

Category 3: Multimodal presentation (Aztecs)

This sample has been compiled by the Queensland Studies Authority (QSA) to help teachers plan and develop assessment instruments for individual school settings. It provides opportunities to demonstrate the following criteria:

- Planning and using a historical research process
- Forming historical knowledge through critical inquiry
- Communicating historical knowledge

Assessment instrument

<p>Comments</p> <p>Category 3: Characteristics and conditions (syllabus, p. 56)</p> <p>Opportunities to demonstrate Criteria 2 and 3</p> <p>The sample response following is for a museum tour.</p> <p>Opportunities to demonstrate Criterion 1</p> <p>Note: The use of a research booklet is not specifically required. However, all presentations must be accompanied by authentication of the assessment process.</p>	<p>Theme Studies of power</p> <p>Inquiry topic In class, you have been studying the nature of power and the way it operated in ancient societies.</p> <p>Task Conduct a historical inquiry into how power was exercised in one ancient society. Choose one ancient/medieval civilisation and evaluate one form of power and its impact on society, e.g. political power and its impact on marginalised groups. Present the results of your inquiry as a multimodal presentation for your peers.</p> <p>Your multimodal presentation could take the form of:</p> <ul style="list-style-type: none">• a seminar presentation• a website that is interpretive and interactive• an interview• a television or radio news report• a roleplay• another negotiated format. <p>Discuss the suitability of the format you have chosen with your teacher.</p> <p>Research process Follow the research process outlined in the attached handout to complete this task.</p> <p>Students were provided a booklet with a set of steps and expectations:</p> <p>Step 1 — Defining topic and task requirements Step 2 — Background research Step 3 — Formulating key and focus questions Step 4 — Developing your hypothesis Step 5 — Note taking and reflections Step 6 — Planning the presentation Step 7 — Drafting, conferencing, editing Step 8 — Presentation and submission</p>
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Instrument-specific criteria and standards

	Standard A	Standard B	Standard C	Standard D	Standard E
Planning and using a historical research process	<p>The student:</p> <ul style="list-style-type: none"> identifies conceptually complex issues for investigation, devises and focuses historical research questions and appropriate sub-questions demonstrates initiative by locating and organising primary and secondary sources that offer a range of perspectives creates and maintains detailed, systematic, coherent records of research that demonstrate the interrelationships of the aspects of the inquiry demonstrates critical reflection during research to make valid choices about direction or emphasis. 	<p>The student:</p> <ul style="list-style-type: none"> identifies significant issues for investigation and devises historical research questions and appropriate sub-questions demonstrates initiative by locating and organising primary and secondary sources that are relevant and offer different perspectives creates and maintains systematic, coherent records of research that demonstrate effective applications of the aspects of inquiry demonstrates reflection during research and revises the process where necessary. 	<p>The student:</p> <ul style="list-style-type: none"> devises or applies straightforward historical research questions and sub-questions that involve simple issues and familiar concepts locates and organises some relevant sources maintains a record of research that demonstrates a basic understanding of the aspects of inquiry responds to obvious issues that emerge in the research process. 	<p>The student:</p> <ul style="list-style-type: none"> uses closed, factually based historical research questions locates some relevant sources presents a record of research that demonstrates some of the aspects of inquiry. 	<p>The student:</p> <ul style="list-style-type: none"> usually relies upon others to frame questions locates some information in sources provided provides fragmented and often irrelevant evidence of research, if any.

	Standard A	Standard B	Standard C	Standard D	Standard E
Forming historical knowledge through critical inquiry	<p>In the response to the historical questions, the student:</p> <ul style="list-style-type: none"> uses a diversity of primary and secondary sources to: <ul style="list-style-type: none"> comprehend and apply explicit and implicit meanings analyse to identify implicit and explicit patterns of information and categorise evidence perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of a source's production corroborate primary and secondary sources evaluates the relevance, representativeness, likely accuracy and likely reliability of sources synthesises evidence from primary and secondary sources to justify insightful decisions. 	<p>In response to historical questions, the student:</p> <ul style="list-style-type: none"> uses primary and secondary sources to: <ul style="list-style-type: none"> comprehend explicit and implicit meanings analyse to identify explicit patterns and allocate information to categories interpret values and motives and identify perspectives corroborate secondary sources evaluates the relevance, likely accuracy and likely reliability of sources synthesises evidence from primary and secondary sources to make reasoned decisions. 	<p>In response to historical questions, the student:</p> <ul style="list-style-type: none"> generally uses primary and secondary sources to: <ul style="list-style-type: none"> comprehend explicit meanings identify simple and familiar concepts, values and motives that are explicit analyse to identify obvious themes or patterns recognise relevant sources detect bias in sources refers to mainly secondary sources to make obvious decisions. 	<p>In response to historical questions, the student:</p> <ul style="list-style-type: none"> generally, when dealing with historical sources: <ul style="list-style-type: none"> identifies basic explicit facts comprehends some of the explicit meaning groups information according to identified classifications where decisions are made, supports them mainly with opinions. 	<p>In response to historical questions, the student:</p> <ul style="list-style-type: none"> includes some information relevant to a factual inquiry comprehends some factual detail in a basic historical source recognises information with some common characteristics in a basic historical source.

	Standard A	Standard B	Standard C	Standard D	Standard E
Communicating historical knowledge	<p>In the multimodal presentation, the student:</p> <ul style="list-style-type: none"> consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them presents coherent, valid historical arguments that: <ul style="list-style-type: none"> incorporate concepts of change and continuity over time use extensive vocabulary in a succinct and effective manner accord closely with the style and conventions of the chosen presentation format refer to evaluation processes without disrupting the argument incorporate direct and indirect references to diverse relevant historical evidence accurately use the conventions of a recognised system of referencing meets stipulated or negotiated requirements of tasks for length, format or scope of responses. 	<p>In the multimodal presentation, the student:</p> <ul style="list-style-type: none"> usually communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people presents coherent, credible historical arguments that: <ul style="list-style-type: none"> refer to the causes and consequences of changes and continuities over time use vocabulary effectively accord for the most part with the style and conventions of the chosen presentation format incorporate direct and indirect reference to relevant historical evidence use appropriate conventions of a recognised system of referencing meets stipulated or negotiated requirements of tasks in most instances. 	<p>In the multimodal presentation, the student:</p> <ul style="list-style-type: none"> communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, development and people presents coherent responses that: <ul style="list-style-type: none"> use some historical concepts incorporate some direct reference to appropriate sources of historical evidence are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and chosen presentation conventions use some elements of a recognised system of referencing usually meets stipulated or negotiated requirements of tasks. 	<p>In the multimodal presentation, the student:</p> <ul style="list-style-type: none"> communicates some recalled or selected accurate definitions and historical knowledge presents responses to basic historical research questions that: <ul style="list-style-type: none"> incorporate some reference to sources of historical evidence convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and presentation conventions uses some elements of a recognised system of referencing, with frequent inaccuracies usually completes tasks but may not meet all of the stipulated or negotiated requirements. 	<p>In the multimodal presentation, the student:</p> <ul style="list-style-type: none"> communicates little recall or selection of accurate historical knowledge presents responses to tasks that contain errors in vocabulary, style and presentation conventions that obscure meaning where tasks are completed, rarely meets stipulated or negotiated requirements.