



**Cultural and Environmental Education**

# History

## **Developing students' research skills**

November, 2011

Efforts have been made to trace and acknowledge copyright holders.

In cases where a copyright has been inadvertently overlooked, the copyright holders are requested to contact the Cultural and Environmental Education Administrator, Catherine Begley. ✉ [history@pdst.ie](mailto:history@pdst.ie)

© 2011 Cultural and Environmental Education, Professional Development Service for Teachers (PDST),

14 Joyce Way, Park West Business Park, Nangor Road, Dublin 12.

☎ 01-4358585, ☎ 01-4358596, ✉ [history@pdst.ie](mailto:history@pdst.ie), 🌐 [www.hist.ie](http://www.hist.ie)

# Professional Development Service for Teachers (PDST)

## Cultural and Environmental Education

### History

#### Contact details

National Co-ordinator	Conor Harrison
Mobile	087 – 240 5710
E-mail	conorharrison@pdst.ie
Administrator	Catherine Begley
Telephone	01 – 435 8585
Fax	01 – 435 8596
E-mail	catherinebegley@pdst.ie
Address	PDST 14, Joyce Way, Park West Business Park, Nangor Road, Dublin 12.

Associate for History: John Dredge

#### *Acknowledgments*

With special thanks to John Dredge, Associate for History, Helen Sheil and Gerard O’Sullivan, local facilitators, the History Inspectors of Department of Education and Skills and the whole team of History Local Facilitators and the original HIST Team who developed the initial version of this resource.

*Note:* Every effort has been made to ensure the accuracy of the historical data contained herein.  
Any inadvertent errors are regretted.

## CONTENTS

	Page
Developing students' research skills in Junior Certificate History classes	4
Developing students' research skills in Transition Year History classes	7
Developing students' research skills in Leaving Certificate History classes	8
The research study	9
The research study: learning outcomes	10
Requirements set down by the State Examinations Commission (SEC)	10
The research study: choice of subject and formulation of title	11
The outline plan: satisfying the syllabus requirements and marking indicators	12
The evaluation of the sources: satisfying the syllabus requirements and marking indicators	14
The extended essay: syllabus requirements and marking indicators (HL)	17
The review: satisfying the syllabus requirements and marking indicators	18
The research study report (RSR): Ordinary Level marking scheme. 2011	20
Student guide to the research study	22

## Developing students' research skills in Junior Certificate History classes

The “course objectives” for Junior Certificate History are set out under the headings “Knowledge” (2.2.1), “Concepts” (2.2.2), “Skills” (2.2.3) and “Attitudes” (2.2.4) (Syllabus, pp.4-6).

Note: The syllabus may be downloaded at [www.curriculumonline.ie](http://www.curriculumonline.ie), by clicking “History” on the Junior Cycle ‘drop-down’ menu. The important “Guidelines for teachers” (revised 1996) may be downloaded from the same location.

The “Skills’ objectives are as follows:

*Students should develop the skills essential to the research and writing of history. They should learn to:*

(a) Locate historical information from a variety of sources e.g.

- *Primary and secondary written sources*
- *Statistics*
- *Visual material*
- *Artefacts, buildings, settlements and other material sources*
- *Orally transmitted information*

(b) Select relevant information to answer historical questions

(c) Record this information, e.g. by note-taking, categorising, summarising etc.

(d) Examine critically this information e.g. distinguish between fact and opinion, detect deficiencies such as gaps, inconsistencies and bias

(e) Synthesise, e.g. assemble in logical sequence, follow a line of argument, offer explanations

(f) Present and communicate in a variety of ways, e.g. written, graphic and oral

### Points to consider

- How – in a general sense – may these skills be best developed at Junior Certificate level?
- Are there particular sections of the syllabus or topics where these skills could be most successfully deployed?
- To what extent would the development of these skills help to prepare students for the requirements of the Junior Certificate History examinations?
- To what extent would the development of these skills help to prepare students for the experience of studying History at Leaving Certificate level?

## Suggestions

- Where computer access is available for students, the introduction to the job of the historian in First Year can be enlivened by allowing students to locate sources themselves and learn about some different types of sources. In Spring 2011, the PDST History team presented a workshop on teaching first year History using internet resources. The in-service materials are available at [www.hist.ie](http://www.hist.ie). The following websites are ones that have been found useful:

- <http://www.census.nationalarchives.ie/>  
The very popular 1901/1911 census returns provide the basis for much stimulating and relevant work with first year students. See suggestions in in-service booklet (pp.7-9) available at [http://www.scoilnet.ie/hist/article\\_topic.aspx?id=13089&nav=false](http://www.scoilnet.ie/hist/article_topic.aspx?id=13089&nav=false)
- <http://www.nationalarchives.gov.uk/education/lessons/lesson25.htm>.  
This is good at capturing the attention of students as the focus is on young people of their own age who got into trouble with the law in Victorian times. Make sure that all students are familiar with the facility of viewing transcripts of the original documents. Sometimes it is a good idea to select only a few of the tasks provided. If students are working on a computer in school, it may be prudent to record their answers in a hardback copy as it is easier to use beside a PC than its paperback equivalent.

N.B. It is vitally important that teachers carefully preview all websites intended for student use. (See advice for teachers at [www.webwise.ie](http://www.webwise.ie).)

- In looking at the various “studies of change” in Section II, where the use of documentary sources is recommended, there are many websites that contain interesting and accessible material for students. Students can also be encouraged to use these websites for project work as a means of finding out for themselves some of the finer details of such episodes as voyages of exploration, the plantations and life in Industrial Britain. The following sites have been found useful:
  - [www.columbusnavigation.com/](http://www.columbusnavigation.com/)  
This contains a wealth of detail, including information on Columbus’ log.
  - [www.pbs.org/conquistadors/](http://www.pbs.org/conquistadors/)  
This covers the major conquistadors in great detail and includes eye-witness accounts.
  - [www.bbc.co.uk/history/british/plantation/](http://www.bbc.co.uk/history/british/plantation/)  
This includes a settlement map of the Plantation of Ulster and examples of the reactions of bardic poets.
  - [www.nationalarchives.gov.uk/education/lessons/lesson20.htm](http://www.nationalarchives.gov.uk/education/lessons/lesson20.htm)  
This looks at life in a British mining town during the 19<sup>th</sup> century using many interesting sources.

- In looking at the various “studies of change” in Section II, students can be helped to “select relevant information to answer historical questions” through the framing of historical questions which focus on the causes and/or consequences of the events and phenomena described e.g.
  - *Why did Columbus sail westward into the Atlantic in 1492?*
  - *Why did the powerful Inca Empire fall to a small band of Spanish conquistadors?*
  - *Why did Martin Luther’s complaints about the activities of John Tetzel lead to a major split in the Catholic Church?*

Part of the intention here would be to encourage students to engage in more focused, meaningful and rewarding reading of their textbooks and other sources.

- Reading tends to lead to deeper learning if it is linked to targeted writing activities. Students can be helped to “record ... information” by being taught strategies for “note-making” as opposed to “note-taking”. (See *Looking at History*, a publication of the DES Inspectorate, 2006, p.30. The report is available at [www.education.ie](http://www.education.ie). Under “Information by topic”, click “Reports and publications”; then, in left-hand column, click “Post primary” and scroll down the page.)

