

**PICTON HIGH SCHOOL  
YEAR 11 MODERN HISTORY  
HISTORICAL INVESTIGATION**

<b>Due Date: Term 2, Week 9 Thursday 25<sup>th</sup> June 2020</b>	<b>Assessment Name: Historical Investigation</b>
<b>TO BE UPLOADED VIA GOOGLE CLASSROOM</b>	
<b>Mark: /20</b>	<b>Weighting: 40%</b>

**SYLLABUS OUTCOMES TO BE ASSESSED:**

**MH11.6** A student analyses and interprets different types of sources for evidence to support an historical account or argument.

**MH11.8** A student plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.

**MH11-9** A student communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**DIRECTIVES TO BE ASSESSED:**

**Analyse:** Identify components and the relationship between them; draw out and relate implications

**Plans:** Undertake a process of preparation

**Communicates:** Conveys knowledge about

**TASK DESCRIPTION:**

You are required to completed a mandatory historical investigation task on the American Civil War:

Your task is comprised of **four** parts:

- Proposal
- Multimodal Presentation
- Reflection
- Bibliography

**You are to develop a historical question around The American Civil War as per the syllabus dot points (attached below) and develop a historical question around your chosen focus area.**

You may choose to focus on the following:

- A significant battle e.g. Gettysburg, Bull Run, Vicksburg
- A significant individual e.g. Abraham Lincoln, Robert E Lee, Clara Barton
- A significant site e.g. Gettysburg,
- A theme e.g. slavery, north vs south
- Representation of the war through a particular film e.g. Lincoln, Gettysburg
- Historical debate e.g. abolition of slavery

You are to demonstrate your process of planning through the completion and submission of the attached proposal which is due to your teacher in **Week 4 of Term 2**. You will present your findings in the form of a **multimodal** presentation with an accompanying written reflection.

## A6: The American Civil War

### Content Focus

Students investigate the causes and consequences of the American Civil War, using a range of sources. The Historical concepts and skills content is to be integrated as appropriate.

### Content

Students investigate:

- the historical context, including:
  - the nature of economic and social differences between the North and the South, and States' Rights
  - slavery, human rights and the growth of the abolition movement
  - the North and the issue of national unity
- the nature of the American Civil War, including:
  - the outbreak of war in 1861
  - key battles of the American Civil War, eg the Battle of Gettysburg
  - the role of different groups during the Civil War, eg soldiers, nurses, slaves
  - the reasons for the Union victory and the immediate consequences of the American Civil War
  - the legacy of the American Civil War
- a relevant historical debate or issue, for example:
  - the causes of the Civil War

### PART ONE – PROPOSAL 5%

You are to submit the completed proposal sheet (attached) to your teacher by the end of Week 4, Term 2. Your proposal should indicate your preliminary research, your proposed topic and question and sources you intend to use.

### PART TWO – MULTIMODAL PRESENTATION (1000 words in total)– 20%

You will present the findings of your historical investigation to the class through a multimodal, five minute presentation. Your presentation can be one of the following:

- Digital Slide Presentation (5 minutes) You may record your voice or present 'live'.
- 5 Minute Short Film
- 5 Minute Vlog

*A multimodal text uses a combination of communication modes – so your presentation, regardless of its format, must include both visual, spoken and written text.*

You will need to present the question or area of study that you have developed followed by the conclusions you have come to through the analysis and use of evidence from sources.

Ensure you include two sources that you have used and demonstrate the analysis you applied in order to extract your information and draw your conclusions.

**PART THREE – WRITTEN REFLECTION (500 words) – 10%**

Your written reflection must focus on the process of historical investigation that you have undertaken. You will need to reflect on the following:

- planning your investigation
- analysis of sources
- problems related to sources
- development and analysis of historical interpretations
- selecting and organising information
- development of conclusions.

**PART FOUR – BIBLIOGRAPHY 5%**

A correctly formatted bibliography with a minimum of 5 sources. You must use a variety of source types.

