ST JOSEPH'S NUDGEE COLLEGE
MODERN HISTORY

SEMESTER I, 2017
YEAR ELEVEN
RESEARCH ASSIGNMENT

LENGTH : YEAR II - 1000-1500 words

DUE DATES : DRAFT – May 8th
FINAL - May 17th

TASK
Write an analytical response, in proper essay form, to ONE of the following questions.

a) ‘Some people talk as if the (Russian) revolution was an evil element ... without any cause ... not the absolutely logical and inevitable result of the particular form of bad government ... in (Tsarist) Russia.”

Do you agree, partly agree, or disagree with the above statement? Support your hypothesis with evidence.

b) “Through Terror and control, Stalin completely muzzled dissent and achieved total obedience.”

Do you agree, partly agree, or disagree with the above statement? Support your hypothesis with evidence.

c) “Stalin’s economic achievements were remarkable from the purely material point of view ... but occurred ... with absolute disregard for the welfare and wishes of his subjects.”

Do you agree, partly agree, or disagree with the above statement. Support your hypothesis with evidence.

CONDITIONS OF TASK
A) Answer in correct historical essay format.
B) Correct bibliography and referencing must be used.
C) All notes, drafts and the GUIDE TO RESEARCH must be completed and submitted.
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<td>1. Planning and using an historical research process</td>
<td>The student: * identifies conceptually complex issues for investigation, devises and focuses historical research questions and appropriate sub-questions * demonstrates initiative by locating and organizing primary and secondary sources that offer a range of perspectives * creates and maintains detailed, systematic, coherent records of research that demonstrate the interrelationships of the aspects of the inquiry * demonstrates critical reflection during research to make valid choices about direction or emphasis</td>
<td>The student: * identifies significant issues for investigation and devises historical research questions and appropriate sub-questions * demonstrates initiative by locating and organizing primary and secondary sources that are relevant and offer different perspectives * creates and maintains systematic, coherent records of research that demonstrate effective applications of the aspects of inquiry * demonstrates reflection during research and revises the process where necessary</td>
<td>The student: * devises or applies straightforward historical research questions and sub-questions that involve simple issues and familiar concepts * locates and organizes some relevant sources * presents a record of research that demonstrates some of the aspects of inquiry * responds to obvious issues that emerge in the research process</td>
<td>The student: * uses closed, factually based historical research questions * locates some relevant sources * presents a record of research that demonstrates some of the aspects of inquiry</td>
<td>The student: * usually relies upon others to frame questions * locates some information in sources provided * provides fragmented and often irrelevant evidence of research, if any</td>
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<td>2. Forming historical knowledge through critical inquiry</td>
<td>In response to historical questions, the student uses a * diversity of primary and secondary sources to: - comprehend and apply explicit and implicit meanings - analyse to identify explicit and implicit patterns of information and categorise evidence - perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of the production of a source - corroboreate primary and secondary sources * evaluates the relevance, representativeness, likely accuracy and likely reliability of sources * synthesizes evidence from primary and secondary sources to justify insightful decisions</td>
<td>In response to historical questions, the student: * uses primary and secondary sources to: - comprehend explicit and implicit meanings - analyse to identify explicit patterns and allocate information to categories - interpret values and motives and identify perspectives - evaluates the relevance, likely accuracy and likely reliability of sources * synthesizes evidence from primary and secondary sources to make reasoned decisions</td>
<td>In response to historical questions, the student: * generally uses primary and secondary sources to: - comprehend explicit meanings - identify simple and familiar concepts, values and motives that are explicit - analyse to identify obvious themes or patterns - recognize relevant sources - detect bias in sources * refers to mainly secondary sources to make obvious decisions</td>
<td>In response to historical questions, the student: * includes some information relevant to a factual inquiry * comprehends some factual detail in a basic historical source * recognizes information with some common characteristics in a basic historical source.</td>
<td>In response to historical questions, the student: * presents responses to basic historical research questions that: - incorporate some reference to sources of historical evidence - convey meaning that is discernible despite frequent errors in vocabulary, style and conventions - uses some elements of a recognized system of referencing * presents responses to basic historical research questions that: - incorporate some reference to sources of historical evidence - convey meaning that is discernible despite frequent errors in vocabulary, style and conventions - uses some elements of a recognized system of referencing * presents responses to basic historical research questions that: - incorporate some reference to sources of historical evidence - convey meaning that is discernible despite frequent errors in vocabulary, style and conventions - uses some elements of a recognized system of referencing * presents responses to basic historical research questions that: - incorporate some reference to sources of historical evidence - convey meaning that is discernible despite frequent errors in vocabulary, style and conventions - uses some elements of a recognized system of referencing</td>
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<td>3. Communicating historical knowledge</td>
<td>On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student: * consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships amongst them * presents coherent, valid historical arguments that: - incorporate concepts of change and continuity over time - use extensive vocabulary in a succinct and effective manner - accord closely with the style and conventions applicable to the format of the task - refer to evaluation processes without disrupting the argument - incorporate direct and indirect references to diverse relevant historical evidence - accurately use the conventions of a recognized system of referencing * meets stipulated or negotiated requirements of tasks for length, format or scope of responses</td>
<td>On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student: * usually communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people * presents coherent, credible historical arguments that: - refer to the causes and consequences of changes and continuities over time - use vocabulary effectively - accord for the most part with the style and conventions applicable to the task - incorporate direct and indirect reference to relevant historical evidence - use appropriate conventions of a recognized system of referencing * meets stipulated or negotiated requirements of tasks in most instances</td>
<td>On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student: * communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, development and people * presents coherent responses that: - use some historical concepts - incorporate some direct reference to appropriate sources of historical evidence - are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions * uses some elements of a recognized system of referencing * meets stipulated or negotiated requirements of tasks</td>
<td>On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student: * communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, development and people * presents coherent responses that: - use some historical concepts - incorporate some direct reference to appropriate sources of historical evidence - are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions * uses some elements of a recognized system of referencing * meets stipulated or negotiated requirements of tasks</td>
<td>On balance, across brief written forms, extended prose in test conditions, assignment presentations, and in multi-modal formats, the student: * communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, development and people * presents coherent responses that: - use some historical concepts - incorporate some direct reference to appropriate sources of historical evidence - are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions * uses some elements of a recognized system of referencing * meets stipulated or negotiated requirements of tasks</td>
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1. GUIDE TO RESEARCH

