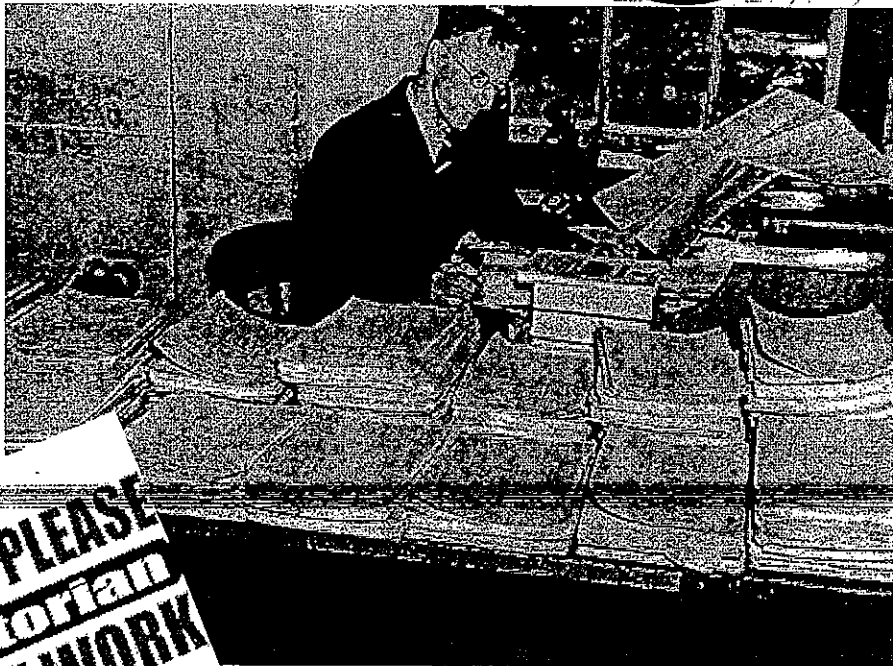




Extension History Project



QUIET PLEASE
Historian
AT WORK

History Extension Independent Project Supervision Guidelines

Responsibilities of the Supervising Teacher

- To provide the opportunity for regular meetings to discuss the progress of the Project. In 2013, discussions about the Project will be informal. In 2014, meetings can occur as regularly as a fortnightly basis, depending on student needs and progress.
- To provide opportunities for peer feedback on the Project at specified points in the process.
- To provide regular oral feedback on student progress and to provide written feedback at negotiated points in the process. Written feedback will be provided following the viva voce proposal task at the end of Term 1 and through annotations and comments on draft essays.
- The supervising teacher will read and provide written feedback on at least ONE draft essay. The feedback for this essay will be detailed and the essay will be returned within a week of submission. Feedback may be given on further drafts of the Project at the supervising teacher's discretion.
- The supervising teacher will not copy edit the Project. This means that we are not proofreading your work for spelling, grammar, punctuation etc. We will not be rewriting sections of your project. The supervising teacher is responsible for commenting on the argument, structure and breadth and depth of research and will provide suggestions relating to these areas only.

Responsibilities of the Student

- To take advantage of the opportunities for regular meetings to discuss the Project by making and keeping appointments with the supervising teacher. If an appointment is missed, make-up appointments can be negotiated depending on the timetable and teacher availability.
- To understand the independent nature of the task. This means that students will be undertaking most of their research outside of the classroom. Students are committing to managing their time over a long period and should use the meetings with the supervisor to establish goals and ask for direction if they find this difficult. It is a student's responsibility to establish a timeline and to organise their tasks in a manner which is manageable given the rest of their academic program.
- To ensure that students are adequately prepared for meetings and that progress is made between meetings.
- To participate in all informal opportunities for peer and teacher feedback on the Project.
- To keep an up-to-date log of the Project in accordance with syllabus requirements.
- Students are asked to understand that teachers are supervising the Project alongside their other teaching and marking loads. As Project drafts are lengthy and the class is quite large, students are asked to be aware of this and understanding at peak workload periods.

Part 2: 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	<p>Criteria for assessing the project are based on:</p> <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

Outcomes

A student:

- E2.1 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- E2.2 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions

Students learn to:

- plan and conduct a substantial historical investigation by:
 - developing a proposal for a 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, especially through a process log
- construct a historical position about an area of historical enquiry
- communicate through detailed, well-structured texts to:
 - explain and argue for a historical position
 - discuss and challenge other historical positions
 - analyse and evaluate historical issues
- use appropriate referencing
- prepare a bibliography
- evaluate key sources of evidence in an area of historical enquiry for usefulness and reliability.

Students learn about:

- historiographical issues relating to the topic of their history project
- the process and documentation of historical enquiry.

Designing and Documenting the Project

Requirements relating to selecting a topic for the project and documenting the project are set out in Course Requirements (Section 9).

Conducting the Investigation

Teachers should expect to provide personal and group assistance to students on issues such as:

- topic selection and planning
- enquiry and research methodologies appropriate to the topics selected by students
- understanding and interpreting the findings of the research
- development and preparation of components of the project
- evaluation of student progress through reviewing drafts of the components of the project and the research log
- task management of the project.

