



Proposal, Process Log and Annotated Bibliography



Subject:	History Extension
Year:	12
Task:	#1
Due Date:	Term 4, Week 8 (Wednesday in class)
Mark:	/30
Weighting:	30%
Assessment Mode:	Independent Historical Investigation

Outcomes

HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

Marking Criteria:

Students will be assessed on:

- Ability to develop a clear investigation topic and question
- Present research in a clear, logical and cohesive argument
- Engage with evidence and research thoroughly and widely
- Evaluate sources for their contribution to investigations

Submission / Late Policy

Students are expected to submit their assessment tasks during the period the class meets on the due date. Students submitting assessment tasks at the staff room should only submit these tasks to their teacher or a nominated representative from the faculty. If the task is collected by anyone else the student **MUST** ask for a signed submission receipt.

Year 11-12 students will receive a zero for failing to submit their assessment task by the due date unless they have a doctor's certificate stating the nature of their absence. This is in line with NESA's ACE manual.

If you are absent on the due date you must submit the assessment task with a doctor's certificate on the first day that you return to school, whether you have the class or not.

Task Weighting: 30% Due Date: Week 8, Term 4	Part A	15%
	Part B	10%
	Part C	5%
	Total for Task	30%

Instructions:

1. You will conduct an Historiographical Investigation on a topic of your own choice.
2. Your task will consist of THREE parts.
3. Your task is designed to help you prepare and organise your thinking for the Major Essay due in Term 3, 2019.

Part A: Research Proposal (15 marks)

Your proposal will be a written submission and should be presented as a report of no more than 800 words (+/-10%)

Task Guidelines:

- The Proposal should provide an overview of your proposed suitable historiographical topic for investigation. This may be a debate between historians or an analysis of changing interpretations over time.

- **Introduction**

- A description of your topic/area of research and why you chose it

- **Inquiry Question/s**

- What will your focus question be for the final essay?
- What smaller questions will you need to ask along the way to help you build a strong case for your overarching inquiry question?
- What issues might you encounter in attempting to answer these questions?

- **Preliminary Research**

- What sources/historians have you used so far?
- How did you find these sources? Why did you choose them?
- What difficulties have you encountered in your research so far?
- Consider issues that have arisen during your initial research such as context, motive, bias, reliability, availability, interpretation and changes in historiography over time.

- **Historiography**

- Methodology. Where to from here?
- What else do you need to research? Why?
- Do you need to expand the range of sources/historians you are using?
- What methods are you using to research? Websites? Books? DVDs? Site visits? Why are these relevant?

Presentation:

- The proposal should be presented in a report format (with use of headings and subheadings). Avoid bullet-points, even in your bibliography.
- Use a standard 12-point font with 1.5 line spacing.
- The word limit is 700 words (excluding the bibliography).

You should aim to explicitly address your chosen key questions in the proposal and explain how your topic will aim to address or discuss these key questions in the investigation.

Part B: Annotated Bibliography (10 marks)

The bibliography should contain:

- A consistently formatted alphabetical list of all sources used within the initial stages of the project
- An evaluation of **three** of these sources. The evaluations/reviews should
 - be selected for the three most valuable sources used in the history project
 - not exceed **600 words** in total
 - explain the strengths and weaknesses of each source, consider its usefulness and reliability, provide the reasons why it was valuable to the project and the central argument of the essay.

Part B: Process Log (5 marks)

The Process Log should contain:

- A description of procedures.
- A log of the sequential development of the topic.
- A record of major decisions of the project.
- A review: cumulative self, peer and teacher evaluation of the project and record of interviews (if appropriate). That is, you need to write reflective journal entries along the way that show your own thoughts about the research process, any feedback you've received (from teachers or peers) and the discoveries you have made.

You must record the dates on which you complete various parts of your assessment. You may wish to use both written as well as visual elements to record your findings. Consider the log a diary of all of your research.

Your log can not be more than twenty-five A4 pages and must be neatly presented.

