Assessment Schedule – 2021

History: Interpret sources of an historical event of significance to New Zealanders (91003)

Evidence

Question ONE: What happened during the 1932 "Angry Autumn" riots? Use specific evidence from the Introduction and Sources A–B.					
Achievement		**Achievement with Merit**		**Achievement with Excellence**	
Shows understanding of the sources, using one or more historical skill(s).		Shows thorough understanding of the sources, using one or more historical skill(s).		Shows perceptive understanding of the sources, using one or more historical skill(s).	
A3	**A4**	**M5**	**M6**	**E7**	**E8**
Describes what happened during the 1932 Angry Autumn riots.	Describes what happened during the 1932 Angry Autumn riots.	Describes in some depth what happened during the 1932 Angry Autumn riots.	Describes in depth what happened during the 1932 Angry Autumn riots.	Describes comprehensively what happened during the 1932 Angry Autumn riots.	Describes comprehensively what happened during the 1932 Angry Autumn riots.
Uses limited evidence from the sources (may include extracted and / or paraphrased material).	Uses some specific evidence from the sources (may include well-selected paraphrased material).	Uses specific evidence from the sources to mostly address the question, assessing it in some detail (may be inconsistent).	Uses specific evidence from the sources to mostly address the question, assessing it in detail.	Uses specific evidence from the sources to consistently address the question, showing some discrimination by linking the evidence effectively (may be inconsistent).	Uses specific evidence from the sources to consistently address the question, showing discrimination by linking the evidence effectively.
					Provides perceptive comments.

N0 = No response; no relevant evidence.

N1 = Uses minimal evidence from the sources; does not address the question.

N2 = Uses minimal evidence from the sources; attempts to address the question.

Sample evidence for Question One:

- What happened during the 1932 Angry Autumn Riots, e.g.:

  - People were angry as a result of the Depression and not getting financial help, so many rioted in frustration.

  - Several different riots: the first in Dunedin because people wanted to access food (the people were given food parcels and went home); the second in Auckland, which caused the most damage; and the final in Wellington.

  - Thousands of people involved.

  - Included damage to store windows in Wellington. (150 valuable plate-glass windows).

  - Most serious riot occurred in Auckland.

Question TWO: Describe the possible causes of the "Angry Autumn" riots. Use specific evidence from Sources C–E.

Achievement		Achievement with Merit		Achievement with Excellence	
Shows understanding of the sources, using one or more historical skill(s).		Shows thorough understanding of the sources, using one or more historical skill(s).		Shows perceptive understanding of the sources, using one or more historical skill(s).	
A3	**A4**	**M5**	**M6**	**E7**	**E8**
Describes a possible reason that led to the Angry Autumn riots. Uses limited evidence from the sources (may include extracted and/or paraphrased material).	Describes a possible reason that led to the Angry Autumn riots. Uses some specific evidence from the sources (may include well-selected paraphrased material).	Describes in some depth some possible reasons that led to the Angry Autumn riots. Uses specific evidence from the sources to mostly address the question, assessing it in some detail (may be inconsistent).	Describes in depth some possible reasons that led to the Angry Autumn riots. Uses specific evidence from the sources to mostly address the question, assessing it in detail.	Describes comprehensively some possible reasons that led to the Angry Autumn riots. Uses specific evidence from the sources to consistently address the question, showing some discrimination by linking the evidence effectively (may be inconsistent).	Describes comprehensively some possible reasons that led to the Angry Autumn riots. Uses specific evidence from the sources to consistently address the question, showing discrimination by linking the evidence effectively. Provides perceptive comments (may include categorisation, e.g. short-term / long-term, political / social / cultural).

N0 = No response; no relevant evidence.

N1 = Uses minimal evidence from the sources; does not address the question.

N2 = Uses minimal evidence from the sources; attempts to address the question.

Sample evidence for Question Two:

• What caused the Angry Autumn riots, e.g.:

- The Great Depression.

- Unemployment is a short-term cause for the riots, as men lost their livelihoods (Source C shows that unemployment rose to 12 per cent, which it claims was an "astronomical" number).

- As King states, Forbes (Prime Minister) was "the wrong man in the wrong place at the wrong time" (Source D), i.e. by cutting costs, the government assisted in causing the unemployment.

- Forbes did not work with the MPs – as they passed the Unemployment Act, he announced there would be no pay without work (Source D).

- The relief camps established were miserable places to be – often far from home and the pay was minimal (Source E).

- Desperate people will engage in desperate activities, particularly if they feel they are not being listened to. It appears this was the case in Dunedin, Auckland, and Wellington (Source A).

Question THREE: How reliable is the Police Museum account (**Source H**) of the Auckland riot? Use specific evidence from Sources F–H.					
Achievement		**Achievement with Merit**		**Achievement with Excellence**	
Shows understanding of the sources, using one or more historical skill(s).		Shows thorough understanding of the sources, using one or more historical skill(s).		Shows perceptive understanding of the sources, using one or more historical skill(s).	
A3	**A4**	**M5**	**M6**	**E7**	**E8**
Describes in part how reliable the Police Museum account (**Source H**) of the riot is. Uses some evidence (may include extracted and / or paraphrased material).	Describes how reliable the Police Museum account (**Source H**) of the riot is. Uses some specific evidence (may include well-selected paraphrased material).	Describes in some depth how reliable the Police Museum account (**Source H**) of the riot is. Uses specific evidence to mostly address the question, assessing it in some detail (may be inconsistent).	Describes in depth how reliable the Police Museum account (**Source H**) of the riot is. Uses specific evidence to mostly address the question, assessing it in detail.	Describes comprehensively how reliable the Police Museum account (**Source H**) of the riot is. Uses specific evidence to consistently address the question, showing some discrimination by linking the evidence effectively (may be inconsistent).	Describes comprehensively how reliable the Police Museum account (**Source H**) of the riot is. Uses specific evidence to consistently address the question, showing discrimination by linking the evidence effectively (may include own examples). Provides perceptive comments (may include strengths / weaknesses of sources).

N0 = No response; no relevant evidence.

N1 = Uses minimal evidence from the sources; does not address the question.

N2 = Uses minimal evidence from the sources; attempts to address the question.

Sample evidence for Question Three:

- How reliable the Police Museum account (Source H) of the riot is, e.g.:

  Reliability

  - The information in Source H differs from the other sources used in the booklet.

  - Consider the motivation for this source, i.e. it has been produced for the New Zealand Police, which could lead to some bias, as they do not want to appear to be the catalyst of the Auckland riot.

  - The police account of what happened to Jim Edwards in Source F varies from Source H, which states that he was not seriously injured, but according to the other sources he was.

  - Source F states that police evidence at Edwards' first trial suggested that he had encouraged violence and taken an active part in attacking police.

  - Assume Source H has been researched.

  - Crowd of more than 15,000, attacking police with fence pickets, and Edwards struck by police baton.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 19	20 – 24