfully the historical concept of influence and significance, discerningly selecting the most relevant information and examples to support perceptive generalisations that show a clear understanding of the extent to which influence and significance occurred (may show use of cross-referencing to other sources).</p> <p>Supports generalisations with evidence from Sources E–H.</p>
<p>N2 = Relevant evidence but may not have interpreted the sources correctly or may not have the historical concept of influence and significance correct; or may have ignored the specifics of the question; or shows insufficient depth of analysis for Level 3.</p> <p>N1 = Some relevant evidence, but extremely limited.</p> <p>N0 = No response; no relevant evidence.</p>					

Sample Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Interpretation of the evidence and analysis significance of could include, but is not limited to:</i></p> <p><u>Significance</u> could include (likely to adopt a source-by-source analysis):</p> <p>Source E</p> <ul style="list-style-type: none"> • Symbolic of New Zealanders. • Enthusiasm of crowds reflects importance. • “American picnic” indicates popularity and importance. <p>Source F</p> <ul style="list-style-type: none"> • Presentation of players indicates continued significance for rugby fans. <p><i>(Possible comparison to Gallipoli.)</i></p> <p>Source G1</p> <ul style="list-style-type: none"> • Team must have been well-known to be featured on a biscuit tin. <p><i>(Possible comparison to All Blacks on Weet-Bix packets today.)</i></p> <p>Source G2</p> <ul style="list-style-type: none"> • Size of the Moa and the Lion, and the inclusion of the score, indicates the pride New Zealanders felt at the success of the team. <p>Source G3</p> <ul style="list-style-type: none"> • Large-scale illustration indicates the importance of the event. • The inclusion of many different types of New Zealanders might indicate the large-scale popularity of the team. • The size of crowd on return indicates the significance of the team at the time. <p>Source H</p> <ul style="list-style-type: none"> • The high price paid for Gallaher’s jersey indicates his continued significance in modern times. • The memorialisation of Gallaher shows he is still considered significant. 	<p><i>Interpretation of the evidence and in-depth analysis significance of could include, but is not limited to:</i></p> <p><u>Significance</u> could include (likely to adopt some form of categorisation of significance):</p> <p>Significant to New Zealanders at the time</p> <ul style="list-style-type: none"> • Through pride in the success of the team (Sources E and G2). • Politicians like Richard Seddon because of the promotion of New Zealand. • New Zealanders as a symbol of the better life and living in this country than England. • Use in advertising – well-known and respected team / symbol. • Significance visible through memorialisation in cartoons and large illustrations. <p>Significant to New Zealanders later</p> <ul style="list-style-type: none"> • The appearance at the 1955 All Blacks test of some of the Originals shows how important they remained in New Zealand more than 50 years later. • The Original All Blacks as symbols of New Zealand identity (Source F). • The statue of Gallaher erected in 2011 indicates a remaining significance to New Zealanders in modern times. • The 1905 All Blacks being included on Te Ara and in a Hocken blog indicates that they are still considered significant. <p>Significant to people other than New Zealanders (Source H)</p> <ul style="list-style-type: none"> • Gallaher and the Originals were significant to other countries connected with the Originals’ tour. • Significance to the Nicholls / Mahoney families and Wales defeating the Originals may indicate a personal connection. • Significance of Gallaher’s jersey seems to be centred on rugby people. • The newspaper article states that the auction price was “astounding”. 	<p><i>Interpretation of the evidence and comprehensive analysis of significance could include, but is not limited to:</i></p> <p><u>Significance</u> could include (likely to comment on the complexity of significance):</p> <ul style="list-style-type: none"> • The significance in these sources is only established through a narrow lens, i.e. there is no female, Māori, or non-rugby fan consideration of the significance of the Originals offered. • The Originals contributed to the construction of narratives about national identity in New Zealand and Britain. • The 1905 All Blacks significance is often connected with World War I, due to Gallaher’s sacrifice. • Gallaher’s significance might be different from that of the rest of the team. • The statue of Gallaher outside Eden Park being erected in 2011 may prompt a discussion about what the circumstances were that led to it being unveiled then, e.g. coinciding with the Rugby World Cup in New Zealand. • The location of the statue may indicate that Gallaher / the Originals are more significant to sports fans than other New Zealanders. • Connections and / or comparisons being drawn between 1905 and today, e.g. the Originals appearing on the Huntley & Palmers biscuit tin (Source G1) and the All Blacks’ cards available in Weet-Bix boxes today. <p><i>(An insightful candidate may offer interpretation of significance through a particular framework, such as Counsell, Partington, etc, with evidence.)</i></p>

Question Three: Reliability and usefulness

How useful could Sources I–L be to a historian evaluating the validity of the idea that the 1905 ‘Originals’ were proof that New Zealand’s rural nature made British colonists fitter, healthier, and better?

