

History Extension: HSC Course

Task 1

“Project – Historical Process”

The Task (x3 Parts)

(Weighting: 30%)

Due: Wednesday 22/3/23

The history project provides the opportunity for students to design and conduct an investigation in an area of changing historical interpretation. Students develop and refine specific questions for investigation that add to their understanding of the key questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

| | |
|--|---|
| Purpose | A project in which students investigate one or more significant historical questions in a topic area of their own choice |
| Process | <ul style="list-style-type: none">• Designing the investigation• Conducting the investigation• Presenting the findings from the investigation |
| Presentation X3 Parts | <ul style="list-style-type: none">• The proposal: outline of focus questions, pre-reading and anticipated research strategies• The bibliography and Annotated Sources: source list with selected annotations including critical analysis of 3 sources• The process log: sequence of the process, personal reflections on, and evaluation of methodology and validation of student work |
| Assessment | Criteria for assessing the project are based on: <ul style="list-style-type: none">• knowledge and understanding of key historical and historiographical terms, concepts and issues• knowledge and understanding of significant historiographical processes• knowledge, understanding and skills in historical inquiry• knowledge, understanding and skills in historical communication |

Notification of Assessment

History Extension Part 1a

| | |
|---------------------------|---|
| Assessment Title: | History Project - Proposal |
| Date of Task: | Term 1 Week 9, Wednesday 22/3/23 (Submission via CANVAS) |
| Length of Task: | Should not exceed 800 words total (+/- 10%) |
| Weighting of Task: | 10% |
| Coordinator: | Mr Canobra |

Nature of Task

A proposal for an investigation in an area of changing historical interpretation

Outcomes Assessed

- **HE12-1** - analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- **HE12-2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- **HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

Format of Task

- Word processed
- Arial 12 point font
- Sentence lines to be double spaced (allows for feedback in between text)
- Page margins of 2.5cm

Details of Task

The Proposal should contain;

- I. Description of preliminary research.
- II. A **Focus** questions
- III. **Enquiry** questions.
- IV. Research intentions in relation to
 - a. Areas/texts to examine
 - b. Methodology

Additional Information

Refer to the syllabus and support documents for further details about what to include for each of these sub-headings, as well as a list of areas of study to choose from.

Your choice of topic must add to your understanding of the key questions;

- Who are historians?
 - the producers of history over time – *from Ancient times to the present day*
 - the identity of historians: biographical details, personal values and beliefs, philosophy of history, approaches to the construction of history, bias
 - the context of historians: gender, class, ethnicity, time, place, social and economic structures/change, political constraints, official and unofficial status, academic background

- What are the purposes of history?
 - the aims and purposes of specific historical works and historians
 - changing interpretations and perspectives of the aims and purposes of history
 - changing interpretations and perspectives of the role of history
 - the use and misuse of history
- How has history been constructed, recorded and presented over time? – *from Ancient times to the present day*
 - changing methods of historians
 - how historians work
 - forms of historical communication: written, oral, visual, audio-visual, multimedia, digital
 - types of history, eg political, social, economic, environmental, military, academic, popular, national, local, surveys, macro-histories, micro-histories, biographies, psychohistories, historical fiction
- Why have approaches to history changed over time? – *from Ancient times to the present day*
 - the availability of historical evidence
 - the contexts of historians
 - changing perspectives about approaches to the construction of history
 - changing philosophies of history
 - changing/emergent technologies
 - changing audiences

Finally, be aware that the topic must not overlap significantly with the examinable content of any other Higher School Certificate course.

