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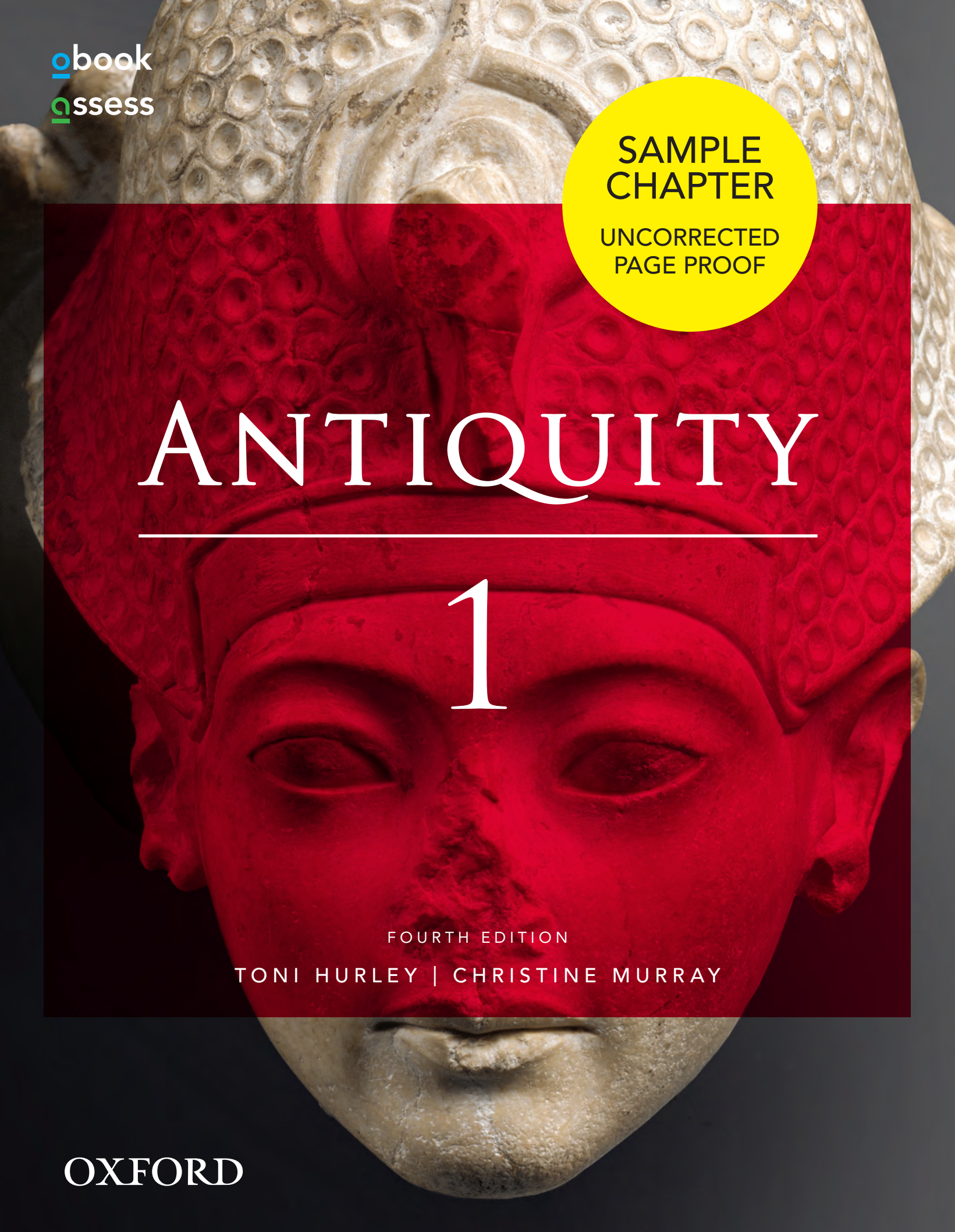

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TONI HURLEY | CHRISTINE MURRAY | PHILIPPA MEDCALF | JAN ROLPH

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Using Antiquity

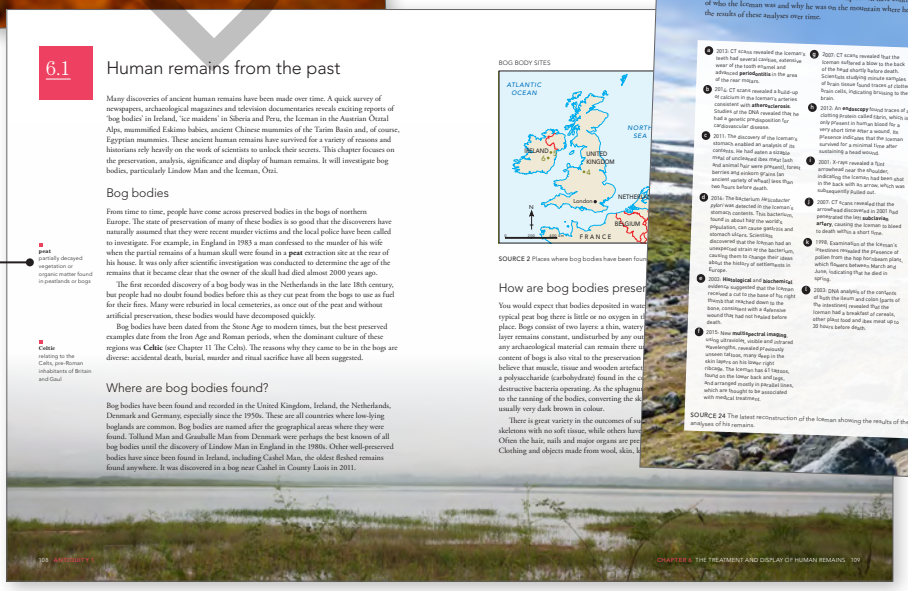
New South Wales' most trusted Ancient History series has been updated for the new Ancient History Stage 6 syllabus. The first of a two-volume series, *Antiquity 1* offers complete support for Year 11 teachers and their students, providing unparalleled depth and coverage and a range of new chapter features that will give students of all abilities the best chance of achieving success in Ancient History.

