

Assessment Report

Level 3 History 2016

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

Part A: Commentary

Candidates, in general, were well prepared and well able to respond to the demands of these Achievement Standards. Teachers and candidates are increasingly aware of the demands of the external assessments and are working to ensure that those demands are met.

Part B: Report on Standards

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

Candidates who were awarded **Achievement** commonly:

- analysed the sources to explain historical concepts
- provided an accurate narrative response to the question
- understood the source material
- included limited evidence from the sources to support their ideas
- wrote general answers that, while answering the question, did not analyse the sources in detail
- tackled the sources in sequence rather than applying any deeper level of analysis to their response
- wrote brief answers that correctly explained the required historical concepts, but did not expand on these concepts in terms of the context of the question.

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

- appeared to misread the questions
- wrote superficial responses
- misunderstood the sources

- provided little, no, or irrelevant evidence from the sources, or used inappropriate sources as the basis of their response
- did not complete all of the questions
- regurgitated the sources as their response to the question.

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

- provided detailed answers that analysed historical concepts in depth
- used a range of specific evidence from the sources that supported their answers
- analysed the role of migrants generally and used Chinese and Dalmatians as specific examples
- answered all parts of the question in detail
- demonstrated an understanding of both the content and context of the sources.

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

- analysed the context of sources in their answer
- contrasted the experiences of Chinese and Dalmatian migrants by explaining the similarities and differences between the two groups.
- commented on the historical context and setting of the sources
- drew well-supported conclusions from the sources
- showed a sophisticated understanding of historical concepts
- provided detailed and specific references to sources to support their answers
- comprehensively analysed the reliability and usefulness of the sources, using the appropriate terms for each concept.

Standard-specific comments

Many candidates confuse reliability and usefulness and are increasingly questioning the authenticity of the sources, where this is unnecessary and inappropriate.

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

Candidates who were awarded **Achievement** commonly:

- analysed or explained the causes of a significant historical event by making links between the causes and the event
- analysed or explained the consequences of a significant historical event by making links between the consequences and the event
- covered both causes and consequences, even though the coverage might not be equally balanced

- demonstrated some understanding of the most important underlying and immediate causes as well as of the short-term and long-term consequences
- provided some evidence in support of the causes and the consequences, 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 causes and consequences of a historical event
- neglected to cover both causes and consequences, often describing one of them generally and without specific supporting detail
- demonstrated little understanding by making repeated and concerning errors about the context of the event
- neglected to identify or clearly define the significant historical event they had selected.

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

- analysed in depth the causes and consequences of a significant historical event on the lives of people
- demonstrated sound understanding by making clear and reasoned explanations of the links between the causes and consequences and the event
- evaluated the prioritisation of causes and consequences with some attempt at justification of their relative significance
- provided appropriate evidence in support of the causes and the consequences, 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 comprehensively the causes and consequences of a significant historical event on the lives of people
- demonstrated understanding of the complexity of the causes and consequences by making persuasive explanations of the links between them and the event
- evaluated with well-considered judgements that weighed up the relative significance of the causes and consequences
- provided detailed evidence in support of the causes and the consequences, typically in an effective essay structure, including an introduction, a series of linked paragraphs and a conclusion.

Standard-specific comments

Candidates are advised to ensure they select a well-defined, specific and significant historical event and analyse it, rather than simply describe its causes and consequences.

Some events selected were simply not significant enough to analyse and evaluate causes and consequences to the depth required for a Level 3 standard. Candidates who tried to answer with

material from internal assessments held earlier in the year or a previous year, without modifying the information to address the question, tended to struggle to achieve.

Candidates for this standard were commonly very well prepared and wrote quite extensive answers. A number of scripts were more than 20 pages long. However, it must be noted that a comprehensive and persuasive argument can be made succinctly. Consequently candidates would benefit from recognising the value of quality over quantity.

Those candidates who made overt reference to causes and consequences, long term and short term, political and economic throughout the essay were more successful. The causes and consequences needed to be explicitly linked to the event and substantiated with supporting evidence.

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

Candidates who were awarded **Achievement** commonly:

- analysed or explained different forces that impacted on a significant historical trend by making links between the forces and the trend
- analysed or explained the extent to which changes and/or continuities resulting from the forces or trend were reflected in people's lives.
- covered both forces and changes/continuities, even though the coverage might not be equally balanced
- provided some evidence in support of the forces and the changes/continuities, 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 and changes and/or continuities of a historical trend
- neglected to cover both forces and changes/continuities, often describing them generally and without specific supporting detail
- demonstrated lack of understanding by making repeated errors about the context of the trend
- selected a debatable 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 forces and changes/continuities of a significant historical trend
- demonstrated sound understanding by providing clear and reasoned explanations of the links between the forces and changes/continuities and the trend

- evaluated or prioritised the forces and changes/continuities with some attempt at justification of their relative significance
- provided detailed evidence in support of the forces and changes/continuities, typically in a persuasive essay structure that included an introduction, a series of linked paragraphs and a conclusion.

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

- analysed comprehensively the forces and changes/continuities of a significant historical trend
- demonstrated understanding of the complexity of the forces and changes/continuities by making persuasive or insightful explanations of the links between them and the trend
- evaluated using well-considered and/or insightful judgements to weigh up the relative significance of the forces and changes/continuities
- provided detailed and comprehensive evidence in support of the forces and changes/continuities, typically in a persuasive essay structure, including an introduction, a series of linked paragraphs and a conclusion.

Standard-specific comments

The higher achieving candidates made excellent use of the planning page to help structure their response, evaluated the forces and changes/continuities, and used memorised quotes from historians to enhance their argument concerning the relative importance of the forces and changes/continuities.

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