

# JOHN EDMONDSON HIGH SCHOOL

## HISTORY FACULTY SENIOR ASSESSMENT TASK

<b>Course</b> Year 11 ANCIENT HISTORY	<b>Date Issued</b> Fri 05/05/2023 Week 2, Term 2
<b>Topic Area</b> HISTORICAL INVESTIGATION	<b>Date Due</b> (Final Submission) Mon 29/05/2023 Week 6
	<b>Recommended Submission of Proposal:</b> Fri 12/05/2023 – Week 3, Term 3
<b>Task Type</b> RESEARCH TASK	<b>Total Marks</b> /25
<b>Task</b> 2 – Historical Investigation	<b>Weighting</b> 30%

### SYLLABUS CONTEXT:

The Historical Investigation is designed to provide opportunities for you to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The investigation should extend a particular area of interest.

The process of historical investigation involves:

- planning and conducting historical investigations using historical concepts
- formulating historical questions and hypotheses relevant to the investigation
- locating and interrogating a range of sources
- identifying different perspectives evident in sources
- analysing sources for their usefulness and reliability for the question(s) asked
- developing and/or examining historical interpretations
- using sources to develop a view about an historical issue
- selecting and organising relevant information
- synthesising evidence from a range of sources to develop and support a reasoned historical account or argument
- using historical concepts and terms appropriately
- presenting and communicating the findings of an historical investigation using appropriate and well-structured oral, written and/or multimedia forms, including ICT

## Task Description

Choose an Ancient History research topic that you are interested in and would like to learn more about. This task requires you to identify different perspectives and interpretations, argue points of view and develop an informed opinion and conclusion. In order to do this, you will need to develop a sophisticated question of inquiry or **hypothesis** to guide your research and final product.

### STEPS INVOLVED IN THE HISTORICAL INVESTIGATION:

1. Examine the process of historical inquiry, focusing on how to carry out an Historical investigation.
2. **Topic Selection:** *The area in which you wish to concentrate your research will be decided in your groups. You are NOT permitted to significantly overlap any topics that are currently being studied, or will be studied in the HSC course.*

Possible historical investigations include:

- aspects of an ancient society as revealed through sources
  - the causes and impacts of an historical event
  - the significance of an historical development
  - tracing the development of an aspect of the ancient past over time through a thematic approach
  - the analysis of an historical debate
  - the contribution of an historical site to our understanding of the past
  - constructions of the ancient past
  - an interpretation or representation of an individual, group or event.
3. **Formulating a Hypothesis (Historical Questions):** *You will be required to formulate a focus question on which your research will be based. A question that merely encourages you to narrate or describe a series of events should be avoided. Your questions should seek to be analytical and evaluative.*
  4. **Developing Your Topic:** *It will be necessary to breakdown your topic into smaller specific areas in order to guide your research. You need to formulate at least FIVE guiding or sub-questions that will help you to refine your research. Read the following guide to help you formulate your Focus and Guiding Questions (remembering that your focus question should be of a higher-Order level).*

### BLOOM'S REVISED TAXONOMY

SKILL	SAMPLE PROMPTS	PURPOSE	LEVEL
<b>Remembering</b>	recognise, list, describe, identify, retrieve, name	Memorise and recall facts	<b>LOWER ORDER</b>
<b>Understanding</b>	describe, explain, estimate, predict	Understand and interpret meaning	
<b>Applying</b>	implement, use, apply, show, solve	Apply knowledge to new situations	
<b>Analysing</b>	compare, organise, cite differences, deconstruct	Break-down or examine information	<b>HIGHER ORDER</b>
<b>Evaluating</b>	check, critique, judge, conclude, assess, evaluate	Judge or decide according to a set of criteria	
<b>Creating</b>	design, construct, plan, produce	Combine elements into a new pattern or product	

5. **Locating Information:** *You should use a variety of methods and sources to obtain information. These could include books, encyclopedias, documentaries and websites. Both primary and secondary sources should be utilised.*
  