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p>Attempts to analyse the usefulness of Sources I–L to a historian evaluating the validity of the idea that the 1905 ‘Originals’ were proof that New Zealand’s rural nature made British colonists fitter, healthier, and better.</p> <p>Includes some reference to ONE of Sources I–L to attempt to explain the historical concept of reliability and / or usefulness in the context of validating the idea.</p>	<p>Analyses the usefulness of Sources I–L to a historian evaluating the validity of the idea that the 1905 ‘Originals’ were proof that New Zealand’s rural nature made British colonists fitter, healthier, and better.</p> <p>Includes reference to TWO of Sources I–L to explain the historical concept of reliability and / or usefulness in the context of validating the idea.</p>	<p>Attempts to analyse in depth the usefulness of Sources I–L to a historian evaluating the validity of the idea that the 1905 ‘Originals’ were proof that New Zealand’s rural nature made British colonists fitter, healthier, and better.</p> <p>Includes some specific reference to TWO of Sources I–L to explain the historical concept of reliability and / or usefulness, using at least ONE substantiated generalisation that shows some understanding of the role these sources might play in validating the idea.</p>	<p>Analyses in depth the usefulness of Sources I–L to a historian evaluating the validity of the idea that the 1905 ‘Originals’ were proof that New Zealand’s rural nature made British colonists fitter, healthier, and better.</p> <p>Includes specific reference to TWO of Sources I–L to explain thoroughly the historical concept of reliability and usefulness, using at least TWO substantiated generalisations that show understanding of the role these sources might play in validating the idea.</p>	<p>Analyses comprehensively, with some insight, the usefulness of Sources I–L to a historian evaluating the validity of the idea that the 1905 ‘Originals’ were proof that New Zealand’s rural nature made British colonists fitter, healthier, and better.</p> <p>Includes some specific, relevant reference to TWO of Sources I–L to explain insightfully the historical concept of reliability and usefulness, selecting the most relevant information and examples to support ONE perceptive generalisation that shows a clear understanding of the role these sources might play in validating the idea (may show use of cross-referencing to Sources A–H).</p>	<p>Analyses comprehensively, with insight, the usefulness of Sources I–L to a historian evaluating the validity of the idea that the 1905 ‘Originals’ were proof that New Zealand’s rural nature made British colonists fitter, healthier, and better.</p> <p>Includes specific, relevant reference to TWO of Sources I–L 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 the role these sources might play in validating the idea (shows use of cross-referencing to Sources A–H).</p>
<p>N2 = Relevant evidence but may not have interpreted the sources correctly or may not have made valid comments on the reliability or usefulness; or may have ignored the specifics of the question; or shows insufficient depth of analysis for Level 3.</p> <p>N1 = Some relevant evidence, but extremely limited.</p> <p>N0 = No response; no relevant evidence.</p>					

Sample Evidence

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Interpretation of the evidence and evaluation of reliability and usefulness could include, but is not limited to:</i></p> <p><u>Source I</u></p> <ul style="list-style-type: none"> All Black Manager Dixon claimed that the countryside was important for New Zealand rugby. Historians such as Phillips say that the tour contributed to the myth. 	<p><i>Interpretation of the evidence and in-depth evaluation of reliability and usefulness could include, but is not limited to:</i></p> <p><u>Source I</u></p> <ul style="list-style-type: none"> Dixon's claims support the myth, but he offers little factual support for his claims. New Zealanders at the time embraced the myth as it fit the ideal New Zealand identity. The source might be credible as it is from the New Zealand Journal of History and is an article specifically about this myth. 	<p><i>Interpretation of the evidence and comprehensive evaluation of reliability and usefulness could include, but is not limited to:</i></p> <p><u>Source I</u></p> <ul style="list-style-type: none"> Ryan is looking to dispel the myth; therefore this source is useful to anyone investigating the myth. Ryan refers to Phillips' idea that the Originals reinforced the pioneer myth of the New Zealand male, showing that more than one historian thinks that Seddon was wrong (Source J). Dixon's comments in Source I are countered by the statistics in Source J.
<p><u>Source J</u></p> <ul style="list-style-type: none"> Useful as it provides detailed information on the All Blacks' jobs. 	<p><u>Source J</u></p> <ul style="list-style-type: none"> Counters the myth showing that a low proportion of the 1905 team were farmers, i.e. most of the team came from cities. Likely to be reliable and useful statistics, as Ryan used census data, and this was published in an academic journal. 	<p><u>Source J</u></p> <ul style="list-style-type: none"> Data is interesting but requires further investigation, e.g. some of the job titles are ambiguous. Ryan has selected this data to further his argument – it would be interesting to see the rest of the information he included.
<p><u>Source K</u></p> <ul style="list-style-type: none"> Interesting and useful to a historian, as it provides evidence to counter the myth – New Zealand cities had slums, brothels, and vice. 	<p><u>Source K</u></p> <ul style="list-style-type: none"> In combination with Source J especially, this demonstrates that most of the Originals would have been exposed to slums, etc, and not the rural idyll espoused by Dixon and Seddon. 	<p><u>Source K</u></p> <p><i>(An insightful candidate may compare the concerns expressed here with those in Source A, i.e. a decay in society. Together with the low percentage of Originals who were farmers, this does not support Seddon's claim.)</i></p>
<p><u>Source L</u></p> <ul style="list-style-type: none"> Imagery supporting the myth that New Zealand is a beautiful, rural wonderland. 	<p><u>Source L</u></p> <ul style="list-style-type: none"> The stamps were produced much later than the Originals and therefore might have limited value. 	<p><u>Source L</u></p> <ul style="list-style-type: none"> The stamps are clear propaganda meant to reinforce the idea that New Zealand was rural, idyllic, and healthy. While they support Seddon's position, they should not be taken as persuasive evidence of the truth of that position.
		<p><u>Other sources</u></p> <ul style="list-style-type: none"> Source A has comments by Premier Seddon and the British press that also reflect the myth. Source A helps to explain the origins of the myth – New Zealand newspapers repeating positive comments made in Britain about New Zealand. Source B helps dispel the myth by outlining the professional-like training the team undertook – success was not due to the rural nature of New Zealand. Sources C and D also provide explanations for success, which has nothing to do with New Zealand's rural nature.

Cut Scores

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