



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject: Modern History
Teacher: Dr M Armstrong
Topic: Revolution! – Historical Investigation
Weighting: 40%
Date of Notification: 18/03/2019
Due Date: 30 July 2019

Outcomes

P3.1 locate, select and organise relevant information from a variety of sources

P3.2 identify relevant problems of sources in reconstructing the past

P3.3 comprehend sources and analyse them for their usefulness and reliability

P3.4 identify and account for differing perspectives and interpretations of the past

P3.6 plan and present the findings of historical investigations, analysing and synthesising

information from a range of sources

P4.1 use historical terms and concepts appropriately

P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

Task - See attached

NOTE:

Late submission will attract a penalty of 10% per day for the first five days. Failure to submit the task prior to the due date may result in communication with family, lunchtime detentions, and other academic penalty

Plagiarism, the unauthorised and/or unacknowledged use of others work, can amount to serious academic misconduct and can result in communication with family, requirement of resubmission, and other academic penalty.

The Task

You are to write an Historical Investigation of 2,000 words addressing the question:

“Assess whether revolutions are fuelled more by fear and coercion than hope and persuasion.”

In your Historical Investigation you must address the Russian Revolution, the Indian Independence Movement, and a modern revolution (from 1500CE to the present) of your own choice. Revolutions you could consider include:

- American Revolution
- French Revolution
- Serbian Revolution
- Iranian Revolution
- Chinese Communist Revolution
- Mexican Revolution
- People Power Revolution (The Phillipines)
- The Mongolian Revolution of 1990
- Cuban Revolution
- Others (after consultation with your teacher)

The investigation must be a written piece of work with no graphics included. You must present your investigation with a cover sheet containing your name, teachers name, date of submission, and word count. It must be typed in either Times New Roman or Arial, 12 point in size, with a 4cm margin on the right hand side.

It is also a requirement that you provide an annotated bibliography of at least four sources you have used (with at least one source being a primary source. Neither the bibliography nor the annotations are included in the word count.

This should be submitted electronically either through Google Classroom or via email to michael.p.armstrong@det.nsw.edu.au

Scaffold

In preparing your answer to this assessment task you should consider the following scaffold:

<p><u>Introduction:</u></p> <p>An overview of your complete essay, including the concept and the main area of debate.</p>	<p>150 words (approx.)</p>
<p><u>Paragraph 1:</u></p> <p>A brief overview of what is meant by fear and coercion and hope and persuasion.</p>	<p>150 words (approx.)</p>
<p><u>Remaining body paragraphs should assess:</u></p> <p>Methods – How fear and coercion are used in each revolution studies</p> <p>Methods – How hope and persuasion were used in each revolution</p> <p>Analysis – Which techniques became more commonly used by revolutionary leaders</p> <p>You could structure your Historical Investigation either thematically (tactics based on fear (two – three paragraphs) and then tactics based on hope (two – three paragraphs) or based on each revolution (paragraphs focused on Russia, India, and revolution of own choice).</p>	<p>1600 words (eg 5 x 320 / 6 x 265)</p>
<p><u>Conclusion:</u></p> <p>Make sure you've actually summed up and ANSWERED THE QUESTION</p>	<p>100 words (approx.)</p>

Marking Criteria

Criteria	Marks
<p>Provides a sophisticated and sustained argument which shows a comprehensive understanding of the selected revolutions</p> <p>Presents a logical, coherent and well-structured argument which clearly identifies relevant key methods of each revolution</p> <p>Supports the argument with detailed, relevant, and accurate historical information</p>	51 - 60
<p>Provides a sound argument which shows a well-developed understanding of the selected revolutions</p> <p>Presents a logical and structured argument which identifies relevant key methods of each revolution</p> <p>Supports the argument with relevant and accurate historical information</p>	41 - 50
<p>Provides a relevant narrative or descriptive response</p> <p>Presents a structured response with some identification of the key methods of each revolution</p> <p>Supports the narrative with relevant historical information</p>	31 - 40
<p>Provides a generalised description</p> <p>Presents a simply structured response</p> <p>Supports the description with limited historical information</p>	21 - 30
<p>Provides limited historical information</p> <p>May be disjointed AND/OR very brief</p>	11 - 20
Limited or Non Serious Attempt	0 - 10

Writing an annotated bibliography

An annotated bibliography provides a brief overview of the available research on a topic. You may be required to briefly summarise the research sources and/or assess the value of the source and/or reflect on the validity of this source material for your assignment task. Each information source is accompanied by a citation that is followed by a brief paragraph. When you write an annotated bibliography, you will need to consider:

1. Purposes
2. Format
3. Writing style
4. Examples

NOTE: APA referencing style is used in this fact sheet.

