



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Exemplar for Internal Achievement Standard

History Level 3

This exemplar supports assessment against:

Achievement Standard 91434

Research an historical event or place of significance to New Zealanders, using primary and secondary sources

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to comprehensively research an historical event or place of significance to New Zealanders, using primary and secondary sources.</p> <p>This involves showing initiative in the gathering and selecting of relevant evidence, for example by showing perseverance, and evaluating the research process, for example by analysing the validity of findings.</p> <p>This student has researched the early contact period between Maori and Pakeha. The student has shown initiative by persevering with a number of reasonably challenging sources, showing understanding of important historical themes and perspectives, rather than just seeking description of what happened historically (1) (2) (5) (6) (7) (8).</p> <p>The student has also evaluated the research process, analysing strengths and weaknesses and how that may impact on the validity of findings (3) (4).</p> <p>For a more secure Excellence, the student could:</p> <ul style="list-style-type: none">• further demonstrate the use of initiative by detailing steps taken to access sources that were not easy to find, for example, going beyond school resources and the internet• discuss in the evaluation whether evidence selected is sufficient to allow valid findings and the drawing of balanced conclusions later.

Student 1: Low Excellence
NZQA Intended for teacher use only

Research proposal:

The early contact period between Maori and Pakeha 1769-1840 is highly significant to New Zealanders, primarily because as Michael King states, ‘All these early encounters between Maori and European... contained seeds for future patterns of racial and cultural relations in New Zealand.’ In this way King is saying that this period of Early Contact essentially defined the relationship between Maori and Pakeha, and instructs our relationship as New Zealanders today. The cultural and racial landscape of New Zealand both in the latter 19th and 20th centuries as well as today has been defined by the way in which Maori and Pakeha interacted in the Early Contact period and the impact which this interaction had on both parties, but particularly Maori.

Focusing questions:

1. What was the nature of the relationship between Maori and Pakeha between 1769 and 1840?
2. What impact did contact with Pakeha have on Maori by 1840?

Examples of identifying possible sources:

Marianne Williams’ diary entries

These diary entries give a specific account of the experiences of a missionary wife and her meetings/relationships with Maori during the early contact period. It details how reliant Pakeha (particularly missionaries) were on Maori and the thoughts/feelings of Pakeha such as the writer.

J.M.R Owens, *Christianity and the Maoris to 1840*, NZ Journal of History

JMR Owens’ work is useful as he argues that Wright does not allow for regional variations in the Early Contact Period, and supports the revisionist acculturation view of the Early Contact Period by disregarding the arguments of orthodox historians. By using this source, I will gain another historian’s view on the Early Contact Period, providing more well-researched and balanced information.

Examples of annotations:

①	<p>Binney has further refined JMR Owens’ argument stating that Maori had an active role in the conversion process and were seeking to gain aspects of European life from the missionaries rather than simply an improvement in the missionaries’ teaching. Thus further highlighting the acculturation view of early contact and answering FQ2 by showing the impact missionaries had (to a certain extent) on Maori society.</p>	<p>Positive impact. This essay is important in answering FQ2 as it is the beginning of the formation of the acculturation view of early contact, with Owens indicating that the missionaries were able to convert Maori because they had improved their techniques, not because Maori society had become totally disorganised – one of the first times such ideas had been raised by historians.</p>	②
	<p>This evidence details the acculturation view of the early contact period, showing the</p>	<p>This evidence answers FQ2 because it shows how the introduction of muskets also</p>	

Maori adopted aspects of the Pakeha culture and changed it suit their own needs, thus they were able to adapt in a positive way to the influx of Pakeha. In this way, FQ2 is answered by this evidence.	had a positive impact on the lives of the Maori once they were distributed among all tribes, reducing the levels of fighting and ending the musket wars.
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Evaluation:

One weakness that I identified during the research internal was that I did not have a good enough understanding of the acculturation view of the impact of Early Contact before I began to gather evidence for FQ2. When I started gathering evidence, I did not understand fully how this related to the positive and negative sections which I was organizing my focus questions into. This meant that I was unsure as to which evidence I needed to gather, and ended up with some evidence that did not fit into either the positive impact or the negative impact view which made annotation more difficult than it would've been if I was more selective initially. Because of this, **in the future I would the time to read some basic sources first, which would give me a better understanding of the concepts behind these ideas, and therefore would allow me to be more selective** when choosing evidence from more complex sources such as James Belich's *Making Peoples*. **However when I came to research the Fatal Impact view, I learnt from this error, and so I made sure that I had a general understanding of the idea and the historians who supported it,** which made it easy to understand which pieces of more detailed evidence were relevant to the focus question.