Strategies for “note-making” might include some of the following:

- Underlining important points in their textbooks
  - Writing in appropriate headings for paragraphs in their textbooks
  - Involving students in formulating definitions for recording in a ‘history vocabulary’ notebook.
  - The use of ‘spidergrams’. The interactive diagrams at [www.schoolhistory.co.uk/diagrams/](http://www.schoolhistory.co.uk/diagrams/) may provide some useful ideas.
- In looking at primary sources for topics in sections II and III (e.g. Exploration, Reformation, Plantation, Revolution, Political Developments in Ireland), students can be taught to “examine critically” through a focus on such source attributes as point of view, tone and compatibility with other sources.
  - In preparing written responses to questions such as those above, students can be taught how to “synthesise” data that they have gathered, learning “how to follow a line of argument” and “offer explanations”. For example, consider the question:
    - *Why did Martin Luther’s complaints about the activities of John Tetzel lead to a major split in the Catholic Church?*
 This question could be broken down into five subsidiary questions or stages of enquiry that give students a structure on which to construct a line of argument.
  - From the beginning of their study of Junior Certificate History, students can be helped to “present and communicate in a variety of ways” through the incorporation of group work, project work and other active learning strategies into the programme of work.

## **Developing students' research skills in Transition Year History classes**

Many history teachers are using Transition Year (TY) to improve students' research skills, since the mastery of these skills is an integral part of equipping oneself for continuous learning and an invaluable preparation for the research study component of the Leaving Certificate History syllabus.

The following are some of the ways in which TY teachers are working to improve students' research skills:

- Setting research exercises and/or project work on subjects that fire the enthusiasm of students e.g. aspects of local history. Some helpful suggestions for working with census returns can be found at <http://www.census.ie/-and-Communities/Census-in-Schools.138.1.aspx#secondary>.
- Setting research exercises involving the use of *The Irish Times* digital archive; requiring students for example, to check reports on such events as the North Strand bombing, 1941, and the Dublin and Monaghan bombings, 1974. The archive may be searched at [www.irishtimes.com/search/library/index.html](http://www.irishtimes.com/search/library/index.html) and is available free to schools through the NCTE broadband network.
- Introducing students to the use of on-line library catalogues. The catalogue for most counties may be accessed by clicking on the appropriate link at [www.borrowbooks.ie](http://www.borrowbooks.ie). Many libraries also provide digitised material online e.g. South Dublin libraries' *Source* site at <http://source.southdublinlibraries.ie/>.
- As the centenary of the sinking of the *Titanic* draws near, there are many websites offering opportunities for students to research aspects of the building of the ship and its ill-fated maiden voyage. These include the Ulster Folk and Transport Museum at <http://www.nmni.com/Titanic/Home/Learning.aspx>.
- Introducing students to the resources and services of the National Library of Ireland. (A useful guide for senior cycle students who wish to avail of the services of the Library when preparing their research study is available at [www.nli.ie](http://www.nli.ie). Click on "Education and events", then "Education" and, finally, "Post Primary". The guide may be downloaded as a PDF.)
- Tracking the involvement of local families in the two world wars of the 20<sup>th</sup> century using the website of the Commonwealth War Graves Commission, <http://www.cwgc.org/>. The 'Histories' section of the site has good material on some of the military encounters.

### **Points to consider**

Which of the above are most likely to appeal to your students?

Are there approaches to developing research skills in TY that you have found particularly useful?

## Developing students' research skills in Leaving Certificate History classes

At Leaving Certificate level, the development of research skills is an important objective as the research study is an integral part of the syllabus and the Research Study Report (RSR) accounts for 20% of the total marks allocated to History i.e. 100 marks out of a total of 500.

Recognising the importance of the research study, the History In-Service Team (HIST), 2003-2008, produced a "Student guide to the research study". This guide has proved popular with students and is included as the last twelve pages of this booklet. The guide includes helpful advice on choosing a subject for study and worksheets to assist in the recoding of source details and evaluation of their usefulness. Teachers are encouraged to draw on the material from this guide in giving advice to their students. The guide may be copied and handed out to students if teachers deem this to be appropriate.

In order to assist teachers further in preparing students for the research study, the pages that follow contain the following material:

- A one-page **guide to the syllabus requirements** relating to the research study, along with additional pointers from the "Guidelines for Teachers".
- The **learning outcomes** set down in the syllabus that are of particular relevance to the research study.
- Questions for teachers to consider on choice of subject and **formulation of title**.
- The **outline plan**: satisfying the syllabus requirements and marking indicators. Some exemplar material is included for explanatory purposes, as well as relevant extracts from the 2011 Higher Level marking scheme, with the kind permission of the SEC Chief Examiner.
- The **evaluation of the sources**: satisfying the syllabus requirements and marking indicators. Some exemplar material is included for explanatory purposes, as well as relevant extracts from the 2011 Higher Level marking scheme, with the kind permission of the SEC Chief Examiner.
- The **extended essay**: syllabus requirements and marking indicators. This material is included for ease of reference.
- The **review**: satisfying the syllabus requirements and marking indicators. Some exemplar material is included for explanatory purposes, as well as relevant extracts from the 2011 Higher Level marking scheme, with the kind permission of the SEC Chief Examiner.
- The **marking scheme** for the RSR at **Ordinary Level**, 2011.

## THE RESEARCH STUDY

### Criteria for choice of subject as set down in the syllabus

- The subject chosen is to be of historical significance
- The subject chosen should not be obscure or trivial
- It should be based on information that may be readily authenticated
- The subject chosen must be clearly defined.
- Its focus should be narrow rather than broad so as to allow for depth of investigation
- Sources used should be either primary or specialist secondary
- At Ordinary level, a minimum of TWO sources should be used; at Higher level, THREE (or more) sources should be used.

### Requirements regarding the format of the study as set down in the syllabus

The outline plan: This will

- Define and justify the proposed subject of study
- Identify the aims
- Identify the intended approach
- Identify the sources to be consulted

The evaluation of the sources: This will

- Indicate the relevance of the sources to the subject of the study
- Comment on the strengths and weaknesses of the sources used

The extended essay: This will

- Set down the main findings and conclusions arrived at by the student
- Include a review of the process undertaken and how useful that process was in achieving the aims laid down in the outline plan

Coherence of structure is required: the essay should have a clear introduction and conclusion and, in between, a line of logical development.

### **Additional pointers from the *Guidelines for Teachers***

- In cases where published works by historians are available, at least one such work should be consulted.
- Standard school textbooks will not be regarded as suitable sources.
- It is imperative that the student does not undertake substantive work on the research study until the teacher has approved the submitted plan.
- The fullest possible identification of sources should be given.  
Published sources minimum: title, author, publisher.  
Internet sources: As above + full URL information and pagination details.

## **The research study: learning outcomes**

On page 10 of the syllabus, the learning outcomes for the “Working with evidence” section of the syllabus are listed. The following outcomes are ones that are of particular significance for the research study.

