

## Assessment Schedule – 2016

### Scholarship: History (93403)

#### Skill 1: Historical ideas

The candidate should identify the key ideas about the significance of turning points in history, with reference to at least ONE of the following years: 1559, 1649, 1769, 1789, 1840, 1893, 1918, 1929, 1945, 1968, 1989, from the evidence in the sources and their own knowledge, and use these ideas to develop their argument. The candidate should not merely paraphrase the sources. A minimum of **six** sources must be used. Key ideas about turning points include:

- Can a year be a turning point?
- Are forces more important than years / periods of time in evaluating the extent of change in history?
- Are people more important than years / periods of time?
- How important is contingency in effecting change?
- What determines whether a year is significant enough to be considered a turning point?
- How and why do historians decide on turning points? Is this an arbitrary decision?

#### Ideas from the sources might include:

In **Source A** historian Niall Ferguson argues that historians, economists, and journalists alike look for turning points, which can mislead them to qualify political change as turning points when in fact turning points are rare. He also argues that society and historians have a tendency to exaggerate how big a turning point is.

In **Source B** historian Paul Moon argues that the factors that make an event a turning point are largely arbitrary, but one common criterion for identifying a turning point is that the event will have a significant effect on the development of the nation involved. He also writes that turning points are organic and therefore unpredictable. As such, we cannot change the course of history and the future is unknowable. He recognises the importance of the role that people play in turning points.

**Source C** is a review of a book by Christian Caryl about the importance of 1979. The reviewer concurs with the author of the book that 1979 was a significant turning point: one in which one era ended and another was born, a year that shaped the world. The reviewer argues that some turning points are more significant than others – in this case, 1979 is a 'remarkable year' in shaping the world.

In **Source D**, historian Margaret Macmillan quotes Fernand Braudel's view of the significance of the long-term patterns and social, economic, geographic, and environmental factors on history, in contrast to transient, short-term events. However, Macmillan argues that 'we cannot dismiss the short term so easily' and instead emphasises the importance of sudden shifts in ideas, key moments, and the role of individuals, including artists, entrepreneurs, and political leaders in effecting change.

**Source E1** is the Frontispiece to the Bishops' Bible 1569 and shows Elizabeth I's religious role. She is shown sitting on the throne, above the minister or priest, speaking to a congregation. She is also holding the orb – symbolic of her religious authority. The Bible is in the vernacular English and the queen is clearly shown as the Supreme Governor of the Protestant Church of England, surrounded by the four Protestant virtues. There are no Roman Catholic images on the frontispiece. It suggests clearly the Protestant direction of Elizabeth's church. In **Source E2**, Tudor historian Susan Doran discusses the private religious views of Elizabeth I. She argues that she was a sincere Protestant, although she had little time for the aims of some of her more extreme Calvinist subjects. To Elizabeth, political stability and unity were more important than religious purity. According to Doran, this allowed Elizabethan England to avoid serious political unrest, in contrast to Charles I whose more narrow religious focus prompted discord. **Source E3** is an extract from Philip Stubbes' book *The Anatomie of Abuses* written in 1583, which is an important source of evidence about the daily life of Elizabethans. In this extract, he denounces the popular 'heathen' activities enjoyed on May Day and suggests that the impact of the Elizabethan Protestant Church did not dramatically change the popular beliefs of ordinary people.

**Source F1** is a critical view by historian Antonia Fraser of Oliver Cromwell's decision to execute Charles I. She notes that his supposed words 'cruel necessity' were probably fabricated but contain 'poetic truth', as the 'accusations of arbitrary tyranny' could now be placed at Cromwell's feet. **Source F2** is a painting by an unknown artist of the execution of Charles I and shows the immediate impact on the crowd who came to watch. It also suggests that the regicides, led by Cromwell, were leading England into a military dictatorship. **Source F3** is a primary source from the memoir of Bulstrode Whitelock, a Rump MP conveying the supposed words of Oliver Cromwell to him about the Rump Parliament. The words suggest that Cromwell was not an architect of the English Revolution; that there was a need for a government that could keep 'better order'.

**Source G1** is a painting by Tupaia, a Tahitian high priest who accompanied Lieutenant Cook on his journey from Tahiti to New Zealand aboard HM *Endeavour* in 1769. The drawing depicts an English Naval Officer bartering with

Maori. Candidates might use the image to discuss the typically cooperative nature of interactions between Pākehā and Māori which established the pattern of the race relationship to 1840. They might also refer to Māori curiosity, which played a significant role in determining the race relationship.