Marking Criteria: Proposal

13-15	<ul style="list-style-type: none">● Selects an issue worthy of <i>historiographical</i> investigation and provides a clear description of the debates among historians and/or changing interpretations over time.● Provides a carefully formulated inquiry question that allows for a sophisticated investigation of an appropriate <i>historiographical</i> debate and/or changing set of interpretations.● Provides a brief description of various research methodologies that will help investigate different <i>historiographical</i> perspectives within the selected topic area.● Written content is within the 800-word limit (+ or – 10%).
10-12	<ul style="list-style-type: none">● Selects an issue worthy of <i>historiographical</i> investigation and provides a basic outline of an issue of contestability among historians.● Provides an inquiry question that allows for a thorough investigation of an appropriate <i>historiographical</i> debate and/or changing set of interpretations.● Provides a brief description of research methodologies that could help investigate different <i>historiographical</i> perspectives within the selected topic area.● Written content is within the 800-word limit (+ or – 10%).
7-9	<ul style="list-style-type: none">● Chooses an area of some <i>historiographical</i> relevance and provides a basic outline of related historical issues.● Provides an inquiry question that allows for a thorough investigation of an <i>historical</i> issue with some acknowledgement of related historiographical issues.● Provides a brief description of ONE research methodology that could help to investigate different historiographical perspectives within the selected topic area.● Written content is over the 800-word limit (+ or – 10%).
4-6	<ul style="list-style-type: none">● Chooses a broad area of <i>historical</i> investigation and provides a basic outline of relevant historical events.● Provides an inquiry question that allows for some investigation of an <i>historical</i> issue with cursory acknowledgement of a related historiographical issue.● Provides a list of methodologies that may or may not be helpful to the stated investigation.● Written content is below the 800-word limit (+ or – 10%).
1-3	<ul style="list-style-type: none">● Identifies an area of <i>historical</i> investigation and provides a basic outline of historical events.● May or may not provide an historical inquiry question.● Identifies a methodology that may or may not be helpful to the stated investigation.● Written content is well below the 600-word limit (+ or – 10%).
0	<ul style="list-style-type: none">● Non-serious attempt/ non-submission

Marking Criteria: Annotated Bibliography

9-10	<ul style="list-style-type: none">• Provides a consistently formatted alphabetical list of all sources used• Provides an evaluation of three sources used by explaining their strengths and weaknesses, considering the usefulness and reliability and the reasons each source was valuable to the project and the argument, within the word limit• Adheres to 600 word limit (+/-10%)
7-8	<ul style="list-style-type: none">• Provides a clearly formatted alphabetical list of all sources used• Provides an evaluation of three sources used with some explanation of the strengths and weaknesses, considering the usefulness and reliability and the reasons each source was valuable to the project and the argument• Within 600 word limit (+/-10%)
5-6	<ul style="list-style-type: none">• Provides a satisfactory alphabetical list of all sources used• Attempts an evaluation of three sources used with some explanation of the strengths and weaknesses, considering the usefulness and reliability and the reasons each source was valuable to the project and the argument - may be uneven• May exceed 600 word limit (+/-10%)
3-4	<ul style="list-style-type: none">• Provides an alphabetical list of all sources used within the project.• Describes the strengths and weaknesses of three sources used, with some consideration of their usefulness and reliability and the reasons each source was valuable to the project• May be brief and/or recount and under word limit
1-2	<ul style="list-style-type: none">• Provides a list of sources used within the project• Provides a description of three sources used (may be uneven)• May be brief and significantly under word limit
0	<ul style="list-style-type: none">• Non-serious attempt/non-submission

Marking Criteria: Process Log

5	<ul style="list-style-type: none">• Plans and conducts a substantial historical investigation.• Provides a detailed description of procedures.• Demonstrates a sequential development of the topic and records major decisions of the project.• Provides cumulative self, peer and teacher evaluation of the project and a record of interviews
4	<ul style="list-style-type: none">• Plans and conducts an historical investigation.• Provides a description of procedures.• Provides some evidence of a sequential development of the topic and records some major decisions of the project.• Provides cumulative self, peer and teacher evaluation of the project and a record of interviews
3	<ul style="list-style-type: none">• Plans and conducts an historical investigation.• Provides some description of procedures.• Describes the development of the topic and records some decisions of the project.• Provides some cumulative self, peer and teacher evaluation of the project and a record of interviews (may be uneven).
2	<ul style="list-style-type: none">• Carries out some historical research.• Provides a brief description of procedures.• Describes the development of the topic.• Provides some self, peer and teacher evaluation of the project (may be uneven).
1	<ul style="list-style-type: none">• Attempts to carry out research• Attempts to record processes• Describes topic briefly• May attempt some evaluation
0	<ul style="list-style-type: none">• Non-serious attempt/non-submission
