

## Assessment Schedule – 2013

### History: Analyse evidence relating to an historical event of significance to New Zealanders (91436)

#### Evidence Statement

#### Question One

N1	N2	A3	A4	M5	M6	E7	E8
ONE cause OR effect is <b>referred to</b> , with no supporting explanation provided.	ONE cause is <b>referred to</b> , with no relevant supporting evidence provided.  <i>AND / OR</i> ONE effect is referred to with no relevant supporting evidence.  <i>Only ONE Cause AND / OR Effect is described, with little to no reference to supporting evidence.</i>	More than one possible cause <b>described</b> , with reference to source material: <ul style="list-style-type: none"> <li>• Use of animal fat to lubricate cartridge casings.</li> <li>• Frustration of Indian soldiers at lack of promotion.</li> <li>• Anti-foreign sentiments – non-believers (infidels) should not be allowed to remain in India.</li> </ul> <i>AND</i> More than one possible consequence / effect <b>described</b> with reference to source material: <ul style="list-style-type: none"> <li>• Death of British soldiers/civilians / Indians.</li> <li>• Destruction of cities / villages / crops.</li> <li>• Debt.</li> <li>• Widespread revulsion in Britain.</li> <li>• A desire for vengeance.</li> <li>• East India Company loses control of political power.</li> <li>• Reorganisation of the army.</li> <li>• Attempts to recognise and reward loyal Indians.</li> </ul>	More than one possible cause <b>described</b> , with specific reference to source material.  <i>AND</i> More than one possible effect <b>described</b> , with specific reference to source material.  <i>These answers may be limited to A4 by only describing – not straying from the how / what into the why.</i>  <b>OR</b> ONE cause and ONE effect explained in some detail, with specific reference to source material.	More than one cause is <b>explained in some detail</b> , with specific reference to source material.  <i>AND</i> More than one effect is <b>explained in some detail</b> with specific reference to source material.  <i>Explanation improves on description by providing reasons / justification – the why as well as the what.</i>	More than one possible cause is <b>explained in detail</b> , with specific reference to source material.  <i>AND/OR</i> More than one possible effects are <b>explained in detail</b> with specific reference to source material.	A <b>detailed and perceptive explanation</b> of more than one cause is given. Candidates could refer to short-term causes (the use of animal fat to lubricate the cartridges), and long-term causes (the notion of a religious war and/or a war of independence).  <i>AND</i> A <b>detailed and perceptive explanation</b> of more than one effect is given. Candidates could refer to short-term effects (death/destruction/a desire for revenge), and long-term effects (the transfer of political power from a commercial entity – the East India Company – to the British Government).  E7s and E8s should categorise / classify sources.	A <b>comprehensive and insightful explanation</b> of more than one cause is given.  <i>AND</i> A <b>comprehensive and insightful explanation</b> of more than one effect is given.  <i>Comprehensive means covering all or nearly all of the causes and effects.</i> <i>Insightful could be:</i> <ul style="list-style-type: none"> <li>• <i>Making connections between causes and effects.</i></li> <li>• <i>Making connections to other historical ideas or concepts.</i></li> </ul> <i>Example:</i> <i>The British belief was one of their cultural superiority – equating</i>

							to a notion of Indians as inferior. It was this view which influenced them to implement laws or ideas (such as animal fat lubricant) that disregarded Indians' beliefs.
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**N0** = No response; no relevant evidence.

## Question Two

N1	N2	A3	A4	M5	M6	E7	E8
An attempt is made to <b>describe</b> ONE perspective.	An attempt is made to <b>describe</b> TWO perspectives, but with little or no direct reference to the source material.  AND/OR  The description of either perspective is inaccurate and/or irrelevant.	TWO different perspectives are <b>described accurately</b> : the anger of the British (the avenging figure of 'justice'), and the notion of independence and freedom from British dominance.  May have limited or implied reference to sources.	TWO different perspectives are <b>described accurately</b> , with some detail and reference to the source material.	TWO different perspectives are <b>described and analysed accurately</b> , with reference to the source material.  M5 will explain wider historical ideas than are suggested in the narrower / simpler A3 and A4 responses, demonstrating a deeper understanding of the sources and the perspectives they represent.  <i>"Source C depicts the personification of 'Justice', fighting on Britain's side. The scales on the figure's shield are a common symbol for justice. John Tenniel believes that the Indian Mutineers deserved to be brought to justice for their betrayal."</i>  <i>"In his drawing named 'Justice', a woman with the scales of justice on her shield is shown slaughtering countless</i>	TWO different perspectives are <b>described and analysed accurately</b> , with <b>detailed</b> reference to the source material.  Detailed could mean using several examples to support an idea or selective, accurate and appropriate quotation.	TWO different perspectives are <b>analysed with insightfulness</b> and supported with detailed reference to the source material.  Candidates could comment on the different time periods: the British perspective is one clouded by the immediate response to the Mutiny, while the Indian perspective is one whose relative objectivity has been shaped by time and independence.  E7 will provide analysis of the historical ideas behind the perspectives. It may include the context of the given perspectives, such as the particular dates of the perspective, or the nature of Punch magazine, or political speeches.	TWO different perspectives are <b>comprehensively analysed with insightfulness</b> , and supported with detailed reference to the source material.  Candidates could comment on the relative nature of 'justice' and its personification as an avenging woman from a British perspective; and the reference to Indian 'heroic' figures (male) by Nehru. A reference to Source A and its reference to religion as an underlying cause could be connected to the 'remarkable sense of unity among Hindu and Muslims.'  Reference to other sources in support of, or in contrast to, stated ideas could be an indicator of E8.