**Source G2** is a recollection of Chief Te Horeta te Taniwha's childhood experiences of Cook's first voyage to New Zealand in 1769. Te Horeta recounts the belief of the people at the time that the Europeans were goblins. He describes how intrigued Māori were by the goods the Europeans brought with them, and the Europeans' interest in items from New Zealand, including shells, flora, and fauna. He recalls the death of a tribe member following the theft of an item belonging to one of Cook's men, and how the tribe member deserved to be killed by the Europeans because of his actions. The candidate might use the account to identify the role that Māori curiosity played in determining the race relationship between Māori and Pākehā beyond first contact, and also the impact that interaction had on Māori, including the death rate.

In **Source G3** historian Anne Salmond comments on the limitations of the accounts of contacts that the members of the *Endeavour* had with Māori during their visit to New Zealand in 1769 – 1770. Salmond attributes this to the fact that encounters between Māori and Pākehā were brief and restricted, due to the uneasy reactions of Māori at times. Salmond also argues that the Eurocentric attitude of those aboard the *Endeavour* affected their experiences and their interpretations of Māori culture and society. The candidate could use this source to discuss the idea that Cook's interactions with Māori, and his reports, established patterns of exchange that would affect the interaction between Māori and Pākehā after 1769, and led to significant change for Maori.

**Source H1** is an extract from the historian A.J.P. Taylor's book *Revolutions and Revolutionaries*. He argues that the three themes of democracy, nationalism, and socialism were the legacy of the French Revolution, and thus this event was a clear turning point. However, historian Simon Schama in **Source H2** disagrees with this view of the French Revolution and says it 'betrayed liberalism', because the Declaration of the Rights of Man contained reservations that allowed for tyrannical governments to abuse those rights. **Source H3** is a painting by Eugène Delacroix of the 1830 Revolution that suggests that the French Revolution of 1789 did not bring liberty in the long term; on the other hand, the candidate could argue that the seeds of liberty were sown in 1789.

**Source I1** was painted by Marcus King in 1938 for the pending Centennial Exhibition of 1940. The candidate might use the painting to develop the idea that New Zealanders tend to see the signing of the Treaty as a very significant moment in New Zealand history. The candidate might use the fact that it was painted almost 100 years after the Treaty was signed to discuss the ongoing significance of the Treaty and the propensity for changing interpretations of events.

**Source I2** is an extract from historian Aroha Harris. The extract describes the development of the Māori protest movement committed to the pursuit of tino rangatiratanga. She identifies the role that the teachings of earlier protestors including Te Whiti, Te Kooti, the Kīngitanga and Ratana had in the development of the movement led from the 1970s by Nga Tamatoa. Harris argues that Māori treaty-consciousness has been unbroken since 1840.

**Source I3** contains the comments of three Māori chiefs made at the discussions about whether or not to sign the Treaty of Waitangi on 5 February 1840. Chief Rewa states that he does not want to sign the Treaty and argues that the Pākehā should return to Britain. Tamati Waka Nene argues that there has been too much change and it is too late for Pākehā to leave New Zealand. He encourages Māori to sign the Treaty to allow the Pākehā to stay in New Zealand and deal with lawlessness and other problems that had arisen. Nopera encourages Māori to sign the Treaty in order for Māori and Pākehā to continue to work together. The comments demonstrate the long-term patterns developing prior to the Treaty of Waitangi. The candidate could use these comments to argue the significance of long-term developments in effecting change.

**Source J1** is a cartoon by William Blomfield, that was published in the *New Zealand Mail* a short time after New Zealand women were granted suffrage in 1893. It presents a domestic scene in which traditional gender roles are satirically reversed. It shows a crying infant, squabbling children, a cat drinking milk out of a jug, and a man dressed in an apron burning the evening meal. Famous literary quotes on the walls are rewritten to reverse the pronouns. It plays on the fear of those who did not support suffrage that if women gained the vote, havoc would be wreaked within the domestic sphere.

**Source J2** is an extract from feminist historian Charlotte Macdonald reflecting on how revolutionary the granting of women's suffrage to New Zealand women in 1893 was. She recognises the achievement as a local and international milestone, but argues that rather than being seen as an achievement fought for and won by women, suffrage was 'afforded' to women as a democratic experiment in keeping with New Zealand's liberal inclusiveness as a new state. The candidate could use this source to develop the argument that significance can be determined differently by different groups.

