

Achievement Standard

Subject Reference History 1.2

Title Demonstrate understanding of an historical event, or place, of significance to New Zealanders

Level 1 **Credits** 4 **Assessment** Internal

Subfield Social Science Studies

Domain History

Status Registered **Status date** 30 November 2010

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This achievement standard requires demonstrating understanding of 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"> Demonstrate understanding of an historical event, or place, of significance to New Zealanders. 	<ul style="list-style-type: none"> Demonstrate in-depth understanding of an historical event, or place, of significance to New Zealanders. 	<ul style="list-style-type: none"> Demonstrate comprehensive understanding of 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, the Social Sciences learning area and achievement objective:
 - Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society', and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Demonstrate understanding* involves:
 - describing an historical event or place
 - and communicating in own words findings that result from an investigation, using supporting evidence.

Demonstrate in-depth understanding involves:

- including a more thorough understanding and use of important supporting evidence.

Demonstrate comprehensive understanding involves:

- including a depth and breadth of understanding using extensive supporting evidence, to show links between the event, the people concerned and its significance to New Zealanders.

3 An *historical event* is understood to be:

- a specific event in time, e.g. 9./11, 1981 Springbok Tour, Gallipoli, Influenza Pandemic
- an historical development or movement, e.g. Ratana, suffragettes, civil rights movements
- 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.

4 An *historical place* is understood to be:

- a place where something significant in history has happened, e.g. Parihaka
- a place where something significant is commemorated, e.g. local war memorial, tomb of the unknown soldier
- a place where something significant is contained, e.g. cemetery, museum, marae.

5 Where an historical person is the focus, it is not sufficient to simply present a biography. The focus should be on the historical person's role in, or contribution to, an historical event, or place, e.g. Ettie Rout and health issues, Martin Luther King and the civil rights movement, Osama Bin Laden and the Islamic revolution.

6 *Significance* is a concept that could be 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.

7 An *historical event of significance to New Zealanders* could be:

- a past event occurring within New Zealand, e.g. Maori Land March, Bastion Point, Influenza Pandemic, youth rebellion in the 1950s, American GIs in NZ in WWII
- an international event involving New Zealanders, e.g. South African War, Second Wave of Feminism
- an international event influencing New Zealanders, e.g. civil rights movement, formation of the European Union, fall of the Berlin Wall, invention of the contraception pill, Swinging '60's.

To be of significance to New Zealanders an event does not have to be located in New Zealand, but needs to be significant and relevant to New Zealand students living in the 21st century. This reflects the intention of *The New Zealand Curriculum* to make learning programmes relevant to New Zealand students.

- 8 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
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Replacement Information

This achievement standard replaced unit standard 5810 and AS90210.

Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0233