

Assessment Report

Level 3 History 2017

Standards [91436](#) [91438](#) [91439](#)

Part A: Commentary

Candidates should be aware of the desirability of writing well and supporting their key points with evidence, rather than writing essays that lack structure, focus or a clear argument. It was pleasing to note an array of topics being used to address standards 91438 and 91439. However, candidates are reminded to make clear reference to their key event or trend.

Candidates are encouraged to avoid writing responses to questions from previous years' examinations. Candidates who responded to the specific words in the essay questions for 2017 were rewarded for this.

Part B: Report on standards

91436: Analyse evidence relating to an historical event of significance to New Zealanders

Candidates who were awarded **Achievement** commonly:

- understood historical concepts
- comprehended the sources and could use them to support their explanations, although this was usually brief or superficial and sometimes was not explicitly linked to an idea.

Candidates who were assessed as **Not Achieved** commonly:

- showed little understanding of the sources
- used little or no evidence to support ideas
- did not understand the historical concepts, or how those concepts were present in the sources.

Candidates who were awarded **Achievement with Merit** commonly:

- comprehended the sources and used evidence effectively in their responses
- wrote well-constructed answers (not just a narrative response)
- considered and integrated several ideas in their response to the questions.

Candidates who were awarded **Achievement with Excellence** commonly:

- made links between sources, comparing and contrasting sources and evidence
- showed an insightful understanding of the sources and evidence, and how those related to the historical concepts
- made judgements about the validity of the perspectives in Q1
- placed the story of the Rose-Noelle in context in order to consider its significance (Q3).

Standard specific comments

Top candidates used their full comprehension of the sources and their understanding of historical concepts to write fluent and logical responses to the questions.

91438: Analyse the causes and consequences of a significant historical event

Candidates who were awarded **Achievement** commonly:

- wrote clear topic sentences that answered both parts the question
- discussed more than one cause and consequence
- defined or explained the event they were analysing
- included valid specific supporting evidence to support generalisations although this evidence was often limited or of an inconsistent quality
- failed to address importance in a meaningful way.

Candidates who were assessed as **Not Achieved** commonly:

- wrote a narrative account
- answered one part of the question, predominantly causation
- wrote one consequence only
- failed to address how change occurred
- described causes and/or consequences too briefly and not at the expected standard of a Level 3 candidate
- lacked understanding of the material they were attempting to discuss and had a number of factual inaccuracies that significantly marred their response
- discussed their event in a highly emotive way that contained little to no supporting evidence.

Candidates who were awarded **Achievement with Merit** commonly:

- showed clear understanding of the event
- responded to both parts of the question although the depth of analysis was often weighted more towards causation
- clearly established how causes contributed to the event and attempted to discuss the importance of these causes
- included meaningful and specific evidence to support generalisations
- established how the event changed peoples' lives beyond the simple aspects that could be true for any event.

Candidates who were awarded **Achievement with Excellence** commonly:

- used the key words from the question in their response

- selected only the most important causes and justified the inclusion of those causes
- sustained a convincing or perceptive argument for causation
- selected important supporting evidence and used this judiciously
- gave a concise discussion of the event
- chose and analysed consequences that were directly related to the event
- chose more than one person or group and insightfully analysed how their lives were changed by the event discussing the nature of the change and/or lack of change and the extent of that change
- wrote a concise essay that specifically answered the 2017 question.

Standard specific comments

The length of the essay is not a guarantee of an Excellence grade. Lengthy, detailed scripts showed detailed knowledge and ability to recall but this approach did not lend itself to constructing and sustaining a convincing argument for Excellence. Many candidates wrote 4-5 causes rather than focusing on the most important ones. These candidates' arguments suffered as a result. In addition, the plethora of detail and inclusion of rote-learned or misunderstood historiography undermined the candidates' own arguments. Historiography is not a requirement at Level 3. Many candidates clearly had a prepared response and they did not adapt their knowledge to engage with the question.

91439: Analyse a significant historical trend and the force(s) that influenced it

Candidates who were awarded **Achievement** commonly:

- were prepared to re-work their learned material in a way that would appropriately answer the question
- analysed or explained different social, political and /or economic forces that influenced a significant historical trend by making links between the forces and the trend
- analysed or explained the extent to which the trend created change(s) in people's lives
- covered both forces and changes, even though the coverage might not be equally balanced
- provided some evidence in support of the forces and the changes, typically attempting an essay structure that included an introduction, a series of linked paragraphs and a conclusion.

Candidates who were assessed as **Not Achieved** commonly:

- wrote a narrative or description rather than an analysis of the forces influencing a historical trend and the changes ensuing from the trend
- neglected to cover both forces and changes or described them generally and without specific supporting detail
- demonstrated lack of understanding by making repeated errors about the context of the trend
- selected a questionable or overly broad historical 'trend' that did not give them sufficient depth for a Level 3 argument.

Candidates who were awarded **Achievement with Merit** commonly:

- analysed in depth the social, political and /or economic forces and changes of a significant historical trend.
- demonstrated sound understanding by making clear and reasoned explanations of the links between the forces, the trend, and changes.
- evaluated or prioritised the forces and changes with some attempt at justification of their relative significance or made judgements about the degree/extent of the changes
- provided detailed evidence in support of the forces and changes, typically in an essay structure that included an introduction, a series of linked paragraphs and a conclusion.

Candidates who were awarded **Achievement with Excellence** commonly:

- analysed convincingly and comprehensively the social, political and /or economic forces and changes of a significant historical trend
- demonstrated understanding of the complexity of the forces and changes by making sustained insightful explanations of the links between them and the trend
- evaluated using well-considered or insightful judgements to weigh up the relative significance of the forces and changes or about the degree/extent of the changes.

Standard specific comments

Candidates should ensure they select a well-defined historical trend – a series of events that bring about change over an extended time period. A trend that allows for analysis and evaluation of the forces influencing it and the changes arising from it to the depth required for a Level 3 standard is what is needed. Some candidates tried to write an answer using events as if they were forces, or a single event as a trend.

Overt reference to social, political and/or economic forces and changes throughout the essay did help candidates to ensure that their answers were targeting the question. The forces and changes used should not be random or generalised, but be explicitly linked to the trend and be substantiated with detailed supporting evidence.

It is important that teachers and candidates are familiar with the demands of the Achievement Standard and the annual Assessment Specifications. Some candidates wrote in response to a question from a previous exam, rather than address this year’s question.

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Previous years' reports

[2016 \(PDF, 0KB\)](#)

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