



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **Assessment Report**

## **Level 1, 2007**

### **History**

**Interpret historical sources (90211)**

**Describe the perspectives and related actions of people in an historical setting (90212)**

**Describe an historical development, in an essay (90213)**

**Describe experiences that have been significant to the identity of New Zealanders  
(90214)**

**SUBJECT: History**  
**LEVEL: One, 2007**

## **COMMENTARY**

Candidates who had a thorough understanding of the standard(s), their criteria and explanatory notes, in addition to addressing the requirements of the question(s) did well. There was clear evidence that candidates had been well prepared due to the familiarity of the format as used in previous examinations. It is essential that candidates read the papers with care and focus their responses on the specific requirements of the question(s) presented in the examination(s).

### **Achievement Standard 90211**

Good candidates not only provided evidence, but were able to show the significance of the evidence they provided as it related to the particular question they were answering.

### **Achievement Standard 90212**

Candidates would benefit in being reminded that they must get all of Questions 1 and 3 for both persons correct to be eligible for Achieved or higher. If any one response is wrong, commonly Question 3 “action”, there is no reward for what they do know as they elaborate, on their views / actions in Questions 2 and 4.

### **Achievement Standard 90213**

Candidates often possessed greater knowledge and understanding of the stimulus material but frequently submitted responses that had the depth and detail required for Achievement level only. It is important to note that candidates need to retain a formal approach in their essays and not allow themselves to become emotive and / or drift in to vague unsupported generalisations. It is important that candidates are reminded that they are required to relate their historical knowledge back to the question.

### **Achievement Standard 90214**

Some candidates have the tendency to be quite vague and must be reminded to use concrete specific historical evidence that demonstrates a clear understanding of the topic.

Some candidates would benefit from receiving opportunities to practice planning and shaping their learned material into a personal response to the question, rather than reproducing learned material and trying to twist the question to fit.

### **Interpret historical sources: 90211**

**Candidates who achieved this standard most commonly demonstrated the following skills and / or knowledge:**

- ability to interpret the question
- a basic ability to interpret historical sources
- identified evidence and response appropriately
- ability to interpret the intention of a resource(s) and explain this in their own words.

**Candidates who did not achieve this standard lacked some or all of the skills and knowledge required for Achievement. They also commonly:**

- did not complete all sections
- provided an inadequate interpretation of the source(s)
- were unable to provide adequate answers in “their own words”
- were unable to identify evidence in a source.

**In addition to the skills and knowledge required for Achievement, candidates who achieved the standard with Merit or Excellence commonly:**

- demonstrated the ability to interpret the resource and write comprehensive answers
- provided accurate evidence
- wrote comprehensive answers in their own words.

### **Describe the perspectives and related actions of people in an historical setting: 90212**

**Candidates who achieved this standard most commonly demonstrated the following skills and / or knowledge:**

- ability to choose a topic for which they had a basic knowledge of historical content to write on two chosen people
- provided a valid view and specific action for two people from their chosen question
- avoided errors of fact.

**Candidates who did not achieve this standard lacked some or all of the skills and knowledge required for Achievement. They also commonly:**

- lacked the content knowledge required
- went outside the parameters (timeframe) of the question
- lacked the ability to clearly, directly and specifically answer the set question, especially in providing a direct action performed by their selected person.

**In addition to the skills and knowledge required for Achievement, candidates who achieved the standard with Merit or Excellence commonly:**

- clearly explained using appropriate vocabulary why the person held their views and took the action
- did not mistake repetition for depth / detail and explained only one action rather than trying to explain several, thus confusing breadth for depth
- developed a response that was in-depth, detailed, and factual.

**Describe an historical development in an essay: 90213**

**Candidates who achieved this standard most commonly demonstrated the following skills and / or knowledge:**

- presented sufficient relevant historical information on both parts of the question
- followed a suitable, basic structure of introduction and / or conclusion and paragraphing
- provided a basic description of an action/problem and response.

**Candidates who did not achieve this standard lacked some or all of the skills and knowledge required for Achievement. They also commonly:**

- answered one part of the question
- included irrelevant and/or inaccurate information
- wrote narratives that did not respond to the question
- did not write enough to show sufficient understanding; typically, such essays were less than one page

**In addition to the skills and knowledge required for Achievement, candidates who achieved the standard with Merit or Excellence commonly:**

- answered both parts of the question in-depth with detail and evidence
- developed their own response, instead of using rote-learned or prepared responses

**Describe experiences that led to the shaping of the identity of New Zealanders : 90214**

**Candidates who achieved this standard most commonly demonstrated the following skills and / or knowledge:**

- ability to support answers with specific evidence
- made two relevant points across all three questions
- ability to keep within the parameters of the question.

**Candidates who did not achieve this standard lacked some or all of the skills and knowledge required for Achievement. They also commonly:**

- gave generalised answers showing little or no evidence of study of the topic
- went outside the timeframe of the topic resulting in irrelevant information being used
- showed little or no understanding of key terms basic to the topic
- relied excessively on the visual support material.

**In addition to the skills and knowledge required for Achievement candidates who achieved the standard with Merit or Excellence commonly:**

- showed an understanding of the wider context or significance of the answer required
- gave full answers for all three questions
- ability to sufficiently develop ideas that were often mature, thoughtful, and original
- ability to articulate ideas using a high level of supporting evidence