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Another weakness which I had was that I did not select enough primary evidence for FQ1 initially when gathering evidence from the history books in class and at the library, as I assumed that I would find this evidence on the internet. However I did not find as much primary evidence as I anticipated online from Te Ara and NZ History. This meant that I had to go back through the sources which I had already used **such as *The Oxford History of New Zealand*, edited by Keith Sinclair, to try and find relevant primary evidence, such as paintings, articles and quotes. This was time consuming** and meant that when I came to organize my evidence I realized that I had a much smaller amount of primary evidence than I initially anticipated. Being more organized and following a detailed plan which specified how many pieces of primary and secondary evidence I required for each section in FQ1 would have allowed me to make better selections of evidence while going through the sources the first time around, which I would do in the future. However a positive aspect of my work was that **when I researched FQ2, I was more careful with my selection of evidence, using diary entries and quotes where they appeared in the historical texts used, such as from Ann Salmon's *Between Worlds*, which improved the validity of my work in this focus question.**

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While completing my research internal, a second strength which I had was that **I used a number of sources which represented both revisited and orthodox views, as well as the Maori and Pakeha point of view.** I was able to do this because I utilized the recommended historical texts, which provided detailed evidence on these different perspectives. **I collected evidence from revisionist historians such as Judith Binney and Claudia Orange, who wrote on the acculturation point of view, from orthodox historians such as Harrison Wright who wrote on the Fatal Impact view, and from historians who focused on the Early Contact period from a Maori perspective such as Michael King (in the text *Maori: A Social and Photographic History*) and Ranginui Walker...**

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	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to research, in depth, an historical event or place of significance to New Zealanders, using primary and secondary sources.</p> <p>This involves making annotations that include assessment of the reliability of selected evidence.</p> <p>This student has researched the Black Death. The student has provided comment about source reliability in annotations (1) (2) (3) (4) and in the evaluation (5) (6) (7), and provided evidence for other Achieved and Merit indicators that allow an holistic high Merit judgement.</p> <p>To reach Excellence, the student could provide more explanation for some judgements about whether a source is reliable, for example why books may or may not be reliable (1), or why being a national document makes a source reliable (2).</p>

Student 2: High Merit
NZQA Intended for teacher use only

Research proposal:

The event I have chosen to study is the Black Death. The Black Death took place in the 14th century, approximately 1347-1350. The Black Death spread across Asia and throughout Europe so rapidly, making it the most devastating pandemic in history. I plan to focus on why the Black Death was so catastrophic in Europe and also the impact the Black Death had on society in Europe socially and economically.

Even though New Zealand was not personally affected by the Black Death, we as a country suffered greatly from a pandemic much like the Black Death. This is why I have chosen to also research the 1918 flu epidemic. In particular, to what extent did the repercussions of a pandemic impact on New Zealand Society? I feel it is important to study New Zealand history as it played such a major role in shaping our country.

Focusing questions:

1. Why was the Black Death so catastrophic in Europe during the 14th century?
2. What impact did the Black Death have on society in Europe, socially and economically?
3. To what extent did the repercussions of a pandemic impact on New Zealand society?

Examples of identifying possible sources:

Outbreak Plagues That Changed History, 2005. Bryan Barnard. From this book I can find information on all of my focus questions: why was the Black Death so catastrophic in Europe? What impact did the Black Death have on society in Europe socially and economically? and To what extent did the Black Death prepare New Zealand for the 1918 flu pandemic? I expect to find information not only on the Black Death, but the Flu Pandemic as well. I also expect to find out about the background of both the Black Death and the 1918 Flu Pandemic.

<http://www.youtube.com/watch?v=BsCkgX2epFw> - Primary and secondary source. Video documentary of the 14th century Black Death, along with accounts of witnesses from that time. From this source I can get some in depth information about the Black Death and also possibly personal accounts from witnesses and their diary entries. This documentary should give me some information on why the Black Death was so catastrophic and also the social and economic effects on [European society...

