

Assessment Schedule – 2015

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

Evidence

Question One

N1	N2	A3	A4	M5	M6	E7	E8
<p>Extracts some material from the sources related to the factors that contributed to the 1975 Māori Land March.</p>	<p>Extracts some material from the sources related to the factors that contributed to the 1975 Māori Land March, and attempts to connect it to the question.</p>	<p>Examines material from the sources related to the factors that contributed to the 1975 Māori Land March.</p> <p>Uses some supporting evidence. May include irrelevant material(s).</p>	<p>Examines material from the sources related to the factors that contributed to the 1975 Māori Land March.</p> <p>Uses supporting evidence.</p>	<p>Examines in depth, material from the sources, reflecting a <i>thorough understanding of</i>, through detailed explanation, the factors that contributed to the 1975 Māori Land March.</p> <p>Response is framed in the candidate's own words.</p> <p>Uses material from the sources for supporting evidence. May include some irrelevant material(s).</p>	<p>Examines in depth, material from the sources, reflecting a <i>thorough understanding of</i>, through detailed explanation, the range of factors that contributed to the 1975 Māori Land March.</p> <p>Response is framed in the candidate's own words.</p> <p>Uses specific and detailed material from the sources for supporting evidence.</p>	<p>Comprehensively examines material from the sources, reflecting a <i>perceptive understanding of</i> the range of factors that contributed to the 1975 Māori Land March.</p> <p>Detailed responses are framed in the candidate's own words.</p> <p>Uses specific material from the sources for supporting evidence. Can include implied / inferred.</p> <p>Draws conclusions beyond the immediately obvious.</p>	<p>Comprehensively examines material from the sources, reflecting a <i>perceptive understanding of</i> the range of factors that contributed to the 1975 Māori Land March.</p> <p>Detailed responses are framed in the candidate's own words.</p> <p>Uses specific and detailed material from the sources for supporting evidence. Can include implied / inferred.</p> <p>Draws conclusions beyond the immediately obvious. Raises questions.</p>

N0 = No response; no relevant evidence.

Question Two

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies Whina Cooper's perspective. Attempts to describe the perspective.</p>	<p>Identifies Whina Cooper's perspectives. Attempts to describe the perspective(s).</p> <p>Uses some supporting material from the sources.</p>	<p>Examines Whina Cooper's perspective.</p> <p>Uses some supporting evidence. May include some irrelevant information or application of sources.</p>	<p>Examines Whina Cooper's perspective.</p> <p>Uses supporting evidence.</p>	<p>Examines in depth, reflecting a <i>thorough understanding</i>, Whina Cooper's perspective.</p> <p>Generally, uses appropriate and relevant supporting evidence. The explanation / supporting evidence may have minor limitations.</p> <p>Detailed response, framed in the candidate's own words, while drawing on the sources for supporting evidence.</p>	<p>Examines in depth, reflecting a <i>thorough understanding</i>, Whina Cooper's perspective.</p> <p>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>Comprehensively examines Whina Cooper's perspective. Reflects a <i>perceptive understanding</i>.</p> <p>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. Reflects some insight.</p>	<p>Comprehensively examines Whina Cooper's perspective. Reflects a <i>perceptive understanding</i>.</p> <p>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. Draws insightful conclusions beyond the immediately obvious and/or raises relevant questions.</p>

N0 = No response; no relevant evidence.

Question Three

N1	N2	A3	A4	M5	M6	E7	E8
Extracts some material from Source I, and attempts to examine usefulness and/or reliability.	Extracts material from Source I, and attempts to examine usefulness and/or reliability.	Examines some material from Source I, reflecting usefulness and/or reliability to a historian studying the 1975 Māori Land March. Some material may be narrow or have limited direct reference to the source.	Examines material from Source I, reflecting usefulness and / or reliability to a historian studying the 1975 Māori Land March. Includes direct reference to the source.	Examines in depth material from Source I, reflecting a thorough understanding of the usefulness and / or reliability to a historian studying the 1975 Māori Land March. The supporting evidence may have minor have limitations.	Examines in depth material from Source I, reflecting a thorough understanding of the usefulness and / or reliability to a historian studying the 1975 Māori Land March. Includes specific and detailed reference to the source.	Comprehensively examines Source I. Shows a perceptive understanding of the usefulness and / or reliability of the source(s) to a historian studying the 1975 Māori Land March. Includes reference to the source, but application may have minor limitations. Reflects a high degree of engagement, i.e. raising questions, awareness of limitations, etc.	Comprehensively examines Source I. Shows a perceptive understanding of the usefulness and / or reliability of the source(s) to a historian studying the 1975 Māori Land March. Include specific and detailed reference to the source. Reflects a higher degree of engagement with the source, i.e. raising questions, awareness of limitations, and the basis for making assumptions from it.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 6	7 – 12	13 – 18	19 – 24