

YEAR 11 ANCIENT HISTORY

HISTORICAL INVESTIGATION

PROCESS DIARY

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BASED UPON THE RESEARCH PROCESS AS OUTLINED AT: [HISTORYSKILLS.COM](https://www.historyskills.com)

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STEP 1: KEY INQUIRY QUESTION

The key inquiry question is the question that your research is aiming to answer. Key inquiry questions use a variety of terms and it is essential you understand what each of these mean if you are to answer properly. Here is a list of the most common terms and what they mean:

Key Word or Phrase	Explanation
Account for	Give reasons why
Analyse	Examine to explain meaning, relationships, similarities or differences
Argue	Give reasons for or against
Assess	Determine the value or significance
Causes	What things led to or caused the historical event?
Change	What was different as a result of this event or person?
Compare	Examine and note similarities
Consequence	What happened as a result of the historical event or person
Consider	Judge and come to an opinion
Continuity	What continued unchanged , or stayed the same ?
Contrast	Emphasise the differences
Discuss	Examine by argument, considering for and against
Explain	Offer reasons for
How	Explain the process, steps or key events
Motive	The reasons people provided for their actions

CREATING A KEY INQUIRY QUESTION

Here is some advice to help you create your own key inquiry question:

- **Do not make it a 'closed question':** Closed questions are questions that can be answered with a simple 'yes' or 'no' answer, and usually start with the words 'does', 'did', 'was' or 'are'. Great key questions start with: who, what, when, where, why, or how.
- **Be specific:** Limit your topic by mentioning specific people, times or places.

MY INQUIRY QUESTION

STEP 2: BACKGROUND RESEARCH

The purpose of background research is to improve your [background knowledge](#). Encyclopaedias or Wikipedia help give you some background to a topic.

WHO WAS INVOLVED?

Individual's or group's name:	Short description of this person or group:

WHAT WERE THE MAIN EVENTS AND WHEN DID THEY OCCUR?

Date:	Title of event:	Short description of this event:

WHERE WERE THE IMPORTANT LOCATIONS?

Name of city, country or location:	Short description of this location:

WHAT NEW WORDS OR PHRASES DO YOU NEED TO KNOW?

Word or phrase:	Short description of this word or phrase:

STEP 3: CREATING SUB-QUESTIONS

Break your Key Inquiry Question into three smaller questions in order to answer it sufficiently. Here is an example of a key inquiry question and three sub-questions that would help answer it:

EXAMPLE KEY QUESTION:

“Why did Martin Luther King believe that social problems could be fixed through non-violent means?”

EXAMPLE SUB-QUESTIONS:

1. What were Martin Luther King’s beliefs about society?
2. For what social problems did Martin Luther King want to find a solution?
3. How did Martin Luther King imagine that non-violent practices could help?

Key Inquiry Question:

Sub-Question 1:

Sub-Question 2:

Sub-Question 3:

STEP 4: SOURCE RESEARCH

Once you know what three [sub-questions](#) you need to answer, start finding [primary and secondary sources](#) that provide [quotes](#) that will help you answer these questions.

NEED HELP FINDING SOURCES?

History Skills provides a range of links to help you find quality primary and secondary sources in [this section](#) of the website.

SOURCE ANALYSIS AND EVALUATION

Once you have taken information from a source, you need to take some time to [analyse](#) and [evaluate](#) the source. Use as many of the skills to provide a critical summary of why this source is useful to your research. If you do this well during your research, you can incorporate your findings into your written essay.

ON THE FOLLOWING PAGES, THERE ARE TEN TABLES PROVIDED FOR YOU: ONE TABLE PER SOURCE. IT IS NOT EXPECTED THAT YOU WILL COLLECT FIVE QUOTES FOR EACH SOURCE.

Source 1

Bibliographical Reference:		
Primary or Secondary Source?		
Sub-Q No.	Pg. No.	Direct or Indirect Quotes
Analysis and Evaluation of Source:		

Source 2

Bibliographical Reference:		
Primary or Secondary Source?		
Sub-Q No.	Pg. No.	Direct or Indirect Quotes
Analysis and Evaluation of Source:		

Source 3

Bibliographical Reference:		
Primary or Secondary Source?		
Sub-Q No.	Pg. No.	Direct or Indirect Quotes
Analysis and Evaluation of Source:		

Source 4

Bibliographical Reference:		
Primary or Secondary Source?		
Sub-Q No.	Pg. No.	Direct or Indirect Quotes
Analysis and Evaluation of Source:		

Source 5

Bibliographical Reference:		
Primary or Secondary Source?		
Sub-Q No.	Pg. No.	Direct or Indirect Quotes
Analysis and Evaluation of Source:		

Source 6

Bibliographical Reference:		
Primary or Secondary Source?		
Sub-Q No.	Pg. No.	Direct or Indirect Quotes
Analysis and Evaluation of Source:		