Examples of annotations:

<p>FQ3: To what extent did the repercussions of a pandemic impact on NZ Society?</p> <ul style="list-style-type: none"> - Various waves of the flu pandemic - Impact on outside world (in particular NZ) - First <u>recorded</u> incidence of the Spanish flu <p>Reliability: I am highly likely to use this source to help me to answer my third focus</p>	<p>FQ3: To what extent did the repercussions of a pandemic impact on NZ Society?</p> <ul style="list-style-type: none"> - Authority to close places that will spread disease - Officially declared as a dangerous infectious disease <p>Reliability: This source is 100% reliable. This source is a newspaper article from the New Zealand gazette. It is a national document</p>
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<p>question. This source provides me with very relevant and in depth information, statistics and dates that will help me to answer my 3.2 report in great depth. I am unsure of the reliability of this book, as books are not always wrong/right.</p>	<p>therefore is very reliable. I am going to use the gazette as a top source as it is a way to show precautions that were taken.</p>
<p>FQ2: What impact did the Black Death have on society in Europe socially and economically?</p> <ul style="list-style-type: none"> - Drastic change in religion - Influence on arts... <p>Reliability: I do not feel that this source is very reliable. This is a person's blog/essay. I am uncertain of the accuracy and reliability of the author's knowledge/information therefore I do not know how reliable this source will be to answer my second focus question. It's highly likely to be biased towards the author's opinion. Therefore I am uncertain whether to use the source.</p>	<p>FQ3: To what extent did the repercussions of a pandemic impact on NZ Society?</p> <ul style="list-style-type: none"> - Story from her grandfather about life during the flu epidemic - Walking with onions to cure disease - Body collectors <p>Reliability: This interview gave me an insight into the stories told through the generations. Even though the stories may change during time due to being altered/forgotten it still provides a semi-reliable source to understand the devastation/life during the flu epidemic.</p>

Evaluation:

Usefulness of information sources: The information that I gathered was useful in answering all of my focus questions. In particular there was very comprehensive and in depth information available to answer my second focus question. Through my research using various sources, I found that certain sources worked better at answering my focus questions than others. Books primarily answered Focus Question 1 and 3; Internet answered predominantly Focus question 2 and Images/Visual seemed to offer a lot of information on Focus Question 3. This may have to do with the time period in which my focus questions were set and the nature in which they were written. Also it could have been to do with the fact that Focus Question 1 and 2 required in depth analytical response that could not be provided by simply stating answers, through images. Books tend to delve into further discussion and expand further than the surface of facts and figures; this is why this source was useful in answering Focus Question 1 and 3. I also found that books became a very dominant source of mine, as I feel they are personally more reliable than other sources, and therefore I used them more. *Outbreaks Plagues That Changed History*. Eryn Barnard. 2005. Crown Publishers, was one the main books I used. It provided insightful information on not only the Black Death but the Flu Pandemic as well. I found the information to be very reliable and very useful and therefore one of my top sources, as explained in my annotations. Focus Question 3 focused on the repercussions of a pandemic on New Zealand Society. Images were a way to show the extent the repercussions had on society; this is why images were a key source to answer Focus Question 3. Images provided great visuals to physically see the damage caused by and pandemic. By choosing the 1918 flu pandemic to answer my third Focus Questions, it allowed me to easily access images and photos from that time period, as it was not that long ago. Images can be a very reliable source, and hence why I used them...

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to research, in depth, an historical event or place of significance to New Zealanders, using primary and secondary sources.</p> <p>This involves making annotations that include assessment of the reliability of selected evidence.</p> <p>This student has researched the Battle of the Somme. The student has assessed the reliability of sources when identifying possible sources (1) and in annotations (2) (3). The evidence provided for other Achieved and Merit indicators also contribute to an holistic low Merit judgement.</p> <p>For a more secure Merit, the student could elaborate on reasons for accepting or doubting the reliability of some sources, for example, why Wikipedia or ask.com may be unreliable. The opportunity could also be taken in the evaluation to discuss source reliability further.</p>

Student 3: Low Merit
NZQA Intended for teacher use only

Research proposal:

