

YEAR 11
HISTORY



St Andrew's College

STUDENT HANDBOOK

2018

LEARNING AREA STATEMENT FOR YEAR 11 HISTORY 2018

Rationale: (Why Study History?)

History fires students' **curiosity and imagination**. It invites them to ask, and helps them answer, today's questions by engaging with the past and speculating on possible futures.

History presents students with the dilemmas, choices and beliefs of people in the past.

It connects students with the wider world as they develop their own identities and sense of place. Students engage with history at personal, local and international levels. They investigate the histories of their communities, New Zealand and the wider world.

Because History is **a research-led discipline**, it inspires students to become confident, questioning and empathetic individuals. They learn to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past and to substantiate the arguments they make.

History **prepares students for the future** by equipping them with knowledge and skills that are valuable and useful throughout life.

Skills include:

- research techniques
- the skills needed to process and synthesise varied materials
- the skills needed to give clear and effective oral and written presentations
- the ability to articulate ideas and make them clear to others.

These skills are of considerable VOCATIONAL and SOCIAL significance.

Subject overview:

History examines the past to understand the present.

Year 11 History is part of the **wider curriculum** and it reflects the vision, principles, key competencies and values of the NZ Curriculum (see pages 8 – 13 NZ Curriculum document).

It is also part of the learning area of Social Sciences but has its own achievement objectives (see NZ Curriculum for Level 6-7 History achievement objectives).

Key Principles: As per College Statement on Principles.

Key Values:

Year 11 History is by the nature of the discipline a subject which is concerned with the values of people in the past and how they have been reflected in the actions of individuals and groups. In consequence, it encourages reflection on the student's own values.

Particular values to be encouraged in students are:

- excellence by aiming high and persevering in the face of difficulties;
- innovation, inquiry and curiosity by thinking critically, creatively and reflectively;
- diversity as found in our different cultures and heritage;
- equity through fairness and social justice;
- community and participation for the common good;
- respect for themselves, others, and human rights.

Through their learning experiences, History students will in particular, develop the ability to:

- explore with empathy, the values of others;
- critically analyse values and actions based on them;
- discuss disagreements that arise from differences in values.

Key Learning Values at St Andrews College

Strive to Achieve: *How determined are you to learn and achieve results that reflect your best efforts?*

- You focus on learning activities consistently and are rarely distracted.
- You behave consistently and appropriately in class settings, regardless of what is going on around.
- You work hard to set and achieve results that reflect your best efforts.
- You are not put off by setbacks and failures. You know these are a normal part of the learning process, so demonstrate a desire to improve and develop as a learner.
- You make additional learning opportunities for yourself because you know that to learn and remember things you need to practise what you have learned in the classroom.

Think: *How much do you think about what you learn and how you learn it?*

- You have a natural curiosity in the subject and are interested in your learning.
- You can make new information by linking ideas.
- You ask questions to gain more knowledge and help create new information.
- You demonstrate effective critical thinking, questioning the reliability of all information.
- You use a range of thinking strategies without teacher direction and can work out which works best for you as a learner.
- You reflect on how well you have learned, use your reflections to do better in future attempts, and act successfully on these reflections.

Collaborate: *How well do you learn with and from other people?*

- You participate and contribute to all group activities in lessons and are a positive influence in groups and in the classroom.
- You understand and can explain how your actions contribute to a learning outcome.
- You interact positively with a diverse range of people in a variety of contexts and you actively listen, recognise different viewpoints, negotiate and share ideas.

Organise: *How organised are you with your own and others' equipment and learning?*

- You manage time and equipment effectively, in and out of class and can cope under the pressure of assessment.
- You meet deadlines and are able to communicate any issues with your teacher.
- You always have the right equipment for lessons.
- You understand and can explain how being organised contributes to your learning outcomes.

Key Concepts of History:

Authentic understanding in history comes from developing a grasp of the key concepts and underlying key historical events, themes, and issues.

Significance

Historians weigh the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to provide contemporary lessons; historians debate what is historically significant and how and why the decisions about what is significant change.

Continuity and change

History examines change over time and continuity in times of change. Historians use chronology to place these developments in context. Historians debate what has changed, what has remained the same, and the impact of these changes.

