

**From:** [Gavin Middleton](#)  
**To:** [Sue Chalmers](#)  
**Subject:** Level 2 History paper  
**Date:** Tuesday, 1 December 2020 12:28:00 PM

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Kia ora Sue

We've seen a student's social media post about a poem used in their history exam (which didn't specify the level), and it doesn't appear to be in Levels 1 or 3, so we think they may be referring to Level 2.

However I note the Level 2 History paper (which was last Wednesday) doesn't appear to be on our website yet. Is there a reason, or is it just an oversight?

Ngā mihi

Gavin

Gavin Middleton  
Principal Communications Advisor | Te kaitohutohu matua o Nga Pāpātanga  
Office of the Chief Executive | Tari o te Pou Whakahaere  
**NZQA | Mana Tohu Mātauranga o Aotearoa**

DDI 04 463 3218

Cell **9(2)(a)**

[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)

**From:** [Team Mailbox HelpDesk Call Centre](#)  
**To:** [Elizabeth Templeton](#)  
**Subject:** FW: 2020 History Exam Complaint  
**Date:** Tuesday, 1 December 2020 4:20:20 PM

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Hi Elizabeth

I think this should be treated as CE'S Correspondence.

Many thanks.

Kind regards

Katherine

---

**From:** 9(2)(a) <9(2)(a)>  
**Sent:** Tuesday, 1 December 2020 12:44 PM  
**To:** Team Mailbox HelpDesk Call Centre <HelpDesk@nzqa.govt.nz>  
**Cc:** 9(2)(a)  
**Subject:** 2020 History Exam Complaint

To whom it may concern,

Regarding the Level 2 History external paper 91231 (Examine sources of an historical event that is of significance to New Zealanders) for 2020, we were disappointed to see a poem by Lionel Terry included as a source.

We feel that his poem wasn't appropriate in the context of mental asylums, as it extended sympathy to him despite his xenophobic attitudes and acts. We also feel that the inclusion of his story in this narrative excused his actions under the pretense that he was 'mad', which we feel disregards his blatant racism.

Neither of us wanted to include his poem in our answer, as we felt giving him any attention or extending any sympathy to him wouldn't be right. This isn't to say that we feel racism and xenophobia shouldn't ever be covered - discussion of Lionel Terry would be suitable in an exam that covered these topics specifically. However, the 2020 context of Seacliff Asylum implied an excusal for his actions as 'madness'.

Thank you for your consideration of our feedback. We hope to hear back from you, and hope that we will see an improvement in source selection going forward.

Regards,  
9(2)(a) and Cadence Chung.

**From:** [Kristine Kilkelly](#)  
**To:** [Kay Wilson](#); [Alice Wards](#)  
**Subject:** Fwd: 2020 History Exam complaint  
**Date:** Tuesday, 15 December 2020 1:35:56 PM

---

As discussed contact for students below. Cadence has been the spokesperson so probably the person to call.

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**From:** Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>  
**Sent:** Tuesday, December 15, 2020 12:44 PM  
**To:** Kristine Kilkelly  
**Subject:** FW: 2020 History Exam complaint

Kristine – as discussed.

---

**From:** Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>  
**Sent:** Friday, 11 December 2020 11:52 AM  
**To:** Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>; Ashleigh Drummond <Ashleigh.Drummond@nzqa.govt.nz>  
**Subject:** FW: 2020 History Exam complaint

The original complaint and our response are both included below. I'll be up in a tick.

Sue

---

**From:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](#)>  
**Sent:** Thursday, 10 December 2020 9:45 AM  
**To:** 9(2)(a) 9(2)(a)  
**Cc:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](#)>  
**Subject:** 2020 History Exam complaint

9(2)(a),

(I have included your original complaint at the bottom of this email for reference.)

Thank you for sending in your concerns about the poem that was used in the Level 2 History examination, AS91231 (Examine sources of an historical event that is of significance to New Zealanders). We do take feedback seriously.

I would like to commend you for your wide knowledge of historical events and the people connected with these. Lionel Terry was a murderer and a white supremacist, albeit a little-known one in New Zealand.

We included information about Terry in the introduction to the poem to enable students of History to place both him and his poem in context. A key aspect of any History course is a focus on reliability and usefulness of evidence. The question asked for different perspectives of



patients in Seacliff Hospital and the resource booklet needed to include an range of different resources to enable students to respond appropriately. Students could argue that Terry was an unreliable witness. There was certainly no intention to portray him sympathetically and we did not imply this in the examination.

I hope you were able to make use of the other sources available for you to choose from when answering this question. I wish you every success for your future examinations.

Ngā mihi nui,

**Ruth Cameron**

National Assessment Facilitator

Secondary Examinations

Assessment Division

**NZQA**

*Ehara taku toa i te toa takitahi, engari taku toa i te toa takitini.*

|   |  |
|---|--|
| 125 The Terrace<br>P O Box 160<br><b>Wellington</b> | Phone: 04 463 4370<br>Mob: 9(2)(a)<br><a href="mailto:ruth.cameron@nzqa.govt.nz">ruth.cameron@nzqa.govt.nz</a> |
|---|--|

From: 9(2)(a) <9(2)(a)>  
Sent: Tuesday, 1 December 2020 12:44 PM  
To: Team Mailbox HelpDesk Call Centre <[HelpDesk@nzqa.govt.nz](mailto:HelpDesk@nzqa.govt.nz)>  
Cc: 9(2)(a)  
Subject: 2020 History Exam Complaint

To whom it may concern,

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We feel that his poem wasn't appropriate in the context of mental asylums, as it extended sympathy to him despite his xenophobic attitudes and acts. We also feel that the inclusion of his story in this narrative excused his actions under the pretense that he was 'mad', which we feel disregards his blatant racism.

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Thank you for your consideration of our feedback. We hope to hear back from you, and hope that we will see an improvement in source selection going forward.



Regards,

9(2)(a) and Cadence Chung.

**From:** [Linda Glogau](#)  
**To:** [Sue Chalmers](#)  
**Cc:** [Jennifer Scott](#); [Will Spencer](#); [Joanna Parry](#)  
**Subject:** 9(2)(a) and Cadence Chung- Level 2 History exam (complaint)  
**Date:** Wednesday, 2 December 2020 11:21:10 AM

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Hi Sue

Ignore the CR reference. I've discussed with Kristine and let Elizabeth now that this will be handled by the Assessment Division, probably at Manager level.

It is a complaint, so needs to be logged in Jira (Jo?) thanks and acknowledged.  
Kristine wants to see the response, and will then decide whether you or she will sign it out.

Thanks, Linda

**From:** [Gavin Middleton](#)  
**To:** [Mandy Te](#)  
**Subject:** RE: Questions about inclusion of Lionel Terry poem in NCEA History exam - Stuff/The Dominion Post  
**Date:** Friday, 11 December 2020 2:21:00 PM

---

Kia ora Mandy

The following can be attributed to Kristine Kilkelly, Deputy Chief Executive Assessment:

The Level 2 History standard 91231 – *Examine sources of an historical event that is of significance to New Zealanders* – requires students to identify the reliability of sources, including their bias, when looking at how events affect society and continue to do so over time.

One of the resources provided was a poem from Lionel Terry. The resource booklet included information for students to help them critically assess the reliability and credibility of Terry's perspectives.

The standard requires students to demonstrate critical thinking. To enable students to do this, a range of historical sources needs to be provided, which may include those with views which society rejects. The ability to question the reliability and bias of sources is crucial for students to learn in the study of History.

In no way does the inclusion in the examination resources support or endorse the author's views.

Ngā mihi

Gavin

Gavin Middleton  
Principal Communications Advisor | Te kaitohutohu matua o Nga Pāpātanga  
Office of the Chief Executive | Tari o te Pou Whakahaere  
**NZQA | Mana Tohu Mātauranga o Aotearoa**

**From:** Mandy Te <mandy.te@stuff.co.nz>  
**Sent:** Friday, 11 December 2020 11:00 AM  
**To:** Team Mailbox NZQA Media <media@nzqa.govt.nz>  
**Subject:** Re: Questions about inclusion of Lionel Terry poem in NCEA History exam - Stuff/The Dominion Post

Kia ora,

How are you?

My name is Mandy Te and I'm a reporter for Stuff and The Dominion Post.

I've been approached by a few people in regards to an NCEA History exam featuring a poem by Lionel Terry, who is well known for murdering Joe Kum Yung. I understand the poem was



included and focused on his treatment in an asylum but people remain uncomfortable about his inclusion given his past and his views on race.

Could I please get a response from NZQA in regards to this today?

Thanks,

**Mandy Te**

Reporter

E [mandy.te@stuff.co.nz](mailto:mandy.te@stuff.co.nz) | M **9(2)(a)** | T [@mandyte](mailto:@mandyte)

Level 7, Spark Central, 42-52 Willis St, Wellington, 6011, New Zealand

PO Box 2595, Wellington, 6140, New Zealand



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**From:** [Gavin Middleton](#)  
**To:** [Sue Chalmers](#)  
**Subject:** RE: Media query  
**Date:** Friday, 11 December 2020 2:40:58 PM

---

Thanks Sue – have responded as attached.

Ngā mihi

Gavin

---

**From:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
**Sent:** Friday, 11 December 2020 2:08 PM  
**To:** Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>  
**Subject:** Media query

Please let me know if you need anything further from us

Sue Chalmers  
Manager Secondary Examinations  
Assessment Division  
NZQA  
Ph: 04 463 3193  
Mob: 9(2)(a)

*Ahakoā ngaru ana te moana, ka eke tonu nei te waka!*

A choppy mountainous ocean can always be navigated by a small canoe!

**From:** [Gavin Middleton](#)  
**To:** [Liliana Rabel](#); [Jessica Shaw](#)  
**Cc:** [Elizabeth Templeton](#)  
**Subject:** FYI - media enquiry  
**Date:** Friday, 11 December 2020 2:15:00 PM

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Tēnā kōrua

FYI, we've received an enquiry today from Mandy Te (a Dominion Post/Stuff reporter) about one of the resources provided to students sitting the NCEA Level 2 History exam (which was on 25 November).

The enquiry, and our response, is attached.

Please give me a call if you'd like to discuss.

Ngā mihi

Gavin

Gavin Middleton  
Principal Communications Advisor | Te kaitohutohu matua o Nga Pāpātanga  
Office of the Chief Executive | Tari o te Pou Whakahaere  
**NZQA | Mana Tohu Mātauranga o Aotearoa**

DDI 04 463 3218

Cell **9(2)(a)**

[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)



**From:** [Kristine Kilkelly](#)  
**To:** [Gavin Middleton](#)  
**Subject:** Fwd: NZQA Media Log 11 December 2020  
**Date:** Friday, 11 December 2020 6:22:12 PM

---

This captures the essence in clear language. Reads well.

---

**From:** Team Mailbox NZQA Media <media@nzqa.govt.nz>  
**Sent:** Friday, December 11, 2020 4:21 PM  
**To:** Team Mailbox NZQA Media  
**Subject:** NZQA Media Log 11 December 2020

FYI – Today’s media log...

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**Stuff** asked about the inclusion of specific resources in this year’s NCEA Level 2 History exam.

**NZQA** responded as follows:

**Question:**

I've been approached by a few people in regard to an NCEA History exam featuring a poem by Lionel Terry, who is well known for murdering Joe Kum Yung. I understand the poem was included and focused on his treatment in an asylum, but people remain uncomfortable about his inclusion given his past and his views on race.

Could I please get a response from NZQA in regard to this today?

**Response:**

The Level 2 History standard 91231 – *Examine sources of an historical event that is of significance to New Zealanders* – requires students to identify the reliability of sources, including their bias, when looking at how events affect society and continue to do so over time.

One of the resources provided was a poem from Lionel Terry. The resource booklet included information for students to help them critically assess the reliability and credibility of Terry’s perspectives.

The standard requires students to demonstrate critical thinking. To enable students to do this, a range of historical sources needs to be provided, which may include those with views which society rejects. The ability to question the reliability and bias of sources is crucial for students to learn in the study of History.

In no way does the inclusion in the examination resources support or endorse the author’s views.

**ENDS**

---

Robert Manfield

Senior Communications Advisor | Kaiwhakawhitiwhiti Kōrero Matua  
Office of the Chief Executive | Tari o te Whakahaere  
New Zealand Qualifications Authority | Tohu Mātauranga o Aotearoa  
[125 The Terrace](#)  
PO Box 160, Wellington



**From:** [Gavin Middleton](#)  
**To:** [Kristine Kilkelly](#)  
**Subject:** RE: Media query  
**Date:** Monday, 14 December 2020 10:07:00 AM

---

I haven't! Won't get a chance to mention it to him until after the Minister's meeting. :/

- Gaivn

---

**From:** Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](mailto:Kristine.Kilkelly@nzqa.govt.nz)>  
**Sent:** Monday, 14 December 2020 10:06 AM  
**To:** Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>  
**Subject:** FW: Media query  
**Importance:** High

I forgot to let Grant know about this – did you mention to him?

---

**From:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
**Sent:** Friday, 11 December 2020 3:57 PM  
**To:** Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>; Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](mailto:Kristine.Kilkelly@nzqa.govt.nz)>  
**Subject:** RE: Media query  
**Importance:** High

Thanks Gavin.

Now for a first ever; they, or someone else on their behalf, have taken the complaint to the Human Rights Commission. I have just had a lengthy conversation with a gentleman there, putting the poem into context. He will report back to the Commissioner, who we can expect to write to us, but not sure at what level (me, Kristine, or more likely, Grant).

So, just a heads up for now.

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**From:** Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>  
**Sent:** Friday, 11 December 2020 2:41 PM  
**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
**Subject:** RE: Media query

Thanks Sue – have responded as attached.

Ngā mihi

Gavin

---

**From:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
**Sent:** Friday, 11 December 2020 2:08 PM  
**To:** Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>  
**Subject:** Media query



Please let me know if you need anything further from us

Sue Chalmers  
Manager Secondary Examinations  
Assessment Division  
NZQA  
Ph: 04 463 3193  
Mob: 9(2)(a)

*Ahakoā ngaru ana te moana, ka eke tonu nei te waka!*

A choppy mountainous ocean can always be navigated by a small canoe!

**From:** [Ruth Cameron](#)  
**To:** [Kristine Kilkelly](#); [Sue Chalmers](#); [Gavin Middleton](#)  
**Subject:** Re: Article  
**Date:** Saturday, 12 December 2020 10:20:44 PM

---

Yes - I have many questions! No recourse, however.

Let's hope it didn't get to much traction, anyway.

Kind regards,

Ruth.

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---

**From:** Kristine Kilkelly <Kristine.Kilkelly@nzqa.govt.nz>  
**Sent:** Saturday, December 12, 2020 10:16:36 PM  
**To:** Ruth Cameron <Ruth.Cameron@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>  
**Subject:** Re: Article

And the student quoted seems to have misunderstood the question and what was required.

---

**From:** Ruth Cameron <Ruth.Cameron@nzqa.govt.nz>  
**Sent:** Saturday, December 12, 2020 7:56 PM  
**To:** Sue Chalmers  
**Cc:** Kristine Kilkelly  
**Subject:** Article

Kia ora, Sue and Kristine,

No doubt you have seen that the article has now been published on Stuff. I found it this afternoon by searching for it but it is now on the "front page". I am very disappointed in it for several reasons but of course we are unable to do anything about that.

