

History NCEA NZC Level 1

Subject Learning Outcomes for Assessment

Companion to the History Learning Matrix

What are the Subject Learning Outcomes and how can I use them?

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials. For guidance on assessment criteria, please also refer to the Achievement Standards, Unpacking, and External Assessment Specifications or Conditions of Assessment as appropriate.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgments. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Subject Learning Outcomes, alongside other key documents, make clear to teachers what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.



Achievement Standard 1.1 (92024) Engage with a variety of primary sources in a historical context (5 Credits)

What is being assessed	Subject Learning Outcomes
The selection of a variety of primary sources to a focus question	<p>Students are able to:</p> <ul style="list-style-type: none">• unpack research focus question to understand what information the question is asking for, which may include discussing and articulating relevant historical and mātauranga Māori concepts – for example, a research focus question could be:<ul style="list-style-type: none">○ What role does identity play in understanding New Zealand's experiences of World War One?○ What were the key causes of the German Invasion of Poland?• identify and describe different types of primary sources, such as oral history traditions, artefacts, and different types of written and visual sources: Different types of <i>written sources</i> could include:<ul style="list-style-type: none">○ letters○ diary entries○ pamphlets○ newspapers. Different types of <i>visual sources</i> could include:<ul style="list-style-type: none">○ posters○ paintings○ photographs.• use knowledge of a historical context to select primary sources for a focus question from different types of primary sources:<ul style="list-style-type: none">○ <i>A historical context</i> refers to the people, places, events, or movements.○ For higher levels of achievement, students are able to use knowledge of a historical context to select the appropriate primary sources for a focus question from different types of primary sources. Using knowledge of historical context to select appropriate primary sources could involve understanding the bigger picture of the historical period indicated by the focus question.
Relevancy of evidence	Students are able to:

	<ul style="list-style-type: none"> • unpack the content of a primary source in order to identify its relevance to a focus question: <ul style="list-style-type: none"> ○ For higher levels of achievement, students are able to identify main ideas that are evident within a source. Students may also infer ideas from a source, especially visual sources such as photographs, and make connections between sources. For example, through cross-referencing evidence from sources and resolving, rather than ignoring, contradictions that may exist between sources. • communicate verbally or in written text how evidence selected from a primary source helps to answer a focus question.
Strengths and limitations of primary sources	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify the strengths and limitations of evidence. <p>For higher levels of achievement, students are able to:</p> <ul style="list-style-type: none"> • explain strengths and limitations within a collection of sources, as well as reflect on strengths and limitations across a collection of sources, which could include: <ul style="list-style-type: none"> ○ how a primary source develops understanding of a historical context ○ bias in visual sources such as photographs and cartoons, for example, understanding that bias in sources is not always bad and that it can tell us important information about the past ○ bias in written sources such as newspaper articles, diaries, and letters ○ which perspectives may be missing in primary sources or which perspectives might be over or under emphasised ○ cross-referencing information in different primary sources to ascertain if they support or contradict each other. <p><i>Within the collection of sources</i> refers to assessing the value of individual sources where appropriate. <i>Across the collection of sources</i> refers to a collective assessment of all the sources as a whole.</p>

Achievement Standard 1.2 (92025): Demonstrate understanding of the significance of a historical context (5 Credits)

What is being assessed	Subject Learning Outcomes
Aspects of historical significance	Students are able to:



	<ul style="list-style-type: none">• define and identify aspects of historical significance, such as whakapapa, tuakiri, or collective maumaharatanga• describe an aspect or aspects of significance of a historical context:<ul style="list-style-type: none">○ <i>A historical context</i> refers to a historical place, event, movement, person, or group of people.○ For higher levels of achievement, students are able to explain a specific aspect or aspects of significance of a historical context, such as explaining the collective maumaharatanga of a waka landing site and its importance to the collective memory of a group over time. Students can then apply a specific aspect or aspects of significance of a historical context to show depth of understanding, for example, applying the significance aspect of collective maumaharatanga to the Mau movement, which is commemorated differently by different groups. A further aspect of significance that could be applied to the Mau movement is impact, such as the impact of the Aotearoa New Zealand administration in Samoa on the Mau movement.• structure a written or verbal explanation using an aspect or aspects of significance to show the significance of a historical context.
Use of historical evidence	<p>Students are able to:</p> <ul style="list-style-type: none">• use relevant historical evidence to describe the significance of a historical context. <i>Historical evidence</i> includes specific historical detail, for example:<ul style="list-style-type: none">○ names (of people, places, or events)○ dates○ statistics○ figures○ short quotes○ a combination of these that relate to and help the response. <p>For higher levels of achievement, students are able to:</p> <ul style="list-style-type: none">• use evidence to support explanation of the significance of a historical context in a way that backs up the points being made. This includes using evidence to develop explanation of the significance of a historical context in a way that strengthen the points being made.

