

Achievement Standard

Subject Reference History 3.1

Title Plan and carry out independent historical research

Level 3 **Credits** 4 **Assessment** Internal

Subfield Social Science Studies

Domain History

Status Expiring **Status date** 4 December 2012

This achievement standard is expiring. Assessment against the standard must take place before the expiry date set out below.

Expiry date 31 December 2013 **Date version published** 4 December 2012

This achievement standard involves independently defining an area for historical research; planning the research; selecting and recording, in an organised way, relevant historical evidence from a range of sources; and evaluating the effectiveness of the research process.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • Define an area for historical research and formulate relevant focusing questions. • Plan the research, in detail. • Select and record relevant historical evidence from a range of sources and organise it in accordance with the focusing questions. • Record details of the sources accurately. 	<ul style="list-style-type: none"> • Define an area for historical research and formulate relevant and significant focusing questions. • Plan the research, in detail. • Select and record relevant and important historical evidence from a range of sources and organise it in accordance with the focusing questions. • Record details of the sources accurately. 	<ul style="list-style-type: none"> • Define an area for historical research and formulate significant and perceptive focusing questions. • Plan the research, in comprehensive detail. • Demonstrate initiative to select and record relevant and important historical evidence from a range of sources and organise it in accordance with the focusing questions. • Record details of the sources accurately.

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Evaluate aspects of the effectiveness of the research process. 	<ul style="list-style-type: none"> Evaluate the effectiveness of the research process. 	<ul style="list-style-type: none"> Evaluate the effectiveness of the research process from the historian's perspective.

Explanatory Notes

- 1 This achievement standard is related to the information skills identified in the skills objectives of the *History, Forms 5 to 7: Syllabus for Schools*, Department of Education, 1989.
- 2 This achievement standard may be used in conjunction with AS90655, History 3.2, *Communicate and present historical ideas clearly to show understanding of an historical context*, where the research findings may be used as a basis for assessment of the presentation/communication of historical ideas and understandings.
- 3 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.
- 4 *The area of historical research* may include: identifying a problem, an historical context, an issue, an individual/group, an event from the past.
- 5 *Significant focusing questions* would allow the potential for the learner to gather evidence for a comprehensive coverage of the area of historical research.
- 6 *Perceptive focusing questions* would reveal an informed and sophisticated understanding of the foundations of the research topic.
- 7 *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).
- 8 *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.
- 9 *Source* refers to where the evidence is found. Sources may include books, CD-ROMs, people, libraries, museums, newspapers, artefacts, historical sites, videos, websites, graphs, cartoons, films, etc. Sources may be primary or secondary sources.
- 10 *Historical evidence* is found in sources and is used to answer focusing questions.

- 11 *Record details of the sources accurately* means recording details sufficiently to allow the later completion of a reference list. 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.
- 12 *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.
- 13 *Evaluation from the historian's perspective* includes:
- weighing the value and reliability of evidence and sources
 - identifying weaknesses and strengths in completed research
 - establishing future directions for research on the selected topic.
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Replacement Information

This achievement standard and unit standard 5831 have been replaced by AS91434.

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.

Consent and Moderation Requirements (CMR) reference

0226