

Judgement Statement — 2007

History: Examine the perspectives of people in an historical setting (90212)

Topic One: Social Welfare in the Maori World 1918–1998

Achievement	Achievement with Merit	Achievement with Excellence
<p>TWO correct perspectives on the current building of the Turangawaewae marae are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p>	<p>TWO correct perspectives on the current building of the Turangawaewae marae are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.</p>	<p>TWO correct perspectives on the current building of the Turangawaewae marae are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.</p>

Topic Two: Race Relations: New Zealand, Maori and Pakeha 1912–1980

Achievement	Achievement with Merit	Achievement with Excellence
<p>TWO correct perspectives on Bastion Point are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p>	<p>TWO correct perspectives on Bastion Point are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.</p>	<p>TWO correct perspectives on Bastion Point are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.</p>

Topic Three: Race Relations: South Africa 1938–1976

Achievement	Achievement with Merit	Achievement with Excellence
<p>TWO correct perspectives on the introduction of the Afrikaans language in education are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p>	<p>TWO correct perspectives on the introduction of the Afrikaans language in education are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.</p>	<p>TWO correct perspectives on the introduction of the Afrikaans language in education are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.</p>

Topic Four: International Relations: Origins of World War II 1919–1941

Achievement	Achievement with Merit	Achievement with Excellence
<p>TWO correct perspectives on the Treaty of Versailles are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p>	<p>TWO correct perspectives on the Treaty of Versailles are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.</p>	<p>TWO correct perspectives on the Treaty of Versailles are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.</p>

Topic Five: Social Change: Women’s Impact on New Zealand Society: Health 1915–1985

Achievement	Achievement with Merit	Achievement with Excellence
<p>TWO correct perspectives on health issues between 1915 and 1930 are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p>	<p>TWO correct perspectives on health issues between 1915 and 1930 are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.</p>	<p>TWO correct perspectives on health issues between 1915 and 1930 are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.</p>

Topic Six: Social Change: Black Civil Rights in the USA 1954–1970

Achievement	Achievement with Merit	Achievement with Excellence
<p>TWO correct perspectives on desegregation of Little Rock Central High School are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of the two people) are correctly described.</p>	<p>TWO correct perspectives on desegregation of Little Rock Central High School are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of the two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.</p>	<p>TWO correct perspectives on desegregation of Little Rock Central High School are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of the two people) are described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.</p>

Topic Seven: Conflict: Ireland 1909–1922

Achievement	Achievement with Merit	Achievement with Excellence
<p>TWO correct perspectives on the 1916 Easter Rising are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p>	<p>TWO correct perspectives on the 1916 Easter Rising are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.</p>	<p>TWO correct perspectives on the 1916 Easter Rising are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.</p>

NOTE: Students were advised by the Exam Centre Manager to delete the words “June” and “over one month” from the boxed text so that it would read: “It is 1916, after the Easter Rising. You are a researcher...”

Topic Eight: Conflict: Palestine–Israel 1935–1967

Achievement	Achievement with Merit	Achievement with Excellence
<p>TWO correct perspectives on the Nationalisation of the Suez Canal are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p>	<p>TWO correct perspectives on the Nationalisation of the Suez Canal are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.</p>	<p>TWO correct perspectives on the Nationalisation of the Suez Canal are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.</p>

Topic Nine: Tangata and Whenua: Effect of Population Movement on M_ori Society, 1946–1998

Achievement	Achievement with Merit	Achievement with Excellence
<p>TWO correct perspectives on the impact of urban migration on a Northland community are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p>	<p>TWO correct perspectives on the impact of urban migration on a Northland community are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is correctly explained for EACH person.</p>	<p>TWO correct perspectives on the impact of urban migration on a Northland community are correctly described.</p> <p>AND</p> <p>TWO appropriate actions (one for each of two people) are correctly described.</p> <p>AND</p> <p>A reason for BOTH a perspective AND the particular action is comprehensively (with detail) explained for EACH person.</p>