Cause and effect

Historians investigate the reasons for and results of events in history; they debate the causes of past events, the effects, and how these events affect people's lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration.

Perspective

There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a range of perspectives.

Key Strands:

The New Zealand Curriculum (page 30) specifies **four conceptual strands** for Social Sciences.

These are:

- Identity, Culture and Organisation
- Place and Environment
- Continuity and Change
- The Economic World

Key Competencies:

Thinking: (eg)

- Designing relevant questions
- Comparing/contrasting
- Evaluating
- Synthesising
- Hypothesising

Using Language, symbols and texts: (eg)

- Reading
- Describing
- Researching
- Identifying key facts, ideas, relationships in written and visual documents
- Writing essays etc

Managing Self: (eg)

- Organising research
- Showing initiative in finding sources
- Keeping effective notes and folder
- Completing assignments on time

Relating to others: (eg)

- Working effectively in groups
- Listening to others
- Showing courtesy
- Respecting other points of view

Participating and Contributing: (eg)

- Verbal interaction in classroom/groups
- Questioning
- Offering opinions
- Leadership
- Co-operation

Achievement Objectives and Indicators of Achievement:

Achievement objective 6.1

Students will gain knowledge, skills, and experience to:

- understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.

Indicators

- Selects and explains the causes of past events.
- Orders past events in terms of importance.
- Identifies the consequences of past events.
- Links the causes and consequences

Achievement objective 6.2

Students will gain knowledge, skills, and experience to:

- understand how people's perspectives on past events that are of significance to New Zealanders differ.

Indicators

- Identifies and describes perspectives on a past event.
- Debates an event from different perspectives.
- Makes links or contrasts between the experiences of people in the past and their own experiences.
- Compares their experiences with those of people in the past.

Key Contexts for Study:

Content Outline:

Weimar Germany 1919-1938 / Third Reich Dictatorship and Propaganda

- After WW1
- After the Depression
- After Hitler comes to power

Black Civil Rights in USA 1954-1970

- Background – Race Relations and Civil Rights
- Policies and progress in the USA 1953-1964
- Division and New Direction 1965-1970

Pandemic

- Background – Epidemics and Pandemics – Black Death
- 1918 Influenza Epidemic in NZ – The Spanish Flu

2017 ASSESSMENT CONTENT

Number	Title	Credits	Assessment Mode	UE Reading	UE Writing
AS 91003 1.3	Interpret sources of an historical event of significance to New Zealanders	4	External	Y	Y
AS 91005 1.5	Describe the causes and consequences of an historical event	4	External	Y	Y
AS 91001 1.1	Carry out an investigation of an historical event or, place of significance to New Zealanders	4	Internal	Y	N
AS 91002 1.2	Demonstrate understanding of an historical event ,or place of significance to New Zealanders	4	Internal	Y	N
AS 91004	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	4	Internal	Y	N

Total Credits

20

	External
	Internal

Key Subject Skills:

- Carry out an investigation of an historical event or place (AS 1.1)
- Communicate historical knowledge and ideas to demonstrate understanding (AS 1.2)
- Interpret historical sources (AS 1.3)
- Demonstrate understanding of different perspectives of people (AS 1.4)
- Examine causes and consequences of an historical event (AS 1.5)

Key Areas for Reporting:

*Reporting will focus on the Personal Learning Skills and progress against each of the subject's Achievement Standards.

Year Planner 11History 2018

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Waitangi Day			Athletics Day		Founders Day				
	Weimar Germany – Dictatorship and Propaganda – Essay (F) – 1.2 Presentation Internal(S) 'What will the 1936 Olympic Games be remembered for?' Hist. 1.3 (F)									

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
				Queen's Birthday				
His 1.3 Resources (F)	Influenza Intro	Hist. 1.1 Research Internal (S) 1918 Influenza Epidemic in NZ				Black Civil Rights		

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
							Prelim Exams	
	Hist. 1.4 Perspectives Internal (S) Birmingham		Black Civil Rights – Essay (F) Little Rock Central High School				Hist. 1.3 + 1.5 Derived Grades	

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
	Labour Day							
	Hist. 1.3 Resources (F)		NCEA Exams					

