



History Extension

Stage 6

Support Document

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Foreword

Purpose of the document

The advice contained in this document is provided as a starting point to assist teachers as they develop teaching and learning programs from the History Extension syllabus. The intention is to complement other activities supporting the implementation of the new syllabus by school sectors, professional associations and universities.

This document is structured in the following way:

- **Section 1: Introduction to the Syllabus**

This section provides general advice about the purpose, structure, content and assessment of the new course.

- **Section 2: Programming the Syllabus**

This section provides advice and sample material about approaches to programming generally and about approaches to teaching the readings, the case study and the project.

- **Section 3: Resources for the New Syllabus**

This section provides advice about the use of resources as well as some general information about the location of materials which may be useful when conducting research.

1 Introduction to the Syllabus

1.1 The Purpose of the Course

The History Extension course enables capable and interested History students to build on their experience in Stage 6 courses in Ancient and/or Modern History by extending their learning in two key areas — historiography and historical inquiry. The syllabus aim and objectives reflect this broad intention and the outcomes describe what students will be expected to achieve in relation to each of the two areas.

The syllabus assumes that students have achieved a good standard in the Preliminary course for Ancient or Modern History, have developed sound critical thinking skills and the capacity to work independently. However, it is important that teachers note the following points about the purpose and design of the course:

- History Extension is NOT an academic study that attempts to emulate a tertiary history course. The course is designed to allow interested and capable history students to pursue in greater depth key issues about the role of history in our society.
- The historiographical aspects of the course are no different from those already taught in the 2 unit courses for Years 7–10 and Stage 6. The key question for students is still *What is History?* but they will have the chance to spend more time on the question, and to engage with it at a higher conceptual level. The important thing is that students are able to formulate their own views about the question and are able to use their own language and examples from their own reading to reflect on the issues raised.
- The course has been designed so that all potential students, regardless of their circumstances, can access it. Achievement of the course outcomes is not dependent on access to expensive, sophisticated, university-level resources. A source book containing a broad selection of readings is provided for all students. In the project and case study they will be assessed on the **use** they make of the resources they have available through their school and local communities.
- The nature of the course means teachers may need to play more of a tutoring/ facilitating role as students will be working across a range of topics instead of on one specific area (as has been the case with 3 unit courses). Students will need guidance and stimulus from their teacher but they will also be expected to have sound independent learning skills.

1.2 Structure of the Course

The course requires students to investigate *What is History?* through five key questions:

- What are the historical debates?
- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have approaches to history changed over time?

The course comprises two interrelated parts linked by these questions.

In Part I, *What is History?*, students examine readings from a variety of historians and do one case study from a list of options provided in the syllabus (pages 15–22).

The readings provide a range of views about the nature, purpose, and approaches to history over time. Analysis and discussion of the issues raised by the readings enable students to place their particular case study into a broader theoretical context. As well, the understanding of historiography developed from the readings is used as a means to examine and explore issues raised through the individual project in Part II of the course.

The case study provides a specific context from ancient, medieval, modern or Australian history through which students examine how theoretical understanding from the readings can be applied to specific areas of historical debate.

Part II of the course gives students the opportunity to apply what they are learning through the readings and case study to designing and conducting their own investigation into an area of changing historical interpretation.

1.3 The Content of the Course

The content of the course is described in terms of what students will *learn to do* and will *learn about* in order to achieve the syllabus outcomes.

The content of Part I is organised to reinforce the links (through the five key questions) between the case study and the readings. The *learn to do* statements unpack the application elements of the outcomes while the *learn about* statements unpack the elements of each of the key questions (pages 12–13 of the syllabus).

The options for the Case Studies are provided on pages 15–22 of the syllabus. Each case study is structured to identify a principal focus with five areas of historical debate for students to explore.

The content of Part II on p 24 of the syllabus provides what students will *learn to do* and will *learn about* as they undertake the history project.

The *learn to do* statements are linked to components of the project in the following way:

Students learn to	Project components
<ul style="list-style-type: none"> • Plan and conduct a substantial historical investigation by: <ul style="list-style-type: none"> – 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 	Proposal Designing the Investigation Conducting the Investigation Process Log
<ul style="list-style-type: none"> • Construct a historical position about an area of historical enquiry 	Synopsis
<ul style="list-style-type: none"> • Communicate through detailed, well-structured texts to: <ul style="list-style-type: none"> – explain and argue for a historical position – discuss and challenge other historical positions – analyse and evaluate historical issues 	Essay
<ul style="list-style-type: none"> • Use appropriate referencing 	Essay Bibliography
<ul style="list-style-type: none"> • Prepare a bibliography 	Bibliography
<ul style="list-style-type: none"> • Evaluate key sources of evidence in an area of historical enquiry for usefulness and reliability 	Bibliography

The *learn about* statements indicate the two areas that are the focus of learning through the history project:

- Historiographical issues which relate directly to the project
- The means by which the historical inquiry is conducted and documented.

Note: The course prescriptions on page 26 of the syllabus provide detailed information about requirements in relation to designing and documenting the project.

1.4 Assessment

The assessment of the course differs significantly from the 2 unit courses in that most of the internal assessment is derived from student performance in Part II (the History Project) and the external assessment is related to Part I of the course only.

Section 11.5 (page 32) of the syllabus provides the prescribed components and weightings for internal assessment and the specifications for the external examination. This section also provides the assessment criteria that teachers are to use when marking the History Project (page 33). As with other HSC courses, student performance in the external examination will be used to moderate internal assessment marks.

