

Achievement Standard

Subject Reference	History 2.1		
Title	Carry out an inquiry of an historical event or place that is of significance to New Zealanders		
Level	2	Credits	4AssessmentInternal
Subfield	Social Science Studies		
Domain	History		
Status	Registered	Status date	September 2024
Planned review date	31 December 2028	Date version published	December 2024

This achievement standard involves carrying out an inquiry of an historical event or place that is of significance to New Zealanders.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Carry out an inquiry of an historical event or place that is of significance to New Zealanders.	<ul style="list-style-type: none">Carry out, in-depth, an inquiry of an historical event or place that is of significance to New Zealanders.	<ul style="list-style-type: none">Comprehensively carry out an inquiry of an historical event or place that is of significance to New Zealanders.

Explanatory Notes

- 1This achievement standard is derived from the Social Sciences Learning Area at Level 7 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007.

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*Carry out an inquiry* involves:
 - preparing to carry out an inquiry
 - making annotations on the evidence
 - organising sources and evidence
 - evaluating the inquiry.

Carry out, in-depth, an inquiry involves:

- making detailed annotations on the evidence
- providing a coherent evaluation of the inquiry.

Comprehensively carry out an inquiry involves:

- making perceptive annotations on the evidence
- providing a perceptive evaluation of the inquiry.

3 *An inquiry of an historical event, or place, is a process.*

4 Preparing to carry out an inquiry typically involves:

- identifying a topic
- carrying out preliminary reading to identify potentially useful sources of evidence
- developing focussing question(s) (with guidance).

5 Making annotations on the evidence typically involves adding explanatory or evaluative notes to a piece of evidence and may include:

- describing the links between the evidence and the focussing question(s)
- identifying the particular usefulness of a piece of evidence and/or the need for caution in using the evidence
- identifying different perspectives
- cross referencing to support the analysis of the evidence
- weighing the evidence the sources contain.

6 Organising sources and evidence typically involves:

- selecting evidence from a variety of sources that answers the focussing question(s)
- recording the details of the sources of selected evidence so that an independent check can be made.

7 Evaluating the inquiry typically involves:

- evaluating strengths and weaknesses and/or successes and difficulties in the inquiry process
- identifying issues that affect the usefulness and the reliability of the evidence gathered
- explaining reliability issues
- identifying issues that affect the inquiry process as a whole.

8 *An historical event* is understood to be:

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

9 *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 local war memorial, tomb of the unknown soldier
- a place where something significant is contained eg cemetery, museum, marae.

- 10 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, eg Ettie Rout and health issues, Martin Luther King and the civil rights movement, Osama Bin Laden and the Islamic revolution.
- 11 *Significance* is a concept that is typically 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.
- 12 An *event of significance to New Zealanders* could be:
 - a past event occurring within New Zealand, eg Māori Land March, Bastion Point, Influenza Pandemic, youth rebellion in the 1950s, American GIs in NZ in WWII
 - an international event involving New Zealanders, eg South African War, Second Wave of Feminism
 - an international event influencing New Zealanders, eg civil rights movement, formation of the European Union, fall of the Berlin Wall, invention of the contraception pill, Swinging '60s.
- 13 To be of significance to New Zealanders an event or place does not have to be located in New Zealand.
- 14 The context of the inquiry needs to be significant and relevant to students living in the 21st century. This reflects the intent of the Curriculum to make learning programmes relevant to New Zealand students.
- 15 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Replacement Information

This achievement standard replaced AS90465 and unit standard 5821.

Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233