Students should be introduced to the idea of the project at the beginning of the course. While students will vary in their ability to crystallise their precise enquiry question at a particular point in time, and teachers will differ in their programming of the course, students are strongly encouraged to:

- submit their proposal (which establishes the topic area and possible enquiry questions, methodology and areas of research) within one third of the time allocated to the course by the teacher
- finalise their topic area and specific enquiry questions no later than one month before the final deadline for submitting the project
- adopt a realistic approach to the scope and depth of their investigations at an early stage of their project
- consult a wide variety of sources during their research, including written, archaeological, oral, graphic, audio-visual and multimedia sources
- use a variety of enquiry and research methodologies at an early stage of their project, to allow them to choose those methodologies that are best suited to their particular topic
- consider, where relevant, the ethical implications of the topics that are selected. For example, topics that involve the use of the names of deceased indigenous Australians or that involve the examination of the remains of deceased people will invoke a range of delicate ethical issues. Experts in issues such as these may need to be consulted to ascertain correct procedures. In addition, teachers and students may need to seek the school principal's permission where a controversial topic is selected.

9 Course Requirements

The HSC course in HSC History Extension comprises 60 indicative hours.

A Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.

An HSC course in Modern or Ancient History is a co-requisite for the HSC History Extension course.

Course Prescriptions

There are prescribed readings required for use in HSC History Extension. These will be provided in a source book and will be published on the Board of Studies website (www.boardofstudies.nsw.edu.au).

1 Designing an Investigation

The topic must be developed from one or more of the following areas:

- a historical debate or controversy
- a historian's or archaeologist's work
- changing analysis of an archaeological site over time
- ethical issues surrounding an archaeological site
- contrasting approaches to a historical personality, issue or event
- museums as history
- history in the media — film, documentary, fiction, docudrama, drama, poetry, opera
- an interdisciplinary approach to the study of the history of a personality, issue or event
- the impact of global or national events at a regional or local level
- oral history
- historical biography
- local history
- the history of an institution
- critical analysis of a major historical work
- the use and misuse of history in either a specific context or over time.

The topic of the project should reflect an area of student interest; however, the topic:

- must focus on the fundamental historiographical concepts and issues of HSC History Extension
- may be developed from a case study but should cover substantially different ground

- must not overlap significantly with the examinable content of any other School Certificate or Higher School Certificate course.

2 Documenting the Project

The history project should be a product of the student's own work. It should be a piece of work that is free of plagiarism. Plagiarism may be broadly defined as presenting as one's own the thoughts, writings or inventions of another. While the students may draw on the assistance of other people in developing the project, the student must take care to avoid practices that may be the subject of claims of academic misconduct, including plagiarism.

Students should keep a record of:

- the proposal for the investigation
- sequentially dated records of the enquiry process
- dated notes and progressive drafts of work
- all sources used in preliminary notes and drafts.

Teachers should:

- sign and initial the process log at regular intervals
- maintain a file of final, submitted and assessed projects.

The Proposal

The proposal should contain:

- description of preliminary research
- enquiry questions
- research intentions in relation to
 - areas/texts to examine
 - methodology.

The Essay

The essay should contain:

- **synopsis**
 - 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**
 - 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.

The Bibliography

The bibliography should contain:

- a consistently formatted alphabetical list of all sources used within the project
- evaluation 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

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



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.

History Project Assessment Criteria

	Component	Criteria	Weighting
	Synopsis	Coherent and appropriate description of: <ul style="list-style-type: none"> the development of the precise research question the way the essay addresses the precise question why content used in the essay was included 	30
	Essay	In response to the precise research question(s): <ul style="list-style-type: none"> presents a sustained and coherent argument supports argument through detailed coherent analysis and evaluation of significant historiographical questions uses a recognised system of referencing 	
	The Bibliography	<ul style="list-style-type: none"> Use of a range of relevant sources Consistently formatted alphabetical list Appropriate correlation of sources in bibliography to sources used in the essay Sound selection, analysis and evaluation of three sources 	
	Proposal	<ul style="list-style-type: none"> Appropriate enquiry question(s) Sound analysis of relevant issues Coherent explanation of preliminary research and anticipated resources 	10
	The Process Log	<ul style="list-style-type: none"> Detailed description of procedures and of the sequential development of the project Detailed analytical and coherent review of cumulative self, peer and teacher evaluation of the project 	

In order to ensure the veracity of developments and procedures during the project involved it would be most valuable for students to record all details into a diary. The purpose and usefulness of recording these events in a diary would be that:

- it will be valuable to recall these events as they occurred throughout the year in order to be clear as to the direction of the project
- in case of a dispute or a problem which may emerge in regard to the direction or focus of the project, the diary can be consulted to determine the progress of the research and writing, rather than relying only on the finished product.

Project Checklist

The following is a checklist of different aspects of the project for both students and teachers to consider. They should be carefully checked in order to ensure that all requirements and the main issues are being addressed. Appropriate action should be taken to rectify any 'No' answers.

Project Checklist for Students

Circle the appropriate answer (Yes or No).

