

## Assessment Schedule – 2015

### History: Examine how a significant historical event affected New Zealand society (91234)

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
ONE or more effects on New Zealanders are identified, but NO supporting evidence/ explanation is given.	ONE or more effects on New Zealanders are identified, with limited supporting evidence/ explanation.	How the historical event affected New Zealanders is <b>examined</b> through one or more political, social, economic, or strategic / military impacts, although the explanation/supporting evidence may be weak.	How the historical event affected New Zealanders is <b>examined</b> through one or more political, social, economic, or strategic / military impacts, although the explanation / supporting evidence may have some limitations.	How the historical event affected New Zealanders is <b>examined in depth</b> through more than one political, social, economic, or strategic / military impacts, although the explanation/supporting evidence may have some limitations.	How the historical event affected New Zealanders is <b>examined in depth</b> through more than one political, social, economic, or strategic / military impacts.	How the historical event affected New Zealanders is <b>comprehensively examined</b> , with some insight evident. This will be through more than one political, social, economic, or strategic / military impact. The supporting evidence may have minor limitations.	How the historical event affected New Zealanders is <b>comprehensively examined</b> , with insight evident. This will be through more than one political, social, economic, or strategic / military impact.

**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.

The background of events and effects may be examined in terms of what happened and how. Short-term and/or long-term effects could also be discussed.

While accuracy in evidence is desirable (e.g. 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 background of events and the effects on New Zealanders.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8