Key enhancements:

- All content has been explicitly aligned to the new Ancient History Stage 6 syllabus (Year 11).
- Subject experts, Toni Hurley and Christine Murray, have developed comprehensive, engaging and appropriately levelled content.
- Unambiguous language is used throughout the book, with visuals on every spread to engage students and support learning.
- obook assess provides comprehensive student and teacher digital support including answers to every question in the book, detailed teacher notes, support for assessment and exam preparation, videos and more.

'Focus questions', 'Focus concepts and skills', and 'Learning outcomes' are clearly stated at the beginning of each chapter to guide teachers and students through the content.

Content includes the latest scientific developments, up-to-date case studies, maps, and rich visual and written source material.



Margin glossary definitions help students easily find the meaning of unfamiliar words and assist with their understanding.

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Many chapters feature a 'Profile' which allows for more in-depth learning about a historically significant person, event or phenomenon.

'Understanding and using the sources' questions throughout each chapter enhance student understanding of how to use and critically analyse historical sources.

Answers to every question in the Student book are provided on Teacher obook assess.

'Check your learning' questions are given for each topic.

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Antiquity 1 is supported by a range of engaging and relevant digital resources via obook assess.

Students receive:

- a complete digital version of the Student book with notetaking and bookmarking functionality
- targeted instructional videos by a team of Australia's most experienced Ancient History teachers
- interactive auto-correcting multiple-choice quizzes
- access to work assigned by their teacher, such as reading, homework, tests and assignments
- the ability to use their cloud-based obook anywhere, anytime on any device.

In addition to the student resources, teachers also receive:

- detailed course planners and teacher notes
- answers to every question in the Student book
- printable (and editable) class tests with answers
- the ability to set up classes, set assignments, monitor progress and graph results, and view all available content and resources in one place.

7

Historical investigation

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FOCUS QUESTIONS

1. What are the main steps in planning and conducting a historical investigation?
2. How do you formulate a historical focus question and hypothesis relevant to the investigation?
3. What are the most effective ways of locating, analysing and using sources?
4. How do you synthesise information from a range of sources to develop a historical account or argument about a historical issue?
5. What are the appropriate protocols for acknowledging sources of information?
6. What are some effective ways of presenting and communicating the findings of a historical investigation?

FOCUS CONCEPTS & SKILLS

Evidence

Evidence is information gained from sources that can be used for a particular inquiry. It can be used to formulate a research question, develop and support a thesis or contest an interpretation.

Interpretation

Interpretation is an explanation of the past. There can be more than one interpretation of the past because researchers may have asked different questions, used different sources and reached different conclusions.

LEARNING OUTCOMES

1. Plan and conduct a historical investigation.
2. Formulate a historical focus question and hypothesis relevant to the investigation.
3. Locate, analyse and use sources to develop a historical interpretation.
4. Synthesise information from a range of sources to develop a historical account or argument about a historical issue.
5. Apply knowledge of the appropriate protocols for acknowledging sources of information.
6. Present and communicate the findings of a historical investigation using appropriate and well-structured texts.

SOURCE 1 Historical investigation involves interrogating the past.

7.1

Historical inquiry

historiographical concerning the construction or writing of history based on the critical examination of sources

thesis a statement, theory or argument presented in an essay that has to be supported by evidence

synthesis a process of combining different points of view and sources to develop a logically reasoned argument

perspectives the points of view held by individuals or groups about the past that are based on their contexts and motivations

ethical scholarship conducting research and exchanging ideas in an honest way, particularly by acknowledging sources

plagiarism taking someone else's work or ideas and passing them off as your own (e.g. not acknowledging your sources); it is cheating

One of the most important skills that you need to learn in your study of history is how to conduct a research investigation. Remember that history by its definition involves 'learning by inquiry'. 'Inquiry' means asking questions and the business of historians is to interrogate the past. So, any sound historical inquiry will be based on formulating questions to initiate the research process. To simply ask 'what happened?' is not enough. Reconstructing the past requires an understanding of 'why' and 'how' and 'what was the result?' as well. This is referred to as cause and effect.

All historians rely on sources, which are the basic tools of research. These may include a range of primary and secondary sources, both archaeological and written. A good researcher must use their **historiographical** skills especially testing all sources for their reliability and making judgements about their usefulness. (See Chapter 1 Investigation of Sites and Sources) Today we tend to rely heavily on the internet as a source of information on almost any topic. Like any other source, it too must be subject to the same rigorous scrutiny.

Once the research has been completed the answers to the questions are used to construct a **thesis** which is a **synthesis** of argument and source analysis in which different **perspectives** may be presented. The thesis will depend on the nature of the questions asked, the range of sources consulted and the interpretation of the researcher. The final product of all historical investigation will be presented in a logically structured oral, written or digital format. **Ethical scholarship** requires acknowledgement of all sources of information using an appropriate referencing system. You must also avoid **plagiarism** by presenting your findings in your own words without using 'cutting' and 'pasting' techniques.

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The historical investigation in the NSW Ancient History Syllabus

If you are studying Stage 6 Ancient History in New South Wales you are required to complete a historical investigation to give you the opportunity to develop investigative, research and presentation skills relevant to historical inquiry. You will undertake individual or group research, and both your topic and choice of presentation style will draw on your own interests.

Planning and conducting historical investigations using historical concepts

To be successful, your historical investigation needs careful planning. If you follow the established procedures used by historical researchers you will find that conducting your historical investigation will run smoothly. The first step is to choose your topic. Source 2 lists topics suggested in the syllabus.

SOURCE 2

Possible historical investigations include:

- aspects of an ancient society as revealed through sources
- the causes and impacts of an historical event
- the **significance** of an historical development
- tracing the development of an aspect of the ancient past over time through a thematic approach
- the analysis of an historical debate
- the contribution of an historical site to our understanding of the past
- constructions of the ancient past
- an interpretation or representation of an individual, group or event.

'Ancient History Stage 6 Syllabus', *NSW Syllabus for the Australian Curriculum*, p. 55

significance
a judgement made about the importance of particular events, people and developments of the past

Remember that your investigation must not overlap with or duplicate significantly any topic that you will attempt in the Year 12 Ancient History or History Extension courses.