2 Programming the Syllabus

2.1 Approaches to Programming

The indicative hours allocated for the two sections of the syllabus are:

- Part I — *What is History?* 60% of course time
- Part II — *The History Project* 40% of course time

The syllabus is intended to lend itself to flexible programming that meets the needs of individual schools and students. It does not require a particular sequence of learning. The diagram for Part I on page 11 of the syllabus is intended to demonstrate that the components are integrated. The learning experience will be structured in many ways to allow for both direct teacher input as well as teacher facilitation of independent student work.

Some approaches, for example, could be:

Case Study and Readings	The History Project
Work on the case study and readings in a series of blocks, eg 2–3 week periods	Do a 2–3 week period of research between the case study activities
Do long periods of the case studies, eg 6–7 weeks to maintain a sense of continuity after some substantial work has been carried out on the project	Commence the project at the beginning of the course focusing on the process, the proposal and documentation. Work on the project is maintained over several weeks so that students are fairly well advanced and can continue with the project independently
If different case studies are studied, eg Modern History and Ancient History topics, work on a rotation basis so that one group will be working on the project and the other group will be working on <i>What is History?</i>	One section of the class will be working on their projects as the other section of the class continues with their case study in the classroom

2.2 The Source Book of Readings

The readings provided in the source book are the means by which students will engage with a range of writings on the question *What is History?*

The readings will enable them to place what they learn from their specific case study and history project into a broader perspective.

While students should read the full range of the readings provided, there is no necessity to study them all, or even a majority, in depth. Teachers and students will select those that are most appropriate for their case study or the particular historiographical issues being explored. Some readings will be analysed closely while others need only be read for their ‘flavour’ or particular perspective.

The readings have been provided to ensure all students have access to a variety of views. However, if teachers or students want to use other readings it is entirely appropriate but not essential. Choosing a specialised area of study in the project, for example, may well mean that students will encounter other historians whose thoughts, ideas and perspectives may, or may not, be restricted to that particular topic area. Similarly, the case study chosen may provide the

impetus to study historians whose work is central to the area and who are not included among the historians in the readings provided.

When students answer questions about historiographical issues generally, as in Section 1 of the external examination, they will be able to use examples encountered in all areas of the course including their case study and project. The focus will be on their understanding about the key historiographical questions raised by the historians, not on whether they 'know' all the readings.

2.3 The Case Study

2.3.1 Choosing the Case Study

The case study, as with the readings in the source book, is intended as a means by which students investigate the question *What is History?* Each case study is divided into the following:

- a principal focus which defines the context of the case study
- five areas of historical debate to be examined within the context as defined by the principal focus.

When selecting a case study from the options, teachers and students should consider:

- how far it relates to familiar work which students have studied in either their Modern or Ancient History course in Stage 6 or in Stages 4 and 5
- the extent to which it could provide a basis for the History Project, bearing in mind that the project must 'cover substantially different ground' (see comments below on the History Project)
- what resources are readily available which will allow students to explore and examine the issues involved in their case study
- the extent to which it will be necessary for all the students in the class to examine the same case study (refer to 2.1 Approaches to Programming). This is particularly important when both Modern and Ancient History students are in the one class. The case study or studies chosen should reflect the expertise and interests of the students and the resources readily available.

2.3.2 Teaching the Case Study

This section includes two sample programs to demonstrate ways in which teachers might develop programs for the selected topics. These sample programs include teaching and learning strategies, describe how they are linked to the course outcomes and content and include specific case study references, as well as readings that could potentially be used from the source book. Both types of reference are clearly indicated in the program. However, these lists of readings are only for guidance and teachers should choose only those (or others) which they feel will highlight the key historiographical perspective that is relevant for this particular study.

One programming example is based on Option 5: *The Thucydidean View of Empire*. This takes the form of an introductory topic, 'Getting Started: An Introduction to Thucydides and Historiography', which allows students to develop background knowledge and skills and to encounter a few historiographical readings before beginning specific work on the prescribed areas of historical debate.

The second programming example is based on Option 24: *The Bush Legend*, and addresses in detail the third historical debate, 'The Bush and the City'. It highlights the changing interpretation and images and historiography in urban and rural living and suggests particular issues that could be used as vehicles to contrast the bush and the city.

A sample assessment task has not been included but teachers should use the specimen paper for the 2001 HSC examination as a guide to the type of tasks appropriate for assessing the readings and case study. As Part I is only worth 20% (10 marks) of the total internal assessment mark, it is unlikely that teachers would have more than two tasks in total for Part I (a half yearly and a trial examination perhaps). Teachers need to allow adequate time for students to work towards the History Project as it represents 80% (40 marks) of the internal assessment mark.

2.3.3 Sample Case Study Programs

CASE STUDY OPTION 5: THE THUCYDIDEAN VIEW OF EMPIRE

Principal focus: Students investigate the way in which Thucydides constructed the history of the Athenian and Spartan empires.

Introduction: Historiographical Issues and Thucydides (3 weeks)

Areas of debate:

The Context of Thucydides and His Purpose (3 weeks)

Myth and History (3 weeks)

Notions of Empire in Athens and Sparta (3 weeks)

Notions of Leadership in Athens and Sparta (4 weeks)

Ideological Conflict between Athens and Sparta (3 weeks)

The following is a three-week sample program for an introductory topic for Option 5. It shows the way in which teachers might introduce the general historiographical issues of the course to students, as well as the necessary background subject matter for Option 5. It also demonstrates the way in which the key questions and readings for *What is History?* can be integrated with specific historical readings and issues for Option 5.

