

Assessment Schedule – 2018

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Analyse</i> involves using historical skills to interpret evidence in order to demonstrate an understanding of historical concepts.	<i>Analyse in depth</i> involves using historical skills to interpret evidence in order to demonstrate a thorough understanding of historical concepts.	<i>Comprehensively analyse</i> involves using historical skills to interpret evidence in order to demonstrate an insightful understanding of historical concepts. <i>Insightful</i> includes 'reading between the lines' to draw conclusions that go beyond the immediately obvious, and demonstrating a high degree of engagement with the evidence.

Evidence

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ONE Cause and Effect	<p>Analyses the evidence by explaining the cause of blackbirding and its effects.</p> <p>Candidate has:</p> <p>Interpreted the evidence to show an understanding of the cause and effect relationship with regard to blackbirding.</p> <p>Some reference to the sources made.</p> <p>Responses may be limited and/or be a generalisation created from a superficial examination of the sources. Candidates MUST include both a cause and an effect.</p> <p>Evidence could include:</p> <p>Causes:</p> <ul style="list-style-type: none"> a decline in some industries (e.g. Gold) led to an involvement in the blackbirding trade rise in number of plantations in Fiji and Queensland more profit in human cargo than whaling economic crisis in NZ the failure of some to fulfil their colonising dreams led to some getting involved in the blackbirding trade. <p>Effects:</p> <ul style="list-style-type: none"> chaos and attacks in the Western Pacific an explanation of legal change by the introduction of the Pacific Islanders Protection Act. This explanation may have weaknesses an explanation on the 62 000 Islanders brought to Queensland /Fiji. This explanation may have weaknesses (as seen in photo) 	<p>Evaluates the evidence by explaining in depth the cause of blackbirding and its effects.</p> <p>Analyses and explains the cause of blackbirding and its effects with specific and detailed evidence.</p> <p>In-depth reference to the sources made.</p> <p>Candidates can refer to evidence as listed for Achievement, but they must develop and expand on them. These ideas / reasons need to be developed for EACH cause / effect to gain M5 / M6.</p> <p>Evidence could include:</p> <p>Causes:</p> <ul style="list-style-type: none"> an increasing demand for cotton and sugar lead to an increase in demand for labour candidate explores the idea of the "NZ Dream" that NZ settlers expected, by mid-1800s this was unrealised and therefore settlers sought new opportunities for wealth a detailed link to The US Civil War is explored, e.g. Southern plantation owners faced ruin. <p>Effects:</p> <ul style="list-style-type: none"> an increase in population in Queensland and Fiji is expanded upon (candidate may mention for example both American and slave numbers increased in Fiji) and candidates may suggest implications of this workers were kept in harsh conditions (i.e. an expansion is made of the Source B), may refer to humanitarian issues legal effects: NZ parliament urged Britain to address the issue AND/OR the Crown aimed to protect the islanders 	<p>Evaluates with insight the evidence by explaining in depth the cause of blackbirding and its effects.</p> <p>Comprehensive reference to the sources made.</p> <p>Candidate selects the most relevant information and examples to support perceptive generalisations. Candidate analyses and explains the causes of blackbirding and its effects. Specific and detailed evidence showing insight is present.</p> <p>Candidates can refer to evidence as listed for Achievement, but they must develop and expand on them. These ideas/reasons need to be developed for EACH cause / effect to gain E7 / E8.</p> <p>A perceptive candidate may:</p> <ul style="list-style-type: none"> categorise and analyse the causes and/or effects as social, political, economic etc. OR long-term, short-term acknowledge that despite these political changes, the South seas would have been difficult to police in the time period e.g. reference made to the map (Source C) and therefore would have little impact consider the motivation and intent of the recruiters / blackbirders explain that in the case of the Southern American / ex-slave owners would have been aware of the profitable nature of slavery, and thus driven by economic gain rather than morality expand upon the living conditions shown in Source B. e.g. crowded living conditions leads to disease

