

**Assessment Schedule – 2019**

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

**Evidence: Question One**

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p><b>Examines</b> material from Sources A–E related to the range of factors that led New Zealand governments to provide housing for their citizens.</p> <p>Attempts to use supporting evidence.</p>	<p><b>Examines</b> material from Sources A–E related to the range of factors that led New Zealand governments to provide housing for their citizens.</p> <p>Uses some supporting evidence (may include irrelevant material).</p>	<p><b>Examines in depth,</b> material from Sources A–E, reflecting a <i>thorough understanding</i> of the range of factors that led New Zealand governments to provide housing for their citizens.</p> <p>Frames explanation in own words, while drawing on the sources for supporting evidence (may include some irrelevant material).</p>	<p><b>Examines in depth,</b> material from Sources A–E, reflecting a <i>thorough understanding</i> of the range of factors that led New Zealand governments to provide housing for their citizens.</p> <p>Frames explanation in own words, while drawing on the sources for supporting evidence.</p>	<p><b>Examines comprehensively</b> material from Sources A–E, reflecting a <i>perceptive understanding</i> of the range of factors that led New Zealand governments to provide housing for their citizens.</p> <p>Frames detailed explanation in own words, while drawing on the sources (may be implied or inferred) for supporting evidence.</p> <p>Draws conclusions beyond the immediately obvious.</p>	<p><b>Examines comprehensively</b> material from Sources A–E, reflecting a <i>perceptive understanding</i> of the range of factors that led New Zealand governments to provide housing for their citizens.</p> <p>Frames detailed explanation in own words, while drawing on the sources for supporting evidence.</p> <p>Draws conclusions and raises relevant questions, beyond the immediately obvious. Explanation, examples, and evidence are drawn from the sources and wider knowledge.</p>

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

**N1** = Extracts some material from Sources A–E related to the range of factors that led New Zealand governments to provide housing for their citizens.

**N2** = Extracts material from Sources A–E related to the range of factors that led New Zealand governments to provide housing for their citizens.

**Sample evidence Question One:** *Range of factors that led New Zealand governments to provide housing for their citizens:*

- Source A
  - “Regulations ... dampened growth ...”
  - “Overcrowding and congestion were problems.”
  - “... flimsy and poky cottages which soon became home to the urban underclass ...”
  - “... an ideal breeding ground for diseases ...”
  - Tents in the photograph.
- Source B
  - “... living conditions ... unsettling to those seeking to forge something better ...”
  - “... New Zealand seemed to be going backwards.”
  - Small cottages in the photograph.
- Source C
  - “... saddle revolutionaries with a mortgage.”
  - “... few home buyers would willingly give it all up for the sake of a people’s republic.”
  - Riot damage, weapons, and barricades in the photographs.
- Source D
  - “The tower was built right in the middle of Wellington’s slum area ...”
  - A large tower and small cottages in the photographs.
- Source E
  - Improvised huts and small cottages in the photographs.
  - Children, rubbish bins, and washing tubs, all in close proximity in the photograph.
  - “... homework isn’t done and they don’t want to go to school”
  - A Māori leader, Whina Cooper, gathers information about the poor living conditions in the photograph.
  - “But even Glasgow’s Gorbals could have produced nothing more wretched.”
  - “... you can’t get a flat ...”

**Evidence: Question Two**

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p><b>Examines</b> continuity or change.</p> <p>Attempts to use supporting evidence.</p>	<p><b>Examines</b> continuity and change.</p> <p>Uses supporting evidence (may include some irrelevant information or application of sources).</p>	<p><b>Examines in depth,</b> continuity and change, reflecting a <i>thorough understanding</i>.</p> <p>Uses appropriate and relevant supporting evidence accurately.</p> <p>Frames detailed response in own words, while drawing on the sources for supporting evidence (may have limitations).</p>	<p><b>Examines in depth,</b> continuity and change, reflecting a <i>thorough understanding</i>.</p> <p>Uses appropriate and relevant supporting evidence accurately.</p> <p>Frames detailed response in own words, while drawing on the sources for supporting evidence.</p>	<p><b>Examines comprehensively</b> continuity and change. Reflects a <i>perceptive understanding</i> of both concepts.</p> <p>Uses appropriate and relevant supporting evidence accurately.</p> <p>Frames detailed response in own words, while drawing on the sources (may be implied or inferred) for supporting evidence.</p> <p>Shows some awareness of the limitations of the evidence.</p> <p>Reflects some insight, via conclusions/ questions.</p>	<p><b>Examines comprehensively</b> continuity and change. Reflects a <i>perceptive understanding</i> of both concepts.</p> <p>Uses appropriate and relevant supporting evidence accurately.</p> <p>Frames detailed response in own words, while drawing on the sources for supporting evidence.</p> <p>Shows some awareness of the limitations of the evidence.</p> <p>Draws insightful conclusions beyond the immediately obvious and /or raises relevant questions.</p>