				<p><i>Indians who are unarmed... It is clear that Tenniel's perspective is that the British reaction to the mutiny was in fact unjust."</i></p> <p><i>"Nehru is presenting a positive perspective on the mutiny, ignoring the fact that Independence was not in fact won with the Indian mutiny."</i></p>			
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**N0** = No response; no relevant evidence.

### Question Three

N1	N2	A3	A4	M5	M6	E7	E8
<p>An attempt is made to <b>explain</b> the reliability or usefulness of ONE source but there is no attempt to offer a convincing explanation.</p>	<p>An attempt is made to <b>explain</b> the reliability or usefulness of BOTH sources, but the explanations are not convincing for either.</p> <p><i>Responses may include generic comments about the nature of sources, especially about reliability. N2 candidates will not have indicated that they can assess the source in its context.</i></p> <p><i>"Source E is not useful because it shows only a small portion of the larger event."</i></p> <p><i>"Source F is reliable because Dalrymple is a famous historian, and he can be trusted."</i></p>	<p>ONE of the sources is <b>assessed</b> as being reliable and/or useful. <i>Assessed</i> means that a convincing explanation of why a source is reliable and / or useful is made.</p> <p>Candidates could question the reliability of Source E because of its inherent bias towards the British, or describe the usefulness of such a source in understanding how the artist – and his possible audience – viewed the resilience of the British after a prolonged siege.</p> <p>OR</p> <p>The reliability of Source F is <b>assessed</b> in light of an explanation of how the historian Dalrymple was able to use documents that had not previously been 'properly explored'. Or</p>	<p>At least ONE of the sources is <b>assessed</b> as being reliable or useful, and with convincing and <i>specific</i> reference to the source material.</p>	<p>BOTH sources are <b>evaluated</b> in terms of reliability and/or usefulness. Candidates could refer to the ways in which the artist in Source E has depicted the stoic quality of the British; the role of women as heroic; and the worth of the painting as propaganda. Candidates could refer to Dalrymple's interpretation in Source F of the Mutiny in relative terms: the importance of the religious element as opposed to other causes could be discussed in terms of usefulness in appreciating the complexity of the event.</p> <p><i>Evaluate means that the extent to which the source is useful or reliable is explained.</i></p>	<p>BOTH sources are <b>evaluated</b> in terms of reliability and/or usefulness as for M5, but with a more detailed explanation and with <i>specific</i> reference to supporting evidence for the evaluation.</p>	<p>BOTH sources are <b>evaluated</b> in terms of reliability and/or usefulness. Such evaluations are <b>discussed with insight</b>. In discussing the reliability of Source E candidates could refer to the depiction of loyal Indian soldiers fighting alongside the besieged British as a sign of an attempt by the artist to acknowledge the worth of many Indians, or the prominence of women both as heroic and as mothers and protectors of the vulnerable. The usefulness of Source E could be evaluated in terms of understanding the Victorian values of stoicism, courage, and fortitude.</p> <p>The reliability of Source F could be evaluated in terms of Dalrymple's</p>	<p>BOTH sources are <b>evaluated</b> in terms of reliability and/or usefulness. Such evaluations are <b>discussed with insight</b> and with detailed and specific reference to the sources. Candidates could comment on the depiction of the role of women in Source C as well as a reference to Nehru in Source D and his interpretation of the event in light of Source E and Source F. Such cross referencing is not essential for E7 or E8, but candidates who are able to see/make connections between disparate sources should be rewarded.</p> <p>Analysis of the usefulness / reliability of sources other than E/F</p>

		the usefulness of such a source as a further explanation of the importance of religion as a cause of the unrest is assessed.		<i>This will generally involve identifying the limitations and or advantages of the source.</i>		<p>role as an historian who has written and published books on the period, eg:</p> <ul style="list-style-type: none"> <li>the research undertaken for his 'new book'</li> <li>his evident scholarship ("I have used the 20 000 rebel documents in Urdu and Persian")</li> <li>the ways in which his analysis of the Mutiny is supported by other sources (Sources A and D).</li> </ul> <p>Source F could be evaluated for its usefulness in light of, eg:</p> <ul style="list-style-type: none"> <li>the research that was carried out in collaboration with Mahmoud Farooqi</li> <li>the prioritisation of religion as an explanation of the cause of the Mutiny</li> <li>the failure of past historians to access the richness of the National Archives.</li> </ul>	is not considered cross-referencing. Comments must be in support of the analysis of E/F.
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**N0** = No response; no relevant evidence.

### Judgement Statement

	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Score range	0 – 8	9 – 12	13 – 18	19 – 24