

Category 2: Written research task

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Centenary State High School

2007

About this task

This Category 2: Written research task is a summative task that assesses Criteria 1, 2 and 3. Student research will show evidence that the theme and the inquiry topic will be shaped by the focus questions that students develop under the inquiry aspects, namely:

- definitions
- sources
- backgrounds, changes and continuities; motives and causes
- effects, interests and arguments
- reflections and responses.

This sample demonstrates:

- characteristics of format
- length requirement
- authentication of the research process
- teacher involvement
- origin of research question.

This annotated sample is intended to be a guide to help teachers plan and develop assessment tasks for individual school settings.

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Queensland Studies Authority

Ground floor, 295 Ann Street, Brisbane. PO Box 307, Spring Hill Queensland 4004

Phone: (07) 3864 0299; Fax: (07) 3221 2553; Email: office@qsa.qld.edu.au; Website: www.qsa.qld.edu.au

Purposes of assessment

The purposes of assessment are to provide feedback to students and parents about the learning that has occurred and to provide feedback to teachers about the teaching and learning processes. Assessment also provides information on which to base judgments about how well students meet the general objectives of the course.

In designing an assessment program, it is important that the assessment tasks, conditions and criteria be compatible with the general objectives and the learning experiences. Assessment then becomes an integral aspect of a course of study. More information on school-based assessment is available from the QSA website.

Developing assessment tasks

An assessment task is work undertaken by a student in response to an assessment instrument and learning experiences and is outlined in a task sheet. In describing assessment tasks to students, teachers need to ensure that:

- the techniques and instruments chosen allow students to demonstrate achievement in the particular objective or objectives
- the tasks are written in clear, unambiguous language, thereby ensuring that the teacher and the student have the same understanding
- the criteria for both formative and summative assessment always refer to the individual's achievement, even if assessment has involved group work
- in the assessment of students, the guidelines for quality and equity apply; these are available from the QSA website
- task conditions, which are to be consistent with the conditions described in the syllabus, are stated on task sheets.



MODERN HISTORY

YEAR 12

Theme identified.
Preferred practice.

Theme 13: Studies of Change

Written assignment,
produced as a result of the
development of a valid
research question and/or
hypothesis.

Category 2: Written Research Assignment

Semester #, 200#

This task is
assessing Criteria
1, 2 and 3.

CRITERIA 1, 2 & 3

SUMMATIVE

Name: _____ Teacher: _____

Due Date: _____

Genre nominated.

TASK:

You have been commissioned by *The Bulletin* to write a feature article concerning your perspective on the following:

- ***In what ways have relations between Indigenous and Non-indigenous Australians changed over the last one hundred years?***
- ***Evaluate the significance of the changes that have occurred.***

You are required to write a brief **rationale** that acknowledges the origins of your research question / hypothesis.

INSTRUCTIONS:

- Research this topic in depth, then using your research findings, formulate and develop a hypothesis.
- Your article must have a title which will reflect your hypothesis.
- Your position on the various issues you have researched, supported by evidence, must be reflected in the article.
- You should develop your own focus questions.
- You will be given class-time to assist with your research.
- Judicious teacher consultation and feedback will be given.
- The booklet will act as a guide through the steps required.

A brief rationale will acknowledge the origin of the research question/ hypothesis.

The origin of the question may have come from particular sources or from a particular line of discussion, for example. See syllabus, page 50.

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- The reading of primary and secondary resource material should be evident.
- An annotated bibliography must be included.
- A separate handout will assist you with the format of a feature article and preparation of end notes.
- You must also hand in ALL your notes, drafts and reflections.
- Your article should be 1000 – 1500 words.

School preference. Not a syllabus requirement.

TIMELINE:

1. Proposed hypothesis _____
2. Focus questions _____
3. Rough draft _____
4. Final copy _____

Scaffolding provided to assist students through the inquiry process.

GUIDE TO RESEARCH

Stepping Stones Through The Process

1. Read the research topic or question and underline key words or phrases. Discuss it with your teacher if necessary and complete planner.
2. Consult two general secondary sources to get an overview of the period you are researching.
 - a. _____
 - b. _____
 - c. _____

3. Identify your topic and propose your hypothesis.

Teacher's Signature: _____ **Date:** _____

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4. Heading your research pages and submitting focus questions.

NOTE: These can be refined or revised at any stage of the research.

Initial Focus Questions

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____

5. Note taking

Notes should be handwritten and annotated. You must ensure that you critique sources based on the following criteria:

- I. **Reliability-** When and where was this source written and by whom?
- II. **Relevance-** How relevant is this source to the key / focus question?
- III. **Representativeness-** What point of view is being represented by this source?
- IV. **Accuracy-** How accurate are the details provided by the source?
- V. **Authenticity-** Is this source providing first hand details of the time being studied or have parts, or all of it, been altered?