These suggestions can seem a little daunting on first reading. What do they mean? The table in Source 3 offers possible approaches to some of them.

stakeholder
someone who has a particular interest in an issue, project or organisation

SOURCE 3 Some suggested approaches to the syllabus topics

TOPIC	POSSIBLE APPROACHES
Aspects of an ancient society as revealed through sources	Through sources, we know certain aspects about most ancient societies; for example: • religion • the social structure • the political structure • power and authority • the economy – industries, occupations • everyday life – housing, leisure activities, food and dining, clothing, health Research some of these aspects and the sources that reveal them.
Causes and impacts of a historical event	Think of some ancient historical events, but avoid the really big ones, such as the Persian Wars, because they are too comprehensive for the size of your investigation. Choose something more manageable, for example the first recorded strike in history (Egypt, 1128 BC).
Tracing the development of an aspect of the ancient past over time through a thematic approach	For this topic you could consider an aspect such as writing. You could look at writing in two or three cultures, for example Sumerian cuneiform, Egyptian hieroglyphics and Minoan Crete Linear A.
Analysis of a historical debate	There are many debated aspects of ancient history. For example: 'How powerful was Nefertiti in Akhenaten's reign?' or 'What was the nature and purpose of Persepolis?' Identify the **stakeholders** in the debate and account for their positions.
The contribution of a historical site to our understanding of the past	Use the online UNESCO World Heritage List to help you choose an ancient site.
An interpretation or representation of an individual, group or event	Use the internet to identify individuals, groups or events that you could investigate. Try using search terms such as 'ancient people you should know' or 'major events in ancient history'. Once you have chosen your topic, you can research how your chosen topic has been interpreted or represented.

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7.2 Formulating a good historical research question

Once you have chosen a topic area that you wish to investigate, your next step is to formulate a research question that will guide your investigation. Developing a good research question is a vital step of any research project. You should avoid questions that require you to only describe or narrate. Instead, your research or focus question should involve higher-order thinking. That means you should formulate your questions so that you will have to:

- *analyse* – analyse, explain, compare, select, infer
- *evaluate* – assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise
- *synthesise* – combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalise, rewrite.

A sample historical investigation

At this stage it is helpful to work with an example. Let us assume that the topic you are interested in is 'an interpretation or representation of an individual, group or event'. You could formulate the following focus question: 'In what ways has Alexander the Great been interpreted over time?'

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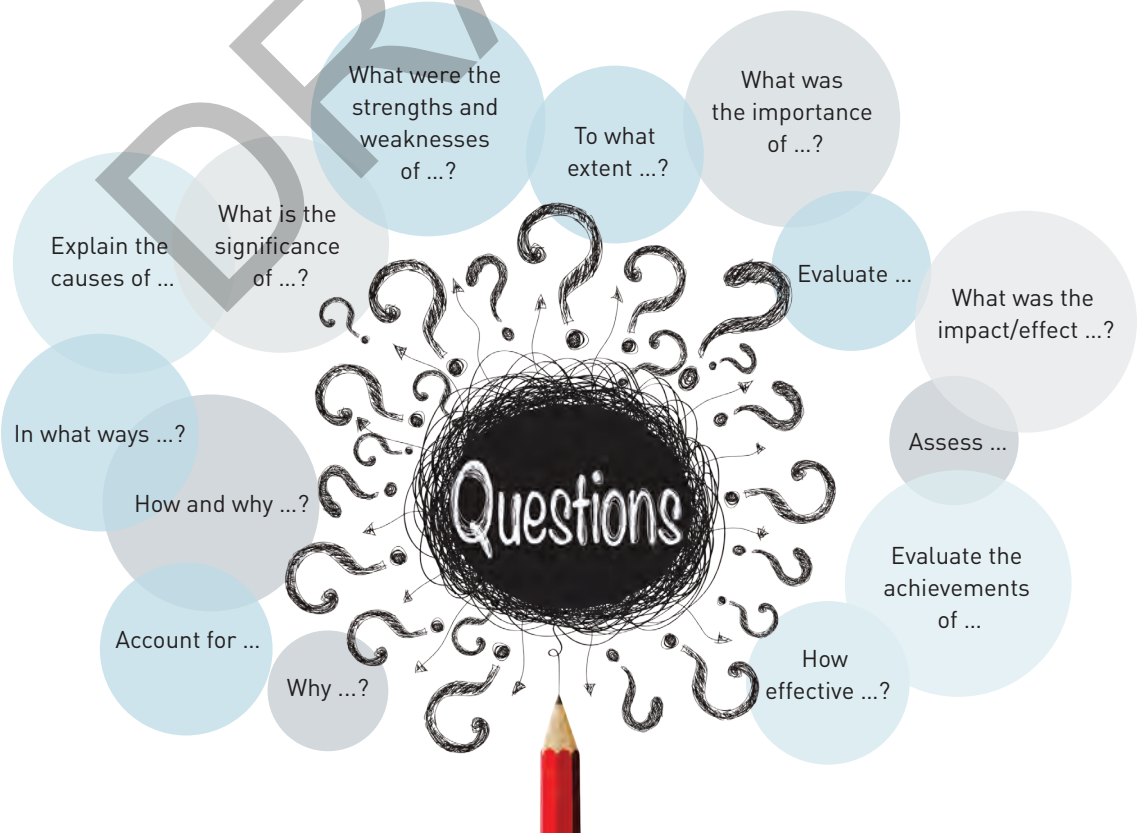


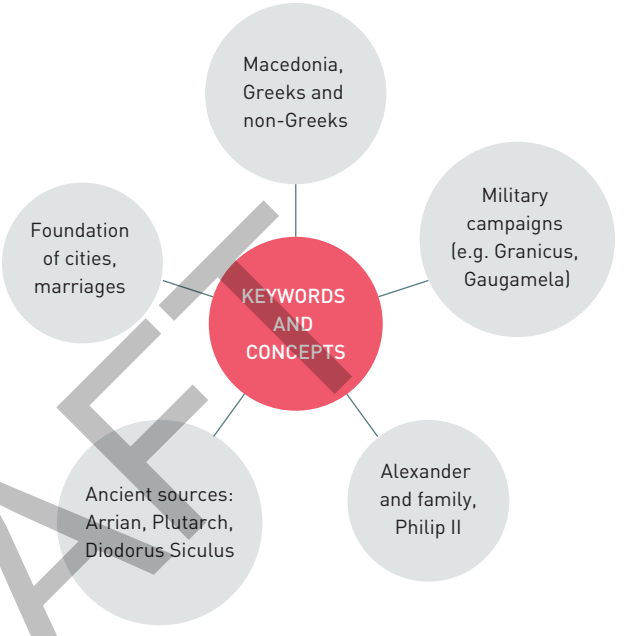
SOURCE 4 Focus question starters

Notice that the first part of this question requires assessment, a higher-order skill. To answer it effectively you need to investigate both ancient and modern interpretations of Alexander the Great. Such a question is very challenging because you would have to look at the authors of the interpretations and consider reasons for their interpretations. You would also have the opportunity to synthesise the information you discover and evaluate it, rather than simply describe and narrate.

