



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject: Modern History
Teacher: Dr M Armstrong
Topic: Historical Investigation
Weighting: 30%
Date of Notification: 29 November 2018
Due Date: 18 March 2019

Outcomes

MH12-1	Accounts for the nature of continuity and change in the modern world
MH12-2	Proposes arguments about the varying causes and effects of events and developments
MH12-5	Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
MH12-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Task

You are to conduct and present an historical investigation to address the following question.

““Very few tyrants argued for the slavery of the masses. Instead, they argued for their right to protect the people from themselves.” — A.E. Samaan”

To what extent does this quotation reflect the methods used to gain and maintain authority in Nazi Germany, Stalinist Russia, and another totalitarian regime between 1900 and 1999.

ALL WORK IS TO BE SUBMITTED ELECTRONICALLY ON THE DUE DATES.

NOTE:

This is a compulsory assessment task. You are required to be in class on the above stated date to submit the task. You are to make a genuine attempt at the task. Failing to do so may result in the awarding of the grade of 0%. If you will be away on the day, you are required to arrange an extension with your class teacher. If are away from school on the date the task is to be submitted due to an unplanned event, you are required to provide your teacher with a note from a parent/caregiver when you return.

Historical Investigation

The Historical Investigation is to be completed in two parts:

1. Identification and Evaluation of Sources
2. Investigation

SECTION 1 - IDENTIFICATION AND EVALUATION OF SOURCES

400 – 600 words

This section requires students to analyse in detail three (3) sources that they will rely upon in their investigation. At least one source should be primary and at least one source should be secondary. In this section the student shall:

- Include a brief explanation of the nature of the sources that they have selected for detailed analysis, including an explanation of the relevance of that information; and
- With reference to the origins, purpose, and content, the student should analyse the value and limitations of each source in relation to the investigation.

SECTION 2 – INVESTIGATION

1000 – 1200 words

This section of the task consists of the actual investigation (answer to the question).

The investigation must be clearly and effectively organised as an extended response. It must contain critical analysis that is focussed on clearly addressing the question, and must also include a conclusion which specifically addresses the question.

In this section students will use a variety of source and evidence to support their argument. Students should use a mixture of primary and secondary source material.

MILESTONES

As this is largely an individual task, there is a series of milestones which you must meet. Failure to complete all milestones without an extension is a serious indication that you

may not complete the Historical Investigation by the due date and will be considered that you are not applying yourself with diligence, not achieving course outcomes, and failing to make a reasonable attempt. Should this occur a warning letter may be sent.

In undertaking your Historical Investigation you should have completed:

Date Due	Element Completed
22/2/2019	Completed secondary source research, completed annotated bibliography, and drafted plan for Historical Investigation
8/3/2019	Draft of Historical Investigation
18/3/2019	Submit Historical Investigation for assessment.

Marking Guidelines for Historical Investigation

Section 1

400 – 600 words

Criteria	Marks
Student has identified three relevant and appropriate sources Clear and sophisticated explanation of the relevance of the sources <u>to the investigation</u> Explicit analysis of the value and limitations of three of the sources for the investigation with reference to the origins, purpose, and content of the sources	21 – 25
Student has identified three relevant and appropriate sources Clear explanation of the relevance of the sources <u>to the investigation</u> Analysis of the value and limitations of three of the sources for the investigation	16 – 20
Student has identified three relevant and appropriate sources Explanation of the relevance of the sources <u>to the investigation</u> Description of the value and limitations of three of the sources	11 - 15
Student has identified relevant and appropriate sources Explanation of the relevance of the sources <u>to the investigation</u> Mentions the value and limitations of three of the sources	6 – 10
Student has identified relevant and appropriate sources Mentions the value and limitations of three of the sources	1 – 5

Section 2

1000 – 1200 words

Criteria	Marks
The investigation is clear, coherent, and effectively organised The investigation contains well-developed critical analysis that is clearly focussed Evidence from a range of sources is used effectively to support the argument There is evaluation of different perspectives The investigation reaches a reasoned conclusion that is consistent with the evidence and arguments	60 – 75
The investigation is generally clear, coherent, and effectively organised The investigation contains critical analysis that is clearly focussed Evidence from a range of sources is used to support the argument There is evaluation of different perspectives The investigation reaches a justified conclusion that is consistent with the evidence and arguments	45 – 59
The investigation is generally clear and well organised The response moves beyond description to included analysis or critical commentary Evidence from a range of sources is linked to the argument The investigation reaches a justified conclusion that is consistent with the evidence and arguments	30 – 44
There is an attempt to organise the investigation but this is only partially successful The response is primarily descriptive Sources are mentioned but are not used to support the argument The investigation reaches a conclusion	15 – 29
The investigation lacks clarity and coherence and is poorly organised The response contains little or no critical analysis and consists of mostly generalisations Reference is made to sources but there is no analysis of the sources	1 – 14



Guide to Writing a Reference List in HSIE

Why create a reference list?