6. **Selecting Information:** *It is essential that all sources of information are analysed and inconsistencies and inaccuracies are identified. Sources should be judged on their relevance to your area of study, validity and reliability.*
  
7. **Organising Information:** *You need to identify the most important or useful aspects of the information that you obtain. You may like to highlight and record these details in the form of notes or mind maps. Arrange this information under key aspects of your area of study.*
  
8. **Presenting your information:** *You will need to decide on how you can most effectively convey your information. You may choose to*

*present your information in one of the following formats:*

- *Essay*
- *Report (think Time Magazine/National Geographic)*
- *Multimodal Presentation*
- *Crash-Course Style Video (and transcript)*

**NOTE:** You should aim to complete your Investigation in two stages:

**Stage 1:** Submit the **Proposal** to your teacher for feedback by **Friday 12<sup>th</sup> May Week 3, Term 3**. This should provide an outline of your topic, your focus question (hypothesis), your sub-questions (minimum 5, maximum 8), your planned mode of presentation and any questions that you have that will assist you to complete this task.

**Stage 2:** Complete your **final product (20 marks)** which is due for submission by **MONDAY 29<sup>th</sup> May 8:25am via CANVAS or to your teacher. Your final product MUST include an annotated bibliography (5 marks)** of all the sources that you use as part of your research (see attachment for instructions on how to do this).

**Additional information:**

You may not select a topic that has been studied in the Preliminary course or will be studied in the HSC course. Your teacher will provide further details on these topics.

Evidence of your research should be collected throughout the course of completing this task. This could include note-making, mind-maps, highlighting of information, collection of images, surveys. This should be accessible to your teacher.