On completing this part of the syllabus, students at both levels should be able to

- Undertake a piece of research in accordance with the appropriate listed skills. These include the ability to locate historical data from a number of sources, to evaluate the data, to collate relevant data and to prepare findings in a well-structured format
- Display an awareness of objectivity in their own writing by striving to be fair-minded and unbiased
- Show understanding of the role of evidence in the writing of history. Their understanding should encompass such aspects as : the difference between source and evidence, how the historian evaluates evidence, the fact that evidence may be open to more than one interpretation

In addition to the above, students at Higher level should also be able to

- Recognise the provisional nature of historical knowledge – that written histories are an interpretation of available evidence and that new evidence may alter our historical understanding
- Show understanding of the broader historical context of research findings

---

## **Requirements set down by the State Examination Commission (SEC)**

### **Circular S60/05**

It should be noted that, in view of the historical periods covered by the syllabus (i.e.: up to and including 1993 in the case of Ireland and up to and including 1992 in the case of Europe and the wider world), marks will not be awarded in the RSR for historical content more recent than 1993 in the case of Ireland or 1992 in the case of Europe and the wider world.

### **Guidelines for candidates**

Teachers and students should note that these may change from year to year and, therefore, should be studied carefully. For example, in recent years a requirement was added that material on the Outline Plan and Evaluation of Sources be written only in the space provided on the appropriate page.

N.B. A Chief Examiner’s report on the Leaving Certificate History examinations, 2011 is to be published during this school year. This will include helpful exemplar material.

### Choice of subject in accordance with published criteria

Usually, a student will approach a teacher with a subject in mind, prior to the formulation of a precise title. Which of the following subjects, do you think, best fit the published criteria listed on page 9?

- Sir Edmund Spenser's time in Ireland, 1580-1598
- Black Sabbath: a history of the band
- The Dublin and Monaghan bombings 1974
- T.K. Whitaker's contribution to the Irish economy
- Princess Grace's visit to Ireland in 1962
- Roger Casement's mission to Germany, 1915-1916
- The women's movement in Ireland from the 1860s to 1918

### Formulation of title

The published criteria make two key points about the title: the subject chosen must be **clearly defined**, and its **focus should be narrow** rather than broad so as to allow for depth of investigation. Keeping these points in mind, what observations would you make on the following titles? (All titles listed have been used in the Leaving Certificate examinations.)

- The assassination of Julius Caesar, 15<sup>th</sup> March, 44 B.C.
- An investigation into the characteristics and significance of castles in Colonial America, 1492-1715
- Pádraig Mac Piarais agus An Claidheamh Soluis, 1903-1909
- Mussolini's World Cup, 1934
- Easy Company, 506<sup>th</sup> Infantry, 101<sup>st</sup> Airborne Division, U.S. Army and their role in the Battle of the Bulge December 1944 to January 1945
- The Battle of Stalingrad
- The Emmett Till case: race relations in Mississippi, 1955
- The burning of Cork, 11<sup>th</sup> December, 1920
- The causes and effects of the Windscale Fire, 1943-1958
- Film and cinema in Ireland, 1895-1920
- The life of Arthur Guinness 1725-1803 and the history of the Guinness Brewery he established

## The outline plan: satisfying the syllabus requirements and marking indicators

The syllabus requirements relating to the outline plan require that it

- Define and justify the proposed subject of study
- Identify the aims
- Identify the intended approach
- Identify the sources to be consulted

The marking indicators and mark allocations relating to the outline plan at Higher level in 2011 are as set out below. (The marking schemes for the 2011 examinations may be accessed at [www.examinations.ie](http://www.examinations.ie) under “Examination Material Archive”.)

---

### Outline Plan (15 marks)

Citation of the sources = 6 marks

Other elements = 9 marks

#### Citation of sources:

Three appropriate sources are asked for.

Accurate citation of each appropriate source = 2 marks

Author + title only = 1 mark

Extra item of validating information (e.g. publisher, date) = 1 mark

2 marks x 3 = max 6 marks for three sources

N.B. “Standard school text books will not be regarded as suitable sources for the purposes of the research study.” DES/NCCA *Guidelines*, p.14.

#### Define and justify the proposed subject of study, identifying the aims and intended approach.

Does the candidate set out clearly what it is he/she proposes to study and why? Does the candidate set out his/her aims and how he/she hopes to achieve those?

Under the three criteria, to what extent does the candidate succeed in doing this clearly and coherently?

Define and justify  
(max = 3 mks)

Identify aims  
(max = 3 mks)

Identify approach  
(max = 3 mks)

Very good = 3  
Good = 2  
Fair = 1

Very good = 3  
Good = 2  
Fair = 1

Very good = 3  
Good = 2  
Fair = 1

---

### For discussion

Keeping in mind the above syllabus requirements and marking indicators, how well do the outline plans that follow fulfil the requirements and fit the marking indicators?

**Title:** Crossing the 38<sup>th</sup> Parallel and the Chinese response: The Korean War June-October 1950

### **Outline Plan**

Define and justify: I intend to investigate why the US crossed the 38<sup>th</sup> parallel during the Korean War (1950), what influenced their decision to do so, and the fall-out that ensued. It was a war that caused great embarrassment to the Americans and has often been referred to as the “Forgotten War”. Because of an eager and focused Chinese force, and because the US were so unprepared, a 3 week operation quickly became a 3 year military struggle.

Aims: I aim to explore the US reasoning for crossing the 38<sup>th</sup> Parallel and why they were so confident in victory. I plan to learn why the Chinese intervened and in such large numbers. I want to assess the topic for myself based on what I research, come to my own conclusions and overall develop my skills as a historian.

Intended approach: In researching the topic, I want to have at least 3 different sources so as I can see several perspectives and develop my own analysis. I will use the internet, the library and the book shop to locate information on my chosen topic. I will also consult my teacher, then evaluate my information, write a draft essay, edit it and finally check for balance in my account.

Sources:           (1) David Halberstam, “The Coldest Winter”, Pan Books, London, 2008  
                          (2) Max Hastings, “The Korean War”, Pan Books, London, 2000  
                          (3) <http://www.koreanwar.com/>, Editor: Ed Evanhoe, Downloaded on 15-01-09 between 4 and 6pm.

**Title:** Was Francis Tumblety the real Jack the Ripper?

### **Outline Plan**

\*The research project I have chosen to study is on the theory of Francis Tumblety as the suspected killer in the ‘Jack the Ripper’ murders, and reasons why he was never caught. I am going to mainly focus on why I believe he was the killer, why he did it and why he was never caught.

\*The Jack the Ripper story is significant because within a period of a few short months in 1888, six prostitutes were killed. The murders were of major significance in England at the time, firstly because it cost the lives of six women but secondly it put fear and paranoia into the lives of many people. No one had ever experienced such brutality, he was also the first serial killer known at the end of the 19<sup>th</sup> century. As well as this, even in our own generation, the Jack the Ripper killings are still of unfortunate influence to many people. Such an example is the copycat ripper of Yorkshire.

\*I chose this topic after visiting the London Dungeons museum, where there is a section dedicated to Jack the Ripper. While also taking the Jack the Ripper tour in London, I gained an interest and decided to find out in my opinion what may of [sic] happened. Everyone has heard of Jack the Ripper but no-one knows who he really is. He is still a mystery man for over one hundred years now and that is what I find so intriguing.  
→ Philip Snyder, The Complete History of Jack the Ripper, London, Robinson Ltd. 1995  
→ Mark Whitehead, Miriam Rivett, Jack the Ripper, Herts, Pocket Essentials 2006  
→ Jack the Ripper, 5/01/2009, <http://www.casebook.org/suspects/tumblety.html>

## **The evaluation of the sources: satisfying the syllabus requirements and marking indicators**

The syllabus requirements relating to the evaluation of the sources require that this will

- Indicate the relevance of the sources to the subject of the study
- Comment on the strengths and weaknesses of the sources used

The marking indicators and mark allocations relating to the evaluation of the sources at Higher Level in 2011 are as set out below:

---

Comment on strengths and/or weaknesses of sources and indicate relevance of sources to the subject.

