

Assessment Report

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Level 3 History 2019

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Part A: Commentary

Candidates achieved a pleasing standard in 2019. It appears that some very effective teaching and learning has occurred, especially with regard to candidates using and applying their historical understanding in their essays. Candidates responded well to the source material for 91436. The essays that were concise and accurate were rewarded for this. Teachers should reconsider the topics used for the essays as some were too broad.

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 and could apply these to the sources
- comprehended the sources accurately, although usually only on a superficial/textual level
- completed all three questions
- interpreted the question accurately and gave an appropriate response
- referred to the required sources in their responses.

Candidates whose work was assessed as **Not Achieved** commonly:

- did not complete all three questions
- did not understand historical concepts and/or could not apply the concepts to the sources and evidence
- interpreted the questions incorrectly and therefore gave incorrect or irrelevant responses
- interpreted the sources incorrectly.

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

- understood historical concepts and could analyse the sources and evidence thoroughly
- used multiple pieces of evidence from the sources to support generalisations about historical concepts
- wrote well-constructed responses that moved past simple narratives.

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

- wrote insightful responses that used various analytical methods such as categorisation, comparison, personal backgrounds, and/or motivations of writers to interpret the sources

- interpreted the sources in ways that showed a deep understanding of the sources and their possible relationships with each other
- used succinct, specific evidence to support the generalisations made.

Standard specific comments

Candidates generally responded well to this examination. Top candidates were able to use a full range of historical skills to interpret the sources.

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

Candidates who were awarded **Achievement** commonly:

- showed broad knowledge of both the causes and consequences, although coverage was not evenly balanced and causal links were weak or poorly attempted
- used some specific relevant evidence expected for a Level 3 standard
- showed minimal analysis and tended to lapse into narrative
- chose a simplistic event that lacked opportunities to show complex causation, or chose an event with a very broad time frame, and discussed causes or consequences that came within the time frame of the event
- did not address the quote, used key words from the quote in a token manner, or did not understand the quote.

Candidates whose work was assessed as **Not Achieved** commonly:

- lacked planning
- made little attempt to answer the question
- did not link causation to the event

- wrote broad generalisations that were not supported by specific evidence
- wrote with significant factual inaccuracies
- wrote a narrative or descriptive account
- did not choose a significant historical event.

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

- planned their response
- used a clear and appropriate structure
- understood their event well and made clear and reasoned links between the causes, consequences, and event
- chose a clearly specified event with relevant causes and key consequences, supported by strong, quality evidence
- wrote strong and fairly balanced responses establishing the significance of consequences but did not discuss causation with insight
- addressed the quote clearly, often at the end of the paragraph, but did not integrate it into the essay argument overall.

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

- showed a clear understanding of the quote, structured the outline of an argument within the introduction, and successfully revisited this quote throughout their argument
- wrote well-thought-out analyses of key causes by successfully arguing why they had chosen to prioritise some particular causal factors over others
- identified direct consequences and successfully argued why the consequences were important in relation to the extent of the effect and/or the long term or continuing impact
- incorporated well-chosen, accurate, and specific supporting evidence and avoided detail or evidence that did not advance their argument (therefore avoiding lengthy responses)
- presented a strong personal voice when discussing the question/quote, showing insight about a theme, concept, or idea that directly linked the causes with the consequences

- incorporated historiography judiciously and in a manner that helped to advance their own personal argument.

Standard specific comments

Candidates who chose a specific and historically significant event achieved positively overall. However, some of the events chosen were very broad. While still significant events, it was hard for candidates to meet the requirements of a concise essay with these broader events.

Candidates who wrote about many causes and consequences were not at an advantage over those who wrote two causes and two consequences.

Concise scripts were generally of a better quality than those that were not.

Candidates performed better when they avoided using historiography as a replacement for their own argument. Historiography was effective when used to support an argument.

Candidates should establish links between cause and event, and event and direct consequences. Prioritisation of causes and consequences is desirable.

Candidates should not replace a discussion of the quote for those key requirements that have always been a feature of this standard.

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

Candidates who were awarded **Achievement** commonly:

- addressed the question directly
- gave two factors and two influences, with supporting evidence
- used a historical context that was suited to the essay requirements
- wrote an unbalanced response with either one force or several forces, which inhibited their ability to write well for the second half of the essay
- showed a sound understanding of the trend and the forces that influenced it
- analysed the influences of the trend.

Candidates whose work was assessed as **Not Achieved** commonly:

- wrote a narrative of events
- did not sufficiently address the essay task / question or wrote an incomplete response
- wrote about only one influence
- twisted a 'cause and consequence' essay into a 'forces' essay
- wrote about events and people rather than forces.

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

- wrote confidently about change and continuity
- gave two factors and two influences that addressed both change and continuity
- answered the question fully with specific and detailed supporting evidence, showing a detailed understanding of the forces and how they influenced the trend
- evaluated how the influences impacted on ordinary people
- understood the interconnectedness of the forces and trends
- wrote fluently, using accepted historic conventions.

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

- addressed the question fully with comprehensive, specific, and discerning supporting evidence
- were cognizant of, and addressed both, change and continuity
- used an effective essay structure and wrote fluently, using accepted historic conventions
- understood the limitations of the factors and forces they wrote about
- understood the interconnectedness and relationship between the trend, forces, and influences, and how they led to changes and/or continuities
- demonstrated insight and used effective language to convey this in a succinct manner
- evaluated and prioritised the influence

- showed comprehensive and persuasive evidence of the forces.

Standard specific comments

Candidates using the right context is key to effectively meeting the requirements of the standard.

Many candidates wrote multiple forces that influenced a trend, and this inhibited their ability to be analytical. Some candidates would have benefited from more direction on how to be discerning about the information that they used in the essay.

It was noted that a high number of candidates completed rote-learned essays this year. This meant many candidates did not know how to meet the specific task they were given in this examination. Writing about a force that took place several centuries ago restricted many students' ability to write with enough fluency and specific detail to do well in this standard.

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Previous years' reports

[2018 \(PDF, 127KB\)](#)

[2017 \(PDF, 49KB\)](#)

[2016 \(PDF, 218KB\)](#)