Have I	YES	NO
• chosen a manageable topic?	Yes	No
• made my focus clear?	Yes	No
• developed a proposal which can be presented?	Yes	No
• chosen appropriate methodologies/investigative approach?	Yes	No
• checked whether resources are suitable and available?	Yes	No
• understood the key historiographical processes that will be used in the project?	Yes	No
• understood key historiographical terms, concepts and issues to be used in the project?	Yes	No
• included historical references and developed knowledge, understanding and skills of historical inquiry?	Yes	No
• devised a realistic time frame to complete the project?	Yes	No
• considered all ethical implications?	Yes	No
• kept appropriate records relating to investigation and draft copies?	Yes	No
• maintained my Process Log as a record of my progress?	Yes	No
• maintained a thorough documentation of information?	Yes	No
• ensured that my work is free of plagiarism?	Yes	No
• ensured that the material included is relevant and historically accurate?	Yes	No
• ensured that the synopsis captures the theme of the essay?	Yes	No
• acknowledged the source of my information and any assistance I have had?	Yes	No
• demonstrated historical knowledge, understanding and skills in my written communication?	Yes	No
• kept within the word limit?	Yes	No
• drafted and edited the essay?	Yes	No
• included necessary material in the appendix?	Yes	No
• followed the time frame established?	Yes	No
• ensured that the references in the bibliography are accurate and correctly formatted?	Yes	No
• followed the guidelines to evaluate the three sources included in the bibliography?	Yes	No

If, as a student, you find that you are unable to answer 'yes' for each of these items, it will be necessary for you to review your project carefully and consult with your supervising teacher.

907 1404 ✓
Green, A., and Troup, K. (eds), *The Houses of History*, Melbourne: Manchester University Press, 2000. Not so recent, but probably the most promising text you can set as required reading. The cases are restricted to modern history, but its clear, short introductions and excerpts from histories makes it a rich resource for students.

Lambert, P., and Schofield, P. (eds) *Making History: An Introduction to the Practices of History*, London: Routledge, 2004. A survey text that includes useful information on historiographical practices the UK, Germany and the US since the nineteenth century. This wouldn't stand well as a sole text, but it is a useful source for teachers. It has a tendency to describe rather than to analyse practices, so not always a good model for students.

MacCraird, D. M and Taylor, A., *Social Theory and Social History*, Basingstoke: Palgrave, 2004. Given the popularity of social approaches to history making, this volume is timely. The section on sociology may not be so useful, but its coverage of *Annales*, gender history and structuralism makes it well worth looking at.

Perry, M., *Marxism and History*, Basingstoke: Palgrave, 2002. Possibly the most useful introduction to Marxist and Marxian historiography available. The text is short, yet it covers a wide range of concepts and approaches in an accessible and clear manner.

Spongberg, M., Caine, B., and Curthoys, A. (eds) *The Companion to Women's Historical Writing*, Basingstoke: Palgrave, July 2005. An extensive collection of essays and biographical entries on women's historians in both the ancient and modern world. Features contributions by a number of Macquarie writers, including (in ancient history) Tom Hillard and Lee Beness and Ian Plant.

Thompson, W., *Postmodernism and History*, Basingstoke: Palgrave, 2004. Short, clear and well supported by a glossary and reading suggestions.

Woolfson, J., *Palgrave Advances in Renaissance Historiography*, 2004. A quick way to add historical depth to your historiographical sources.

Look out for in December 2005: Green, A., *Culture and History*, Basingstoke: Palgrave. A new volume in the theory and history series that will add much needed discussion on the parameters and impact of cultural history. Palgrave will also release *Advances in Intellectual History*.

Coming in 2006: New editions of *The Routledge Companion to Historical Studies* (Munslow), *Fifty Key Thinkers on History* (Hughes-Warrington) and Munslow, *Narrative and History* (Palgrave). 907 1404

Recent Publications of Interest

Building a historiographical library for your classroom can be as cheap or as expensive an exercise as you want it to be. Remember that every history book in your school library, no matter how dated can provide you with examples of passages. Remember Macquarie's Extension borrowing scheme: you can get access to a university library to make copies of excerpts. If you are able to buy texts, I would recommend any or all of the following:

Davies, Stephen., *Empiricism and History*, 2004. Part of Palgrave's growing 'Theory and History' series. This is quite possibly the best series for teachers and students of Extension History. This volume includes a very useful introduction to the philosophical background of this term and does a good job of describing its currently broad meaning.

Gaddis, J. L., *The Landscape of History*, Oxford: Oxford University Press, 2002. This is a 'chatty' lecture volume, but the first chapters do include some good analogies that can be useful in a discussion of the scales of history writing and historical selection. Gaddis' writing on science will also be of interest.

Preparing for the History Extension Project

Marnie Hughes-Warrington

Designing, researching and writing an Extension History project may seem a daunting task. The aim of this paper is to help structure and support your efforts so that you can produce an essay that is both interesting to you and that demonstrates your skills as a history researcher.

Why are you asked to undertake a project?

The point of undertaking an Extension History project is to develop your capacity for independent, sustained research. It can help to give you an idea of what study in history at tertiary level is like, but it also allows you to personalise history by pursuing topics of interest and importance to you and your community.

