

Achievement Standard

Subject Reference	History 3.3		
Title	Analyse evidence relating to an historical event of significance to New Zealanders		
Level	3	Credits	4
		Assessment	External
Subfield	Social Science Studies		
Domain	History		
Status	Registered	Status date	4 December 2012
Planned review date	31 December 2016	Date version published	4 December 2012

This achievement standard involves analysing evidence relating to an historical event of significance to New Zealanders.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Analyse evidence relating to an historical event of significance to New Zealanders. 	<ul style="list-style-type: none"> Analyse, in depth, evidence relating to an historical event of significance to New Zealanders. 	<ul style="list-style-type: none"> Comprehensively analyse evidence relating to an historical event of significance to New Zealanders.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Social Sciences learning area, and the Level 8 achievement objectives:
 - Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested
 - Understand how trends over time reflect social, economic, and political forces and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Analyse* involves using historians' skills to interpret evidence in order to demonstrate understanding of historical concepts.

Analyse, in depth, involves using historians' skills to interpret evidence in order to demonstrate thorough understanding of historical concepts.

Comprehensively analyse involves using historians' skills to interpret evidence in order to demonstrate understanding of historical concepts, showing insight. Insight includes 'reading between the lines' to draw conclusions that go beyond the immediately obvious and demonstrate a high degree of engagement with the evidence.

- 3 *Evidence* is derived from sources. Sources may include: documents, pictures, graphs, maps, articles, speeches, cartoons, text books.
- 4 Historians' skills involve:
 - close reading
 - comprehension
 - extracting meaning.
- 5 Historians' skills are used to identify historical concepts such as:
 - perspectives
 - past and present
 - reliability and usefulness
 - bias or propaganda
 - continuity and change
 - intent and motivation
 - cause and effect
 - specific and generalised
 - influence and significance
 - contingency.
- 6 *An historical event* is understood to be:
 - an event, eg Hyde Rail Disaster, Kaitangata Mine Disaster, Napier Earthquake, Ballantyne's Fire
 - 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, eg Kate Sheppard and Women's Suffrage, Nelson Mandela and civil rights in South Africa, Morrie Davis and the Mt Erebus Disaster.
- 7 *An event of significance to New Zealanders* is understood to be:
 - an historical event occurring within New Zealand
 - an historical international event involving New Zealanders
 - an historical international event influencing New Zealanders.
- 8 *Significance* may 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.
- 9 Assessment Specifications for this achievement standard can be accessed through the History Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.

Replacement Information

This achievement standard replaced unit standard 5832 and AS90656.

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