

AS1.1 Carry out an investigation of an historical event, or place, of significance to New Zealanders

| Teaching Ideas | Key Competencies Development Opportunities Teacher actions could include: |
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| <p>Investigation of an historical event or place is a process.</p> <p>Carry out an investigation means the student must:</p> <ul style="list-style-type: none"> • identify a topic • identify how possible sources may be useful • select relevant historical evidence from a variety of sources in accordance with focusing questions that are provided in the task instructions • organise this evidence appropriately • record the details of the sources of selected evidence. <p><i>An in-depth investigation</i> means the student has completed requirements for Achievement level and</p> <ul style="list-style-type: none"> • selected evidence from a variety of sources, including both primary and secondary sources • fully recorded the details of the sources of evidence. <p>Evaluated the investigation process could include</p> <ul style="list-style-type: none"> • describe the successes and difficulties in conducting the investigation • describe how the sources gathered helped to | <p>Thinking</p> <p>Encourage students to examine how sources inter-relate:</p> <ul style="list-style-type: none"> • Do the sources support or contradict each other? How useful are the sources? How reliable are the sources? How do you assess their reliability? What do the sources tell you, and what do they not tell you? <p>Support students to use a variety of research strategies:</p> <ul style="list-style-type: none"> • How will you gather your evidence? Will you systematically select, analyse, and annotate evidence as you collect it? Will you include note taking, annotation of copies, interviews? <p>Encourage students to solve problems as they emerge:</p> <ul style="list-style-type: none"> • Can you consult experts? How do you explore alternative solutions? Can you modify your focussing questions? <p>Using Language, Symbols, and Texts</p> <p>Encourage students to use a variety of sources, for example:</p> <ul style="list-style-type: none"> • primary and secondary sources, oral, visual, print, books, CD-ROMs, people, libraries, museums, newspapers, artefacts, historical sites, videos, websites, graphs, cartoons, films, tape-recorded radio programmes, DVDs, blogs. <p>Model exploration and interpretation of materials gathered, for example:</p> <ul style="list-style-type: none"> • show photograph and ask questions: time and place? Who are the subjects? What is the relationship between the subjects? Is the photo posed or spontaneous? What is the perspective of the photographer? What is the key feature of the photograph? • read a written source and ask questions: Who wrote it? When was it written? What language |

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| <p>address the focusing questions</p> <ul style="list-style-type: none"> • describe the reliability of evidence used • describe how the research process could be improved next time • comment on personal enjoyment. <p><i>Comprehensive investigation</i> means the student has completed requirements for Merit level and</p> <ul style="list-style-type: none"> • written on the selected evidence, annotated comments establishing links between the evidence and the focusing questions being investigated • organised evidence effectively • evaluated thoroughly the investigation process. <p>Evaluate could include:</p> <ul style="list-style-type: none"> • assess the strengths and weaknesses in conducting the investigation • assess how the evidence gathered helped to address the focusing questions • assess how the research process could be improved next time. <p>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, DVD's, blogs, etc. Sources</p> | <p>register is used? Is there internal evidence of the age of the piece? Are there difficulties interpreting the language? Is bias evident? Does the style or content reflect social class, level of education, cultural background, beliefs, and attitudes?</p> <p>Support use of ICT programmes for research and presentation where available, for example:</p> <ul style="list-style-type: none"> • OneNote, Scribe. <p>Managing Self</p> <ul style="list-style-type: none"> • Set up milestone conferences to support students to meet stages of the research process such as discussing appropriate contexts and identifying an event (for example the Black Death 1345) within a broad concept (for example Medicine Through Time). Notes produced during these conferences could be included in the research folder. • Monitor and guide process of identification of sources for example discussion around where sources can be found and what they might contain. • Assist students to progressively reflect on and evaluate their research process for example, What is working successfully? Are you encountering difficulties? What is the relative usefulness of your evidence? What are the gaps in your evidence? <p>Relating to Others</p> <p>Encourage students to consult peers/older siblings/parents/family members/kaumatua for feedback or feed-forward.</p> <p>Encourage students to develop understanding for the actions/ behaviours/beliefs/responses of individuals and groups to the researched event.</p> <p>Participating and Contributing</p> <p>Strategies to encourage students to participate and contribute could include guiding informal whole class feedback sessions, or formal teacher-structured group tasks.</p> <ul style="list-style-type: none"> • Group work: for example, students could take turns in presenting a source to other members of the group. Group members provide feedback. Support the process by providing focusing questions for presentation: What is your |
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may include primary and secondary sources.

Record the details of 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.

source? How does it relate to your focussing questions? What has it told you so far?

- What other leads or research directions has it suggested? Provide **focusing questions to encourage effective feedback**: Do you notice anything else about the source? Can you suggest additional directions for research prompted by the source? Have you seen other sources that complement, contradict, or add to the source? What other questions does the source raise?
- Encourage students to take notes about the feedback they receive.