6. You may need to check with your teacher at this stage. Consult your sources more thoroughly. What information do you specifically need?

Revised Hypothesis:

7. Revised Key Questions

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____

8. Draft

Be sure to hand in a complete draft to your teacher with an annotated bibliography.

CHECKLIST	<input checked="" type="checkbox"/>
<p>SUBJECT MATTER:</p> <ol style="list-style-type: none"> 1. Have I selected a topic of interest to the intended audience? 2. Have I organised my feature article using an appropriate structure including: <ul style="list-style-type: none"> - a title - a lead and by-line - an introductory paragraph - a perspective paragraph - sufficient detail and supporting comment - conclusion - photos or illustrations - endnotes <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: 200px;">Genre requirements described clearly.</div>	
<p>LANGUAGE FEATURES:</p> <ul style="list-style-type: none"> • Does my title and lead paragraph encourage the reader want to read on? • Is the tone appropriate for the type of magazine and audience? • Have I included quotations if appropriate? 	
<p>EDITING</p> <ul style="list-style-type: none"> • Does my feature article use columns? • Have I used an interesting and appealing layout? • Does my feature article have correct spelling, punctuation and grammar? 	

Final Copy

Teacher's Signature: _____

Date: _____

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POSSIBLE GUIDE QUESTIONS FOR THE STAGES OF INQUIRY

IDENTIFY	BEGIN SEARCH	FRAME	EXTEND SEARCH	ANALYSE	CONCLUDE (ACT)	REVIEW
What is the ISSUE ?	What do I need to KNOW ?	What questions do I ASK ?	What information do I GATHER ?	Is my information RELEVANT ?	Is my initial finding VALID ?	Was my inquiry SUCCESSFUL ?
WHY is it an issue?	What RESOURCES do I need?	Are my questions CLEAR ?	Is my information SUFFICIENT ?	Are there TRENDS in my information?	Is my view CHANGING ?	Were my techniques APPROPRIATE ?
What is my involvement in the issue?	Where do I FIND these resources?	Do my questions cover the WHOLE issue?	Are there OTHER points of view?	Is my information RELIABLE ?	Are there OTHER conclusions?	What is MY attitude to the issue NOW ?
What is the CONTEXT of the issue?	Have I ORGANISED my material?	Have I formed a HYPOTHESIS to answer these	Do I need MORE information?	Can I suggest EXPLANATIONS ?	How will I PRESENT my findings?	Is there ANOTHER way to present my case?
EXPLAIN the issue	Do I need ASSISTANCE ?	Which investigation TECHNIQUE ?	APPLY the investigation	Do I need to ALTER my hypothesis?	Can I draw FINAL conclusions?	Was my research FLAWED ?
NOTES:			t h i			

Process questions that may assist some students.

REFLECTIONS

You should complete this at regular intervals during your research.

Date	Reflections
	<div data-bbox="1144 443 1424 682" style="border: 1px solid black; padding: 5px;"> <p>Reflections will indicate valid changes in direction or emphasis made during the research process.</p> <p>This requirement encourages students to provide evidence of aspects of Criterion 1.</p> </div>
	<div data-bbox="513 779 862 957" style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Multiple pages of this template can be provided for use by students. Alternatively, students may be able to access the template on the school intranet for copying purposes.</p> </div> <div data-bbox="1144 695 1424 957" style="border: 1px solid black; padding: 5px;"> <p>The school has chosen to ask students to record 'reflections' on a set template; however, this evidence can be provided through other means. There is no set way of demonstrating this aspect of the criteria.</p> </div>

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YEAR 12 WRITTEN RESEARCH TASK CRITERIA SHEET

CRITERIA	A	B	C	D	E
<p>Criterion 1: Planning and using an historical research process</p>	<p>The student:</p> <ul style="list-style-type: none"> identifies conceptually complex issues in relations between Indigenous and Non-indigenous Australians for investigation, and devises and focuses historical research questions and appropriate sub-questions demonstrates initiative by locating and organising primary and secondary sources that offer a range of perspectives on aspects of the relationship creates and maintains detailed, systematic, coherent records of research that demonstrate the interrelationships of the aspects of inquiry demonstrates critical reflection during research to make valid changes in direction or emphasis. 	<p>The student:</p> <ul style="list-style-type: none"> identifies significant issues in relations between Indigenous and Non-indigenous Australians for investigation and devises historical research questions and appropriate sub-questions demonstrates initiative by locating and organising primary and secondary sources that are relevant and offer a range of perspectives on aspects of the relationship 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. 	<p>The student:</p> <ul style="list-style-type: none"> devises or applies straightforward historical research questions and sub-questions that involve simple issues and familiar concepts about relations between Indigenous and Non-indigenous Australians locates and organises some relevant sources maintains a record of research that reflects a basic understanding of the aspects of inquiry responds to obvious issues that emerge in the research process 	<p>The student:</p> <ul style="list-style-type: none"> uses closed, factually based historical research questions about relations between Indigenous and Non-indigenous Australians locates some relevant sources presents a record of research that reflects some of the aspects of inquiry. 	<p>The student:</p> <ul style="list-style-type: none"> usually relies upon others to frame questions about relations between Indigenous and Non-indigenous Australians locates some information in sources provided provides fragmented and often irrelevant evidence of research, if any.