To what extent does the candidate succeed in doing this clearly and coherently?

Reference to ALL THREE sources	excellent = 22-25 marks very good = 17-21 marks good = 13-16 marks fair = 9-12 marks weak = 0-8 marks
Reference to only TWO sources	excellent = 15-17 marks very good = 12-14 good = 9-11 marks fair = 6-8 marks weak = 0-5 marks
Reference to only ONE source	excellent = 8-9 marks very good = 6-7 marks good = 4-5 marks fair = 2-3 marks weak = 0-1 mark

---

### **For discussion**

Keeping in mind the above syllabus requirements and marking indicators, how well do the evaluations of the sources that follow fulfil the requirements and fit the marking indicators?

**Title:** Crossing the 38<sup>th</sup> Parallel & the Chinese response: Korean War June-October 1950

**Evaluation of the sources**

The Coldest Winter: I found this book to be an extremely thorough and comprehensive account of the Korean War. It was my main source of information throughout my research. Halberstam shows an extensive depth of knowledge on not only the course of the war, but also the political minds involved. He gives a great insight into Communist China and Mao at the time unlike the other sources. He deals with the political and military intrigue over crossing the 38<sup>th</sup> Parallel superbly, which was vital to my project. On the other hand, the book is very long (700 pages), and it was difficult at times to read Halberstam's in-depth style of writing. Also he doesn't use footnotes. Finally, I feel he exposes the American flaws and arrogance to a great extent, and although he's American himself, he is overly critical.

The Korean War: This book bases its information mainly on interviews with war veterans from all sides and thus has a more personal touch to it, which I thoroughly enjoyed. It gave me a great feeling for the bravado and enthusiasm of the US soldiers after crossing the 38<sup>th</sup> Parallel and the chaos that followed. There are helpful maps and an extensive bibliography including over 400 interviews. One criticism is that Hastings only really deals with the war on the battlefield. Little attention is given to the politics of war or the Chinese set-up and background.

www.koreanwar.com: I used this website at the start of my research to provide me with a brief overview and feel for the Korean War. It gave me a good background knowledge of the war and helped me decide the parameters of my study. It also had useful links to other websites I used. But I found little depth in this source. Everything was merely touched on surface. Also, being an American website, I felt it was slightly biased with little or no mention of the Chinese.

**Title:** Hugh O'Flaherty and the set up of the Rome Escape Organisation

**Sources:**

Alison Walsh, *Hugh O'Flaherty: His Wartime Adventures* (Cork, 2010)

Brian Fleming, *The Vatican Pimpernel* (Cork, 2008)

Stephen Walker, *Hide and Seek* (London, 2011)

**Evaluation:**

My sources were relevant to my topic. I found that some of the sources had more relevant information.

I found that Brian Fleming's book was very useful in the way that it had many first hand accounts on it and lots of statements from the people involved in the Rome Escape Organisation. It also gave pictures of all the people involved. I found this book difficult to read but was handy when I used the index to write my report.

Alison Walsh's book was a lot easier to read mainly because it was much shorter and had a lot less sources in it. I found it good but it tended to skim over some details rather than delving deeper into the topics.

Stephen Walker's book was probably the best out of the three books. It was a perfect medium between the other two books. It had plenty of sources and accounts and pictures, and yet it was still easy to read and work with.

Overall, I found that the sources all worked well together in putting together my report on Hugh O'Flaherty and the Rome Escape Organisation.

**Title:** Kathleen Clarke and the 1916 Rising

**Evaluation of the sources**

1. “Revolutionary Woman” by Kathleen Clarke: Clarke wrote her autobiography in the 1940s, quite a long time after most of the events described. She uses some letters and other records from the period, but relies on her memory for a lot of the details given. She was intimately involved in the events she describes but has very strong opinions (e.g. she sees Eoin MacNeill as a traitor and De Valera as dishonest), so naturally she gives a biased version of events. Even so, this was a very valuable, relevant source for my project.
2. “No Ordinary Women” by Sinéad McCoole: This is a very well organised and beautifully presented book giving the details of events from 1900-1923, and offering brief biographies of many women. There are colour illustrations on almost every page and these help show how women were affected by their political activities. Kathleen Clarke features strongly in the book, and it is very useful to see her placed in the broad context of events. It was very useful to use the first source in parallel to this one.
3. [www.gonebutnotforgotten.ie](http://www.gonebutnotforgotten.ie): This website was created by Dún Laoghaire-Rathdown Co. Council by the historian/archivist Sinéad McCoole. It gives details of a number of women connected with south Co. Dublin who were involved in the Irish independence struggle. There is a page devoted to Kathleen Clarke which gives a brief outline of her life. This was a good starting point for my work, and was bias-free, but overall it was too short to be of huge benefit to my work.

**Title:** The forgotten role of African-American soldiers in World War 1, 1917-1918

**Evaluation of the sources**

The Unknown Soldiers: This is a specialist secondary source written on the subject of my study. I found it very useful during my research, especially when it came to identifying the various attitudes directed towards the soldiers. Although the source was well researched and contained an extensive bibliography, I felt that it tried to be too comprehensive and lost much needed details, making it very vague in places. The historians concentrated too much on the racism against black Americans before and after the war rather than their role in the conflict. As a result, I found myself using this source as a means of verifying information rather than as a means of discovering new material.

Eleventh Month [Eleventh Day, Eleventh Hour]: This is a specialist secondary source about Armistice Day and some of the events and combat manoeuvres preceding it. I found the information varied, relevant and absorbing. An extensive bibliography helped further my research. I felt that this source was too narrative as it read like a novel in parts. However, I felt that this was the least biased of all my sources as it dealt with the war for every nationality of soldiers instead of solely concentrating on the role of African-American soldiers.

Buffalo Soldiers: This secondary source is written by an internationally acknowledged expert on US military history. The context is extremely relevant to my study as it deals with African-American soldiers from 1892-1918. This was a very comprehensive and detailed source, especially regarding the battles and manoeuvres that the African-American soldiers were involved in during World War I. However, I did feel that the author did not give an entirely balanced view as there was no mention of any of the soldiers’ failings, military or personal. The one failure that was mentioned, the “September Debacle”, was glossed over and I believe it was only referred to as another example of racism by the white Americans.

## The extended essay: syllabus requirements and marking indicators (HL)

For ease of reference, the syllabus requirements relating to the Extended Essay and the marking indicators and mark allocations for the Extended Essay at Leaving Certificate Higher Level, 2011, are set out below. The marking indicators and mark allocations that applied to the marking of the RSR Ordinary Level are given on pages 20-21.

The syllabus requirements are as follows (Syllabus, p.9):

The extended essay: This will set down the main findings and conclusions arrived at by the student. It should include a review of the process undertaken and how useful that process was in achieving the aims laid down in the outline plan. Coherence of structure is required: the essay should have a clear introduction and conclusion, and, in between, a line of logical development.

