

Level 1

History clarification

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Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders

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Focus

The main aspects of the assessment judgement need to be the quality of the student's understanding of perspectives and how well specific historical evidence is used to demonstrate understanding.

Judgements for all three performance levels should consider the student's identification and explanation of people's different perspectives as well as description of actions taken as a result of perspectives.

For Achievement, a historically accurate account, with relevant supporting evidence, is needed.

For Merit the step-up is the demonstration of 'convincing' understanding. This level of understanding will demonstrate a historically accurate appreciation of how people felt. Supporting historical evidence will need to be in-depth in order to demonstrate Merit-level understanding.

For Excellence 'insightful and perceptive' understanding is needed. This will include perspectives, with reasons, that show awareness of a possible range of a person's perspectives. Perspectives identified and explained may include those that may not have been immediately obvious to historians. Supporting historical evidence will need to be comprehensive in order to demonstrate the Excellence understanding.

Description of actions related to perspectives is also expected – see Explanatory Notes 2 and 3. Further discussion of the difference between Merit- and Excellence-level understanding is available in the [July 2012 National Assessment Moderator newsletter](#).

Explanatory Note 2 of the Achievement Standard mentions the inclusion in students' evidence of actions taken as a result of perspectives as an indicator only for Excellence. However, since Explanatory Note 3 more broadly mentions the possibility including perspectives, reasons for perspectives and actions taken as a result of perspectives, students should normally aim to include some discussion of actions taken, even for Achievement-level responses.

Format

Explanatory Note 2 states that students are expected to give historically accurate accounts from the perspectives of different named people. Explanatory Note 3 refers to assuming the character of more than one person. The expectation, therefore, is that students will employ a role play format for the communication of their understanding. Some possible examples of this are provided in Explanatory Note 3. However, since communication of perspectives from the point of view of a historian/s is acceptable

evidence at level two, students who fail to provide evidence in a role play format at level one should not be penalised for providing evidence that is at a level two standard.

Use of a role play format for this Achievement Standard does not allow students to invent imagined versions of history. In role, they need to be presenting their understanding of actual historical people, places and events.

Sources of evidence

To be able to complete the requirements of this Achievement Standard students will need to have been taught, or to have researched for themselves, relevant evidence. Where students are to conduct their own research, some teachers assess this Achievement Standard in conjunction with Achievement Standard 91004.

It is acceptable for teachers to provide relevant evidence for students' use. If the teacher does so, however, care needs to be taken to ensure that:

- the materials are at a suitable NCEA level one standard. They need to enable students to produce evidence that is in a depth that is expected at this curriculum level
- the materials are not too leading. Students need to demonstrate evidence of their own discernment when it comes to identifying different perspectives.

At level one it could be expected that students will supplement evidence that has been taken from sources provided by the teacher with evidence they have discovered for themselves in other sources.