



## Year 11 Modern History

# Task 1: Historical Investigation

### Due Date:

Part A: Weekly as formative task submissions

Part B & C: 20<sup>th</sup> March 2025 (7A)

**Task Distributed:** Week 2, Term 1

**Unit:** Historical Investigation

**Task Type:** Research Essay & Source Analysis

**Task Weighting:** 30%

**Outcomes:** MH11-6, MH11-7, MH11-8, MH11-9.

## Task Description

Students develop an understanding of ONE **modern revolution**, through a range of primary and secondary sources and relevant historiographical issues.

### Part A - Formative Task Submissions

Using the scaffolds provided complete all formative tasks on the google classroom, including;

- Selecting a Revolution
- Creating a focus question
- Submitting a proposal
- Locating, assessing and referencing historical sources
- Structuring the essay
- Drafting the essay

### Part B - Essay Submission 1000 words

Create an essay question about your chosen personality using a higher order NESA verb. Answer your essay question, 1000 words. Your research must be referenced, using footnotes in Harvard format. You must have at least 8 sources, including at least 3 primary sources.

### Part C - Source Analysis

You are to select THREE historical sources to analyse using the provided scaffold. You will identify the type, context, value, limitations and contestability of each source.

## NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

## Details of Submission

Students are required to submit soft copies of on the Modern History Google Classroom.

Part A Due: Weekly as formative submissions

Part B & C Due: **Thursday 20<sup>th</sup> March 2025**

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through written feedback.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.
- Upon return of the task, students will also be expected to complete a self-reflection.

## How does this link to my learning?

- Demonstrates a strong knowledge and understanding of course content
- Demonstrates historical skills in the analysis and evaluation of the sources and interpretations
- Demonstrates historical inquiry and research skills

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

# Marking Criteria

## PART B: ESSAY

Criteria:	Marks
<ul style="list-style-type: none"> <li>Provides a clear judgement with a sophisticated and sustained argument which demonstrates a comprehensive understanding of the issue(s) raised in the question</li> <li>Supports the argument with extensive and accurate historical knowledge including relevant evidence and interpretation</li> <li>Inquiry question reflects a sophisticated understanding of historiography.</li> <li>Presents a well -structured, logical and cohesive response using appropriate historical terms and concepts</li> </ul>	17-20
<ul style="list-style-type: none"> <li>Provides a judgement with a coherent argument which demonstrates a sound understanding of the issue(s) raised in the question</li> <li>Supports the response with detailed and accurate historical knowledge including relevant evidence and interpretation.</li> <li>Inquiry question reflects a very good understanding of historiography.</li> <li>Presents a well -structured response using appropriate historical terms and concepts</li> </ul>	13-16
<ul style="list-style-type: none"> <li>Provides a relevant but largely narrative or descriptive response which may contain an implied judgement or understanding of the issue(s) raised in the question</li> <li>Uses sound historical knowledge and understanding including some relevant evidence</li> <li>Inquiry question reflects some understanding of historiography.</li> <li>Presents a structured response using some appropriate historical terms and concepts</li> </ul>	9-12
<ul style="list-style-type: none"> <li>Presents a generalised, mostly relevant or descriptive response</li> <li>Uses some historical knowledge</li> <li>An inquiry question has been formulated.</li> <li>Communicates using some historical terms AND/OR concepts</li> </ul>	5-8
<ul style="list-style-type: none"> <li>Makes general statement(s) in relation to the question</li> <li>Limited or no reference to sources.</li> <li>No inquiry question has been formulated.</li> <li>May use some historical terms AND/OR concepts</li> </ul>	0-4

## PART C: SOURCE ANALYSIS

Criteria:	Marks
<ul style="list-style-type: none"> <li>Provides a properly referenced bibliography that clearly demonstrates evidence of wide and relevant research</li> <li>Provides clear insightful explanations of the value of THREE sources from the bibliography</li> </ul>	9-10
<ul style="list-style-type: none"> <li>Provides a referenced bibliography that demonstrates evidence of relevant research (may have some problems with structure, breadth or quality/number of resources)</li> <li>Provides explanations of the value of THREE sources from the bibliography</li> </ul>	7-8
<ul style="list-style-type: none"> <li>Provides a bibliography that demonstrates evidence of some research (may have serious problems with structure or quality/number of the resources)</li> <li>Provides some comment on sources in the bibliography</li> <li>OR</li> <li>May provide an excellent bibliography with little/no evaluation of sources.</li> </ul>	4-6
<ul style="list-style-type: none"> <li>Provides basic evidence of research</li> <li>Offers little/no comment on the source material</li> </ul>	0-3