

**Assessment Schedule – 2023****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
Examines some material from at least TWO of Sources A–E, reflecting <i>understanding</i> of the reasons behind the government introducing New Zealand Standard Time (NZST) in 1868.  Attempts to use supporting evidence.	Examines material from at least TWO of Sources A–E, reflecting <i>understanding</i> of the reasons behind the government introducing New Zealand Standard Time (NZST) in 1868.  Uses some supporting evidence (may include irrelevant material).	Examines in depth material from at least TWO of Sources A–E, reflecting a <i>thorough understanding</i> of the reasons behind the government introducing New Zealand Standard Time (NZST) in 1868.  Frames explanation in own words, while drawing on the sources for supporting evidence (may include some irrelevant material).	Examines in depth material from at least TWO of Sources A–E, reflecting a <i>thorough understanding</i> of the reasons behind the government introducing New Zealand Standard Time (NZST) in 1868.  Frames explanation in own words, while drawing on the sources for supporting evidence.	Examines comprehensively material from at least TWO of Sources A–E, reflecting a <i>perceptive understanding</i> of the reasons behind the government introducing New Zealand Standard Time (NZST) in 1868.  Frames detailed explanation in own words, while drawing on the sources for supporting evidence (may be implied or inferred).  Draws conclusions beyond the immediately obvious.	Examines comprehensively material from at least TWO of Sources A–E, reflecting a <i>perceptive understanding</i> of the reasons behind the government introducing New Zealand Standard Time (NZST) in 1868.  Frames detailed explanation in own words, while drawing on the sources for supporting evidence.  Draws conclusions and raises relevant questions, beyond the immediately obvious. Explanation, examples, and evidence are drawn from the sources and wider knowledge.
<p><b>N0</b> = No response; no relevant evidence.</p> <p><b>N1</b> = Extracts some material from at least TWO of Sources A–E related to the reasons behind the government introducing New Zealand Standard Time (NZST) in 1868.</p> <p><b>N2</b> = Extracts material from at least TWO of Sources A–E related to the reasons behind the government introducing New Zealand Standard Time (NZST) in 1868.</p>					

**Sample evidence for Question One:** What were the reasons behind the government introducing New Zealand Standard Time (NZST) in 1868, using evidence from at least TWO of Sources A–E.

**Introduction**

- Multiple time zones and telegraph meant communication issues led to the government decision: "... provinces had their own time zones", "... they all ran independently of one another", "... began to prove difficult with the advent of the telegraph and the need to communicate effectively across the nation in a timely manner".

**Source A**

- Reasons why: "triumph for convenience", "economic rationality" over "tradition and local identity".
- Context for the need to change: "mid-1860s you could ... listen for town bells ... or make a trek to the nearest public clock", "each city and town organised daily life according to its own clock time".
- Insight into the manipulation of events by Postmaster-General John Hall in creating the circumstances in the post offices that would lead to these changes: Post Office issues in January 1868, when post office clocks change to Wellington mean time: "growing frustration among ... staff and general public" with a 34-minute spread across New Zealand.
- "Battle of the Clocks": highlights the variation of time across the provinces.
- Telegraph context: May discuss the development of the telegraph as a key reason for action from 1862, including 74% population with access. In addition, advancements in timekeeping service with the Provincial Observatory in 1863. The 1866 cable across Cook Strait connecting the South Island to Wellington.
- Hall context: Anticipating disagreement in some provinces.

**Source B**

- Telegraph: growing in "popularity" led to issues with provincial clock "inaccuracy". This increase in communications contributed to the need for NZST. The laying of the cable led to the post office and telegraph adjustments and ultimately the need to standardise nationally.
- Hall: did not have the power to compel provincial government but had "absolute control" over post and telegraph offices, so he made a divisive decision to establish the new status quo.

**Source D**

- Reynolds: notes that Otago observed two times and, also that by law, banks in Otago had to use the provincial mean time.
- Hall: Discussed getting to Wellington at 8.00 p.m. and finding that a message won't get through, as Otago is 17 minutes fast and is already closed because it is 8.17 p.m. on Otago's provincial mean time ("inconvenience of the system").

**Evidence: Question Two**

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
Examines some material from at least TWO of Sources A–E, reflecting <i>understanding</i> of two perspectives from the debate around standardising time in New Zealand in 1868.	Examines material from at least TWO of Sources A–E, reflecting <i>understanding</i> of two perspectives from the debate around standardising time in New Zealand in 1868.	Examines in depth material from at least TWO of Sources A–E, reflecting a <i>thorough understanding</i> of two perspectives from the debate around standardising time in New Zealand in 1868.	Examines in depth material from at least TWO of Sources A–E, reflecting a <i>thorough understanding</i> of two perspectives from the debate around standardising time in New Zealand in 1868.	Examines comprehensively material from at least TWO of Sources A–E, reflecting a <i>perceptive understanding</i> of two perspectives from the debate around standardising time in New Zealand in 1868.	Examines comprehensively material from at least TWO of Sources A–E, reflecting a <i>perceptive understanding</i> of two perspectives from the debate around standardising time in New Zealand in 1868.
Includes direct reference to the source(s) (may have limitations).	Includes direct reference to the source(s).	Frames detailed responses in own words, while drawing on the sources for supporting evidence.	Frames detailed responses in own words, while drawing on the sources for supporting evidence.	Frames detailed responses in own words, while drawing on the sources (including implied or inferred) for supporting evidence.	Frames detailed responses in own words, while drawing on the sources for supporting evidence.
		Includes direct detailed reference to the source(s) (may have limitations).	Includes direct detailed reference to the source(s).	Includes direct detailed reference to the source(s).	Includes direct detailed reference to the source(s).
				Reflects a high degree of engagement with the source(s), i.e. raising questions, awareness of limitations, etc.	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.

