

JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: History History Course: Preliminary Modern History Year: 11

Assessment Task: Task 1 - Historical Investigation: research and presentation

Assessment Weighting: 30% Due: Term 1 Week 10 Date: 27/03/2023

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

MH11-2 proposes ideas about the varying causes and effects of events and developments
MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4 accounts for the different perspectives of individuals and groups
MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Task Description/Overview

You are to choose and research a specific event or issue in Modern History from (1776 to 2020). You must use your chosen topic to **discuss** the following extract:

“In all revolutions the vanquished are the ones who are guilty of treason, even by the historians... for history is written by the victors and framed according to the prejudices and bias existing on their side.”

- This was said by Missouri Senator George Graham Vest, a former congressman for the Confederacy. It was reprinted by the Kansas City Gazette, and other papers, on Aug. 21, 1891.

In your **discussion**, incorporate at least five sources to support your hypothesis. You must address the question below;

In your response, discuss to what extent you agree with this statement being true.

Detailed Assessment Task Description

- You must prepare a PowerPoint presentation, that would take approximately 5 minutes to deliver to an audience (**you will not be delivering it in class**, so please practise it at home in order to get the 5 minute timing right)
- You must use a selection of relevant primary and secondary sources in your presentation to support your research findings.
- You must have a Bibliography as per the school approved method at the end of your presentation. See the guide on the next page.
- You must provide a hard copy of the speech and PowerPoint to your teacher **on the day of the 27th of March.**
- You must lodge digital copies of the speech and PowerPoint (2 separate files) on CANVAS prior to the deadline, 8.20am 27/3/2023.

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	*Critically analyses and describes the key features of specific periods of history and evaluates the role of key individuals, groups, events and ideas *The question is fully addressed and includes close engagement with the statement *displays a sophisticated understanding of historical terms and concepts *communicates high level argument through well structured and detailed texts	65 - 75
High (H)	*Analyses and describes the key features of specific periods of history and evaluates the role of key individuals, groups, events and ideas *The question is fully addressed *Displays a high understanding of historical terms and concepts *communicates high level argument through well structured and detailed texts	54 - 64
Sound (S)	*explains the key features of specific periods of history and makes some judgements on the role of key individuals, groups, events and ideas *The question is partially addressed *demonstrates a sound understanding of historical terms and concepts *communicates a general argument through well structured texts	43 - 53
Basic (B)	*May explain some key features of specific periods of history and makes some judgements on the role of key *Makes some vague references to the question *Demonstrates basic understanding of historical terms and concepts *Provides a basic argument through poorly structured texts	22 - 43
Limited (L)	*describes people, events and ideas from specific periods of history *The question is not addressed *demonstrates comprehension of limited historical terms and concepts *provides limited coherent descriptions of people and events from the past in simple narrative style *Limited or no use of sources	0 - 21

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes

2023 Modern History: Preliminary Course

Assessment Task 1- HISTORICAL INVESTIGATION

PREAMBLE:

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 Task

You are to choose a specific event/issue in Modern History (from 1776 to 2020). You are to use your chosen topic to discuss the following statement.

Statement:

“In all revolutions the vanquished are the ones who are guilty of treason, even by the historians... for history is written by the victors and framed according to the prejudices and bias existing on their side.”

- This was said by Missouri Senator George Graham Vest, a former congressman for the Confederacy. It was reprinted by the Kansas City Gazette, and other papers, on Aug. 21, 1891.

You are to address the following question.

Question:

In your response, discuss – in the form of a speech - to what extent you agree with this statement being true.

In your discussion, **incorporate at least five sources** relevant to your topic to support your **hypothesis**.

INSTRUCTIONS:

- You must prepare a **five-minute** speech, accompanied by a PowerPoint presentation. You will not be delivering the speech of the PowerPoint.
- You must use a selection of relevant primary and secondary sources in your presentation to support your research findings.
- You must have a Bibliography as per the school approved method at the end of your presentation. See the guide on the next page.
- You must provide a hard copy of the speech and PowerPoint to your teacher **on the day of the 27th of March.**
- You must lodge digital copies of the speech and PowerPoint (2 separate files) on CANVAS prior to the deadline, 8.20am 27/3/2023.



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Bibliography Style Guide

What is a bibliography?

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

Why do we write bibliographies?

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

What if we don't include a bibliography?

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

Style

In our school, we use the Harvard referencing style. You can use an online tool such as <http://www.citethisforme.com/au/referencing-generator/harvard> to help you.

Examples of Bibliographic Entries

<p>Books</p> <ul style="list-style-type: none"> • Name of author/s (surname, first name) • Year of publication • Title • Publisher • Place of publication <p>e.g. Adams-Smith, Patsy 1978, the ANZACS, 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>Internet</p> <ul style="list-style-type: none"> • Name of author/s • Year of publication • Title • [On-line] • Internet address • Date of access <p>Mudmore, Digby 1997, The Juteman of South Borneo [on-line] 1997 http://www.querty.marl.com/herv3b~citg 12 Nov. 1997</p> <p>Note: add the [type of media] after the title.</p>
<p>Magazine articles</p> <ul style="list-style-type: none"> • Name of author/s • Year of publication • Title of article • Magazine name • Month/volume/issue number • Page numbers <p>e.g. Ellis, Rennie 1989, Istanbul constantly noble, Australian Gourmet with Traveller, April, P. 66.</p>	<p>Newspaper articles</p> <ul style="list-style-type: none"> • Name of author/s • Year of publication • Title of article • Newspapers name • Day and month • Page number <p>e.g. Hull, C. 1997, Magistrate speeds through school zone, The Canberra Times, 11 Nov, P. 5</p>