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	<ul style="list-style-type: none"> • creation and expansion of labour trade routes across the Pacific. <p>Responses that do not include candidate's own attempts at generalisations or narrative and largely or entirely copy the sources do not meet the threshold for A3.</p>	<p>through legislation, e.g. need a licence to carry native labourers</p> <ul style="list-style-type: none"> • death of Bishop Patteson due to ruined relationships among Pacific Islanders and Pākehā. 	<ul style="list-style-type: none"> • note that some of the effects, then caused further effects – thus highlighting the complex nature of the historical relationship. <p>Consider all other possible answers: the above list is not exhaustive.</p>

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<p>TWO Perspectives</p>	<p>Analyses the evidence by explaining the differing perspectives and concerns on the 'recruitment' of South Sea Islanders.</p> <p>Candidate has interpreted the evidence to show an understanding of the differing perspectives and concerns on the South Sea Islanders.</p> <p>Some reference to the sources made.</p> <p>Responses may be limited and/or be a generalisation created from a superficial examination of the sources.</p> <p>Candidate MUST discuss the TWO perspectives on the practice of recruitment AND/OR the concerns expressed about those recruited.</p> <p>To gain A3 the candidate may only use one reason for each perspective, for A4 – at least 2 ideas from each person below should be explored although these may lack depth.</p> <p>Response could include some of the following points:</p> <p>Possible evidence for Bishop Patteson's perspective:</p> <ul style="list-style-type: none"> • nature of trade is immoral/ the practice of "recruitment" is immoral • those recruited are most often ill informed, coerced, and tricked into these contracts • impossible to make bona fide contracts • of no benefit to the South Sea Islanders • 'like' the slave trade • these men are acting in the spirit of slavers • this is not 'emigration' • it is his duty to make known the character of the labour traffic trade. <p>Possible evidence for NZ Herald perspective:</p> <ul style="list-style-type: none"> • the recruited labourers have a negative impact on NZ, their social influence is abominable • the method by which they have been "procured" is unknown • a contract may exist, and some may come of free will even (for freedom and "advantage") • these labourers introduce a negative social element • savages of the lowest type • concerns over their position in relation to the Whites and/or Māori • "they are foul to the farthest extent" 	<p>Evaluates the evidence by explaining in depth the differing perspectives and concerns on the 'recruitment' of South Sea Islanders.</p> <p>Analyses and explains the differing perspectives and concerns on the South Sea Islanders with specific and detailed evidence.</p> <p>In-depth reference to the sources made.</p> <p>Candidates can refer to perspectives/evidence as listed for Achievement, but they must develop and expand on them.</p> <p>For M5 two reasons for each perspective are required but only one reason for each perspective need be developed in depth.</p> <p>M6 should have at least TWO reasons that have been well developed for each perspective.</p> <p>A developed and balanced response may include mention of the following:</p> <ul style="list-style-type: none"> • A contrast or comparison between the two perspectives is made although this is not sustained or expanded upon. <p>Bishop Patteson:</p> <ul style="list-style-type: none"> • Expand on the reasons why a bona fide contract is not possible: need full power to communicate with them, multiple dialects, using "sign" language is interpreted differently by different cultures, e.g. three fingers: three years or three moons? • Patteson implies that recruiters deliberately misled the labourers "Probably he is very willing that they should think so", suggesting that recruiters are deliberately ambiguous in their methods of communication etc. • Of no benefit to the labourer: this point would need discussion of how most don't return to their island, and those that do, show no evidence of benefit from their contact with civilisation, and furthermore has certainly brought nothing back that is of benefit to the people on the island. • Sarcasm seems to be implied in "contact with civilisation," implying that the conditions they work in are far from civilised. • Slave trade link would be developed: candidates would discuss that in America the slave trade alone was called evil in itself, (because people were being pulled from their home by force), separate to the treatment/condition of plantations. Thus, Bishop Patteson is suggesting that the labour traffic that is occurring with islanders is also an evil in itself. 	<p>Evaluates with insight the evidence by explaining in depth the differing perspectives and concerns on the 'recruitment' of South Sea Islanders.</p> <p>Comprehensive reference to the sources made. Candidate selects the most relevant information and examples to support perceptive generalisations. Candidate analyses and explains the differing perspectives and concerns held on the recruitment of South Sea Islanders, with specific and detailed evidence showing insight.</p> <p>Response could include:</p> <ul style="list-style-type: none"> • For E7/E8 a candidate should consistently link/compare and contrast the perspectives and highlight areas that build on the same idea, e.g.: Both discuss the idea of the American Slave trade: while Patteson warns NZ not to imitate it, the NZ Herald suggests these comparisons are exaggerated albeit founded on a premise of substantial fact. Both also note that the contracts are flawed, Patteson does so explicitly while the NZ herald concedes "will take the form, if it have none of the spirit, of an equitable contract." • Could discuss the recurring theme of NZ being "Britain of the South" and the values of "British subjects" and how this is discussed from a point of superiority and greater civilisation. • Could draw attention to the general thinking of the time- both of missionaries and the lay person, that people of white skin were superior and more civilised and had a duty to spread this influence with the "savages". Possibility to compare to present attitudes around racism. • Could highlight the point made by the herald that whilst some "white" New Zealanders made a case to tolerate the Māori and their somewhat uncivilised ways, the same case/justification cannot apply to these "woolly barbarians". • A perceptive candidate would offer insights into the assumptions, stereotyping, influences and motivations behind the perspective. For example, the Bishop would be influenced by his idea of duty / being a missionary / his Christianity. • A perceptive candidate may also offer critique or assessment of the perspective. <p>A strong Excellence candidate would draw a conclusion as a historian about the most valid perspective.</p> <p>Consider all other possible answers; the above list is not exhaustive.</p>