The first two weeks provide a general introduction to historical writings and the ways in which historians analyse forces and issues in history. In particular, students are introduced to the fact that historians can have different ideological perspectives. In this instance, Marxist historical thinking provides the example. Students then look at some examples from the writings of the ancient historians, and consider the work of Evans and his general commentary on historiography. In the third week students are introduced to Thucydides the historian, examining commentary on his writings from a variety of historians and reading selected extracts from his work.

This three week introduction will provide a background through which students can move into the first area of debate, 'The Context of Thucydides and His Purpose'.

The sample unit includes potential readings from the source book and references specific to the case study. These are intended as a general guide only. As already indicated, teachers may select to do only some of them or, if they wish, only a couple. The decision will largely be determined by the perspective and 'flavour' that teachers wish students to understand and incorporate into their option. However the overriding principle is that students should get an opportunity to consider a range of views.

The outcomes and 'learn to' statements come from page 12 of the syllabus.

Sample Learning Sequence for Part I

Getting Started: An Introduction to Historiography and Thucydides

<p>Targetted Outcome</p> <p>A student: E1.1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches E2.2 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues</p>	<p>Students learn to: (LT)</p> <p>LT1 identify different historical perspectives evident in sources LT2 analyse interpretations of a particular historical issue LT4 compare and contrast different interpretations of a particular historical issue</p>
<p>Students learn about</p> <p>Who are the historians?</p> <ul style="list-style-type: none"> • Overview of ancient and modern historians • Identity and context of Thucydides and Thucydidean scholars <p>What are the aims and purposes of history?</p> <ul style="list-style-type: none"> • The aims and purposes of specific historical works • Changing interpretations and perspectives of the aims, purposes and roles of history <p>How has history been constructed and recorded over time?</p> <ul style="list-style-type: none"> • Changing methods of historians • How historians work • Forms of historical communication • Types of history <p>Why have approaches to history changed over time?</p> <ul style="list-style-type: none"> • The availability of historical evidence • The contexts of historians • Changing interpretations and perspectives about approaches to the construction of history • Changing philosophies of history 	

Teaching and Learning Activities	Readings and references
<p>Week 1: Introduction to Historiographical Issues</p> <p>This section introduces students to some of the key historians who have written about the nature of history and the means by which history can be interpreted and recorded.</p> <p>Students need to read the relevant parts from some of the historians and discuss the nature of their historiography. In particular, they could consider the basis for their writings and how they use and shape issues and events in history to their historical ideology. To help students in this discussion they could be guided towards historians who present a clear ideological perspective.</p> <p>This can be illustrated, for example, by introducing Marxist historical theory. The <i>Communist Manifesto</i> and reference to G De Ste Croix and Eric Hobsbawm would be applicable as well as reference to the syllabus key questions: historical debates, identity of historians, aims and purpose of history, construction of history and reasons for changes in approaches to history over time.</p> <p>E 2.2, LT2, LT4,</p>	<p>Potential Readings from the Source Book</p> <p>Richard J Evans, <i>Objectivity and Its Limits</i></p> <p>Keith Windshuttle, <i>The Killing of History</i></p> <p>Keith Jenkins, <i>What is History?</i></p> <p>Peter Burke, <i>Overture</i></p> <p>R G Collingwood, <i>The Idea of History</i></p> <p>J B Bury, <i>The Science of History</i></p> <p>K Marx and F Engels, <i>The Communist Manifesto</i></p> <p>E Hobsbawm, <i>On History</i></p> <p>Case Study References</p> <p>G De Ste Croix, Introduction (iv), 'The Relevance of Marx for the Study of Ancient History' in <i>Class Struggle in the Ancient World</i></p>
<p>Week 2: Introduction to History in the Ancient World</p> <p>In the second week students are introduced to some of the readings which give an insight into historiography in the ancient world. A selection of readings would be used to illustrate how and why ancient historians developed particular historical perspectives.</p> <p>Students would then examine Evans's work which provides a general commentary on historiography along with views about ancient historians, some of whom would have been influenced by Thucydides. Murray's 'Greek Historians' could then be used to introduce students to the study of Greek historiography and provide the link to an introduction to Thucydides in Week 3.</p> <p>E1.1, LT1, LT4,</p>	<p>Case Study References</p> <p>Murray, 'Greek Historians' in <i>Oxford History of the Classical World</i></p> <p>Potential Readings from the Source Book</p> <p>Arrian, <i>History of Alexander</i></p> <p>Tacitus, <i>The Annals</i></p> <p>Josephus, <i>The Jewish War</i></p> <p>Plutarch, <i>Lycurgus</i></p> <p>Procopius, <i>The Secret History</i></p> <p>Richard J Evans, <i>The History of History</i></p>