**Source J3** is a speech by Meri Te Tai Mangakāhia given in May 1893 to the Māori Parliament at Paremata. She was the first woman to address the Māori Parliament, and she argues that not only should Māori women be given the vote, but they should be eligible to sit in that parliament, as many Māori women owned and administered their

lands. The candidate could use this source to develop the argument that significance can be determined differently by different groups.

**Source K1** is a poster produced in 2012 by *Peace News*, a newspaper supporting non-violent movements. As part of a First World War centenary project, *Peace News* produced a series of posters, celebrating key figures and events from the First World War anti-war movement. The candidate could use this poster to discuss the ongoing relevance of turning points.

**Source K2** is an extract from a book by historians Judith Binney and Vincent O'Malley. It outlines the significance of 1918 including the harsh penalties inflicted on the Waikato-Maniapoto men who refused to go to war, the return of the Māori soldiers from the front, and the effects of the influenza pandemic on Māori communities. The role that these events played in the emergence of Ratana as a significant personality for Māori is also discussed. This source could be used in a discussion about the effects of a turning point.

**Source K3** is an extract from a book written by the British journalist Kate Adie on women in Britain on the Home Front of World War One. She argues that women's suffrage, granted in 1918 to women over 30, was regarded by many suffragists and suffragettes as a 'triumph'. The candidate could use this source to argue the significance of women's suffrage.

**Source L1** contains statistics for several countries on the decreasing value of imports and exports 1929–1931, unemployment between 1929 and 1932, and then compares unemployment in Germany 1929–1932 with the increasing Nazi vote. This source could be used in a discussion about the effects of a turning point.

In **Source L2** Philippa Mein Smith discusses the impact of the Great Depression on New Zealand. While acknowledging the deep effects of the depression on the poor and on women, she also argues that historians since the 1980s have questioned its effects on New Zealanders. It is a challenge to works such as *The Sugarbag Years*.

**Source L3** contains the lyrics to a song written in 1931. This source could be used in a discussion about the effects of the Great Depression.

In **Source M1** historian Keith Lowe argues that celebrations of VE Day ignore the fact that the Second World War did not end in 1945; indeed that it 'opened up a Pandora's box' of ethnic and political conflict in Europe. He argues that in some places the fighting was actually worse than it had been during the Second World War itself. This fits in with the argument that a year cannot be a turning point, as World War Two is more 'messy and morally ambiguous' and not simply a 'clash between the Allies and the Axis'. The effects of the events after the war still affect us today.

**Source M2** is a photo of the three leaders of the 'Big Three' at Yalta in 1945. There is an appearance of unity in the photo and in **Source M3**, the Yalta Protocol, but this is deceptive, as what emerged out of this time was a Cold War between the Western powers and Soviet-led powers.

Mark Kurlansky in **Source N1** argues that 1968 was an exceptional year in that it represented an 'epicenter of a shift', the birth of a postmodern media-driven world. He argues that the events of this year were random, lacked any unifying force, and quickly ended. **Source N2** is a photo showing a protest outside the Miss America Show 1968. In **Source N3**, Michael Wood challenges Kurlansky's view about the importance of 1968 as a turning point, and instead argues that 1967 was such a year, because the counter-culture that was unleashed 'cracked open the conformity of the fifties'.

**Source O1** – The cartoon by the US cartoonist is an ironic comment on the brutal actions of the Chinese government on its people. The title, "People's Republic", is part of the correct title of Communist China but, together with the rolling tank over the corpses, suggests that the actions are against Chinese people's freedom. Candidates could use this source to suggest that 1989 did not lead the world to 'shift on its pivot' (source O2).

**Source O2** – This source argues that from a journalist's perspective the year 1989 was '*truly one of those years that the world shifted on its pivot*'. It also says that in terms of history, 1989 will probably remain a key year for historians although even twenty years later, it is still too early to know whether Fukuyama's argument, that given the political, economic, and social developments that occurred in 1989, it is impossible for the world to improve in terms of freedom and therefore the study of history, with the end of the Cold War, has come to an end. His view sees history as a road to 'progress', but as the *Time* article says, '20 years amounts to just a dribble of sand' in history. Candidates could use this article to argue that 1989 was perhaps a turning point, but the extent to which it was is highly contested.

