

## Achievement Standard

**Subject Reference** History 2.3

**Title** Examine sources of an historical event that is of significance to New Zealanders

**Level** 2      **Credits** 4      **Assessment** External

**Subfield** Social Science Studies

**Domain** History

**Status** Registered      **Status date** 17 November 2011

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

This achievement standard involves examining sources of an historical event that is of significance to New Zealanders.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Examine sources of an historical event that is of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Examine in-depth sources of an historical event that is of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively examine sources of an historical event 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 *Examine sources* involves using one or more historical skill(s) to show understanding of sources. Showing *understanding* involves selecting and explaining evidence relevant to the question being investigated.

*Examine sources in-depth* involves using one or more historical skill(s) to show a thorough understanding of sources. Showing *thorough understanding* involves selecting detailed evidence relevant to the question being investigated and explaining it.

*Comprehensively examine sources* involves using one or more historical skill(s) to show perceptive understanding of sources. Showing *perceptive understanding* involves '*reading between the lines*' to draw conclusions that go beyond the immediately obvious, and/or to raise relevant questions (where appropriate) that demonstrate a high degree of engagement with the source. It could involve selecting and explaining evidence with an awareness of the limitations of either the evidence or the basis for making assumptions about it.

- 3 Evidence is derived from sources. Examples of *sources* include: documents, pictures, graphs, map, articles, speeches, cartoons, text books.
- 4 Historical skills include:
- close reading
  - comprehension
  - extracting meaning.
- 5 Historical skills are used to identify concepts such as:
- perspectives
  - reliability or bias
  - continuity and change
  - intent and motivation
  - cause and effect.
- 6 *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.
- 7 *Event of significance to New Zealanders* is defined as:
- a past event occurring within New Zealand
  - an international event involving New Zealanders
  - an international event influencing New Zealanders.
- 8 *Significance* is a concept that is typically 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 continues to affect society.

To be of significance to New Zealanders an event does not have to take place in New Zealand.

- 9 The context of the event 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.
  - 10 Assessment Specifications for this achievement standard can be accessed through the History Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/>.
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### Replacement Information

This achievement standard replaced AS90467.

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### 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