Developing your topic

Having formulated your focus question, the next stage is to develop your topic. To do this, you identify the main concepts or keywords in your question. Reading widely about your topic can help you here as it provides a historical context. If your topic area is from the syllabus, as in our example, this is a good place to start your reading. You might need to read quite widely to get an understanding of what your topic entails, so use the library and the internet. Once you feel you know what your topic is about, create a mind map of the keywords.

These keywords and concepts form the basis of your research. You could make a list of the things you need to research in order of importance and make a preliminary schedule for completing the task. Source 5 gives some of the keywords and concepts involved in researching Alexander the Great.



SOURCE 5 Mind map of keywords and concepts

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Developing supporting questions

Your list of things to find out will enable you to formulate the supporting questions, which will help to guide your research. Some supporting questions for our sample investigation of Alexander the Great could be:

- Who was Alexander the Great and what was his family background?
- What do Alexander's military campaigns reveal of his generalship?
- How have Alexander's relationships with Macedonians, Greeks and non-Greeks been interpreted?
- How has Alexander the Great been presented in ancient and modern sources?
- What problems of evidence are involved?

Answers to these questions are necessary to enable an in-depth response to the focus question.

7.3 Selecting and organising information

Selecting the information that you will use in your investigation is an important process. You should always think critically, evaluating what you discover for its relevance and usefulness to the topic you are investigating. The questions in Source 6 will help you to do this.

SOURCE 6 Questions to ask when selecting information

Usefulness	Is the information relevant to my topic? Will I be able to use this information? Will it help me to answer a question or solve a problem?
Possible uses	Does it lead to more information about the topic? Does it provide background information? Is it useful for detail?
Specific uses	Will the information form part of the central argument? Can it be used to support the central argument? Can it be used as a good example? Does the information help to make sense of conflicting information?
Currency	Is the information up to date? If out of date, is it still useful?
Reliability	Does the information come from a reputable, unbiased source? If it is biased, is it still useful?

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How to organise information

The next step is to consider organisation. You have already done considerable reading to help you to formulate and research your focus question and supporting questions. Before you do any more, you need to decide on a system for recording and organising what you have read. As a responsible researcher, you must be able to acknowledge the sources from which you have gathered information. The best way to do this is to collect the bibliographical information as you read the sources: author's name, title, publisher, place and date of publication, and page numbers for quotations. If you leave this task until you have finished your research, you might no longer be able to access the sources you need or you could forget important sources you have used. This will make it impossible to construct an accurate bibliography.

You will also need a system for taking notes. Handwritten or word-processed notes are better than just highlighting relevant information in photocopies because they help you to understand the information and to put it in your own words. In this way you can avoid plagiarism. You only need to make exact copies of statements that might be suitable for use as quotations. Your notes can be on a card system that you organise according to your supporting questions, or you could use a note-taking template like the one suggested in Source 7. You can also use mind maps to help you make sense of the information that you are locating and to identify lines of thought. Handwritten notes of all kinds, for example sticky notes, can be kept in a research journal, along with your thoughts about your progress in the task and the direction your research is taking.

SOURCE 7 A note-taking template like this one will enable you to record the bibliographical details of your sources and encourage you to make notes in your own words to help you avoid plagiarism.

NOTE-TAKING TEMPLATE	
SOURCE DETAILS (author's name, title, publisher, place and date of publication, and page numbers)	
FOCUS QUESTION	
SUMMARY OF SOURCE	CONNECTIONS TO THE FOCUS QUESTION • What key points are related to my focus question? • What is my opinion about the ideas in the source?
THESIS OF THE SOURCE	• How does it relate to my focus question?
KEY POINTS OF THE SOURCE	• How do the main points relate to my focus question? (mind map or table)
EVALUATION (What questions does the source raise? How useful is it in developing my own thesis? How can I use it?)	

SOURCE 8
There are many apps available to help you to organise your research material using the internet.

Using the internet

You can also use the internet for your research and note-taking, and there are apps available to help you. Some of these are summarised in Source 9. You can try them for yourselves and see which ones best fit your needs.

SOURCE 9 A selection of useful apps

NAME OF TOOL	WHAT IT DOES	DEVICE
Note-taking software, for example:		
• Evernote	• Captures notes, images, links and web pages in a free-form database.	• Mac, PC, Windows Mobile, iPhone, Android, iOS, Windows Phone
• Microsoft OneNote	• Gathers notes (handwritten or typed), drawings, screen clippings and audio commentaries. Notes can be shared with other users.	• Microsoft Office and Windows 10, app for Windows, OS X, Windows RT, Windows Phone, iOS and Android
• Inkflow	• Takes notes with finger or stylus; drags ideas around to rearrange and order.	• iPad, iPod Touch, iPhone
• PaperPort Notes	• Makes typed or freehand notes, annotated notes, search and bookmarking tools.	• iPad, PC
Mind-mapping software, for example:		
• MindManager	• Allows you to enter ideas, save and follow bookmarks, annotate ideas, make flow charts	• Microsoft Windows, Mac OS X, Android, iOS
• Popplet	• Creates mind maps, brainstorms ideas	• iPad, iPhone
• MindMeister	• Allows collaborative mind mapping and cloud storage	• iPhone, iPad, Android
Delicious	Stores, tags, searches for and shares bookmarks	https://del.icio.us
Bibliography makers, for example:		
• Cite This For Me	• Creates reference list automatically	• http://www.citethisforme.com
• BibMe	• Automatic bibliography maker	• http://www.bibme.org
• Citelighter	• Stores, organises and shares research	• http://www.citelighter.com

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7.4 Locating the information

The reading you have done so far has enabled you to get the big picture and to formulate your research or focus question. Now you need to do some research that is related specifically to your focus question and supporting questions. Many sources you need can be found in your school library and also in local, state or nearby university libraries. The reference sections contain different types of dictionaries, encyclopaedias and thesauruses, which can provide information to help you identify more keywords.

