

Assessment Schedule – 2024

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

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 the ways in which the beliefs of TWO individuals or groups from the chosen historical context influence how they responded to an event, person, or place.</p> <p>Includes some relevant evidence in the description.</p>	<p>Identifies and describes the ways in which the beliefs of TWO individuals or groups from the chosen historical context influence how they responded to an event, person, or place.</p> <p>Includes relevant evidence in the description.</p>	<p>Explains the ways in which the beliefs of TWO individuals or groups from the chosen historical context influence how they responded to an event, person, or place, and how these may differ.</p> <p>Uses relevant historical evidence to support the explanation.</p>	<p>Explains the ways in which the beliefs of TWO individuals or groups from the chosen historical context influence how they responded to an event, person, or place, and how these may differ.</p> <p>Uses a range of relevant historical evidence to fully support the explanation.</p>	<p>Discusses the ways in which the beliefs of TWO individuals or groups from the chosen historical context influence how they responded to an event, person, or place, and how these may differ.</p> <p>Includes reference to the wider historical context.</p> <p>Uses relevant historical evidence to fully develop the explanation.</p>	<p>Discusses the ways in which the beliefs of TWO individuals or groups from the chosen historical context influence how they responded to an event, person, or place, and how these may differ.</p> <p>Includes detailed reference to the wider historical context.</p> <p>Uses a range of relevant and well-considered historical evidence to fully develop the explanation.</p>

See **Appendix** for sample evidence.

N2 = Attempts to identify and describe the ways in which the beliefs of at least ONE individual(s) or group(s) from the chosen historical context influence how they responded to an event, person, or place, including limited or inaccurate evidence.

N1 = Attempts to identify and describe the ways in which the beliefs of at least ONE individual(s) or group(s) from the chosen historical context influence how they responded to an event, person, or place, but with no evidence.

N0 = No response; no relevant evidence.

Appendix – Sample Evidence

Achievement	Achievement with Merit	Achievement with Excellence
In what ways did the beliefs of TWO individuals or groups from the chosen historical context influence how they responded to a historical event, person, or place?		
<p>Individual / group (1):</p> <p>A belief held by the Mau in Samoa was seen in their slogan “Samoa mo Samoa”, which means “Samoa for Samoans”. The Mau held this strong belief because they opposed the New Zealand administration's rule in Samoa after World War I.</p> <p>A key leader of the Mau was Tupua Tamasese Lealofi III. The Mau wanted to challenge for their right to rule and re-establish traditional authority and chiefly rights in Samoa.</p>	<p>Individual / group (1):</p> <p>A belief held by the Mau in Samoa was seen in their slogan “Samoa mo Samoa”, which means “Samoa for Samoans”. A concerted effort to realise this began after a 1927 Citizens Committee meeting, which confirmed the principles of the organisation formally known as ‘O le Mau A Samoa’, and informally as the Mau.</p> <p>Agitation and discontent had been growing for years, and a key catalyst was the New Zealand administration's response, under Colonel Robert Logan, to the 1918 influenza pandemic. The Mau held this strong belief because they opposed the New Zealand administration's rule in Samoa after World War I.</p> <p>A key leader of the Mau was Tupua Tamasese Lealofi III. The Mau wanted to challenge for their right to rule and re-establish traditional authority and chiefly rights.</p>	<p>Individual / group (1):</p> <p>A belief held by the Mau in Samoa was seen in their slogan “Samoa mo Samoa”, which means “Samoa for Samoans”. This was the second wave of the Mau. There had been a first wave in the early 1900s, in response to German rule. Samoan nationalism was born with the ‘Mau a Pule’, which was the first attempt by Samoans to regain independence.</p> <p>A concerted effort to regain independence resumed in the 1920s after a 1927 Citizens Committee meeting, which confirmed the principles of the organisation formally known as ‘O le Mau A Samoa’, and informally as the Mau.</p> <p>Agitation and discontent had been growing for years, and a key catalyst was the New Zealand administration's response, under Colonel Robert Logan, to the 1918 influenza pandemic. The Mau held this strong belief because they opposed the New Zealand administration's rule in Samoa after World War I.</p> <p>A key leader of the Mau was Tupua Tamasese Lealofi III. Lealofi III did not agree with the way that New Zealand was treating Samoans and was arrested in November 1928 for refusing to pay taxes to the administration. The Mau wanted to challenge for their right to rule and re-establish traditional authority and chiefly rights.</p>

<p>Individual / group (2):</p> <p>Another belief held by Colonel Robert Logan was that Samoa would benefit from being under his military rule and this required obedience on the part of Samoans.</p> <p>Logan had been the wartime governor of Samoa during World War I and ruled in an authoritative manner, presuming to know what was best for Samoans. His mismanagement of an incoming vessel carrying passengers suffering from influenza in 1918 had tragic consequences for the Samoan population.</p>	<p>Individual / group (2):</p> <p>Another belief held by Colonel Robert Logan was that Samoa would benefit from being under his military rule and this required obedience on the part of Samoans.</p> <p>New Zealand's military occupation of Samoa began in August 1914. Logan had been the wartime governor of Samoa during World War I and ruled in an authoritative manner, presuming to know what was best for Samoans. Logan's beliefs were completely different from the Mau, who wanted Samoa back and to be ruled by Samoans.</p> <p>Logan's mismanagement of the SS <i>Talune</i>, carrying passengers suffering from influenza in late 1918, had tragic consequences for the Samoan population. Although the <i>Talune</i> had been quarantined in Fiji on its way to Samoa, no such restrictions were imposed by Logan on the ship's arrival in Apia. A commission of inquiry sent from New Zealand the following year found that Logan had been negligent in his actions. Logan left Samoa in early 1919.</p>	<p>Individual / group (2):</p> <p>Another belief held by Colonel Robert Logan was that Samoa would benefit from being under his military rule and this required obedience on the part of Samoans.</p> <p>New Zealand's military occupation of Samoa began in August 1914. Samoa transitioned from German rule to New Zealand rule, and this would last until Samoan independence in 1962.</p> <p>Logan had been the wartime governor of Samoa during World War I, carrying out a 'great and urgent service' for the British, and ruled in a heavy-handed and authoritative manner, presuming to know what was best for Samoans. Logan's hostilities extended to indentured Chinese labourers. He ordered over 2,000 southern Chinese labourers back to China, even though some had married Samoan women and had children. Logan's beliefs were completely different from the Mau, who wanted Samoa back and to be ruled by Samoans. Whilst the Mau wished to re-establish traditional authority and chiefly rights, Logan was confident that he had won the hearts and minds of the Samoan people.</p> <p>Logan's mismanagement of the SS <i>Talune</i>, carrying passengers suffering from influenza in late 1918, had tragic consequences for the Samoan population. Although the <i>Talune</i> had been quarantined in Fiji on its way to Samoa, no such restrictions were imposed by Logan on the ship's arrival in Apia. A commission of inquiry sent from New Zealand the following year found that Logan had been negligent in his actions. Logan left Samoa in early 1919.</p>
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