Source 7

Bibliographical Reference:		
Primary or Secondary Source?		
Sub-Q No.	Pg. No.	Direct or Indirect Quotes
Analysis and Evaluation of Source:		

Source 8

Bibliographical Reference:		
Primary or Secondary Source?		
Sub-Q No.	Pg. No.	Direct or Indirect Quotes
Analysis and Evaluation of Source:		

Source 9

Bibliographical Reference:		
Primary or Secondary Source?		
Sub-Q No.	Pg. No.	Direct or Indirect Quotes
Analysis and Evaluation of Source:		

Source 10

Bibliographical Reference:		
Primary or Secondary Source?		
Sub-Q No.	Pg. No.	Direct or Indirect Quotes
Analysis and Evaluation of Source:		

STEP 5: ORGANISE QUOTES

Read all of your quotes and sort them into categories according to the [sub-question\(s\)](#) they answer. Once you have all of the quotes for your first sub-question, then it is easier for you to see how you can use your sources to answer the question.

Sub-question 1: (See Step 3 of Research Journal)	
Quotes from Step 4 that help answer sub-question 1:	
Your answer to this sub-question (will become Topic Sentence 1):	

Sub-question 2: (See Step 3 of Research Journal)	
Quotes from Step 4 that help answer sub-question 2:	
Your answer to this sub-question (will become Topic Sentence 2):	

Sub-question 3: (See Step 3 of Research Journal)	
Quotes from Step 4 that help answer sub-question 3:	
Your answer to this sub-question (will become Topic Sentence 3):	

STEP 6: CREATE TOPIC SENTENCES

For each [sub-question](#), read all of the quotes that will be used to answer it in Step 5, and formulate a single sentence answer to the question. This single-sentence answer will then become one of your Topic Sentences in your essay.

TOPIC SENTENCE 1	
TOPIC SENTENCE 2	
TOPIC SENTENCE 3	

STEP 7: CREATE HYPOTHESIS

Use the three [topic sentences](#) that you have developed in Step 6 to form a single answer to the [Key Inquiry Question](#). This will become your hypothesis.

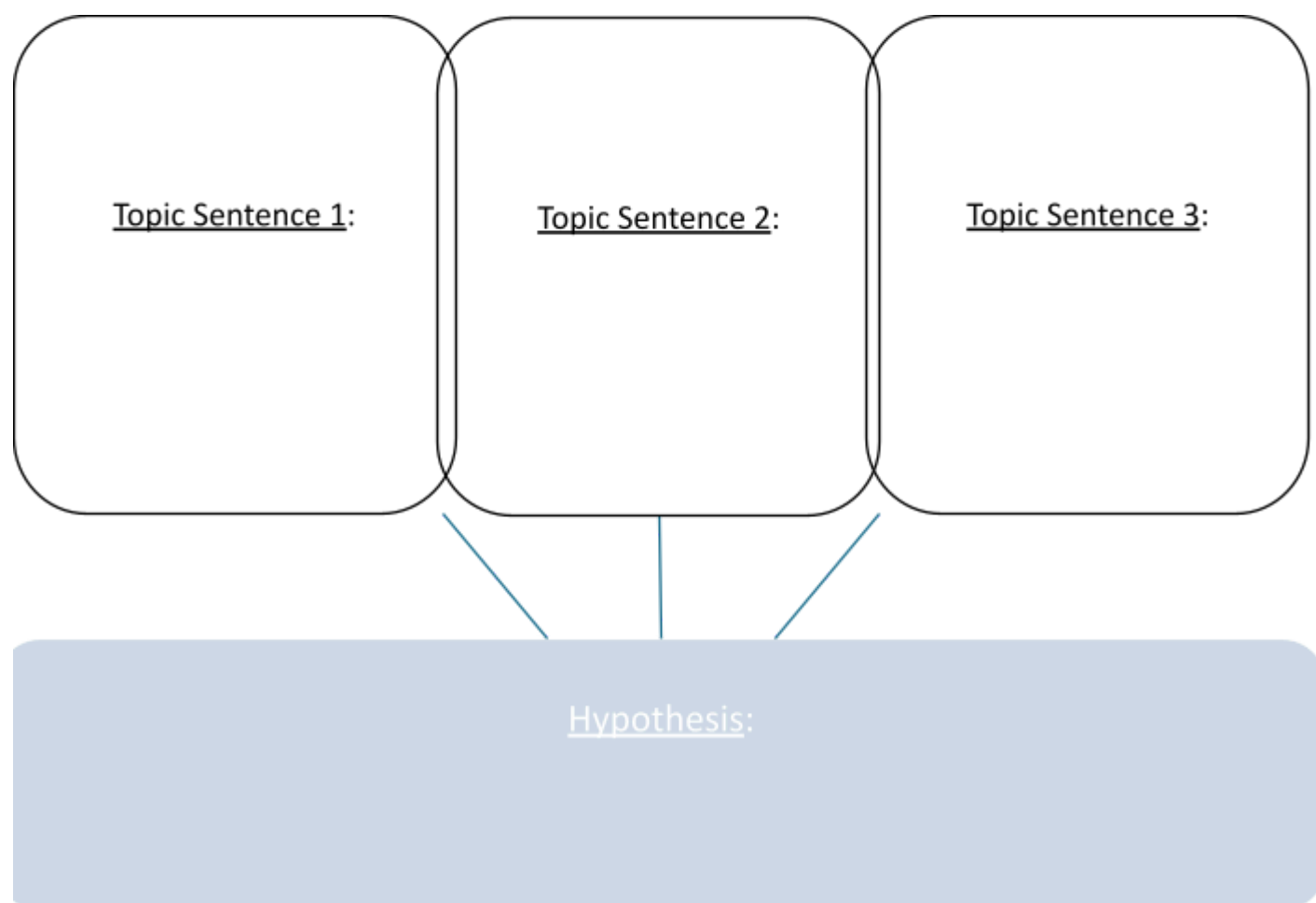
A hypothesis is the answer to the [key inquiry question](#), usually in the form of one or two sentences.