Oh well - at least the weather is nice!

Kind regards,

Ruth.

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**NOTE: This email chain is regarding a verbal update for a standing multi-agency meeting. Redactions are to do with material unrelated to this issue.**

**From:** [Gavin Middleton](#)  
**To:** [Grant Klinkum](#); [Andrea Gray](#); [Kristine Kilkelly](#)  
**Cc:** [Shireen Shariff](#)  
**Subject:** [redacted]  
**Date:** Sunday, 13 December 2020 10:21:37 PM

---

Tēnā koutou

I won't have much to add to that - will look at our media responses and social media stats first thing in the morning, and send a quick digest on where we've focused and our main messaging between now and results release.  
- Gavin

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---

**From:** Kristine Kilkelly <Kristine.Kilkelly@nzqa.govt.nz>  
**Sent:** Sunday, December 13, 2020 9:43:08 PM  
**To:** Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>; Andrea Gray <Andrea.Gray@nzqa.govt.nz>; Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>  
**Cc:** Shireen Shariff <Shireen.Shariff@nzqa.govt.nz>  
**Subject:** RE: [redacted]

Kia ora Grant

[redacted] Level 2 History Examination.

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

**Out of scope. This information does not relate to the Level 2 History Examination.**

We received a media enquiry on Friday following up on complaints from two students **9(2)(a)** about the choice of the Lionel Terry poem in the resource materials for a Level 2 History standard 91231 – *Examine sources of an historical event that is of significance to New Zealanders*. Lionel Terry murdered an elderly Chinese man in 1905 and was eventually committed to Seacliff.

The resource material covered perspectives on institutionalisation at Seacliff Mental hospital early last century. The examination question asked students to provide two different perspectives on the way patients were treated at Seacliff Asylum. The standard requires students to identify the reliability of sources, including their bias, when looking at how events affect society and continue to do so over time. Information about Terry's white supremacist views were identified for students in the material.

NZQA considers that the material was appropriate. There have been no complaints from teachers and we are not aware of any adverse teacher comment. All examination papers are also reviewed for the appropriateness of material including public sensitivity (this is carried out by a former senior NZQA staff member who has been undertaking this review for a number of years).

I think the covers it

Kristine

---

**From:** Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>

**Sent:** Saturday, 12 December 2020 8:18 AM

**To:** Kristine Kilkelly <Kristine.Kilkelly@nzqa.govt.nz>; Andrea Gray <Andrea.Gray@nzqa.govt.nz>; Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>

**Cc:** Shireen Shariff <Shireen.Shariff@nzqa.govt.nz>

**Subject:** **Out of scope. This information does not relate to the Level 2 History Examination.**

**Out of scope. This information does not relate to the Level 2 History Examination.**

many thanks,

Grant

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**NOTE: This email chain is regarding a verbal update for a standing multi-agency meeting. Redactions are to do with material unrelated to this issue.**

**From:** [Grant Klinkum](#)  
**To:** [Kristine Kilkelly](#)  
**Subject:** [Redacted]  
**Date:** Monday, 14 December 2020 8:24:00 AM

---

Many thanks Kristine ...

---

**From:** Kristine Kilkelly <Kristine.Kilkelly@nzqa.govt.nz>  
**Sent:** Sunday, 13 December 2020 9:43 PM  
**To:** Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>; Andrea Gray <Andrea.Gray@nzqa.govt.nz>; Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>  
**Cc:** Shireen Shariff <Shireen.Shariff@nzqa.govt.nz>  
**Subject:** [Redacted]

Kia ora Grant

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

We received a media enquiry on Friday following up on complaints from two students **9(2)(a)** [Redacted] about the choice of the Lionel Terry poem in the resource materials for a Level 2 History standard 91231 – *Examine sources of an historical event that is of significance to New Zealanders*. Lionel Terry murdered an elderly Chinese man in 1905 and was

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**From:** Grant Klinkum <[Grant.Klinkum@nzqa.govt.nz](mailto:Grant.Klinkum@nzqa.govt.nz)>  
**Sent:** Saturday, 12 December 2020 8:18 AM  
**To:** Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](mailto:Kristine.Kilkelly@nzqa.govt.nz)>; Andrea Gray <[Andrea.Gray@nzqa.govt.nz](mailto:Andrea.Gray@nzqa.govt.nz)>; Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>  
**Cc:** Shireen Shariff <[Shireen.Shariff@nzqa.govt.nz](mailto:Shireen.Shariff@nzqa.govt.nz)>  
**Subject:** Out of scope. This information does not relate to the Level 2 History Examination.

**Out of scope. This information does not relate to the Level 2 History Examination.**

many thanks,  
Grant

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**NOTE: This email chain is regarding a verbal update for a standing multi-agency meeting. Redactions are to do with material unrelated to this issue.**

**From:** [Gavin Middleton](#)  
**To:** [Grant Klinkum](#)  
**Subject:** [Redacted]  
**Date:** Monday, 14 December 2020 8:27:10 AM

---

Following the weekend media coverage and social media feedback, my read is that we'll get a few more complaints about the Level 2 History resource, but the media item ended up being fairly reasonable, all things considered.

- Gavin

---

**From:** Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>  
**Sent:** Monday, 14 December 2020 8:25 AM  
**To:** Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>  
**Subject:** [Redacted]

Many thanks Gavin. Useful ....

---

**From:** Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](#)>  
**Sent:** Monday, 14 December 2020 8:09 AM  
**To:** Grant Klinkum <[Grant.Klinkum@nzqa.govt.nz](#)>; Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](#)>; Andrea Gray <[Andrea.Gray@nzqa.govt.nz](#)>  
**Cc:** Shireen Shariff <[Shireen.Shariff@nzqa.govt.nz](#)>  
**Subject:** [Redacted]

Kia ora Grant

**Out of scope. This information does not relate to the Level 2 History Examination.**

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]



Out of scope. This information does not relate to the Level 2 History Examination.

Ngā mihi

Gavin

---

**From:** Grant Klinkum <[Grant.Klinkum@nzqa.govt.nz](mailto:Grant.Klinkum@nzqa.govt.nz)>

**Sent:** Saturday, 12 December 2020 8:18 AM

**To:** Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](mailto:Kristine.Kilkelly@nzqa.govt.nz)>; Andrea Gray <[Andrea.Gray@nzqa.govt.nz](mailto:Andrea.Gray@nzqa.govt.nz)>;  
Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>

**Cc:** Shireen Shariff <[Shireen.Shariff@nzqa.govt.nz](mailto:Shireen.Shariff@nzqa.govt.nz)>

**Subject:** Out of scope. This information does not relate to the Level 2 History Examination.

Out of scope. This information does not relate to the Level 2 History Examination.

many thanks,

Grant

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**From:** [Ruth Cameron](#)  
**To:** [Gavin Middleton](#); [Sue Chalmers](#); [Kristine Kilkelly](#)  
**Cc:** [Steve Bargh](#)  
**Subject:** RE: L2  
**Date:** Monday, 14 December 2020 8:31:00 AM

---

Yes, I agree. Thanks, Gavin.

**Ruth Cameron**  
National Assessment Facilitator  
Secondary Examinations  
Assessment Division

**NZQA**

*Ehara taku toa i te toa takitahi, engari taku toa i te toa takitini.*

|   |   |
|---|---|
| 125 The Terrace<br>P O Box 160<br><b>Wellington</b> | Phone: 04 463 4370<br>Mob: <b>9(2)(a)</b><br><a href="mailto:ruth.cameron@nzqa.govt.nz">ruth.cameron@nzqa.govt.nz</a> |
|---|---|

---

**From:** Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>  
**Sent:** Monday, 14 December 2020 8:30 AM  
**To:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](mailto:Kristine.Kilkelly@nzqa.govt.nz)>  
**Cc:** Steve Bargh <[Steve.Bargh@nzqa.govt.nz](mailto:Steve.Bargh@nzqa.govt.nz)>  
**Subject:** RE: L2

**9(2)(a)**

- Gavin

---

**From:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Sent:** Monday, 14 December 2020 8:26 AM  
**To:** Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](mailto:Kristine.Kilkelly@nzqa.govt.nz)>  
**Cc:** Steve Bargh <[Steve.Bargh@nzqa.govt.nz](mailto:Steve.Bargh@nzqa.govt.nz)>  
**Subject:** RE: L2

She's technically not – she was only CCd into the original complaint but arguably was one half of the two that forwarded their complaint.

Regards,

**Ruth Cameron**  
National Assessment Facilitator  
Secondary Examinations

Assessment Division

**NZQA**

*Ehara taku toa i te toa takitahi, engari taku toa i te toa takitini.*

125 The Terrace  
P O Box 160  
**Wellington**

Phone: 04 463 4370  
Mob: **9(2)(a)**  
[ruth.cameron@nzqa.govt.nz](mailto:ruth.cameron@nzqa.govt.nz)

---

**From:** Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>  
**Sent:** Monday, 14 December 2020 8:20 AM  
**To:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](mailto:Kristine.Kilkelly@nzqa.govt.nz)>  
**Cc:** Steve Bargh <[Steve.Bargh@nzqa.govt.nz](mailto:Steve.Bargh@nzqa.govt.nz)>  
**Subject:** RE: L2

Mōrena koutou

Yes, this is the original complainant. You'll see there's been a little bit of activity since the media article – I've seen about a dozen posts (including the ones on this thread).

My read of it is that we're likely to get some more complaints, but the media item was reasonable enough not to spark followup articles.

Ngā mihi

Gavin

---

**From:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Sent:** Monday, 14 December 2020 8:10 AM  
**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](mailto:Kristine.Kilkelly@nzqa.govt.nz)>  
**Cc:** Steve Bargh <[Steve.Bargh@nzqa.govt.nz](mailto:Steve.Bargh@nzqa.govt.nz)>; Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>  
**Subject:** FW: L2

Hi both – I'm not sure whether you have Twitter or are able to see this thread (below). As I was dropping off to sleep last night, I was scrolling through Twitter and one of the people I follow, **9(2)(a)**, had commented on this.

If you can't see it, you can follow it on my desktop.

Kind regards,

**Ruth Cameron**  
National Assessment Facilitator  
Secondary Examinations  
Assessment Division

**NZQA**

*Ehara taku toa i te toa takitahi, engari taku toa i te toa takitini.*

|   |  |
|---|--|
| 125 The Terrace<br>P O Box 160<br><b>Wellington</b> | Phone: 04 463 4370<br>Mob: 9(2)(a)<br><a href="mailto:ruth.cameron@nzqa.govt.nz">ruth.cameron@nzqa.govt.nz</a> |
|---|--|

---

**From:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>

**Sent:** Sunday, 13 December 2020 10:00 PM

**To:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>

**Subject:** L2

[https://twitter.com/cadence\\_chung/status/1337149087984934913?s=19](https://twitter.com/cadence_chung/status/1337149087984934913?s=19)

Get [Outlook for Android](#)

**From:** [Grant Klinkum](#)  
**To:** [Kristine Kilkelly](#)  
**Subject:** RE: Level 2 history  
**Date:** Monday, 14 December 2020 10:23:00 AM

---

All good, thanks

---

**From:** Kristine Kilkelly <Kristine.Kilkelly@nzqa.govt.nz>  
**Sent:** Monday, 14 December 2020 10:23 AM  
**To:** Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>  
**Cc:** Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>  
**Subject:** Level 2 history

Mōrena Grant

Sue let me know on Friday afternoon that the student who has complained about the resource material has also complained to the Human Rights Commissioner – the Office called Sue on Friday just to discuss the background, and Sue explained the context. They may write to us.

Apologies I didn't let you know earlier –just realised I didn't cover in my update.

Kristine

Kristine Kilkelly  
Deputy Chief Executive | Pou Whakahaere Tuarua  
Assessment | Aromatawai  
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa

DDI | Waea torotika: (04) 463 3379

Mobile | Waea pūkoro: 9(2)(a)

**From:** [Gavin Middleton](#)  
**To:** [Kristine Kilkelly](#)  
**Subject:** RE: Level 2 history  
**Date:** Monday, 14 December 2020 10:23:00 AM

---

I've just managed to catch Grant and let him know.  
- Gavin

---

**From:** Kristine Kilkelly <Kristine.Kilkelly@nzqa.govt.nz>  
**Sent:** Monday, 14 December 2020 10:23 AM  
**To:** Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>  
**Cc:** Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>  
**Subject:** Level 2 history

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Kristine Kilkelly  
Deputy Chief Executive | Pou Whakahaere Tuarua  
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New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa

DDI | Waea torotika: (04) 463 3379

Mobile | Waea pūkoro: 9(2)(a)



**From:** 9(2)(a)  
**To:** [Team Mailbox Complaints](#)  
**Subject:** Lionel Terry's inclusion in NCEA Level 2 History exam  
**Date:** Monday, 14 December 2020 6:15:50 PM

---

Good Afternoon

I am not currently an NCEA student, however I finished Level 3 in 2019. I am writing in to complain because of many reasons, one of them being my younger sister is in Year 11 and something such as this is absolutely unacceptable and not the sort of thing I want her to be writing and learning about.

In the NCEA Level 2 exam, a poem by white supremacist shooter Lionel Terry was included. Not only is this inappropriate but it should also be the last thing students are taking in right now. In the current climate of the world we live in, shootings and shooters are not uncommonly heard of, and are often in the news. In 2019 a shooting devastated one of New Zealand's own cities, as I am sure you are well aware of. It is absolutely unacceptable to have young, impressionable students reading and being encouraged to empathise with someone who committed racist, violent and horrific crimes against someone in a marginalised community.

As I understand it, the poem was used as an example in a question about the Seacliff mental health facility. It is disappointing that I even feel the need to write this email, as common sense should be used generously when finding sources to include in exams. As a student, I recall learning about devastating acts of racism and violence, such as the Black Rights Civil movement, and the Holocaust. However, never, during any of these lessons, were we made to empathise with the abusers. It is morally wrong to have young students try to empathise with oppressors, such as Lionel Terry, for educational purposes. Additionally, the inclusion of this poem alongside the history of Seacliff mental health facility means that NZQA is willingly participating and adding to the argument that mental illness is correlated with outwardly directed violence. This is an ongoing issue that is relevant here because there is a continual struggle when it comes to making sure that mental health is not viewed as something that is wrong, however something that is okay and does not alienate a person. That is ableism.

There are countless other works of writing that could've been used in relation to this section of the exam on Seacliff, which could have been assisted in presenting mental health and the definite mistreatment of the patients there in a more understanding and humane way. I also notice that in said exam, Janet Frame was mentioned in relation to Seacliff, however her misdiagnosis was not. How can you claim to have a progressive system when you fail to mention the most important parts of why institutions like this were so corrupt and inhumane?

As a white woman, I cannot begin to imagine how this made the Asian Level 2 students feel. It is absolutely unacceptable to have works documenting and describing unnecessary racism and violence committed against marginalised communities for no reason, especially with the intent to make the students empathise with a person who committed acts such as these.

By including Terry's works in this exam, you gave a white supremacist a platform, which is exactly what his intentions and wishes would have been. To be complicit in platforming a white supremacist is racism, there is no way around this. NZQA have made a feeble and weak explanation which was barely an apology. What needs to happen is NZQA must work on bettering their system, improving the contents of the exams they make their students sit, and the way they teach youths in general. The inclusion of this poem is absolutely unacceptable and NZQA NEEDS to do better.