I have chosen to do my research inquiry on the battle of the Somme. I chose this topic because I think that it was a significant event in world War One and helped to define New Zealand as a country following the war. I also chose this topic because it was something that I had no prior knowledge of but became intrigued after reading the quote, "Somme. The whole history of the world cannot contain a more gruesome word". During my research I want to find out things like; what led up to the battle of the Somme, what happened during the battle of the Somme, what the experiences were like for both sides during the battle of the Somme, and also how the battle of the Somme impacted on New Zealanders. I have chosen these questions to direct my line of research because I think that they will give me a comprehensive understanding to a range of aspects of the Battle of the Somme. I think that these questions are broad enough that there will be a wide range of sources including both primary and secondary sources but at the same time they are also specific enough that the information I collect will be able to answer these questions with sufficient detail. Another reason why I chose to do my research project on the battle of the Somme is because...

Focusing questions:

1. What was the background to the battle of the Somme?
2. What happened at the Battle of the Somme?
3. What conditions did soldiers experience at the Battle of the Somme?
4. How did the Battle of the Somme define New Zealanders?

Examples of identifying possible sources:

One potential source that I would expect to find helpful information would be www.wikipedia.com. I would expect to find a variety of information including background to the battle of the Somme and also what happened during the battle. However I am also going to be cautious about using information from this website as it can sometimes be unreliable.

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Another potential source that I would expect to find helpful information from would be www.nzhistory.co.nz. I would expect to find information relating to New Zealand's involvement with the battle of the Somme and how the Battle of the Somme impacted on New Zealanders as it is a New Zealand-based history website aimed at New Zealanders. This could be helpful for answering my fourth focus question.

Examples of annotations:

<p>This secondary source is also helpful for answering my focus question because it gives specific information on what this battle is a result of (the attack on the French city Verdun). It has given me an event which I can now research and hopefully gain a further understanding about why the Battle of</p>	<p>This secondary source is also useful in answering my focus question because it contains information about what type of conflict there was prior to this battle and what the responses were because of that conflict. This source is based on facts and less speculation which means that it is more</p>
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the Somme took place. This source is less fact based and involved a certain degree of speculation however it has given useful information about the background to this battle. It is a less credible secondary source because it comes from a website called www.ask.com which is a website where any members can sign on and answer questions.

credible and more helpful. This source comes from a reliable website because it is owned by a corporation called technological solutions inc. and it was last updated at the beginning of March 2014 which means that all the information is not out-of-date. The website also includes information on how to cite the article that you are using which is very helpful.

Evaluation:

During my research inquiry I had many successes and difficulties that impacted on how well I was able to collect information that will enable me to answer my focus question. One of the successes I had during my research inquiry was that I think I had a wide range of different types of sources. I included things like pictures, articles, maps, quotes, poems, and book sources. I think that this is a success because it means that my information comes from a wide range of sources which is a good thing because it means that the same information can be analysed in many different ways like visually or from a first-hand account. One of the difficulties I had when carrying out my research inquiry was finding an equal balance of primary and secondary sources. For questions one and two the majority of my sources are secondary which could not necessarily be a good thing, especially if it is just someone's interpretation of an event many years after it has happened.

Throughout my research inquiry my line of research changed as new evidence was accumulated. This occurred predominantly with questions three and four. As question three was all about what the experiences were like at the Somme most of the information I collected was about the conditions in the trenches and how this affected the soldiers. My fourth focus question was directed at how the Battle of the Somme impacted on New Zealanders and as a result most of the information that I found was all about the conditions in the trenches and the information was very similar to question three. This led me to change the wording of my fourth focus question on numerous accounts to "how did the battle of the Somme define New Zealand as a country?"

Issues that I would need to consider for future inquiries would be making sure that my focus questions are all different and broad enough that there are numerous sources readily available that cover a wide range of information. As I discovered when answering my fourth focusing question there seemed to be little range of web sites that had information on New Zealanders at the Somme. The majority of web sites that had information about New Zealanders in World War One seemed to focus on Gallipoli. Whereas web sites that had information on what the soldiers experienced at the Somme seemed to focus only on the British, French and German soldiers. In the future I would broaden out my line of research to simply include ANZACs instead of just New Zealanders because there seemed to be a lot more web sites about ANZACs fighting at the Somme...