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

**N1** = Identifies and attempts to describe change OR continuity, with some supporting material from the sources.

**N2** = Identifies and attempts to describe change and continuity, with some supporting material from the sources.

**Sample evidence for Question Two:****Continuity** in Māori state housing between c.1950 and c.2000:

- Washing, kitchen, and eating areas are separated somewhat, in accordance with tapu and noa concepts, in the 1952 plan. (Source F)
- “Between the 1950s and 1970s ... governments then believed that the future of Maori lay in them assimilating into mainstream culture ...” (Source F)
- The government provided state housing for Māori from 1948 to 2002. (Sources F and G)
- Older state houses still being used in 2000. (Source G)

**Change** in Māori state housing between c.1950 and c.2000:

- “ ... the government agreed in 1948 to build state houses for Maori.” (Source F)
- “ ... adjust themselves to the Pakeha way of living.” (Source F)
- “ ... these houses were designed by English people ... ” (Source F)
- “ ... state houses built for Maori were little different from those built for Pakeha ... ” (Source F)
- “The Māori design guide *Ki te Hau Kainga* (2002) shows a new commitment by the government to accommodate Māori cultural values in state housing.” (Source G)
- “The entries to Māori houses should be obvious, welcoming ... ” (Source G)
- “Careful planning with due regard to issues of tapu and noa will ensure that Māori cultural practices are facilitated and maintained.” (Source G)

**Evidence: Question Three**

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
<p><b>Examines</b> some material from the nominated source, reflecting motivation and / or intent to a historian studying the government's decision to sell off state houses in the early 1950s.</p> <p>Includes direct reference to the source (may be narrow or have limited direct reference to the source(s)).</p>	<p><b>Examines</b> material from the nominated source, reflecting motivation and / or intent to a historian studying the government's decision to sell off state houses in the early 1950s.</p> <p>Includes direct reference to the source(s).</p>	<p><b>Examines in depth</b> material from the nominated source, reflecting a thorough understanding of the motivation and / or intent to a historian studying the government's decision to sell off state houses in the early 1950s.</p> <p>Frames detailed response in own words, while drawing on the sources for supporting evidence.</p> <p>Includes direct <b>detailed</b> reference to the source(s) (may have limitations).</p>	<p><b>Examines in depth</b> material from the nominated source, reflecting a thorough understanding of the motivation and / or intent to a historian studying the government's decision to sell off state houses in the early 1950s.</p> <p>Frames detailed response in own words, while drawing on the sources for supporting evidence.</p> <p>Includes direct <b>detailed</b> reference to the source(s).</p>	<p><b>Examines comprehensively</b> the nominated source to show a perceptive understanding of the motivation and / or intent to a historian studying the government's decision to sell off state houses in the early 1950s.</p> <p>Frames detailed response in own words, while drawing on the sources (including implied or inferred) for supporting evidence.</p> <p>Includes direct <b>detailed</b> reference to the source(s).</p> <p>Reflects a high degree of engagement, i.e. raising questions, awareness of limitations, etc.</p>	<p><b>Examines comprehensively</b> the nominated source to show a perceptive understanding of the motivation and / or intent to a historian studying the government's decision to sell off state houses in the early 1950s.</p> <p>Frames detailed response in own words, while drawing on the sources for supporting evidence.</p> <p>Includes direct <b>detailed</b> reference to the source(s).</p> <p>Reflects a higher degree of engagement with the source(s), i.e. raising questions, awareness of limitations, and the basis for making assumptions from it.</p>

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

**N1** = Extracts some material from the nominated source and attempts to examine motivation and / or intent.

**N2** = Extracts material from the nominated source and attempts to examine motivation and / or intent.

**Sample evidence for Question Three:**

*Motivation and / or intent of the government's decision to sell state houses in the early 1950s:*

- “ ... home ownership develop initiative, self-reliance, thrift, and other good qualities ... ” (Source H)
- “Home owners are ... saving in one of the safest and most effective ways ... ” (Source H)
- “ ... home ownership promotes responsible citizenship.” (Source H)
- An idealised family is shown maintaining their home on the pamphlet. (Source H)
- “This form does not bind you in any way!” (Source H)
- “Don't lose this chance of added security ... ” (Source H)
- “ ... I am independent, and I like it.” (Source H)
- “ ... we have a greater sense of responsibility, a comforting feeling of security and an air of civic pride.” (Source H)
- Between 1938 and 1949, when there was Labour government in power, there were no state house sales. (Source H)
- Peaks in the sale of state houses have coincided with National governments. (Source H)
- Peaks in the building of state houses have coincided with Labour governments. (Source H)

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 7	8 – 13	14 – 18	19 – 24