<p>Pamphlets</p> <ul style="list-style-type: none"> • Title • Year of publication • Publisher • Place of publication <p>e.g. Any port in a storm 1996, National Disasters Organisation, Sydney</p>	<p>Videos</p> <ul style="list-style-type: none"> • Title • [video] • Year of publication • Publisher • Place of publisher <p>e.g. Over blue horizon {video} 1991, Skink Video, Brisbane, QLD</p>
<p>Encyclopedias</p> <ul style="list-style-type: none"> • Title • Year of publication • Publisher • Place of publication • Volume number • Page numbers <p>e.g. The World Book Encyclopaedia 1995, 14th edn, Field Enterprises Corp. Chicago, vol. 3, pp, 189-192</p>	<p>E-mail</p> <ul style="list-style-type: none"> • Name of author/s • Year of publication • Title/subject • [Personal email] • Date of access <p>e.g. Dix, Dorothy 1997, Cheats [Personal email] 24 Mar, 1997</p> <p>Note: add the [type of media] after the title. Place the date after this if there is no author.</p>
<p>Interviews</p> <ul style="list-style-type: none"> • Name of interviewee • (Year of interview) • Position of interviewee • [Interview] • Date of interview <p>e.g. Voucher, Tessa 1997, Former prisoner at Goulburn Goal, [Interview] Feb 21.</p>	

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

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:** *You are NOT permitted to significantly overlap any topics that will be studied in the HSC course.*

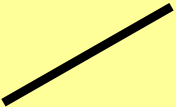
Possible historical investigations include:

- aspects of 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 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

3. **Formulating a Hypothesis (Historical Questions):** *Once you have picked your topic formulate a hypothesis, linked to the statement 'History is Fact'. That is, you must either agree or disagree with the statement.*
4. **Developing Your Topic:** *Start to gain an understanding of your chosen topic and the in particular the contestability of this topic, remembering that you must address the statement 'History is Fact'.*
5. **Locating Information:** *You should use a variety of methods and sources to obtain information. These could include books, encyclopaedias, 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 use evidence from your topic to address the given statement. You must choose SIX sources that are to go in your presentation.*
9. **Reflection on Research:** *Use the questions below to reflect on your research*
 - Is there sufficient information in your notes to support your hypothesis?
 - Have you included ideas that may challenge your hypothesis?
 - Have you reflected on the given statement?
 - Have you used a range of relevant sources?
 - Have you identified different perspectives?
10. **Referencing and Plagiarism:** *All sources used must be referenced in the form of a bibliography.*

Marking Guidelines

		High Achievement	Moderate Achievement	Low Achievement
	Marks	22-30	10-21	0-10
Content	30	<ul style="list-style-type: none"> Critically analyses and describes the key features of specific periods of history and evaluates the role of key individuals, groups, events and ideas The question is fully addressed and includes close engagement with the statement displays a sophisticated understanding of historical terms and concepts communicates high level argument through well structured and detailed texts 	<ul style="list-style-type: none"> explains the key features of specific periods of history and makes some judgements on the role of key individuals, groups, events and ideas The question is partially addressed and includes some engagement with the statement demonstrates a sound understanding of historical terms and concepts clearly communicates a general argument through well structured texts 	<ul style="list-style-type: none"> describes people, events and ideas from specific periods of history The question is poorly addressed and may not engage with the statement demonstrates comprehension of limited historical terms and concepts provides limited coherent descriptions of people and events from the past in simple narrative style
	Marks	22-30	10-21	0-10
Research	30	<ul style="list-style-type: none"> utilises six relevant historical sources to support argument and evaluates their reliability assesses different historical interpretations and perspectives evaluates the relative significance 	<ul style="list-style-type: none"> identifies and makes adequate reference to four prominent relevant historical sources, may misinterpret some of the sources explains different historical interpretations and perspectives 	<ul style="list-style-type: none"> recognises and draws simple conclusions from different sources recognises simple historical interpretations and perspectives demonstrates through sequencing of

		of factors contributing to the statement	• describes the significance of factors affecting the statement	historical events, some understanding of the statement
		11-15	5-10	0-4
Presentation	15	<ul style="list-style-type: none"> • Uses techniques aimed at creating and maintaining audience interest. • Appropriate use of visual aid for topic chosen. • Adhered to the five minute timeline • Includes a bibliography at the current approved school standard at the end of the slideshow. 	<ul style="list-style-type: none"> • Uses some techniques aimed that maintaining interest of audience. • Limited use of visual aid. • Presentation to a maximum of approximately 1 minute outside of time. • Includes a limited bibliography at the end of the slideshow. May contain errors. 	<ul style="list-style-type: none"> • Few or no techniques aimed at creating interest for an audience. • Did not use a visual aid. • Presentation to a maximum of approximately 2 minutes outside of time. • No, or extremely poor bibliography at the end of the slideshow
Total	75			
Total Achieved  75				

ORGANISING AND EVALUATING SOURCES – GUIDANCE SHEET

Locate a range of primary and secondary sources from different perspectives to help you answer your research questions. Use the heading in this table to evaluate sources for usefulness and reliability.

Name, origin and purpose of source	Detail for bibliography	Type of Source	Perspective of the source. Any bias?	How the source helps to address the question.