



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: History Course: Preliminary Modern History Year: 11

Assessment Task: Assessment Task 1: Research

Assessment Weighting: 30% Due: Term 1 Week 7 Date: 14/03/2024

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 many ways, history both begins and ends with questions, which is to say that it never really ends, but is a process.”*

— John H. Arnold, [History: A Very Short Introduction](#) (2000)

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 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 also use intext referencing and footnoting.

- You must provide a hard copy of the research essay to your teacher **on the day of the 14<sup>th</sup> of March.**
- You must print an assessment cover sheet from the school website (assessment section) to attach to your hard copy when you submit it.
- You must lodge digital copies of the research essay on CANVAS prior to the deadline, 8.20am 14/3/2024. **(NOT NEGOTIABLE)**

<b>Assessment Criteria</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>*Critically analyses and describes the key features of specific periods of history and evaluates the role of key individuals, groups, events and ideas</li> <li>*The question is fully addressed and includes close engagement with the statement</li> <li>*displays a sophisticated understanding of historical terms and concepts</li> <li>*communicates high level argument through well structured and detailed texts</li> </ul>	<b>65 - 75</b>
<b>High (H)</b>	<ul style="list-style-type: none"> <li>*Analyses and describes the key features of specific periods of history and evaluates the role of key individuals, groups, events and ideas</li> <li>*The question is fully addressed</li> <li>*Displays a high understanding of historical terms and concepts</li> <li>*communicates high level argument through well structured and detailed texts</li> </ul>	<b>54 - 64</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>*explains the key features of specific periods of history and makes some judgements on the role of key individuals, groups, events and ideas</li> <li>*The question is partially addressed</li> <li>*demonstrates a sound understanding of historical terms and concepts</li> <li>*communicates a general argument through well structured texts</li> </ul>	<b>43 - 53</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>*May explain some key features of specific periods of history and makes some judgements on the role of key</li> <li>*Makes some vague references to the question</li> <li>*Demonstrates basic understanding of historical terms and concepts</li> <li>*Provides a basic argument through poorly structured texts</li> </ul>	<b>22 - 43</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>*describes people, events and ideas from specific periods of history</li> <li>*The question is not addressed</li> <li>*demonstrates comprehension of limited historical terms and concepts</li> <li>*provides limited coherent descriptions of people and events from the past in simple narrative style</li> <li>*Limited or no use of sources</li> </ul>	<b>0 - 21</b>

### **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

# 2024 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 many ways, history both begins and ends with questions, which is to say that it never really ends, but is a process.”*

— John H. Arnold, [History: A Very Short Introduction](#) (2000)

You are to address the following question.

#### Question:

**In your response, discuss 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 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 also use intext referencing and footnoting. (Failure to properly reference your work may lead to forfeit of marks and an N-Notification.)
- You must provide a hard copy of the research essay to your teacher **on the day of the 14<sup>th</sup> of March.**
- You must print an assessment cover sheet from the school website (assessment section) to attach to your hard copy when you submit it.
- You must lodge digital copies of the research essay on CANVAS prior to the deadline, 8.20am 14/3/2024. (Any late submission will immediately lose all marks.)



# JOHN EDMONDSON HIGH SCHOOL

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

<p><b>Pamphlets</b></p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Year of publication</li> <li>• Publisher</li> <li>• Place of publication</li> </ul> <p>e.g. Any port in a storm 1996, National Disasters Organisation, Sydney</p>	<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Title</li> <li>• [video]</li> <li>• Year of publication</li> <li>• Publisher</li> <li>• Place of publisher</li> </ul> <p>e.g. Over blue horizon {video} 1991, Skink Video, Brisbane, QLD</p>
<p><b>Encyclopedias</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>e.g. The World Book Encyclopaedia 1995, 14<sup>th</sup> edn, Field Enterprises Corp. Chicago, vol. 3, pp, 189-192</p>	<p><b>E-mail</b></p> <ul style="list-style-type: none"> <li>• Name of author/s</li> <li>• Year of publication</li> <li>• Title/subject</li> <li>• [Personal email]</li> <li>• Date of access</li> </ul> <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><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Name of interviewee</li> <li>• (Year of interview)</li> <li>• Position of interviewee</li> <li>• [Interview]</li> <li>• Date of interview</li> </ul> <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 “In many ways, history both begins and ends with questions, which is to say that it never really ends, but is a process.” 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 “In many ways, history both begins and ends with questions, which is to say that it never really ends, but is a process.”*

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

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

		historical interpretations and perspectives  • evaluates the relative significance of factors contributing to the statement	historical interpretations and perspectives  • describes the significance of factors affecting the statement	historical interpretations and perspectives  • demonstrates through sequencing of historical events, some understanding of the statement
		11-15	5-10	0-4
Referencing and Research integrity	15	<ul style="list-style-type: none"> <li>Includes a bibliography at the current approved school standard at the end of the slideshow.</li> <li>Harvard Footnoting</li> <li>Harvard referencing</li> </ul>	<ul style="list-style-type: none"> <li>Includes a limited bibliography at the end of the slideshow. May contain a maximum of 3 errors</li> <li>Footing not to standard</li> <li>Harvard referencing not to standard</li> </ul>	<ul style="list-style-type: none"> <li>No, or extremely poor bibliography at the end of the slideshow</li> <li>No footing</li> <li>Harvard referencing not done</li> </ul>
Total	75			
<b>Total Achieved</b>  				

**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.
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