Task-specific criteria that accurately reflect syllabus standards

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<p>Criterion 2: Forming historical knowledge through critical inquiry</p>	<p>In response to historical questions, the student:</p> <ul style="list-style-type: none"> • uses a diversity of a range of primary and secondary sources to: <ul style="list-style-type: none"> - comprehend and apply explicit and implicit meanings - analyse to identify implicit and explicit patterns of information and categorise evidence - perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of a source's production - corroborate primary and secondary sources • evaluates the relevance, representativeness, likely accuracy and likely reliability of sources • synthesises evidence from primary and secondary sources to justify insightful decisions about the significance of changes in the relationship. 	<p>In response to historical questions, the student:</p> <ul style="list-style-type: none"> • uses primary and secondary sources to: <ul style="list-style-type: none"> - comprehend explicit and implicit meanings - analyse to identify explicit patterns and allocate information to categories - interpret values and motives and identify perspectives - corroborate secondary sources • evaluates the relevance, likely accuracy and likely reliability of sources • synthesises evidence from primary and secondary sources to make reasoned decisions about some significant changes in the relationship. 	<p>In response to historical questions, the student:</p> <ul style="list-style-type: none"> • generally uses primary and secondary sources to: <ul style="list-style-type: none"> - comprehend explicit meanings - identify simple and familiar concepts, values and motives that are explicit - analyse to identify obvious themes or patterns - recognise relevant sources - detect bias in sources • refers to mainly secondary sources to make obvious decisions about aspects of changes in the relationship. 	<p>In response to historical questions, the student:</p> <ul style="list-style-type: none"> • generally, when dealing with historical sources <ul style="list-style-type: none"> - identifies basic explicit facts - comprehends some of the explicit meaning - groups information according to identified classifications • where decisions are made about the changes in the relationship, supports them mainly with opinions. 	<p>In response to historical questions, the student:</p> <ul style="list-style-type: none"> • includes some information relevant to a factual inquiry • comprehends some factual detail in a basic historical source • recognises information with some common characteristics in a basic historical source about the changes in the relationship.
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<p>Criterion 3: Communicating historical knowledge</p>	<p>The student:</p> <ul style="list-style-type: none"> • consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them and how the lives of people have been shaped. • presents coherent, valid, historical arguments that: <ul style="list-style-type: none"> - 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 a feature article - refer to evaluation processes without disrupting the argument - incorporate direct and indirect references to diverse relevant historical evidence - accurately uses endnotes and an annotated bibliography • meets stipulated requirements for length, scale and scope of the feature article genre 	<p>The student:</p> <ul style="list-style-type: none"> • usually communicates accurately recalled or selected definitions, key historical concepts, • terms, events, developments and people • presents coherent, credible, historical arguments that: <ul style="list-style-type: none"> - refer to the causes and consequences of changes and continuities over time and how the lives of people have been shaped. - use vocabulary effectively - accord for the most part with the style and conventions applicable to the format of a feature article - incorporate direct and indirect reference to relevant historical evidence - uses endnotes and an annotated bibliography • meets stipulated requirements of the feature article genre in most instances. 	<p>The student:</p> <ul style="list-style-type: none"> • communicates some recalled or selected definitions and descriptions of key historical • concepts, terms, events, developments and people • presents coherent responses that: <ul style="list-style-type: none"> - use some historical concepts - incorporate some direct reference to appropriate sources of historical evidence about how the lives of people have been shaped - are expressed in descriptive and explanatory language in which the meaning is - discernible despite errors in vocabulary, style and conventions - presents some elements of endnotes and an annotated bibliography. • usually meets stipulated requirements of the feature article genre. 	<p>The student:</p> <ul style="list-style-type: none"> • communicates some recalled or selected accurate definitions and historical knowledge • presents responses to basic historical research questions that: <ul style="list-style-type: none"> - incorporate some reference to sources of historical evidence - convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions - uses some elements of endnotes and an annotated bibliography but with frequent inaccuracies • usually completes tasks but may not meet all of the stipulated requirements of the feature article genre. 	<p>The student:</p> <ul style="list-style-type: none"> • communicates little recall or selection of accurate historical knowledge • presents responses to tasks that contain errors in vocabulary, style and conventions that • obscure meaning • where tasks are completed, rarely meets stipulated requirements of tasks.
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