

Level 2

History clarification

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Carry out an inquiry of an historical event or place that is of significance to New Zealanders

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Explanatory Notes 8 and 9 clarify the types of investigation expected. If students investigate a particular individual or group the focus must be on how that individual or group contributed to an event or place. A biographical approach does not provide the type of evidence that this Achievement Standard requires. See Explanatory Note 10.

The reference in the Achievement Standard title to the significance to New Zealanders comes from the New Zealand Curriculum achievement objectives for History. It should be taken to mean that teachers should ensure that students 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 AS91230.

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. For example, should a student provide unsatisfactory 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.

Holistic judgements

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

Achievement level requirements

Use of the word "involves" in the stem of Explanatory Note 2 means students must provide evidence for each of the four bullet points of that Explanatory Note. Not doing this means the evidence does

not reach the national standard. Indicators of what is expected for each of these four bullet points are provided in Explanatory Note 4.

The words "typically involves" at the start of Explanatory Notes 4-7 mean that the evidence indicated is not a specific requirement. If, however, a student produces evidence that differs from that indicated in the Explanatory Note the evidence would need to be roughly equivalent in depth and variety to that signalled in the Explanatory Note.

Explanatory Note 4

Identification of a topic at this curriculum level should be more than a simple title such as "The Vietnam War". An abstract which is a sentence or two in length should be expected. It could, for example, explain the nature of the context and/or why it is worthy of study.

Carrying out preliminary reading should allow students to be specific, when identifying possible sources they intend to use. They should be able to identify specific book titles and authors or URLs, for example, and be able to state quite specifically what evidence appears to be useful in those sources. Preliminary reading should also help to ensure that focusing questions students develop are based on more than the hope that they will find sources and evidence relevant to their questions.

Focusing questions should normally be expected to be discrete, open-ended, framed as questions, manageable and to lead to worthwhile research.

A plan could typically include consideration of when they will use what specific sources, available from where, how they may use, or go about using, a source such as a library, etc.

Explanatory Note 5

The latter points of possible types of annotation require higher-level historical skills ("perceptive" annotations are expected for Excellence). Excellence-level students might be expected to use those sorts of annotations some of the time, but not all the time. Other types of annotation that are not included could also be acceptable. Teachers need to make a judgement about the overall thinking level of annotations in order to make a holistic judgement about annotations.

Explanatory Note 6

Students will need to indicate in some way the focusing question to which a piece of selected evidence is relevant; source details that are to be recorded would be the same as those expected for Achievement Standard 91001 – see Explanatory Note 2 of that standard. Although it is not a specific bullet point item, the judgement for this part of the Achievement Standard could also consider how well a student organises a folder of evidence.

Explanatory Note 7

Evaluations will typically include comment on several of the suggested topics, though there could be other topics as well. Evaluative comments are also likely to be found in annotations that a student has written and they should be included in the evaluation judgement. A benefit of evaluative comments in annotations is that they are automatically attached to a specific source. The formal evaluation that is written needs to have detail, explanation and examples to support generalisations made in order to reach the level 2 NCEA standard, especially for Merit and Excellence.

Explanatory Notes 9 and 10

An inquiry is likely to include investigation of an event(s). The importance of a place that is being investigated normally relates to events that happened there; since a biography is precluded by Explanatory Note 10, an investigation of a person is most likely to involve events with which that person was associated.

Explanatory Notes 12-13

Significance to New Zealanders is not actively assessed by this Achievement Standard. Students may well wish to bear in mind, however, the need to discuss significance to New Zealanders for AS91230.

That need could have a bearing on context selection for this Achievement Standard if it is to be linked to AS91230.

A requirement for the selection of "sufficient" evidence is not included in the Explanatory Notes for this Achievement Standard. Students will need to provide assessors with ample evidence of their ability to select evidence that is relevant to a focusing question but otherwise students should not be penalised for failing to select evidence that is sufficient for another purpose. That other purpose is mostly likely to be providing evidence that meets the standard for Achievement Standard AS91230. It is for AS91230 that students can be penalised for not providing sufficient evidence of their understanding of a context. Students must not be penalised in two different Achievement Standards for the same insufficiency.

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Carrying out preliminary reading should allow students to be specific about which sources they intend to use. It should also help to ensure that focusing questions they establish are based on more than the hope that they will find sources relevant to their questions.

A plan could typically include consideration of when they will use what specific sources, available from where, how they may use go about using a source such as a library, etc.