Assessment Due Dates

Formative (Practice) Assessments

- 1.3 Resources Week 7 Term 1/ Week 1 Term 2/ Week 2 Term 4
- 1.5 Causes and Consequences **Hitler becomes dictator** Week 7 Term 1 / **Little Rock Central High School** Week 6 Term 3

Summative Assessments

- 1.2 Presentation **1936 Olympic Games** end of Week 10 Term 1
- 1.1 Research **1918 Pandemic** end of Week 6 Term 2
- 1.4 Perspectives **Birmingham** end of Week 3 Term 3

Essay and paragraph writing will be ongoing, developing skills throughout the year. Starting with Ideas based topics sentences / paragraphing/ introductions and conclusions

Derived Grades

- Hist. 1.3 Resources and 1.5 Causes and Consequences Prelim Exams

Year 11 History Student Tracking:

Name: _____

Tutor Group: _____ Dean: _____

Formative Assessment	UE Reading	UE Writing	Date Completed	Grade
AS 1.3 Resources			Week 7 Term One	
AS 1.5 Causes and Consequences Essay (Origins of WW2) - Skills			Week 9 Term Two	
AS 1.5 Causes and Consequences Essay (Black Civil Rights)			Week 3 Term Three	
AS 1.3 Resources			Week 5 Term Three	
Summative Assessment				
AS 1.1 Research and Gathering Internal (Pandemic) 4 Credits			Week 3-5 Term One	
AS 1.2 Communication of Research Internal (Pandemic) 4 Credits			Week 8-10 Term One	
AS 1.4 Perspectives (Origins of WW2) 4 Credits			Week 7-8 Term Two	
Derived Grades – College Exams				
AS 1.3 Resources			Week 8-9 Term Three	
AS 1.5 Causes and Consequences Essay			Week 8-9 Term Three	

 = Gaining University Entrance Reading

 = Formative for University Entrance Reading and Writing (Practice)

Mid Term Milestones (End of Term Two)

Internal Assessment – Comment

Formative Assessment – Comment

External Next Steps (Term Four) – Feedback from College Exams

Achievement Standard

Subject Reference	History 1.1				
Title	Carry out an investigation of an historical event, or place, of significance to New Zealanders				
Level	1	Credits	4	Assessment	Internal
Subfield	Social Science Studies				
Domain	History				
Status	Registered	Status date	30 November 2010		
Planned review date	31 December 2018	Date version published	20 November 2014		

This achievement standard requires carrying out an investigation of an historical event, or place, of significance to New Zealanders.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Carry out an investigation of an historical event, or place, of significance to New Zealanders.	<ul style="list-style-type: none">Carry out an in-depth investigation of an historical event, or place, of significance to New Zealanders.	<ul style="list-style-type: none">Carry out a comprehensive investigation of an historical event, or place, of significance to New Zealanders.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, the Social Sciences learning area, and the Level 6 achievement objectives:
 - Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society
 - Understand how people's perspectives on past events that are of significance to New Zealanders differ and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- Investigation of an historical event, or place* is a process.

Carry out an investigation involves:

- identifying a topic

- identifying possible sources and how they may be useful
- selecting relevant historical evidence from a variety of sources in accordance with focussing questions that are provided in the task instructions
- organising this evidence appropriately
- recording the details of the sources of selected evidence.

The investigation could include looking at different perspectives on the event or place. Perspectives could be historical or current.

Carry out an in-depth investigation involves:

- selecting evidence from a variety of sources, including both primary and secondary sources
- evaluating the investigation process.

Carry out a comprehensive investigation involves:

- writing, on the selected evidence, annotated comments establishing links between the evidence and the focussing questions being investigated
- organising evidence effectively
- thoroughly evaluating the investigation process.

Evaluate could include assessing:

- the strengths and weaknesses in conducting the investigation
- how the evidence gathered helped to address the focussing questions
- how the research process could be improved next time.

Source refers to where the evidence can be found. Sources may include books, CD-ROMs, people, libraries, museums, newspapers, artefacts, historical sites, videos, websites, graphs, cartoons, films, tape-recorded radio programmes, DVDs, blogs, etc. Sources may include primary and secondary sources.