Encyclopaedias

Encyclopaedias can be very useful sources for locating information on a research topic and are a good place to start your research. You will be familiar with *World Book* and *Encyclopaedia Britannica*, which cover a wide range of knowledge and are valuable for gathering background information on your topic. You will also find more keywords that you can add to your mind map for further research. As you use the encyclopaedia, remember to look at the reference lists at the ends of articles. These can provide more useful resources for you to find.

There are also online encyclopaedias such as Credo Reference, Encyclopedia.com and Encyclopaedia Britannica, which is also available as an app. You may also be familiar with Wikipedia. This is not considered a credible source because it can be edited by anyone at any time. However, it is a broad source of information that is a good starting point for your research. As with all sources, you need to make sure that you check this information for reliability.

SOURCE 10 Libraries, such as the State Library of NSW in Sydney, hold many resources to assist in the historical investigation research process.

Other resources

The traditional sources of information, of course, are books. When you locate them, remember to use the table of contents, glossary and index to locate specific information related to your keywords and concepts. You need to be aware of different spellings of your keywords. Articles in magazines and journals can also be useful. You will often come across references to these in the bibliographies of books you read. If your library does not have a resource you want in its collection, the librarian might be able to organise an interlibrary loan for you.

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Source 11 is a checklist that you can refer to when using a book.

SOURCE 11

REFERENCE BOOK CHECKLIST

Dust jacket

- What information does it give about the author? Is the author an expert on the subject?
- Are there any reviews of the book?
- Is there an indication of the intended audience – adults, children, academics, students?

Title and subtitle

- Do these reflect the information you are looking for? Be alert for misleading titles.

Contents

- Does the book contain the information you need?

Preface

- Is there any indication that the book has material useful for your topic?

Authority

- Does the writer have authority in the subject?

Index

- Look for the keywords of your topic. Follow up any cross-references.

Date of the book

- Is the information up to date? Is the information still valid for your topic?

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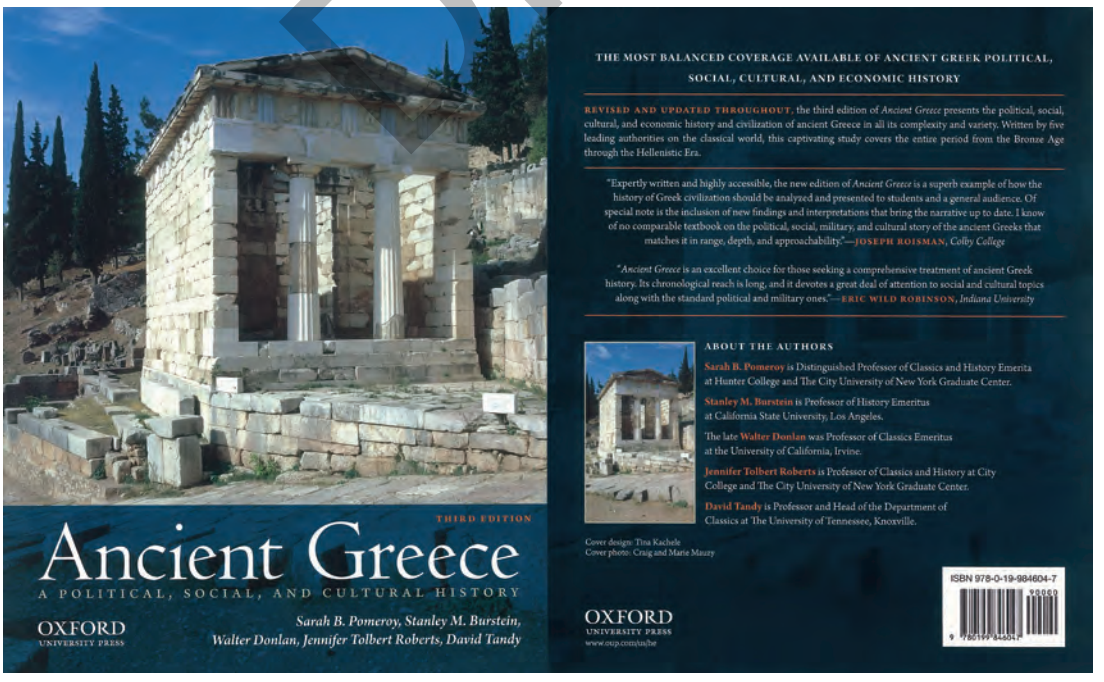

SOURCE 12 Looking carefully at the dust jacket of a book can provide useful information.

Researching on the internet

You will notice that this chapter talks about using traditional print resources first. This is to discourage you from going straight to the internet to research your topic. While valuable, the internet is an overwhelmingly vast source of information and a search can bring up hundreds of thousands of results – most of them are irrelevant and not all are credible.

You will be familiar with conducting an online search using keywords and a search engine, such as Google. However, you might not know how to conduct a search effectively. Start with one or two simple keywords, and then add more to refine the results. Source 13 lists some other ways of searching with Google that might be helpful in your research.

SOURCE 13 Google search tips

USE	INSTRUCTION	EXAMPLE
to get a definition of a word or a synonym.	Type 'define:' before the word.	define:antiquity
to search for a quotation or an exact phrase.	Place double quotation marks around the phrase.	"Zeus and Hera"
to search for something but you want to exclude a word.	Insert a hyphen before the word.	-statue
to search the pages within a specific website.	Type 'site:' after the keyword.	Yde girl site:britannica.com
to search for a document type (e.g. pdf, doc, ppt.)	Type 'filetype:[file abbreviation]' after the keyword.	The Illiad filetype:pdf
to make sure the word you want is on the page you find.	Type 'intext:' before the word.	intext:Tutankhamun
if you want information about a page.	Type 'info:[site URL]'	info:oup.com.au
if you want a list of similar pages.	Type 'related:[site URL]'	related:history.com
if you want to search for scholarly literature.	Go to http://scholar.google.com.au/	
if you can't recall a specific term but you can remember a synonym or definition.	Go to http://reversedictionary.org/	

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Historians as sources

Historians engage in scholarly debate about their areas of interest. As well as publishing books and articles in specialist journals, they often have an online presence via social media. Historians maintain websites, write blogs and keep Twitter accounts. You can access this online presence to find out more information about your topic. You can even contact some relevant historians to ask for clarification about aspects of their views you are interested in.