**Source O3** – In this extract Margaret MacMillan argues that 1989 has not seen the 'end of history' as old conflicts remained under the surface – such as the rivalry between Serbs and Croats, between Iraq and Kuwait, between

the people of the past USSR. Candidates could use the source in support of Braudel's 'longue durée'. They could also use the source in a discussion of a turning point's significance.

### **Skill 1: Performance descriptor**

Analyse and think critically about key ideas relevant to the historical context(s) and setting(s).

#### **Explanatory notes**

1. A candidate who gains 7 or 8 marks for this skill will demonstrate that they have used their *perceptive and insightful* understanding of the key ideas through an informed understanding of the context. This will be sustained.
2. A candidate who gains 5 or 6 marks for this skill will have a highly developed understanding of the key ideas. A candidate on 6 marks will balance an informed understanding of the context with clear explanation. A candidate on 5 marks will have some explanation but may lack clarity.
3. A candidate gaining either 3 or 4 marks will have identified some of the key ideas. For 3 marks, key ideas will be identified only; candidates on 4 marks will have attempted to explain the key ideas.
4. A candidate gaining 1 mark will not identify any key idea(s), while a candidate on 2 marks will have attempted to identify key idea(s).

### **Skill 2: Argument**

Candidates should communicate their own substantive argument **EITHER on the extent to which it is difficult to measure the validity of historical turning points OR on the extent to which turning points alone are important**. Candidates must refer to the sources and add their own knowledge in order to demonstrate a broad, deep and balanced understanding of historians' different interpretations.

Candidates will be able to advance their argument clearly, fluently, and logically, establishing their position for their chosen question. They should:

1. define what a turning point is
2. argue whether or not the forces of history are more important than years/periods of time in evaluating the extent of change
3. identify and explain whether or not the people in history are more important than years/periods of time in evaluating the extent of change
4. identify and explain how key moments and 'sudden shifts in politics, intellectual fashions, ideology, or religion' (contingency) affect history
5. evaluate why an event may be considered a 'turning point'
6. evaluate how historians create history, how they decide whether an event is a 'turning point', how we can question the validity of historians' views.

### **Skill 2: Performance descriptor**

Logical development, precision, and clarity of ideas require the communication of a substantiated argument within an effective written format.

#### **Explanatory notes**

1. Candidates whose arguments are sophisticated and substantiated demonstrating breadth, depth, and balanced coverage will gain 7 or 8 marks. Candidates on 8 marks will have shown greater sophistication than a candidate on 7 marks.
2. For 5 or 6 marks, a candidate will have communicated a logical and convincing argument. A candidate on 6 marks will write a mostly balanced argument. Where the argument is not necessarily consistent and / or may waver, it is more likely to be 5 marks.
3. A candidate who has communicated a relatively simple argument will be on 3 or 4 marks. Where the argument has inconsistencies or inaccuracies, the candidate will be on 3 marks. Where the argument may be simple but explicit, the candidate will gain 4 marks.
4. A candidate who is awarded 1 or 2 mark(s) will have made an attempt to communicate an argument. A candidate on 1 mark will have written less than the candidate on 2 marks.

### **Skill 3: Synthesis**

Candidates must **integrate** the ideas from the sources and their own content knowledge to communicate their argument effectively. (See possible ideas and content for Skills 1 and 2).

### Skill 3: Performance descriptor

Use highly developed knowledge, historical ideas and skills to develop an argument which demonstrates an understanding of a complex historical context(s) and setting(s).

#### Explanatory notes

1. A candidate who gains 7 or 8 marks for this skill will have synthesised their *highly developed knowledge with ideas in the sources* with insight. A candidate gaining 8 marks will have integrated in a more sophisticated manner.
2. A candidate who gains 5 or 6 marks for this skill will synthesise a highly developed knowledge with ideas from the sources. A candidate gaining 6 marks will have a balanced integration of their own knowledge with the sources. A candidate gaining 5 marks will have a clear, informed integration that may not be consistent or clearly expressed.
3. A candidate gaining either 3 marks or 4 marks will have integrated ideas from the sources and their own knowledge. Candidates who take a source-by-source approach, and don't integrate the sources and their own knowledge, will get a maximum of 3 marks. A candidate will have integrated some of their own knowledge for 4 marks.
4. A candidate gaining 2 marks will have attempted to integrate their own knowledge with ideas in the sources. A candidate on 1 mark will not have integrated their own knowledge.