Record the details of the sources means recording author, title, publisher, city of publication, date of publication, website address etc. A full reference list/bibliography is not required for this achievement standard.

3 An *historical event* is understood to be:

- a specific historical event in time, e.g. 9./11, 1981 Springbok Tour, Gallipoli, Influenza Pandemic
- an historical development or movement, e.g. Ratana, suffragettes, civil rights movements
- a person's role in and contribution to a significant historical event or place.

4 An *historical place* is understood to be:

- a place where something significant in history has happened e.g. Parihaka
- a place where something significant is commemorated e.g. local war memorial, tomb of the unknown soldier
- a place where something significant is contained e.g. cemetery, museum, marae.

5 Where an historical person is prominent in the investigation, it is not sufficient to simply present a biography. The focus of the investigation should be on the historical person's role in, or contribution to, an historical

event, or place, e.g. Ettie Rout and health issues, Martin Luther King and the civil rights movement, Osama Bin Laden and the Islamic revolution.

- 6 *Significance* is a concept that could be determined by:
- the importance of the event, or place, to people alive at the time
 - how deeply people's lives were affected at the time
 - how many lives were affected
 - the length of time people's lives were affected
 - the extent to which the event, or place, continues to affect society.
- 7 An *event of significance to New Zealanders* could be:
- a past event occurring within New Zealand, e.g. Maori Land March, Bastion Point, Influenza Pandemic, youth rebellion in the 1950s, American GIs in NZ in WWII
 - an international event involving New Zealanders, e.g. South African War, Second Wave of Feminism
 - an international event influencing New Zealanders, e.g. civil rights movement, formation of the European Union, fall of the Berlin Wall, invention of the contraception pill, Swinging '60s.

To be of significance to New Zealanders an event does not have to be located in New Zealand, but needs to be significant and relevant to New Zealand students living in the 21st century. This reflects the intention of *The New Zealand Curriculum* to make learning programmes relevant to New Zealand students.

- 8 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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Replacement Information

This achievement standard replaced unit standard 5808 and AS90209.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Achievement Standard

Subject Reference	History 1.2				
Title	Demonstrate understanding of an historical event, or place, of significance to New Zealanders				
Level	1	Credits	4	Assessment	Internal
Subfield	Social Science Studies				
Domain	History				
Status	Registered	Status date	30 November 2010		
Planned review date	31 December 2018	Date version published	20 November 2014		

This achievement standard requires demonstrating understanding of an historical event, or place, of significance to New Zealanders.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Demonstrate understanding of an historical event, or place, of significance to New Zealanders.	<ul style="list-style-type: none">Demonstrate in-depth understanding of an historical event, or place, of significance to New Zealanders.	<ul style="list-style-type: none">Demonstrate comprehensive understanding of an historical event, or place, of significance to New Zealanders.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, the Social Sciences learning area and achievement objective:
 - Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society'and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- Demonstrate understanding* involves:
 - describing an historical event or place
 - and communicating in own words findings that result from an investigation, using supporting evidence.

Demonstrate in-depth understanding involves:

- including a more thorough understanding and use of important supporting evidence.

Demonstrate comprehensive understanding involves:

- including a depth and breadth of understanding using extensive supporting evidence, to show links between the event, the people concerned and its significance to New Zealanders.

3 An *historical event* is understood to be:

- a specific event in time, e.g. 9./11, 1981 Springbok Tour, Gallipoli, Influenza Pandemic
- an historical development or movement, e.g. Ratana, suffragettes, civil rights movements
- a person's role in and contribution to a significant historical event or movement, e.g. Ettie Rout and health issues, Martin Luther King and the civil rights movement, Osama Bin Laden and the Islamic revolution.

4 An *historical place* is understood to be:

- a place where something significant in history has happened, e.g. Parihaka
- a place where something significant is commemorated, e.g. local war memorial, tomb of the unknown soldier
- a place where something significant is contained, e.g. cemetery, museum, marae.

5 Where an historical person is the focus, it is not sufficient to simply present a biography. The focus should be on the historical person's role in, or contribution to, an historical event, or place, e.g. Ettie Rout and health issues, Martin Luther King and the civil rights movement, Osama Bin Laden and the Islamic revolution.