What is expected of an Extension Project?

1. That it conform to the Board of Studies guidelines.

Read them carefully and have a copy of them in your project file. It would be disappointing, for example, if your work was otherwise good but did not conform to the word length, or that it covered much of the same ground as a case study. If in doubt about case study overlap, then consult your teacher and ask him or her to check with the Board of Studies.

2. That it presents a clear, coherent argument. An Extension History project is not a literature survey or simply a collection of primary evidence. It is an argument and answer in response to a particular question or problem that you have formulated. Your answer must be clearly connected with your question or problem and you must try to persuade readers of the soundness of your conclusion. In your proposal, synopsis and in the introduction of your essay, your problem or question must be clearly stated and you must give a broad outline of your argument. In the proposal, synopsis and essay introduction it is also helpful to give some indication of the scope of your concerns in the project; that is, a statement concerning what issues and evidence you have included and omitted. You should also clearly indicate the methods and materials you are going to draw on to address the question or problem. At appropriate stages in your log and in the body of your essay, make it clear how the evidence or issues being discussed relate to and support your overall argument. This activity is called signposting.

3. That it demonstrates a familiarity with, and understanding of, the relevant literature. Although a project is not a literature survey, you are expected to show an awareness of the concepts and issues in the prescribed readings and of any key texts in your area of study.

The reason for this is not merely to demonstrate your ability to research, but more importantly to show that you are aware of the context in which your work is located. The best way to identify relevant scholarship is to undertake library catalogue and database searches. It is also important that you take advantage of reference collections. When in doubt, as a librarian to help you. Librarians are often highly skilled researchers, and can introduce you to research skills and tips that will be useful in many study and work contexts.

4. That the proposal, synopsis and essay are written clearly, logically, persuasively and succinctly. As an Extension History student, you are expected to have a pretty good command of the English language and of historical essay writing. Proposals, synopses and essays which are poorly expressed, full of grammatical or spelling mistakes, or unnecessarily difficult to understand will suffer, no matter how interesting their content.

Above all, avoid the temptation to use jargon or technical terms without explanation, even if they are common in the literature you consult. You should write your project for a reader who is intelligent but who has not encountered your topic before. Keep your sentences short and clear. Limit your use of phrases in brackets and quotes.

5. *That your argument is supported by evidence.* Support comes from the use of primary and secondary evidence. You must also use a clear, consistent system of referencing. References are not only needed for quotations, but in all cases where you have expressed another person's arguments in your own words. Referencing is not only a form of courtesy to the thinkers who help you with an argument. It also allows readers to follow up ideas for themselves. References must therefore be as specific as possible (eg. page number or numbers, minute point in a film). Be aware that online resources are not subject to the same processes of peer review as most printed materials, so must be used sparingly and critically. The best way to check if your work is adequately supported is to ask your teacher to read your work with that question in mind.

6. *That it demonstrates a capacity for originality in that it is at least all your own work.*

Don't put pressure on yourself by assuming that you need to produce a work that revolutionises your chosen topic or that identifies or addresses novel evidence and questions. What makes a project in History/Extension original is that you create it. No extension projects on the same topic or question will be exactly the same, and completing a project is something to be proud of. If you plagiarise (including even downloading or copying snippets of phrases) or ask someone else to write part or even all of the project for you, then you have not only been dishonest, you have also robbed yourself of a great opportunity to write history for yourself.

Some hints for undertaking the Extension History project

- Choose a topic that you like and that you think you will still like (to some degree!) after 60 hours. Don't let others talk you into a topic if you are not happy with it: if you are not dedicated to the topic, then it is unlikely that you will finish the project. It is quite normal to go through periods where you are fed up, particularly towards the end. Accept that and try to remember the overall worth of the project and that it will be over after the due date.
- Settle on your topic quickly and try to stick to it. If you change topics more than once, your ability to produce a well-researched and polished piece of writing is diminished.
- Don't be too ambitious. An extension project should be not regarded as the culmination of your life's work, but as an exploration of what historical research is like. Formulate as specific a question as possible, and keep adjusting the parameters of your project (eg. what ideas and evidence will be included and excluded) as you go. Remember, the project involves only 60 hours work! That may seem like a lot at the start of the project, but historians are used to time evaporating far more quickly than they would like when they are researching.
- Try not to 'chase hares' too much. It is tempting to follow up every piece of evidence and issue, but try to keep a tight focus on what you are trying to achieve. Be ruthless about omitting evidence and issues that are tangential to your problem or question. If you are not sure if they are tangential, ask your teacher for advice. Keep a record of evidence, ideas and issues that crop up, though, in case you prune something hastily. This is part of the reason why you are asked to keep a log.