Teaching and Learning Activities	Readings and references
<p>Week 3: Introduction to Thucydides</p> <p>Students use the perspectives gained in weeks 1 and 2 to commence a study of the historiography of Thucydides. This entails an overview of historians who have analysed the writings of Thucydides, some key readings from Thucydides himself and a commentary on the origins and outbreak of the Peloponnesian War. By the conclusion of Week 3 students would be expected to be ready to commence an analysis of Thucydides the historian and an understanding of his historical perspectives compared to the writings of other historians. This should provide the platform to commence the first area of debate 'The Context of Thucydides and his Purpose'.</p> <p>E2.2, LT1, LT4.</p>	<p>Case Study References</p> <p>References to an introduction to Thucydides include: Powell, <i>Athens and Sparta</i>, pp 136–145 G De Ste Croix, Introduction (ii) to <i>The Origins of the Peloponnesian War</i> T Buckley, <i>Aspects of Greek History</i> pp 21–28 D Cartwright, Introduction to <i>A Historical Commentary on Thucydides</i> G Cawkwell, Introduction to <i>Thucydides and the Peloponnesian War</i> Victor Davis Hanson, Introduction to <i>The Landmark Thucydides</i></p> <p>References to an overview of Thucydidean historiography include G De Ste Croix op cit D Kagan, Introduction to <i>The Outbreak of the Peloponnesian War</i></p> <p>Potential sources from Thucydides could include Book II: The Funeral Oration Book III: The Mytilenean Debate Book V: The Melian Dialogue</p>

CASE STUDY
OPTION 24: THE BUSH LEGEND

Principal focus: Students investigate changing interpretations of the evidence relating to Australia's rural identity to 1914.

Introduction: Historiographical Issues and Australian Historiography (2 weeks)

Areas of debate:

The Bush Legend: Masculinity (3 weeks)

The Bush Legend: Heroism, Resilience and the Individual (3 weeks)

The Bush Legend: The Bush and the City (4 weeks)

The Bush Legend: Anti-Authoritarianism and Radicalism (4 weeks)

The Bush Legend: White Australia (2 weeks)

The following sample unit provides an example of the way in which teachers could approach programming one of the areas of debate, 'The Bush and the City'. It also demonstrates the way in which the general historiographical key questions and readings for 'What is History?' can be integrated with specific historical issues raised by one of the debates prescribed by the syllabus for Option 24.

Sample Learning Sequence for Part I

Area of Debate III: The Bush and the City

<p>HSC Course Outcomes</p> <p>A student:</p> <p>E1.1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches</p> <p>E2.2 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues</p> <p>E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions</p>	<p>Students learn to: (LT)</p> <p>LT1 identify different historical perspectives evident in sources</p> <p>LT2 analyse interpretations of a particular historical issue</p> <p>LT3 explain why different historians have different historical perspectives</p> <p>LT4 compare and contrast different interpretations of a particular historical issue</p> <p>LT5 use a variety of sources to develop a view about a historical issue</p> <p>LT6 use a variety of sources to challenge views on a historical issue</p>
<p>Note: Some of the outcomes and learn to statements would already have been emphasised in the preceding debates. Teachers may wish to emphasise or consolidate some of them in this area of debate. As well, some of the References and Readings may already have been consulted in the two previous debates. They will be useful within the context of this debate as well.</p> <p>Students learn about</p> <p>Who are the historians?</p> <ul style="list-style-type: none"> • Identity • Context <p>Students study a general range from different schools of historical work such as 'left wing' and 'right wing' historians, feminist historians, etc</p> <p>What are the aims and purposes of history?</p> <ul style="list-style-type: none"> • The aims and purposes of historical works dealing with the bush and the city in the period to 1914 • Changing interpretations and perspectives of the aims, purposes and roles of history in relation to the bush and the city in the period to 1914 <p>How has the history of the bush and the city in the period to 1914 been constructed and recorded over time?</p> <ul style="list-style-type: none"> • Changing methods of historians within Australia in the twentieth century • Forms of historical communication • Types of history <p>Why have approaches to the history of the bush and the city in the period to 1914 changed over time?</p> <ul style="list-style-type: none"> • The availability of evidence • The contexts of historians within Australia in the twentieth century • Changing interpretations and perspectives about approaches to the construction of history within Australia in the twentieth century • Changing philosophies of history 	