6 *Significance* is a concept that could be determined by:

- the importance of the event, or place, to people alive at the time
- how deeply people's lives were affected at the time
- how many lives were affected
- the length of time people's lives were affected
- the extent to which the event, or place, continues to affect society.

7 An *historical event of significance to New Zealanders* could be:

- a past event occurring within New Zealand, e.g. Maori Land March, Bastion Point, Influenza Pandemic, youth rebellion in the 1950s, American GIs in NZ in WWII
- an international event involving New Zealanders, e.g. South African War, Second Wave of Feminism
- an international event influencing New Zealanders, e.g. civil rights movement, formation of the European Union, fall of the Berlin Wall, invention of the contraception pill, Swinging '60's.

To be of significance to New Zealanders an event does not have to be located in New Zealand, but needs to be significant and relevant to New Zealand students living in the 21st century. This reflects the intention of *The New Zealand Curriculum* to make learning programmes relevant to New Zealand students.

8 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Achievement Standard

Subject Reference	History 1.3				
Title	Interpret sources of an historical event of significance to New Zealanders				
Level	1	Credits	4	Assessment	External
Subfield	Social Science Studies				
Domain	History				
Status	Registered	Status date	30 November 2010		
Planned review date	31 December 2018	Date version published	20 November 2014		

This achievement standard involves interpreting sources of an historical event of significance to New Zealanders.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Interpret sources of an historical event of significance to New Zealanders.	<ul style="list-style-type: none">Interpret in depth sources of an historical event of significance to New Zealanders.	<ul style="list-style-type: none">Comprehensively interpret sources of an historical event of significance to New Zealanders.

Explanatory Notes

- 9 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, the Social Sciences learning area and the Level 6 achievement objectives:
- Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society
 - Understand how people's perspectives on past events that are of significance to New Zealanders differ and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- 2 *Interpret* involves showing understanding of the sources, using one or more historical skill(s).

Interpret in depth involves showing thorough understanding of the sources, using one or more historical skill(s).

Comprehensively interpret involves showing perceptive understanding of the sources, using one or more historical skill(s).

- 3 Examples of *sources* refer to: documents, pictures, graphs, maps, articles, speeches, cartoons, and text books.
- 4 Historical skills refer to interpreting:
 - an idea or ideas
 - facts
 - perspectives
 - reliability
 - bias
 - limitations of evidence and the need for additional information.
- 5 An *historical event* is understood to be:
 - a specific historical event in time, e.g. Passchendaele, Māori Land March, Waterfront Strike, Influenza Pandemic, Polio Epidemic, End of Six O’Clock Closing
 - an historical development or movement, e.g. Ratana movement, introduction of the contraceptive pill, tino rangatiratanga
 - a person’s role in and contribution to a significant historical event or movement, e.g. Ettie Rout and health issues, Martin Luther King and the civil rights movement, Osama Bin Laden and the Islamic revolution.
- 6 An *historical event of significance to New Zealanders* is understood to be an event that has occurred within New Zealand, or an international event that has involved or influenced New Zealanders.
- 7 *Significance* is a concept that could be determined by:
 - the importance of the event to people alive at the time
 - how deeply people’s lives were affected at the time
 - how many lives were affected
 - the length of time people’s lives were affected
 - the extent to which the event, or place, continues to affect society.
- 8 Assessment Specifications for this achievement standard can be accessed through the History Resources page found at www.nzqa.govt.nz/ncea/resources.

Achievement Standard

Subject Reference	History 1.4				
Title	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders				
Level	1	Credits	4	Assessment	Internal
Subfield	Social Science Studies				
Domain	History				
Status	Registered	Status date	30 November 2010		
Planned review date	31 December 2018	Date version published	20 November 2014		

This achievement standard requires demonstrating understanding of different perspectives of people in an historical event of significance to New Zealanders.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.	<ul style="list-style-type: none">Demonstrate in-depth understanding of different perspectives of people in an historical event of significance to New Zealanders.	<ul style="list-style-type: none">Demonstrate comprehensive understanding of different perspectives of people in an historical event of significance to New Zealanders.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, the Social Sciences learning area and the Level 6 achievement objective:
 - Understand how people's perspectives on past events that are of significance to New Zealanders differ and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- Demonstrate understanding* involves giving historically accurate accounts from the perspectives of different named people in an identified historical context, with relevant supporting evidence.