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to research an historical event or place of significance to New Zealanders, using primary and secondary sources.</p> <p>This involves following a research process and evaluating the process.</p> <p>This student has researched the New Zealand (Maori) Pioneer Battalion. The student has followed a research process by presenting a research proposal that explains why this context has been chosen (1) and developing focusing questions that are feasible to research and worthy of research (2).</p> <p>The student has also conducted preliminary reading that indicates what are areas that are worth researching and whether there are suitable and sufficient sources available. Good detail is included (3).</p> <p>The student has evaluated the research process by providing annotations that identify the relevance of selected evidence (5) (6) and made comment on the comparative usefulness of sources (7) (8). The student begins to indicate the reliability of sources (4) (9) (10) and comments on strengths and weaknesses in the research (12) (13) and on the relevance and usefulness of specific sources (14) (15) (16).</p> <p>To reach Merit, the student could:</p> <ul style="list-style-type: none"> • provide more in-depth comment, including in the evaluation, on source reliability • ensure that the evaluation section does evaluate the research process rather than discussing other matters such as why the research was conducted (which is the role of the research proposal) (11).

Student 4: High Achieved
NZQA Intended for teacher use only

Research proposal:

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Since the arrival of their ancestors, Maori have been going to war for more than 1000 years. Growing up, I always had an interest in history - especially Maori history. As a product of the past, I have chosen the New Zealand (Maori) Pioneer Battalion as my topic of inquiry. I have chosen this topic because as a Maori myself I wanted an insight into what the lives of Maori soldiers and the Maori society in general, were like during the First World War. I wanted to learn more about the roles the Maori and the conditions in which they worked in and the different perspectives of the Maori in World War One. This may provide some insights into why Maori became involved in what was really a Pakeha war a very long way from their villages and homes – despite the problems Maori had faced with Pakeha over the previous century.

Focusing questions:

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1. What role did the New Zealand Pioneer Battalion play in WWI?
2. What were some experiences for the NZPB during WWI?
3. What were the attitudes of people towards Maori going to war?
4. How did the Maori respond to going to war?

Possible Sources:

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New Zealand History Online – <http://www.nzhistory.net.nz>

Another potential source that I would expect to find helpful information from would be This web site contains information relating to New Zealand's involvement with the battle of the Somme and how the Battle of the Somme impacted on New Zealanders. **It is a New Zealand-based history website so should have detail and credibility.** It should be helpful for answering my fourth focus question in particular.

4

Auckland War Memorial Museum – Scars on the Heart exhibition and research room

This source provides some of the primary sources required for this research. This includes letters which give accounts of the Maori Pioneers and official army documents and records for Maori soldiers. There are also weapons used by these soldiers. These should assist most with the second and third focusing questions...

Examples of annotations:

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Relevance: **This primary source is relevant to FQ2. It shows** members of the Pioneer Battalion working on laying down a road. This helps me to understand the types of jobs Maori were given in the war as well as their work conditions. **Compared to other written sources that only talk about the roles I am able to visually see and make my own judgements. So this is one of my best**

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Relevance: This secondary source is **relevant to my fourth focus question because** provides more than one example of what it is that the soldiers worked on which included digging trenches, building roads and other duties behind the front line. **This source does not provide as much understanding, compared to sources like *Maori in the Great War*, but it provides some basic information.**

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<p>sources. Reliability: I found this primary source very reliable because it was taken at the time of World War One and the website is also reliable because it came from a history web site that specialises.</p>	<p>Reliability: I find this web site reliable because it comes from an official New Zealand website. The web site publishes original drawings, maps and photographs. Using this primary evidence I can make my own conclusions rather than relying on other historians.</p>
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Evaluation:

I chose to focus my topic on the Maori involvement of World War One by looking at what roles the Maori had, their experiences, the attitudes towards the Maori pioneers and the responses from Maori in general. I wanted to specifically learn about the Maori involvement because I felt as though, being Maori, that it was my duty to learn and gain as much knowledge about the actions of my ancestors in the Great War. I also believed that the recognition of their role wasn't as appreciated or portrayed enough as it should have been, so I thought that this assignment was a perfect opportunity for me to show my appreciation by learning about their involvement.