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	<ul style="list-style-type: none"> • cannibals • behaviour may sow the seeds of an unseen demoralization. 	<ul style="list-style-type: none"> • Character of the labour trade may be evidenced in depth: like slave trade in America, based on coercion and deceit, reflects the spirit of slavers whether or not that is “technically” the case. <p>NZ Herald:</p> <ul style="list-style-type: none"> • Not only concerned about the extent of authority to which these “bondsmen have subjected themselves” but perhaps more importantly the position they are to hold in NZ society. • Unlike Māori, these islanders are worried about war and conflict so do not worry if they create it by their actions. • Could discuss the idea of British subjects and the “sensitivities” of white New Zealanders, and that the behaviour of these “woolly barbarians” expose them and their families to such odious sights ... This behaviour cannot be tolerated in NZ, especially among the whites (and women and children). • This sort of behaviour does not “elevate” those who witness it, and while most will be so disgusted as not to imitate the behaviour themselves, it has the potential to begin a process of demoralisation. • It is equally important that legislation exists not only to ensure fair treatment of these labourers but also it should insist that employers of these labourers should ensure that the offensive sights are not exposed to the public! 	

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<p>THREE Reliability</p>	<p>Analyses the evidence by explaining the extent to which Source A and Source G highlight issues of reliability and usefulness for a historian.</p> <p>Candidate has interpreted Source A and/or Source G to show an understanding of reliability and usefulness and why a historian may show caution when using Hamilton's and/or Harwarden's work.</p> <p>Some reference to Source G or A is made in support of the ideas discussed</p> <p>Responses may be limited and/or be a generalisation created from a superficial examination of the sources.</p> <p>Candidate ONLY focuses on how Hamilton's work is not reliable OR only on how Hamilton's work is still reliable: Evidence could include: (Source G)</p> <p>Lacks reliability:</p> <ul style="list-style-type: none"> • Hawarden calls it a "tale", "claim is made", "purported capture", This language shows doubt around Hamilton's narrative/conclusions • lack of specifics in Hamilton's work "unknown date in 1863" • took only three months to write book • inventive in his blogs • not much evidence/research went in to Hamilton's book • poorly referenced • did not consult known experts in the field • "sensationalist fictional horror story". <p>Reliability:</p> <ul style="list-style-type: none"> • has a doctorate, so both are educated • was the awardee of the Darcy Writer's residency • source A includes specific evidence that could be cross referenced. <p>Consider all other possible answers; the above list is not exhaustive.</p>	<p>Analyses the evidence by explaining in depth the extent to which Source A and Source G highlight issues of reliability and usefulness for a historian.</p> <p>Analyses and explains Source A and Source G to show an understanding of reliability and usefulness and why a historian may show caution when using Hamilton's and/or Harwarden's work.</p> <p>In-depth reference to Source G and some reference to Source A made.</p> <p>For M5, candidates can refer to the evidence as listed for Achievement, but they must develop and expand on them. However, for M6, MARKERS SHOULD EXPECT SOME COMMENT ON HOW HAMILTON'S WORK COULD STILL BE RELIABLE / SHOULD NOT BE WHOLLY DISCOUNTED.