



Orange High School

Stage 6

ASSESSMENT TASK

SUBJECT: History Extension

YEAR: 12

TOPIC: Final Project

TASK WEIGHTING: 40%

DATE GIVEN: Week 5 Term 2

DUE DATE: Week 7 Term 3

ASSESSMENT OUTLINE:

-Submit final edited Project including all necessary components. (See attached info)

-Include your Log Book that will verify your own work and your skills in designing, undertaking and communicating historical inquiry.

Outcomes/Content Assessed:

You will be demonstrating that you can:

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

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Non-Completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the RoSA booklet will be followed regarding the non-completion of assessment tasks.

Plagiarism:

Please Note: that plagiarism, the using of the work of others without acknowledgement, will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

History Project

The history project provides the opportunity for students to design and conduct an investigation in an area of changing historical interpretation. Students develop and refine specific questions for investigation that add to their understanding of the key questions:

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

Percentage of Course Time: 40%

Components of the History Project

Purpose	A project in which students investigate one or more significant historical questions in a topic area of their own choice
Process	<ul style="list-style-type: none">• Designing the investigation• Conducting the investigation• Presenting the findings from the investigation
Presentation	<ul style="list-style-type: none">• The proposal: outline of focus questions, pre-reading and anticipated research strategies• The essay: synopsis and essay• The bibliography: source list and selected annotations• The process log: sequence of the process, personal reflections on, and evaluation of, methodology and validation of student work• Certification: a statement of authenticity signed by the principal, teacher and student
Assessment	Criteria for assessing the project are based on: <ul style="list-style-type: none">• knowledge and understanding of key historical and historiographical terms, concepts and issues• knowledge and understanding of significant historiographical processes• knowledge, understanding and skills in historical inquiry• knowledge, understanding and skills in historical communication

The Essay

The essay should contain:

- **Synopsis (5 Marks)**
 - this will be a brief description (300 words) on the development of the precise question that provides the focus of the essay; the ways the essay addresses the precise question; the content used in the essay and why it was included.
- **Essay (20 Marks)**
 - the essay is an argument in response to a precise question with evidence in support, the sources of which are acknowledged. It will be in written form and may be accompanied by appropriate graphic texts only as appendices (apart from short explanatory captions). The essay must not exceed 2,500 words. The essay should contain material from a range of perspectives, including the student's own views. A consistent system of referencing should be used to acknowledge the use of sources.
- **Bibliography (5 Marks)**

The bibliography should contain:

- a consistently formatted alphabetical list of all sources used within the project
- evaluation (annotations) of three of these sources. The 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, considering its usefulness and reliability and the reasons it was valuable to the project and the central argument of the essay.

The Process Log (*Unmarked but required as proof of original work for NESAs*)

The process log should contain:

- description of procedures
- log of sequential development of the topic
- record of major decisions of the project
- review: cumulative self, peer and teacher evaluation of the project and record of interviews.

Certification of the Project (*NESA Requirement*)

A statement by the principal, teacher and student that the project is considered to be an original piece of work carried out by the student must be attached to the final copy of the project.

Certification is required to ensure that each submitted work is wholly the work of the student entered for the Higher School Certificate and has been completed under the supervision of the teacher. The Office of the Board of Studies will provide a certification form for this purpose. If the supervising teacher cannot certify the student's work the school must complete a non-certification report document.

It is essential that:

- aspects of the process of development of the project take place in school time
 - work completed away from school is regularly monitored by the supervising teacher
 - each student sign a statement, witnessed by the supervising teacher, that the submitted major work is their own work
 - the process log be submitted with the essay. This requirement is necessary for verification of authenticity and will be referenced in the case of appeals being made to the Board of Studies.
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Marking Criteria

Synopsis

Criteria	Marks
<ul style="list-style-type: none">• Concise description of focus question• Clear and thorough summation of content based on one or more key questions	4-5
<ul style="list-style-type: none">• Suitable description of focus question• Reasonable summation of content based on one or more key questions	2-3
<ul style="list-style-type: none">• Limited description of focus question• Limited explanation of link between content and one or more key questions	0-1

Essay

Criteria	Mark
<ul style="list-style-type: none">• Sustained, cohesive and extensive argument based on one or more key questions• Range of perspectives presented very coherently (including student's own)• Extensive analysis and synthesis of information• Extensive evaluation of the significant historiographical question(s)	18-20
<ul style="list-style-type: none">• Sustained, cohesive and thorough argument based on one or more key questions• Range of perspectives presented (including student's own)• Thorough analysis and synthesis of information• Reasonable evaluation of the significant historiographical question(s)	14-17
<ul style="list-style-type: none">• Attempts an argument based on one or more key questions.• Some perspectives presented (may include students own)• Some analysis and synthesis attempted• Attempted evaluation of the significant historiographic question(s)	10-13
<ul style="list-style-type: none">• Basic argument in terms of coherence and linkage with one or more key questions• Basic range of perspectives presented/limited details or explanations/limited or non-existent student perspective• Basic analysis and/or synthesis of information• Basic evaluation of the significant historiographical question(s)	6-9
<ul style="list-style-type: none">• Limited argument in terms of coherence and linkage with one or more key questions• Limited range of perspectives presented/limited details or explanations/limited or non-existent student perspective• Limited or no analysis and/or synthesis of information• Limited or no evaluation of the significant historiographical question(s)	1-5

Bibliography

Criteria	Marks
<ul style="list-style-type: none">• Accurate, consistent, alphabetical method of referencing• At least five sources provided, of which three are evaluated clearly as required• These evaluations, thoroughly explain the strengths, weaknesses, usefulness and reliability of each source	4-5
<ul style="list-style-type: none">• Reasonably accurate and consistent alphabetical method of referencing• At least five sources provided, of which three are evaluated satisfactorily• These evaluations reasonably explain the strengths, weaknesses, usefulness and reliability of each source	2-3
<ul style="list-style-type: none">• Inaccurate/inconsistent/unordered referencing• Limited provisions of sources with limited evaluations not explaining clearly strengths, weaknesses, usefulness and reliability of each one	0-1