- Start by selecting a topic of interest and then do an initial literature survey. This will help to fire your interest and also gets you familiar with the various key figures, debates, and points of view in a field. This initial survey will also help you to assess if you will have too little or too much evidence. It is on the basis of your survey that you should formulate a question or problem. Keep good notes from your survey. In the early stages you will not know clearly what you are looking for, so err on the side of comprehensiveness. As your topic becomes clearer, tailor your notes and reading accordingly.
- Formulate your problem or question as soon as you can, and be prepared to modify it along the way. Be realistic about scope, and ask your teacher to confirm if it is manageable in the allotted timeframe.
- Don't expect that your initial question, notes or proposal will conform to your final question and writing. Be prepared to be surprised and to learn of new ideas, issues and methods of researching and writing.
- Understand the limitations of your particular situation. Be realistic about what library materials and evidence you will be able to get where you live. Try to formulate a project that shows to advantage the materials and evidence available in your context. Remember that access to a University library is no guarantee of an excellent project, and nor is the size of your school library. Examiners are keen to see works in which students have been ingenious about use of available materials.
- Expect to work with your teacher and to listen to his or her advice. Teachers are important in recommending evidence and approaches to inquiry, limiting or expanding questions and in reviewing logs and completed work. Don't be upset if parts of your work come back to you covered in corrections: your teacher simply wants your work to be as good as possible. All historians, no matter how experienced, expect corrections to their work from proof readers, reviewers and editors. Sometimes this may lead to a bit of a tussle between you and your teacher. You may feel for example that s/he is trying to narrow down your interests too much, or trying to chop out too much of what you regard as interesting or essential. In most cases, your teacher is more likely to have a better idea of what is manageable and or relevant and what is not. Discussion and negotiation is the best way of sorting out such differences.
- Don't wait to get it right, get it down on paper. Write and revise along the way. After you have done a lot of reading, and are getting to know a topic quite well, you may feel the temptation to put off writing because you feel you have not yet read enough. To be sure, there is a problem with trying to write when you have not read enough, but there is also the opposite problem of thinking that you cannot write until you have read absolutely everything that has been written on a topic and or you have a substantial body of primary evidence (oral or written). You may feel sure that the articles/books you have not read are crucial, and that they will contain the answers you have been looking for. Occasionally this is true, but it is also true that if you read too much before you have written anything yourself it becomes much harder to work out what you think and what you want to say. It is always useful to try to write something, no matter how clumsy, after you have done a substantial chunk of reading, both in order to assimilate what you have read, and to help you work out what you yourself think. Keeping good notes and a good log will cut down your workload in the final weeks of the project.

- Set yourself a detailed and specific timetable, and be ruthless about sticking to it. Your timetable should specify when you will work on your project each week, and the stages you expect your project to take.
- When writing the essay, do not expect to write it in order. Don't get stuck on writing and rewriting the introduction. You can always go back and work on it again once you have a draft, but the more you succumb to the temptation to get the first sentence or paragraph right, the harder it will be to move on to the next one. Break the essay down into manageable chunks and begin by writing the part that is most clear to you.
- Be obsessive about keeping a log and an accurate bibliography as you go. Make sure you keep a record of page numbers that correspond to important ideas and full publication details so that you do not have to spend too much time at the end chasing down elusive references. Don't expect the book or journal to be on the shelf when you go back to check it the day before the essay is due.
- Any typed materials should be backed up on hard and soft disk (eg. floppy, cd rom, memory stick) and printed regularly. Set your computer to do regular autosaves and train yourself to make regular back ups. Nobody expects their memory stick or hard disk to keel over, but they do. And they can crash or become corrupted at any stage of your project.

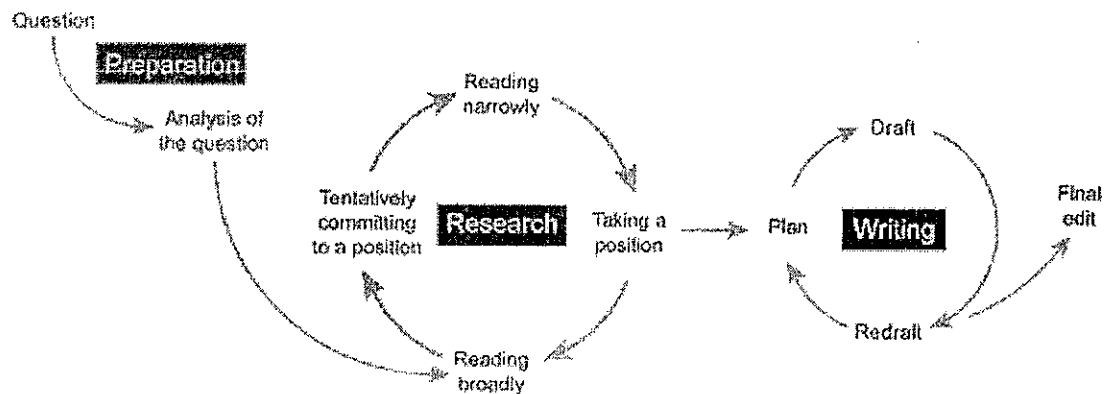
And finally...

Don't despair if you think your project is boring, irrelevant, insignificant or trivial. Project envy is common (everyone else or s/he has a much better topic than me). There is a small chance that it might be. It is more likely, though, that have lost the ability to view it in perspective, which is what usually happens when you have been working on the same thing for a while. Nor should you chastise yourself if the project does not meet the standard of perfection that you expect. Try to do your best with the 60 hours in your context. Be proud of what you have done rather than embarrassed or ashamed about what you haven't done. Unforeseen emergencies can arise and home and school issues can sometimes seem too much, but the best way you can guarantee completion is by starting work on the project early and putting in a sustained effort.