### Skill 4: Historical relationships

The candidate must refer to the sources and add their own knowledge in order to demonstrate an awareness of some of the following historical relationships in the context of turning points in history.

- **Cause and effect:** Candidates should discuss the influence of long-term forces, historical personalities, and contingency on turning points. Candidates could ask the following questions: How are causal factors leading to turning points? How significant were the consequences of turning points? How do historians measure consequences?
- **Continuity and change:** Candidates might discuss the extent to which the significance and relevance of turning points change over time. They may ask: How do historical events way in the past influence the present day? Do events actually 'end'? – for example World War Two is described by Keith Lowe as 'the war without an end'. How valid is the idea?
- **Past and present:** Candidates might ask the following questions in relation to different historical interpretations: How do historical events in the past influence the present day? The influence of the present and the future in changing interpretations should be discussed. How are historical turning points in the distant past viewed today? How does presentism influence the writing of history? – particularly discussions about changing roles for women, the impact of colonialism on indigenous peoples.
- **Patterns and trends:** Candidates might question statistics of the Depression that suggest a great calamity but individual histories suggest something more complicated; the ongoing trend of remembering and valuing history in a glorified or simplistic way; the trend of popular culture in influencing change in 1968.
- **Specific and general:** Candidates might refer to sources that emphasise individual stories and the impact of an event on history. Differing comments made by Māori chiefs in the discussion on 5 February 1840 is an example – **Source I3**. Candidates should take into consideration the problem of looking at singular events to measure turning points rather than a decade, for instance.

### Skill 4: Performance descriptor

Evaluate historical relationships, such as cause and effect, continuity and change, past and present, specific and general, patterns and trends.

#### Explanatory notes

1. A candidate who gains 7 or 8 marks for this skill will have demonstrated a perceptive and insightful understanding of historical relationships through the convincing use of examples from their own knowledge. This will be sophisticated for 8 marks.
2. A candidate who gains 5 or 6 marks will have a highly developed understanding of historical relationships and will have brought in examples from their own knowledge. A candidate who lacks clarity of explanation will gain 5 marks.
3. A candidate gaining either 3 marks or 4 marks will have accurately identified some of the historical relationships. A candidate gaining 3 marks will be implicit or will have identified some relationships but not always accurately.

4. A candidate gaining 2 marks is likely to have attempted to include the historical relationships. The candidate on 1 mark will have missed identifying historical relationships.

### Skill 5: Judgements

The candidate must refer to the sources and add their own knowledge to make judgements about the **nature of evidence**. Ideas from the sources that candidates might include:

- Commenting on the reliability and limitations of speeches such as **Source I3 and J3**.
- Commenting on the problems of reliability of primary sources such as Cromwell's opinion in **Source F3** and the extract in **Source G2** and **Source K2** and the official statement from the Yalta Protocols in **Source M3**.
- Acknowledging the bias of the cartoonists in **Sources J1 and O1**. The candidate could also question the value of a cartoon as evidence of historical significance or relevance.
- Commenting on the usefulness of the statistics presented in **Source L1**, or on the limitations of the statistics, and the need to compare them with other evidence.
- Commenting on the usefulness of lyrics, such as that in **Source L3**. How significant, relevant, or reliable is it?
- Commenting on the nature of the paintings in **Sources E1, F2, G1, H3, I1, K1**. Who might have been the intended audience of these sources? What is the purpose of these paintings?
- Questioning the usefulness of the photographs in **Sources M2 and N2**.
- Commenting on the need for more specific evidence from the source selection.

The candidate must refer to the sources, and add their own knowledge, to make judgements about the **strengths and limitations** of historians' narratives. Using the sources, the candidate might:

- Compare and contrast the views of Margaret MacMillan, Paul Moon, and Niall Ferguson on turning points.
- Recognise the limitations of journalists' viewpoints and also their usefulness in **Source K3 and Source O2**.
- Compare and contrast the approaches of Susan Doran and Charlotte Macdonald in dealing with gender history.
- Compare and contrast the approaches of Aroha Harris, Judith Binney and Vincent O'Malley, and Anne Salmond in dealing with Māori history.

### Skill 5: Performance descriptor

Judge the reliability and usefulness of historical evidence, and evaluate the strengths and limitations of historians' narratives.

