**Preparing for the History Extension Assessment** – a suggested approach

This task requires you to use the source provided and other sources to explore a question. You must be able to make connections between this source and other sources in a sustained and integrated manner. It is a synthesis task – so it’s about unpacking the sources and coming up with your own understanding of how the concepts fit together.

STEP ONE: Prepare to read the source – make sure you **re-read the syllabus questions and dot points** and have them in front of you when you begin reading. An important aspect of this task will be making connections between the source and the syllabus questions and dot points.

STEP TWO: Read the source (*actively*)

To do this you might decide to have multiple copies of the source, look at the online version, blow it up to A3 size….

1. Read and highlight
2. Annotate using whichever method you prefer – symbols, colours, comments… real annotation is not just re-wording something, it’s providing your own insight or link…
3. Try to identify the key idea in each paragraph

STEP THREE: Understand what you’ve read

1. search for unfamiliar terms, words, concepts, names… use the Internet and Black and McRaild… you might even need to research beyond this later on (data bases etc)
2. don’t forget our key syllabus question ‘Who are the historians?’ – Who is Jerome De Groot? You need to find out a bit about his context and approach to history.

STEP FOUR: Identify the historiographical issues. What does this source claim about history? Your goal should be to capture the heart of the argument. Try coming up with a “headline” for the article… what would it be? Why? The main claim the source is making will become an essential part of the introductory section of your essay and your argument will certainly need to respond to it. (Even though you don’t know the question yet, you can be assured that it will be related to the source) After you’ve worked out the main claim of the source, you might be able to identify some “sub”-arguments or claims… these are very useful to keep up your sleeve as they may well become your focus areas for paragraphs.

STEP FIVE: Connect to the Syllabus questions and dot points. Where are there connections between the main claims of the source and the syllabus?

STEP SIX: Connect to other sources. Go back to the source and identify possible connections to sources you have encountered so far in the course.

STEP SEVEN: Go back to the readings we have studied and find connections to the source. Connections can be arguments in support or contradiction.

STEP EIGHT: Read widely (on the weebly). Read BEYOND what we have given you… use the library, use the data bases, find other examples…

STEP NINE: Start organising your notes. You might to use a table or a thinking routine (connect extend challenge and claim support question work really well)

REMEMBER

You will need to know this source back to front and inside out.

You will need to select at least TWO other sources to know equally well.

You should be able to complete analysis of readings grid for each of your main sources in detail.

You will need to have secondary/supplementary material to bring in to support/challenge arguments in the sources.

Everything must connect to historiographical issues in the syllabus.

Good Luck!