## MARKING CRITERIA – PART A PROPOSAL

Guideline	Mark/Grade
<ul style="list-style-type: none"><li>• Proposal demonstrates an outstanding ability to analyse sources and form an argument that supports a historical account and argument</li><li>• Outstanding level of planning and collaboration is evident in the proposal.</li><li>• All sections of the proposal have been completed by both student and teacher with a high level of detail</li></ul>	5
<ul style="list-style-type: none"><li>• Proposal demonstrates a high ability to analyse sources and form an argument that supports a historical account and argument</li><li>• High level of planning and collaboration is evident in the proposal.</li><li>• All sections of the proposal have been completed by both student and teacher.</li></ul>	4
<ul style="list-style-type: none"><li>• Proposal demonstrates a sound ability to analyse sources. Student attempts to form an argument that supports a historical account and argument</li><li>• Sound level of planning and collaboration is evident in the proposal.</li><li>• Majority of the proposal has been completed by both student and teacher.</li></ul>	3
<ul style="list-style-type: none"><li>• Proposal demonstrates an inconsistent ability to analyse sources. Student has attempted to form an historical question.</li><li>• Basic level of planning and collaboration may be evident in the proposal.</li><li>• Some sections of the proposal has been completed by both student and teacher.</li></ul>	2
<ul style="list-style-type: none"><li>• Proposal demonstrates little ability to analyse sources or form an historical question.</li><li>• Elementary level of planning may be evident in the proposal.</li><li>• Proposal is incomplete.</li></ul>	1

## MARKING CRITERIA – PART B MULTIMODAL PRESENTATION

Guideline	Mark/Grade
<ul style="list-style-type: none"> <li>• Provides a sophisticated analysis and interpretation of different types of sources for evidence</li> <li>• Presents sophisticated conclusions to support an historical account or argument through the use of relevant evidence from a range of sources</li> <li>• Develops a sophisticated and well-structured multimodal text that is supported by relevant and accurate historical knowledge, concepts and terms</li> </ul>	17-20
<ul style="list-style-type: none"> <li>• Provides a thorough analysis and interpretation of different types of sources for evidence</li> <li>• Presents effective conclusions to support an historical account or argument through the use of relevant evidence from a range of sources</li> <li>• Develops a well-structured multimodal text that is supported by relevant historical knowledge, concepts and terms</li> </ul>	13-16
<ul style="list-style-type: none"> <li>• Provides a sound analysis AND/OR interpretation of sources for evidence</li> <li>• Presents general conclusions, which may support an historical account or argument, through the use of relevant evidence from sources</li> <li>• Develops a structured multimodal text that is supported by relevant historical knowledge, concepts and terms</li> </ul>	9-12
<ul style="list-style-type: none"> <li>• Makes reference to sources for evidence; attempts to provide an analysis of sources</li> <li>• attempts to present conclusions through the use of evidence from sources</li> <li>• Makes reference to the process of conducting an historical investigation</li> <li>• Presents a basic multimodal text that makes use of some historical knowledge, concepts and term</li> </ul>	5-8
<ul style="list-style-type: none"> <li>• Makes limited use of sources for evidence</li> <li>• Limited attempt to reflect upon the process of conducting an historical investigation</li> <li>• Presents limited information through simple oral statements</li> </ul>	1-4

## MARKING CRITERIA – PART C REFLECTION

Guideline	Mark/Grade
<ul style="list-style-type: none"> <li>• Presents a clear and considered reflection of the process of conducting an historical investigation</li> <li>• Sophisticated and well-structured reflection that is supported by relevant and accurate historical knowledge, concepts and terms</li> </ul>	9-10
<ul style="list-style-type: none"> <li>• Presents a considered reflection of the process of conducting an historical investigation</li> <li>• Develops a well-structured reflection that is supported by relevant historical knowledge, concepts and terms</li> </ul>	7-8
<ul style="list-style-type: none"> <li>• Presents a sound reflection on the process of conducting an historical investigation</li> <li>• Reflection is supported by relevant historical knowledge, concepts and terms</li> </ul>	5-6
<ul style="list-style-type: none"> <li>• Attempts to reflect on the process of conducting an historical investigation</li> <li>• Presents a basic reflection that makes minimal use of historical concepts and terms</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• Makes little or no attempt to reflect on the process of conducting a historical investigation.</li> <li>• Presents limited information through simple oral statements</li> </ul>	1-2

