Year 11 Modern History

Historical Investigation Assessment Task 2023

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| **TOPIC**: Historical Investigation  | **MARKS:** /30 |
| **SUBMISSION REQUIREMENTS:** Due on Wednesday the 28th of June, 2023 (28/06/23) Week 10, Term 2. This task must be submitted via CANVAS by midnight.  If you are unable to submit your task by the due date and time you are required to submit an illness/misadventure form if it applies to your circumstances.  | **WEIGHTING:**  30% |
| **OUTCOMES TO BE ASSESSED:**MH11-3 **analyses** the role of historical features, individuals, groups and ideas in shaping the past MH11-6 **analyses** and interprets different types of sources for evidence to support an historical account or argument MH11-8plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources  |
| **DIRECTIONAL VERBS:****Analyse -** Identify components and the relationship between them; draw out and relate implications |
| **TASK DESCRIPTION:**This assessment task forms a compulsory part of the Preliminary Modern History course and is designed to further develop relevant investigative, research and presentation skills. To complete this task, you need to complete TWO parts.**Part A: Research and Development (10 marks)*** Develop a question from a topic/focus area of interest.
* Develop a research proposal.
* Question to be submitted for approval by your teacher. **Submit to CANVAS by Week 6.**
* Select a range of historical sources and **analyse** these sources for appropriateness to your investigation.
* Complete ALARM matrix that demonstrates how you mapped out your response.

**Part B: Historical Investigation Response (20 marks)*** **Analyse** the role and contribution of historical personalities, groups and organisations, events or periods in shaping the past.
* Compose a 1,000 word extended response.
* Include a full list of references at the end of the extended response.

This assessment task is to be completed predominately at home, however, you will be provided with research lessons in class. Additional information is located on the assessment task sheet. **Possible topic/focus areas for research may include:*** The Investigation of Historic Sites and Sources.
* The Representation and Commemoration of the Past. e.g. ANZAC Day, Holocaust memorials.
* The Meiji Restoration
* Major revolutions of the Modern world – e.g. Cuba, French, large social movements.
* The impact of Imperialism.
* End of Empires e.g. Ottoman Empire.
* The Enlightenment.
* American Civil War
* Making Changes in the Modern World. e.g Aboriginal Rights, Tent Embassy, Mabo, etc.
* Slavery e.g – Trans-Atlantic Slave Trade.
* Film and History – The accuracy of films. e.g Titanic, 1917, Dunkirk, ctc.
* Historical debates -e.g Involvement in the Vietnam War, The bombing of Hiroshima/Nagasaki.
* Women’s rights movement.
* The study of significant individuals. Eg Che Guvera, Fidel Castro, Martin Luther King Jnr, Malcom X, Amelia Earhart etc.
* The impact of popular culture – inventions, people, places, trends, Hollywood.

**Topic requirements:*** Must be in the Modern World – Approx 1500 CE – Present date.
* Must not be selected from any of the topics studied so far in class.

You do not need to choose a topic from the above list. However, **it is important that you discuss your topic with your teacher before you begin.** |
| **ASSESSMENT CRITERIA:****You must submit:**1. The attached research proposal.
2. Completed ALARM matrix that demonstrates how you mapped out your response. Please see attached.
3. A 1,000-word extended response that answers the research question.
4. A full reference list.
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| **ASSESSMENT MARKING CRITERIA – Research Proposal** |
| **Part A Research and Development****MH11-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources  | **Mark** | **Grade** |
| The student **plans** a well thought out topic and subsequent historical investigation which is demonstrated through a detailed research proposal. The proposal is well-developed and indicates a sophisticated and consistent historical argument. The student has conducted extensive research and all elements of the planning process is completed in detail.  | 9- 10 | A |
| The student **plans** a relevant topic and subsequent historical investigation which is demonstrated through a well-developed research proposal. The proposal is appropriate and indicates a consistent historical argument. The student has conducted various research and all elements of the planning process is complete. | 7-8 | B |
| The student **plans** a relevant topic and subsequent historical investigation which is demonstrated through the research proposal. The proposal indicates a mostly consistent historical argument. The student has completed some research. Most elements of the planning process is complete, but may back detail. | 5-6 | C |
| The student shows some element of **planning** by choosing a topic and conducting the subsequent historical investigation within the research proposal. The proposal lacks consistent historical argument and may be limited in some aspects. Incomplete elements of research process is evident.  | 3-4 | D |
| The student shows little to no evidence of topic development demonstrated through the research proposal.  A limited scope of research, evidenced by the presented historical argument and bibliography, lacks depth. Little to no historical argument presented in this historical investigation. | 1-2 | E |

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| **ASSESSMENT MARKING CRITERIA – Extended response** |
| **Part B Historical Investigation****MH11-3 analyses** the role of historical features, individuals, groups and ideas in shaping the past **MH11-6 analyses** and interprets different types of sources for evidence to support an historical account or argument  | **Mark** | **Grade** |
| The student presents a sophisticated and in-depth **analysis** of the contribution of relevant historical features, individuals, groups or ideas in shaping the past. The response also makes use of a wide variety of sources relevant to the chosen topic of investigation and incorporates these sources into an historical argument in a sophisticated manner.  The investigation demonstrates a highly developed **analysis** of a range of sources to make a judgement on the applicability of the sources to the historical argument presented.  | 17-20 | A |
| The student presents a sophisticated **analysis** of the contribution of relevant historical features, individuals, groups or ideas in shaping the past. The response also uses a variety of sources relevant to the chosen topic of investigation in incorporating these sources into an historical argument. The investigation demonstrated **analysis** of a range of sources to make a judgement on the applicability of the sources to the historical argument presented.  | 13-16 | B |
| The student presents an **analysis** of the contribution of relevant historical features, individuals, groups or ideas in shaping the past. The response uses several sources relevant to the chosen topic of investigation and attempts to incorporate these sources into an historical argument. The investigation attempts an **analysis** of a range of sources to make a judgement on the applicability of the sources to the historical argument presented.  | 9-12 | C |
| The student makes some attempt to **analyse the** contribution of relevant historical features, individuals, groups or ideas in shaping the past. The response uses at least two sources relevant to the chosen topic of investigation and some attempt is made to incorporate these sources into an historical argument.  Some attempt is made at **analysis** of a range of sources to make a judgement on the applicability of the sources to the historical argument presented.  | 5-8 | D |
| The students make little or no attempt to **analyse the** contribution of relevant historical features, individuals, groups or ideas in shaping the past. The response uses at least one source relevant to the chosen topic of investigation with little or no attempt to incorporate sources into an historical argument. Little or no attempt at **analysis** of a range of sources to make a judgement on the applicability of the sources to the historical argument presented.  | 0-4 | E |

**PART A – Research and Development**

**FOCUS QUESTION** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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SUB-QUESTIONS (These questions will form the main points of your paragraphs, what areas are you hoping to investigate?)

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**USEFUL SOURCES IDENTIFIED SO FAR (provide full details)**

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**STAGES REQUIRED TO GET TO FINAL PRODUCT BY SUBMISSION DATE (step by step guide of your development)**

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