Demonstrate in-depth understanding involves:

- including perspectives which show convincing understanding, with relevant supporting evidence.

Demonstrate comprehensive understanding involves:

- including insightful and perceptive understandings of people's perspectives and reasons for these, and related actions, with relevant supporting evidence.

Perspective means a person's point of view, attitudes, beliefs and may include reasons for the perspectives, and the related actions/responses.

People refers to individuals and/or groups.

- 3 A student is required to demonstrate understanding of different perspectives in an historical event. This may include reference to appropriate reasons for and actions associated with the perspectives by assuming the characters of more than one person. Examples could include writing speeches, answering interview questions, writing diary entries, constructing pamphlets, role plays, plays, interviews, etc.
- 4 Teachers can choose modes of assessment that do not require students to give a performance. This achievement standard assesses the historical understanding of the perspectives being demonstrated, not the quality of the performance.
- 5 An *historical event* is understood to be:
 - a specific historical event in time, e.g. Passchendaele, Dawn Raids of the 1970s, introduction of Chinese Poll Tax 1890s, Bastion Point, Waterfront Strike 1951, introduction of Conscriptio 1916, Occupation of Motua Gardens Wanganui, Wairau Affray
 - an historical development or movement, e.g. Ratana, suffragettes, civil rights movements, Plunket, RSA, Women's Christian Temperance Union, responses to Influenza Pandemic, Maori urbanisation post WWII.
- 6 *Significance* is a concept that could be determined by:
 - the importance of the event to people alive at the time
 - how deeply people's lives were affected at the time
 - how many lives were affected
 - the length of time people's lives were affected
 - the extent to which the event continues to affect society.
- 7 An *event of significance to New Zealanders* could be:
 - a past event occurring within New Zealand, e.g. Maori Land March, Bastion Point, Influenza Pandemic, youth rebellion in the 1950s, American GIs in NZ in WWII
 - an international event involving New Zealanders, e.g. South African War, Second Wave of Feminism
 - an international event influencing New Zealanders, e.g. civil rights movement, formation of the European Union, fall of the Berlin Wall, invention of the contraception pill, Swinging '60's.
- 8 To be of significance to New Zealanders an event does not have to be located in New Zealand, but needs to be significant and relevant to New Zealand students living in the 21st century. This reflects the intention of *The New Zealand Curriculum* to make learning programmes relevant to New Zealand students.
- 9 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Achievement Standard

Subject Reference	History 1.5				
Title	Describe the causes and consequences of an historical event				
Level	1	Credits	4	Assessment	External
Subfield	Social Science Studies				
Domain	History				
Status	Registered	Status date	30 November 2010		
Planned review date	31 December 2018	Date version published	20 November 2014		

This achievement standard involves describing the causes and consequences of an historical event.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Describe the causes and consequences of an historical event.	<ul style="list-style-type: none">Describe in depth the causes and consequences of an historical event.	<ul style="list-style-type: none">Comprehensively describe the causes and consequences of an historical event.

Explanatory Notes

- 9 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, the Social Sciences learning area and the Level 6 achievement objective:
- Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society
- and is related to the material in the *Teaching and Learning Guide for History*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- 10 Definitions:
Describe involves giving an account of the causes and consequences of an historical event, using appropriate supporting evidence. This must be a meaningful narrative showing historical sequence or chronological order.

Describe in depth involves showing greater depth of understanding of the causes and consequences of an historical event, using appropriate supporting evidence.

Comprehensively describe involves showing a thorough understanding of the causes and consequences of an historical event, using appropriate supporting evidence.

- 11 Appropriate supporting evidence could include specific details such as names, dates, examples, statistics, or case studies relevant to the context being described.
- 12 An *historical event* is understood to be:
 - i. either a specific historical event in time, e.g. 9/11, 1981 Springbok Tour, Gallipoli, Influenza Pandemic
 - ii. or an historical development or movement, e.g. Ratana, suffragettes, civil rights movements.
- 13 Assessment Specifications for this achievement standard can be accessed through the History Resources page found at www.nzqa.govt.nz/ncea/resources.