

**Assessment Schedule – 2014****History: Examine sources of an historical event that is of significance to New Zealanders (91231)****Evidence Statement****Question One**

<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 the sources related to the extent to which New Zealand gave a unified response to World War One.	Extracts some material from the sources related to the extent to which New Zealand gave a unified response to World War One, and attempts to connect it to the question.	Examines material from the sources related to the extent to which New Zealand gave a unified response to World War One.  Attempts to use supporting evidence.	Examines material from the sources related to the extent to which New Zealand gave a unified response to World War One.  Uses supporting evidence. May include irrelevant material(s).	Examines <b>in depth</b> , material from the sources, reflecting a <i>thorough understanding of</i> , through detailed explanation, the extent to which New Zealand gave a unified response to World War One.  Response is framed in the candidate's own words, while drawing on the sources for supporting evidence. May include some irrelevant material(s).	Examines <b>in depth</b> , material from the sources, reflecting a <i>thorough understanding of</i> , through detailed explanation, the extent to which New Zealand gave a unified response to World War One.  Response is framed in the candidate's own words, while drawing on the sources for supporting evidence.	<b>Comprehensively</b> examines material from the sources, reflecting a <i>perceptive understanding of</i> the extent to which New Zealand gave a unified response to World War One.  Detailed responses are framed in the candidate's own words, while drawing on the sources (including implied or inferred) for supporting evidence.  Explains in detail. Draws conclusions beyond the immediately obvious.	<b>Comprehensively</b> examines material from the sources, reflecting a <i>perceptive understanding of</i> the extent to which New Zealand gave a unified response to World War One.  Detailed responses are framed in the candidate's own words, while drawing on the sources for supporting evidence.  Explains in detail. Draws conclusions and raises relevant questions, beyond the immediately obvious. Explanation, examples, and evidence are drawn from the sources and wider knowledge.

N0 = No response; no relevant evidence.

**Question Two**

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<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>Attempts to use supporting evidence.</p>	<p>Examines TWO differing perspectives.</p> <p>Uses supporting evidence. May include some irrelevant information or application of sources.</p>	<p>Examines <b>in depth</b>, TWO perspectives, reflecting a <i>thorough understanding</i>. Accurately uses appropriate and relevant supporting evidence.</p> <p>Detailed response, framed in the candidate's own words, while drawing on the sources for supporting evidence.</p> <p>The explanation/ supporting evidence may have limitations, for ONE of the perspectives.</p>	<p>Examines <b>in depth</b>, TWO differing perspectives, reflecting a <i>thorough understanding</i>. Accurately uses appropriate and relevant supporting evidence.</p> <p>Detailed responses are framed in the candidate's own words, while drawing on the sources for supporting evidence.</p>	<p><b>Comprehensively</b> examines TWO perspectives. Reflects a <i>perceptive understanding</i> of BOTH perspectives. Accurately uses appropriate and relevant supporting evidence.</p> <p>Detailed responses are framed in the candidate's own words, while drawing on the sources (including implied or inferred) for supporting evidence.</p> <p>Awareness of limitation of evidence.</p> <p>Reflects some insight, via conclusions/ questions.</p>	<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> <p>Detailed responses are framed in the candidate's own words, while drawing on the sources for supporting evidence.</p> <p>Awareness of limitation of evidence.</p> <p>Draws insightful conclusions beyond the immediately obvious and / or raises relevant questions.</p>

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

**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 Source B, and attempts to examine usefulness.	Extracts material from Source B, and attempts to examine usefulness.	Examines some material from Source B, reflecting usefulness to a historian studying New Zealand responses to World War One.  Must include direct reference to the source.  Some material may be narrow or have limited direct reference to the source.	Examines material from Source B, reflecting usefulness to a historian studying New Zealand responses to World War One.  Must include direct reference to the source.	Examines <b>in depth</b> material from Source B, reflecting a thorough understanding of the usefulness to a historian studying New Zealand responses to World War One.  Must include direct <b>detailed</b> reference to the source.  The explanation / supporting evidence may have limitations.	Examines <b>in depth</b> material from Source B, reflecting a thorough understanding of the usefulness to a historian studying New Zealand responses to World War One.  Must include direct <b>detailed</b> reference to the source.	<b>Comprehensively</b> examines Source B. Shows a perceptive understanding of the usefulness of the source(s) to a historian studying New Zealand responses to World War One.  Must include direct <b>detailed</b> reference to the source.  Reflects a high degree of engagement, ie raising questions, awareness of limitations, etc.	<b>Comprehensively</b> examines Source B, to show a perceptive understanding of the usefulness of the source(s) to a historian studying New Zealand responses to World War One.  Must include direct <b>detailed</b> reference to the source.  Reflects a higher degree of engagement with the source, ie raising questions, awareness of limitations, and the basis for making assumptions from it.

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

**Cut Scores**

	<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