You are not alone: every student that completes a project does so in part because of the support of his or her teachers, friends and family. Ask them for help early and be sure to let someone know if you think the project is getting on top of you. People can help you in all sorts of ways—not just reading and rereading—so when it is done, be sure to thank them.

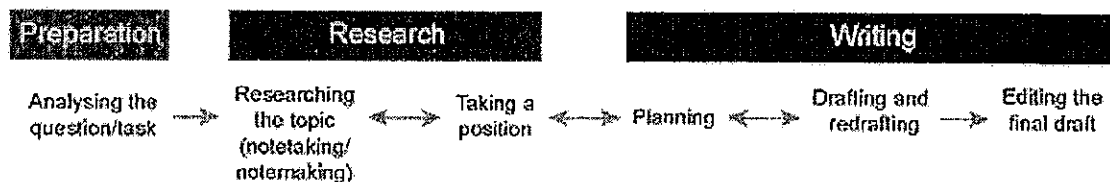
Some useful notes for students:

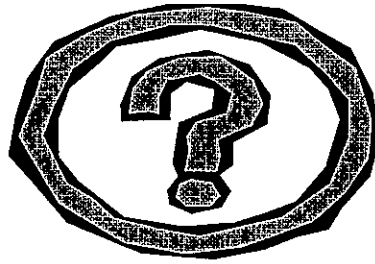
Essay writing is a process; it is usually not linear in sequence. The essay writing process is a dynamic one and involves a number of steps. It is likely that you will move back and forth between the various steps involved as you assess your position in regard to the question and your information gathering. This process can best be shown graphically. In the diagram below, you can click on each step in the process to proceed to more information on that topic.



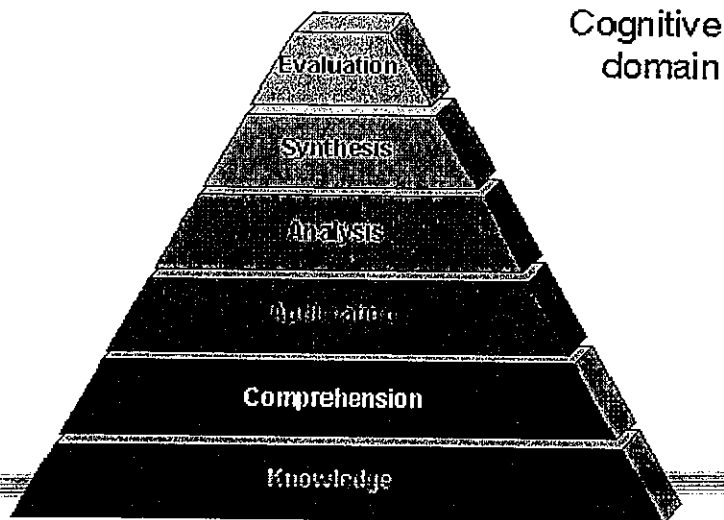
Another way to represent the essay writing process is the following linear representation.

The essay writing process





- Come up with as many questions as you can
- Do not stop to answer yet
- Make sure to write down all the questions – even if the question leads to another
- Do not reformulate or edit the questions yet
- Change any statements into questions
- Categorise your questions using Bloom's Taxonomy below
- Change or delete any one word or yes/no questions
- Choose a question from the top level that will become your research question