**From:** [Team Mailbox Complaints](#)  
**To:** [Team Mailbox HelpDesk Call Centre](#)  
**Subject:** FW: Lionel Terry"s inclusion in NCEA Level 2 History exam  
**Date:** Monday, 14 December 2020 6:15:52 PM

---

**From:** Sue Chalmers  
**Sent:** Tuesday, 15 December 2020 11:30 AM  
**To:** Ruth Cameron  
**Subject:** RE:

Ta, yes the quote is awesome. Sums it up beautifully I think.

---

**From:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 11:25 AM  
**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
**Subject:** FW:

Hi all – screenshots from the FB page and one screenshot (the bottom one) from a public FB post.

9(2)(a)'s quote about studying history making us uncomfortable is a fantastic one.

Thanks,

**Ruth Cameron**  
National Assessment Facilitator  
Secondary Examinations  
Assessment Division

**NZQA**

*Ehara taku toa i te toa takitahi, engari taku toa i te toa takitini.*

|   |  |
|---|--|
| 125 The Terrace<br>P O Box 160<br><b>Wellington</b> | Phone: 04 463 4370<br>Mob: 9(2)(a)<br><a href="mailto:ruth.cameron@nzqa.govt.nz">ruth.cameron@nzqa.govt.nz</a> |
|---|--|


---

**From:** 9(2)(a) <9(2)(a)>  
**Sent:** Monday, 14 December 2020 11:20 AM  
**To:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Subject:**

 2

4 Comments

 Like

 Comment

9(2)(a)

9(2)(a)

I find it so hard to really push resilience at school when the parents are so quick to give in and pander to their kids

...

Like · Reply · 1d

 1

9(2)(a)

9(2)(a)

I'm interested what in this article makes you think these students aren't resilient?

...

Like · Reply · 1d

  5

9(2)(a)

9(2)(a)

Can you explain what you mean by resilient? I think it's great they are using their voice to question.

...

Like · Reply · 1d

 7

9(2)(a)

9(2)(a)

I'm not sure Chinese students questioning the inclusion of a poem by a racist murderer in a paper on mental asylums is in any way 'lacking resilience'. If they had something by Terry in a paper on the White New Zealand policy or similar, where it was pa... **See More**

...

Like · Reply · 1d

 10

9(2)(a)

Write a comment...



9(2)(a)

ed a link.

December 12 at 7:42 PM · 🌐



We have to do better at teaching our students how to be resilient. Interesting points made about the decontextualised nature of the sources paper, though; I hope this is under consideration and up for consultation as we look towards the changes to NCEA.



STUFF.CO.NZ

**Students ask for apology after inclusion of poem by anti-Chinese extremist Lionel Terry in NCEA history exam**



9(2)(a)

shared a post.  
December 5 at 1:02 PM · 🌐



Studying history will sometimes  
make you uncomfortable.

Studying history will sometimes  
make you feel deeply upset.

Studying history will sometimes  
make you feel extremely angry.

If studying history always makes  
you feel proud and happy, you  
probably aren't studying history.

9(2)(a)

December 5 at 12:55 PM · 🌐

History must tell the raw truth about the past--not what we think  
people can handle. 🙌

*PS...This was sent to me via 9(2)(a) (who saw it on her cousins facebook feed) and she said it was okay to agree share after our conversation*



9(2)(a)'s post



9(2)(a)

9(2)(a)

4 h · 🌐

I was really upset yesterday after hearing that a 'poem' ( actually, manifesto of) a white supremacist shooter was included in the NCEA history exam. Not only were this turd's rants published for students to 'analyse' but they were shown without any critical background ( ie, that NZ was a racist place at that time especially towards Chinese and Maori.) This nationalist arsehole shot an elderly Chinese man, Joe Kum Young, in broad daylight in 1905 in Wellington's Haining St so that his 'writings' would be noticed. If anyone is in education, please talk to your school about complaining. This is 2020, we have only just started opening the wound of ChCh again, this should NEVER have happened. [https://i.stuff.co.nz/national/education/123685344/students-ask-for-apology-after-inclusion-of-poem-by-antichinese-extremist-lionel-terry-in-ncea-history-exam?fbclid=IwAR017JKFWvdVDCTT-f28PDmjfO46KZOKb70oTwmeRyDXj\\_G4WTNmir5XgbU](https://i.stuff.co.nz/national/education/123685344/students-ask-for-apology-after-inclusion-of-poem-by-antichinese-extremist-lionel-terry-in-ncea-history-exam?fbclid=IwAR017JKFWvdVDCTT-f28PDmjfO46KZOKb70oTwmeRyDXj_G4WTNmir5XgbU)



9(2)(a) [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



**From:** [Joanna Parry](#)  
**To:** [Sue Chalmers](#); [Will Spencer](#); [Linda Glogau](#)  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material  
**Date:** Tuesday, 15 December 2020 10:08:28 AM

---

Urgent: Do you want this complaint dealt with on Level 15?

Jo

---

**From:** Clazina Engelina Newall (Jira) <jira-do-not-reply@nzqa.govt.nz>  
**Sent:** Tuesday, 15 December 2020 9:48 AM  
**To:** Joanna Parry <Joanna.Parry@nzqa.govt.nz>  
**Subject:** [JIRA] Updates for CFB-616: NCEA Level 2 English - Inappropriate examination material

This issue has been **CREATED**  
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## NCEA Level 2 English - Inappropriate examination material

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Issue created



**Clazina Engelina Newall** created this issue on 15/Dec/2020 09:45

Summary: NCEA Level 2 English - Inappropriate examination material  
Issue Type:  Complaint  
Assignee: [Joanna Parry](#)  
Attachments: FW\_ Lionel Terry's inclusion in NCEA Level 2 History exam.msg  
Created: 15/Dec/2020 09:45  
Due Date: 10/Jan/2021  
Priority:  Quick  
Reporter: [Clazina Engelina Newall](#)  
Security Level: Client Feedback (Accessed only by named Client Feedback owners)  
Complainant Contact Details: **9(2)(a)**  
Complainant Type: Other  
Complaint: Information provided by NZQA

Category:

NZQA

Business

Units:

AD-Secondary Examinations

Description: I am not currently an NCEA student, however I finished Level 3 in 2019. I am writing in to complain because of many reasons, one of them being my younger sister is in Year 11 and something such as this is absolutely unacceptable and not the sort of thing I want her to be writing and learning about.

In the NCEA Level 2 exam, a poem by white supremacist shooter Lionel Terry was included. Not only is this inappropriate but it should also be the last thing students are taking in right now. In the current climate of the world we live in, shootings and shooters are not uncommonly heard of, and are often in the news. In 2019 a shooting devastated one of New Zealand's own cities, as I am sure you are well aware of. It is absolutely unacceptable to have young, impressionable students reading and being encouraged to empathise with someone who committed racist, violent and horrific crimes against someone in a marginalised community.

As I understand it, the poem was used as an example in a question about the Seacliff mental health facility. It is disappointing that I even feel the need to write this email, as common sense should be used generously when finding sources to include in exams.

As a student, I recall learning about devastating acts of racism and violence, such as the Black Rights Civil movement, and the Holocaust. However, never, during any of these lessons, were we made to empathise with the abusers. It is morally wrong to have young students try to empathise with oppressors, such as Lionel Terry, for educational purposes. Additionally, the inclusion of this poem alongside the history of Seacliff mental health facility means that NZQA is willingly participating and adding to the argument that mental illness is correlated with outwardly directed violence. This is an ongoing issue that is relevant here because there is a continual struggle when it comes to making sure that mental health is not viewed as something that is wrong, however something that is okay and does not alienate a person. That is ableism.

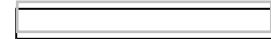
There are countless other works of writing that could've been used in relation to this section of the exam on Seacliff, which could have been assisted in presenting mental health and the definite mistreatment of the patients there in a more understanding and humane way. I also notice that in said exam, Janet Frame was mentioned in relation to Seacliff, however her misdiagnosis was not. How can you claim to have a progressive system when you fail to mention the most important parts of why institutions like this were so corrupt

and inhumane?

As a white woman, I cannot begin to imagine how this made the Asian Level 2 students feel. It is absolutely unacceptable to have works documenting and describing unnecessary racism and violence committed against marginalised communities for no reason, especially with the intent to make the students empathise with a person who committed acts such as these.

By including Terry's works in this exam, you gave a white supremacist a platform, which is exactly what his intentions and wishes would have been. To be complicit in platforming a white supremacist is racism, there is no way around this. NZQA have made a feeble and weak explanation which was barely an apology. What needs to happen is NZQA must work on bettering their system, improving the contents of the exams they make their students sit, and the way they teach youths in general. The inclusion of this poem is absolutely unacceptable and NZQA NEEDS to do better.

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**From:** [Linda Glogau](#)  
**To:** [Sue Chalmers](#); [Joanna Parry](#); [Will Spencer](#); [Lisa Marriner](#)  
**Cc:** [Hamsa Lilley](#)  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material  
**Date:** Tuesday, 15 December 2020 10:34:18 AM

---

As per the Mx complaints, we'll need the core background information to draft the response thanks.

Lisa – this will require discussion with Kristine et al in how we respond.

---

**From:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 10:15 AM  
**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Yes, absolutely. Thanks Jo.

---

**From:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 10:08 AM  
**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Urgent: Do you want this complaint dealt with on Level 15?

Jo

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**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Subject:** [JIRA] Updates for CFB-616: NCEA Level 2 English - Inappropriate examination material

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[Client Feedback](#) /  [CFB-616](#) **TO DO**

NCEA Level 2 English - Inappropriate examination material

[View issue](#) · [Add comment](#)

Issue created





**Clazina Engelina Newall** created this issue on 15/Dec/2020 09:45

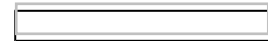
Summary: NCEA Level 2 English - Inappropriate examination material  
Issue Type:  Complaint  
Assignee: [Joanna Parry](#)  
Attachments: FW\_ Lionel Terry's inclusion in NCEA Level 2 History exam.msg  
Created: 15/Dec/2020 09:45  
Due Date: 10/Jan/2021  
Priority:  Quick  
Reporter: [Clazina Engelina Newall](#)  
Security Level: Client Feedback (Accessed only by named Client Feedback owners)  
Complainant Contact Details: 9(2)(a) [REDACTED]  
Complainant Type: Other  
Complaint Category: Information provided by NZQA  
NZQA Business Units: AD-Secondary Examinations  
Description: I am not currently an NCEA student, however I finished Level 3 in 2019. I am writing in to complain because of many reasons, one of them being my younger sister is in Year 11 and something such as this is absolutely unacceptable and not the sort of thing I want her to be writing and learning about.  
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**From:** [Lisa Marriner](#)  
**To:** [Joanna Parry](#); [Linda Glogau](#); [Sue Chalmers](#); [Will Spencer](#); [Ruth Cameron](#)  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material  
**Date:** Tuesday, 15 December 2020 12:36:36 PM

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Kia ora koutou

Thanks Jo, acknowledging your email and Linda has spoken to me. I have also read the Spinoff article and will begin to get guidance from Kristine on how to respond.

Ngā mihi  
Lisa

---

**From:** Joanna Parry <Joanna.Parry@nzqa.govt.nz>  
**Sent:** Tuesday, 15 December 2020 11:20 AM  
**To:** Linda Glogau <Linda.Glogau@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; Will Spencer <will.spencer@nzqa.govt.nz>; Lisa Marriner <Lisa.Marriner@nzqa.govt.nz>; Ruth Cameron <Ruth.Cameron@nzqa.govt.nz>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Lisa

We received an initial complaint on this paper which we responded to prior to the escalation by the complainant to the media. Here is the reply we used:

**From:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Sent:** Thursday, 10 December 2020 9:45 AM  
**To:** 9(2)(a) 9(2)(a)  
**Cc:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Subject:** 2020 History Exam complaint

9(2)(a)

Thank you for sending in your concerns about the poem that was used in the Level 2 History examination, AS91231 (Examine sources of an historical event that is of significance to New Zealanders). We do take feedback seriously.

I would like to commend you for your wide knowledge of historical events and the people connected with these. Lionel Terry was a murderer and a white supremacist, albeit a little-known one in New Zealand.

We included information about Terry in the introduction to the poem to enable students of History to place both him and his poem in context. A key aspect of any History course is a focus on reliability and usefulness of evidence. The question asked for different perspectives of patients in Seacliff Hospital and the resource booklet needed to include an range of different resources to enable students to respond appropriately. Students could argue that Terry was an



unreliable witness. There was certainly no intention to portray him sympathetically and we did not imply this in the examination.

I hope you were able to make use of the other sources available for you to choose from when answering this question. I wish you every success for your future examinations.

Ruth Cameron is the NAF for History. She may be able to provide further information if you require it.

Ngā mihi nui,

Jo

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**From:** Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 10:34 AM  
**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Cc:** Hamsa Lilley <[Hamsa.Lilley@nzqa.govt.nz](mailto:Hamsa.Lilley@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

As per the Mx complaints, we'll need the core background information to draft the response thanks.

Lisa – this will require discussion with Kristine et al in how we respond.

---

**From:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 10:15 AM  
**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Yes, absolutely. Thanks Jo.

---

**From:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 10:08 AM  
**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Urgent: Do you want this complaint dealt with on Level 15?

Jo

---

**From:** Clazina Engelina Newall (Jira) <[jira-do-not-reply@nzqa.govt.nz](mailto:jira-do-not-reply@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 9:48 AM

To: Joanna Parry <Joanna.Parry@nzqa.govt.nz>

Subject: [JIRA] Updates for CFB-616: NCEA Level 2 English - Inappropriate examination material

This issue has been **CREATED**

This issue is now **assigned to you**.

[Client Feedback](#) /  [CFB-616](#) **TO DO**

## NCEA Level 2 English - Inappropriate examination material

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### Issue created



**Clazina Engelina Newall** created this issue on 15/Dec/2020 09:45

Summary: NCEA Level 2 English - Inappropriate examination material

Issue Type:  Complaint

Assignee: [Joanna Parry](#)

Attachments: FW\_ Lionel Terry's inclusion in NCEA Level 2 History exam.msg

Created: 15/Dec/2020 09:45

Due Date: 10/Jan/2021

Priority:  Quick

Reporter: [Clazina Engelina Newall](#)

Security Level: Client Feedback (Accessed only by named Client Feedback owners)

Complainant Contact: 9(2)(a)

Details: 9(2)(a)

Complainant

Type: Other

Complaint

Category: Information provided by NZQA

NZQA

Business Units: AD-Secondary Examinations

Description:

I am not currently an NCEA student, however I finished Level 3 in 2019. I am writing in to complain because of many reasons, one of them being my younger sister is in Year 11 and something such as this is absolutely unacceptable and not the sort of thing I want her to be writing and learning about.

In the NCEA Level 2 exam, a poem by white supremacist shooter Lionel Terry was included. Not only is this inappropriate but it should also be the last thing students are taking in right now. In the current climate of the world we live in, shootings and shooters are not uncommonly heard of, and are often in the news. In 2019 a shooting devastated one of New Zealand's own cities, as I am sure you are well aware of. It is absolutely unacceptable

to have young, impressionable students reading and being encouraged to empathise with someone who committed racist, violent and horrific crimes against someone in a marginalised community.

As I understand it, the poem was used as an example in a question about the Seacliff mental health facility. It is disappointing that I even feel the need to write this email, as common sense should be used generously when finding sources to include in exams.