## **REFLECT ON YOUR WORK BEFORE SUBMITTING!**

**Reflection on Research:** *Use the questions below to reflect on your research*

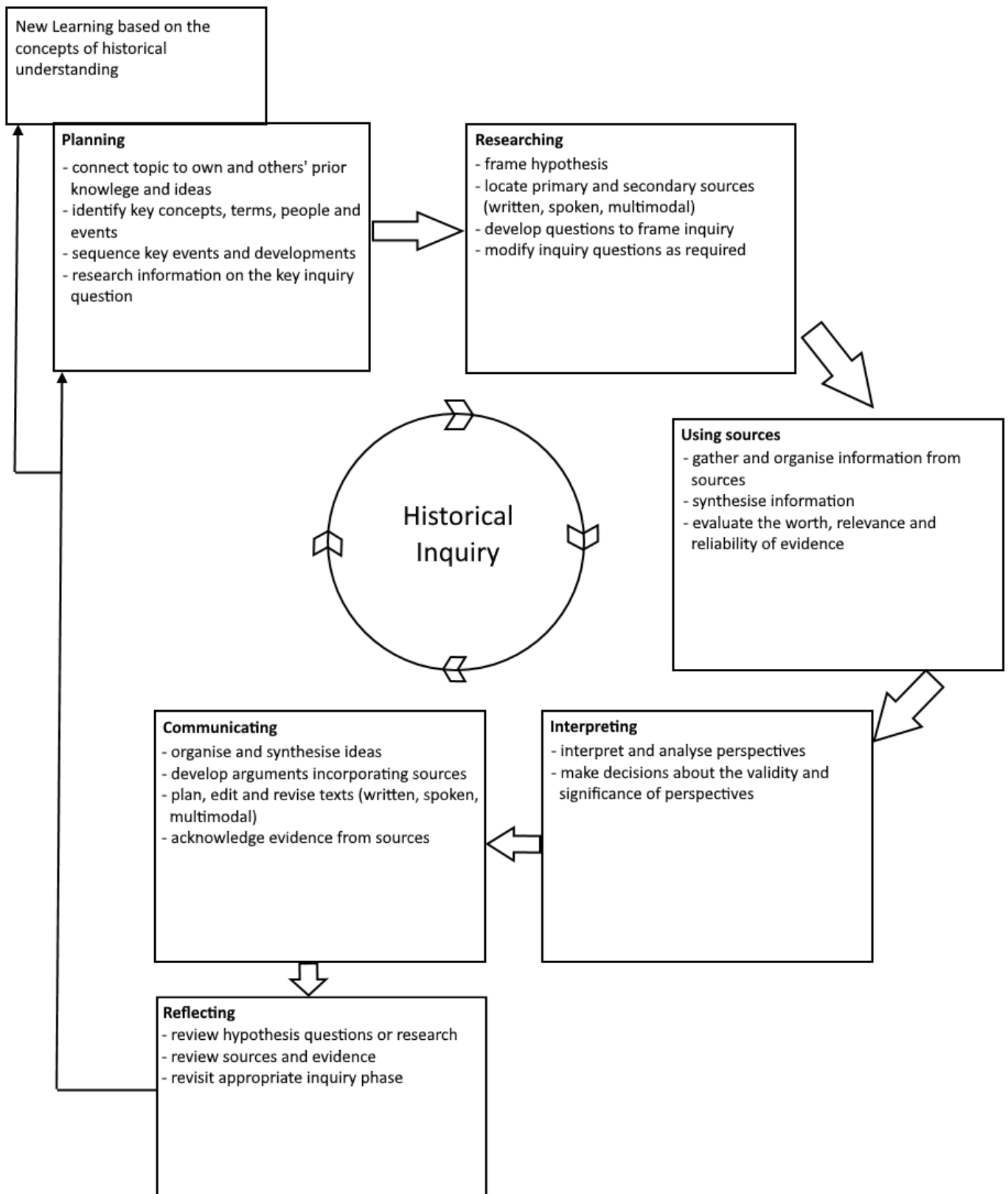
- o Is there enough information in your notes to support your hypothesis?
- o Have you included ideas that may challenge your hypothesis?
- o Are you addressing your original question?
- o Did your sub-questions help to answer your focus question?
- o Have you used a range of relevant sources?
- o Have you identified different perspectives?

**Referencing and Plagiarism:** *All your sources must be referenced in the form of a bibliography. This will consist of the author, date of publication, title, place of publication, publisher and page reference (see attached sheet for details on how to complete a bibliography). You are not to copy large chunks of texts, nor pass off other people's work as your own. Use [citethisforme.com](http://citethisforme.com) or <https://www.harvardreferencinggenerator.com/>*

**Personal reflection:** *Once you have completed your Historical Investigation and presented the final product, the final step is to reflect on the process and your experience. The following are a guide to questions that you should ask yourself (You must complete the Personal Reflection Sheet in class after your task has been submitted):*

- What have I learned?
- What are the skills that I have developed or gained?
- Have I achieved my purpose?
- What were the difficulties that I encountered?
- In what areas could I have improved?
- What aspects of the investigation did I enjoy or dislike?

# THE HISTORICAL ENQUIRY PROCESS





# YEAR 11 ANCIENT HISTORY

Name: \_\_\_\_\_

## HISTORICAL INVESTIGATION TRACKING SHEET

*You are undertaking a 4 week research project. This form must be filled out at the end of every week to monitor your progress and is to be kept with your teacher. You must sign the final section on completion of your project.*

Topic Chosen: \_\_\_\_\_

### WEEK 1:

What have you completed this week?

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Evaluate your progress and what you have learnt:

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Signed student:

\_\_\_\_\_

Signed teacher:

\_\_\_\_\_

### WEEK 2:

What have you completed this week?

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Evaluate your progress and what you have learnt:

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Signed student:

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Signed teacher:

\_\_\_\_\_



WEEK 3:

What have you completed this week?

