

## Achievement Standard

**Subject Reference** History 1.4

**Title** Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders

**Level** 1      **Credits** 4      **Assessment** Internal

**Subfield** Social Science Studies

**Domain** History

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

**Planned review date** 31 December 2016      **Date version published** 12 December 2013

This achievement standard requires demonstrating understanding of different perspectives of people in an historical event of significance to New Zealanders.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of different perspectives of people in an historical event of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehensive understanding of different perspectives of people in an historical event 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 6 achievement objective:
- 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>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- 2 *Demonstrate understanding* involves giving historically accurate accounts from the perspectives of different named people in an identified historical context, with relevant supporting evidence.

*Demonstrate in-depth understanding* involves:

- including perspectives which show convincing understanding, with relevant supporting evidence.

*Demonstrate comprehensive understanding* involves:

- including insightful and perceptive understandings of people's perspectives and reasons for these, and related actions, with relevant supporting evidence.

*Perspective* means a person's point of view, attitudes, beliefs and may include reasons for the perspectives, and the related actions/responses.

*People* refers to individuals and/or groups.

- 3 A student is required to demonstrate understanding of different perspectives in an historical event. This may include reference to appropriate reasons for and actions associated with the perspectives by assuming the characters of more than one person. Examples could include writing speeches, answering interview questions, writing diary entries, constructing pamphlets, role plays, plays, interviews, etc.
- 4 Teachers can choose modes of assessment that do not require students to give a performance. This achievement standard assesses the historical understanding of the perspectives being demonstrated, not the quality of the performance.
- 5 An *historical event* is understood to be:
- a specific historical event in time, e.g. Passchendaele, Dawn Raids of the 1970s, introduction of Chinese Poll Tax 1890s, Bastion Point, Waterfront Strike 1951, introduction of Conscription 1916, Occupation of Motua Gardens Wanganui, Wairau Affray
  - an historical development or movement, e.g. Ratana, suffragettes, civil rights movements, Plunket, RSA, Women's Christian Temperance Union, responses to Influenza Pandemic, Maori urbanisation post WWII.
- 6 *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.
- 7 An *event of significance to New Zealanders* could be:
- a past event occurring within New Zealand, e.g. Maori Land March, Bastion Point, Influenza Pandemic, youth rebellion in the 1950s, American GIs in NZ in WWII
  - an international event involving New Zealanders, e.g. South African War, Second Wave of Feminism
  - an international event influencing New Zealanders, e.g. civil rights movement, formation of the European Union, fall of the Berlin Wall, invention of the contraception pill, Swinging '60's.

- 8 To be of significance to New Zealanders an event does not have to be located in New Zealand, but needs to be significant and relevant to New Zealand students living in the 21<sup>st</sup> century. This reflects the intention of *The New Zealand Curriculum* to make learning programmes relevant to New Zealand students.
  - 9 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 standard 5813.

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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