As a student, I recall learning about devastating acts of racism and violence, such as the Black Rights Civil movement, and the Holocaust. However, never, during any of these lessons, were we made to empathise with the abusers. It is morally wrong to have young students try to empathise with oppressors, such as Lionel Terry, for educational purposes.

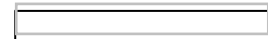
Additionally, the inclusion of this poem alongside the history of Seacliff mental health facility means that NZQA is willingly participating and adding to the argument that mental illness is correlated with outwardly directed violence. This is an ongoing issue that is relevant here because there is a continual struggle when it comes to making sure that mental health is not viewed as something that is wrong, however something that is okay and does not alienate a person. That is ableism.

There are countless other works of writing that could've been used in relation to this section of the exam on Seacliff, which could have been assisted in presenting mental health and the definite mistreatment of the patients there in a more understanding and humane way. I also notice that in said exam, Janet Frame was mentioned in relation to Seacliff, however her misdiagnosis was not. How can you claim to have a progressive system when you fail to mention the most important parts of why institutions like this were so corrupt and inhumane?

As a white woman, I cannot begin to imagine how this made the Asian Level 2 students feel. It is absolutely unacceptable to have works documenting and describing unnecessary racism and violence committed against marginalised communities for no reason, especially with the intent to make the students empathise with a person who committed acts such as these.

By including Terry's works in this exam, you gave a white supremacist a platform, which is exactly what his intentions and wishes would have been. To be complicit in platforming a white supremacist is racism, there is no way around this. NZQA have made a feeble and weak explanation which was barely an apology. What needs to happen is NZQA must work on bettering their system, improving the contents of the exams they make their students sit, and the way they teach youths in general. The inclusion of this poem is absolutely unacceptable and NZQA NEEDS to do better.

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**From:** [Sue Chalmers](#)  
**To:** [Lisa Marriner](#)  
**Cc:** [Joanna Parry](#); [Linda Glogau](#); [Ruth Cameron](#)  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material  
**Date:** Tuesday, 15 December 2020 2:34:48 PM

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Kia ora Lisa,

Please note: the complaint has been recorded in Jira by Clazine Newall, who is in our call centre. The complaint is from **9(2)(a)**

Nā  
Sue

---

**From:** Lisa Marriner <Lisa.Marriner@nzqa.govt.nz>  
**Sent:** Tuesday, 15 December 2020 12:46 PM  
**To:** Ruth Cameron <Ruth.Cameron@nzqa.govt.nz>  
**Cc:** Joanna Parry <Joanna.Parry@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; Linda Glogau <Linda.Glogau@nzqa.govt.nz>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Ruth

NZQA has received a complaint today from Clazine Newall. Complaints relating to the poem mentioned below for the NCEA Level 2 History examination are being logged by SE team (Jo Parry) and referred to Linda Glogau in ODCE Assessment.

May we please have a copy of the poem and question.

Much appreciated,

Ngā mihi  
Lisa

---

**From:** Lisa Marriner  
**Sent:** Tuesday, 15 December 2020 12:37 PM  
**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora koutou

Thanks Jo, acknowledging your email and Linda has spoken to me. I have also read the Spinoff article and will begin to get guidance from Kristine on how to respond.

**Note: This complaint was forwarded by the mentioned NZQA staff member, they are not the complainant.**



Ngā mihi  
Lisa

---

**From:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 11:20 AM  
**To:** Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>; Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Lisa

We received an initial complaint on this paper which we responded to prior to the escalation by the complainant to the media. Here is the reply we used:

**From:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Sent:** Thursday, 10 December 2020 9:45 AM  
**To:** 9(2)(a) 9(2)(a)  
**Cc:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Subject:** 2020 History Exam complaint

9(2)(a)

Thank you for sending in your concerns about the poem that was used in the Level 2 History examination, AS91231 (Examine sources of an historical event that is of significance to New Zealanders). We do take feedback seriously.

I would like to commend you for your wide knowledge of historical events and the people connected with these. Lionel Terry was a murderer and a white supremacist, albeit a little-known one in New Zealand.

We included information about Terry in the introduction to the poem to enable students of History to place both him and his poem in context. A key aspect of any History course is a focus on reliability and usefulness of evidence. The question asked for different perspectives of patients in Seacliff Hospital and the resource booklet needed to include an range of different resources to enable students to respond appropriately. Students could argue that Terry was an unreliable witness. There was certainly no intention to portray him sympathetically and we did not imply this in the examination.

I hope you were able to make use of the other sources available for you to choose from when answering this question. I wish you every success for your future examinations.

Ruth Cameron is the NAF for History. She may be able to provide further information if you require it.

Ngā mihi nui,

Jo



---

**From:** Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 10:34 AM  
**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Cc:** Hamsa Lilley <[Hamsa.Lilley@nzqa.govt.nz](mailto:Hamsa.Lilley@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

As per the Mx complaints, we'll need the core background information to draft the response thanks.

Lisa – this will require discussion with Kristine et al in how we respond.

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**From:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
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**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Yes, absolutely. Thanks Jo.

---

**From:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
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**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Urgent: Do you want this complaint dealt with on Level 15?

Jo

---

**From:** Clazina Engelina Newall (Jira) <[jira-do-not-reply@nzqa.govt.nz](mailto:jira-do-not-reply@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 9:48 AM  
**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Subject:** [JIRA] Updates for CFB-616: NCEA Level 2 English - Inappropriate examination material

This issue has been **CREATED**  
This issue is now **assigned to you**.

[Client Feedback](#) /  [CFB-616](#) **TO DO**

NCEA Level 2 English - Inappropriate examination material

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## Issue created



**Clazina Engelina Newall** created this issue on 15/Dec/2020 09:45

Summary: NCEA Level 2 English - Inappropriate examination material

Issue Type:  Complaint

Assignee: [Joanna Parry](#)

Attachments: FW\_ Lionel Terry's inclusion in NCEA Level 2 History exam.msg

Created: 15/Dec/2020 09:45

Due Date: 10/Jan/2021

Priority:  Quick

Reporter: [Clazina Engelina Newall](#)

Security Level: Client Feedback (Accessed only by named Client Feedback owners)

Complainant Contact Details: 9(2)(a) [REDACTED]

Complainant Type: Other

Complaint Category: Information provided by NZQA

NZQA Business Units: AD-Secondary Examinations

Description: I am not currently an NCEA student, however I finished Level 3 in 2019. I am writing in to complain because of many reasons, one of them being my younger sister is in Year 11 and something such as this is absolutely unacceptable and not the sort of thing I want her to be writing and learning about.

In the NCEA Level 2 exam, a poem by white supremacist shooter Lionel Terry was included. Not only is this inappropriate but it should also be the last thing students are taking in right now. In the current climate of the world we live in, shootings and shooters are not uncommonly heard of, and are often in the news. In 2019 a shooting devastated one of New Zealand's own cities, as I am sure you are well aware of. It is absolutely unacceptable to have young, impressionable students reading and being encouraged to empathise with someone who committed racist, violent and horrific crimes against someone in a marginalised community.

As I understand it, the poem was used as an example in a question about the Seacliff mental health facility. It is disappointing that I even feel the need to write this email, as common sense should be used generously when finding sources to include in exams.

As a student, I recall learning about devastating acts of racism and violence, such as the Black Rights Civil movement, and the Holocaust. However, never, during any of these lessons, were we made to empathise with the abusers. It is morally wrong to have young students try to empathise with oppressors, such as Lionel Terry, for educational purposes.

Additionally, the inclusion of this poem alongside the history of Seacliff mental health facility means that NZQA is willingly participating and adding to the argument that mental illness is correlated with outwardly directed

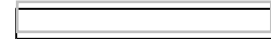
violence. This is an ongoing issue that is relevant here because there is a continual struggle when it comes to making sure that mental health is not viewed as something that is wrong, however something that is okay and does not alienate a person. That is ableism.

There are countless other works of writing that could've been used in relation to this section of the exam on Seacliff, which could have been assisted in presenting mental health and the definite mistreatment of the patients there in a more understanding and humane way. I also notice that in said exam, Janet Frame was mentioned in relation to Seacliff, however her misdiagnosis was not. How can you claim to have a progressive system when you fail to mention the most important parts of why institutions like this were so corrupt and inhumane?

As a white woman, I cannot begin to imagine how this made the Asian Level 2 students feel. It is absolutely unacceptable to have works documenting and describing unnecessary racism and violence committed against marginalised communities for no reason, especially with the intent to make the students empathise with a person who committed acts such as these.

By including Terry's works in this exam, you gave a white supremacist a platform, which is exactly what his intentions and wishes would have been. To be complicit in platforming a white supremacist is racism, there is no way around this. NZQA have made a feeble and weak explanation which was barely an apology. What needs to happen is NZQA must work on bettering their system, improving the contents of the exams they make their students sit, and the way they teach youths in general. The inclusion of this poem is absolutely unacceptable and NZQA NEEDS to do better.

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**NOTE: this email chain includes thoughts from the external examination development team. This is a team of specialists who are contracted to NZQA.**

**From:** [REDACTED]  
**To:** Ruth Cameron  
**Cc:** [REDACTED]  
**Subject:** Re: AS91231 information  
**Date:** Tuesday, 15 December 2020 12:42:33 PM

Kia ora Ruth and [REDACTED] I am marking exams so I will provide you with splat on the page. I will just give you some of my thoughts but they don't necessarily echo the same as [REDACTED] 9(2)(g)(i)

1) What they would like to know first is, what goes into a teaching and learning programme based around the standard that would prepare candidates to answer questions such as these in an examination?

So this is a separate issue that applies to all decontextualized history source examinations. While I don't agree with the stuff twitter summary (article would imply a quality journalistic response) RE the inclusion of the poem, I do personally agree with Sheehan on the issues of a decontextualized source interpretation. His comments, to be clear, have no real bearing on the primary issue that has been raised and could equally apply across all current and past history examinations since the alignment.

So to answer this question, in terms of anything content or context specific is nil and that is why I have cut it from my programme. However, any competent teacher in preparing for this would have engaged an appropriate learning programme of conceptual learning focused on procedural knowledge (or second order concepts). The focus of the concepts in such a programme should be based on two things: those identified in the standard and assessment specifications. So from the standard are the following:

perspectives   reliability or bias   continuity and change   intent and motivation   cause and effect.

You will see that two questions were very explicitly framed around these and the first question is designed to be a bit easier and are from the more general skills in the standard:  
close reading   comprehension   extracting meaning.

A well-designed history course would actually address all of these concepts consistently throughout most units of teaching throughout the year and many of these are in the junior programme.

So as far as preparation for the concepts goes, this should be fine, but the points by Sheehan generally are, in my view, 100% correct more broadly and are generally backed by one school of thought in history teaching scholarship. This, though, has little to do with the examination itself and more the general ideology that drove the NZC and the realigned standard creation. 9(2)(g)(i)

[REDACTED] In the context of exam development, one needs to work within the appropriate scope and shape of the assessment system you work in. So being transformational like that is more for the NCEA Review in my opinion. Where Sheehan is wrong is that to be successful every single source does not need to be contextualised with multiple paragraphs. Its lack of context would make no difference to success in the exam. Indeed, that particular source received more contextualisation than most.

The programmes themselves should also be heavily drawing on the teaching and learning guide:

<https://seniorsecondary.tki.org.nz/Social-sciences/History/Key-concepts> which also identifies those concepts very explicitly. Any student studying history should be able to walk in and be able to identify those concepts used in the exam appropriately.

2) They wanted to know what your thinking was around providing the various perspectives, including the verse of the Terry poem.



Generally speaking, providing a range of different sources that represent different perspectives is helpful for candidates because, for different reasons, candidates engage with and resonate differently with certain types of material. The selection of diverse material was part of the process which started with a collection of all sorts from the internet, newspaper archives, etc. So it was about sources that were appropriate for curriculum level 7 while maintaining the diversity of what evidence there was for the historical context. It accurately reflects the prominence of source types that are prominent historically at different time periods, that historians have used and cited in the past, and what is reflected in the primary source material. It also provided a contrast with Frame as an additional NZ author from a differing perspective. Indeed, had students read the context, it would have been a great springboard for discussing Terry's perspective in the context of racism in New Zealand. They could have commented upon what might have been left out and the value of such a perspective in relation to other viewpoints.

Terry, in my view, was included, like Janet Frame, due to his significance as a prominent patient at the asylum at the time and since. Both were mentioned in most articles and books on the asylum. This makes both figures historically significant in this historical context, which is the most important historical criteria to use. Terry was a prominent figure over decades in local newspapers as he was prolific in escaping and was regularly reported in the news and was also used in satire and other things so was a cultural icon. In the context of the time Terry was relatively extreme but, that, too, in itself also makes him significant. So it is Terry's historical significance that warrants his inclusion. While we might make a case that his inclusion should be cut due to his horrendous acts, I believe that is an anachronistic and ahistorical argument. Indeed, even the spinoff author recognises the significance of his action and its prominence in history dedicating a whole book to reclaiming the victim's viewpoint. 9(2)(g)(i)

As far as the sympathetic commentary, that did not even come into my mind. It was about coming up with a diverse range of perspectives that were readily available on public sources that did not require access to archives. These sources were to be faithful to the evidence on the asylum and not really to push a political agenda but identity politics chooses to see what it wants to see. Ironically, the consequence is now that a racist murderer in the past is now more significant in New Zealand's history due to these actions and future NZ students could use this episode to write some .2 essays using these new articles.

In terms of things like cutting out the racist remarks, the intent was to reduce the amount of words in the examination to a targeted gobbit to make things easier. As it was a question on patient experience, that was the focus of the extracting. I also don't believe that those words would have got past a sensitivity checker anyway. More importantly, they were not particularly relevant to the question.

I hope this is helpful but feel free to ask for any clarifications but I'm sure [REDACTED] has some thoughts on the final selection and how it went through critiquing.

Enjoy your holidays.



On Tue, 15 Dec 2020 at 11:24, Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)> wrote:



Tēnā koutou,

I know this is holiday time for all of you but you may be aware of some complaints that have come our way about the 91231 examination. Now that articles have been published in Stuff and The Spinoff, any complaints that come in will be dealt with at a far higher level than mine (I was the person who wrote the response to the initial complaint and it's my words that are referenced in the Spinoff article – taken slightly out of context, however).

Because the people who will be dealing with these are not always familiar with History teaching, learning and assessment in schools, they would like to have some more information about a few things in order to properly respond to questions and complaints. So I apologise for butting in to your holidays but if you're able to give me some background to help us to provide as accurate information as possible, it would be great.

What they would like to know first is, what goes into a teaching and learning programme based around the standard that would prepare candidates to answer questions such as these in an examination? What would you expect students to have covered? In other words, what are the key skills and concepts taught? Second, they wanted to know what your thinking was around providing the various perspectives, including the verse of the Terry poem.

Again, I apologise for butting in but any background you can provide, as specialists and exam developers, would be really helpful.

Many thanks for this and kind regards,

**Ruth Cameron**

National Assessment Facilitator

Secondary Examinations

Assessment Division

**NZQA**

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**NOTE: this email chain includes thoughts from the external examination development team. This is a team of specialists who are contracted to NZQA.**

**From:** [REDACTED]  
**To:** [Ruth Cameron](#)  
**Subject:** Re: AS91231 information  
**Date:** Tuesday, 15 December 2020 12:52:43 PM

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Hi Ruth,

Tried to answer your questions below.