#### **Explanatory notes**

1. A candidate who gains 7 or 8 marks will make *perceptive judgments* about the historical narratives / writers' views, and the nature of historical evidence in the sources provided. They will bring in their own knowledge to make these judgements. The perceptive judgements need to be sustained, and may emphasise narratives more than the nature of evidence, or visa versa. For 8 marks, this will be sophisticated.
2. A candidate who gains 5 or 6 marks will make *highly developed judgments* about the historical narratives / writers' views, and / or the nature of historical evidence in the sources provided. They will bring in their own knowledge to make these judgements. For 6 marks, the candidate will show more critical analysis and a clearer understanding of the nature of evidence. For 5 marks the candidate might refer to the sources in the paper only, but they are critical, but may lack clarity.
3. A candidate who gains 3 or 4 marks must accurately use the historical narratives / writers' views, and / or make some simple judgements about the nature of historical evidence in the sources provided. For 3 marks, the candidate must have made ONE valid judgement about either a source or historian / writers view; 4 marks is more than one valid judgement. These valid judgements are likely to use phrases such as 'limitation', 'reliability', 'validity', 'usefulness', 'bias', 'propaganda', 'selection', 'appropriate', 'representative', etc.
4. A candidate who gains either 1 or 2 marks has referred to historical narratives / writers, and / or has attempted to make a judgment about the sources. One valid attempt at a judgement will receive 2 marks, a glimmer of an attempt will receive 1 mark.

Candidate No.: \_\_\_\_\_ Question: *One or Two*

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| <p><b>Historical ideas (Skill No. 1)</b></p> <p><i>Analyse and think critically about key ideas relevant to the historical context and setting:</i></p> <ul style="list-style-type: none"> <li>• using perceptive understanding of key ideas (sustained), PD1 (8 or 7)</li> <li>• using highly developed and informed understanding of key ideas, PD2 (6 or 5)</li> <li>• identifies key ideas, PD3 (4 or 3)</li> <li>• attempts to identify key ideas, PD4 (2 or 1).</li> </ul>  | <p><b>Argument (Skill No. 2)</b></p> <p><i>Logical development, precision and clarity of ideas require the communication of a substantiated argument within an effective written format:</i></p> <ul style="list-style-type: none"> <li>• using sophisticated and substantiated argument, PD1 (8 or 7)</li> <li>• using logical, convincing, and balanced argument, PD2 (6 or 5)</li> <li>• simple and explicit argument, PD3 (4 or 3)</li> <li>• attempts to communicate an argument, PD4 (2 or 1).</li> </ul>  |
| <p><b>Synthesis of ideas (Skill No. 3)</b></p> <p><i>Use highly developed knowledge, historical ideas and skills to develop an argument which demonstrates an understanding of a complex historical context(s) and setting(s), by:</i></p> <ul style="list-style-type: none"> <li>• insightfully synthesising a highly developed knowledge with ideas in the sources, PD1 (8 or 7)</li> <li>• integrating a highly developed knowledge with ideas in the sources, PD2 (6 or 5)</li> <li>• integrating ideas from the sources with some knowledge, PD3 (4 or 3)</li> <li>• attempting to integrate ideas and a little knowledge, PD4 (2 or 1).</li> </ul>  | <p><b>Historical relationships (Skill No. 4)</b></p> <p><i>Evaluate historical relationships, such as cause and effect, continuity and change, past and present, specific and general, patterns and trends:</i></p> <ul style="list-style-type: none"> <li>• using perceptive understanding of historical relationships and convincing use of examples, PD1 (8 or 7)</li> <li>• using highly developed understanding of historical relationships with informed examples, PD2 (6 or 5)</li> <li>• identifies some historical relationships, PD3 (4 or 3)</li> <li>• attempts to identify historical relationships, PD4 (2 or 1).</li> </ul> |
| <p><b>Judgements about evidence / narratives (Skill No. 5)</b></p> <p><i>Judge the reliability and usefulness of historical evidence, and evaluate the strengths and limitations of historians' narratives:</i></p> <ul style="list-style-type: none"> <li>• using perceptive judgements of narratives and the nature of evidence (sustained and sophisticated), PD1 (8 or 7)</li> <li>• using highly developed judgements of narratives and / or the nature of evidence, PD2 (6 or 5)</li> <li>• accurate use of narratives and / or makes simple judgements about the nature of evidence, PD3 (4 or 3)</li> <li>• references to historical narratives, or the nature of evidence in the sources, PD4 (2 or 1).</li> </ul> |  |

Total score: /40