

## Achievement Standard

**Subject Reference** History 1.1

**Title** Carry out an investigation of an historical event, or place, 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 2019      **Date version published** 20 November 2014

This achievement standard requires carrying out an investigation of an historical event, or place, of significance to New Zealanders.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Carry out an investigation of an historical event, or place, of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out an in-depth investigation of an historical event, or place, of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a comprehensive investigation of an historical event, or place, 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 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>.

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 *Investigation of an historical event, or place* is a process.

*Carry out an investigation* involves:

- identifying a topic
- identifying possible sources and how they may be useful
- selecting relevant historical evidence from a variety of sources in accordance with focussing questions that are provided in the task instructions
- organising this evidence appropriately
- recording the details of the sources of selected evidence.

The investigation could include looking at different perspectives on the event or place. Perspectives could be historical or current.

*Carry out an in-depth investigation* involves:

- selecting evidence from a variety of sources, including both primary and secondary sources
- evaluating the investigation process.

*Carry out a comprehensive investigation* involves:

- writing, on the selected evidence, annotated comments establishing links between the evidence and the focussing questions being investigated
- organising evidence effectively
- thoroughly evaluating the investigation process.

*Evaluate* could include assessing:

- the strengths and weaknesses in conducting the investigation
- how the evidence gathered helped to address the focussing questions
- how the research process could be improved next time.

*Source* refers to where the evidence can be found. Sources may include books, CD-ROMs, people, libraries, museums, newspapers, artefacts, historical sites, videos, websites, graphs, cartoons, films, tape-recorded radio programmes, DVDs, blogs, etc. Sources may include primary and secondary sources.

*Record the details of the sources* means recording author, title, publisher, city of publication, date of publication, website address etc. A full reference list/bibliography is not required for this achievement standard.

3 An *historical event* is understood to be:

- a specific historical event in time, e.g. 9./11, 1981 Springbok Tour, Gallipoli, Influenza Pandemic
- an historical development or movement, e.g. Ratana, suffragettes, civil rights movements
- a person's role in and contribution to a significant historical event or place.

4 An *historical place* is understood to be:

- a place where something significant in history has happened e.g. Parihaka
- a place where something significant is commemorated e.g. local war memorial, tomb of the unknown soldier
- a place where something significant is contained e.g. 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, e.g. 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 could be 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, 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 '60s.

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.

- 8 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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### Replacement Information

This achievement standard replaced unit standard 5808 and AS90209.

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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