Most of the work you produce requires referencing to demonstrate that you have researched and considered the ideas of others in researching your topic or presenting your argument. Referencing is also necessary because it prevents you from ‘plagiarising’ which can lead to an automatic fail result. Plagiarism is using someone else’s thoughts, words or ideas and writing them as if they were your own. It is technically stealing and is a breach of ethics. Referencing tells the reader where the original idea can be found.

Source	Bibliography/ Reference list examples
Single author	Glob, PV 1977, <i>The Bog People: Iron-Age Man Preserved</i> , Faber and Faber, London. OR Bourke, S 2008, <i>The Middle East: The Cradle of Civilization Revealed</i> , 2nd ed, Global Publishing, Sydney. [No edition number is given if the source is the first edition of a publication]
Books by multiple authors	Bellingham, D, Whittaker C, & Grant J 1992, <i>Myths and Legends</i> , New Burlington Books, London.
Two or more books in one year by same author	McDermott, B 2001a, <i>Decoding Egyptian Hieroglyphs</i> , 2nd, Duncan Baird Publishing, London. McDermott, B 2001b, <i>Interpreting the Egyptian Book of the Dead</i> , Booker Books, New York. [List books in alphabetical order by title]
No date	Douglas, G, <i>Studying at University: a Student Guide</i> , Waupub, Walcha, NSW.
Edited books	Lawless J, (ed) 2001, <i>Studies in Ancient Egypt</i> , Nelson Thomson Learning, Melbourne, Vic. [Refer to the editor (s) as if they were the author]
Compiled works	Lewis, C 2008, ‘Grass Roots Influence’ in Garret, P, Wong, S & Turnbull, J (eds), 2010, <i>Community Coherence and Social Caretakers</i> , Trinity Press, Shanghai, China. [These are books where each chapter or item is contributed by a different author or where someone compiles a collection of works]
Newspaper, journal or magazine articles	Author known Frost, A 2013, ‘Map it Out’, <i>Delicious</i> , September 2012, p.42. Author unknown – the title becomes the first entry. ‘Ahead of the Herd’, 2012, <i>Feast</i> , July 2012, p.23.
Online podcasts	Duncan, M 2011, 'Abdication', <i>The History of Rome</i> , audio podcast, viewed 16 February 2012, < http://thehistoryofrome.typepad.com/the_history_of_rome/2011/03/129-abdication.html >. <i>Small town salvation</i> 2009, video podcast, Compass Television Program, ABC TV, Sydney, 1 November, viewed 16 February 2012, < http://www.abc.net.au/compass/s2707046.htm >. [Works without an author are listed by the first significant word in their title]
Online video • Youtube • TV program	CwnEnvironment 2012, <i>The Black Death – Worst Plague in History</i> , 5 January, viewed 27 August, 2013 < https://www.youtube.com/watch?v=kScxc9DPnY > <i>Road To Nowhere - Part One - Australian Story</i> (ABC1 Melbourne), television program, 6th February 2012, Australian Broadcasting Service, viewed 27 August, 2013 < http://www.abc.net.au/austory/specials/roadtonowherepartone/default.htm >.
Webpage Author known	Pringle, H 2011, <i>Inca Empire</i> , viewed 20 August 2013, < http://ngm.nationalgeographic.com/2011/04/inca-empire/pringle-text >.
Webpage Author	<i>King Tut the Boy King</i> 2011, viewed 27 August 2013, < http://www.kingtutone.com/ >

unknown	[If author is unknown use the title of the text]
Blog or Wiki	<p>Blog Connell, C 2013, 'So Long Farewell', <i>University of Sydney Blog</i>, weblog post 25 March 2013 viewed 25 August 2013, <http://www.artspacechina.com.au/?cat=8>.</p> <p>Wiki 'A Century of Myer Philanthropy' 2007, <i>PhilanthropyWiki</i>, viewed 19 August 2013, <http://philanthropywiki.org.au/index.php/A_Century_of_Myer_Philanthropy:_The_Opening_Chapter>.</p> <p>[State the owner of the blog or wiki (if known), year, title, weblog or wiki (post or article), view date, and then URL]</p>
Motion pictures, videos and DVDs	<p><i>Sunday too far away</i> 1975, motion picture, South Australian Film Corporation, Adelaide. <i>Indiana Jones and the Last Crusade</i> 2003, DVD recording, Paramount Pictures Los Angeles.</p> <p>[Format: use motion picture, video recording, DVD]</p>
Music recording	<p>Gabriel, P 1980, 'Biko' <i>On 3</i>, audio recording, Charisma, London.</p> <p>[List the artist, year, track, album title, audio recording, recording company and place]</p>