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Evaluate your progress and what you have learnt:

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Signed student:

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Signed teacher:

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TASK COMPLETION: Circle: Handed in and completed

Stage 1:                      Yes      No

Stage 2:                      Yes      No

Date: \_\_\_\_\_

Signed student:

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Signed teacher:

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## YEAR 11 ANCIENT HISTORY - HISTORICAL INVESTIGATION

### Marking Guidelines

#### PRESENTATION OF FINDINGS

<b>Mark</b>	<b>Criteria</b>
<b>17-20</b>	<ul style="list-style-type: none"><li>• Presents a sophisticated and thoughtful hypothesis</li><li>• Sub-questions relate specifically to the hypothesis and effectively address the hypothesis</li><li>• Provides specific details that clearly relate to the questions</li><li>• Evidence of wide research and note-making</li><li>• Extensive and effective use of historical concepts and sources</li><li>• Communicates information in a sophisticated and coherent manner.</li><li>• Method of presentation is unique, thoughtful and effective in achieving its purpose</li></ul>
<b>13-16</b>	<ul style="list-style-type: none"><li>• Presents a thoughtful hypothesis</li><li>• Sub-questions relate specifically to the hypothesis</li><li>• Provides details that relate to the questions</li><li>• Evidence of research</li><li>• Use of historical concepts and sources</li><li>• Communicates information in an effective and largely coherent manner.</li><li>• Method of presentation is appropriate and achieves its purpose</li></ul>
<b>9-12</b>	<ul style="list-style-type: none"><li>• Presents an adequate hypothesis</li><li>• Sub-questions somewhat relate to the hypothesis</li><li>• Provides brief details that relate to the questions</li><li>• Evidence of some research</li><li>• Use of historical concepts and/or sources may be evident</li><li>• Communicates information in a logical sequence, may or may not be coherent</li><li>• Method of presentation is appropriate but may not be effective in achieving its purpose</li></ul>
<b>5-8</b>	<ul style="list-style-type: none"><li>• Presents a simplistic hypothesis</li><li>• Sub-questions do not clearly relate to the hypothesis</li><li>• Provides general information relating to the questions</li><li>• Evidence of limited research</li><li>• Limited use of historical concepts and/or sources</li><li>• Communicates information in a basic manner. May or may not be logical.</li><li>• Method of presentation is basic and may not be effective in achieving its purpose</li></ul>
<b>1-4</b>	<ul style="list-style-type: none"><li>• Presents an inadequate hypothesis</li><li>• Sub-questions do not relate to the hypothesis</li><li>• Provides simple information</li><li>• Evidence of minimal research</li><li>• Use of historical concepts and/or sources not evident</li><li>• Limited communication of information</li><li>• Method of presentation is poor</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• Non-attempt</li></ul>

**Bibliography**

<b>Mark</b>	<b>Criteria</b>
<b>5</b>	<ul style="list-style-type: none"><li>• Evidence of extensive research</li><li>• Bibliography follows one coherent and accurate referencing style.</li><li>• Includes <b>at least</b> one Primary and Secondary source.</li></ul>
<b>3-4</b>	<ul style="list-style-type: none"><li>• Evidence of sufficient research</li><li>• Bibliography follows one referencing style but may or may not include inaccuracies or inconsistencies.</li><li>• Includes <b>at least</b> one Primary or Secondary source.</li></ul>
<b>1-2</b>	<ul style="list-style-type: none"><li>• Evidence of limited research</li><li>• Bibliography does not follow any formal style.</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• Bibliography is not provided</li></ul>

**FEEDBACK**

Areas of strength:

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Areas where improvement is needed:

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Strategies for next time:

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**Report:** /20  
**Bibliography:** /5  
**Total:** /25

**HISTORICAL INVESTIGATION**  
**STAGE 1 – PROPOSAL**

Name: \_\_\_\_\_

Topic/area of research: \_\_\_\_\_

Hypothesis/Focus Question: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sub-questions:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**Where are you currently up to in your research? (Be specific)**

**BIBLIOGRAPHY (SO FAR):**

AUTHOR	YEAR	TITLE	PUBLICATION

## Writing a Bibliography (the Dinosaurs' way)

### What is a bibliography?

- A bibliography is an alphabetical list of the sources – books, magazines, newspapers, CDROMs, Internet, interviews, etc. – that you have used to prepare your assignment or presentation.

