Category 2: Written research task (Civil rights)

Criterion 1: Note-taking

These extracts from a student’s records of research show student note-taking and annotations. They demonstrate the qualities that match an A standard for aspects of Criterion 1: Planning and using a historical research process.

Criteria and standards

This student response has been matched to instrument-specific criteria and standards; those which best describe the student work in this sample are shown below. For more information about the syllabus criteria and standards descriptors, see the highlighted standards on the Modern History subject page at www.qsa.qld.edu.au/2055.html.

<table>
<thead>
<tr>
<th>Standard A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1: Planning and using a historical research process</td>
</tr>
<tr>
<td>The student:</td>
</tr>
<tr>
<td>• demonstrates initiative by locating and organising primary and secondary sources that offer a range of perspectives</td>
</tr>
<tr>
<td>• creates and maintains detailed, systematic, coherent records of research that demonstrate the interrelationships of the aspects of the inquiry</td>
</tr>
</tbody>
</table>

Note: Colour highlights have been used in the table to emphasise the components of the standard and the qualities that discriminate between the standards.

Key:
cognitive processes
elements of the task
qualifiers, that describe “how well” or “to what extent” the cognitive processes or elements of the task have been demonstrated at each standard

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Queensland Studies Authority
Student response — Standard A

These annotated extracts from a student’s records of research match two aspects of Criterion 1. For clarity, student notes have been transcribed (a short sample of the original has been included on p. 4 of this document for reference). Note that the guidelines provided and format selected to maintain records of research are a school decision.

At an A standard, the student:

- demonstrates initiative by locating and organising 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.

**Comments**

Starting with a basic scaffold provided by the teacher, this response demonstrates that the student has created and maintained records of research that are detailed, systematic and coherent. The notes are systematic — in this case, they are organised by sub-question with accompanying annotations. The notes are coherent — they succinctly capture the key points from the sources, including identifying direct quotes. The notes are detailed — they are of sufficient depth to develop a well-substantiated response to sub-question 1.

### Sub-question 1: What new themes and ideas were explored?

<table>
<thead>
<tr>
<th>Source</th>
<th>Notes and quotes</th>
<th>Reflections</th>
</tr>
</thead>
</table>
| Cary D Wintz | - flowering of African American social thought, culture (1920–40)  
- art, dance, music, theatre, lit, poetry, hist, politics — all flourished  
- WW1 = employment opportunities NY — greater migration  
- middle class emerged in Harlem  
- prior to HR political agenda of social equality = growing prominence with masses and intellectuals  
- jazz, blues music — Bob Cole, J Rosamond Johnson  
- writers — Claude Mackay poet — James W Johnson  
- no single style or political ideology defined HR  
- unity came from common endeavour, expression of African American experience  
- common themes: history (South esp.), racial pride, desire for social and political equality, alienation, marginalisation, integration, African folk material, tradition of blues, contrast of rural–urban life  
- “… it possessed a certain sociological development — particularly through a new racial consciousness”  
- "No common … artistic style defined the HR" | these points are more like background info, use in intro  
| | | more research — why Harlem?  
| | | added later: probably also driven by racism in South, greater wealth would have meant ability to publish, etc. means for cultural activities  
| | | research seems to indicate that music especially reached across audiences  
| | | not sure if I’ll use names but just in case  
| | | diverse themes quite clearly foreshadow civil rights movement  
| | | provides general answer to sub-question  
| | | would have been very new for group with previously no voice  
| | | all seem to boil down to/be united under this new identity and strive for equality |
The student has demonstrated initiative by locating and organising information from primary and secondary sources, e.g. Bennett — primary source, Wintz — secondary source.

These sources offer a range of perspectives:
- an academic
- a specialist art historian
- a male painter from the movement
- a female poet from the movement.

<table>
<thead>
<tr>
<th>John Clark</th>
<th>Primary evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>William H Johnson</td>
<td>painting by William H Johnson</td>
</tr>
<tr>
<td></td>
<td>depicts life in metropolitan Harlem</td>
</tr>
<tr>
<td></td>
<td>reflects on origins vs. present in painting</td>
</tr>
</tbody>
</table>

Secondary evidence:
- website author reflects on painting stating:
  "By casting an urban scene within a rural style of painting, Johnson emphasises the fact that the new urban African American is formed from displaced parts of past communities, but with colour and shape he makes it glorious."

- reflections/analysis probably accurate — written by PhD in Art History

<table>
<thead>
<tr>
<th>Gwendolyn Bennett</th>
<th>original poem by Gwendolyn Bennett:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Song</td>
<td>reflects/explores worth of art, its ability to uplift masses</td>
</tr>
<tr>
<td></td>
<td>implies growing happiness, unity, self worth</td>
</tr>
</tbody>
</table>

key quotes to support this:
- "I am weaving a song of waters shaken from firm brown limbs"
- "… of moist dark lips"
- "clinking, chains … are wedged fast with melody."
- "Words are bright bugles …"
- "Throats of bronze will burst with mirth … sing!"

Source evaluation: primary source, written by a Harlem Renaissance poet. Extremely useful perspective as it comments on the worth of HR, while also being representative of HR literature in terms of themes and it provides an important female point of view …

<table>
<thead>
<tr>
<th>Important HR painter</th>
</tr>
</thead>
<tbody>
<tr>
<td>painting explores typical HR themes (from my interpretation and the website author’s)</td>
</tr>
<tr>
<td>• contrast rural with urban</td>
</tr>
<tr>
<td>• glorify progressivism</td>
</tr>
<tr>
<td>• optimism, social pride</td>
</tr>
<tr>
<td>quote too long for essay, but will be used as basis for arguments as to how painting reflects HR themes</td>
</tr>
<tr>
<td>evaluation: primary source — actual painting from HR representative of other paintings/art in general from HR, therefore useful</td>
</tr>
<tr>
<td>important perspective of a male HR artist actually living in Harlem and contributing to the Renaissance</td>
</tr>
</tbody>
</table>

This sample shows notes from three of the five sources accessed for this sub-question. These notes are not exhaustive, but are sufficiently detailed for the student to develop an answer to sub-question 1 that is based on a range of primary and secondary sources. When matching evidence to the standards, judgments are made about the qualities of the work and not the quantity.
This section of note-taking shows engagement with the aspects of the inquiry.

**Definitions**
The student identifies the themes of the Harlem Renaissance that helped to define the movement.

**Sources**
The student notes that this is: a primary source; the context of production; the useful perspective; and that it corroborates secondary sources encountered.

**Backgrounds, changes and continuities**
The student’s notes relate to sub-question 1, which is about backgrounds and changes.

**Effects, interests, arguments**
The student identifies the argument made by the poet.

**Reflections**
The student decides this perspective is useful and that they will likely use it in their essay.

Although more evident across the whole record of research, this small section shows some examples of the interrelationships of the aspects of the inquiry.

For example, when the student:
- evaluates a source, they reflect on how they will use it in the essay
- identifies arguments presented in the source, it assists them to define the themes of the Harlem Renaissance.