

**PICTON HIGH SCHOOL
YEAR 12 EXTENSION HISTORY
HISTORY PROJECT - ESSAY**

Due Date: Friday 21st August 2020 Term 3, Week 5	Assessment Name: History Project Essay
Mark: /40	Weighting: 40%

SYLLABUS OUTCOMES TO BE ASSESSED:

HE12-1 Analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE 12-2 Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE 12-3 Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE 12-4 Constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

DIRECTIVES TO BE ASSESSED:

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

Evaluate – Make a judgement based on criteria; determine the value of

Construct – Make; build; put together items or arguments

The History Project provides the opportunity for students to design and conduct an investigation into an area of changing historical interpretation. Students develop and refine specific questions for investigation that contribute to their understanding of some or all of the key questions:

- Who are historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have approaches to history changed over time?

Students work independently to plan and conduct their investigation. The investigation provides opportunities to apply the historiographical understanding developed through the course work and/or develop their own approaches to constructing and representing history.

The essay must:

- **be in print form**
- **not exceed 2500 words**
- **include a bibliography of the sources used.**

Students plan and conduct a substantial historical investigation by:

- developing a proposal for an historical investigation
- locating, selecting, analysing, synthesising and evaluating historical information from a range of sources with differing perspectives and interpretations
- reflecting on, and evaluating, the process and product of historical inquiry, through a process log

- constructing an historical position about an area of historical inquiry
- evaluating key sources of evidence in an area of historical inquiry for usefulness and reliability

Students communicate through detailed, well-structured texts to:

- explain and argue for an historical position
- discuss and challenge other historical positions
- analyse and evaluate historical issues
- using appropriate referencing and preparing a bibliography
- maintain the process and documentation of historical inquiry

You must also submit your process log for verification and checking with your final project

MARKING CRITERIA – PROJECT ESSAY
40 MARKS

Guideline	Mark/Grade
<ul style="list-style-type: none"> • Demonstrates thorough and sustained synthesis of relevant ideas, issues and information relating to the area of historical debate or issue. • Effectively applies a range of historians views and a range of sources and makes informed judgements on the usefulness, validity and bias of information that contributed to the historical debate or issue. • Effectively applies and integrates historical and historiographical terms and concepts throughout the essay. • Presents a clear, coherent and well-structured essay that demonstrates highly effective communication, incorporating accurate and appropriate language. • Construct a historical position in response to the precise question and discuss and challenge other positions on the topic. 	33-40
<ul style="list-style-type: none"> • Demonstrates synthesis of ideas, issues and information relating to the area of historical debate or issue. • Applies a range of historians views and a range of sources and makes appropriate judgements on the usefulness, validity and bias of information that contributed to the historical debate or issue. • Applies historical and historiographical terms and concepts throughout the essay. • Presents a clear and well-structured essay that demonstrates effective communication, incorporating accurate and appropriate language. • Construct a historical position in response to the precise question with some discussion and challenge to other positions. 	25-32
<ul style="list-style-type: none"> • Presents ideas, issues and/or information relating to the area of historical debate or issue. • Uses sources and historians and makes some judgements on the usefulness, validity and/or bias of information that contributed to the historical debate or issue. • Uses historical and historiographical terms and concepts within the essay. • Presents a well-structured essay that communicates successfully using appropriate language. • Construct a historical position in response to the question making reference to other positions on the topic. 	17-24
<ul style="list-style-type: none"> • Presents some ideas, issues and/or information which relates to the area of historical debate or issue. • Uses at least one historical source or historian and attempts some judgement on the usefulness, validity and/or bias of information that contributed to the historical debate or issue. • Uses some historical and/or historiographical terms and concepts within the essay. • Presents an essay that demonstrates some communication skills and includes some use of appropriate language. • Construct a historical position in response to the question. 	9-16
<ul style="list-style-type: none"> • States issues and/or information which relates to the area of historical debate or issue. • Describes information from at least one historical source or historian. • Limited use of historical and/or historiographical terms and/or concepts. • Presents an essay that demonstrates limited communication skills. • States a position in response to the question. 	1-8