DEVELOPING YOUR TOPIC

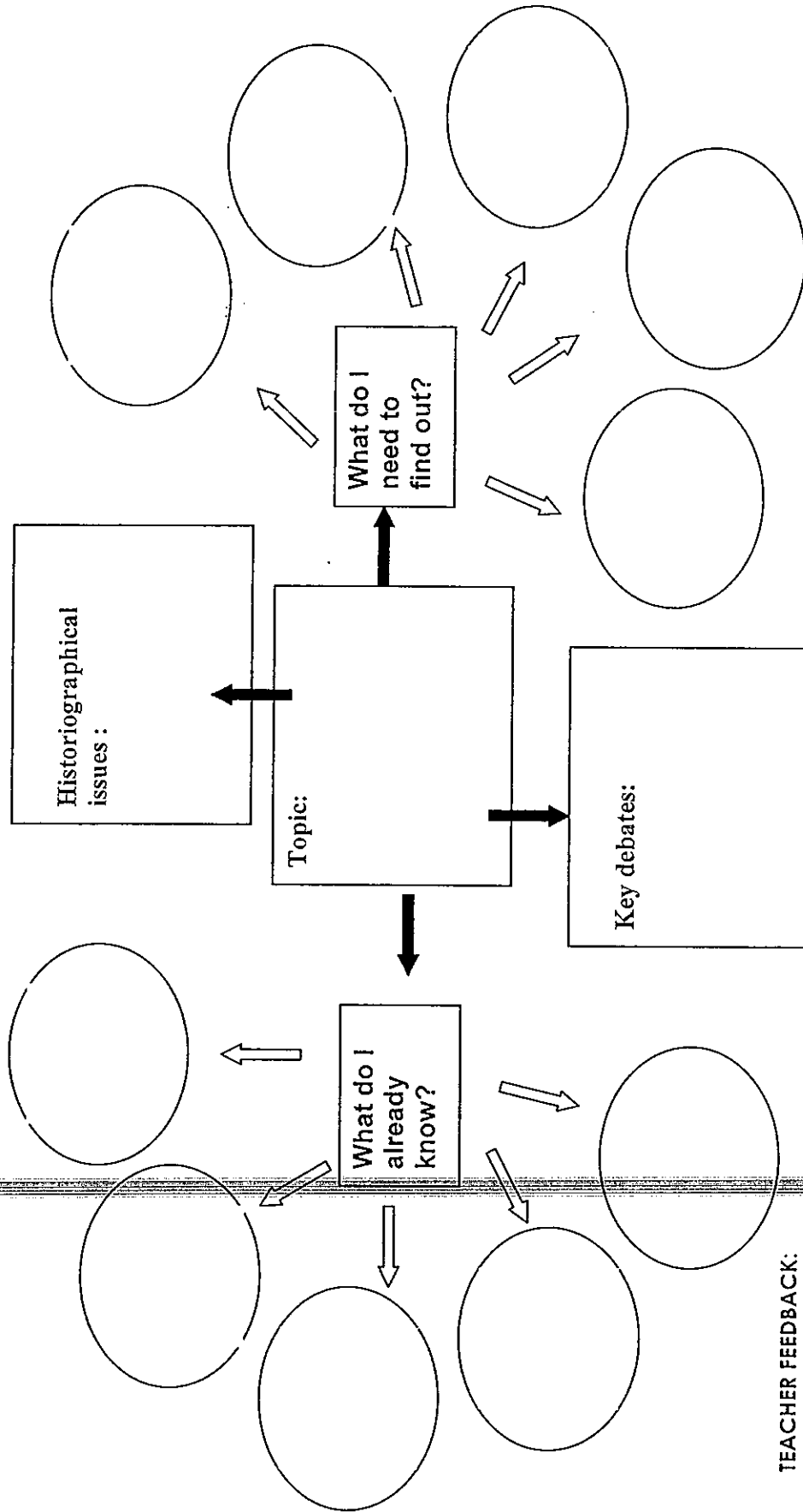
Broad Topic brainstorming
Topic categories
Sub categories
Research focus



Research question

TEACHER FEEDBACK:

THINKING ABOUT THE TOPIC



Tips for Projects

Consider:

- Interests
- Resources
- Narrow down your big ideas

Time Frame	Geo.Region	Concept/issue/theme	Personality	Group	Event	Historiography

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Choosing a topic:

- Do not choose a topic that is clearly part of the 2unit AH or MH Stage 6 syllabus; or Stage 5 S/C.
- It is also recommended that you choose cautiously if you are considering a topic that reflects the Extension History Case Studies. It May be developed from a case study – but should cover substantially different ground
- Must be developed from pg. 26 of syllabus cf. green course booklet
- **Must** focus on historiographical concepts and issues. ie. topics that lend themselves to debate. If you cant identify key issues and historical debate then choose another topic.
- The approaches to history studied in Part A should be reflected in the essay – **Annalist approach, Marxist approach , Post modernist, Feminist, Empiricist approach etc.**

"Remember the solidarity shown to Palestine here and everywhere... and remember also that there is a cause to which many people have committed themselves, difficulties and terrible obstacles notwithstanding. Why? Because it is a just cause, a noble ideal, a moral quest for equality and human rights."--Prof. Edward W. Said (1935-2003)

- Eg. Edward Said – postmodernism, Marxism, Philosopher, social commentator, cultural critic etc.

Start:

- Consider carefully the historiography, approaches
- Approach
- Strong sense of commitment and independence
- Plagiarism – google and turnitin

Proposal:

- Description of prelim. Research
- Enquiry questions
- Research intentions – areas/texts
- Methodology (historical debates; history in the media; interdisciplinary studies; oral history; historical biography; local history; archaeological sites; museum investigation)

Writing Drafts:

Time frame	Geo. region	Concept/issue	Personality	Group	Event

Directive Words

Look at the following list of key words which appear frequently in essay topics. These are outlined in *Marshall and Rowland (1998, p.88)* to help you work out your approach to the topic.