The following are the marking indicators and mark allocations used in the Leaving Certificate Higher Level examination:

---

### Extended Essay

Historical essay = 50 marks

Review of research process = 10 marks

The review of the research process may be integral to the essay or presented as a separate element.

The historical essay should be assessed as a unit and a mark out of 50 awarded as follows:

<b>Historical knowledge – 25 marks</b>  Thorough, accurate and relevant to the title	<b>Excellent:</b> 21-25 <b>Very good:</b> 16-20 <b>Good:</b> 11-15 <b>Fair:</b> 6-10 <b>Weak:</b> 0-5
<b>Research skills – 15 marks</b> Such as  Appropriate depth of investigation Use of sources Fair and balanced treatment of issues	<b>Excellent:</b> 13-15 <b>Very good:</b> 10-12 <b>Good:</b> 7-9 <b>Fair:</b> 4-6 <b>Weak:</b> 0-3
<b>Presentation – 10 marks</b>  Literacy Coherence Structure	<b>Excellent:</b> 9-10 <b>Very good:</b> 7-8 <b>Good:</b> 5-6 <b>Fair:</b> 3-4 <b>Weak:</b> 0-2

## **The review: satisfying the syllabus requirements and marking indicators**

The syllabus requirements relating to the review are set down in the context of the extended essay, in respect of which the syllabus comments: “It should include a review of the process undertaken and how useful that process was in achieving the aims laid down in the outline plan”. (p.9) Thus, the review should address two key issues:

- It should review the research process undertaken by the student, describing actualities rather than aspirations as in the outline plan
- It should offer the student’s reflection on the extent to which the process of research helped the student to achieve her/his aims as set down in the outline plan.

The marking indicators and mark allocations relating to the review of the research process at Higher Level in 2011 are as set out below:

---

### **Review of the research process (10 marks)**

This may be a stand-alone section or it may be integral to the essay.

The examiner should assess the review of the research process in its totality, and award marks as follows:

Excellent	9-10
Very good	7-8
Good	5-6
Fair	3-4
Weak	0-2

---

N.B. While the review may be ‘stand-alone’ or integral to the essay, the overwhelming majority of candidates address it as a discrete element under the heading “Review” and place it after the “historical essay” (which constitutes the remainder of the “extended essay”), leaving a line or two in between.

### **For discussion**

Keeping in mind the above syllabus requirements and marking indicators, how well do the reviews of the research process that follow fulfil the requirements and fit the marking indicators?

**Title:** Crossing the 38<sup>th</sup> Parallel & the Chinese response: Korean War June-October 1950

**Review:** My interest in the Korean War was ignited when I discovered that my grand-uncle Tommy Slattery had fought during the war and won the Bronze Star medal “for heroism in ground combat near Pyongyang, Korea, 4 Nov 1950”, where he twice volunteered and succeeded in silencing enemy machine guns to save his comrades. Because of this, I had a sense of pride in researching this topic. I would have liked to base my essay around Tommy and other Irishmen involved in the war but I could not find sufficient information. I started my research on the internet and found some extremely interesting websites which provided me with a solid foundation for my study. I also used the internet to buy a book on the topic, “The Coldest Winter”. I obtained my last source, “The Korean War” from the local County Library. After reading my first book (“The Coldest Winter”), I decided to hone in on the whole area around crossing the 38<sup>th</sup> Parallel, as I found it highly intriguing. I put the skills of the historian to use in taking relevant notes and appropriate information from both my books. This was quite difficult as both gave detailed accounts with slightly different perspectives. But I benefited greatly from assessing them both and in formulating my own views. In doing my project, I developed an in-depth knowledge of the American political and military mindframe at the time, and learned why the US pushed north over the 38<sup>th</sup> Parallel in such confidence. I was amazed by the US lack of leadership and organisation, and also the sheer arrogance and obstinacy of the military command. But what I enjoyed most about my study was investigating the reasons for Chinese involvement and their way of thinking. It was a topic I knew nothing about before, and something I would like to look into again in the future.

**Title:** Erskine Childers and the Howth gun-running

**Review:** This project helped to develop my research and note-taking skills. I learned how to differentiate between relevant and irrelevant information. My local library in Sutton proved to be more useful than the city library. I skim read and noted important quotes and segments so I could refer back to them. I found it rewarding to work independently. I had to edit my essay so the word count was correct. I typed a first draft and amended it and condensed it. I found I had to obtain a great deal of evidence from several reliable sources to gain an objective view of the topic. By the end of the research topic I had a much clearer idea about the work of a historian. If given the opportunity to begin again, I wouldn't do anything differently as I believe that I accomplished all my aims.

**Title:** The life and times of Josephine Baker, 1906-1975

**Review:** I had planned to research some aspect of civil rights history, and a girl in my class suggested Josephine Baker as a topic. I looked up Wikipedia to learn the basics, and Baker's story definitely deserved further study. My teacher advised me to find three sources excluding Wikipedia. It was difficult to get three reliable sources on her. The local library had nothing on her, and eventually I bought a book from amazon.co.uk. There were a number of websites about Baker, and I chose the 'official' site because it is linked to her estate and because it gives a reasonable biographical account and direct quotes from J. Baker. I tracked down the documentary, “Chasing a Rainbow”, on youtube.com. It is divided into eight 10-minute segments, but I was glad to gain access to it. The hardest part of my research was separating the relevant from the irrelevant facts. There are lots of details about her personal life and showbiz career that I had to leave out because I wanted to link her to important issues such as racism, World War II, and the civil rights campaign. I think she is a very interesting character and I feel I was able to fulfil my aims. I now understand how black Americans were affected by racism, and I admire the way Baker coped with the hardships she faced in life.

**LEAVING CERTIFICATE HISTORY, ORDINARY LEVEL, 2011**

**RESEARCH STUDY REPORT (RSR)  
(100 marks)**

**TITLE OF THE STUDY (no marks)**

No marks are allowed for the title, but it will be necessary to take account of the title in order to judge 'relevance of the sources to the subject' in the *Evaluation of the Sources*.

**OUTLINE PLAN (15 marks)**

Citation of the sources = 6 marks

Other elements = 9 marks

**Citation of the sources**

Two sources are asked for.

Full and accurate citation of one source = 3 marks

3 marks x 2 = 6 marks for two sources

Title = 1 mark

Author = 1 mark

One further piece of validating information (e.g. publisher, date of publication, website address etc.) = 1 mark

**Define and justify the proposed subject of study, identifying the aims and intended approach.**

Does the candidate set out clearly what it is he/she proposes to study and why? Does the candidate set out his/her aims and how he/she hopes to achieve those?

Taking the answer as a whole, to what extent does the candidate succeed in doing this clearly and coherently?

<b>Very good</b>	= 8-9 marks
<b>Good</b>	= 6-7 marks
<b>Fair</b>	= 3-5 marks
<b>Weak</b>	= 0-2 marks

## EVALUATION OF THE SOURCES (25 marks)

Comment on the strengths or weaknesses of sources and indicate relevance of sources to the subject.

To what extent does the candidate succeed in doing this clearly and coherently?