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During this achievement standard, I have encountered both strengths and weaknesses that have helped to improve my ability to carry out research and increase my knowledge about the Maori in the First World War. I have learnt to expand my findings and go beyond the obvious for information and the benefits that come with going the extra mile. By going to the Auckland Museum, I was able to learn and see more.

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A strength I have had for this research assignment was having multiple sources to use for my first focus question 'What roles did the New Zealand Pioneer Battalion play in WWI?' and my fourth one 'How did the Maori respond to going to war? There were many sources that I was able to use, which allowed me to gain as much information as possible to answer these questions. A website that I found most helpful was a New Zealand history website (<http://www.nzhistory.net.nz>). I found this website very helpful as it contained a lot of useful information that was relevant to my four focus questions. The majority of my sources came from this website. It was able to provide me with primary source pictures, quotes from Maori leaders, Pioneers and other relevant people. It also gave me a lot of relevant information towards my questions that helped me to gain a better understanding of this topic.

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The New Zealand History Online website was a really helpful source that I commonly used to provide answer for my first focus question. It gave relevant information that answered my focus questions, as well as providing general information about Maori in World War I.

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Another source that I found useful was the book, *Frontier of Dreams, the Story of New Zealand* by John Parker. I found this source useful because it provided me with very helpful information that I was able to use to answer my focus questions. It included descriptive information about the perspectives from Maori leaders and the actions taken to rebel against conscription...

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	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to research an historical event or place of significance to New Zealanders, using primary and secondary sources.</p> <p>This involves following a research process and evaluating the process.</p> <p>This student has researched the Gallipoli Campaign. The student has followed a research process by preparing a research proposal (1), developing focusing questions (2) and providing evidence of preliminary reading (4). There is some evidence of assessment of the reliability of sources (which is a Merit indicator) (5).</p> <p>This student has evaluated the research process by annotating the selected evidence to identify the relevance of the evidence (6), writing an evaluation (7) and, in the evaluation, explaining successes (9) (10) (12) and difficulties (8) (11) (13) (14) (15) in the research process and how the research could be conducted differently in the future (16) (17) (18).</p> <p>For a more secure Achieved, the student could:</p> <ul style="list-style-type: none"> • ensure that all of the focusing questions allow specific research (3) • identify the focusing question to which each piece of selected evidence is relevant • provide some discussion of assessment of source reliability in the annotations and the evaluation • assess the comparative usefulness of evidence in the annotations • provide details and examples in the evaluation.

Student 5: Low Achieved
NZQA Intended for teacher use only

Research proposal:

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My area of inquiry will be Gallipoli, and how we commemorate it today. I feel as though the younger generations don't understand why we have this Remembrance Day. Gallipoli has become a symbol of Australia and New Zealand's national identity. I want to find out how we were involved in Gallipoli, what happened over seas, and how do we commemorate what the Anzacs did for us today. The Gallipoli campaign was the first time that Australia and New Zealand forces fought together as one under the English command. Soldiers who fought side by side shared on unbreakable bond. I want to research the battle and find out why we were associated with the Gallipoli Campaign.

Focusing questions:

2

1. How did the Anzacs get involved in the war in Gallipoli?
2. **What happened overseas?**
3. How do we commemorate what the Anzacs did in Gallipoli?

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Examples of identifying possible sources:

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http://nzhistory.net: I will use this site as a resource because it has of lot of information on the Anzacs. **This website is very reliable as it sources its information from the New Zealand Ministry for Culture and Heritage. They find most of their sources and information via the MCH as is an extremely credible source for historical information.**

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Auckland Museum: This is one of the most reliable sources, if not the most reliable source of information on the Anzacs in New Zealand.

Examples of annotations:

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I found this source to be reliable for my question because it shows us how one event in the war lead to another and it gives a brief explanation about what happened during that time period. Before Gallipoli the Anzacs went to Suez canal, which is where they first saw combat. The Sinai Campaign wasn't as well known as the Gallipoli Campaign or The western front but it was a crucial step towards the victory of the ottoman Turks in the Middle East...	This source was not very useful for my question, it answers my question but it does not go into depth about why Archduke Franz Ferdinand and his wife were assassinated. It gives exact dates of the assassinations and declaration of war and estimated numbers in which all casualties from every country that fought the war were lost which was useful to my question. It does contain a lot of useful information but that wasn't relevant to my question. This source is secondary information because the author is telling us what happened as a generalisation of the whole event. It's all second hand information.
I found this source to be moderately useful to my question as it states the numbers that went off to war, and it gives a brief	I found this source useful to my question because it explains why we were involved in the war, and why New Zealanders were so