</p> <p>Evidence could include the points listed under Achieved, but candidate has expanded upon them, or:</p> <p>Lacks reliability:</p> <ul style="list-style-type: none"> • Seems to plagiarise the work of earlier researcher H E Maude. "Regurgitates and embellishes".... • Claims "Reading the Maps" is often fictional. Candidate may cross reference to Source A being from Reading the Maps blog. • Hawarden claims Hamilton inserts himself into the story, makes it too personal. • First time he has ventured into maritime history. • Those who have researched the History of Tonga thoroughly, such as Professor Ian Campbell, have never included the 'Atan blackbirding incident in his book. <p>Reliability:</p> <ul style="list-style-type: none"> • Could mention doctorate but go on to note that it was in a different field to this work on blackbirding. • Source A references other people and documents, and these are also included in the source booklet (such as Patteson's letter) therefore must be some credibility. • The other sources in the booklet support Hamilton's account on Reading the Maps, at least to the extent that some level of deceit, slavery or indentured labour occurred. • Harwarden has a doctorate in business and administration, while Hamilton is a sociologist. Neither have a doctorate in history. 	<p>Analyses the evidence with insight by explaining in depth the extent to which Source A and Source G highlight issues of reliability and usefulness for a historian.</p> <p>Comprehensive reference to Source G and in-depth reference to Source A is made. Candidate selects the most relevant information and examples to support perceptive generalisations about the reliability issues that are raised in source G and the extent this would impact/influence a historian. Sspecific and detailed evidence is provided, showing insight.</p> <p>Candidates can refer to the evidence as listed for Merit, but they must develop and expand on them. The ideas/reasons need to be well developed to gain E7 / E8.</p> <p>Consider all other possible answers; the above list is not exhaustive.</p> <p>As with Merit but insight is shown:</p> <ul style="list-style-type: none"> • Could explain and expand the issue that Hawarden highlights around Hamilton inserting himself into the narrative: not usual practice, suggests he was too deeply involved, no longer objective, too invested. • Hawarden doesn't have strong evidence to support her claim that "Reading the Maps" is often fictional and made up. • Highly emotive on Hawarden's part also leads to skepticism of her critique. • If another author has written on the topic for Hamilton to use as basis for his own work, then this does suggest blackbirding did occur to some extent, some corroboration of ideas. • Hawarden chooses to critique Hamilton but doesn't provide an alternative to the evidence presented. If claims of blackbirding are so fictional and exaggerated why would there be UK law introduced (source D), and Memorandums from Bishop Patteson (source E) would not be warranted. • Candidates could reference the other sources to support Source A and Hamilton's work. • Historian could cross reference Hamilton's work with outside research/sources to come to his/her own conclusions around Hawarden's review, as this is only one critique. • Hamilton (source A) does provide sound historical context from which he contends the blackbirding trade emerged. The ideas discussed around the economic decline of the American Confederacy, and NZ's economic promises to

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		Consider all other possible answers; the above list is not exhaustive.	new settlers, provide a logical context from which “blackbirding” may have emerged. Consider all other possible answers; the above list is not exhaustive. Candidate’s may need to consult other sources to gain a balanced view.

N0 = No response; no relevant evidence.

N1 = some relevance to the question or sources, but extremely limited.

N2 = Relevant to the question and sources, but may not have interpreted sources correctly, or cannot explain the historical concepts, may not have perspectives correct, or references to reliability or usefulness, or has not explained a relevant issue related to significance.

Cut Scores

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