

Achievement Standard

Subject Reference	History 3.4		
Title	Analyse different perspectives of a contested event 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 different perspectives of a contested event of significance to New Zealanders.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Analyse different perspectives of a contested event of significance to New Zealanders. 	<ul style="list-style-type: none"> Analyse, in depth, different perspectives of a contested event of significance to New Zealanders. 	<ul style="list-style-type: none"> Comprehensively analyse different perspectives of a contested event 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 objective:
 - 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
 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 explaining, as an historian, different perspectives of the contested event.

Analyse, in depth, involves evaluating, as an historian, the validity of different perspectives of the contested event. Evaluating involves appraising and presenting an opinion.

Comprehensively analyse means making judgements, as an historian, on the historical validity of different perspectives of the contested event, drawing

conclusions that demonstrate thorough engagement with the evidence and the historical ideas it contains. Historical validity refers to people's different historical perspectives and reasons for these.

- 3 *A contested event* is an event or issue which is subject to debate and argument. Debates and arguments may involve any or all of the origins, nature, and consequences of the event or issue. The contested event must have caused a significant divergence of opinion at the time of the event, or since.
- 4 *Different perspectives* could include perspectives that represent the current state of the debate made with the benefit of hindsight, or previous interpretations. For example:
The Generals were not 'donkeys' (previous perspective), there was military strategy evident on the Western Front (current perspective).
 - Current perspectives: eg Niall Ferguson, Christopher Pugsley, Gary Sheffield, Hew Strachan, David Grant, Glyn Harper, *Blackadder Goes Forth*
 - Previous perspectives: eg Basil Liddell Hart, AJP Taylor, CEW Bean, Siegfried Sassoon, Wilfred Owen, Archibald Baxter.
- 5 *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.
- 6 An *event of significance to New Zealanders* is understood to be:
 - an historical event occurring within New Zealand
 - an historical international event involving New Zealanders
 - an historical international event influencing New Zealanders.
- 7 To be of significance to New Zealanders, an event does not have to be located in New Zealand.
- 8 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 5836.

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