

Task 1: Historical Investigation

Due Date: 12th March 2026 (Thursday Week 7)

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, MH 11-10.

Task Description

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

It is recommended that you choose your personality from one of the following topics:

- Germany 1919 to 1946
- Russia 1984-1994
- South Africa 1890 – 1994
- America 1945 – 1991
- World War One 1914 – 1918

You should discuss your choice with your teacher and seek approval. Other topics may be allowed after discussion with your teacher.

Part A - Formative Task Submissions

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

- Selecting a personality and creating a focus question
- 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 within 1000 words. Your research must be referenced, using footnotes in Harvard format. You must include a bibliography with at least 8 sources, including at least 3 primary sources.

Part C - Source Analysis (150 words each)

You are to select THREE historical sources to analyse using the provided scaffold. You will identify the type, context, perspective, 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 12th March 2026 11:59pm.

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"> Provides a clear judgement with a sophisticated and sustained argument which demonstrates a comprehensive understanding of the issue(s) raised in the question Supports the argument with extensive and accurate historical knowledge including relevant evidence and interpretation Inquiry question reflects a sophisticated understanding of historiography. Presents a well -structured, logical and cohesive response using appropriate historical terms and concepts Correctly references sources using Harvard format and includes a bibliography with at least 8 sources of evidence, including at least 3 primary sources, demonstrating broad research using multiple types of sources. 	17-20
<ul style="list-style-type: none"> Provides a judgement with a coherent argument which demonstrates a sound understanding of the issue(s) raised in the question Supports the response with detailed and accurate historical knowledge including relevant evidence and interpretation. Inquiry question reflects a very good understanding of historiography. Presents a well -structured response using appropriate historical terms and concepts Correctly references sources using Harvard format and includes a bibliography with at least 6 sources of evidence, including at least 1 primary sources, demonstrating some broad research, may use multiple types of sources. 	13-16
<ul style="list-style-type: none"> 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 Uses sound historical knowledge and understanding including some relevant evidence Inquiry question reflects some understanding of historiography. Presents a structured response using some appropriate historical terms and concepts Referenced bibliography with at least 4 sources of evidence, may demonstrate some broad research, may use multiple types of sources. 	9-12
<ul style="list-style-type: none"> Presents a generalised, mostly relevant or descriptive response Uses some historical knowledge An inquiry question has been formulated. Communicates using some historical terms AND/OR concepts Referenced bibliography with some sources of evidence. 	5-8
<ul style="list-style-type: none"> Makes general statement(s) in relation to the question Limited or no reference to sources. No inquiry question has been formulated. May use some historical terms AND/OR concepts May include an attempt at a bibliography with some sources of evidence. 	0-4

PART C: SOURCE ANALYSIS

Criteria:	Marks
<ul style="list-style-type: none"> Provides clear and insightful explanations of the type, context, perspective, value, limitations and contestability of THREE sources from the bibliography, within the allocated word count. 	9-10
<ul style="list-style-type: none"> Provides clear explanations of the type, context, perspective, value, limitations and contestability of THREE sources from the bibliography. 	7-8
<ul style="list-style-type: none"> Provides some explanations of the type and/or context and/or perspective and/or value and/or limitations and/or contestability of at least TWO sources from the bibliography. 	4-6
<ul style="list-style-type: none"> May provide basic explanations of the type and/or context and/or perspective and/or value and/or limitations and/or contestability of at least ONE source from the bibliography. 	0-3

Source Analysis Scaffold (you may restructure in your own format, as long as all sections are accounted for)

Source 1

Harvard Reference	
Type	
Context	
Perspective	
Value	
Limitations	
Contestability	

Source 2

Harvard Reference	
Type	
Context	
Perspective	
Value	
Limitations	
Contestability	

Source 3

Harvard Reference	
Type	
Context	
Perspective	
Value	
Limitations	
Contestability	