Each hypothesis should clearly state the 'answer' to the question, followed by a 'why'.

For Example:

The indigenous people of Australia were treated as second-class citizens until the 1960's **(answer)** by the denial of basic political rights by State and Federal governments **(why)**.

THE TABLE ON THE FOLLOWING PAGE SHOWS YOU THE ENTIRE PROCESS FROM KEY INQUIRY QUESTION TO HYPOTHESIS.



Key Inquiry Question					
Sub-question 1		Sub-question 2		Sub-question 3	
RESEARCH A RANGE OF PRIMARY AND SECONDARY SOURCES TO FIND INFORMATION TO ANSWER SUB-QUESTION 1		RESEARCH A RANGE OF PRIMARY AND SECONDARY SOURCES TO FIND INFORMATION TO ANSWER SUB-QUESTION 2		RESEARCH A RANGE OF PRIMARY AND SECONDARY SOURCES TO FIND INFORMATION TO ANSWER SUB-QUESTION 3	
(This should answer Sub-question 1)		(This should answer Sub-question 2)		(This should answer Sub-question 3)	
This		This		This	
Hypothesis (this should answer your Key Inquiry Question)					

STEP 8: WRITING A DRAFT

Once your topic sentences and hypothesis are completed, you can begin writing your essay, beginning with your first draft. (You should never hand in a first draft as your final piece, because as a general rule of thumb, they are not your best work!)

Essays are structured pieces of persuasive writing containing an argument, which is supported by evidence. Great essays take time to write, review and refine. Therefore, waiting until the night before to write it is never going to get you good marks. Every essay must always be a piece of argumentative writing. Do not simply tell a story!

TO PRODUCE EXCELLENT ESSAYS, YOU NEED TO UNDERSTAND THE DIFFERENT ELEMENTS OF AN [ESSAY STRUCTURE](#).

Following your overall plan, write a rough draft as quickly as you can, concentrating on the developing your answer. Stick to the point and support your ideas with reasons and [evidence](#), as well as including specific examples and details. Demonstrate that you have been thinking for yourself, not just copying other people's ideas.

Essays have word limits and you are supposed to keep to them. If it is too long, then you have not demonstrated the ability to organise succinctly your thoughts. If your essay is too short, you have probably not read enough on the topic or understood it sufficiently. Your mark may be affected for exceeding the word limit or not writing enough.

The draft that you submit to your teacher should be as good as a final version of your essay. If parts are missing or incomplete, it is very difficult for your teacher to give you precise feedback on how to achieve your best possible results.

STEP 9: CREATE FINAL DRAFT

Once you have received feedback on your draft from your teacher, you only need to improve your essay for final submission. Fix up any errors, add any extra information and take the time to improve your writing style. Great writing shows sophistication, so make sure you use academic language when you write your essays. An essay needs to be a continuous series of well-written, correctly spelled English sentences, formed into coherent paragraphs and carry a succinct argument.

HERE ARE SOME FINAL POINTS TO CONSIDER:

- Avoid conversational or colloquial language
- Avoid personal pronouns: do not use "I" and "my" when you write
- Use language that is appropriate for scholarly work: it should be clear, succinct, and objective.
- Never use racist, sexist, or offensive language.

SOME SIMPLE ESSAY TIPS:

- Never use headings or sub-headings in an essay.
- Avoid using contractions (e.g. don't, can't).
- Correct spelling, grammar and sentence structures are essential.
- Use single inverted commas (' ') when using the name of a concept or idea.
- Make sure your Introduction agrees with your Conclusion.
- _____

FORMAT OF ESSAYS

A neat, well set out essay is easy to read and mark. Therefore, follow these simple formatting steps to improve the appearance of your work:

- Use size 12 Calibri or Ariel font
- Use 1.5 line spacing
- Use 'square' justification on your paragraphs
- Put a line of space between each paragraph
- Start your Reference List on a new page