

Assessment Schedule – 2014

History: Examine causes and consequences of a significant historical event (91233)

Evidence Statement

| N1 | N2 | A3 | A4 | M5 | M6 | E7 | E8 |
|---|--|--|--|---|---|--|--|
| <p>ONE cause written and/or no supporting reason given for the significant historical event, and/or more than ONE cause is described.</p> <p><i>OR</i></p> <p>ONE consequence of the significant historical event is examined and/or more than ONE consequence is described.</p> | <p>ONE cause written and/or no supporting reason given for the significant historical event, and/or more than ONE cause is described.</p> <p><i>AND</i></p> <p>ONE consequence of the significant historical event is examined and/or more than ONE consequence is described.</p> | <p>At least TWO causes are given for the significant historical event, although the explanation/supporting evidence may be weak for both.</p> <p><i>AND</i></p> <p>At least TWO consequences of the significant historical event are examined, although the explanation/supporting evidence may be weak for both.</p> | <p>At least TWO causes are given for the significant historical event, although the explanation/supporting evidence may be weak for one.</p> <p><i>AND</i></p> <p>At least TWO consequences of the significant historical event are examined, although the explanation/supporting evidence may be weak for one.</p> | <p>At least TWO causes are given for the significant historical event, although the explanation/supporting evidence has limitations.</p> <p><i>AND</i></p> <p>At least TWO consequences of the significant historical event are examined in depth, although the explanation/supporting evidence has limitations.</p> | <p>At least TWO causes are given for the significant historical event and are examined in detail.</p> <p><i>AND</i></p> <p>At least TWO consequences of the significant historical event are examined in depth.</p> | <p>At least TWO causes are given for the significant historical event and are comprehensively examined (with some 'insight' evident), although the explanation/supporting evidence may have some gaps.</p> <p><i>AND</i></p> <p>At least TWO consequences of the significant historical event are comprehensively examined (with some 'insight' evident), although the explanation/supporting evidence may have some gaps.</p> | <p>At least TWO causes are given for the significant historical event and are comprehensively examined (with 'insight' evident).</p> <p><i>AND</i></p> <p>At least TWO positive and negative consequences of the significant historical event are comprehensively examined (with 'insight' evident).</p> |

N0 = No response; no relevant evidence.

NOTE:

As per the achievement standard explanatory notes, an 'event' may be discrete, a development or movement over time, or be considered in terms of a person's role.

There is no specific requirement for the consequences of the event to be directly linked to the causes, although this may be appropriate where those links are clear.

While accuracy in evidence is desirable (eg dates, figures, statistics, quotes, names), this achievement standard is not assessing recall of specific details. Candidates should not be penalised at any grade level unless lack of accuracy detracts from the essay.

Essay structure should be considered in the allocation of the final grade, but only inasmuch as it enhances or detracts from the clear communication of the causes and consequences.

Cut Scores

| | Not Achieved | Achievement | Achievement with Merit | Achievement with Excellence |
|-------------|--------------|-------------|------------------------|-----------------------------|
| Score range | 0 – 2 | 3 – 4 | 5 – 6 | 7 – 8 |