### Why do we write bibliographies?

- To acknowledge our sources
- To give our readers information to identify and consult our sources
- To make sure our information is accurate

### What if we don't include a bibliography?

- We may be accused of **plagiarism** (that is, stealing another person's ideas or writing )
- If so, we may lose some or all of the marks for an assignment or a course

### Bibliographic Entries

<p><b>Books</b></p> <ul style="list-style-type: none"><li>• Name of author/s (surname, first name)</li><li>• Year of publication</li><li>• Title</li><li>• Publisher</li><li>• Place of publication</li></ul> <p>Adams-Smith, Patsy 1978, <i>the ANZACS</i>, Nelson, Melbourne</p> <p><i>Note: where no author is known enter the work in your bibliography under the title with the year following</i></p>	<p><b>Encyclopaedias</b></p> <ul style="list-style-type: none"><li>• Title</li><li>• Year of publication</li><li>• Publisher</li><li>• Place of publication</li><li>• Volume number</li><li>• Page numbers</li></ul> <p>The World Book Encyclopaedia 1995, 14<sup>th</sup> edn, Field Enterprises Corp. Chicago, vol. 3, pp, 189-192</p>
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**Magazine articles**

- Name of author/s
- Year of publication
- Title of article
- Magazine name
- Month/volume/issue number
- Page numbers

Ellis, Rennie 1989, Istanbul constantly noble,  
Australian Gourmet with Traveller,  
April, P. 66.

**Newspaper articles**

- Name of author/s
- Year of publication
- Title of article
- Newspapers name
- Day and month
- Page number

Hull, C. 1997, Magistrate speeds through  
school zone, The Canberra Times, 11  
Nov, P. 5

**Pamphlets**

- Title
- Year of publication
- Publisher
- Place of publication

Any port in a storm 1996, National Disasters  
Organisation, Sydney

**CD-ROMs**

- Title
- [CD-ROM]
- Year of publication
- Publisher
- Place of publication

Encarta 97 encyclopaedia [CD-ROM] 1997,  
Microsoft, Redmond, PA

Note: add the {type of media} after the title.  
Place the date after this if there is no author

**Videos**

- Title
- [video]
- Year of publication
- Publisher
- Place of publisher

Over blue horizon {video} 1991, Skink  
Video,  
Brisbane, QLD

**Internet**

- Name of author/s
- Year of publication
- Title
- [On-line]
- Internet address
- Date of access

Mudmore, Digby 1997, The Juteman of  
South Borneo [on-line] 1997  
[http://www.querty.marl.com/herv3b  
~citg](http://www.querty.marl.com/herv3b~citg) 12 Nov. 1997

Note: add the [type of media] after the title.  
Place the date after this if there is no author.

**E-mail**

- Name of author/s
- Year of publication
- Title/subject
- [Personal email]
- Date of access

Dix, Dorothy 1997, Cheats [Personal email]  
24 Mar, 1997

Note: add the [type of media] after the title.  
Place the date after this if there is no author.

**Interviews**

- Name of interviewee
- (Year of interview)
- Position of interviewee
- [Interview]
- Date of interview

Voucher, Tessa 1997, Former prisoner at  
Goulburn Goal, [Interview] Feb 21.

**Points to remember**

- Instead of typing the titles in bold face, you can underline them or use italics
- Indent the second line of a reference in order to make the author's name or title clear □  
Make the indenting consistent throughout
- Get into the habit of writing down the biographic details as soon as you decide that a resource will be useful
- When in doubt ask for help from your Teacher Librarian
- **Present your bibliography in alphabetical order**