

## Achievement Standard

**Subject Reference** History 1.3

**Title** Interpret sources of an historical event of significance to New Zealanders

**Level** 1      **Credits** 4      **Assessment** External

**Subfield** Social Science Studies

**Domain** History

**Status** Registered      **Status date** 30 November 2010

**Planned review date** 31 December 2014      **Date version published** 30 November 2010

This achievement standard involves interpreting sources of an historical event of significance to New Zealanders.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Interpret sources of an historical event of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret in depth sources of an historical event of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively interpret sources of an historical event of significance to New Zealanders.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, the Social Sciences learning area and the Level 6 achievement objectives:
  - Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society
  - Understand how people's perspectives on past 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>.
- Interpret* involves showing understanding of the sources, using one or more historical skill(s).

*Interpret in depth* involves showing thorough understanding of the sources, using one or more historical skill(s).

*Comprehensively interpret* involves showing perceptive understanding of the sources, using one or more historical skill(s).

- 3 Examples of *sources* refer to: documents, pictures, graphs, maps, articles, speeches, cartoons, and text books.
  - 4 Historical skills refer to interpreting:
    - an idea or ideas
    - facts
    - perspectives
    - reliability
    - bias
    - limitations of evidence and the need for additional information.
  - 5 An *historical event* is understood to be:
    - a specific historical event in time, e.g. Passchendaele, Māori Land March, Waterfront Strike, Influenza Pandemic, Polio Epidemic, End of Six O’Clock Closing
    - an historical development or movement, e.g. Ratana movement, introduction of the contraceptive pill, tino rangatiratanga
    - 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.
  - 6 An *historical event of significance to New Zealanders* is understood to be an event that has occurred within New Zealand, or an international event that has involved or influenced New Zealanders.
  - 7 *Significance* is a concept that could 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, or place, continues to affect society.
  - 8 Assessment Specifications for this achievement standard can be accessed through the History Resources page found at [www.nzqa.govt.nz/ncea/resources](http://www.nzqa.govt.nz/ncea/resources).
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### Replacement Information

This achievement standard replaced unit standard 5809.

**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