# History Assessment Schedule: Assessment Activity 1.2b

##### Activity Title: He tāhuhu kōrero whakahirahira

##### Achievement Standard: 92025 Demonstrate understanding of the significance of a historical context

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Achievement Criteria | | |
| At the Achieved level, the student is able to demonstrate understanding of significance of a historical context | At the Merit level, the student is able to explain the significance of a historical context | At the Excellence level, the student is able to examine the significance of a historical context |
| Teacher Judgement | | |
| At the Achieved level, the student is able to:   * describe a specific aspect or specific aspects of significance in relation to the selected person * provide relevant historical evidence in the description. | At the Merit level, the student is able to:   * explain a specific aspect or specific aspects of significance in relation to the selected person * uses historical evidence to support the explanation. | At the Excellence level, the student is able to:   * apply a specific aspect or specific aspects of significance to show depth of understanding of the selected person * uses historical evidence in a way that develops the explanation. |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

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| For example (description of possible student evidence for this activity) | | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| At the Achieved level, the student has:   * identified Tupua Tamasese Leolofi III and described a specific aspect or aspects of his historical significance: * *For example, the student has described Tupua Tamasese Leolofi III in terms of his impact as leader of the Mau movement who led Samoa to independence (the student may have also chosen to describe one or more other aspects of significance related to the context).* * provided relevant historical evidence in their description of Tupua Tamasese Leolofi III, such as appropriate names of people, names of villages and dates. | At the Merit level, the student has:   * explained a specific aspect or aspects of significance in relation to the selected person: * *For example, the student has explained the impact of Tupua Tamasese Leolofi III rule in terms of how his resistance actions led Samoa to independence from colonial rule (the student may have also chosen to explain one or more other aspects of significance related to the context).* * used historical evidence to support the explanation, such as names of people, names of villages and dates that back up the points being made. | At the Excellence level, the student has:   * applied a specific aspect or aspects of significance in relation to the selected person: * *For example, the student has applied ‘impact’ as an aspect of significance by examining Tupua Tamasese Leolofi III non-violent resistance against colonial rule which directly led to Samoan self-rule (the student may have also chosen to apply one or more other aspects of significance related to the context).* * *The student has shown a depth of understanding of the impact of Tupua Tamasese Leolofi III by discussing his martyrdom and the legacy he left for Samoa.* * used historical evidence to develop the explanation, such as names of people, names of villages and dates that strengthen the points being made. |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.