Ancient History (2004)
Advice for teachers

Elaboration on an aspect of Criterion 3: Communicating historical knowledge
Incorporate direct and indirect references to diverse relevant historical evidence
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Ancient History 2004

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*Elaboration on an aspect of Criterion 3: Communicating historical knowledge*

Incorporate direct and indirect references to diverse relevant historical evidence

The QSA acknowledges the contribution of St Aidan’s Anglican Girls’ School in the preparation of sample paragraphs for this document.

*About this advice*

This advice is intended to help teachers implement the syllabus in their school setting. It provides information about one particular sub-criterion listed in Standard A descriptors for Criterion 3: Communicating historical knowledge — incorporate direct and indirect references to diverse relevant historical evidence.
Elaboration on an aspect of Criterion 3: Communicating historical knowledge

Incorporate direct and indirect references to diverse relevant historical evidence

Students are required to demonstrate use of direct references (quotations) and indirect references (paraphrasing) as per the sub-criterion ‘incorporate direct and indirect references to diverse relevant historical evidence’, which is listed in Standard A of Criterion 3: Communicating historical knowledge. The requirements for the demonstration of this sub-criterion are then stepped down across the remaining standards descriptors (B–D). Please see the highlighted standards at the end of this document.

Direct references (quotations) will be limited in quantity in student work and are most appropriately used when the student decides that the author’s exact words are the best way to support an argument.

Indirect references (paraphrasing) are extremely useful in isolating the main idea/s of a source and as such can be a more appropriate method of expression than using a direct quotation, which may be too long or too complex. In addition, it would be pertinent for students to understand that indirect referencing:

- indicates that information has been clearly understood as it will reveal engagement with sources
- demonstrates an ability to smoothly integrate source evidence into an argument
- has the potential to demonstrate an understanding of the importance of corroborating primary and/or secondary sources.

Guidelines for student use

The following ideas may be helpful for students as they experience and gain confidence with using indirect references (paraphrasing):

1. Carefully read the information you’d like to use and highlight important words.
2. Use simple, modern terms if the original language is too complex but ensure that using such terms doesn’t change the meaning of the original text (or the time and place established in the original text).
3. Rewrite a simplified version of the sentence or sentences using the altered vocabulary but without altering the meaning.
4. Check what has been written, edit where necessary and then compare to the original. Does the paraphrased section clarify but not copy the original?
5. Always appropriately reference the paraphrased section at the end with author, date and page number but exclude the speech marks which are characteristic of direct references (quotations).

Note: Schools implement a range of referencing methods. The syllabus does not mandate a particular style for use in schools but does require schools to use a recognised system of referencing, such as the Harvard style.
Ancient History sample paragraph showing use of indirect references*

Akhenaten’s religious revolution could be viewed as a deliberate and carefully conceived act of heresy. By elevating one god, the Aten, above all others, Akhenaten commenced on a path of unprecedented change in direct opposition to the established priesthood and mainstream thought of Egyptian society. The heresy was underpinned by the strong will of the Pharaoh, whose principal motive was to challenge the traditional religious status quo, universally accepted throughout Egypt for centuries. The removal of all symbolic traces of previous gods, in particular the God Amun, established the forceful nature of the revolution (Lissner, 1957: 65; Caldwell, & Gyles 1966:130). Transferring the capital from Thebes to a purpose-built site in the desert at present day Amarna, was necessary for the new religion to display its eternal devotion to the sole god, the Aten (Roebuck, 1966:85 & Hurley et al, 1998:175). The frustration and anger of those most affected by these acts of heresy, the priests of the Amum, was tested and aggravated further by the knowledge that Akhenaten actively neglected the Egyptian Empire to the point of virtual collapse and invasion (James,1979:63 & Williams, 1994:194).

Ancient History sample paragraph showing combined use of direct and indirect references

Conservative historical analysis in the 1980’s of the relationship between Rome and the Visigoths takes an approach similar to Tacitus’. This emphasises the empire as an “island of civilisation into which [the Visigoths] were not permitted to penetrate, [which] naturally exercised a powerful fascination on those peoples who were closest to the Roman frontiers” (Easton, 1986, pg 427). In actual fact, Visigoths were permitted to live within the Roman walls, and incorporated much of the Roman culture into their own. The Visigoths’ recorded legislation, the *Visigothic Code: Forum Judicum*, states that “…if any Goth wishes to marry a Roman woman, or any Roman a Gothic woman, permission being first requested, they shall be permitted to marry” (in Scott, 1910, in The Library of Iberian Resources Online, 2007). Many Visigoths also took on the imperial first name of “Flavius” (Mount, 2007). This illustrates the acceptance of cultural integration by both cultures. Such conservative perspectives ignore the fact that although Rome fell, the Visigoths witnessed a massive growth in political power. Indeed, at the kingdom’s peak in approximately 507AD, approximately two hundred thousand Visigoths ruled an indigenous population of more than eight million Hispano-Romans (University of California, 2002 and Glick, 1979). It was a combination of their military skill and the ability to incorporate other cultures into their own which ensured the success of the Visigothic kingdom.

* Unaltered student work
<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
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<th>Standard D</th>
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<tr>
<td>The student: • consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them • presents coherent, valid historical arguments that: − incorporate concepts of change and continuity over time − use extensive vocabulary in a succinct and effective manner − accord closely with the style and conventions applicable to the essay genre − refer to evaluation processes without disrupting the argument − incorporate direct and indirect references to diverse relevant historical evidence − accurately use the conventions of a recognised system of referencing • meets stipulated or negotiated requirements for length, format or scope of response.</td>
<td>The student: • usually communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people • presents coherent, credible historical arguments that: − refer to the causes and consequences of changes and continuities over time − use vocabulary effectively − accord for the most part with the style and conventions applicable to the essay genre − incorporate direct and indirect reference to relevant historical evidence − use appropriate conventions of a recognised system of referencing</td>
<td>The student: • communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people • presents coherent responses that: − use some historical concepts − incorporate some direct reference to appropriate sources of historical evidence − are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions − use some elements of a recognised system of referencing</td>
<td>The student: • communicates some recalled or selected accurate definitions and historical knowledge • presents responses to basic historical research questions that: − incorporate some reference to sources of historical evidence − convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions − use some elements of a recognised system of referencing</td>
<td>The student: • communicates some recall or selection of accurate historical knowledge • presents responses that contain errors in vocabulary, style and conventions that obscure meaning</td>
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Criterion 3: Communicating historical knowledge

• meets stipulated or negotiated requirements for length, format or scope of response.

• usually completes tasks but may not meet all of the stipulated or negotiated requirements.

• where tasks are completed, rarely meets stipulated or negotiated requirements.