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

**N1** = Extracts some material from at least TWO of Sources A–E and attempts to examine two perspectives from the debate around standardising time in New Zealand in 1868.

**N2** = Extracts material from at least TWO of Sources A–E and attempts to examine two perspectives from the debate around standardising time in New Zealand in 1868.

**Sample evidence for Question Two:** What are two perspectives from the debate around standardising time in New Zealand in 1868, using evidence from at least TWO of **Sources A–E**.

**Source D**

- Reynolds felt there were two times observed in Otago because the Provincial Government opposed the General Government, but that this was not really the case. Suggested shifting to Christchurch mean time, using an example of the missed election because of different times, and put forward a motion “that Christchurch mean time be observed throughout the colony”.
- Hall discussed missing telegraph times to send until the next day and system was inconvenient and suggested replacing Christchurch mean time with New Zealand mean time.
- MacAndrew thought it was a waste of time (could understand the telegraphs keeping one uniform time but felt there was no need to change everything else, as New Zealand was not the same as UK / home country as “not intersected with railways” and should stick to the sun as a regulator of time).

**Source E**

- 12 March 1868, *ODT*: “tyrannical caprice”, which hints at “rulers at Wellington” (connection to provincialism) and would lead to “confusion and inconvenience”.
- 18 March 1868, *ODT*: Local watchmaker in charge of Provincial clocks announces the Superintendent had not instructed him to adjust the public clocks (may infer inquiries – perhaps angry ones).
- 19 March 1868, *ODT*: Demanded uniformity. Wellington mean time had not been approved.
- 23 March 1868, *ODT*: Letter by ‘Time Ball’ attacked the Provincial Government and banks “for making a mountain out of a mole hill”; and a letter by ‘Meridian’ cautioned against an “ill-formed decision”, arguing that “before the meridian of any place is selected ... ” decision needs to consider “the chief towns of the Colony” and not just accept Wellington mean time.

## Evidence: Question Three

Achievement		Achievement with Merit		Achievement with Excellence	
A3	A4	M5	M6	E7	E8
Examines some material from TWO of Sources F–J, reflecting <i>understanding</i> of how New Zealanders' attitudes and responses to daylight-saving time being introduced in 1927 were similar and / or different to those when NZST was introduced in 1868.	Examines material from TWO of Sources F–J, reflecting <i>understanding</i> of how New Zealanders' attitudes and responses to daylight-saving time being introduced in 1927 were similar and / or different to those when NZST was introduced in 1868.	Examines in depth material from TWO of Sources F–J, reflecting a <i>thorough understanding</i> of how New Zealanders' attitudes and responses to daylight-saving time being introduced in 1927 were similar and / or different to those when NZST was introduced in 1868.	Examines in depth material from TWO of Sources F–J, reflecting a <i>thorough understanding</i> of how New Zealanders' attitudes and responses to daylight-saving time being introduced in 1927 were similar and / or different to those when NZST was introduced in 1868.	Examines comprehensively material from TWO of Sources F–J, reflecting a <i>perceptive understanding</i> of how New Zealanders' attitudes and responses to daylight-saving time being introduced in 1927 were similar and / or different to those when NZST was introduced in 1868.	Examines comprehensively material from TWO of Sources F–J, reflecting a <i>perceptive understanding</i> of how New Zealanders' attitudes and responses to daylight-saving time being introduced in 1927 were similar and / or different to those when NZST was introduced in 1868.
Attempts to use supporting evidence.	Uses supporting evidence (may include some irrelevant information or application of sources).	Uses appropriate and relevant supporting evidence accurately.  Frames detailed response in own words, while drawing on the sources for supporting evidence (may have limitations).	Uses appropriate and relevant supporting evidence accurately.  Frames detailed response in own words, while drawing on the sources for supporting evidence.	Uses appropriate and relevant supporting evidence accurately.  Frames detailed response in own words, while drawing on the sources (may be implied or inferred) for supporting evidence.  Shows some awareness of the limitations of the evidence.  Reflects some insight, via conclusions / questions.	Uses appropriate and relevant supporting evidence accurately.  Frames detailed response in own words, while drawing on the sources for supporting evidence.  Shows some awareness of the limitations of the evidence.  Draws insightful conclusions beyond the immediately obvious and / or raises relevant questions.

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

**N1** = Extracts some material from TWO of Sources F–J and attempts to examine how New Zealanders' attitudes and responses to daylight saving time being introduced in 1927 were similar and / or different to those when NZST was introduced in 1868.

**N2** = Extracts material from TWO of Sources F–J and attempts to examine how New Zealanders' attitudes and responses to daylight saving time being introduced in 1927 were similar and / or different to those when NZST was introduced in 1868.

**Sample evidence for Question Three:** How were New Zealanders' attitudes and responses to daylight-saving time similar and / or different to those when NZST was introduced in 1868, using evidence from TWO of **Sources F–J**.

**Source F**

- Debates around standardised time have remained ongoing.

**Source G**

- Government made a change first and then secured it with a permanent policy: changed during the war and after, vs change to post offices forcing the issue; the issue of national standardisation in 1868, with daylight saving nationally and aligning with a 12-hour difference to Greenwich time; like the Otago Province, communities such as Ararua rebelled.

**Source H**

- Links to Otago province and the New Zealand Parliamentary Debate on using the sun as a regulator of time.

**Source I**

- Opinions in favour (supports Ararua).

**Source J**

- Contrast with dairy farmers (supports Ararua and connections to 1868 Otago).

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – xx	xx – xx	xx – xx	xx – 24