

## Achievement Standard

<b>Subject Reference</b>	History 3.1		
<b>Title</b>	Research an historical event or place of significance to New Zealanders, using primary and secondary sources		
<b>Level</b>	3	<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>	4 December 2012
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	17 November 2016

This achievement standard involves researching an historical event or place of significance to New Zealanders, using primary and secondary sources.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Research an historical event or place of significance to New Zealanders, using primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>Research, in depth, an historical event or place of significance to New Zealanders, using primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively research an historical event or place of significance to New Zealanders, using primary and secondary sources.</li> </ul>

### 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>.

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](#) for the relevant learning area.

2 *Research using primary and secondary sources* involves:

- following a research process
- evaluating the research process, for example explaining the successes and difficulties encountered in conducting the research, explaining how the line of inquiry may have changed as evidence was accumulated, identifying the issues to consider for future inquiries.

*Research, in depth, using primary and secondary sources* involves:

- making annotations that include assessment of the reliability of selected evidence.

*Comprehensively research, using primary and secondary sources* involves:

- showing initiative in the gathering and selecting of relevant evidence, which may include persevering with difficult sources, and/or using evidence from sources which are not readily available
- evaluating the research process, for example by analysing the strength(s) and weakness(es) of the process, analysing how these strength(s) and weakness(es) are likely to impact on the validity of the findings, considering alternative research steps and/or line(s) of inquiry and/or methods, and their implications.

3 Following a research process typically involves:

- preparing a research proposal that explains the importance of the topic proposed
- developing focusing question(s) that result from preliminary research
- identifying specific possible sources through preliminary readings
- selecting sufficient relevant historical evidence from both primary and secondary sources to enable comprehensive analysis of an historical place or event
- making annotations that identify the relevance, and assess the comparative usefulness, of the selected evidence in terms of the focusing question(s) being investigated
- organising this evidence
- recording the details of the sources of selected evidence.

4 *Sources* are places where evidence may be found. Sources may include people, books, libraries, museums, newspapers, artefacts, historical sites, videos, websites, graphs, cartoons, films, recorded radio programmes, DVDs, blogs, archives, memorials, graveyards, collections of letters, diaries, and theses.

5 Evidence from *primary sources* may be drawn from one or more primary sources, such as interviews and transcripts; letters; diaries; government papers; wills; newspaper clippings; photographic files; birth, death and marriage records; statistics; and census data.

6 Sufficient source details are recorded to allow the later creation of a reference list/bibliography. Normally, required details include author, title, publisher, city of publication, date of publication, full URL and accession date(s). A full reference list/bibliography is not required for this achievement standard.

- 7 *An historical event* is understood to be:
- a specific historical 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.
- 8 *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 a local war memorial, the tomb of the unknown soldier
  - a place where something significant is contained, eg cemetery, museum, marae.
- 9 *Significance* may 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 people.
- 10 *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.
- 11 Where an historical person is prominent in the investigation, it is not sufficient simply to 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.
- 12 To be of significance to New Zealanders, an event does not have to be located in New Zealand.
- 13 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 5831 and AS90654.

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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