

## Achievement Standard

**Subject Reference** History 1.3

**Title** Interpret sources of an historical event of significance to New Zealanders

**Level** 1      **Credits** 4      **Assessment** External

**Subfield** Social Science Studies

**Domain** History

**Status** Registered      **Status date** 30 November 2010

**Planned review date** 31 December 2018      **Date version published** 20 November 2014

This achievement standard involves interpreting sources of an historical event of significance to New Zealanders.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Interpret sources of an historical event of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret in depth sources of an historical event of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively interpret sources of an historical event of significance to New Zealanders.</li> </ul>

### Explanatory Notes

1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, the Social Sciences learning area and the Level 6 achievement objectives:

- Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society
- Understand how people's perspectives on past events that are of significance to New Zealanders differ

and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

2 *Interpret* involves showing understanding of the sources, using one or more historical skill(s).

*Interpret in depth* involves showing thorough understanding of the sources, using one or more historical skill(s).

*Comprehensively interpret* involves showing perceptive understanding of the sources, using one or more historical skill(s).

- 3 Examples of *sources* refer to: documents, pictures, graphs, maps, articles, speeches, cartoons, and text books.
- 4 Historical skills refer to interpreting:
- an idea or ideas
  - facts
  - perspectives
  - reliability
  - bias
  - limitations of evidence and the need for additional information.
- 5 An *historical event* is understood to be:
- a specific historical event in time, e.g. Passchendaele, Māori Land March, Waterfront Strike, Influenza Pandemic, Polio Epidemic, End of Six O’Clock Closing
  - an historical development or movement, e.g. Ratana movement, introduction of the contraceptive pill, tino rangatiratanga
  - a person’s role in and contribution to a significant historical event or movement, e.g. Ettie Rout and health issues, Martin Luther King and the civil rights movement, Osama Bin Laden and the Islamic revolution.
- 6 An *historical event of significance to New Zealanders* is understood to be an event that has occurred within New Zealand, or an international event that has involved or influenced New Zealanders.
- 7 *Significance* is a concept that could be determined by:
- the importance of the event to people alive at the time
  - how deeply people’s lives were affected at the time
  - how many lives were affected
  - the length of time people’s lives were affected
  - the extent to which the event, or place, continues to affect society.
- 8 Assessment Specifications for this achievement standard can be accessed through the History Resources page found at [www.nzqa.govt.nz/ncea/resources](http://www.nzqa.govt.nz/ncea/resources).
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### Replacement Information

This achievement standard replaced unit standard 5809.

**Quality Assurance**

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233