Teaching and Learning Activities	Readings and references
<p>Week 1: Introduction and Context</p> <p>At the commencement of this area of debate, teachers could provide in the classroom (through the use of some of the references and sources) a general summary of the historical context of the key issues provide the basis for analysing the debate about ‘the City and the Bush’. These could include:</p> <ul style="list-style-type: none"> • urban development in Australia 1788–1914 • Australia’s population and migration patterns 1788–1914 • development of urban imagery (eg Larrikin) to 1914 • development of urban/rural rivalry and class conflict to 1914 • the city and the bush in popular culture to 1914. <p>Within this context historical perspectives will be developed from the list of readings and references.</p> <p>E1.1, LT1, LT4</p>	<p>Case Study References</p> <p>R Pascoe, <i>The Manufacture of Australian History</i>, Chapters 2, 3 and 4. G Seale, <i>From Deserts the Prophets Come</i> (Chapter 5). K Buckley & T Wheelwright – <i>No Practice for Writers</i> (Chapters 7 and 8).</p> <p>Potential Readings from the Source Book</p> <p>Richard J Evans, <i>The History of History</i>, Chapter 1</p>
<p>Weeks 2 and 3: Australian Historiography to the 1970s</p> <p>Students could begin by reading selected passages from the more traditional bush historians, notably Russell Ward and R M Crawford as well as readings from the ‘bush poets’, eg Paterson and Lawson. Discussion of these perspectives should be undertaken, along with those who dispute the role of the bush in forming the basis of the Australian identity.</p> <p>These could be supported by a comparison of images presented on film: a comparison of <i>Dad and Dave, the Overlanders</i> and <i>Sunday Too Far Away</i> with more modern films which interpret the basis of Australia’s identity as centred in the cities and on urban lifestyle. Many examples, especially in the 1980s and 1990s, have been made and could be viewed at home.</p> <p>A number of issues could be considered that portray and compare common issues in the bush and the city. These may include:</p> <ul style="list-style-type: none"> • the growth of trade unions, and industrial disputes • role and image of women both at work and at ‘home’ • hardships, exploitation, population, unemployment and living and working conditions • the galvanising of support and formal organisation to maintain a white Australia. <p>Some of these issues will emphasise key aspects about city and country living as well as the images that were created. As well, they will provide the basis understanding and using historiography in debate areas IV and V.</p> <p>It should be emphasised to students that through the use of the readings, the Case Study References and the other historiographical images, they should focus on the image and reality of rural and urban living, its historical perception and how this changed during the nineteenth and twentieth centuries.</p> <p>Through this understanding of key issues in the city and country, the images of them and the legend which emerged will become the focus for the discussion in Week 4.</p> <p>E1.1, LT1, LT2, LT3, LT4</p>	<p>Case Study References</p> <p>R White, <i>Inventing Australia</i>, Chapters 5 and 6 John Vincent, <i>An Intelligent Person’s Guide to History</i> R Ward, <i>The Australian Legend</i> M Clark, <i>History of Australia</i> R Pascoe, <i>The Manufacture of Australian History</i> P Grimshaw, M Lake, A McGrath & M Quartly — <i>Creating a Nation</i> (see Chapter 5) M Cannon, <i>Life in the Cities</i> <i>Who’s Master?</i> <i>Who’s Man?</i> (all include excellent visual sources). J Carroll (ed), <i>Intruders in the Bush</i>.</p> <p>Potential Readings from the Source Book</p> <p>M Clark & RM Crawford, <i>Making History</i></p>

Teaching and Learning Activities	Readings and references
<p>Week 4: Analysing the Historical Debate</p> <p>Within the debate on the bush legend the focus should be on the making of a view of history, who makes it, and how and why it is sustained, as well as the factors which challenge it. The bush and the city provide an interesting contrast in</p> <ul style="list-style-type: none"> • how each reacted to issues and events in Australian society and • the images and perspectives which emerged from them. <p>Students could focus their discussion on this contrast and on the changes and challenges to the Australian identity which have occurred in the late 19th and 20th centuries. The Case Study references and readings should form the core of this debate, along with the ideological perspectives and views of films, poetry, art etc.</p> <p>Through the readings and discussions, students need to formulate their own opinions and ideas about the city and the bush and the changing interpretations and historiography about Australia's rural identity.</p> <p>E 2.3, LT 5, LT 6, LT 7</p>	<p>Case Study References</p> <p>Jim Sharpe, 'History from Below', in P Burke, <i>New Perspectives in Historical Writing</i></p> <p>Potential Readings from the Source Book</p> <p>H Reynolds, Introduction to <i>Why Weren't We Told?</i></p> <p>M Dixon, Introduction to <i>The Real Matilda</i></p>

2.4 The History Project

2.4.1 General Information and Guidance

(The following pages of the syllabus need to be read for this section: pp 23–28, pp 32–33).

In Part 2, The History Project, students will be required to ‘design and conduct an investigation in an area of changing historical interpretation’. This part of the course is internally assessed and contributes 40% of the student’s overall mark. Students are expected to address four specific components throughout their investigation (see p 23 of the syllabus).

These four components are:

- purpose
- process
- presentation
- assessment.

Purpose

The initial *purpose* of the project will require students to ascertain whether their choice of topic will allow for ‘one or more’ of the significant historical questions to be explored. These four significant historical questions are:

- Who are historians?
- What are the purposes of history?
- How has history been constructed and recorded over time?
- Why have the approaches to the construction of history changed over time?

Process

The *process* within the project concentrates upon designing and conducting the investigation and the presentation of its findings. This should involve a collaborative effort between the teacher and the student. While students will attempt to focus and refine the exact topic to be investigated, teachers should guide students as to:

- the planning and inquiry methods to be adopted throughout the project
- the interpretation of research findings
- the components of the project
- evaluating, checking and reviewing the project and the log
- managing the task through all its phases.

While the role of the teacher is to consult with students and guide them through the various phases of the project, students will be expected to:

- submit proposals within the required time length
- finalise their topic area and inquiry questions
- carefully work through, and be realistic in regard to, their investigations, particularly at the early stage of their project
- consult all avenues of research which would be applicable to their project
- develop and select those methodologies which would best suit the project
- carefully consider ethical issues that may arise and inform the teacher as to their nature and possible implications.

Different methodologies and strategies to be used when investigating the project include:

- historical debates
- archaeological sites and museum investigation
- history in the media
- interdisciplinary studies
- oral history
- historical biography

- local history
- studying an institution
- critical analysis of an historical work: ways in which history is used and misused.

The project should be carefully documented by both students and teachers. For students this would include:

- the investigation proposal from its initial stages
- sequentially dated records of the inquiry
- dated notes and progressive drafts of work
- the inclusion of all sources used in notes and drafts.

