

**Field      Social Sciences****Review of *History* Level 2 achievement and unit standards****Unit standards**

Subfield	Domain	ID
Social Science Studies	History	5821-5830

**Achievement standards**

Domain	ID	Subject reference
History	90465	History 2.1
	90466	History 2.2
	90467	History 2.3
	90468	History 2.4
	90469	History 2.5
	90470	History 2.6

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

**New Registration date    December 2011**

**Date new versions published    December 2011**

**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 Principles for Standards Review. 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 2010, with the results analysed by Research New Zealand. The responses were generally positive.

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

### Main changes resulting from the review

- All NZC Level 7 (NZQF Level 2) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [table](#) 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 more detailed description of the review of, and the changes to, the History standards see the appendix at the end of this report.

### Impact on Consent and Moderation Requirements (CMR)

(Formerly known as AMAP)

All new and review category B achievement standards have been registered on CMR 0233.

### Impact of changes on [NCEA Exclusions List](#)

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

Achievement standard	Excluded against each of these standards
91229	5821, 90465
91230	5823, 90466
91231	90467
91232	5824, 5826

### 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**. Where a new or a new version of an externally assessed achievement standard is registered, the following designation appears after the title **[Externally Assessed]**.

Key to review category
<b>A</b> Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
<b>B</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
<b>C</b> Major changes that necessitate the registration of a replacement achievement standard with a new ID
<b>D</b> Achievement standard will expire and not be replaced

Externally assessed achievement standards categorised as	December 2011
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category C or D expire at the end of	
Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2012

## Social Sciences &gt; Social Science Studies &gt; History

ID		Title	Level	Credit	Review Category
5821		Define and plan an historical investigation under supervision	2	4	C
90465		Plan and carry out an historical inquiry	2	4	C
<b>91229</b>	<b>2.1</b>	<b>Carry out an inquiry of an historical event or place that is of significance to New Zealanders</b>	<b>2</b>	<b>4</b>	
5822		Examine historical resources	2	4	D
5823		Communicate historical information in an essay and another mode	2	4	C
90466		Communicate historical ideas to demonstrate understanding of an historical context	2	4	C
<b>91230</b>	<b>2.2</b>	<b>Examine an historical event or place that is of significance to New Zealanders</b>	<b>2</b>	<b>5</b>	
5824		Explain the different experiences of people in historical settings	2	4	C
5826		Explain perspectives of people in an historical setting	2	4	C
<b>91232</b>	<b>2.4</b>	<b>Interpret different perspectives of people in an historical event that is of significance to New Zealanders</b>	<b>2</b>	<b>5</b>	
5825		Explain the influence of an historical force	2	4	D
5827		Explain industrialisation and social change in an historical setting	2	4	D
5828		Explain nationalism or international relations or the search for security in an historical setting	2	4	D
5829		Explain government and political change in an historical setting	2	4	D
5830		Explain imperialism and the emergence of national identity in an historical setting	2	4	D
90467		Examine evidence in historical sources	2	4	C
<b>91231</b>	<b>2.3</b>	<b>Examine sources of an historical event that is of significance to New Zealanders [Externally Assessed]</b>	<b>2</b>	<b>4</b>	
90468		Examine perspectives and responses of, and demonstrate empathy for, people in an historical setting	2	4	D
90469		Examine how a force or movement in an historical setting influenced people's lives, in an essay	2	4	D
90470		Examine individual or group identity in an historical setting, in an essay	2	4	D

<b>ID</b>		<b>Title</b>	<b>Level</b>	<b>Credit</b>	<b>Review Category</b>
91233	2.5	Examine causes and consequences of a significant historical event [Externally Assessed]	2	5	New
91234	2.6	Examine how a significant historical event affected New Zealand society [Externally Assessed]	2	5	New

## Appendix

### Development of L2 Standards

The new standards have been derived from the new Level 7 History Achievement Objectives as found in the *New Zealand Curriculum*. Prior to the *2007 New Zealand Curriculum* History did not have a separate curriculum document.

### Process of Aligning Standards with the New Zealand Curriculum

It was discussed if, and how, the current standards reflected the intent of the achievement objectives as stated in the new curriculum. Reference was also made to the front end of the document, including the Social Sciences Learning Area Statement, the Principles, the Values, Effective Pedagogy and the Key Competencies as a part of this process. The titles in the matrix include key words and phrases taken from the achievement objectives but not exclusively so as it was 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. It is proposed that all History unit standards at Level 2 expire.

### Addressing Credit Parity

The decisions made regarding credit parity were based on the guideline of one credit representing ten notional hours of learning time. External standards will remain at a maximum of three. This is consideration around reliability of samples of student evidence as indicated in the Principles for Standards Review. In most instances the number of credits currently allocated was retained based on positive sector feedback.

### External and Internal Assessment

Sector feedback, previous reviews of the standards, and best practice research into external and internal assessment provided the basis for our decision to change the allocation of internal/external assessments at both Levels 1 and 3. At each level there is now a balance of three internal and three external standards.

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.

#### *AS91230 (2.2) Examine an historical event or place that is of significance to New Zealanders*

This standard has been developed so that a teaching and learning programme can cover both a planned inquiry into, and an examination of, an historical event or place, or just one of these. Assessment can then use either both or one of the standards 2.1 and 2.2

#### *AS91232 (2.4) Interpret different perspectives of people in an historical event that is of significance to New Zealanders*

The title has changed since the June 2009 matrix consultation to bring it more in line with the New Zealand Curriculum History achievement objectives at Level 7.

AS91234 (2.6) *Examine how a significant historical event affected New Zealand society*  
The title and the standard have changed to bring the standard more into line with the New Zealand Curriculum History Achievement Objectives at Level 7.