

## Achievement Standard

<b>Subject Reference</b>	History 2.1		
<b>Title</b>	Carry out an inquiry of an historical event or place that is of significance to New Zealanders		
<b>Level</b>	2	<b>Credits</b>	4
		<b>Assessment</b>	Internal
<b>Subfield</b>	Social Science Studies		
<b>Domain</b>	History		
<b>Status</b>		<b>Status date</b>	17 November 2011
<b>Planned review date</b>	31 December 2018	<b>Date version published</b>	20 November 2014

This achievement standard involves carrying out an inquiry of an historical event or place that is of significance to New Zealanders.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Carry out an inquiry of an historical event or place that is of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out, in-depth, an inquiry of an historical event or place that is of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively carry out an inquiry of an historical event or place that is 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 7 achievement objectives:
- Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders
  - Understand how people's interpretations of 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](#) for the relevant learning area.

- 2 *Carry out an inquiry* involves:
- preparing to carry out an inquiry

- making annotations on the evidence
- organising sources and evidence
- evaluating the inquiry.

*Carry out, in-depth, an inquiry* involves:

- making detailed annotations on the evidence
- providing a coherent evaluation of the inquiry.

*Comprehensively carry out an inquiry* involves:

- making perceptive annotations on the evidence
- providing a perceptive evaluation of the inquiry.

- 3 *An inquiry of an historical event, or place, is a process.*
- 4 Preparing to carry out an inquiry typically involves:
  - identifying a topic
  - carrying out preliminary reading to identify potentially useful sources of evidence
  - developing focussing questions (with guidance)
  - developing a plan to guide the inquiry process (with guidance).
- 5 Making annotations on the evidence typically involves adding critical, explanatory, analytical, or evaluative notes to a piece of evidence and may include:
  - describing the links between the evidence and the focussing questions
  - identifying the particular usefulness of a piece of evidence and/or the need for caution in using the evidence
  - identifying different perspectives
  - cross referencing to support the analysis of the evidence
  - weighing the evidence the sources contain
  - assessing the comparative usefulness of sources.
- 6 Organising sources and evidence typically involves:
  - selecting evidence from a variety of sources that answers the focussing questions
  - recording the details of the sources of selected evidence so that an independent check can be made.
- 7 Evaluating the inquiry typically involves:
  - evaluating strengths and weaknesses and/or successes and difficulties in the inquiry process
  - explaining the comparative usefulness of sources
  - identifying issues that affect the usefulness and the reliability of the evidence gathered
  - explaining reliability issues
  - identifying issues that affect the inquiry process as a whole.
- 8 *An historical event* is understood to be:
  - a specific historical event in time, eg 9/11, 1981 Springbok Tour, Gallipoli, Influenza Pandemic
  - an historical development or movement, eg Ratana, suffragettes, civil rights movements
  - a person's role in and contribution to a significant historical event or movement.

- 9 *An historical place* is understood to be:
- a place where something significant in history has happened eg Parihaka
  - a place where something significant is commemorated eg local war memorial, tomb of the unknown soldier
  - a place where something significant is contained eg cemetery, museum, marae.
- 10 Where an historical person is prominent in the investigation, it is not sufficient to simply present a biography. The focus of the investigation should be on the historical person's role in, or contribution to, an historical event, or place, eg Ettie Rout and health issues, Martin Luther King and the civil rights movement, Osama Bin Laden and the Islamic revolution.
- 11 *Significance* is a concept that is typically determined by:
- the importance of the event, or place, 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.
- 12 An *event of significance to New Zealanders* could be:
- a past event occurring within New Zealand, eg Maori Land March, Bastion Point, Influenza Pandemic, youth rebellion in the 1950s, American GIs in NZ in WWII
  - an international event involving New Zealanders, eg South African War, Second Wave of Feminism
  - an international event influencing New Zealanders, eg civil rights movement, formation of the European Union, fall of the Berlin Wall, invention of the contraception pill, Swinging '60s.
- 13 To be of significance to New Zealanders an event or place does not have to be located in New Zealand.
- 14 The context of the inquiry needs to be significant and relevant to students living in the 21<sup>st</sup> century. This reflects the intent of the Curriculum to make learning programmes relevant to New Zealand students.
- 15 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

**Replacement Information**

This achievement standard replaced AS90465 and unit standard 5821.

---

**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