

**Assessment Schedule – 2018****History: Examine how a significant historical event affected New Zealand society (91234)****Evidence**

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
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, with some reference to short-term and /or long-term effects. The explanation/supporting evidence is weak.	How the historical event affected New Zealanders is <b>examined</b> through one or more political, social, economic, or strategic / military impacts, with reference to short-term and /or long-term effects. The explanation/supporting evidence has 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, with reference to short-term and /or long-term effects. 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, with reference to short-term and /or long-term effects.	How the historical event affected New Zealanders is <b>comprehensively examined</b> , with <i>some insight</i> evident. This will be through more than one political, social, economic, or strategic / military impact, with reference to short-term and /or long-term effects. The supporting evidence may have minor limitations.	How the historical event affected New Zealanders is <b>comprehensively examined</b> , with <i>insight</i> evident. This will be through more than one political, social, economic, or strategic / military impact, with reference to short-term and /or long-term effects.

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

**NOTE:**

As per the Achievement Standard Explanatory Note 5, an 'event' may be discrete, a development or movement over time, or be considered in terms of a person's role.

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.

As per the Assessment Specifications, a conventional essay structure is required for this Achievement Standard. Essay structure should be considered in the allocation of the final grade, for example whether it enhances or detracts from the clear communication of the background of events and the effects on New Zealanders.

**Cut Scores**

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 2	3 – 4	5 – 6	7 – 8