<p>explanation about the Anzacs and how they come to be. The pictures also help us understand that there were a lot of men going to fight for their country.</p>	<p>eager to help out at the war. We were so closely linked with Britain we would rush to aid them in war. It showed how loyal our country was to them. This I used this source because it tells us how we were linked to the war, through Britain. This is a secondary source because it wasn't written at the time.</p>
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Evaluation:

I believe overall my research went well, I found a lot of different resources on the internet, books, and the Auckland War memorial Museum. A lot of the information I tried to find were all repetitive. But I believe that overall my assessment was successful.

I think my main success was finding sources online, one of my main websites that helped me out the most was NZ history (www.nzhistory.net.nz) there were a lot of sources on that website that helped me answer my questions. All of the information that I gathered from there was in depth and I was able to answer my question to the best of my ability. My second most successful source was the Auckland War Memorial Museum. There was so much included in the exhibits it included quotes, stories, pictures and scenarios. I found it hard to sift through the information that was there, it was all scattered throughout different exhibits. I thought the museum was really helpful when it came down to non-biased information. I was pleasantly surprised when I realised how much information there was on Gallipoli in the end when I went through everything at the end.

My main difficulty was finding information in books, which is where I felt I had let myself down because I couldn't gather enough information to answer any of my questions. There were little bits that contributed to a question, but it wasn't as in depth or in detail as I had hoped. I also found it hard to find sources that answered my original questions, so I had to change a few of them. I still found it difficult to find sources for my last question online, there wasn't a lot about New Zealand nurses going overseas, but there was definitely more information there than other questions.

The line of inquiry was changed as my process went on. I changed a lot of my questions because I couldn't find enough information on my original questions. I decided to take out 'how did the events define new Zealand at the time' and 'how did this effect family back home' because both questions only had one main answer to it, there wasn't a variety of sources that had different information. In doing so I decided to do 3 main focus questions that were easily expandable and with doing so I was able to finish my assessment on time.

Issues which I had for future inquiries would definitely manage my time management. I did not stick to my original plan at all, which I regret. If I were to do this assessment again I would definitely manage my time more wisely and ration out a small part of my day to do a few sources instead of staying up till the early hours of morning rushing to finish this. I would find my book sources first as this were one of my weaknesses. Another thing I would change is I would rely more heavily on the museum as it had a lot of useful sources but I did not have enough time to go through at the end and put together the little bits of information together...

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to research an historical event or place of significance to New Zealanders, using primary and secondary sources.</p> <p>This involves following a research process and evaluating the process.</p> <p>This student has researched the Battle of Passchendaele. The student has followed a research process by preparing a research proposal (1), developing focusing questions (2) and identifying some possible sources (3).</p> <p>The student has annotated the selected evidence to identify its relevance (4), has begun to provide some evidence of the comparative usefulness of sources (5) and assessment of the reliability of sources (6).</p> <p>The student has evaluated the research process by providing an evaluation (7) and, in the evaluation, explained some difficulties in the research process (8) (9) (11) (12) (13) and how the research could be conducted differently in the future (14) (15).</p> <p>To reach Achieved, the student could:</p> <ul style="list-style-type: none"> • provide evidence of preliminary reading by identifying some relevant evidence that has already been detected • provide more assessment of the comparative usefulness of selected evidence • identify the focusing question to which each piece of selected evidence is relevant • provide details and examples in the evaluation.

Student 6: High Not Achieved
NZQA Intended for teacher use only

Research proposal:

1

Reasons: I have chosen to research Passchendaele for my assessment. This is because I was fascinated with the idea that there was more to World War One than just Gallipoli. Gallipoli was a horrific event that New Zealand was a part of, but it was interesting to find out that there were many more battles that New Zealand soldiers took part in that were in fact much worse, such as the battle of Passchendaele. All I had ever learnt about World War One and New Zealand's involvement was the ANZACs at Gallipoli and the battle of Crete. I want to find out what actually happened at Passchendaele, what the conditions were like for the soldiers who fought there, how it impacted New Zealand and why there are so many New Zealanders that have never heard of it.