1. Purposes

The task of compiling an annotated bibliography will help the researcher think about the relevance and quality of the material on a topic. Does the information meet the requirements of the topic? Is the information from a reliable and academically respected source?

2. Format

This will depend on the lecturer's requirements for the task. The bibliographical information may be **descriptive** (see points 1-3 below); or **descriptive+evaluative** (see points 1-5 below). The format should follow this order:

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1. Citation details (set out in the same style as a reference list item)
 2. A short statement that explains the main focus or purpose of the work
 3. A short summary of the theory, research findings or argument (e.g. intended audience, subjects covered, major arguments supported, research methods, conclusions reached, special features)
 4. Consideration of the usefulness and/or limitations of the text for your research (e.g. reliability of the text, credibility of the author, poor features, left-out content, weaknesses in argument)
 5. An evaluative comment on the work that may take into account how this work will fit into your research on a topic (e.g. critical comment, critical reflection that describes the usefulness or relevance of the information for your writing task).

3. Writing style

An annotated bibliography is a piece of formal academic writing and follows the general rules for all academic writing:

- Arrange in alphabetical order
- Write in a SINGLE paragraph (usually about 100-300 words, depending on the format but check with your lecturer)
- Write in full sentences using academic writing style
- Use transition words (e.g. furthermore, moreover, however, therefore ...)
- Be concise – mention only significant details in your summary
- Use examples from other annotated bibliographies to guide and check your writing style
- Do NOT repeat information (e.g. the title) that is already in your citation
- Do NOT cross reference i.e. use any in-text references as you are only writing about a single text.

4. Examples of annotated bibliography entries

When you compose your annotated bibliography, you will need to consider each part of the bibliography. Sentence starters can help you to focus your thoughts on these questions.

	The parts of a bibliography entry	Examples	
Descriptive steps 1-3	1	The citation information should be in the same format as it would be in the reference list - leave a line BELOW the citation	<p>Example of an APA reference</p> <p>Griffiths, T. (1996). <i>Hunters and collectors: The antiquarian imagination in Australia</i>. Melbourne, Australia: Cambridge University Press.</p> <p>For more information, see Academic Skills fact sheets on Referencing for the style required in your subject area.</p>
	2	A short statement of the author's viewpoint	<p>Example of sentence starters</p> <ul style="list-style-type: none"> *In this article, Johnson reviews . . . *This article examines . . . *The authors describe . . . *The author's purpose is to challenge . . .
	3	A short summary of the theory, research findings or argument	<p>Example of sentence starters</p> <ul style="list-style-type: none"> *The main ideas expressed are . . . *Support for these claims is documented . . . *Smith has conducted a thorough investigation of . . . *The author's research focuses on . . .
Descriptive and evaluative steps 1-5	4	Comments on the usefulness and/or limitations of the text for your research	<p>Example of sentence starters</p> <ul style="list-style-type: none"> *The author provides a strong theoretical . . . *The writing style considers a range of audiences . . . *Theories are supported by well-known researchers in this field, such as . . . *There is a lack of supporting evidence . . . *The main limitation of the website . . .
	5	An evaluative comment on the work, taking into account how this work will fit into your research on a topic	<p>Example of sentence starters</p> <ul style="list-style-type: none"> *This article is useful for my research topic . . . * Because the information is up-to-date and from a reliable source . . . * It is relevant to my thesis because . . . * In particular, this article will assist . . .

Words in bold are transition words that help you to connect your ideas in between sentences.

1	→	McFarlane, J.K. (1973). Standards of care—what do we mean by care? <i>Nursing Mirror</i> . 143(23), 40–42.
2	→	The article examines the meaning of the word 'care' within a nursing context.
3	→	The responsibility of nurses to provide care is legitimised in numerous documents, and the author goes on to identify key concepts related to nursing care. In particular , these concepts include assisting, helping and giving a service; offering this service to people who need help with daily living activities and to others who are affected by health deviations or illness of some kind. Moreover , the nurse's caring role is legitimised by the patients. Finally , the article concludes by relating how these concepts are put into operation by using the steps of the nursing process—assessing, planning, implementing and evaluating the patient's need for nursing care. The main limitation of the article
4	→	is that all of the research was exclusively conducted in large city hospitals. Therefore , while the article is useful for an analysis of nursing care, the
5	→	limitations of its research base will require some adaption to meet the needs of this assignment that requires a commentary on services in both city and country area hospitals. (172 words)