Reference to BOTH sources	<i>Very good</i>	= 21-25 marks
	<i>Good</i>	= 15-20 marks
	<i>Fair</i>	= 8-14 marks
	<i>Weak</i>	= 0-7 marks

Reference to ONE source	<i>Very good</i>	= 14-17 marks
	<i>Good</i>	= 10-13 marks
	<i>Fair</i>	= 5-9 marks
	<i>Weak</i>	= 0-4 marks

## EXTENDED ESSAY (60 marks)

Historical essay = 50 marks

Review of research process = 10 marks

The review of the research process may be integral to the essay or presented as a separate element.

The historical essay should be assessed as a unit and a mark out of 50 awarded as follows:

<b><i>Historical knowledge</i></b> <b>25 marks</b>	<b><i>Very good</i></b> 21-25
Thorough, accurate and relevant to the title	<b><i>Good</i></b> 15-20
	<b><i>Fair</i></b> 8-14
	<b><i>Weak</i></b> 0-7
<b><i>Research skills</i></b> <b>15 marks</b>	<b><i>Excellent</i></b> 13-15
Study chosen is one of historical significance (not obscure or trivial)	<b><i>Very good</i></b> 10-12
Fair and balanced treatment of issues	<b><i>Good</i></b> 7-9
Shows appropriate depth of investigation	<b><i>Fair</i></b> 4-6
	<b><i>Weak</i></b> 0-3
<b><i>Presentation</i></b> <b>10 marks</b>	<b><i>Very good</i></b> 8-10
Structure	<b><i>Good</i></b> 6-7
Appropriate length	<b><i>Fair</i></b> 4-5
	<b><i>Weak</i></b> 0-3

### *Review of the research process (10 marks)*

This may be a stand-alone section or it may be integral to the essay. Here the examiner should assess the account of the research process in its totality. Having considered the review, the examiner should award marks as follows:

<b><i>Very good</i></b>	8-10
<b><i>Good</i></b>	6-7
<b><i>Fair</i></b>	4-5
<b><i>Weak</i></b>	0-3

## **A Student Guide to the Research Study**

This guide is intended to assist you in the preparation and presentation of your research study report. It offers advice and guidance on various aspects of the research study and also consists of a number of worksheets that you can use to help you organise your research effectively. You may find it useful to make copies of some of these worksheets. It is also recommended that you keep any worksheets that you fill in, as well as other notes and rough drafts, as evidence that you completed the research presented in your final report.

### **Contents**

<b>Leaving Certificate History:</b>	
<b>A student guide to developing research skills</b>	<b>pages 23-24</b>
Hints on planning your research study, finding and recording information.	
<b>Choosing a subject for the research study</b>	<b>page 25</b>
Advice on how to choose an appropriate subject.	
<b>The Outline Plan</b>	<b>page 26</b>
Guide to completing the Outline Plan.	
<b>Finding resources for the research study subject in the local library</b>	<b>page 27</b>
Overview of how to access your local library resources.	
<b>Student worksheet for searching library catalogue</b>	<b>page 28</b>
Guide to recording information from your library catalogue search.	
<b>Evaluating sources for the research study</b>	<b>pages 29-30</b>
Guide to citing and evaluating a source. Use a separate copy for each source.	
<b>Evaluating a website as a source for the research study</b>	<b>page 31</b>
Guide to citing and evaluating a website source.	
<b>The Extended Essay</b>	<b>page 32</b>
Reminder of structure of Extended Essay and guidance on writing your review of the research process.	
<b>Final checklist for the research study</b>	<b>page 33</b>

## Leaving Certificate History

### A student guide to developing research skills

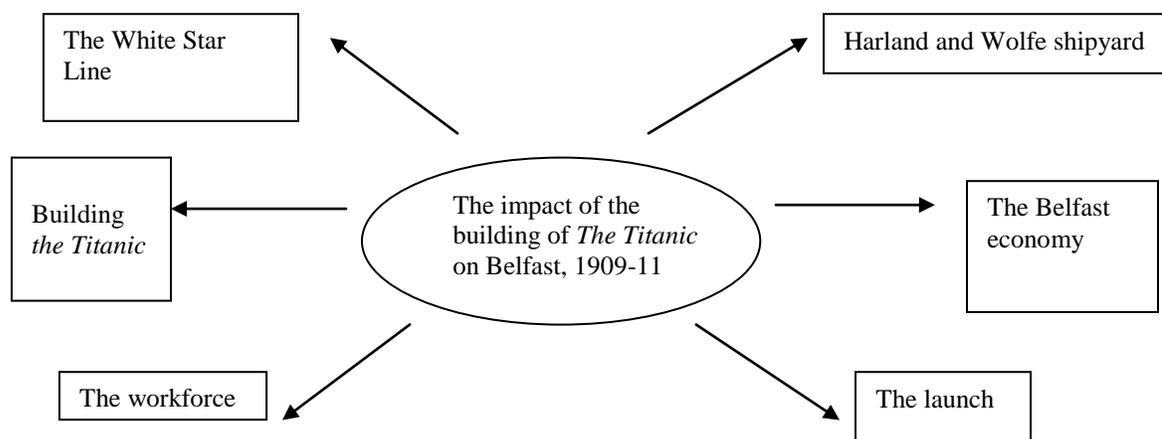
When undertaking your research study you will be expected to show that you have the ability to locate data from a number of sources, to evaluate the data, to collate relevant data and to present findings in a well-structured format.

Here are some hints that may help you along the way:



### Step 1 - Planning

Your teacher will discuss with you the importance of choosing a title carefully. It should be narrowly defined and you should ensure that there are sources available. After you have chosen a title for your research study it is a good idea to brainstorm the likely headings you will use. This will help you when you are filling out your aims in your Outline Plan and will help you organise your Extended Essay under different paragraphs. When you find information in your sources you may find it useful to collate that information or data under those headings, e.g.,



### Step 2 – Finding your information

**A.** Your first step should be your local or school library. You can check the public library catalogue beforehand on the Internet at [www.borrowbooks.ie/](http://www.borrowbooks.ie/) and do a keyword search on your title to find if the library has any relevant sources.

The books in your library are organised according to the Dewey decimal system. The history books are filed under the numbers 910 - 999. European history books can be found under the numbers 940 - 949. For example, the history of Ireland can be found at 941.5. Biographies are at number 921. The numbers are on the spines of the books. Your library may also have a number of very useful magazines and periodicals including local history periodicals.



**B.** You may wish to conduct Internet searches on the subject of your research study. Do not forget that your research findings are only as good as the websites you got your data from. Your teacher may give you guidance on the reliability of historical sites.

Searching the Internet for information can be frustrating because searches can often bring up thousands, sometimes millions of sites. It is worth learning how to do an advanced search to screen out many of these sites.

- Putting phrases in inverted commas, e.g., “Killing Home Rule with kindness”, will screen out many unwanted sites.
- By putting the plus symbol + [or the word AND] between two terms, you are telling the database, ‘I want to find pages that have both these terms’, e.g., “Killing Home Rule with kindness” + Balfour.



### **Step 3 –Recording your information**

#### **A. Note-making**

A key part of your work in history is learning to identify the ‘significant detail’ and recording it in your own words. It is a fundamental part of the preparation for the research study, where you get the opportunity to show your competence as an independent learner. When you take notes you may find it useful to file them under the headings you used in your Outline Plan.