## MARKING CRITERIA – PART D BIBLIOGRAPHY

Guideline	Mark/Grade
<ul style="list-style-type: none"> <li>• Student demonstrates a comprehensive ability to locate, select and organise a wide range of sources from a range of source types.</li> <li>• Student uses a minimum of 5 sources presents them in a correctly formatted bibliography.</li> </ul>	5
<ul style="list-style-type: none"> <li>• Student demonstrates a high ability to locate, select and organise a wide range of sources from a range of source types.</li> <li>• Student uses a minimum of 4 sources presents them in a mostly correctly formatted bibliography.</li> </ul>	4
<ul style="list-style-type: none"> <li>• Student demonstrates a sound ability to locate sources.</li> <li>• Some elements of Bibliography may be correctly formatted.</li> </ul>	3
<ul style="list-style-type: none"> <li>• Student demonstrates some ability to locate sources.</li> <li>• Most elements of Bibliography are incorrectly formatted.</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes little or no attempt locate a range of sources</li> <li>• Bibliography is missing or incomplete</li> </ul>	1

# Bibliography and Referencing

## Writing your bibliography

A bibliography is a list of all sources that you have used/referenced in your work. You must reference each source in full (see below). These sources should appear in alphabetical order according to the author's last name. Below is an example of how to reference a book.

**Dennett, B. and Dixon, S., *Key Features of Modern History*, Oxford University Press, South Melbourne, 2005.**

That is last name, first name initial, title of book in Italics, publisher, place of publishing, and year of publishing. Apart from the book cover, most of these details are found behind the title page of the book. The next is a reference for a website.

**Robbins, M., 'The Spectre of Karl Marx', Chicago Tribune, 5<sup>th</sup> July 2013, accessed on 12<sup>th</sup> June, 2014, <http://articles.chicagotribune.com/keyword/karl-marx>**

That is, last name, first initial, title of article, organisation/publisher, date it was 'last updated', date of access and URL. Sometimes this information is not entirely clear and you may need to look a bit harder. Get as much information as you can.

## Referencing your work within your report

Each time you use someone else's ideas and theories, you need to reference them, even if you are not using a direct quote. This does not include general knowledge that is known to most. When using Microsoft Word, with the cursor at the end of the sentence you need to reference, click on 'references' and 'insert footnote'. It should automatically take you down to the bottom of the page with a little number '1'. Write the complete reference the first time you use their work. If you use their work more than once, just write their last name and date of publishing (i.e. Bradley, 1999) <sup>1</sup>. Every reference you use should also appear in your bibliography. Below is an example of referencing using the sources mentioned above<sup>2</sup>.

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<sup>1</sup> Dennett, B. and Dixon, S., *Key Features of Modern History*, p. 23

<sup>2</sup> Robbins, M., 'The Spectre of Karl Marx', Chicago Tribune, 5<sup>th</sup> July 2013, accessed on 12<sup>th</sup> June, 2014, <http://articles.chicagotribune.com/keyword/karl-marx>

# PROPOSAL

Topic/Area of Interest	
Specific Research Question	
Three sub questions to direct your research into the main question	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
Three sources used so far (including how you have used them so far – consider the perspective)	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>



Proposed Inquiry Question

Why have you chosen this topic?

Teacher Feedback on Proposal

Revised Inquiry Question

Teacher Signature and Date:

Student Signature and Date:

## Modern History – Year 11 Historical Investigation Submission Checklist

- I have chosen a topic that meets the syllabus requirements
  
- I have completed my Topic Proposal document outlining my focus question, supplementary questions and reasons for my choice and submitted this page as a hard copy.
  
- My inquiry question begins with either *assess, explain or evaluate*
  
- My multimodal presentation is approximately 1000 words (not including the reference list).
  
- My multimodal presentation answers the 'explain, assess or evaluate' question in a well-structured, coherent answer which has paragraphs that flow & link with one another.
  
- I have referenced all borrowed ideas, quotes or work & re-worded information (unless it is a quote)
  
- I have used in-text or footnote referencing for all ideas, quotes or work
  
- I have a reference list/bibliography at the end of my presentation that is in alphabetical order

