

## Achievement Standard

<b>Subject Reference</b>	History 3.2		
<b>Title</b>	Analyse an historical event, or place, of significance to New Zealanders		
<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>	Approved	<b>Status date</b>	September 2024
<b>Planned review date</b>	December 2028	<b>Date version published</b>	December 2024

This achievement standard involves analysing 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>Analyse an historical event, or place, of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, in depth, an historical event, or place, of significance to New Zealanders.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensively analyse an historical event, or place, of significance to New Zealanders.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Social Sciences Learning Area at Level 8 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.

- Analyse* involves using key historical ideas with supporting evidence to communicate an argument, and establishing the significance of the historical event or place to New Zealanders.

*Analyse, in depth*, involves using key historical ideas with in-depth supporting evidence to communicate an argument.

*Comprehensively analyse* involves presenting sound understanding, well-considered judgements of the evidence, and conclusions from an historian's perspective. The analysis is presented through the communication of an argument using key historical ideas that are supported by comprehensive evidence drawn from primary and secondary sources.

- 3 The format of the presentation of key historical ideas must provide the opportunity to demonstrate the depth of analysis appropriate to Level 3.
- 4 *An historical event* is understood to be:
- a specific historical event, e.g. Hyde Rail Disaster, Kaitangata Mine Disaster, Napier Earthquake, Ballantyne's Fire
  - 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 movement, e.g. Kate Sheppard and Women's Suffrage, Nelson Mandela and civil rights in South Africa, Morrie Davis and the Mt Erebus Disaster.
- 5 *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. a local war memorial, the tomb of an unknown soldier
  - a place where something significant is contained, e.g. cemetery, museum, marae.
- 6 *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.
- 7 *An event of significance to New Zealanders* is understood to be:
- an historical event occurring in New Zealand
  - an historical international event involving New Zealanders
  - an historical international event influencing New Zealanders.
- 8 To be of significance to New Zealanders, an event does not have to be located in New Zealand.
- 9 Conditions of Assessment related to this achievement standard can be found at <https://ncea.tki.org.nz/Resources-for-internally-assessed-achievement-standards/Social-sciences/History/Level-3-History>.
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### Replacement Information

This achievement standard replaced unit standard 5833 and AS90655.

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**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

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