A good example of a historian who maintains a high profile online, as well as a media presence, is the British classicist Mary Beard. As well as being Professor of Classics at the University of Cambridge, Beard is the classics editor of *The Times Literary Supplement* and writes a blog called 'A Don's Life'. She has a Twitter account where she comments on matters of public as well as historical interest. Her Twitter handle is @wmarybeard.

The information search process

7.4 Profile

Carol Kuhlthau, Professor of Library and Information Science at Rutgers University in the United States, has investigated how students react when carrying out research. She found that despite initial enthusiasm and success, they often became confused about how to continue. She observed confusion and disorientation, with students often expressing anger at the assignment and even the library staff. Some students gave up because they felt they did not have the necessary skills to go on. Professor Kuhlthau considered the beginning to be a very difficult stage of the research process.

Professor Kuhlthau developed a model that she called the 'information search process'. The model identified six stages of research: Initiation, Selection, Exploration, Formulation, Collection and Presentation. She then identified common feelings at each stage based on interviews with students carrying out research. Source 14 summarises the features of each stage.

Professor Kuhlthau's model will help you to locate the stage you are in and help you to understand what you are feeling at each stage. It can be very helpful to understand that the uncertainty and anxiety you feel is normal. These feelings can recur during the research process as you move on to a new part of your research. Once you recognise what is happening, you can see what stage you are at in the process and realise that you will gain confidence and even enjoy what your research!

You can find out more by searching for 'Kuhlthau information research process' online.

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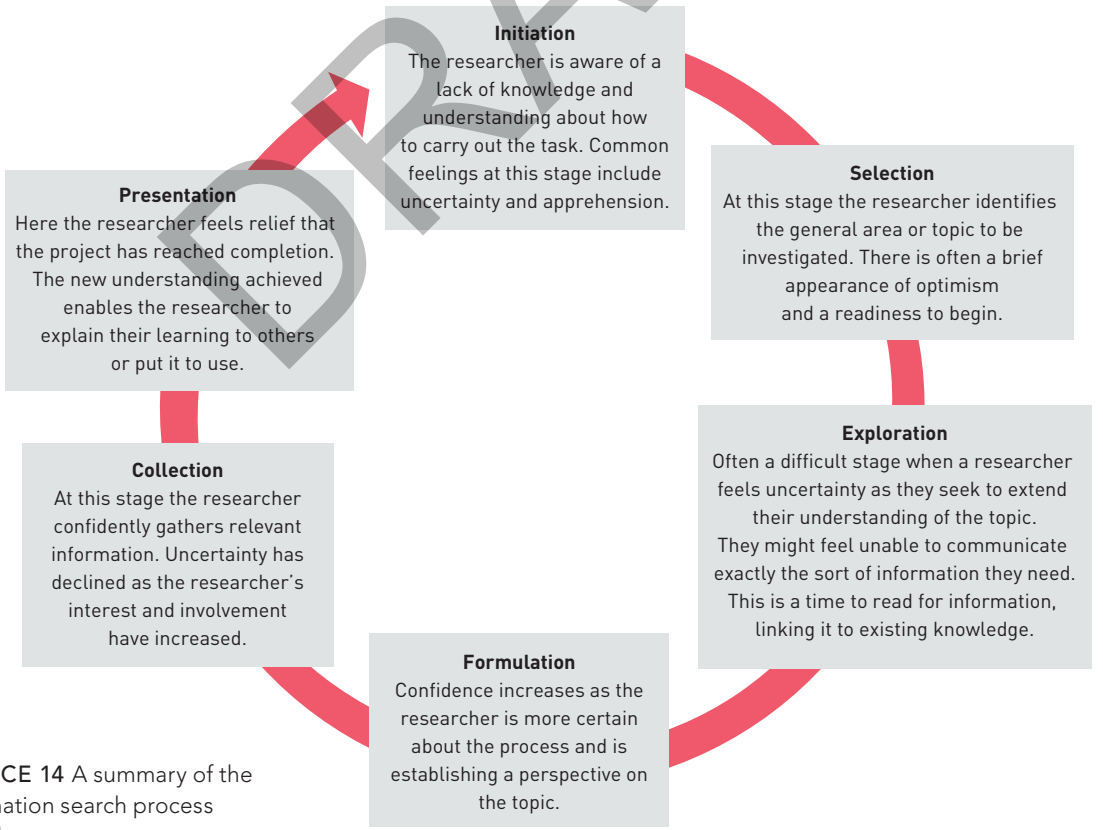

SOURCE 14 A summary of the information search process model

7.5 Identifying perspectives and interpretations

When doing your research for the historical investigation, it is important to remember that primary sources as well as secondary sources all present alternative voices, interpretations and perspectives on the past. You need to remember that written history is a dialogue between historians about what happened, and why and how it happened. As a prospective writer of history you need to follow and evaluate arguments, and draw conclusions based on the available evidence.

When assessing sources you intend to use for your investigation, ask yourself:

- What perspective does the source present?
- What evidence in the source indicates the perspective?
- Why would the writer have this perspective?
- What does it reveal of the writer's historical context?

The answers to these questions will help you to decide whether the source will help you in developing your thesis. (See 7.6 Using sources to develop a view about a historical issue.)

Evaluating sources

currency
the quality of information being up to date or current in the scholarship

reliability
the accuracy of a source judged on its context, purpose, origin and intended audience

As you find your information, you will have to assess its quality. For example, you will find quite a difference between a children's book, such as Mary Renault's *The Nature of Alexander* published in 1975, and a scholarly text, such as Norman Cantor's *Alexander the Great: Journey to the End of the Earth* published in 2005. It is essential to evaluate any information you find for its relevance, **currency** and **reliability**. Source 15 suggests some questions you can use to evaluate your sources.