Marking Criteria: *History Project: Proposal*

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|---|--|
| <p>Mastering 8-10</p> | <ul style="list-style-type: none"> • Provides a sophisticated description and analysis of the process taken to arrive at the focus and enquiry questions. • Identifies and explains in a sophisticated manner the focus and enquiry questions. • A comprehensive identification of different historical perspectives and approaches to history in the chosen topic. • A sophisticated plan of an appropriate historical and substantial investigation. |
| <p>Sound 6-7</p> | <ul style="list-style-type: none"> • Provides a clear description and analysis of the process taken to arrive at the focus and enquiry questions. • Clearly identifies the focus and enquiry questions. • A sound identification of different historical perspectives and approaches to history in the chosen topic. • A thorough plan of an appropriate historical and substantial investigation. |
| <p>Consolidating 4-5</p> | <ul style="list-style-type: none"> • Provides a basic description of the process and/or analysis taken to arrive at the focus and enquiry questions. • Vaguely identifies the focus and enquiry questions. • A clear identification of different historical perspectives and approaches to history in the chosen topic. • A detailed plan of an appropriate and substantial historical investigation. |
| <p>Developing 2-3</p> | <ul style="list-style-type: none"> • Provides a limited description and/or analysis of the process taken to arrive at the focus and enquiry questions. • Vaguely identifies the focus and enquiry questions and or may not be totally relevant. • Identifies some of the different historical perspectives and approaches to history in the chosen topic. • A limited plan of an historical investigation. |
| <p>Not Achieving 0-1</p> | <ul style="list-style-type: none"> • Does not provide a description and/or analysis of the process taken to arrive at the focus and enquiry questions. • May not clearly identify the focus and enquiry questions. • Limited outline of some different historical perspectives and approaches to history which may or may not relate to the chosen topic. • A basic and/or incoherent plan of an historical investigation which may or may not be appropriate. |
| <p>Feedback: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> | |

Notification of Assessment

History Extension Part 1b

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|---------------------------|--|
| Assessment Title: | History Project - Process Log |
| Date of Task: | Term 1 Week 9, Thursday 22/3/23 (Submission via CANVAS) |
| Length of Task: | N/A |
| Weighting of Task: | 10% |
| Coordinator: | Mr Canobra |

Nature of Task

A Process Log giving a detailed overview of the project research, development and writing process.

Outcomes Assessed

- **HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- **HE12-2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

Format of Task

- Use a Google doc to maintain a running commentary and record of the research

Details of Task

The process Log should contain;

- I. An explanation of the topic choice
- II. Description of procedures.
- III. Log of sequential development of the topic.
- IV. Record of major decisions of the project.
- V. Review: cumulative self, peer and teacher evaluation of the project and record interviews.
- VI. draft responses

All My Own Work

The History Project must adhere to the principles and practices of good scholarship, as identified in the *HSC: All My Own Work* program.

Marking Criteria: *History Project: Process Log*

| | |
|--|---|
| <p style="text-align: center;">Mastering 8-10</p> | <ul style="list-style-type: none"> • Detailed sequential/dated development of the research and topic. • A sophisticated description and critical analysis of procedures and the sequential development of the project. • A sophisticated, analytical and coherent review of cumulative self, peer and teacher evaluation of the project. |
| <p style="text-align: center;">Sound 6-7</p> | <ul style="list-style-type: none"> • Detailed sequential/dated development of the research and/or topic. • A comprehensive description of procedures and the sequential development of the project. • A detailed and analytical review of cumulative self, peer and teacher evaluation of the project. |
| <p style="text-align: center;">Consolidating 4-5</p> | <ul style="list-style-type: none"> • A sequential/dated development of the research and/or topic. • A detailed description of procedures and sequential development of the project. • A clear review of the cumulative self, peer and teacher evaluation of the project. |
| <p style="text-align: center;">Developing 2-3</p> | <ul style="list-style-type: none"> • Brief sequential or dated development of the research and/or topic. • Identifies some of the procedures and development of the project. • A basic review of the cumulative self and/or peer and/or teacher evaluation of the project, with limited success. |
| <p style="text-align: center;">Not Achieving 0-1</p> | <ul style="list-style-type: none"> • Limited identification of some of the procedures and development of the project. • A limited review of self and/or peer and/or teacher evaluation of the project. |
| <p>Feedback: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | |

Project Checklist

The following is a checklist of different aspects of the project for both students and teachers to consider. They should be carefully checked in order to ensure that all requirements and the main issues are being addressed. Appropriate action should be taken to rectify any ‘No’ answers.