A. You will need to read or view the research topic and underline the key words, phrases or items. List these now, and define the meaning of these words:

Read at least TWO general secondary sources to get an overview of the period you are researching.
(Author, Date of Publication, Name of Book, Publisher, Place of Publication.)

1. ..........................................................................................................................................

2. ..........................................................................................................................................

FLOWCHART/ DIAGRAM OF TOPIC AND ITS RELATED COMPONENTS

[Diagram of interconnected circles representing the topic and its related components]
2.

B. Using the key words or phrases with which you are already familiar, frame your initial research questions. These can be refined or revised at any stage of the research.

INITIAL RESEARCH/TOPIC QUESTIONS:
1. ......................................................................................................................................
2. ......................................................................................................................................
3. ......................................................................................................................................
4. ......................................................................................................................................
5. ......................................................................................................................................
6. ......................................................................................................................................

C. SUPPLEMENTARY RESEARCH QUESTIONS (Write down any additional research questions which emerge during the enquiry process here.)

1. ......................................................................................................................................
2. ......................................................................................................................................
3. ......................................................................................................................................
4. ......................................................................................................................................
5. ......................................................................................................................................

D. Read these sources and make notes on pages formatted like pages 4-5 headed Research/topic question. Each page should have one of your research questions as a heading. Notes should be in point or diagrammatic form rather than linear, although be careful to accurately copy quotations that you may use. As you make notes also fill in the Reflections column on that page, as well as keeping a careful Reading Log of your progress (page 3).

