

Achievement Standard

Subject Reference History 1.2

Title Demonstrate understanding of the significance of a historical context

Level 1 **Credits** 5 **Assessment** Internal

Subfield Social Science Studies

Domain History

Status Approved **Status date** December 2023

Planned review date December 2028 **Date version published** December 2023

Purpose Statement

Students are able to demonstrate understanding of the significance of a historical context.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of the significance of a historical context 	<ul style="list-style-type: none"> Explain the significance of a historical context 	<ul style="list-style-type: none"> Examine the significance of a historical context

Explanatory Notes

- 1 *Demonstrate understanding of the significance of a historical context* involves:
- describing a specific aspect or specific aspects of significance of a historical context
 - including relevant historical evidence in the description.

Explain the significance of a historical context involves:

- explaining a specific aspect or specific aspects of significance of a historical context
- using historical evidence to support the explanation.

Examine the significance of a historical context involves:

- applying a specific aspect or specific aspects of significance to show depth of understanding of a historical context
- using historical evidence to develop the explanation.

- 2 *A historical context* refers to:
- a historical place
 - a historical event
 - a historical person, group of people, or historical movement.
- 3 *Historical evidence* includes specific historical detail such as names (of people, places, or events), dates, statistics, figures, short quotes, or a combination of these that relate to and help the response.
- 4 Students may choose to consider *aspects of significance* such as:
- whakapapa – the event, person, or place may be seen as important in forming, maintaining, or disrupting the relationships between events, peoples, and places
 - tuakiri – the event, person, or place may be seen as important in shaping, affirming, or disrupting the identity of individuals, whānau, hapū, iwi, or communities
 - collective maumaharatanga – the memorialisation and recollection of the event, person, or place is important to the collective memory of a group over time
 - impact – the extent to which an event, person, or place disrupted existing ways, set a new direction, or reinforced the importance of existing ways.
- 5 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.
- 6 This achievement standard is derived from the Social Sciences Learning Area at Level 6 of *The New Zealand Curriculum: Learning Media*, Ministry of Education, 2007.
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Replacement Information

This achievement standard, AS92024, AS92026, and AS92027 replaced AS91001-AS91006.

Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233