Relevance
- Does it cover the main topic in sufficient detail?
- Is it at the appropriate level (i.e. not too basic or too specialised)?
- Is it about the right country and time period?
- Is it an appropriate source (e.g. is it primary or secondary)?

Currency
- Is the information up to date?
- Does it take recent scholarship into account?
- Is the scholarship on your topic rapidly changing or does the information stay valid for some time?

Note: To decide about the currency of a resource you have found, look at the publication date and the dates of the references listed in the bibliography. For a web page, check when it was last updated.

Reliability
- Who is the author?
- Are there details of the author's identity and qualifications? Are the sources of the facts given?
- Is it fact (indicated by objective language) or opinion (indicated by emotive language)?
- Is there any bias?
- What is the purpose? What is the perspective of the author? Who is the audience?

SOURCE 15 Source evaluation questions

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7.6 Using sources to develop a view about a historical issue

Having located and selected your sources, tested them for relevance, currency and reliability, you now need to use them to develop a view about the historical issue that you are investigating. This is called 'synthesising evidence'. For example, using our sample investigation topic, Alexander the Great, some research on this historical figure will reveal that two ancient sources, Arrian and Plutarch, had very high opinions of him. Others, such as Diodorus and Curtius, were very critical of him. Your job as the researcher would be to go through the events of Alexander's life as revealed in the sources and by putting these together with the writers' views. Then you would need to come to an understanding of the varying interpretations and perhaps explain the reasons for them.

When it comes to presentation, you will have to do more than just tell a story. You will have to make a point. You will do this by developing an argument based on your own view of the person, event or aspect you are researching. This is your thesis. At the beginning of your presentation you will write or present a sentence that will be your thesis statement, which clearly states your argument about the topic. You will then develop the argument in the body of your essay or presentation, using evidence from the sources you have researched, to support it. A good thesis statement will:

- address your focus question, for example: 'In what ways has Alexander the Great been interpreted over time?'
- explain what you think is the historical significance of your topic, for example: 'Alexander the Great has been interpreted in many ways because …'
- connect your focus question to the topic you have chosen, for example: an interpretation or representation of an individual, group or event.

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Presenting your findings

There are numerous ways in which you can present the findings of your historical investigation once your research is complete. You might be given the freedom to select a format of your own choice. This could be a speech, a film, a PowerPoint presentation or even a series of web pages. However, the task you are given might require you to write a more traditional essay. There are some important differences between oral, written, multimedia and digital presentations. For each of these you have to consider your audience, purpose and time constraints.

Remember that whatever format you choose for your presentation, your task is to present a thesis or argument that answers your focus question. Beware of just describing or narrating information. You should also remember to use appropriate historical concepts and terms. After doing so much work on your research and thesis development, you do not want to let yourself down by using language that is not fitting for the historical investigation you have undertaken.

Oral presentation

A good oral presentation is usually accompanied by relevant visual material. Your focus should be on engaging the audience's attention, so you might like to use presentation software such as PowerPoint, Prezi or Keynote. Remember that the main objective of your presentation is to communicate the results of your research to the audience. The presentation software you choose will not do that for you if you do not have your material clear in your own head.

SOURCE 16 Presentation software is useful to support your oral presentation.

PREPARATION	• Does your presentation address the focus question explicitly? • Have you provided some context for your audience in the introduction? • Have you clearly previewed your argument and the aspects of your topic that you will talk about? • Have you rehearsed your presentation?
STRUCTURE	• Have you organised your aspects in a logical way? • Does each aspect of your presentation begin with a clear topic statement? • Will you provide evidence from sources to support your arguments? • Are you going to use some linking words or phrases to indicate when you are going on to a new aspect? • Will you show how these aspects contribute to your argument? • Do you have a conclusion that pulls together the main points of your argument and sums it up?
DELIVERY	• Have you prepared the timing accurately? • Will you deliver it in an appropriate style for an oral rather than a written presentation? That is, will your presentation have sustained eye contact, vocal variety (including pitch, volume and voice modulation) and appropriate pace? • Will you remember to talk to your audience? Don't read to them!

SOURCE 17 Oral presentation checklist

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7.6 Check your learning

Use the internet to research some of the following examples of presentation software. You might find an alternative to the more common or predictable ones.

- emaze
- GoAnimate
- SlideRocket
- SlideSnack
- SlideDog

7.7 Structuring and evaluating an essay

If you present your information in the form of a traditional written essay, it is essential to structure it correctly to enable you to develop a coherent thesis in response to your focus question.

Your essay should consist of three sections:

- introduction
- body
- conclusion.

Once you have completed your essay, you need to proofread what you have written, reference all of your sources and evaluate your work. The final step is to reflect on your work once it has been submitted.

1 The introduction

The purpose of the introduction is to provide the orientation and the context for your piece of writing. You will outline the thesis or argument you intend to develop in your essay and preview the aspects of your argument in the order in which they will appear in the rest of the essay. An introduction to an essay on Alexander the Great might read as follows:

> Alexander the Great has been interpreted in many ways over time. Some ancient sources, such as Arrian and Plutarch, thought very highly of him. Other ancient writers, such as Curtius and Diodorus, while expressing negative opinions of his tyranny and drunkenness, still managed to give much praise to his amazing deeds and greatness. Explanations for these varying interpretations can be found in the contexts of these writers as well as in the sources that they relied on. Secondary sources of the late 20th and early 21st centuries give interpretations that range from the 'glorious Alexander' of film and text to the negative interpretations of the 1970s historians who brought psychological motives into play, and the later **revisionists** who considered his achievements as more due to luck than skill. Like their ancient colleagues, the views of modern historians are also largely dependent on context and the available sources.

revisionists those who reinterpret the past and challenge the traditional interpretation

2 The body

The body of your essay will consist of a series of paragraphs that will contain your developing argument. Follow the plan that you previewed in your introduction. Each paragraph should begin with a **topic sentence** that introduces an aspect and links it to the question. The link is essential because this is how you will develop your argument. The remainder of each paragraph explains the relevant details of this part of your argument and supports it with the evidence you collected during your research.

topic sentence the first sentence of a paragraph that identifies its main idea

Evidence shows your audience that your arguments do not just rely on personal opinion, that you have read a variety of sources, evaluated the ideas and information, and developed a critical view and conclusion as a result.

