

Field Social Sciences**Review of *History* Level 1 achievement and unit standards****Unit standards**

Subfield	Domain	ID
Social Science Studies	History	5808-5820

Achievement standards

Domain	ID	Subject reference
History	90209-90214	History 1.1-1.6

The Ministry of Education and NZQA National Qualifications Services have completed a review of the achievement and unit standards listed above.

New Registration date November 2010

Date new versions published November 2010

Planned review date December 2014

Summary of review and consultation process

In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Standards Review Guidelines. A copy of the NZC is available at <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>.

Teacher subject associations were involved in the review and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future tertiary use were recommended for expiry.

National consultation was undertaken in 2009, with the results analysed by Research New Zealand. The responses were generally positive.

The review of unit and achievement standards at Level 1 was completed in time for implementation in schools in 2011. Standards at Levels 2 and 3 will be implemented in 2012 and 2013 respectively.

Main changes resulting from the review

- All NZC Level 6 (NQF Level 1) outcomes derived from the NZC are now assessed using achievement standards, and any unit standards are no longer linked to NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [list](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were recommended for expiry. See [table](#) below.

For a detailed description of the review of, and the changes to, the History standards see appendix 1 at the end of this report.

Impact on Accreditation and Moderation Action Plan (AMAP)

All new achievement standards have been registered on AMAP 0233.

Impact of changes on NCEA Exclusions List

For transition purposes, the following exclusions will apply for new achievement standards.

New achievement standard	Existing achievement or unit standard
91001	5808, 90209
91002	5810, 90210
91003	5809
91004	5813

Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**.

Key to review category	
A	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
B	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
C	Major changes that necessitate the registration of a replacement standard with a new ID
D	Standard will expire and not be replaced

Externally assessed achievement standards categorised as category C or D expire at the end of	December 2010
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Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2011
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Social Sciences > Social Science Studies > History

ID	Title	Level	Credit	Review Category
5808	Gather and organise historical information	1	4	C
90209	Carry out an historical investigation	1	4	C
91001	Carry out an investigation of an historical event, or place, of significance to New Zealanders	1	4	
5809	Interpret historical resources	1	4	C
91003	Interpret sources of an historical event of significance to New Zealanders [Externally assessed]	1	4	
5810	Communicate historical information in different modes	1	4	C
90210	Communicate historical ideas	1	4	C
91002	Demonstrate understanding of an historical event, or place, of significance to New Zealanders	1	4	
5811	Describe the different experiences of people in historical settings	1	4	D
5812	Describe the influence of an historical force	1	4	D
5813	Describe perspectives of people in an historical setting	1	4	C
91004	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	1	4	
5814	Describe social welfare in an historical setting	1	4	D
5815	Describe race relations in an historical setting	1	4	D
5816	Describe economic development in an historical setting	1	4	D
5817	Describe international relations in an historical setting	1	4	D
5818	Describe revolutionary leadership in an historical setting	1	4	D
5819	Describe social change in an historical setting	1	4	D
5820	Describe conflict in an historical setting	1	4	D
90211	Interpret historical sources	1	4	D
90212	Describe the perspectives and related actions of people in an historical setting	1	4	D
90213	Describe an historical development, in an essay	1	4	D
90214	Describe experiences that have been significant to the identity of New Zealanders	1	4	D
91005	Describe the causes and consequences of an historical event [Externally assessed]	1	4	New
91006	Describe how a significant historical event affected New Zealand society [Externally assessed]	1	4	New

Appendix 1

Development of History Standards

Process of Aligning Standards with *The New Zealand Curriculum*

The matrix and achievement standards have been derived from the History achievement objectives in the Social Science learning area of *The New Zealand Curriculum*. There is also a close relationship with the material developed for the *Teaching and Learning Guide for History*. The titles in the matrix include key words and phrases taken from the achievement objectives but not exclusively so, as it were felt that this would be too constraining for effective assessment in some instances.

Addressing Duplication

Careful consideration of the unit standards showed that there was either significant duplication with the achievement standards or the unit standards were rendered redundant by the changes in the new curriculum. Therefore some unit standards have been recommended for expiry.

Addressing Credit Parity

The decisions made regarding credit parity were based on the guideline of one credit representing ten notional hours of learning time. In most instances the number of credits currently allocated was retained based on positive sector feedback.

External and Internal Assessment

The reduction of external standards to a maximum of three was made to ensure that students have at least one hour to provide their best evidence towards a standard. This is in line with the *Standards Review Principles Paper*. At each level there is now a balance of three internal and three external standards.

What Has Changed?

There are a number of changes in the matrix and the standard titles, and the creation of some new standards. These changes have been made to reflect the new curriculum, to provide a balance between internal and external assessment opportunities, and to show clearer progression from one level to the next.

There is one unit standard that has significant usage within the tertiary sector and it has been recommended that this be retained.

Unit 5840, *Analyse the Treaty of Waitangi and Māori-Pākehā relations in nineteenth century New Zealand*.

Responses to the Issues

Feedback from national consultation in June 2009 has resulted in:

- Matrix: Titles of AS91004 (1.4), 2.4 and 3.4 have changed and the phrase 'in role' has been removed.
- All standards have a new Explanatory Note which provides a link to the supporting documentation – i.e. Conditions of Assessment for internally assessed standards and Assessment Specifications for externally assessed standards.

AS91001 (1.1) *Carry out an investigation of an historical event, or place, of significance to New Zealanders*

Concern over omission of 'person' from the title is covered by the detail already present in explanatory note 5. It is expected that the investigation would link a historic person with an event rather than the student producing a simple biography of a famous person. Clarification has been added to standards on definitions of 'events'. The question of 'perspectives' has been considered and this concept is not excluded from the standard and is also adequately addressed in AS91004 (1.4.) Concerns about the qualitative step-up at Achieved, Merit, and Excellence have been addressed through the changes to Merit and Excellence evaluation requirements as expressed in the explanatory notes.

AS91002 (1.2) *Demonstrate understanding of an historical event, or place, of significance to New Zealanders*

Explanatory notes have been aligned with AS91001. The relationship between AS91001 and AS91002 has been clarified through a new EN 4.

A.S91003 (1.3) *Interpret sources of an historical event of significance to New Zealanders*

The achievement criteria have been expanded to clearly articulate the skills expected to be demonstrated at each grade level and to ensure that the qualitative expectations were reinforced. A new explanatory note has been added to further define the skills to be demonstrated by the student.

A.S91004 (1.4) *Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders* (N.B. title has changed)

Achievement with Excellence has been modified to 'Demonstrate comprehensive understanding...' to better reflect the qualitative step-up. Consultation raised concerns about the use of the term 'in role'. It is not intended to assess a student's acting ability or other performance format implied by 'in role'. Rather 'in role' gives students a means of focussing on the historical perspective being described and this standard assesses the quality of the description. The Conditions of Assessment clarify this. However, to ensure clarity on this point, the title now reads '*Demonstrate understanding of...*' and the term 'in role' has been removed from the title and achievement criteria. Consultation raised concerns about the omission of the term 'actions' from this standard. This term is used in the currently registered standard but does not align with *The New Zealand Curriculum*. EN 2 has been amended to enable the recognition of 'actions', and reasons for perspectives, where appropriate.

A.S91005 (1.5) *Describe the causes and consequences of an historical event*

Concern was raised about the assessment format for this standard. This will be described in the Assessment Specifications for each year. Definitions for achievement criteria have been revised to provide more qualitative step-ups.

A.S91006 (1.6) *Describe how a significant historical event affected New Zealand society*

Concern has been raised about the assessment format for this standard. This will be described in the Assessment Specifications for each year.