Student Name: _____

Project Checklist for Students

Circle the appropriate answer (Yes or No).

| Have I | YES | NO | DATE |
|---|-----|----|------|
| • chosen a manageable topic? | Yes | No | |
| • made my focus clear? | Yes | No | |
| • developed a proposal which can be presented? | Yes | No | |
| • chosen appropriate methodologies/investigative approach? | Yes | No | |
| • checked whether resources are suitable and available? | Yes | No | |
| • understood the key historiographical processes that will be used in the project? | Yes | No | |
| • understood key historiographical terms, concepts and issues to be used in the project? | Yes | No | |
| • included historical references and developed knowledge, understanding and skills of historical inquiry? | Yes | No | |
| • devised a realistic time frame to complete the project? | Yes | No | |
| • considered all ethical implications? | Yes | No | |
| • kept appropriate records relating to investigation and draft copies? | Yes | No | |
| • maintained my Process Log as a record of my progress? | Yes | No | |
| • maintained a thorough documentation of information? | Yes | No | |
| • ensured that my work is free of plagiarism? | Yes | No | |
| • ensured that the material included is relevant and historically accurate? | Yes | No | |
| • ensured that the synopsis captures the theme of the essay? | Yes | No | |
| • acknowledged the source of my information and any assistance I have had? | Yes | No | |
| • demonstrated historical knowledge, understanding and skills in my written communication? | Yes | No | |
| • kept within the word limit? | Yes | No | |
| • drafted and edited the essay? | Yes | No | |
| • included necessary material in the appendix? | Yes | No | |
| • followed the time frame established? | Yes | No | |
| • ensured that the references in the bibliography are accurate and correctly formatted? | Yes | No | |
| • followed the guidelines to evaluate the three sources included in the bibliography? | Yes | No | |

If, as a student, you find that you are unable to answer ‘yes’ for each of these items, it will be necessary for you to review your project carefully and consult with your supervising teacher.

Notification of Assessment

History Extension Part 1c

| | |
|---------------------------|---|
| Assessment Title: | History Project Bibliography & Annotated Sources |
| Date of Task: | Term 1 Week 9, Wednesday 22/3/23 (Submission via CANVAS) |
| Length of Task: | There is no set limit to the bibliography |
| Weighting of Task: | Annotation of sources should not exceed 600 words (+/- 10%) in total |
| Coordinator: | 10% Mr Canobra |

Nature of Task

- A consistently formatted alphabetical list of all sources used within the project, and evaluations on three specific resources.

The Annotated Sources

The annotated sources should:

- be selected for their value to the History Project
- not exceed 600 words in total
- explain the strengths and weaknesses of each source (3), considering their usefulness, reliability and limitations for the question(s) asked and the reasons for their value to the project and the central argument of the essay.

Outcomes Assessed

- **HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- **HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

Format of Task

- Word processed
- Arial 12 point font
- Use Harvard method of referencing
- Page margins of 3cm

Details of Task

The Bibliography should contain;

- a) A consistently formatted alphabetical list of all sources used within the project. Should use the Harvard method as per the school website and exemplar provided
- b) Evaluate three of these sources. These reviews should be from different perspectives;
 - Be selected from the three most valuable sources used in the history project.
 - Explain the strengths and weaknesses of each source, considering its usefulness, reliability and limitations and the reasons it was valuable to the project and the central argument of the essay.

Marking Criteria:***History Project: Bibliography and Annotated Sources***

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|--|--|
| <p style="text-align: center;">Mastering 8-10</p> | <ul style="list-style-type: none"> • Adheres to the 600 word limit (+/- 10%) for the source annotation. • Bibliography reflects research undertaken. • Selects and incorporates three appropriate and relevant sources from different historical perspectives to the topic chosen for evaluation. • Critically evaluates each of the three chosen sources • Adheres to the required method of referencing and Bibliography |
| <p style="text-align: center;">Sound 6-7</p> | <ul style="list-style-type: none"> • Adheres to the 600 word limit (+/- 10%) for the source annotation. • Bibliography reflects research undertaken. • Selects and incorporates three appropriate sources from different historical perspectives to the topic chosen for evaluation. • Provides a sound evaluation each of the three chosen sources • Provides referencing and or Bibliography with few errors |
| <p style="text-align: center;">Consolidating 4-5</p> | <ul style="list-style-type: none"> • Doesn't adhere to the 600 word limit (+/- 10%) for the source annotation. • Bibliography reflects research undertaken. • Provides three sources for evaluation with some attempt at difference in historical perspectives that may/may-not be relevant. • Provide a limited evaluation on each of the three sources • Provides referencing and or Bibliography with significant errors |
| <p style="text-align: center;">Developing 2-3</p> | <ul style="list-style-type: none"> • Significantly doesn't adhere to the 600 word limit (+/- 10%) for the source annotation. • Bibliography may not reflect all the research undertaken. • Provides three sources for evaluation that may/may-not be relevant. • Attempts to provide some source evaluation/annotation on some of the sources • Attempts to provide some referencing and or Bibliography |
| <p style="text-align: center;">Not Achieving 0-1</p> | <ul style="list-style-type: none"> • Significantly doesn't adhere to the 600 word limit (+/- 10%) for the source annotation. • Bibliography is significantly incomplete for the research undertaken. • Provides less than the minimum three sources for evaluation • Bibliography not to standard • Does not provide referencing and or Bibliography |