Make sure that you explain any historical issues that arise from the sources. For example, as indicated in the sample introduction, Curtius and Diodorus used sources that might have given negative views of Alexander. When using these sources you would quote from the accounts and show where and how they were using these sources.

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3 The conclusion

The conclusion is a brief summary of the main points of your argument. Do not introduce any new material here. Make sure that you pull together the main threads of your argument and end on a strong note.

7.7a Check your learning

Read the sample Alexander the Great introduction again carefully. Identify where it:

- provides the orientation and the context
- outlines the thesis or argument of the essay
- previews the aspects of the argument.

Proofreading

Once you have finished writing your essay, you will have your first draft. It is likely to include faults such as structural errors, long-winded sentences or missing topic sentences. Furthermore, spelling and grammatical errors will detract from the quality of your final product. Make sure that you give yourself time to read over your first draft and make changes where you see they are needed. A good idea is to ask someone to give feedback as an **objective** audience. Ask them to read through your essay and comment on what they think it is about, what they learnt from it, and what they did not understand or what could be clearer.

objective an impartial view that is not influenced by personal feelings or opinions when considering facts

Using this constructive feedback, edit your draft and rewrite it ensuring that your arguments are clear and your writing is concise and cohesive. If you do not have anyone to provide feedback, a good alternative is to at least read your essay out aloud. Pay attention to areas that cause you to stumble as it may indicate a poorly worded sentence. You might need to repeat these processes more than once before your essay is ready for submission.

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Referencing

The NSW Education Standards Authority has a program called HSC: All My Own Work, which is designed to enable students 'to follow the principles and practices of good scholarship'. It consists of five modules:

- Scholarship principles and practices
- Acknowledging sources
- Plagiarism
- **Copyright**
- Working with others

copyright an exclusive legal right that the creator of a work has for its use and distribution

referencing acknowledging the sources of information used to research assignments

Completion of these modules is an excellent way to teach yourself how to **reference** sources in your essay. HSC: All My Own Work also defines and explains plagiarism and gives valuable advice on how you can avoid it in your work. To find this program, enter 'HSC: All My Own Work' into your web browser.

Bibliography

A bibliography is a consistently formatted alphabetical list of all resources used to complete an investigation. As mentioned before, it is useful to keep a progressive bibliography by recording the details of the resources you use as your research proceeds. By doing this you can save yourself the unnecessary stress of re-locating resources at a later stage. You can do this in your research journal or by using an app (see Source 9). This draft bibliography should contain a list of each resource you use, recording:

- the author's surname and initial
- the year of the edition you are using, which can be found at the front of most books. If several dates are given choose the copyright date, which is shown by the sign ©
- the title
- the publisher
- the place of publication
- the page number you have been working from.

When your project is complete, you should compile your final bibliography. There are two main referencing systems: **Harvard** and **APA** (American Psychological Association). The Harvard system is an author–date **citation** system. The system is the editorial style used by many of the social and behavioural sciences. The differences between the two systems are minimal. Your school may require you to use one or other of these two styles. Check with your teacher.

Harvard system
an author–date citation system of referencing similar to APA but with minor differences in formatting the reference list

APA system
an author–date referencing system using in-text citation of sources (not footnotes)

citation
a reference or quotation from a historical source

annotated bibliography
a list of references containing brief descriptions and evaluations of their contents

An annotated bibliography

Your teacher might require you to submit an **annotated bibliography**. For each source used, or for some of them, you could be asked to explain the strengths and weaknesses, and their usefulness and reliability. You could also be asked how you used the sources and how they helped you to understand the topic. This will be easy to do if you have kept records of all the sources you have used, as suggested in the note-taking template in Source 7.

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Evaluation

Before submitting your written project it is valuable to assess your final product. Here are some questions you can ask:

- Are all parts of the task completed?
- Has the argument or key idea presented in your introduction been consistently addressed and developed throughout the task?
- Did you revisit your introduction to ensure that your conclusion reflects the argument or key idea raised there?
- Does the final product meet all the criteria stated in the assessment task?

It is useful to re-read your assessment task carefully, after a few days of completing it if possible, and make sure that you have satisfactorily completed everything you are required to do.

Reflection

Now that you have finished your historical investigation and presented the product of your research, the final step is to reflect on the process.

- What have you learnt?
- What specific skills have you developed?
- Have you fulfilled your purpose?
- How would you do it differently next time to improve the process and the final product?

Even though the focus of this chapter has been your historical investigation, remember that the skills you have learnt can be applied to all the subjects you study that have a research component. Enjoy your researching!

7.7b Check your learning

1 Look up more information on both the Harvard and APA referencing systems.
   - **a** Enter 'Harvard reference guide' in your browser to access some of the online guides published by Australian universities that use the Harvard system.
   - **b** Enter 'APA reference guide' in your browser to access the online guides published by universities that prefer the APA system.

   Note that some universities will give you both systems.

2 Check how to reference the following examples in both systems:
   - books (print and online)
   - journal and newspaper articles
   - web documents and sites
   - other electronic media
   - audiovisual and other media
   - legislation and legal authorities
   - unpublished works
   - proceedings and technical reports.

3 Find out how to reference the following: Twitter, Facebook, YouTube, LinkedIn, Wordpress, Instagram, Pinterest, Google Plus.

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SOURCE 18 Always review your historical investigation before submission.

Chapter conclusion

In this chapter you have had an opportunity to learn about the process involved in conducting an effective historical investigation from first idea to final product. You can now apply this knowledge and the associated historiographical skills to a real historical investigation. The skills you have learnt will not only see you through the HSC, but will also equip you for a range of research tasks you may undertake in your post-school life.

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obook assess

FOR THE TEACHER

Check your obook assess for the following additional resources for this chapter:

Answers
Answers to each *Check your learning*, *Understanding and using the sources* and *Profile task* in this chapter

Teacher notes
Useful notes and advice for teaching this chapter, including syllabus connections and relevant weblinks

Class test
Comprehensive test to review students' skills and knowledge

assess quiz
Interactive auto-correcting multiple-choice quiz to test student comprehension