**what goes into a teaching and learning programme based around the standard that would prepare candidates to answer questions such as these in an examination?** To prepare students for this time of examination, a teacher would teach historical skills like how to extract information from a source, how to assess for reliability and usefulness and the motives behind the writer/creator of a source. These are taught as part of every course and not specific to this exam, but they are important aspects across the standards. I would expect students to be able to objectively look at a source and weigh up its strengths and limitations as a source. I would go through past papers with students to prepare them for the exam because it is an unfamiliar text.

**Second, they wanted to know what your thinking was around providing the various perspectives, including the verse of the Terry poem.**

As the critiquer I didn't pick the source, but I didn't flag it as an issue because his racist beliefs didn't seem particularly relevant to the question being asked. It should be noted how difficult it can be to find the voices of patients of mental institutions from that period, so I think there were limited options for primary evidence. I honestly didn't know much about who Lionel Terry was. I thought the source was interesting as he doesn't seem insane in the poem.

On a separate note, I think it is important to acknowledge that in History we teach about some pretty terrible people, because of their impact. Lionel Terry is not the first murderer to be placed in a mental asylum when he should have gone to prison instead and I think the poem fits with the question. In the scholarship paper last year we had people like Stalin and Hitler featured in sources in relation to populism. Should we not include Hitler in History examinations because he was a white supremacist?

[REDACTED] 9(2)(g)(i). I hope some of this was helpful.

Have a good christmas, let me know if there is anything else you need.

Thanks,

[REDACTED]

On Tue, 15 Dec 2020 at 11:24, Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)> wrote:

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**From:** [REDACTED]  
**To:** Ruth Cameron  
**Subject:** Re: AS91231 information  
**Date:** Tuesday, 15 December 2020 1:13:51 PM

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Hi Ruth

I started writing this before [REDACTED] email came through, so I haven't included the information about the teaching programmes. I agree with him. 9(2)(g)(i)

[REDACTED]

Anyway, my views follow. I hope they are coherent enough to understand...

9(2)(g)(i)

[REDACTED]

In terms of including Lionel Terry as a source when looking at people's perspectives on being incarcerated, it was a legitimate choice and I stand by that. Lionel Terry (while known for his racially charged actions), was in fact diagnosed as a paranoid schizophrenic and spent the rest of his life in mental institutions and the last 12 years of his life in solitary confinement at Seacliff. I feel like that has been overlooked and overshadowed entirely. I am in no way excusing his actions as a murderer or as a supremacist. We need to remember that we cannot sanitise history and in school programmes we regularly teach contested history to our students. If we no longer are able to do this for fear of public outcry, then how can we truly learn about what happened in the past, how things change overtime (and how they can parallel modern society). If we remove all of the upsetting parts of the past, we would also be in danger of not fairly representing what happened in the past in an accurate way (which is a constant criticism that we face). History is not neat, pretty and wrapped in a bow; it's gritty, sometimes unsavoury and worth delving into to gain better understanding. Importantly it must be noted that our timeframe was 1907 and people viewed racism very differently then - something that students could also have discussed in their responses. We must be careful not to put a 2020 lens on an event from 1907. They are very different times indeed.

The inclusion of Lionel Terry also provided a primary viewpoint as a patient in the asylum, which despite the articles saying we could have chosen from many, he was one of the two most prominent patients at the asylum (the other being Janet Frame). Primary source information and providing a range of different viewpoints, perspectives and accounts is part of the writing of the paper. We would be remiss if we didn't provide a range of sources for students to critically engage with so they can choose how they frame their argument and respond to the question. In terms of contextualising it, if we had provided much more detail, we would have been answering the question for the students and that defeats the purpose of the standard to begin with.

The reason we left parts of the source out was as [REDACTED] says, due to the size of the exam and only needing the relevant parts of the poem which focused on his incarceration. You will note that almost every source in the booklet is adapted in some way - this is not unique to the Terry poem. Its inclusion was never intended to incite sympathy for Terry, and I very much doubt it did in current times. Although people at the time might have viewed it that way (as he did gain some sympathy from his poems) and this is something students could have engaged with and discussed in their answers.

I hope that this helps a bit

Let me know if you need to discuss further

Thanks

[REDACTED]

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**To:** [Ruth Cameron](#)  
**Subject:** RE: AS91231 information  
**Date:** Tuesday, 15 December 2020 2:17:02 PM

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Hi Ruth

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Will look over the exam asap.

Cheers

Christina

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**Sent:** Tuesday, 15 December 2020 1:27 PM  
**To:** Christina Nicolaas <[Christina.Nicolaas@nzqa.govt.nz](mailto:Christina.Nicolaas@nzqa.govt.nz)>  
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Hi Christina – these are the thoughts from the MD. The Examiner also agrees about the decontextualisation.

Cheers,

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**Sent:** Tuesday, 15 December 2020 12:42 PM  
**To:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Cc:** [redacted] & [redacted](ba)(ii) <[redacted] & [redacted](ba)(ii)>  
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So this is a separate issue that applies to all decontextualized history source examinations. While I don't agree with the stuff twitter summary (article would imply a quality journalistic response) RE the inclusion of the poem, I do personally agree with Sheehan on the issues of a decontextualized source interpretation. His comments, to be clear, have no real bearing on the primary issue that has been raised and could equally apply across all current and past history examinations since the alignment.

So to answer this question, in terms of anything content or context specific is nil and that is why I have cut it from my programme. However, any competent teacher in preparing for this would have engaged an appropriate learning programme of conceptual learning focused on procedural knowledge (or second order concepts). The focus of the concepts in such a programme should be based on two things: those identified in the standard and assessment specifications. So from the standard are the following:

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So as far as preparation for the concepts goes, this should be fine, but the points by Sheehan generally are, in my view, 100% correct more broadly and are generally backed by one school of thought in history teaching scholarship. This, though, has little to do with the examination itself and more the general ideology that drove the NZC and the realigned standard creation. 9(2)(g)(i)

[REDACTED]

[REDACTED] Its lack of context would make no difference to success in the exam. Indeed, that particular source received more contextualisation than most.

The programmes themselves should also be heavily drawing on the teaching and learning guide:



<https://seniorsecondary.tki.org.nz/Social-sciences/History/Key-concepts> which also identifies those concepts very explicitly. Any student studying history should be able to walk in and be able to identify those concepts used in the exam appropriately.

2) They wanted to know what your thinking was around providing the various perspectives, including the verse of the Terry poem.

Generally speaking, providing a range of different sources that represent different perspectives is helpful for candidates because, for different reasons, candidates engage with and resonate differently with certain types of material. The selection of diverse material was part of the process which started with a collection of all sorts from the internet, newspaper archives, etc. So it was about sources that were appropriate for curriculum level 7 while maintaining the diversity of what evidence there was for the historical context. It accurately reflects the prominence of source types that are prominent historically at different time periods, that historians have used and cited in the past, and what is reflected in the primary source material. It also provided a contrast with Frame as an additional NZ author from a differing perspective. Indeed, had students read the context, it would have been a great springboard for discussing Terry's perspective in the context of racism in New Zealand. They could have commented upon what might have been left out and the value of such a perspective in relation to other viewpoints.

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**From:** [Gavin Middleton](#)  
**To:** 9(2)(a)  
**Cc:** [Kristine Kilkelly](#)  
**Subject:** History Level 2 - Std 91231  
**Date:** Tuesday, 15 December 2020 12:41:00 PM

---

Tēnā koe 9(2)(a)

As discussed with Kristine, I have attached the resource material and exam paper for Level 2 History standard 91231.

I've also attached a copy of the statement we made to Stuff.co.nz and the resulting article [can be found online](#).

Apologies for the scanned copy of the resource booklet – it was faster than attempting to get an electronic version and the online one is redacted for Copyright reasons.

We will offer an opportunity for the concerned student to meet with us.

Ngā mihi

Gavin

Gavin Middleton  
Principal Communications Advisor | Te kaitohutohu matua o Nga Pāpātanga  
Office of the Chief Executive | Tari o te Pou Whakahaere  
**NZQA | Mana Tohu Mātauranga o Aotearoa**

DDI 04 463 3218

Cell 9(2)(a)

[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)

**From:** [Ruth Cameron](#)  
**To:** [Sue Chalmers](#); [Kristine Kilkelly](#)  
**Cc:** [Christina Nicolaas](#)  
**Subject:** Contact  
**Date:** Tuesday, 15 December 2020 12:46:48 PM

---

Kia ora, Sue and Kristine,

I've just had a fairly comprehensive discussion with Christina about the Level 2 issue. She has some very clear insights and ideas about the exam and is more than willing to discuss these with you in order to help with our responses. 9(2)(a)

Christina, I've just asked [REDACTED] to put the resource and question booklets onto the Shared Workspace and once they are there, I will forward them to you. The ones there at the moment are only drafts. I have attached the Assessment Schedule.

Kind regards,

**Ruth Cameron**  
National Assessment Facilitator  
Secondary Examinations  
Assessment Division

**NZQA**

*Ehara taku toa i te toa takitahi, engari taku toa i te toa takitini.*

125 The Terrace  
P O Box 160  
**Wellington**

Phone: 04 463 4370  
Mob: 9(2)(a)  
[ruth.cameron@nzqa.govt.nz](mailto:ruth.cameron@nzqa.govt.nz)

**From:** [Ruth Cameron](#)  
**To:** [Sue Chalmers](#); [Kristine Kilkelly](#); [Gavin Middleton](#)  
**Cc:** [Christina Nicolaas](#)  
**Subject:** Thoughts from Examiner, MD, MC and NAM  
**Date:** Tuesday, 15 December 2020 2:35:00 PM

---

Tēnā koutou,

I have attached some distilled thoughts from those who have been in touch today with their responses to my request for some background details. It is still a long document but hopefully it is readable. I have highlighted and bolded a couple of key passages. Christina may want to add or delete aspects of this, if I have misinterpreted it.

Thanks to you all,

**Ruth Cameron**

National Assessment Facilitator

Secondary Examinations

Assessment Division

**NZQA**

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Phone: 04 463 4370

Mob: **9(2)(a)**

[ruth.cameron@nzqa.govt.nz](mailto:ruth.cameron@nzqa.govt.nz)

**From:** [Gavin Middleton](#)  
**To:** [Kristine Kilkelly](#)  
**Subject:** RE: Thoughts from Examiner, MD, MC and NAM  
**Date:** Tuesday, 15 December 2020 3:57:07 PM

---

Kia ora Kristine

This was helpful (as are Christina's subsequent comments) - I've tried to strengthen how we talk about the context provided alongside the poem a little, as attached, but am not sure it adds anything to an outside audience.

A steer on what more/less/different we might say would be appreciated.

FYI, I've been keep Rob up to date but will cover it off again when I hand over to Rob tomorrow (I'm on leave from Thursday). Rob will be here until the office closes, then on call until the 29<sup>th</sup>. I will be on call from the 29<sup>th</sup> and return to the office on the 5<sup>th</sup>.

Ngā mihi

Gavin

---

**From:** Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](mailto:Kristine.Kilkelly@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 3:11 PM  
**To:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>  
**Cc:** Christina Nicolaas <[Christina.Nicolaas@nzqa.govt.nz](mailto:Christina.Nicolaas@nzqa.govt.nz)>  
**Subject:** RE: Thoughts from Examiner, MD, MC and NAM

Many thanks – this is really helpful and consistent with our understanding. But this provides further background to explain, if necessary, the context for the inclusion of this particular piece in the resources. Thank you all.

Ngā mihi  
Kristine

---

**From:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 2:35 PM  
**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](mailto:Kristine.Kilkelly@nzqa.govt.nz)>; Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>  
**Cc:** Christina Nicolaas <[Christina.Nicolaas@nzqa.govt.nz](mailto:Christina.Nicolaas@nzqa.govt.nz)>  
**Subject:** Thoughts from Examiner, MD, MC and NAM

Tēnā koutou,

I have attached some distilled thoughts from those who have been in touch today with their responses to my request for some background details. It is still a long document but hopefully it is readable. I have highlighted and bolded a couple of key passages. Christina may want to add or delete aspects of this, if I have misinterpreted it.



Thanks to you all,

**Ruth Cameron**

National Assessment Facilitator

Secondary Examinations

Assessment Division

**NZQA**

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Phone: 04 463 4370

Mob: **9(2)(a)**

[ruth.cameron@nzqa.govt.nz](mailto:ruth.cameron@nzqa.govt.nz)

**From:** [Kristine Kilkelly](#)  
**To:** [Christina Nicolaas](#); [Ruth Cameron](#); [Sue Chalmers](#); [Gavin Middleton](#)  
**Subject:** RE: Thoughts from Examiner, MD, MC and NAM  
**Date:** Tuesday, 15 December 2020 4:01:57 PM

---

Many thanks Christina – very much appreciate the additional perspectives and very useful. We don't propose to make any *detailed* comments – the comments from the examination development panel and yours are helpful in ensuring that our response and any further comment that may be necessary is appropriate and consistent with the correct understanding of the assessment. The discussion has also highlighted the issue of decontextualised standards so that will no doubt be a focal point for discussion in the RAS.

Ngā mihi  
Kristine

---

**From:** Christina Nicolaas <Christina.Nicolaas@nzqa.govt.nz>  
**Sent:** Tuesday, 15 December 2020 3:11 PM  
**To:** Ruth Cameron <Ruth.Cameron@nzqa.govt.nz>; Sue Chalmers <Sue.Chalmers@nzqa.govt.nz>; Kristine Kilkelly <Kristine.Kilkelly@nzqa.govt.nz>; Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>  
**Subject:** RE: Thoughts from Examiner, MD, MC and NAM

Tēnā koutou

I haven't had a lot of time to look at all the resources and issues surrounding the complaint as it was only discussed with me this morning.

9(2)(g)(i)

### **My thoughts in general:**

In general, I support the ideas expressed by others such as:

- not ignoring these people in history but instead highlighting the need to critique their ideas, and challenge their "contribution" to the narrative
- considering sources from the time and context they were written in, and then making comment about that through the lens of the present and how it shows a change of attitude etc....
- the difficulties with the decontextualised nature of this paper and the opportunity this presents for RAS
- the general skills and pre-teaching that should/would occur in the teaching and learning programme in most history classrooms across Aotearoa means this source should have hopefully been approached (by at least the top students) with the lens required to justify its inclusion.

### **Some additional comments to help support the inclusion of the source. The exam specifically asks students to:**

go beyond the immediately obvious information in the sources, in order to draw

conclusions

note relevant question(s) that the sources might raise in a historian's mind, that may be investigated further

consider who created the source, and for what purpose.

The source from Terry, more than any other in the paper- allows students to do this.

I think the biggest issue, is that the source itself would have been much more justifiable if it had been more explicitly linked to a reliability question- rather than a perspectives question.

Although students should approach all sources questioning reliability, agenda/motivation, bias etc, this question (other than the leading instruction in the paper that I have included at the top here) doesn't invite them too (nor has there been a provision for it in the assessment schedule- which, although not public, would show our clear intent that the perspective was debated and challenged).

Perhaps the part of the question that asks "responded to treatment at Seacliff Asylum" could have elicited a response around Terry using this to promote his own profile, racist beliefs etc... but I do challenge whether this is more Level 3 or Scholarship thinking??? A little above level 7 perhaps?