Achievement Standard 1.3 (92026): Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand (5 Credits)

What is being assessed	Subject Learning Outcomes
Historical concepts	<p>Students are able to:</p> <ul style="list-style-type: none"> • use historical concepts as lenses for making sense of the past – some examples of <i>historical concepts</i> are: <ul style="list-style-type: none"> ○ mana ○ cause ○ effect ○ tūrangawaewae ○ continuity and change ○ whakapapa. • identify and describe historical concepts after examining sources from an unfamiliar historical context • describe historical concepts in familiar (learned) historical contexts • describe historical concepts within different contexts of significance to Aotearoa New Zealand: <ul style="list-style-type: none"> ○ <i>Contexts of significance to Aotearoa New Zealand</i> refers to contexts that either involve or influence New Zealanders. ○ For higher levels of achievement, students are able to apply a historical concept across multiple contexts, such as explaining how the concept is similar or different between the contexts. For example, breaking down a concept like ‘cause’ when looking at the First World War, which could mean looking at the assassination of Franz Ferdinand as a trigger cause with Nationalism being an underlying cause. • structure a written explanation that outlines historical concepts in both a familiar (learned) and unfamiliar context in response to a prompt.
Historical evidence	<p>Students are able to:</p> <ul style="list-style-type: none"> • use relevant historical evidence to describe historical concepts within contexts of significance to Aotearoa New Zealand. <i>Historical evidence</i> includes specific historical detail, such as: <ul style="list-style-type: none"> ○ names (of people, places, or events)

	<ul style="list-style-type: none"> ○ dates ○ statistics ○ figures ○ short quotes ○ or a combination of these. <p>For higher levels of achievement, students are able to:</p> <ul style="list-style-type: none"> ● use evidence to support explanation of historical concepts in a way that backs up the points being made. This includes using evidence to develop explanation of historical concepts in a way that strengthens the points being made.
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Achievement Standard 1.4 (92027): Demonstrate understanding of perspectives on a historical context (5 Credits)

What is being assessed	Subject Learning Outcomes
Historical Perspectives	<p>Students are able to:</p> <ul style="list-style-type: none"> ● identify and describe differing perspectives on a historical context: <ul style="list-style-type: none"> ○ For example, using the historical context of the 1981 Springbok tour, describe Prime Minister Muldoon’s perspective and the responses that arose from his perspective, such as deciding that the tour should proceed and that politicians shouldn’t interfere with sporting decisions. ○ <i>Historical perspectives</i> may include consideration of values, beliefs, concepts, motivations, and experiences that inform actions or responses. ● structure a written or verbal explanation that shows explains differing perspectives on a historical context, in response to a prompt. <p>For higher levels of achievement, students are able to:</p> <ul style="list-style-type: none"> ● explain perspectives on a historical context, such as a specific place, event, person, group of people, or historical movement and how they may differ ● discuss perspectives on a historical context and how these may differ with reference to the wider historical context: <ul style="list-style-type: none"> ○ <i>Differing historical perspectives</i> could refer to internal differences of perspectives within a group or opposing perspectives between individuals or groups.



	<ul style="list-style-type: none">○ <i>The wider historical context</i> could refer to ideas, assumptions, and historical factors of the time. For example, when explaining Prime Minister Muldoon’s perspective that politicians shouldn’t interfere with sporting decisions, students may also refer to the broad public support in provincial Aotearoa New Zealand for the tour proceeding, and the political support Muldoon feared losing if he interfered.
Use of historical evidence	<p>Students are able to:</p> <ul style="list-style-type: none">• identify and use relevant historical evidence in their descriptions. <p>For higher levels of achievement, students are able to:</p> <ul style="list-style-type: none">• use examples to support the explanation of historical perspectives in a context in a way that backs up the points being made• develop explanation of historical perspectives in a context in a way that strengthens the points being made.