The teacher needs to be vigilant throughout the project to ensure that they are in a position at the end to certify that the project is the student's own work. This would involve:

- regular interviews throughout the writing stages
- maintaining a file of final, submitted, and assessed projects
- ensuring that class time allocated to the project is commensurate with its weighting in the course. This will enable teachers and students to engage in project-related dialogue and will also facilitate the 'sign off' process.

Teachers will need to implement a process that requires 'sign off' at appropriate stages of the project. Suggested points for 'sign off' could be

- after the proposal is submitted
- after some reading and reflection has taken place
- when some initial drafting is completed
- when the final project is submitted.

The Proposal

The proposal needs to be carefully scrutinised by the teacher in order to ascertain that it:

- describes preliminary research
- has questions for the project
- has research intentions in relation to areas/texts and methodology.

The Presentation

The written part of the project will be drawn from the above. A *synopsis* of 300 words is to be submitted. The focus of the synopsis should be on identifying the precise question to be discussed in 2,500 word essay, and should form the basis of the research. Therefore, it should address the following:

- precise question to be focused on
- ways in which the essay addresses the precise question
- content used and why it is to be used.

The *2,500 word* essay should contain the following:

- an argument in response to a precise question
- acknowledged sources and a consistent system of referencing
- concise but comprehensible written form
- appropriate graphic texts as appendices if required
- material from a range of perspectives, including those of the student.

The Bibliography

A bibliography, with a 600-word evaluation on three sources, is to be included within the project. It should have:

- a consistently formatted alphabetical list of sources
- an evaluative review of three sources.

As the emphasis is on evaluating the three selected sources for their usefulness to the research, close scrutiny needs to be paid to maximising the evaluative process. Within the evaluation the following aspects need to be observed:

- the strengths and weaknesses of each source
- the usefulness, reliability and value of the source to the project
- the central argument of the source.

As well, the sources used in the essay should be included in the bibliography. They should be consistently formatted and alphabetically listed.

In conjunction with the above syllabus requirements, students will need to keep a record of major project developments. As they occur they should be noted by the student overseen by the teacher. The log should contain the following:

- description of procedures
- description of sequential development of the topic
- record of major decisions of the project
- cumulative self-review and peer review, teacher evaluation of the project, and record of interviews.

Supervision and assessment

During the course of the project teachers will need to ensure that the work carried out by the student is their own original piece of research. As well, they will need to carefully monitor and supervise all aspects and steps within the project in order to certify that the work undertaken by the student is wholly their work. Where this has occurred and the teacher can certify that the student has completed all requirements, they will complete a certification form provided by the Board of Studies. Where this has not occurred teachers will need to complete a non-certification report document. In order to ensure that all requirements have been fulfilled the following four criteria need to be met:

- Aspects of the development of the project take place in school time (note the 40% requirement as fulfilling course obligations).
- Work completed away from school is regularly monitored by the supervising teacher. Where a substantial amount of work is being carried out away from school, it is advisable for the student to notify the teacher and that for the student and teacher to negotiate an agreement that will enable the teacher to be fully briefed about the work activities of the student and to supervise the student's activities.
- Each student signs a statement, *witnessed by the supervising teacher*, that the submitted major work is their own work
- In the event of an appeal to the Board of Studies and the necessity to verify the authenticity of the student's work, the process log must be submitted along with the essay.

2.4.2 Developing the History Project

Roles and Responsibilities

Students

The student's primary role is to carry out the required research and present it within the time allocation. Although the student will receive assistance and guidance from others, particularly the class teacher, it is the responsibility of the student to observe time and other schedules. The project should be either word processed, typed or handwritten and appropriately spaced. Only one side of the paper is to be used.

Students should ensure that all appropriate records have been maintained (as previously outlined) and that ethical questions, especially plagiarism, have been addressed. In addition, issues such as maintaining confidentiality, sensitivity to cultural issues, and other protocols require considerable care.

A checklist on page 26 is included for students to check that they have met their responsibilities.

Teachers

Teachers have a responsibility to monitor the log at regular intervals and to maintain a file of intermittent material and the final project. However, teachers should be mindful that their role is primarily one of offering guidance, rather than direct intervention or as co-writer of the project. The project must reflect the student's own originality and research.

Teachers also have a role as facilitators in areas such as current research, sources of data, and technological support where appropriate. They will also need to take appropriate action where a problem has arisen, or could arise, with regard to topic selection, ethical concerns, the bibliography or any other issue.

Should a teacher have concerns regarding the ownership and originality of material included in the project, then it must be brought to the student's attention. The teacher must document the matter clearly and in detail, providing a copy for both the student and school records. Should the student fail to respond to requests for accountability from the supervising teacher, it will be necessary for the teacher to advise the student that non-certification of the project may result.

It may be appropriate, where particular methodologies are involved in the project, for students to be introduced to these methodologies in the Preliminary course.

Parents and Guardians

Parents and guardians have a supportive, informal role to play. Where a parent or guardian has acted as a facilitator or been involved in the typing, word processing or other aspects of the project, acknowledgement must be made.

Designing an Investigation

Methodologies

The investigation a student undertakes can take a variety of forms. The methodology, as previously discussed, could be developed during the Preliminary year. When documenting the project, it is important to include details about:

- from whom and from where the information was gathered
- over what period it was gathered
- why these sources were chosen.

It is important for students to recognise that not all research, written or oral, is reliable. Subjective information or even the student's own opinions or bias may render certain information unreliable. Furthermore, gathering information is not a step-by-step process. Rather, the nature of the research may change over time and new questions and ideas may emerge which could lead to the gathering of different data and the formation of different conclusions and judgements.