9(2)(g)(i)

I am happy to annotate this document with my thoughts further if that would be of any help (but will need to do so later this evening).

Happy to discuss further, and as said, provide some of my thoughts more thoroughly to Ruth's document around some of the comments and their potential use in our response to the complaint- just let me know if this is needed,

Cheers

Christina

---

**From:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>

**Sent:** Tuesday, 15 December 2020 2:35 PM

**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](mailto:Kristine.Kilkelly@nzqa.govt.nz)>; Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>

**Cc:** Christina Nicolaas <[Christina.Nicolaas@nzqa.govt.nz](mailto:Christina.Nicolaas@nzqa.govt.nz)>

**Subject:** Thoughts from Examiner, MD, MC and NAM

Tēnā koutou,

I have attached some distilled thoughts from those who have been in touch today with their responses to my request for some background details. It is still a long document but hopefully it is readable. I have highlighted and bolded a couple of key passages. Christina may want to add or delete aspects of this, if I have misinterpreted it.

Thanks to you all,

**Ruth Cameron**

National Assessment Facilitator

Secondary Examinations

Assessment Division

**NZQA**

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[ruth.cameron@nzqa.govt.nz](mailto:ruth.cameron@nzqa.govt.nz)



**From:** [Grant Klinkum](#)  
**To:** [Kristine Kilkelly](#)  
**Cc:** [Gavin Middleton](#)  
**Subject:** Re: History  
**Date:** Tuesday, 15 December 2020 5:47:04 PM

---

Understood, thanks ...

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---

**From:** Kristine Kilkelly <Kristine.Kilkelly@nzqa.govt.nz>  
**Sent:** Tuesday, December 15, 2020 5:37:31 PM  
**To:** Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>  
**Cc:** Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>  
**Subject:** RE: History

Probably. I will await **9(2)(a)** comments as well. My preference would be to call Jackie and discuss, and then send to her. **9(2)(g)(i)**

---

**From:** Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>  
**Sent:** Tuesday, 15 December 2020 5:30 PM  
**To:** Kristine Kilkelly <Kristine.Kilkelly@nzqa.govt.nz>  
**Cc:** Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>  
**Subject:** Re: History

Thanks very much for this Kristine. Will you send this email and attachments to Richard?

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---

**From:** Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](#)>  
**Sent:** Tuesday, December 15, 2020 5:29:14 PM  
**To:** Grant Klinkum <[Grant.Klinkum@nzqa.govt.nz](#)>  
**Cc:** Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](#)>  
**Subject:** History

Just as background I have attached (first attachment) comments from the Examination Development Panel (Examiner, Materials Developer and Materials Critiquer), and from the National Assessment Moderator (Christina, who has also been an Examiner). These are consistent with our assessment of the standard requirements (and for the examination of sources and perspectives in history) outlined in our earlier media response.

**9(2)(a)** is also having a look at the examination and resource booklet and will send his comments today. I will forward when I receive.

The comments are helpful – they also note the difficulties with decontextualized standards (which the *[sic]* Dr Mark Sheehan of Victoria University noted in the stuff article). Our teams tend to agree with his view on this and it is something which the Ministry I imagine will be looking at in the RAS.

Alice Wards in the SRM team is contacting the students to invite them to meet with us and may

have reached them. Gavin is reviewing the statement in the event that a statement on our website would be helpful.

Kristine Kilkelly

Deputy Chief Executive | Pou Whakahaere Tuarua

Assessment | Aromatawai

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa

DDI | Waea torotika: (04) 463 3379

Mobile | Waea pūkoro: 9(2)(a)

**From:** [Gavin Middleton](#)  
**To:** [Kristine Kilkelly](#)  
**Subject:** RE: Response to NCEA Level 2 History Exam  
**Date:** Wednesday, 16 December 2020 2:17:00 PM

---

Thanks Kristine. It looks like the reporter has put her piece out already - <https://www.stuff.co.nz/national/education/123717001/nz-chinese-association-to-lodge-complaint-over-poem-by-white-supremacist-in-history-exam>

Richard's paragraphs will need to be rewritten if we're keeping up the clear, straightforward approach we've used this far.

I'm back in the office from now until 4.30.

Ngā mihi

Gavin

---

**From:** Kristine Kilkelly <Kristine.Kilkelly@nzqa.govt.nz>  
**Sent:** Wednesday, 16 December 2020 12:55 PM  
**To:** Gavin Middleton <Gavin.Middleton@nzqa.govt.nz>  
**Subject:** Fwd: Response to NCEA Level 2 History Exam

I'll discuss the key elements that we could use in the response. Some elements could convey an inaccurate view of the assessment

I am concerned that we need to reassure people that we are committed to a fair and inclusive assessment system while at the same time not abrogating the principles that underpin the assessment of history (and this assessment was ok in that respect notwithstanding that we can always improve things). It is of course difficult to explain through the media the context for these resources.

We will need to discuss with Grant.

---

**From:** Richard D'Ath <[Richard.Dath@education.govt.nz](mailto:Richard.Dath@education.govt.nz)>  
**Sent:** Wednesday, December 16, 2020 12:26 PM  
**To:** Kristine Kilkelly  
**Cc:** Rob Mill; Linda Glogau; Gavin Middleton; James Gavey; Simon Laube; Luz Baguioro  
**Subject:** RE: Response to NCEA Level 2 History Exam

Kia ora Kristine,

As discussed, I suggest some messages as per the below. Trying to be brave and open without undermining the integrity of the assessment. A balancing act, but one I think we can do if we tie this to the Change Programme and future work, rather than the specifics of that assessment.

#### **DRAFT RESPONSE CONTENT**

Through the Kōrero Mātauranga and the NCEA Review, the Ministry of Education and NZQA heard that student experiences of NCEA are not always inclusive of their language, culture and identities. Through the NCEA Change Programme we have committed to address the ways that the education system can enable or support racist or discriminatory practices, or that undermine our vision of an inclusive NCEA for all New Zealanders.

We acknowledge that parts of the system will need to change to achieve this vision, and that this change will require open, honest, and sometimes challenging conversations about how students experience NCEA, so that we can listen and respond appropriately. In response to the concerns raised, we are reaching out to better understand the different perspectives surrounding the appropriateness of this particular History assessment and the issues it raises, to inform our ongoing work to review the NCEA Achievement Standards and processes for setting NCEA external assessments. At this stage it would be premature to comment further on the History assessment itself, beyond our comments to date that [insert].

**Richard D'Ath** (he/they) | Senior Manager | ELSA Secondary Tertiary  
DDI +6444631589 | Mobile +9(2)(a)

---

**From:** Kristine Kilkelly <[Kristine.kilkelly@nzqa.govt.nz](mailto:Kristine.kilkelly@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 10:48 AM  
**To:** Richard D'Ath <[Richard.Dath@education.govt.nz](mailto:Richard.Dath@education.govt.nz)>  
**Cc:** Rob Mill <[Rob.Mill@education.govt.nz](mailto:Rob.Mill@education.govt.nz)>; NZQA - Linda Glogau <[linda.glogau@nzqa.govt.nz](mailto:linda.glogau@nzqa.govt.nz)>; NZQA - Gavin Middleton <[gavin.middleton@nzqa.govt.nz](mailto:gavin.middleton@nzqa.govt.nz)>; James Gavey <[James.Gavey@education.govt.nz](mailto:James.Gavey@education.govt.nz)>  
**Subject:** Re: Response to NCEA Level 2 History Exam

Kia ora Richard  
We are looking at the coms on this and we will discuss with MoE  
Ngā mihi  
Kristine

---

**From:** Richard D'Ath <[Richard.Dath@education.govt.nz](mailto:Richard.Dath@education.govt.nz)>  
**Sent:** Tuesday, December 15, 2020 8:32:29 AM  
**To:** Kristine Kilkelly <[Kristine.Kilkelly@nzqa.govt.nz](mailto:Kristine.Kilkelly@nzqa.govt.nz)>  
**Cc:** Rob Mill <[Rob.Mill@education.govt.nz](mailto:Rob.Mill@education.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>; Gavin Middleton <[Gavin.Middleton@nzqa.govt.nz](mailto:Gavin.Middleton@nzqa.govt.nz)>; James Gavey <[james.gavey@education.govt.nz](mailto:james.gavey@education.govt.nz)>  
**Subject:** Response to NCEA Level 2 History Exam

Kia ora Kristine,

I'm following up on the media we've been picking up on the NCEA Level 2 History Examination.

The Spinoff article ([Rhymes of the ancient murderer: How a racist killer became an NCEA question | The Spinoff](#)) lays down a compelling challenge to the system, and I think necessitates further action from both agencies.

My view is that the way this is playing out in the media risks undermining our commitments to racial equity and inclusion in NCEA, and I'd appreciate a heads-up on what actions NZQA is intending to take to:

1. Acknowledge the apparent hurt within the Chinese New Zealand community – do we intend to meet with the complainant and wider representatives of the community to acknowledge and explore their concerns?
2. Consider whether there are lessons to take forward on exam quality assurance and complaints management.



I acknowledge that the examination was likely sound and set appropriately, but we also need to hold ourselves to a high standard when our intentions do not hit the mark with our users, especially ones from ethnic minority communities.

Rob – you may also want to consider how the History SEG (I believe Tim leads it) is supported through this.

Cheers,  
Richard

**Richard D'Ath** (he/they) | Group Manager (Acting) | ELSA Secondary Tertiary  
DDI +6444631589 | Mobile +9(2)(a) [REDACTED]  
National Office Maturanga House  
[education.govt.nz](http://education.govt.nz)

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***He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga***



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**From:** [Jennifer Scott](#)  
**To:** [Lisa Marriner](#)  
**Cc:** [Will Spencer](#)  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material  
**Date:** Thursday, 17 December 2020 2:48:17 PM

---

Lisa, Kristine is just drafting something for upstairs but I have asked her to look at your query.

Note Gavin is now on leave returning 5 January, so Ashleigh or Rob may be able to help you.

Jennie

Jennifer Scott

Executive Assistant to Deputy Chief Executive | Kaiāwhina Mātāmua Pou Whakahaere Tuarua  
Assessment Division | Te Wāhanga Aromatawai  
NZQA *Mana Tohu Mātauranga o Aotearoa*

---

**From:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Sent:** Thursday, 17 December 2020 1:57 PM  
**To:** Jennifer Scott <[Jennifer.Scott@nzqa.govt.nz](mailto:Jennifer.Scott@nzqa.govt.nz)>  
**Cc:** Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Jennie

NZQA received a complaint from **9(2)(a)** (as per below) on 15 December 2020, relating to a poem and question in the NCEA Level 2 History examination.

NZQA has not sent a response yet.

I spoke to Kristine briefly who explained that Gavin Middleton was going to develop a standard letter based on NZQA's responses to media about the NCEA Level 2 History examination.

Can you please check with Kristine whether she would like me to touch base with Gavin and then draft a letter?

Much appreciated,

Ngā mihi

Lisa

---

**From:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 2:35 PM  
**To:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Cc:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>; Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>

**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Lisa,

Please note: the complaint has been recorded in Jira by Clazine Newall, who is in our call centre. The complaint is from **9(2)(a)**

Nā

Sue

---

**From:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 12:46 PM  
**To:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Cc:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Ruth

NZQA has received a complaint today from Clazine Newall. Complaints relating to the poem mentioned below for the NCEA Level 2 History examination are being logged by SE team (Jo Parry) and referred to Linda Glogau in ODCE Assessment.

May we please have a copy of the poem and question.

Much appreciated,

Ngā mihi

Lisa

---

**From:** Lisa Marriner  
**Sent:** Tuesday, 15 December 2020 12:37 PM  
**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora koutou

Thanks Jo, acknowledging your email and Linda has spoken to me. I have also read the Spinoff article and will begin to get guidance from Kristine on how to respond.

Ngā mihi

Lisa

---

**From:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 11:20 AM  
**To:** Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>;

Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>; Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>

**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Lisa

We received an initial complaint on this paper which we responded to prior to the escalation by the complainant to the media. Here is the reply we used:

**From:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>

**Sent:** Thursday, 10 December 2020 9:45 AM

**To:** 9(2)(a) 9(2)(a)

**Cc:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>

**Subject:** 2020 History Exam complaint

9(2)(a)

Thank you for sending in your concerns about the poem that was used in the Level 2 History examination, AS91231 (Examine sources of an historical event that is of significance to New Zealanders). We do take feedback seriously.

I would like to commend you for your wide knowledge of historical events and the people connected with these. Lionel Terry was a murderer and a white supremacist, albeit a little-known one in New Zealand.

We included information about Terry in the introduction to the poem to enable students of History to place both him and his poem in context. A key aspect of any History course is a focus on reliability and usefulness of evidence. The question asked for different perspectives of patients in Seacliff Hospital and the resource booklet needed to include an range of different resources to enable students to respond appropriately. Students could argue that Terry was an unreliable witness. There was certainly no intention to portray him sympathetically and we did not imply this in the examination.

I hope you were able to make use of the other sources available for you to choose from when answering this question. I wish you every success for your future examinations.

Ruth Cameron is the NAF for History. She may be able to provide further information if you require it.

Ngā mihi nui,

Jo

---

**From:** Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>

**Sent:** Tuesday, 15 December 2020 10:34 AM

**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>;



Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Cc:** Hamsa Lilley <[Hamsa.Lilley@nzqa.govt.nz](mailto:Hamsa.Lilley@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

As per the Mx complaints, we'll need the core background information to draft the response thanks.

Lisa – this will require discussion with Kristine et al in how we respond.

---

**From:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 10:15 AM  
**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Yes, absolutely. Thanks Jo.

---

**From:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 10:08 AM  
**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Urgent: Do you want this complaint dealt with on Level 15?

Jo

---

**From:** Clazina Engelina Newall (Jira) <[jira-do-not-reply@nzqa.govt.nz](mailto:jira-do-not-reply@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 9:48 AM  
**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Subject:** [JIRA] Updates for CFB-616: NCEA Level 2 English - Inappropriate examination material

This issue has been **CREATED**  
This issue is now **assigned to you**.

[Client Feedback](#) /  [CFB-616](#) **TO DO**

NCEA Level 2 English - Inappropriate examination material

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Issue created



**Clazina Engelina Newall** created this issue on 15/Dec/2020 09:45

Summary: NCEA Level 2 English - Inappropriate examination material

Issue Type:  Complaint

Assignee: [Joanna Parry](#)

Attachments: FW\_ Lionel Terry's inclusion in NCEA Level 2 History exam.msg

Created: 15/Dec/2020 09:45

Due Date: 10/Jan/2021

Priority:  Quick

Reporter: [Clazina Engelina Newall](#)

Security Level: Client Feedback (Accessed only by named Client Feedback owners)

Complainant Contact Details: 9(2)(a)  
9(2)(a)

Complainant Type: Other

Complaint Category: Information provided by NZQA

NZQA Business Units: AD-Secondary Examinations

Description: I am not currently an NCEA student, however I finished Level 3 in 2019. I am writing in to complain because of many reasons, one of them being my younger sister is in Year 11 and something such as this is absolutely unacceptable and not the sort of thing I want her to be writing and learning about.

