

History clarification

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Demonstrate understanding of an historical event, or place, of significance to New Zealanders

Focus

The focus of this Achievement Standard is students' understanding of an **historical** event or place.

Students must also demonstrate understanding of the significance of the event or place to New Zealanders, but the main focus of their evidence is expected to be on the event/place rather than significance to New Zealanders. Note that this aligned Achievement Standard no longer makes a judgement about the format or style of the presentation.

Achievement criteria

The achievement criteria indicate that the 'step-ups' for the three performance levels concern the degree of understanding demonstrated by a student and the quality and amount of supporting evidence provided. For Achievement a description of an historical event or place is required. This means that a straightforward chronological or sequential description of what happened would be acceptable.

Processing of evidence into key historical ideas with supporting evidence is no longer an expectation for level one (though it remains at levels two and three). If students do use key ideas, this would still be very acceptable evidence. Use of key historical ideas can also help to reduce plagiarism of sources (see below).

For Achievement students also need to provide historical some some historical detail and examples to support their understanding.

Merit requires in-depth understanding which may be judged on the clarity and detail of the evidence communicated; 'important' supporting evidence needs to be specific, accurate and relevant.

Excellence requires even greater demonstration of clear understanding and extensive, accurate and relevant evidence.

In order to demonstrate their own understanding students need to consider carefully the number and length of quotations they include. Where a student provides a number of lengthy quotations with relatively brief discussion linking the quotations it is likely that the evidence will not be demonstrating sufficiently the student's own understanding.

Excellence also requires understanding of how the event or place was significant to New Zealanders.

New Zealanders may be taken to mean those involved with the place or event, or any New Zealanders, at home or abroad, since that time. The bulk of the evidence should concern the discussion of the place or event. It would be acceptable for discussion of significance to New Zealanders to be limited to a well-considered paragraph or two.

Since discussion of significance to New Zealanders is an Excellence requirement teachers may wish to take this into consideration when considering historical contexts. Clearly it would be easier for students to establish significance in some contexts than in others. The degree of difficulty, however, may be

taken into consideration when making a judgement. It is not the intent of the Achievement Standard to limit historical contexts.

Authenticity of evidence

Explanatory Note 2 states the need for students to communicate their findings in their own words.

Students need to ensure that their own understandings are communicated rather than including extensive amounts of evidence that have been taken, unchanged, from their sources. Wikipedia, for example, typically contains straightforward chronological description that could be suitable as evidence. When setting assessment tasks teachers may wish to address this problem by requiring understanding of particular aspects within an historical event or place, for example the role of the media in the Birmingham Campaign.