All such information, if it arises, should be transferred as soon as possible to the other sections of the project which require this documentation, namely the *proposal*, the *bibliography* and the *process log*. The proposal, in particular, requires details with regard to the methodologies which were employed in gathering data for the project. Sources accessed should be entered into the bibliography, and the process log should contain information regarding the procedures used and any major decisions which may have occurred as a result of the investigation.

The methodologies employed need to be discussed in detail with the supervising teacher. It may also be useful to discuss questions of methodologies and the processing of the materials with other teachers involved in research projects. This could include teachers of Studies of Religion, Society and Culture, and Geography.

Stages in the research process

The following summary highlights some key steps in the development of the research process:

- begin with a topic, question or problem which the researcher has clearly defined
- develop a plan to give direction to the research task
- divide the problem, question or topic into manageable sections
- the methodology/ies to be employed throughout the project should be applied as early as possible in order to allow time for a change, if required
- understanding and development of the topic area should emanate from the materials which have been researched as well as from the appropriate historical readings which have been used
- there should be ongoing communication between the teacher and the student about the student's research so that the teacher can attest to the work being the student's own.

Documenting the Project

The Proposal

As students conduct their research and develop the appropriate methodologies they should be entering the appropriate details in the *proposal*.

Some of the key aspects which could be included in the proposal are:

- the initial research conducted: aims, success, gaps in the research, etc
- changes that might have occurred in the research methodologies
- questions formulated and initial results obtained.

From these beginnings, and working in close consultation with the supervising teacher, a general area of investigation should emerge.

The Presentation

Synopsis

From the general topic area suggested in the *proposal* students will now refine a specific area of research which will be outlined in the synopsis.

This is an important step in the project as the specific area of research is something which should interest the student and be related to their own historical experiences. It is important that the topic is clearly focused, has a limited area of investigation and is manageable in terms of resources and information.

The following activities might help students decide on their topic:

- select an area of interest and narrow this to a specific focus
- engage in a brainstorming session with peers and the teacher(s) with the aim of narrowing a general topic area to a focus point
- construct focus questions or an hypothesis around areas of interest which have to be answered through research and investigation
- select an area from one of the case studies (or perhaps the one being investigated in class) and develop a focus from this with the proviso that it covers 'substantially different ground'.

It may emerge during the course of the research that the focus question changes. This could be due to a number of factors including:

- the methodology or investigation leads students into other defined areas
- their initial topic may have been too broad or generally unsatisfactory
- ethical or other concerns may be raised as a result of investigating the initial topic.

If this occurs, students should remember to document these changes, especially in the *proposal* and the *process log*. It is important that students, in consultation with their supervising teacher, deal with this problem because failure to do so could result in failure to meet the requirements of the course.

Essay

The essay is a piece of written communication that draws together the central findings from the research and the historical understanding from the readings to synthesise a coherent and logical argument. It is important that ideas and arguments are developed from the judicious use of meaningful words, and each paragraph should deal with one central idea. Students will need to submit work drafts to their supervising teacher and readily obtain feedback from these drafts. It is the responsibility of the student to act on this guidance. An effective essay would, on average, have three drafts or part drafts prior to the final product.

A good sustained piece of writing with a developmental sequence may include one of the following processes:

- following a logical and sequential pattern of ideas
- moving from broad ideas to specific aspects
- moving from a general or simple idea to more complex ones
- stating/reviewing/discussing what other researchers or historians have said and allowing this to form the basis for the development of the student's own ideas or conclusions
- substantiating the student's own research or investigation with interpretations or judgements advanced by historians/researchers.

The information in the essay must clearly be related to the research and methodology conducted. Material alluded to in the essay, such as statistics, tables, photographs and pictures (which would be included in an appendix) must be commented upon in the essay. The appendix should only contain material that is considered essential to justify statements made in the written work. An appendix should *not*:

- be used as a means to present material which could have been used in the 2,500 word essay
- be used as a means to extend the word length.

During and after the draft process, it is essential that the writer engages in the editing process. This should be an ongoing process in conjunction with rewriting the draft copies.

In summary, a good essay will show:

- the subject matter, including the use of primary and secondary sources, has been selected in a discerning way
- the research/investigation has been integrated and displays careful historical analysis
- logical conclusions have been drawn from the investigation
- historians have been used and acknowledged and form a basis for developing historical argument
- the historical research material used in the essay has been carefully selected for its appropriateness
- the appendix will not be bulky and will include only those items appropriate to the arguments in the essay.

The Bibliography

The two key functions of the bibliography are:

- the inclusion of a formatted alphabetical list of all sources used in the project
- a 600-word evaluation of three sources used in the project.

All sources used in the project should be included, as well as those not used but considered to be important for the overall project. This allows for the borrowed work of the author to be acknowledged as well as providing other readers with access and information regarding these resources.

All resource entries need to be accurately and completely listed and include the following details:

- name of the author(s) etc responsible for the work
- the date when it was published or produced
- the title of the book, article etc
- the place it was published or produced
- the name of the company, department, agency or individual who published or produced it.

An example of a book used for consultation would be:

Ranelagh, J O, *A Short History Of Ireland*, Cambridge University Press, Cambridge, England, 1999.