In the NCEA Level 2 exam, a poem by white supremacist shooter Lionel Terry was included. Not only is this inappropriate but it should also be the last thing students are taking in right now. In the current climate of the world we live in, shootings and shooters are not uncommonly heard of, and are often in the news. In 2019 a shooting devastated one of New Zealand's own cities, as I am sure you are well aware of. It is absolutely unacceptable to have young, impressionable students reading and being encouraged to empathise with someone who committed racist, violent and horrific crimes against someone in a marginalised community.

As I understand it, the poem was used as an example in a question about the Seacliff mental health facility. It is disappointing that I even feel the need to write this email, as common sense should be used generously when finding sources to include in exams.

As a student, I recall learning about devastating acts of racism and violence, such as the Black Rights Civil movement, and the Holocaust. However, never, during any of these lessons, were we made to empathise with the abusers. It is morally wrong to have young students try to empathise with oppressors, such as Lionel Terry, for educational purposes.

Additionally, the inclusion of this poem alongside the history of Seacliff mental health facility means that NZQA is willingly participating and adding to the argument that mental illness is correlated with outwardly directed violence. This is an ongoing issue that is relevant here because there is a continual struggle when it comes to making sure that mental health is not viewed as something that is wrong, however something that is okay and does not alienate a person. That is ableism.

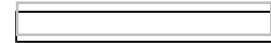
There are countless other works of writing that could've been used in relation to this section of the exam on Seacliff, which could have been assisted in presenting mental health and the definite mistreatment of the patients there in a more understanding and humane way. I also notice that in said exam, Janet Frame was mentioned in relation to Seacliff, however

her misdiagnosis was not. How can you claim to have a progressive system when you fail to mention the most important parts of why institutions like this were so corrupt and inhumane?

As a white woman, I cannot begin to imagine how this made the Asian Level 2 students feel. It is absolutely unacceptable to have works documenting and describing unnecessary racism and violence committed against marginalised communities for no reason, especially with the intent to make the students empathise with a person who committed acts such as these.

By including Terry's works in this exam, you gave a white supremacist a platform, which is exactly what his intentions and wishes would have been. To be complicit in platforming a white supremacist is racism, there is no way around this. NZQA have made a feeble and weak explanation which was barely an apology. What needs to happen is NZQA must work on bettering their system, improving the contents of the exams they make their students sit, and the way they teach youths in general. The inclusion of this poem is absolutely unacceptable and NZQA NEEDS to do better.

This message was sent by Atlassian Jira (v8.7.1#807001-sha1:03e3702)



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**From:** [Rob Manfield](#)  
**To:** [Lisa Marriner](#)  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material  
**Date:** Friday, 18 December 2020 11:11:15 AM

---

Kia ora Lisa,

Here are a few lines to be going on with and I have attached the two media releases as well for reference:

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Thank you for your letter outlining your concerns about the inclusion of the Lionel Terry poem in the Level 2 NCEA History examination.

NZQA is deeply conscious of the effects of racism on communities and we are committed to our responsibility as an agency to do all that we can to ensure a fair, bias free and equitable education system, and a positive and supportive learner experience.

We are very concerned to hear of the distress that the inclusion of this resource material has caused in the Chinese community. It is of the utmost importance to NZQA that we understand and address the concerns that you have raised.

The views and perspectives of students and our communities are vital in ensuring relevant and inclusive assessment for every learner.

Meetings have already been arranged so we can actively engage with the students and representatives of the Chinese community and hear their views. We know these are important and vital conversations for our agency to understand and respond to the concerns.

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We're happy to look over any drafts. Hope that helps!

Best wishes

Rob

Robert Manfield  
Senior Communications Advisor | Kaiwhakawhitiwhiti Kōrero Matua  
Office of the Chief Executive | Tari o te Whakahaere  
New Zealand Qualifications Authority | Tohu Mātauranga o Aotearoa  
[125 The Terrace](#)  
PO Box 160, Wellington





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**From:** Lisa Marriner <Lisa.Marriner@nzqa.govt.nz>  
**Sent:** Friday, 18 December 2020 10:04 AM  
**To:** Rob Manfield <Rob.Manfield@nzqa.govt.nz>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Rob

I haven't heard back from Kristine yet, so in the meantime, the key messages would be great thanks. Would it be possible to have a copy of the responses to other stakeholders (as relevant) so I can get a sense for this student – and then run the draft passed you?

Much appreciated,  
Lisa

---

**From:** Rob Manfield <[Rob.Manfield@nzqa.govt.nz](mailto:Rob.Manfield@nzqa.govt.nz)>  
**Sent:** Friday, 18 December 2020 9:44 AM  
**To:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Cc:** Jennifer Scott <[Jennifer.Scott@nzqa.govt.nz](mailto:Jennifer.Scott@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>;  
Ashleigh Drummond <[Ashleigh.Drummond@nzqa.govt.nz](mailto:Ashleigh.Drummond@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Hi Lisa,

Unfortunately, Gavin didn't make us aware that he was working on a template before he left on annual leave, so we don't know anything about this.

However, we have access to all the media responses that have been issued to date, along with letters that have been sent to other stakeholders regarding this issue, so if you need a hand with key messages or would like us to review whatever you draft, then we're happy to help.

Best wishes

Rob

Robert Manfield  
Senior Communications Advisor | Kaiwhakawhitiwhiti Kōrero Matua  
Office of the Chief Executive | Tari o te Whakahaere  
New Zealand Qualifications Authority | Tohu Mātauranga o Aotearoa  
[125 The Terrace](#)  
PO Box 160, Wellington



---

**From:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Sent:** Friday, 18 December 2020 8:16 AM  
**To:** Rob Manfield <[Rob.Manfield@nzqa.govt.nz](mailto:Rob.Manfield@nzqa.govt.nz)>  
**Cc:** Jennifer Scott <[Jennifer.Scott@nzqa.govt.nz](mailto:Jennifer.Scott@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>;  
Ashleigh Drummond <[Ashleigh.Drummond@nzqa.govt.nz](mailto:Ashleigh.Drummond@nzqa.govt.nz)>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Rob

Re NCEA Level 2 History paper – complaint re poem and question

The complaint below from **9(2)(a)** arrived on 15 Dec.

A quick chat with Kristine indicated that Gavin either was, or was to be asked by her to draft a template letter based on NZQA responses to questions from the media.

**Do you know anything about this? Yes/No**

If no, all good, Jennie is also following up with Kristine today – but I thought I would be proactive and perhaps grab the template letter from you if it has been completed.

Ngā mihi  
Lisa

---

**From:** Jennifer Scott <[Jennifer.Scott@nzqa.govt.nz](mailto:Jennifer.Scott@nzqa.govt.nz)>  
**Sent:** Thursday, 17 December 2020 2:48 PM  
**To:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Cc:** Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Lisa, Kristine is just drafting something for upstairs but I have asked her to look at your query.

Note Gavin is now on leave returning 5 January, so Ashleigh or Rob may be able to help you.

Jennie

Jennifer Scott  
Executive Assistant to Deputy Chief Executive | Kaiāwhina Mātāmua Pou Whakahaere Tuarua  
Assessment Division | Te Wāhanga Aromatawai  
NZQA *Mana Tohu Mātauranga o Aotearoa*

---

**From:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Sent:** Thursday, 17 December 2020 1:57 PM  
**To:** Jennifer Scott <[Jennifer.Scott@nzqa.govt.nz](mailto:Jennifer.Scott@nzqa.govt.nz)>  
**Cc:** Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Jennie

NZQA received a complaint from **9(2)(a)** (as per below) on 15 December 2020, relating to a poem and question in the NCEA Level 2 History examination.

NZQA has not sent a response yet.

I spoke to Kristine briefly who explained that Gavin Middleton was going to develop a standard letter based on NZQA's responses to media about the NCEA Level 2 History examination.

Can you please check with Kristine whether she would like me to touch base with Gavin and then draft a letter?

Much appreciated,

Ngā mihi  
Lisa

---

**From:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 2:35 PM  
**To:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Cc:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>; Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Lisa,

Please note: the complaint has been recorded in Jira by Clazine Newall, who is in our call centre. The complaint is from **9(2)(a)**

Nā  
Sue

---

**From:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 12:46 PM  
**To:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Cc:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Ruth



NZQA has received a complaint today from Clazine Newall. Complaints relating to the poem mentioned below for the NCEA Level 2 History examination are being logged by SE team (Jo Parry) and referred to Linda Glogau in ODCE Assessment.

May we please have a copy of the poem and question.

Much appreciated,

Ngā mihi  
Lisa

---

**From:** Lisa Marriner  
**Sent:** Tuesday, 15 December 2020 12:37 PM  
**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora koutou

Thanks Jo, acknowledging your email and Linda has spoken to me. I have also read the Spinoff article and will begin to get guidance from Kristine on how to respond.

Ngā mihi  
Lisa

---

**From:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 11:20 AM  
**To:** Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>; Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Lisa

We received an initial complaint on this paper which we responded to prior to the escalation by the complainant to the media. Here is the reply we used:

**From:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Sent:** Thursday, 10 December 2020 9:45 AM  
**To:** 9(2)(a) 9(2)(a)  
**Cc:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Subject:** 2020 History Exam complaint

9(2)(a)

Thank you for sending in your concerns about the poem that was used in the Level 2 History examination, AS91231 (Examine sources of an historical event that is of significance to New



Zealanders). We do take feedback seriously.

I would like to commend you for your wide knowledge of historical events and the people connected with these. Lionel Terry was a murderer and a white supremacist, albeit a little-known one in New Zealand.

We included information about Terry in the introduction to the poem to enable students of History to place both him and his poem in context. A key aspect of any History course is a focus on reliability and usefulness of evidence. The question asked for different perspectives of patients in Seacliff Hospital and the resource booklet needed to include an range of different resources to enable students to respond appropriately. Students could argue that Terry was an unreliable witness. There was certainly no intention to portray him sympathetically and we did not imply this in the examination.

I hope you were able to make use of the other sources available for you to choose from when answering this question. I wish you every success for your future examinations.

Ruth Cameron is the NAF for History. She may be able to provide further information if you require it.

Ngā mihi nui,

Jo

---

**From:** Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 10:34 AM  
**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Cc:** Hamsa Lilley <[Hamsa.Lilley@nzqa.govt.nz](mailto:Hamsa.Lilley@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

As per the Mx complaints, we'll need the core background information to draft the response thanks.

Lisa – this will require discussion with Kristine et al in how we respond.

---

**From:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 10:15 AM  
**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Yes, absolutely. Thanks Jo.

---

**From:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 10:08 AM

**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>;  
Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Urgent: Do you want this complaint dealt with on Level 15?

Jo

---

**From:** Clazina Engelina Newall (Jira) <[jira-do-not-reply@nzqa.govt.nz](mailto:jira-do-not-reply@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 9:48 AM  
**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Subject:** [JIRA] Updates for CFB-616: NCEA Level 2 English - Inappropriate examination material

This issue has been **CREATED**  
This issue is now **assigned to you**.

[Client Feedback](#) /  [CFB-616](#) **TO DO**

## NCEA Level 2 English - Inappropriate examination material

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### Issue created

 **Clazina Engelina Newall** created this issue on 15/Dec/2020 09:45

Summary: NCEA Level 2 English - Inappropriate examination material  
Issue Type:  Complaint  
Assignee: [Joanna Parry](#)  
Attachments: FW\_ Lionel Terry's inclusion in NCEA Level 2 History exam.msg  
Created: 15/Dec/2020 09:45  
Due Date: 10/Jan/2021  
Priority:  Quick  
Reporter: [Clazina Engelina Newall](#)  
Security Level: Client Feedback (Accessed only by named Client Feedback owners)  
Complainant Contact Details: **9(2)(a)**  
Complainant Type: Other  
Complaint Category: Information provided by NZQA  
NZQA Business: AD-Secondary Examinations

Units:

Description: I am not currently an NCEA student, however I finished Level 3 in 2019. I am writing in to complain because of many reasons, one of them being my younger sister is in Year 11 and something such as this is absolutely unacceptable and not the sort of thing I want her to be writing and learning about.

In the NCEA Level 2 exam, a poem by white supremacist shooter Lionel Terry was included. Not only is this inappropriate but it should also be the last thing students are taking in right now. In the current climate of the world we live in, shootings and shooters are not uncommonly heard of, and are often in the news. In 2019 a shooting devastated one of New Zealand's own cities, as I am sure you are well aware of. It is absolutely unacceptable to have young, impressionable students reading and being encouraged to empathise with someone who committed racist, violent and horrific crimes against someone in a marginalised community.

As I understand it, the poem was used as an example in a question about the Seacliff mental health facility. It is disappointing that I even feel the need to write this email, as common sense should be used generously when finding sources to include in exams.

As a student, I recall learning about devastating acts of racism and violence, such as the Black Rights Civil movement, and the Holocaust. However, never, during any of these lessons, were we made to empathise with the abusers. It is morally wrong to have young students try to empathise with oppressors, such as Lionel Terry, for educational purposes.

Additionally, the inclusion of this poem alongside the history of Seacliff mental health facility means that NZQA is willingly participating and adding to the argument that mental illness is correlated with outwardly directed violence. This is an ongoing issue that is relevant here because there is a continual struggle when it comes to making sure that mental health is not viewed as something that is wrong, however something that is okay and does not alienate a person. That is ableism.

There are countless other works of writing that could've been used in relation to this section of the exam on Seacliff, which could have been assisted in presenting mental health and the definite mistreatment of the patients there in a more understanding and humane way. I also notice that in said exam, Janet Frame was mentioned in relation to Seacliff, however her misdiagnosis was not. How can you claim to have a progressive system when you fail to mention the most important parts of why institutions like this were so corrupt and inhumane?

As a white woman, I cannot begin to imagine how this made the Asian Level 2 students feel. It is absolutely unacceptable to have works documenting and describing unnecessary racism and violence committed against marginalised communities for no reason, especially with the intent to make the students empathise with a person who committed acts such as these.

By including Terry's works in this exam, you gave a white supremacist a platform, which is exactly what his intentions and wishes would have been. To be complicit in platforming a white supremacist is racism, there is no way around this. NZQA have made a feeble and weak explanation which was barely an apology. What needs to happen is NZQA must work on bettering their system, improving the contents of the exams they make their students sit, and the way they teach youths in general. The inclusion of this poem is absolutely unacceptable and NZQA NEEDS to do better.

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**From:** [Lisa Marriner](#)  
**To:** [Rob Manfield](#)  
**Cc:** [Jennifer Scott](#); [Will Spencer](#)  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material  
**Date:** Friday, 18 December 2020 12:27:58 PM

---

Kia ora Rob

Kau rawe! Thanks very much, this is a big help.

Ngā mihi  
Lisa

---

**From:** Rob Manfield <Rob.Manfield@nzqa.govt.nz>  
**Sent:** Friday, 18 December 2020 11:11 AM  
**To:** Lisa Marriner <Lisa.Marriner@nzqa.govt.nz>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Lisa,

Here are a few lines to be going on with and I have attached the two media releases as well for reference:

---

Thank you for your letter outlining your concerns about the inclusion of the Lionel Terry poem in the Level 2 NCEA History examination.

NZQA is deeply conscious of the effects of racism on communities and we are committed to our responsibility as an agency to do all that we can to ensure a fair, bias free and equitable education system, and a positive and supportive learner experience.

We are very concerned to hear of the distress that the inclusion of this resource material has caused in the Chinese community. It is of the utmost importance to NZQA that we understand and address the concerns that you have raised.