Focusing questions:

2

1. What happened at Passchendaele?
2. What were the conditions like for soldiers at Passchendaele?
3. What impact/affect did the battle of Passchendaele have on New Zealanders?

Identifying possible sources:

3

WW1 section of Museum
 www.nzhistoryonline and other history websites
 Books on WW1
 Wikipedia (to find other relevant sources)

Examples of annotations:

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<p>This article is a secondary source and it is relevant as it gives us information about Haig's plan, to sweep through Flanders to the coast and his aims throughout the war. It also gives us a brief overview of some of what happened during the war at Passchendaele and it tells us a little bit about the difficulties the soldiers faced due to the weather in early August. "The area was saturated with the heaviest rain the region had seen in thirty years... Tanks...simply got stuck and 'The fields...became impassable".</p>	<p>This photograph is a primary source that gives us an aerial view of Passchendaele, before and after the war. This source is relevant and reliable as it is an actual photo taken during the time of the war and shows us the horrific damage of the third battle of Ypres, Flanders Field, Belgium. The white spots in the bottom/after picture are water and mud filled shell holes, so we can get an idea of what the soldiers at Passchendaele fought in.</p>
<p>This secondary article is a relevant source as it gives us more insight into Haig's plans and reasoning's during the battle of Passchendaele. It tells us that 'Haig insisted that the British should press ahead and Haig pushed Plumer to continue the attacks and Haig ordered a final three attacks on</p>	<p>This is a relevant source because it gives information on some of the casualties seen by New Zealand during the war at Passchendaele. On 12 October 1917, 845 New Zealanders were killed in one morning. It tells us what a great tragedy this war was for New Zealand.</p>

<p>Passchendaele in late October.</p>	
<p>This is from a war diary/intelligence summary of the 25th Battalion (2nd Division) and demonstrates the typical look of a war diary. This is a primary source as it was written by a soldier during the Passchendaele war and it is very useful as it tells us what happened during 3 days of the war. It tells us of shelling all through the early morning and what it was like on the front line at Passchendaele. It also says that on November 8th the casualties for total trip were 17 killed, 57 wounded and 6 missing. This source is reliable as it is an actual recording of what happened during those three days from November 6 to November 9.</p>	<p>This is a secondary source and it is relevant to my question as it reveals that 'Even amid the horror of war, daily life was often a mixture of routine and boredom, and everyday human activities continued as best they could'. It tells us that in their free time the soldiers would write letters to their families and loved ones or read and play cards. They also carried out routine chores, although they were a little bit different than the chores they would do at home. They consisted of 'Cleaning their rifles and other gear, filling sandbags, repairing trenches or digging latrines'. The troops also washed themselves and their clothes and shaved whenever they had the opportunity.</p>

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Evaluation:

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One of the things that I found most difficult in this research assignment was finding sources for my question 'why is Passchendaele so overshadowed by Gallipoli?' I still do not know the real reason as to why Gallipoli overshadows Passchendaele so much as the death rate was far greater at Passchendaele and therefore should have had a greater impact on New Zealand society so it should be commemorated more. In the end, **I took out that question and settled for another one.** One of the things I found quite easy was finding sources to my question 'what happened at Passchendaele?' as there is **lots of information on the internet** that gives brief and detailed accounts of what happened during the war. However, I found it very difficult to write relevance's to all these sources as **they all gave the same information.**

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My line of Inquiry changed many times within the first week of this assessment as I found it **quite difficult to choose a topic and get started on it.** And towards the end of this assessment I **changed two of my questions as I was finding it very difficult to find enough relevant sources for each question.**

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If I were to do this same research task again there are many things I would change. Firstly, I would try to **manage my time better and use my time more efficiently and get started on the assessment right away.** By improving my time management, my relevance's would be a lot less rushed and be of a higher quality. Before we started this assessment myself and a group of history students visited the Auckland Museum to help us choose a topic, which was quite helpful, but if I were to do this assessment again I would definitely **revisit the Museum later on in my research as I would have more of an idea about what I was looking for and the Museum has very good resources.** Books on Passchendaele, photographs, and diary entry's etc. and I could talk to people at the Museum who have a better knowledge of the battle of Passchendaele...

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