

## Achievement Standard

**Subject Reference** History 3.6

**Title** Analyse a significant historical trend and the force(s) that influenced it

**Level** 3      **Credits** 6      **Assessment** External

**Subfield** Social Science Studies

**Domain** History

**Status** Registered      **Status date** 4 December 2012

**Planned review date** 31 December 2020      **Date version published** 17 November 2016

This achievement standard involves analysing a significant historical trend and the force(s) that influenced it.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Analyse a significant historical trend and the force(s) that influenced it.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, in depth, a significant historical trend and the force(s) that influenced it.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively analyse a significant historical trend and the force(s) that influenced it.</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 objective:
  - 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.

- Analyse* involves examining a significant historical trend and explaining the force(s) that influenced the trend.

*Analyse, in depth*, involves assessing the importance of the force(s) that influenced a significant historical trend.

*Comprehensively analyse* involves examining the force(s) that influenced a significant historical trend and presenting well-considered judgements that demonstrate understanding of the complexity of the trend and/or the force(s).

- 3 *Force(s)* is an idea, concept, or condition which promotes social, political, cultural, environmental, or economic change or a combination of these.
  - 4 *A significant historical trend* is understood to be a series of related events that has a range of causes and that illustrates significant social, political, cultural, environmental or economic changes and continuities over a period of time. Case studies should show a broad trend over time, e.g.:
    - Migration, e.g. British migration to New Zealand in the 19th Century: what force(s) in Britain influenced this migration, what changes and continuities occurred as a result of this in Britain and for Māori and Pakeha in New Zealand?
    - The trend of rebellion against autocracy in Russia: what force(s) influenced the rebellion, what changes and continuities occurred as a result of the rebellion in Russia?
    - Racism, e.g. Anti-Chinese racism in New Zealand: what force(s) influenced racism, what changes and continuities occurred as a result of the racism in New Zealand?
    - Changing roles of women, e.g. in England 1870 to 1930: what force(s) influenced changes in women's roles, what changes and continuities occurred as a result of this trend?
  - 5 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 continues to affect society.
  - 6 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 AS90657.

---

### 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