The views and perspectives of students and our communities are vital in ensuring relevant and inclusive assessment for every learner.

Meetings have already been arranged so we can actively engage with the students and representatives of the Chinese community and hear their views. We know these are important and vital conversations for our agency to understand and respond to the concerns.

---

We're happy to look over any drafts. Hope that helps!

Best wishes



Rob

Robert Manfield  
Senior Communications Advisor | Kaiwhakawhitiwhiti Kōrero Matua  
Office of the Chief Executive | Tari o te Whakahaere  
New Zealand Qualifications Authority | Tohu Mātauranga o Aotearoa  
[125 The Terrace](#)  
PO Box 160, Wellington



---

**From:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Sent:** Friday, 18 December 2020 10:04 AM  
**To:** Rob Manfield <[Rob.Manfield@nzqa.govt.nz](mailto:Rob.Manfield@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Rob

I haven't heard back from Kristine yet, so in the meantime, the key messages would be great thanks. Would it be possible to have a copy of the responses to other stakeholders (as relevant) so I can get a sense for this student – and then run the draft passed you?

Much appreciated,  
Lisa

---

**From:** Rob Manfield <[Rob.Manfield@nzqa.govt.nz](mailto:Rob.Manfield@nzqa.govt.nz)>  
**Sent:** Friday, 18 December 2020 9:44 AM  
**To:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Cc:** Jennifer Scott <[Jennifer.Scott@nzqa.govt.nz](mailto:Jennifer.Scott@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>;  
Ashleigh Drummond <[Ashleigh.Drummond@nzqa.govt.nz](mailto:Ashleigh.Drummond@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Hi Lisa,

Unfortunately, Gavin didn't make us aware that he was working on a template before he left on annual leave, so we don't know anything about this.

However, we have access to all the media responses that have been issued to date, along with letters that have been sent to other stakeholders regarding this issue, so if you need a hand with key messages or would like us to review whatever you draft, then we're happy to help.

Best wishes

Rob

Robert Manfield  
Senior Communications Advisor | Kaiwhakawhitiwhiti Kōrero Matua  
Office of the Chief Executive | Tari o te Whakahaere  
New Zealand Qualifications Authority | Tohu Mātauranga o Aotearoa  
[125 The Terrace](#)  
PO Box 160, Wellington



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**From:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Sent:** Friday, 18 December 2020 8:16 AM  
**To:** Rob Manfield <[Rob.Manfield@nzqa.govt.nz](mailto:Rob.Manfield@nzqa.govt.nz)>  
**Cc:** Jennifer Scott <[Jennifer.Scott@nzqa.govt.nz](mailto:Jennifer.Scott@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>;  
Ashleigh Drummond <[Ashleigh.Drummond@nzqa.govt.nz](mailto:Ashleigh.Drummond@nzqa.govt.nz)>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Rob

Re NCEA Level 2 History paper – complaint re poem and question

The complaint below from **9(2)(a)** arrived on 15 Dec.

A quick chat with Kristine indicated that Gavin either was, or was to be asked by her to draft a template letter based on NZQA responses to questions from the media.

**Do you know anything about this? Yes/No**

If no, all good, Jennie is also following up with Kristine today – but I thought I would be proactive and perhaps grab the template letter from you if it has been completed.

Ngā mihi  
Lisa

---

**From:** Jennifer Scott <[Jennifer.Scott@nzqa.govt.nz](mailto:Jennifer.Scott@nzqa.govt.nz)>  
**Sent:** Thursday, 17 December 2020 2:48 PM  
**To:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Cc:** Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Lisa, Kristine is just drafting something for upstairs but I have asked her to look at your query.

Note Gavin is now on leave returning 5 January, so Ashleigh or Rob may be able to help you.

Jennie

Jennifer Scott  
Executive Assistant to Deputy Chief Executive | Kaiāwhina Mātāmua Pou Whakahaere Tuarua  
Assessment Division | Te Wāhanga Aromatawai  
NZQA *Mana Tohu Mātauranga o Aotearoa*

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**From:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Sent:** Thursday, 17 December 2020 1:57 PM  
**To:** Jennifer Scott <[Jennifer.Scott@nzqa.govt.nz](mailto:Jennifer.Scott@nzqa.govt.nz)>  
**Cc:** Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Jennie

NZQA received a complaint from **9(2)(a)** (as per below) on 15 December 2020, relating to a poem and question in the NCEA Level 2 History examination.

NZQA has not sent a response yet.

I spoke to Kristine briefly who explained that Gavin Middleton was going to develop a standard letter based on NZQA's responses to media about the NCEA Level 2 History examination.

Can you please check with Kristine whether she would like me to touch base with Gavin and then draft a letter?

Much appreciated,

Ngā mihi  
Lisa

---

**From:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 2:35 PM  
**To:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Cc:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>; Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Lisa,

Please note: the complaint has been recorded in Jira by Clazine Newall, who is in our call centre. The complaint is from **9(2)(a)**

Nā  
Sue

---

**From:** Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 12:46 PM  
**To:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>



**Cc:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>;  
Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>  
**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Ruth

NZQA has received a complaint today from Clazine Newall. Complaints relating to the poem mentioned below for the NCEA Level 2 History examination are being logged by SE team (Jo Parry) and referred to Linda Glogau in ODCE Assessment.

May we please have a copy of the poem and question.

Much appreciated,

Ngā mihi  
Lisa

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**From:** Lisa Marriner  
**Sent:** Tuesday, 15 December 2020 12:37 PM  
**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>;  
Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Ruth  
Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora koutou

Thanks Jo, acknowledging your email and Linda has spoken to me. I have also read the Spinoff article and will begin to get guidance from Kristine on how to respond.

Ngā mihi  
Lisa

---

**From:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>  
**Sent:** Tuesday, 15 December 2020 11:20 AM  
**To:** Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>; Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>;  
Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>; Ruth  
Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Kia ora Lisa

We received an initial complaint on this paper which we responded to prior to the escalation by the complainant to the media. Here is the reply we used:

**From:** Ruth Cameron <[Ruth.Cameron@nzqa.govt.nz](mailto:Ruth.Cameron@nzqa.govt.nz)>  
**Sent:** Thursday, 10 December 2020 9:45 AM  
**To:** 9(2)(a) 9(2)(a)  
**Cc:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>



**Subject:** 2020 History Exam complaint

Tēnā kōrua,  and Cadence,

Thank you for sending in your concerns about the poem that was used in the Level 2 History examination, AS91231 (Examine sources of an historical event that is of significance to New Zealanders). We do take feedback seriously.

I would like to commend you for your wide knowledge of historical events and the people connected with these. Lionel Terry was a murderer and a white supremacist, albeit a little-known one in New Zealand.

We included information about Terry in the introduction to the poem to enable students of History to place both him and his poem in context. A key aspect of any History course is a focus on reliability and usefulness of evidence. The question asked for different perspectives of patients in Seacliff Hospital and the resource booklet needed to include an range of different resources to enable students to respond appropriately. Students could argue that Terry was an unreliable witness. There was certainly no intention to portray him sympathetically and we did not imply this in the examination.

I hope you were able to make use of the other sources available for you to choose from when answering this question. I wish you every success for your future examinations.

Ruth Cameron is the NAF for History. She may be able to provide further information if you require it.

Ngā mihi nui,

Jo

---

**From:** Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>

**Sent:** Tuesday, 15 December 2020 10:34 AM

**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Lisa Marriner <[Lisa.Marriner@nzqa.govt.nz](mailto:Lisa.Marriner@nzqa.govt.nz)>

**Cc:** Hamsa Lilley <[Hamsa.Lilley@nzqa.govt.nz](mailto:Hamsa.Lilley@nzqa.govt.nz)>

**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

As per the Mx complaints, we'll need the core background information to draft the response thanks.

Lisa – this will require discussion with Kristine et al in how we respond.

---

**From:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>

**Sent:** Tuesday, 15 December 2020 10:15 AM

**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>; Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>

**Subject:** RE: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Yes, absolutely. Thanks Jo.

---

**From:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>

**Sent:** Tuesday, 15 December 2020 10:08 AM

**To:** Sue Chalmers <[Sue.Chalmers@nzqa.govt.nz](mailto:Sue.Chalmers@nzqa.govt.nz)>; Will Spencer <[will.spencer@nzqa.govt.nz](mailto:will.spencer@nzqa.govt.nz)>;  
Linda Glogau <[Linda.Glogau@nzqa.govt.nz](mailto:Linda.Glogau@nzqa.govt.nz)>

**Subject:** FW: [JIRA] Updates for CFB-616: NCEA History - Inappropriate examination material

Urgent: Do you want this complaint dealt with on Level 15?

Jo

---

**From:** Clazina Engelina Newall (Jira) <[jira-do-not-reply@nzqa.govt.nz](mailto:jira-do-not-reply@nzqa.govt.nz)>

**Sent:** Tuesday, 15 December 2020 9:48 AM

**To:** Joanna Parry <[Joanna.Parry@nzqa.govt.nz](mailto:Joanna.Parry@nzqa.govt.nz)>

**Subject:** [JIRA] Updates for CFB-616: NCEA Level 2 English - Inappropriate examination material

This issue has been **CREATED**

This issue is now **assigned to you**.

[Client Feedback](#) /  [CFB-616](#) **TO DO**

## NCEA Level 2 English - Inappropriate examination material

[View issue](#) · [Add comment](#)

### Issue created



**Clazina Engelina Newall** created this issue on 15/Dec/2020 09:45

Summary: NCEA Level 2 English - Inappropriate examination material

Issue Type:  Complaint

Assignee: [Joanna Parry](#)

Attachments: FW\_ Lionel Terry's inclusion in NCEA Level 2 History exam.msg

Created: 15/Dec/2020 09:45

Due Date: 10/Jan/2021

Priority:  Quick

Reporter: [Clazina Engelina Newall](#)

Security Level: Client Feedback (Accessed only by named Client Feedback owners)

Complainant

Contact

Details:

9(2)(a)

9(2)(a)

Complainant Other

Type:

Complaint Information provided by NZQA

Category:

NZQA AD-Secondary Examinations

Business

Units:

Description: I am not currently an NCEA student, however I finished Level 3 in 2019. I am writing in to complain because of many reasons, one of them being my younger sister is in Year 11 and something such as this is absolutely unacceptable and not the sort of thing I want her to be writing and learning about.

In the NCEA Level 2 exam, a poem by white supremacist shooter Lionel Terry was included. Not only is this inappropriate but it should also be the last thing students are taking in right now. In the current climate of the world we live in, shootings and shooters are not uncommonly heard of, and are often in the news. In 2019 a shooting devastated one of New Zealand's own cities, as I am sure you are well aware of. It is absolutely unacceptable to have young, impressionable students reading and being encouraged to empathise with someone who committed racist, violent and horrific crimes against someone in a marginalised community.

As I understand it, the poem was used as an example in a question about the Seacliff mental health facility. It is disappointing that I even feel the need to write this email, as common sense should be used generously when finding sources to include in exams.

As a student, I recall learning about devastating acts of racism and violence, such as the Black Rights Civil movement, and the Holocaust. However, never, during any of these lessons, were we made to empathise with the abusers. It is morally wrong to have young students try to empathise with oppressors, such as Lionel Terry, for educational purposes.

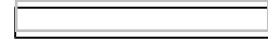
Additionally, the inclusion of this poem alongside the history of Seacliff mental health facility means that NZQA is willingly participating and adding to the argument that mental illness is correlated with outwardly directed violence. This is an ongoing issue that is relevant here because there is a continual struggle when it comes to making sure that mental health is not viewed as something that is wrong, however something that is okay and does not alienate a person. That is ableism.

There are countless other works of writing that could've been used in relation to this section of the exam on Seacliff, which could have been assisted in presenting mental health and the definite mistreatment of the patients there in a more understanding and humane way. I also notice that in said exam, Janet Frame was mentioned in relation to Seacliff, however her misdiagnosis was not. How can you claim to have a progressive system when you fail to mention the most important parts of why institutions like this were so corrupt and inhumane?

As a white woman, I cannot begin to imagine how this made the Asian Level 2 students feel. It is absolutely unacceptable to have works documenting and describing unnecessary racism and violence committed against marginalised communities for no reason, especially with the intent to make the students empathise with a person who committed acts such as these.

By including Terry's works in this exam, you gave a white supremacist a platform, which is exactly what his intentions and wishes would have been. To be complicit in platforming a white supremacist is racism, there is no way around this. NZQA have made a feeble and weak explanation which was barely an apology. What needs to happen is NZQA must work on bettering their system, improving the contents of the exams they make their students sit, and the way they teach youths in general. The inclusion of this poem is absolutely unacceptable and NZQA NEEDS to do better.

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**From:** [Team Mailbox NZQA Media](#)  
**To:** [Mandy Te](#); [Team Mailbox NZQA Media](#)  
**Subject:** RE: Updated questions about inclusion of Lionel Terry poem in NCEA History exam - Stuff/The Dominion Post  
**Date:** Wednesday, 16 December 2020 4:23:00 PM

---

Kia ora Mandy

Thank you for following up. As before, the following statement can be attributed to Kristine Kilkelly, Deputy Chief Executive, Assessment:

“NZQA welcomes open conversations about how students experience NCEA. Where concerns are raised, it is important that we listen and understand these perspectives. NZQA is committed to an equitable, inclusive and bias-free system of education, and we want assessments to be reflective of that.

For this reason, the resource booklet identified Lionel Terry’s actions and views. However, NZQA takes the concerns which have been raised seriously; and we will reach out to the concerned students and the New Zealand Chinese community to hear and understand their perspectives.

Understanding different perspectives is an important part of developing high quality, relevant and inclusive assessment. We will continue, through this conversation and others, to listen to New Zealand’s diverse communities to advance the principle of equity that underpins our work.”

Since the exam was sat on 25 November, we have received two formal complaints relating to the resource.

Ngā mihi

Gavin

Gavin Middleton  
Principal Communications Advisor | Te kaitohutohu matua o Nga Pāpātanga  
Office of the Chief Executive | Tari o te Pou Whakahaere  
**NZQA | Mana Tohu Mātauranga o Aotearoa**

**From:** Mandy Te <mandy.te@stuff.co.nz>  
**Sent:** Wednesday, 16 December 2020 10:50 AM  
**To:** Team Mailbox NZQA Media <media@nzqa.govt.nz>  
**Subject:** Re: Updated questions about inclusion of Lionel Terry poem in NCEA History exam - Stuff/The Dominion Post

Kia ora,

How are you?

My name is Mandy Te and I'm a reporter for Stuff and The Dominion Post.

I contacted the NZQA media team a few days ago about the inclusion of a poem by Lionel Terry

in an NCEA Level 2 History exam.

I received a response and am very appreciative of this. I understand since then that people and some groups are considering lodging formal complaints to NZQA. I was wondering if I could please get a response to NZQA - have any been received and are there any updated comments NZQA would like to make on the matter? Will any apologies be made?

Thank you very much - I appreciate you taking the time to read this and would appreciate a response as soon as possible.

Kind regards,

## **Mandy Te**

Reporter

E [mandy.te@stuff.co.nz](mailto:mandy.te@stuff.co.nz) | M 9(2)(a) [REDACTED] | T @mandyte\_

Level 7, Spark Central, 42-52 Willis St, Wellington, 6011, New Zealand

PO Box 2595, Wellington, 6140, New Zealand



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