

<b>Task Name:</b> Research and Hand in Task	<b>Unit:</b> The History Project – Essay
<b>Task Distributed:</b> Week 1, Term 1 2025	<b>Task Due:</b> 25 <sup>th</sup> July, Friday Week 1 Term 3 2025
<b>Task Type:</b> Research and Hand in Task	<b>Syllabus Outcomes:</b> HE12-1, HE12-2, HE12-3, HE12-4
<b>Task Weighting:</b> 35%	<b>Task number for Course:</b> 3

### Task Description:

The History Project – Essay comprises an argument in response to a focus question, with supporting evidence. The submission should consist of three sections

1. **A Synopsis:**

- 300 words.
- A description of the development of your research question, the ways the essay addresses your research question, the content of your essay and why it was included.

1. **An Essay:**

- Maximum 2500 words. Formal essay structure.
- Your essay should present an argument in response to a precise question that you have formulated. The essay must support the argument with extensive and accurate historical knowledge including a range of relevant evidence, sources and interpretation. You may incorporate primary research. Graphic sources may only be used in the Appendices. The essay should present your own view but should contain material from a range of perspectives and address a historiographical issue.

2. **Reference List:**

- Include a bibliography of the sources used (between 10-20 is expected).
- Select 3 sources from your bibliography and complete an annotation. Maximum 200 words per source. Chose 3 sources that show a range and breadth of research.
- A consistent system of referencing must be used throughout – Footnotes for in-text referencing and Harvard for Reference List.

*Certification of the Project:* A statement by the principal, teacher and student that the project is considered to be an original piece of work carried out by the student must be attached to the final copy of the project.

### 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 <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

### **Details of Submission:**

- The task is marked out of 35 and is worth 35%
- The task should be submitted in the appropriate assessment folder on the Extension History Google Classroom, by 11:59pm on 25<sup>th</sup> July
- Absences on the day will be dealt with in accordance with school policies.

### **Assessment Procedures**

All students should be fully aware of the school assessment procedures. Students should access their 2025 Assessment Guide for more information.

### **Feedback provided**

- The task will be typically returned to students within two school weeks of the submission date.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

### **Self-Reflection Component**

Students will be required to complete a self-reflection google form at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

### **What Areas of Learning will this Assessment Task Report On?**

In this task students will:

- analyse and evaluate different approaches to history and the complexity of factors that shape historical interpretations
- plan, conduct and present a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- communicate through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- construct an historical position about an area of historical inquiry, and discusses and challenges other positions

## Marking Criteria: Essay

Criteria	Mark
<ul style="list-style-type: none"> <li>• A concise synopsis that explains clearly and accurately the questions raised and the arguments to be presented in the essay.</li> <li>• Sophisticated, coherent historical investigation involving analysis, synthesis and evaluation of historical sources from different perspectives and approaches.</li> <li>• Outstanding, detailed and well-structured essay that argues, analyses or evaluates historical questions as posed by the students.</li> <li>• Constructs a sophisticated historical position about a historical inquiry that discusses and/or challenges other positions.</li> <li>• Consistently and accurately includes a wide range of historical views, evidence and supporting sources to support arguments, referenced correctly.</li> <li>• A comprehensive and wide variety of sources presented in correct Harvard format and alphabetical order.</li> <li>• Sophisticated and insightful analyses and evaluation of three relevant and diverse sources.</li> </ul>	30-35
<ul style="list-style-type: none"> <li>• A concise synopsis that explains accurately the questions raised and the arguments to be presented in the essay.</li> <li>• Comprehensive, coherent historical investigation involving analyses, syntheses and evaluation of historical sources from different perspectives and approaches.</li> <li>• Detailed and well-structured essay that argues, analyses or evaluates historical questions as posed by the student.</li> <li>• Constructs a historical position about a historical inquiry that discusses and/or challenges other positions.</li> <li>• Accurately includes a wide range of historical views to support arguments referenced correctly.</li> <li>• A comprehensive list of sources presented in alphabetical order.</li> <li>• Insightful analyses and evaluation of three valuable sources.</li> </ul>	25-30
<ul style="list-style-type: none"> <li>• A synopsis that explains the questions raised and outlines some of the arguments to be presented in the essay.</li> <li>• A sound historical investigation which involves some analysis, synthesis and/or evaluation of historical sources which include some different perspectives and approaches.</li> <li>• Soundly structured essay that answers the historical questions as posed by the student.</li> <li>• Adopts a historical position about a historical inquiry that discusses and/or challenges other positions.</li> <li>• Includes historical views to support arguments referenced correctly.</li> <li>• A list of relevant sources presented in alphabetical order.</li> <li>• Detailed analyses and/or evaluation of three valuable sources.</li> </ul>	17-24
<ul style="list-style-type: none"> <li>• A synopsis that mentions the questions raised and arguments to be presented in the essay.</li> <li>• A basic historical investigation involving limited analysis, synthesis and/or evaluation of historical sources which include some perspectives and approaches.</li> <li>• Essay demonstrates limited structure and attempts to answer the historical questions as posed by the student.</li> <li>• Historical perspectives acknowledged at some point in the essay.</li> <li>• Includes historical views which are referenced.</li> <li>• A list of some sources presented in alphabetical order.</li> <li>• Basic analyses or evaluation of three valuable sources.</li> </ul>	9-16
<ul style="list-style-type: none"> <li>• No synopsis OR Little to no discussion of the essay in the synopsis.</li> <li>• May describes information from historical sources in relation to the question.</li> <li>• Communicates in limited written form, paying no attention to correct essay structure.</li> <li>• Little or no construction of a historical position or discussion of other position.</li> <li>• May provide a list of some sources used in the project.</li> </ul>	1-8