

EXPLANATORY NOTES

- The historical research should be **independent**, however, the learner should **confer** with the assessor to establish the process and direction of the research. The assessor should provide feedback on the suitability of the research topic, the focusing questions, and guide the learner towards appropriate sources.
- The area of historical research** may include: identifying a problem, an historical context, an issue, an individual/group, an event from the past.
- Significant focusing questions** would allow the potential for the learner to gather evidence for a comprehensive coverage of the area of historical research.
- Perceptive focusing questions** would reveal an informed and sophisticated understanding of the foundations of the research topic.

PLANNING

- Planning the research** may include: identifying possible sources of information, devising a management plan which identifies activities to be carried out, and establishing historical method(s).
- Initiative** in research may include: resourcefulness in accessing appropriate sources, taking a fresh and innovative approach, willingness to access sources that are not readily available, perseverance in using difficult sources.
- Source** refers to where the evidence is found. Sources may include books, CD-ROMs, people, archives, museum collections, newspapers, artefacts, historical sites, videos, websites, graphs, cartoons, films, etc. Sources may be primary or secondary sources.
- Historical evidence** is found in sources and is used to answer focusing questions.

- Record details of the sources accurately** means recording details sufficiently to allow the later completion of a reference list (or bibliography). Details required are author, title, publisher, city of publication, date of publication or URL and **date accessed** for web material. A full reference list is not required for this achievement standard. Perfection is not required for achievement with excellence.

EVALUATING (in class)

- *Evaluating* should include at least three of the following:
 - identifying the relevance and usefulness of evidence to the focusing questions
 - identifying successes and difficulties in conducting the inquiry, and reasons why
 - expressing enjoyment, personal growth and satisfaction of carrying out the inquiry
 - identifying issues to consider in future research
 - reference to refining and revision of their inquiry as the process unfolded.
- *Evaluation from the historian's perspective* includes:
 - weighing the value and reliability of evidence and sources.
 - identifying weaknesses and strengths in completed research – this can include commenting on the different interpretations that exist and have existed
 - establishing future directions for research on the selected topic.

ACTIVITIES

- **If any students are new to the study of history in the class, they need scaffolding into the components of the achievement standard. It does not hurt the veterans to refresh their memory either**

You need to practise :

- **WRITING SIGNIFICANT AND PERCEPTIVE QUESTIONS**
- **TIME & MANAGEMENT PLANS**
- **CITING AS YOU RESEARCH**
- **SORTING AND ORGANISING**
- **THE NATURE OF EVIDENCE**
- **EVALUATING**

WRITING PERCEPTIVE QUESTIONS

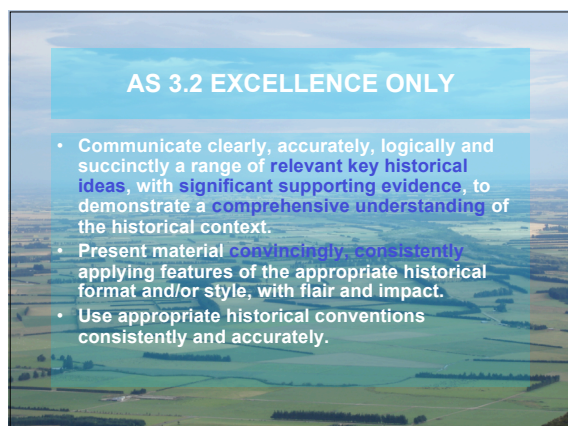
- We know that any historical event or idea can be analysed using CCCCC (see earlier Powerpoint)
- Context, Causes, Course, Consequences, Cultural perspective, Historiography
- Questions that involve judgement, thought or insight can be perceptive

Perceptive questions start

- To what extent CCCCC?
- Why have so many historians interpreted the same evidence in different ways about?
- How can one historian argue while another argues about?
- Which are the significant causes of?

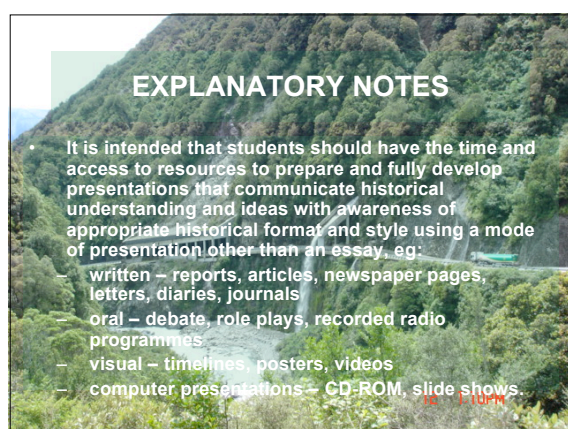
REMEMBER

- 1. perceptive and discerning research questions
- 2. Copy URLs as you go including date accessed
- 3. Have a system to organise what you gather – flipfile, folders, clearfile sleeves
- 4. Be able to critically evaluate the sources
- 5. Remember that you must deal with HISTORICAL IDEAS



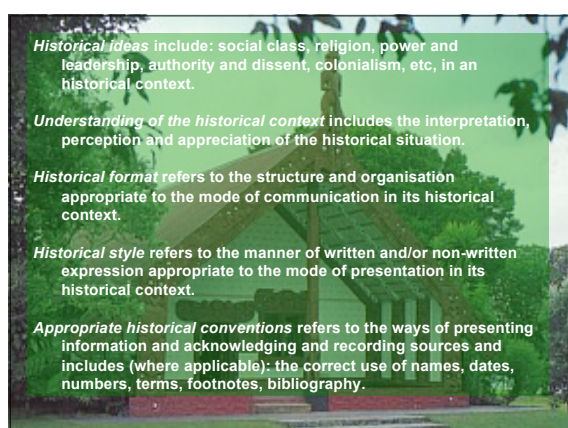
AS 3.2 EXCELLENCE ONLY

- Communicate clearly, accurately, logically and succinctly a range of **relevant key historical ideas**, with **significant supporting evidence**, to demonstrate a **comprehensive understanding** of the historical context.
- Present material **convincingly, consistently** applying features of the appropriate historical format and/or style, with flair and impact.
- Use appropriate historical conventions consistently and accurately.



EXPLANATORY NOTES

- It is intended that students should have the time and access to resources to prepare and fully develop presentations that communicate historical understanding and ideas with awareness of appropriate historical format and style using a mode of presentation other than an essay, eg:
 - written – reports, articles, newspaper pages, letters, diaries, journals
 - oral – debate, role plays, recorded radio programmes
 - visual – timelines, posters, videos
 - computer presentations – CD-ROM, slide shows



Historical ideas include: social class, religion, power and leadership, authority and dissent, colonialism, etc, in an historical context.

Understanding of the historical context includes the interpretation, perception and appreciation of the historical situation.

Historical format refers to the structure and organisation appropriate to the mode of communication in its historical context.

Historical style refers to the manner of written and/or non-written expression appropriate to the mode of presentation in its historical context.

Appropriate historical conventions refers to the ways of presenting information and acknowledging and recording sources and includes (where applicable): the correct use of names, dates, numbers, terms, footnotes, bibliography.

RESIST TEMPTATION to:

- Copy existing notes and guides
- Copy whole websites
- Select, copy and paste
- Copy off others
- Use www.zoho.com to store your research but if you sign up, remember your password.