However, this skill does not start and end with the research study. It is useful from the beginning of your Leaving Certificate History course to learn how to draft notes that are relevant to issues raised. Try making notes in your own words: use a bullet point format; write down only the information you need; use a spider diagram to help organise your thoughts. This skill will also be very helpful when undertaking essays and other written assignments.

#### **B. Using ICT**

Many of you will use a computer to look up information, organise your information and write your drafts. Word processing can be very useful in essay preparation and writing. It can help you to organise your information around your different headings. Consider opening a Word file for each one of your headings that you identified in the planning stage. Take down short notes from your sources under these headings. The secret of taking good notes is to know in advance what you are looking for. Do not forget to take down the source details at the end of each page as you will need these when citing your sources in the Outline Plan.

You can then consult these Word files when drafting your Extended Essay under the different headings. This makes it easy to draft and re-draft work until you are totally satisfied with the outcome.



### **Step 4 - Presenting your information**

When you have collected and organised all of your source material, it is time to start writing the first draft of your Extended Essay. You will be expected to have an introduction and conclusion, and in between a line of logical development. Try to organise your essay under the different headings you identified in the planning stages. You can then consult with your notes or Word files when drafting your Extended Essay. Make sure your information is accurate and relevant to the title. Strive for a fair and balanced treatment of issues; watch your spelling and layout.

As part of your Extended Essay you should review the research process you went through while undertaking the research study and indicate how useful the research process was in achieving the aims laid down in the Outline Plan. You will also be expected to evaluate your sources under a separate heading. Consult your teacher and the *Guidelines for Candidates* at the back of the research study report booklet for further advice.

### **Choosing a subject for the research study**

1. Choose a subject from an area of history that you understand well. This will enable you to provide an historical context for your research study. This is particularly important at Higher level.
2. Choose a subject that interests you, so that you may enjoy the research.
3. Define your subject clearly and make sure that its focus is narrow to allow you to investigate the subject in depth.
4. Choose a subject that has historical significance. An end date up to and including 1993 applies in the case of Ireland, and 1992 for Europe and the wider world.
5. Choose a subject for which there are good sources of information. At least three sources of information are required for Higher level, and a minimum of two for Ordinary level. In selecting sources ensure that they are not standard school textbooks. Sources should be either primary or specialist secondary and, where available, at least one source should be by an historian.
6. Make sure that you can find these sources without too much difficulty. Access to good evidence is vital to the success of your work.
7. Choose a subject with a very clear title that includes a date or dates. Phrase your title carefully. Ensure that the title chosen will allow you to analyse evidence, debate viewpoints and issues and draw conclusions. In doing so you can use and display your level of historical skills.
8. It is very important to be clear about what exactly you are researching and writing. It will make the task of selecting and noting relevant information easier. You are less likely to waste time on irrelevant data if you have a clear question or a clear focus in mind. It is important to keep the precise subject of your research study in mind constantly so that you organise your Extended Essay in a sensible and structured order.
9. Be sure that the subject you choose to work on is a manageable one and that you have the practical resources necessary to achieve your aims.
10. Your teacher will advise whether your subject is suitable. Do not proceed until your teacher has approved your Outline Plan.
11. Remember that you will have to sign a declaration that this is your own work, and that it was completed under the supervision of your teacher.

## The Outline Plan

The Outline Plan requires you to perform a number of specified tasks:

1. Define the proposed subject of study.
2. Justify the proposed subject of study.
3. Identify the aims of the study.
4. Identify the intended approach.
5. Identify the sources to be consulted.
6. In order to help you to complete the above tasks, a check-list of questions such as the following may be useful:
  - a. Is the subject I have chosen historically significant?
  - b. Is the focus of my proposed study a narrow one or is it too broad to allow in-depth investigation?
  - c. Is my proposed title clearly defined?
  - d. Are the aims that I have outlined sufficiently focused on the subject of my study?
  - e. Are my proposed sources primary or specialist secondary (i.e. not a standard school textbook)?
  - f. Have I explained clearly how I intend carrying out my research?
  - g. Have I given enough information to establish the authenticity of my sources and/or the evidence drawn from them?

*NB: Your Outline Plan must be completed on one page of the research study report booklet*

## Finding resources for the research study subject in the local library

One of the most useful providers of resources for the research study, including primary and specialist secondary sources, is the public library service. As well as their own stocks of books and other resources, the inter-library loan service, local history collections and Internet facilities are other services that libraries provide. A useful resource for students who may not live near a library branch is the mobile library service, which regularly visits many villages. You should consult your county library to find out when it visits your area.

Most county libraries have online catalogues, allowing you to search for books before you even visit the library. The online catalogues can be accessed at [www.borrowbooks.ie/](http://www.borrowbooks.ie/). You can conduct such searches by typing the subject or theme on which you are working in the catalogue search facility to see if any relevant books are available. You can also type the name of a particular book or author. This is similar to how you might use a search engine on the Internet. However, you may need to be a member of the library in some cases before you can access on-line information.

- Students working on a research study at Higher level will need three sources or more. Two sources are sufficient at Ordinary level.
- You should always try to find at least one source dealing with your subject that has been written by a historian, where available.
- Your local library may have different types of sources besides books which you can use. For example, you may find articles written in historical journals, maps, photographs, census records or newspapers. These sources may not always be recorded in the catalogue of the county library, but may be available in the central research branch or headquarters of your local library service. Ask the librarian.
- Many local libraries also allow members to use the Internet to conduct research, often free of charge. Websites can be excellent sources of information on a subject. You may have to book a computer in your local library in advance, though.
- Many libraries also offer a photocopying service, so that you can copy articles or essays relating to your subject.
- Always remember to record details of any book which you have used as you will need to write such details in your research study report booklet. You should make sure to note down the name of the book, the author's name, the publisher, the year of publication and the place in which the book was published, as this information will provide authentication for your source.
- Try to note also strengths or weaknesses that you noticed in any source you used, e.g., evidence of bias or propaganda. Some sources may be more helpful to you than others. Try to note down why. It is a good idea to keep a notebook or journal with you in which to record such comments, as you may have forgotten them by the time it comes to filling in your booklet.
- Remember that bibliographies and footnotes can provide you with leads to other sources.
- Students should keep notes and rough drafts which were prepared as part of the research process. Tapes and/or transcripts of oral history interviews, where undertaken, should also be kept. Students should keep this material until the Leaving Certificate appeals process has finished.

### Student worksheet for searching library catalogue

The following sheet may be useful for recording information as you go through the steps of using the online catalogue of your county library service. Keep these notes, as they will be useful records when you are filling in your report booklet. You may wish to recall using this catalogue when writing your **review of the research process** in the Extended Essay.

Title of my research study	
Details of local library branch e.g. address, opening hours, contact person	
URL of county library website, if checked; URL of library online catalogue, if different to above	
Library catalogue accessed	In library / from school / from home
Type of catalogue search used, e.g., author, title, subject. If subject, state which keyword was used in search	
Number of books found in my search	
Examples of books found in my search, e.g., title, author, publisher, date	
Other locations where relevant books are held, e.g., other branches of library	
Did I order a book from another branch?	
Details of other searches which yielded relevant information, e.g. <i>item information</i>	
Details of other relevant holdings in the library, e.g., maps, illustrations, local history journals, local studies holdings etc.	

