

## Achievement Standard

**Subject Reference** History 2.2

**Title** Examine an historical event or place that is of significance to New Zealanders

**Level** 2      **Credits** 5      **Assessment** Internal

**Subfield** Social Science Studies

**Domain** History

**Status** Registered      **Status date** 17 November 2011

**Planned review date** 31 December 2014      **Date version published** 17 November 2011

This achievement standard involves examining an historical event or place that is of significance to New Zealanders.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Examine an historical event or place that is of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Examine, in-depth, an historical event or place that is of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively examine an historical event or place that is of significance to New Zealanders.</li> </ul>

### Explanatory Notes

- 1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, the Social Sciences learning area, and the Level 7 achievement objectives:
- Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders
  - Understand how people's interpretations of 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>.

- 2 *Examine* involves communicating key historical ideas through a coherent explanation of an event or place, with supporting evidence, and describing its significance to New Zealanders. Narrative by itself is insufficient, eg a chronological description of what happened in an historical event is not by itself an examination.

*Examine, in-depth* involves communicating key historical ideas through a coherent explanation of the event or place, with detailed supporting evidence and an explanation of its significance to New Zealanders.

*Comprehensively examine* involves communicating key historical ideas through a convincing explanation of the event or place, with comprehensive supporting evidence and an explanation of its significance to New Zealanders.

- 3 An *historical event* is understood to be:
- a specific historical event in time, eg 9/11, 1981 Springbok Tour, Gallipoli, Influenza Pandemic
  - 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.
- 4 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 local war memorial, tomb of the unknown soldier
  - a place where something significant is contained eg cemetery, museum, marae.
- 5 Where an historical person is prominent in the investigation, it is not sufficient to simply present a biography. The focus of the investigation should be on the historical person's role in, or contribution to, an historical event, or place, eg 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 is typically 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 *event of significance to New Zealanders* could be:
- a past event occurring within New Zealand
  - an international event involving New Zealanders
  - an international event influencing New Zealanders.
- 8 To be of significance to New Zealanders an event or place does not have to be located in New Zealand.
- 9 The context of the event or place needs to be significant and relevant to students living in the 21<sup>st</sup> century. This reflects the intent of the Curriculum to make learning programmes relevant to New Zealand students.

- 10 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
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### **Replacement Information**

This achievement standard replaced AS90466 and unit standard 5823.

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### **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