

## Level 1

### History clarification

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### **Carry out an investigation of an historical event, or place, of significance to New Zealanders**

As the title states, students must carry out an investigation of an historical event, or place, of significance to New Zealanders. Explanatory Notes 3 and 4 clarify the types of investigation expected. If students investigate a particular person/s the focus must be on how the person/s contributed to an event or place. A biographical approach does not provide the type of evidence that this Achievement Standard requires. See Explanatory Note 5.

The reference in the Achievement Standard title to the significance to New Zealanders comes from the New Zealand Curriculum achievement objectives for History. Students need to understand the relevance of their investigation to themselves and/or other New Zealanders, past and present. Note that for this Achievement Standard students are not required to provide evidence of the significance - but are required to do so for AS 91002.

#### **Achievement criteria**

The Explanatory Notes provide guidance on the types of evidence expected for each performance level.

When the final holistic judgement of a student's evidence is made, the teacher should use professional judgement as to whether a student has reached the national standard for any of the three performance levels according to the achievement criteria.

#### **Explanatory Notes**

Explanatory Note 2 provides indicators for each performance level. Care should be taken not to take these explanations as achievement criteria. Judgements need to be based on the three achievement criteria. The judgements need to be holistic in nature, as stated at the end of the assessment schedule for all TKI assessment tasks. This means, for example, that should a student fail to provide satisfactory evidence for one of the indicators (e.g. has not recorded source details) the assessor should bear that in mind when considering all of the other evidence.

Making a holistic judgement includes taking into account particular areas of strength in the whole of the evidence which could compensate for other areas of relative weakness.

#### **Achievement level (an investigation)**

Identifying a topic could be as simple as a title such as "The Springbok Tour 1981". In the teaching and learning process, however, teachers may wish to encourage students to provide a sentence or two of explanation to support such a heading.

Identifying possible sources may be general (such as 'school library') or specific (such as a book title and author or a URL). Stating how each possible source may be useful is a new expectation at level one. Providing detail here will help to ensure that the standard is met.

*Selecting* relevant evidence is not the same as *gathering* relevant evidence. Selecting, for example, by using highlighters, indicates which particular parts of evidence that has been gathered are relevant. The amount of evidence selected for each focusing question needs to be sufficient to give assurance that relevant evidence can be consistently identified by the student. The Explanatory Notes do not indicate that sufficient evidence is to be selected to allow completion of tasks not associated with this Achievement Standard, such as completing requirements for AS 91002. Sufficiency of evidence forms part of the judgement for AS 91002 rather than for AS 91001.

Care needs to be taken when making a judgement on evaluative comments. Students sometimes (but more often at levels two or three) make comments in the annotations that are evaluative in nature. If they do so, that evidence needs to be considered as part of the evaluation judgement.

### **'Step-ups'**

When making a holistic judgement on student evidence teachers must not expect that there should be a 'step-up' for all evidence. For example, there is no step-up from Achievement to Merit or to Excellence regarding the quality of recording source details. The only differences expected in standards between Achievement, Merit and Excellence are those contained in the Explanatory Note bullet points.

### **Holistic judgements**

The Explanatory Notes for the aligned Achievement Standards provide indicators of the type and standard of evidence that is to be used to inform assessors' judgements. When making holistic judgements teachers should consider all evidence. The final judgement can consider indicators that showed particular strengths to help compensate for relative weaknesses.

### **Excellence level (a comprehensive investigation)**

Annotations written by students may vary from those described in Explanatory Note 2. If students provide more detailed or more perceptive comments in their annotations that should be rewarded rather than penalised in the holistic judgement.

A judgement on effective organisation of selected evidence should take into account the ease with which students (and assessors) can locate and use evidence.

Thoroughly evaluating the research process typically includes consideration of several aspects of the investigation process, including specific examples to support generalisations. More able students at level one may also begin to discuss the nature and reliability of sources.

Consideration of how and where students record their source details could be included as part of the judgement on organisation of evidence.

### **Merit level (an in-depth investigation)**

Selection of evidence from at least one primary source and one secondary source is sufficient to meet the standard. Note that this Achievement Standard does not require the selection of sufficient evidence.

Teachers will, of course, normally be encouraging students to select plenty of evidence so that they can also reach the standard required when using their researched evidence for AS 91002 or 91004.

Suggestions for evaluation topics are provided in the third last paragraph of Explanatory Note 2.

Typically, for Merit, students will discuss a number of different aspects of their investigation process but these will often be generalised and few if any examples will be provided. Note that students need to evaluate, not just describe, their investigation process.

Care should be taken when providing templates that create organisation of evidence. Students need to be assessed on their own ability to organise evidence. Good practice is to discuss organisation of

evidence as part of the teaching and learning process and then allow students to devise their methods of organisation.

Source details that are expected to be recorded are identified in the last paragraph of Explanatory Note 2. Common problems with recording details include failure to provide a complete URL (e.g. [www.wikipedia.com](http://www.wikipedia.com) is not sufficiently complete) or details surrounding an interview (name of interviewee, place and date of interview could be appropriate details to provide). However the Explanatory Note states that a formal reference list/bibliography is not required for this Achievement Standard.

A variety of sources may be taken to mean at least three. A web site would normally be regarded as a single source of evidence. This is consistent with the view that a book, despite perhaps including several types of evidence such as photographs and quotations, is a single source of evidence. An exception with a web site could occur for example, when it provides, along with other pieces of evidence, access to all or most of the contents of a separate book or diary, or all or most of an original movie.

What is meant by 'sources' is contained in the second last paragraph of Explanatory Note 2. A 'source' may be as narrow as a specific book. If a student selects relevant evidence from at least four different books or four different web sites, the expectations of this bullet point will have been met.

Teachers are expected to provide the focusing questions for students at this level. When teachers allow students a role in formulating their own focusing questions it should be done with close teacher supervision.

Appropriate organisation of evidence could take several forms. These most commonly include organising according to focusing questions or according to source type.