Terms indicating an argumentative essay

Analyse	Show the essence of something, by breaking it down into its component parts and examining each part in detail
Argue	Present the case for and/or against a particular proposition
Criticise	Give your judgment about the merit of theories or opinions about the truth of facts, and back your judgment by a discussion of the evidence
Critique	See 'Criticise'
Discuss	Investigate or examine by argument, sift and debate, giving reasons for and against
Evaluate	Make an appraisal of the worth of something, in the light of its apparent truth or utility; include your personal opinion
Interpret	Bring out the meaning of, and make clear and explicit; usually also giving your own judgment
Justify	Show adequate grounds for decisions or conclusions
Prove	Demonstrate truth or falsity by presenting evidence
Review	Make a survey of, examining the subject critically

Terms indicating an expository essay

Compare	Look for similarities and differences between propositions
Contrast	Explain differences
Define	Set down the precise meaning of a word or phrase. Show that the distinctions implied in the definition are necessary
Describe	Give a detailed or graphic account of
Enumerate	List or specify and describe

Examine	Present in depth and investigate the implications
Explain	Make plain, interpret, and account for in detail
Illustrate	Explain and make clear by the use of concrete examples, or by the use of a figure or diagram
Outline	Give the main features or general principles of a subject, omitting minor details, and emphasising structure and relationship
Relate	Narrate/show how things are connected to each other, and to what extent they are alike or affect each other
State	Specify fully and clearly
Summarise	Give a concise account of the chief points or substance of a matter, omitting details and examples
Trace	Identify and describe the development or history of a topic from some point or origin

Bloom's Taxonomy of Cognitive Levels



TABLE OF VERBS

1 Knowledge	2 Comprehension	3 Application
list name identify show define recognize recall state	summarize explain put into your own words interpret describe compare paraphrase differentiate demonstrate visualize find more information about restate	solve illustrate calculate use interpret relate manipulate apply classify modify put into practice
4 Analysis	5 Synthesis	6 Evaluation
analyze organize deduce choose contrast compare distinguish	design hypothesize support schematize write report discuss plan devise compare create construct	evaluate choose estimate judge defend criticize justify

Compiling Bibliographies

Nudgee College uses the Harvard system for Referencing
History students please refer to additional notes concerning presenting a bibliography to your teacher

One Author	Bryant-Calkin, S. 1988, <i>Writing in Context</i> , Longman Cheshire, Melbourne.
Two Authors	Fox, M. & Wilkinson, L. 1993, <i>English Essentials</i> , Macmillan Education, South Melbourne.
More than Two Authors	Glorfeld, L.E., Lauerman, D.A. & Stageberg, N.C. 1974, <i>A Concise Guide for Writers</i> , Holt, Rinehart and Winston Inc., New York.
Author Unknown	<i>Guide for effective expository essay writing</i> 1998, University of Queensland Press, Brisbane.
Editor	Healey, K. (ed) 1995, <i>Information Superhighway</i> , Spinney Press, Sydney.
Article by one Author, which is part of a work edited or compiled by another	Mussared, D. 1998, 'Balancing the Water Budget', Healey, K. (ed), <i>Water Resources</i> , Spinney Press, Sydney, pp.25-26.
Corporate Authorship	National Railways Development Association 1978, <i>Developing better railway systems</i> , AGPS, Canberra.
Magazine Article Author known	Oakes, T. 1997, 'English Language – Its use and abuse', <i>The Bulletin</i> , vol.1, no.12, pp.13-14.
Magazine Article Author unknown	'Preparing for high school education' 1989, <i>The Bulletin</i> , vol.1, no.23, pp.29-31.
Newspapers	Pringle, W. 1995, 'English Education', <i>The Courier Mail</i> , 18 February, p.3.
CD-ROMS	Quille, D. 1994, <i>The way things work</i> (CDROM), Dorling Kindersley, London.
Interviews	Rackmen, C. 1998, 'Expository Writing' (Interview), 18 February, Brisbane.
Reference to an encyclopedia article	'Railway' 1993, <i>World Book Encyclopedia</i> , vol.16, World Book, London, pp.97-112.
Videos	<i>Story of Writing</i> (Videorecording) 1993, PickWick Video, Melbourne.
Internet	Suires, S. 1998, 'English in the real world', <i>National Library of Australia</i> (Online), http://www.nla.gov.au , 22 February, 1999.
Reference to a whole set of encyclopedias	<i>World Book Encyclopedia</i> 1993, 3 rd .edn., World Book, London. 13 volumes.

History Extension

Student Interview Feedback

Student Name :

Date of Interview:

Number of Interview: 1 2 3 4 5 6 7

	Does not fit syllabus guidelines	Needs further development	Developing	Developed	Achieved
A one page outline of the essay					
A draft synopsis					
The personal log					
The analysis of one bibliographical reference					

Comment: _____

Teacher's Signature:

Student's Signature:

~~Project Checklist for Teachers~~

Have I checked that:

* the student's topic is manageable and the focus clear?	Yes	No
* the student has chosen appropriate methodologies?	Yes	No
* the topic relates to the project requirements?	Yes	No
* there is a clear historical debate and sources within the topic are available and appropriate	Yes	No
* all compulsory elements have been addressed?	Yes	No
* the work is the student's own	Yes	No
* the student is acknowledging sources appropriately?	Yes	No
* there are no ethical concerns?	Yes	No

Extension History

RESEARCH PROJECT WORK-IN- PROGRESS REPORT FORM

Date:

Student Name:
Submission:
Area of Research:

	Satisfactory	Marginally Satisfactory	Not Satisfactory
a) development of research/plan			
b) literature review			
c) timetable of research activities			

Additional Comments:

Teacher Signature: _____

Student Signature: _____