Take care to list all your books on a BIBLIOGRAPHY SHEET, with all the publishing details (see Referencing in Introductory Booklet). Number each book, as you list it, and then, when you find information for your separate topics, you can just cite the book number and the page where you found the information, e.g. 1:48 (Book 1 Page 48)

Your most relevant books must have an annotated bibliography (page 9)
E. **READING LOG**  Your responses to issues as they arise and self assessment

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<th>WEEK 6</th>
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4. RESEARCH NOTES

(You will need to copy this page, for each research question. All pages are to be numbered and stapled to this page to show evidence of your ability to find information and process it.)

Research/Topic Question:

<table>
<thead>
<tr>
<th>BOOK/SITE AUTHOR &amp; PAGE NO.</th>
<th>INFORMATION (QUOTED OR SUMMARISED)</th>
<th>REFLECTIONS (QUALITY OF INFORMATION, PERSPECTIVE, POSSIBLE BIAS, CORROBORATION)</th>
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5. RESEARCH QUESTION/TOPIC PARAGRAPH:

For each Research question/topic you now need to organise and reorganise your notes summarising your sources, as you decide on the evidence you need to make a topic paragraph.

**Step 1:** Choose your first Research question/topic and read through all your notes and decide if you have answered the Question.

**Step 2:** Change your research/topic question into a statement. This becomes the Topic Sentence for your paragraph.

**Step 3:** Now summarise the information on the page into an effective paragraph, providing evidence to support the statement you have made in your topic sentence. (NB. You may need to edit your information.)

**Step 4:** Have you footnoted all the sources you used? Go back now and write them in parenthesis. Remember to use the authors surname, date published, page number, e.g. (Collins,1987,p.21)

**Step 5:** Repeat these four (4) steps for the other research questions.

**Step 6:** Organise your paragraphs and then write a sentence at the conclusion of each paragraph linking this paragraph with the next.
6. From your notes, can you establish an overall focused question, hypothesis or thesis?
Draft this question, hypothesis or thesis

INITIAL HYPOTHESIS/ THESIS/ QUESTION – (WORKING DRAFT).

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G. What information do you now need to find from primary sources?

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H. What information do you now need to find from secondary sources?

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I. Write your **Final Hypothesis / Thesis / Question** - for your research assignment.

**Hypothesis**

J. Now you are ready to put your assignment together.

1. **Introduction**: this involves presenting your thesis and a preview of the arguments.

2. **Body of Essay**: this involves presenting paragraphs which contain:
   - a topic sentence with the argument
   - supporting evidence/ facts
   - identification of all quotations, ideas and paraphrasing by referencing (see your Introductory booklet and Record Book).

3. **Conclusion**: this involves restating the thesis.

K. **Finally**, when you hand in your assignment, you must staple it to the last page of this assignment booklet. Make sure that your assignment is in the correct order:
   1. Hypothesis - on first page
   2. Assignment
   3. Appendix (for all diagrams and documents)
8.
ROUGH BIBLIOGRAPHY SHEET

Enter all the sources to which you are going to refer. These may include: books, reference texts, periodicals, newspapers and vertical files, audio tapes, filmstrips, Internet, photographs, diagrams etc.

<table>
<thead>
<tr>
<th>BOOK</th>
<th>Author</th>
<th>Publication date</th>
<th>Title of Book</th>
<th>Publisher</th>
<th>Place of Publication</th>
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<tr>
<td></td>
<td>Anderson, T.J.</td>
<td>1987</td>
<td>Egypt of the Nile</td>
<td>Penguin Books</td>
<td>Melbourne, Aust</td>
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INTERNET SOURCES:

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<th>Author Surname, Initial</th>
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<th>Title of article</th>
<th>Publisher</th>
<th>Date Accessed</th>
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9.

ANNOTATED BIBLIOGRAPHY

Complete an annotated bibliography of your most relevant SOURCES, indicating how they assisted your research. Refer to sheet on annotated bibliography. (You may copy the format of this sheet for your sources)

SOURCE ________________________________________________________________

(Author, Date of Publication, Name of Book, Publisher, Place of Publication.)

REVIEW:

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SOURCE :

(Author, Date of Publication, Name of Book, Publisher, Place of Publication.)

REVIEW:

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SOURCE :

(Author, Date of Publication, Name of Book, Publisher, Place of Publication.)

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