An example of a book where one chapter which is part of a larger work has been used would be:

Pessen, E, 'Status and Social Class in America' in L Lueddtke (ed), *Making America: the Society and Culture of the United States*, United States Information Agency, Washington D C, 1988, pp 270–282.

Magazines, newspapers and journals should also include the volume and number of the source of the article, or the month of publication, and, where appropriate, the page numbers of the article. An example of a newspaper article is the following:

Forde, S, 'Qld Funds Cape York Plan', *Koori Mail*, 17th November 1999, edition 214, p 5.

Sources for the project may also be found in a number of other areas. These could include internet material, television programs, photographs, films, CDs, videos and archaeological artefacts. An example of a bibliographic detail from the internet is the 1999 Boyer lecture by Inga Clendinnen on the Holocaust as recorded on ABC Radio. It would be sourced as:
<http://www.abc.net.au/m/events/boyer99.htm>

The other section to complete in the bibliography is the 600-word evaluation of three sources. It may be beneficial to divide this section into approximately equal parts in order to ensure adequate coverage of all three sources. The usefulness and reliability of the sources for the writer could well depend upon the stage in the project where they were evaluated. For example, this could mean that a source evaluated halfway through the project and which had a profound effect upon the course and direction of the essay might be enthusiastically analysed whereas one evaluated either very early or near the completion of the project might be considered less favourably. The timing and influence of the source on the overall project may well determine how it will be evaluated. This is just one of the factors to consider in the evaluation. Other factors which may be taken into consideration are:

- the source may be reliable in most respects, but not as useful in regard to the central argument of the essay. The reverse may also apply.
- the means by which the writer tests the usefulness and reliability of the source (eg will it be compared to, and evaluated in regard to, other sources used in the project, or tested and compared to other criteria?)

In writing their evaluation, students should follow a similar process to that applied to the essay; that is, they should draft their response and apply editing skills as the project proceeds. Therefore, it may well be the case that the nature and comments in the evaluation of the sources could change over the course of the project.

Process Log

The Process Log should contain a record of the procedures, development and major decisions of the project as they occurred throughout the course of the year. Records of interviews and all evaluative material, either from the student, or their peers or teachers, should be included in the log. The log acts as a summary of the major developments and procedures which have taken place throughout the course 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.

Project Checklist for Teachers

Have I checked that:	YES	NO
• 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

If as a teacher you find that you are unable to answer 'yes' for each of these items, it will be necessary for you to discuss the project and the process carefully with the student. It may be necessary for you to document the outcomes of your discussions with the student, in case further follow-up is required.

2.4.3 Assessment of the project

The criteria for assessment of the project are provided on page 33 of the syllabus. Teachers will need to use the criteria to develop marking guidelines that indicate how they will be making judgements about the different levels of student performance and the marks to be awarded. The marking guidelines and performance bands published with the 2001 HSC specimen paper will assist with this process.

Certification of the project

The principal, teacher and student are required to certify that the project is the original work of the student (see page 28 of the syllabus). A Project Certification and Declaration form is attached. A copy of this should be completed for each candidate.

3 Resources for the New Syllabus

Due to the diverse and extensive nature of the resources which students may use during the course of their research, a few essential aspects should be considered by both students and teachers prior to the commencement of any research. They should:

- examine the topic (or relevant part of the topic) prior to the commencement of any research to ensure that the topic is viable in terms of easily accessible research material and that what is available can be understood and used by the student
- determine whether this research material is available locally or whether travel and other costs would be incurred in obtaining it. Obviously, research material gathered locally would be far preferable to other materials which would require travel and other costs
- determine whether the material is of a sufficient quality to allow students to obtain valuable information for use in their project.

The most important point to note is that achievement of the course outcomes is not dependent on access to expensive, sophisticated, university-level resources. Students will be assessed on the use they make of resources they have available through their school and local communities. Teachers should not forget that film, literature, novels, biographies and documentaries can provide lively and very useful sources for examining the different ways history is constructed. It is hoped students won't only read 'dry' academic accounts.

HSC History Extension Project Certification and Student/Teacher Declaration Form



This form contains information to be read by students, teachers and the principal. The form is to be retained by the school as part of the student's internal assessment record.

Please complete the following details

Student: _____

Student number: _____

History Project title: _____

Supervising teacher : _____

Supervising Teacher please note: The teacher and student declarations regarding the originality of the student's work and its supervision are included on this form. Please ensure that your students have read the declaration to which they are attesting when they sign the form. Your declaration attesting to the completion of students' work in accordance with the rules appears below. Please read the declaration prior to signing against the student's signature.

Supervising Teacher's Declaration: I declare that I have supervised the planning, development, content and presentation of this project and I confirm that it is essentially the student's own work, except for limited material, if any, drawn from acknowledged sources. The process log, submitted with the project, is a correct record of the student's planning and progress throughout the project.

NB. If any student's work is unable to be certified, a statement from the school providing the reasons for non-certification should be attached to this form. This statement must be signed by the student. If the student wishes, they should be given the opportunity to make written comments.

Students please note: You must read and understand the following declaration prior to signing below. Your signature shows your agreement with the declaration.

Student Declaration: I declare that the planning, development, content and presentation of this project is essentially my own work (except for limited material, if any, drawn from acknowledged sources) and has not been copied from any other person's work; and I understand that a false declaration may jeopardise my HSC exam results.

Signature of Student

Date

Signature of Supervising Teacher

Date

Signature of Principal

Date