

**Assessment Schedule – 2013**

**History: Examine sources of an historical event that is of significance to New Zealanders (91231)**

**Evidence Statement**

Achievement	Achievement with Merit	Achievement with Excellence
Examine sources of an historical event that is of significance to New Zealanders.	Examine in-depth sources of an historical event that is of significance to New Zealanders	Comprehensively examine sources of an historical event that is of significance to New Zealanders

**Judgement Statement – Question One**

N1	N2	A3	A4	M5	M6	E7	E8
Extracts some material from the sources related to the purpose of the New Zealand International Exhibition, 1906–1907.	Extracts some material from the sources related to the purpose of the New Zealand International Exhibition, 1906–1907, and attempts to connect it to the question.	Examines material from the sources related to the purpose of the New Zealand International Exhibition, 1906–1907. <ul style="list-style-type: none"> <li>Supporting evidence may be limited and / or in part irrelevant</li> </ul>	Examines material from the sources related to the purpose of the New Zealand International Exhibition, 1906–1907. <ul style="list-style-type: none"> <li>Uses supporting evidence. May include irrelevant material(s)</li> </ul>	Examines <i>in-depth</i> material from the sources reflecting a <i>thorough understanding of</i> , through detailed explanation, the purpose of the New Zealand International Exhibition, 1906–1907. <ul style="list-style-type: none"> <li>Response is framed in the candidate's own words, while drawing on the sources for supporting evidence. May include some irrelevant material(s).</li> </ul>	Examines <i>in-depth</i> material from the sources reflecting a <i>thorough understanding of</i> , through detailed explanation, the purpose of the New Zealand International Exhibition, 1906–1907. <ul style="list-style-type: none"> <li>Response is framed in the candidate's own words, while drawing on the sources for supporting evidence.</li> </ul>	<b>Comprehensively</b> examines material from the sources reflecting a <i>perceptive understanding of</i> the purpose of the New Zealand International Exhibition, 1906–1907. <ul style="list-style-type: none"> <li>Detailed responses are framed in the candidate's own words, while drawing on the sources (including implied or inferred) for supporting evidence.                             <ul style="list-style-type: none"> <li>Explains in detail</li> <li>Draws conclusions beyond the immediately obvious. However, explanation, examples &amp; evidence are limited to the sources provided.</li> </ul> </li> </ul>	<b>Comprehensively</b> examines material from the sources reflecting a <i>perceptive understanding of</i> the purpose of the New Zealand International Exhibition, 1906–1907. <ul style="list-style-type: none"> <li>Detailed responses are framed in the candidate's own words, while drawing on the sources for supporting evidence.                             <ul style="list-style-type: none"> <li>Explains in detail</li> <li>Draws conclusions &amp; raises relevant questions, beyond the immediately obvious.</li> </ul> </li> </ul>

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

**Judgement Statement – Question Two**

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies ONE perspective. Attempts to describe the perspective, with some supporting material from the sources.</p>	<p>Identifies TWO perspectives. Attempts to describe the perspective(s), with some supporting material from the sources.</p>	<p>Examines ONE perspective.</p> <p>Supporting evidence may be limited and / or lacking depth of evidence from specific sources. May include some irrelevant information, or application of sources.</p>	<p>Examines TWO differing perspectives.</p> <p>Uses supporting evidence, this could include some irrelevant information, or application of sources.</p>	<p>Examines <i>in-depth</i> TWO perspectives, reflecting a <i>thorough understanding</i>. Accurately uses appropriate and relevant supporting evidence.</p> <ul style="list-style-type: none"> <li>• Detailed response, framed in the candidate's own words, while drawing on the sources for supporting evidence</li> <li>• The explanation / supporting evidence may have limitations, for ONE of the perspectives.</li> </ul>	<p>Examines <i>in-depth</i> TWO differing perspectives, reflecting a <i>thorough understanding</i>. Accurately uses appropriate and relevant supporting evidence.</p> <ul style="list-style-type: none"> <li>• Detailed responses are framed in the candidate's own words, while drawing on the sources for supporting evidence.</li> </ul>	<p><b>Comprehensively</b> examines TWO perspectives. Reflects a <i>perceptive understanding</i> of TWO perspectives. Accurately uses appropriate and relevant supporting evidence.</p> <ul style="list-style-type: none"> <li>• Detailed responses are framed in the candidate's own words, while drawing on the sources (including implied or inferred) for supporting evidence and/or an awareness of limitations of evidence is apparent</li> <li>• Reflects some insight, via conclusions / questions. The explanation and / or supporting evidence may be limited.</li> </ul>	<p><b>Comprehensively</b> examines TWO differing perspectives. Reflects a <i>perceptive understanding</i> of both perspectives. Accurately uses appropriate and relevant supporting evidence.</p> <ul style="list-style-type: none"> <li>• Detailed responses are framed in the candidate's own words, while drawing on the sources for supporting evidence and/or an awareness of limitations of evidence is apparent.</li> <li>• Draws insightful conclusions beyond the immediately obvious and / or raises relevant questions.</li> </ul>

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

**Judgement Statement – Question Three**

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
Extracts some material from ONE source and attempts to examine usefulness.	Extracts material from TWO sources and attempts to examine usefulness.	Examines material from ONE source, reflecting usefulness to an historian studying the New Zealand International Exhibition, 1906–1907 <ul style="list-style-type: none"> <li>• Must include direct reference to the source</li> </ul>	Examines material from TWO sources, reflecting usefulness to an historian studying the New Zealand International Exhibition, 1906–1907 <ul style="list-style-type: none"> <li>• Must include direct reference to both sources</li> </ul>	Examines <i>in-depth</i> material from TWO sources, reflecting a thorough understanding of the usefulness to an historian studying the New Zealand International Exhibition, 1906–1907 <ul style="list-style-type: none"> <li>• Includes direct <i>detailed</i> reference to the sources</li> <li>• The explanation / supporting evidence may have limitations, for ONE of the sources</li> </ul>	Examines <i>in-depth</i> material from TWO sources, reflecting a thorough understanding of the usefulness to an historian studying the New Zealand International Exhibition, 1906–1907 <ul style="list-style-type: none"> <li>• Must include direct <i>detailed</i> reference to both sources</li> </ul>	<i>Comprehensively</i> examines TWO sources. Shows a perceptive understanding of the usefulness of the sources to an historian studying the New Zealand International Exhibition, 1906–1907. <ul style="list-style-type: none"> <li>• Must include direct detailed reference to the sources</li> <li>• Reflects a high degree of engagement i.e. raising questions, awareness of limitations etc.</li> <li>• One response may be narrow, or have limited direct reference to the source.</li> </ul>	<i>Comprehensively</i> examines TWO sources to show a perceptive understanding of the usefulness of TWO sources to an historian studying the New Zealand International Exhibition, 1906–1907. <ul style="list-style-type: none"> <li>• Must include direct detailed reference to both sources</li> <li>• Reflects a high degree of engagement with TWO sources i.e. raising questions, awareness of limitations &amp; the basis for making assumptions from it.</li> </ul>

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

**Overall Judgement Statement**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 6	7 – 12	13 – 18	19 – 24