Feedback: _____

Addendum to annotation of sources:

Annotated Bibliography

What is an annotated bibliography?

An annotated bibliography provides a brief account of the available research on a given topic. It is a list of research sources that includes concise descriptions and evaluations of each source.

The annotation usually contains a brief summary of content and a short analysis or evaluation. Depending on your assignment, you may be asked to reflect, summarise, critique, evaluate or analyse the source.

An annotated bibliography may be a component of a larger project or it may be a stand-alone assignment. While an annotation can be as brief as one sentence, the standard annotated bibliography consists of a citation followed by a short paragraph. An example is provided below.

Please note: the advice in this guide is general. We strongly recommend that you also follow your assignment instructions and seek clarification from your lecturer/tutor if needed.

Purpose of an annotated Source

When set as an assignment, an annotated source allows you to get acquainted with the material available on a particular topic.

Depending on your specific assignment, an annotated bibliography might:

- review the literature of a particular subject;
- demonstrate the quality and depth of reading that you have done;
- exemplify the scope of sources available—such as journals, books, web sites and magazine articles;
- highlight sources that may be of interest to other readers and researchers;
- explore and organise sources for further research.

Questions to consider

You need to consider carefully the texts that you select for your annotated bibliography. Keep the following questions in mind to help clarify your choices.

1. What topic/problem am I investigating?
2. What question(s) am I exploring? Identify the aim of your literature research.
3. What kind of material am I looking at and why? Am I looking for journal articles, reports, policies or primary historical data?
4. Am I being judicious in my selection of texts? Does each text relate to my research topic and assignment requirements?
5. What are the essential or key texts on my topic? Am I finding them? Are the sources valuable or often referred to in other texts?

Which writing style should I use in the annotations?

- Each annotation should be concise. Do not write too much—remember, you are writing a summary, not an essay. Annotations should not extend beyond one paragraph unless otherwise stipulated in your

assignment guidelines. As this is not an extended piece of writing, only mention significant and relevant details.

- Any information apparent in the title of the text or journal can be omitted from the annotation.
- Background materials and references to previous work by the same author usually are not included. As you are addressing one text at a time, there is no need to cross reference or use in-text citations to support your annotation.
- Unless otherwise stipulated, you should write in full sentences using academic vocabulary.

What does an annotated bibliography look like?

An annotated bibliography starts with the bibliographic details of a source (the citation) followed by a brief annotation.

As with a normal reference list or bibliography, an annotated bibliography is usually arranged alphabetically according to the author's last name. An annotated bibliography summary should be about 100 - 200 words per citation—check with your lecturer/tutor as this may vary between faculties and assessments. Please also check with your lecturer about the elements each annotation should include.

Contents of an annotated bibliography

An annotation may contain all or part of the following elements depending on the word limit and the content of the sources you are examining.

- Provide the full bibliographic citation.
- Indicate the background of the author(s).
- Indicate the content or scope of the text.
- Outline the main argument.
- Indicate the intended audience.
- Identify the research methods if applicable.
- Identify any conclusions made by the author/s.
- Discuss the reliability of the text.
- Highlight any special features of the text that were unique or helpful e.g. charts, graphs etc.
- Discuss the relevance or usefulness of the text for your research.
- Point out in what way the text relates to themes or concepts in your course.
- State the strengths and limitations of the text.
- Present your view or reaction to the text.

<https://student.unsw.edu.au/annotated-bibliography> [online] last accessed 3/12/20