### Evaluating sources for the research study

You can evaluate any type of source (e.g. website, documentary, article, census records) by using a modified version of this worksheet. Remember that a minimum of **two** sources are required at Ordinary level and at least **three** at Higher level. You should use a separate worksheet for each source consulted.

**1. Title of source** consulted, including name of author, name of publisher, place and date of publication.

**Title:**

**Author:**

**Publisher:**

**Place and date of publication:**

**2. What type of source is it?** Is it a primary or secondary source? Is the author a participant, an eye-witness or an historian? Should I keep a photocopy of part of this source?

**3. How relevant is this source to the subject of my study?** Is there detailed/comprehensive information here on the subject of my study? Does it deal with only some aspect(s) of the subject? Does the evidence acquired here support or contradict prior knowledge acquired from other sources? What other sources could be used to fill in gaps in the evidence or to counter-check the account and/or interpretation?

**4. Comments on the strengths and weaknesses of this source.** Is this source well written? Do we know how the writer got the information contained in the source? Is it easy to understand? Are there useful maps/graphs/tables/illustrations? Is there a good bibliography suggesting other relevant sources? Are any quotes used referenced in footnotes? Are there any gaps in the evidence that make it difficult to come to conclusions? Does the writer appear to have an ulterior motive? Is the writer biased in any way?

**Strengths**

**Weaknesses**

**5.** Is there any other point that I should note about this source?

*NB: Your finalised Evaluation of the Sources must be completed on one page of the research study report booklet.*

## Evaluating a website as a source for the research study

The Internet is a useful resource when working on your research study. It contains many websites of academic or historical interest that may provide you with information relevant to your subject.

However, it is important to remember that the World Wide Web allows people to put forward their views with no restrictions, no matter how inappropriate or offensive those views might be. In addition, some websites that may seem to be historical are actually biased and engage in propaganda, using evidence selectively to support a political viewpoint. If in doubt about the suitability of a web-based source, you should consult your teacher.

Remember that you need a minimum of two sources at OL and at least three at HL. One of these should be a historian's work, where available. A website may be an appropriate source.

**It is also important that you are able to evaluate your website sources. You should be able to judge their relevance to your subject and be aware of any strengths or weaknesses.** The worksheet entitled *Evaluating sources for the research study* on pages 10 to 11 may also be helpful in this regard.

The following points in relation to website sources are useful to bear in mind:

<b>Name of author:</b>	
<b>Title of page or article:</b>	
<b>Date written (if available):</b>	
<b>URL (address) of website:</b>	
<b>Date accessed or downloaded:</b>	
What is the purpose of the website?	
Can I be clear on the author's credentials to present the information?	
Is the website current or outdated? When was the website last updated?	
Can I see where the author got the information presented in the source? [Look for footnotes or other references]	
Does the website consist mainly of opinions? Are facts presented as well?	
Are any useful links to other relevant sites provided?	
Is there original information here that I did not obtain in other sources that I used?	
Is there evidence of political or ideological bias?	
Have I printed, or downloaded, the data accessed to prove that I used this source?	

## The Extended Essay

The Extended Essay is the most substantial of the three components in the research study report. The word length should be 600-800 words for Ordinary level students, and 1200-1500 words for Higher level students. In the Extended Essay, the student sets down his/her main findings and conclusions. Findings should be laid out in a coherent manner, with a clear introduction and conclusion, and a line of logical development in between. Students should also include a review of the research process undertaken, and indicate how useful that process was in achieving the aims laid down in the Outline Plan.

### Review of the research process

In your review of the research process, you need to indicate how you carried out your research, the benefits you think you gained from it and any problems you had to deal with along the way. **If you are unclear as to what you should be dealing with in reviewing the research process, the following list may help you.**

Please note that you do not need to include a response to every question, **although it is necessary to address the point raised in number 6 below.**

1. **Defining the subject:** How did you go about choosing a title for your research study?
2. **Location of information:** How did you find your sources? Where did you find your sources?
3. **Interrogating the sources:** How did you go about asking questions of the sources? Skim-reading? Checking chapter headings for relevance? Checking the index or bibliography? How easy was it to find the data you needed? Did you find you needed to keep anything in mind as you read, interviewed or examined your sources?
4. **How did you select and record your data to answer the questions you set yourself?** Note taking? Highlighting segments in photocopied pages?
5. **Collating of data:** How did you put your data in order? Did you use a computer? Notebook? Separate folders/pages for separate sections?
6. **The aims of the study: How well did you achieve the aims of the study as laid down in the Outline Plan?** Were there any difficulties involved? Were you in any way surprised by the evidence you uncovered? Would you do anything differently if you were to start again?
7. **Writing:** How did you go about writing your essay? Did you make out a plan? Did you do a first draft? If so, how did you change that draft? Did you find yourself making judgements about what evidence to use?
8. **What has the experience of doing this essay taught you about the skills of the historian?** Did you learn any new skills from the whole experience? Information-gathering skills? Research skills? Technical skills? Skills in working with evidence?

## Final Checklist for the Research Study

Use this checklist to ensure that you have completed the research study as required.

### **Title:**

1. Have I written down the full title of my research study in the booklet?
2. Is the subject of my research clearly and concisely stated in my title?
3. Have I included the date parameters of my research study in the title?
4. Are the dates of my research study located in the period before 1993 if my subject relates to Irish history or before 1992 if my subject relates to the history of Europe and the wider world?

### **Outline Plan:**

5. Have I responded to each of the requirements laid down for the Outline Plan?
  - a. Define and justify the proposed subject of study;
  - b. Identify the aims;
  - c. Identify the intended approach;
  - d. Cite at least two sources at Ordinary level or at least three at Higher level.
6. Have I ensured that the aims I have set down are sufficiently focused on my subject?
7. Have I ensured that my intended approach as set down is sufficiently focused on my subject?
8. Have I ensured that at least one of my sources is written by an historian?
9. Have I cited my sources fully and accurately?
10. Have I cited any website source that I used fully and accurately?
11. Have I completed my Outline Plan on the relevant page of the booklet?

### **The Evaluation of the Sources:**

12. Have I evaluated each of the sources that I cited fully in my Outline Plan?
13. Have I commented on the relevance of each source to the subject of my study?
14. Have I commented on the strength and weaknesses of each source to the subject of my study?
15. Have I completed the Evaluation of the Sources on the relevant page of the booklet?

### **The Extended Essay:**

16. Have I set down my findings and conclusions under the appropriate heading in a coherent manner, with a clear introduction and conclusion, and a line of logical development in between?
17. Have I addressed in my essay the aims that I set down in my Outline Plan?
18. Have I ensured that the essay is sufficiently focused on the title of my study?
19. Have I included a review of the research process in my essay?
20. Have I made clear in my review how useful the research process I undertook was in addressing the aims laid down in my Outline Plan?
21. Have I ensured that my review is specific to the subject of my research study?
22. Have I ensured that my Extended Essay consists of 1200-1500 words HL/ 600-800 words OL, including my review?
23. Have I written the word length of my Extended Essay in the appropriate space on the cover of the booklet?

### **Finally:**

24. Have I kept notes and rough drafts prepared as part of the research study, including tapes and/or transcripts of oral history testimony (where appropriate)?
25. Have I submitted my report to my teacher and signed the appropriate form?