

Achievement Standard

Subject Reference	History 3.2				
Title	Analyse an historical event, or place, of significance to New Zealanders				
Level	3	Credits	5	Assessment	Internal
Subfield	Social Science Studies				
Domain	History				
Status	Registered	Status date	4 December 2012		
Planned review date	31 December 2016	Date version published	4 December 2012		

This achievement standard involves analysing an historical event, or place, of significance to New Zealanders.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Analyse an historical event, or place, of significance to New Zealanders. 	<ul style="list-style-type: none"> Analyse, in depth, an historical event, or place, of significance to New Zealanders. 	<ul style="list-style-type: none"> Comprehensively analyse an historical event, or place, of significance to New Zealanders.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Social Sciences learning area, and the Level 8 achievement objectives:
 - Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested
 - Understand how trends over time reflect social, economic, and political forces and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Analyse* involves using historical evidence to communicate key historical ideas with supporting evidence and establishing the significance of the historical event or place to New Zealanders. Merely describing what happened in an historical event is not by itself an analysis.

Analyse, in depth, involves explaining key historical ideas using in-depth supporting evidence.

Comprehensively analyse involves presenting sound understanding, well-considered judgements of the evidence, and conclusions from an historian's perspective. The analysis is presented through key historical ideas that are supported by comprehensive evidence drawn from primary and secondary sources.

- 3 The format of the presentation of evidence must provide the opportunity to demonstrate the depth of analysis appropriate to Level 3.
- 4 *An historical event* is understood to be:
 - A specific historical event, eg Hyde Rail Disaster, Kaitangata Mine Disaster, Napier Earthquake, Ballantyne's Fire
 - 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, eg Kate Sheppard and Women's Suffrage, Nelson Mandela and civil rights in South Africa, Morrie Davis and the Mt Erebus Disaster.
- 5 *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 a local war memorial, the tomb of an unknown soldier
 - a place where something significant is contained, eg cemetery, museum, marae.
- 6 *Significance* may 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 continues to affect society.
- 7 *An event of significance to New Zealanders* is understood to be:
 - an historical event occurring in New Zealand
 - an historical international event involving New Zealanders
 - an historical international event influencing New Zealanders.
- 8 To be of significance to New Zealanders, an event does not have to be located in New Zealand.
- 9 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Replacement Information

This achievement standard replaced unit standard 5833 and AS90655.

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