

Main changes resulting from the review

- All NZC Level 8 (NZQF Level 3) 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 detailed description of the review of, and the changes to, the History standards see the Appendix at the end of this report.

Impact on existing organisations with consent to assess

None.

Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

Impact on registered qualifications

None.

Impact of changes on [Exclusions List](#)

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

Achievement standard	Excluded against each of these standards
91434	5831, 90654
91435	5833, 90655
91436	5832*, 90656
91437	5836
91438	90658
91439	90657

* NB 5832 is currently excluded against 90655 & 90656

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	
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 achievement standard with a new ID
D	Achievement standard will expire and not be replaced

Externally assessed achievement standards categorised as category C expire at the end of	December 2012
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Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2013
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Social Sciences > Social Science Studies > History

ID	Ref	Title	Level	Credit	Review Category
5834		Analyse the different historical experiences of people in historical setting(s)	3	4	D
5835		Analyse the influence of an historical force	3	4	D
5837		Analyse the economy and society of England 1558-1667	3	6	D
5838		Analyse the government and politics of England 1558-1642	3	6	D
5839		Analyse revolution, republic, and restoration in England 1640-1667	3	6	D
5841		Analyse political and economic change in nineteenth century New Zealand	3	6	D
5842		Analyse society and attitudes in nineteenth century New Zealand	3	6	D
8130		Examine historians' ideologies and methodologies	4	6	D
8131		Examine a debate among historians	4	6	D
8132		Evaluate historical information	4	6	D
8133		Review literature on an historical theme or issue	4	6	D
8134		Advance an historical case	4	6	D
8135		Conduct and evaluate an oral history interview	4	6	D

ID	Ref	Title	Level	Credit	Review Category
5831		Research and organise an historical investigation	3	4	C
90654	3.1	Plan and carry out independent historical research	3	4	C
91434	3.1	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	3	5	
5832		Analyse historical resources	3	4	C
90656	3.3	Analyse and evaluate evidence in historical sources	3	5	C
91436	3.3	Analyse evidence relating to an historical event of significance to New Zealanders [Externally Assessed]	3	4	
5833		Communicate historical information and develop an historical argument in an essay and another mode	3	4	C
90655	3.2	Communicate and present historical ideas clearly to show understanding of an historical context	3	5	C
91435	3.2	Analyse an historical event, or place, of significance to New Zealanders	3	5	
90657	3.4	Examine a significant decision made by people in history, in an essay	3	5	C
91439	3.6	Analyse a significant historical trend and the force(s) that influenced it [Externally Assessed]	3	6	
90658	3.5	Examine a significant historical situation in the context of change, in an essay	3	5	C
91438	3.5	Analyse the causes and consequences of a significant historical event [Externally Assessed]	3	6	
5836		Analyse perspectives of people in an historical setting	3	4	C
91437	3.4	Analyse different perspectives of a contested event of significance to New Zealanders	3	5	

Appendix

Development of Level 3 History Standards

Process of Aligning Standards with the New Zealand Curriculum

The new standards have been derived from the new Level 8 History Achievement Objectives as found in *The New Zealand Curriculum*.

Reference was also made to 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. All reviewed History unit standards at Level 3 were designated expiring. 5840 was not included in this review, because it enjoyed high tertiary usage. It is intended that responsibility for the standard be transferred to NZQA's Māori Qualifications Services.

There are also History unit standards at Level 4 that are currently used by some schools in New Zealand, these standards have been considered as part of the Level 3 alignment. All History unit standards at Level 4 were designated expiring.

Addressing Credit Parity

The decisions made regarding credit parity were based on the basis of one credit representing ten notional hours of learning and assessment time. External standards will remain at a maximum of three; this was based on research and the *Standards Review Principles Paper*. In most instances the number of credits currently allocated was retained based on positive sector feedback. The availability of 31 credits at Level 3 allows teachers to choose a balanced programme by selecting which standards to offer to assess the outcomes. It is expected that a balanced programme, assessed using both internally and externally assessed standards, will be offered.

The credit value for all externally assessed standards was re-examined against the work requirements. One standard has been reduced in value to four credits and the other two externally assessed standard have been increased to six credits better reflecting the amount of time expected to be spent in the teaching and learning and assessment of the skills required for these three standards (see standard-specific details below).

External and Internal Assessment

Sector feedback, previous reviews of the standards, and best practice research into external and internal assessment provided the basis for the decision to change the allocation of internal/external assessments at Level 3. 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.

AS3.1 *Research an historical event, or place, of significance to New Zealanders, using primary and secondary sources*

This remains similar in intent and purpose to AS90654 but has an increased credit value to reflect the time needed for students to complete the requirements. There are two new requirements:

- the selection and use of primary evidence. This provides a clear step up from Level 2 and reflects research skills appropriate at Level 3.
- the annotation of selected evidence. This provides a clear step up from Level 2 and reflects evaluation skills appropriate at Level 3.

This standard could be used in conjunction with standards 3.2 and 3.4, depending on how the teaching and learning programme is structured.

AS3.2 *Analyse an historical event, or place, of significance to New Zealanders*

The intent of this standard is similar to that of AS90655. Students are still expected to communicate historical understandings of the evidence obtained from the research process. The requirement for the communication of key ideas has been retained as key historical ideas are inherent in demonstrating the student's understanding. Students are expected to establish the significance of the event or place to New Zealanders at all achievement levels.

The format of the presentation of evidence is no longer assessed.

This standard could be used in conjunction with standard 3.1 depending on how the teaching and learning programme is structured.

AS3.3 *Analyse evidence relating to an historical event of significance to New Zealanders*

This standard remains essentially the same as AS90656. There are no longer prescribed contexts for the sources in line with the overarching principles of the *New Zealand Curriculum 2007* to emphasise skill and value based competencies.

The demonstration of understanding of historical concepts is a key change to this standard. Students are expected to use skills such as close reading etc to interpret the evidence before them and apply their understanding of the sources to the question.

AS3.4 *Analyse different perspectives of a contested event of significance to New Zealanders*

This is an entirely new standard at this level. It has been introduced to reflect the Level 8 Achievement Objectives and to provide continuity from Level 2.

The purpose of introducing this standard on contested events was to reflect the NZC's objective that students should gain knowledge, skills and experience to interpret and respond to a complex variety of ideas and points of view.

Students are expected to make judgements as an historian, not write from the view point

of a historical person. The presentation of an opinion based on the different perspectives is a change from standards at Levels 1 and 2 which had students involved in role-play.

This standard could be used in conjunction with standard 3.1 depending on how the teaching and learning programme is structured.

AS3.5 *Analyse the causes and consequences of a significant historical event*

The focus of this standard has changed from a significant historical situation in AS90658 to analysing a significant historical event. This has been done to reflect the Achievement Objectives at Level 8 of the NZC.

Assessment of the format of communication has been removed from the standard. This has been done to ensure that the assessment focus is on the students' historical understandings.

AS3.6 *Analyse a significant historical trend and the force(s) that influenced it*

This focus of this standard has changed from a significant decision in AS90657 to examining a trend. This has been done to reflect the Achievement Objectives at Level 8 of the NZC, and also to ensure that students study a context that allows them to consider change and continuity over a period of time.

Assessment of the format of communication has been removed from the standard. This has been done to ensure that the assessment focus is on the student's historical understandings.