

## Achievement Standard

<b>Subject Reference</b>	History 2.4		
<b>Title</b>	Interpret different perspectives of people in an historical event that is of significance to New Zealanders		
<b>Level</b>	2	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	Social Science Studies		
<b>Domain</b>	History		
<b>Status</b>	Registered	<b>Status date</b>	17 November 2011
<b>Planned review date</b>	31 December 2014	<b>Date version published</b>	17 November 2011

This achievement standard involves interpreting different perspectives of people in an historical event that is of significance to New Zealanders.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Interpret different perspectives of people in an historical event that is of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret in-depth different perspectives of people in an historical event that is of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively interpret different perspectives of people in an historical event that is 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 7 achievement objectives:
  - 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>.
- Interpret different perspectives* involves investigating and explaining perspectives in an historically accurate manner either from the perspective of named people or people in an identified historical context, or from the point of view of historians, with supporting evidence.
 

*Interpret in-depth different perspectives* involves interpreting perspectives which show depth of understanding, with relevant supporting evidence.

*Comprehensively interpret different perspectives* involves interpreting perspectives which show depth of understanding, and discernment, with significant relevant supporting evidence.

- 3 *Perspectives* are a person's point of view, attitudes, beliefs, and includes reasons for the perspectives, and the related actions/responses.
- 4 *People* refers to individuals or groups.
- 5 Different perspectives must be interpreted in relation to an historical event. This includes reference to appropriate reasons for, and actions associated with, the perspectives by interpreting the views and related actions of more than one person. Examples could include writing speeches, answering interview questions, writing diary entries, constructing pamphlets, role plays, plays or interviews, radio broadcasts or news reports, essays, and briefing papers.
- 6 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.
- 7 *Event of significance to New Zealanders* is defined as:
- a past event occurring within New Zealand
  - an international event involving New Zealanders
  - an international event influencing New Zealanders.
- 8 *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 continues to affect society.
- To be of significance to New Zealanders an event does not have to take place in New Zealand.
- 9 The context of the event 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 unit standards 5824 and 5826.

**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