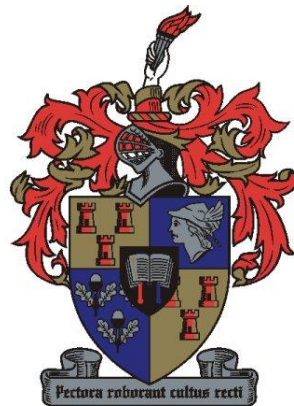


University of Stellenbosch: Department of History

History Essay Writing Guide

(Updated 2017)



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Introduction:

The following comprises the first four tutorial lectures for history 114 – history sources and research, referencing and plagiarism, essay writing, and exam preparation. Words in italics are defined in a “vocabulary box” at the end of each section, students are expected to know these definitions and may be asked to define words in class tests. There is also a “test yourself” box at the end of each section, students should use these questions to prepare for class tests in the tutorials.

If a student has any problem regarding the tutorials, tutorial content or essays they must speak to their tutor who will endeavour to help them.

Section A: Understanding Sources

Historical writing is based on evidence gained from historical sources. These sources are separated into two categories – primary and secondary sources.

Primary Sources

Primary sources are created at the time of the event being studied; they provide the researcher with first-hand experience of the historical event. In essence, they are sources which are the closest to the event. There are many types of primary sources:

Documents and records

Government records, *manifestos*, church records, contracts, the minutes of meetings, maps and so on. Archives are a great place to source these documents.

Surveys and reports

Censuses, tax inspections, and opinion polls etc.

Family and personal sources

Letters, diaries, postcards, memoirs, and oral histories etc.

Media and popular culture

Audio and visual recordings (like movies), advertisements, photographs, newspapers, magazines, and posters etc.

Physical artefacts

Archaeological findings, photographs, inscriptions, costumes etc.

Literary and artistic sources

Novels, poems, artworks and architecture.

Oral sources

Interviews, folk songs, popular songs, traditions, fairytales, myths etc. However, be cautious of accepting interviews at face value. People's recollection of events can change, particularly if there has been a significant time lapse between the event and the interview.

It is important to note that a primary source does not have to be factually correct to be valuable. Primary sources offer the historian valuable insight into the mind-set of people in the past. The historian needs to have a broader knowledge of the period to analyse primary sources, noting what may have actually happened against what people in the time thought was happening. In order to do this, historians compare primary sources against each other (where possible) and use whatever secondary material they can to give them a fuller understanding of the period or event that they are looking at.

Secondary Sources

Secondary sources *synthesise* and interpret primary materials to create an historical interpretation or argument of the past. It is important to note that the people who write secondary sources have been influenced by what has been written about the topic before them. As such they are removed from the actual historical event (i.e.: they are not writing at the time of the historical event). People without the necessary skills of analysing primary material, such as students, will make use of secondary sources to gain a broad understanding of a historical period or event. When reading secondary sources students should always bear in mind that the source is written by someone who has been influenced by the thinking of their time, and look out for the *biases* of the writer – as well as their own biases as readers. Students should also bear in mind that new research is regularly published, meaning that older theories could subsequently have been proven to be obsolete. Secondary sources include history books, textbooks, journal articles, Internet articles, encyclopaedias etc.

A source can be both primary and secondary

Sources do not always fit neatly into these two categories, and in fact, a source can be primary or secondary depending on the how it is used. If a student is researching the South African War then a historical work like *The South African War 1899-1902* by Bill Nasson (published in 1999) is a helpful secondary source (as it uses primary sources to give an interpretation of the historical event in question). However, if the student is

researching the way in which the South African War has been interpreted by historians, then Nasson's book is a primary source (as it is an historian's interpretation of the war). As such the status of a source as primary or secondary depends on the way in which it is used (i.e. the topic of historical study, the perspective/context of historical study, and the questions being asked).

Analysing Sources

As mentioned above, sources, primary or secondary, need to be analysed carefully and compared to other sources. Often sources are inaccurate, biased, contradictory, or out dated. It is the historian's job to get as close as possible to what happened through the close examination of both primary and secondary sources. At undergraduate level, students work almost exclusively with secondary material, learning how to compare, summarise and synthesise these sources into an original argument. When examining sources students should ask the following questions:

- (a)** Who created the source and why did they create it? Was it created unintentionally and without planning, through a routine transaction, or through a calculated process? (For example, a textbook commissioned by the government of a country will differ from an historical work by a historian)
- (b)** Did the recorder have direct knowledge of the event or did they report what others saw (i.e.: is the report primary or secondary?)
- (c)** Was the recorder a neutral party, or did they have special interests which might have altered what was recorded? (For example, someone who was pro-Nazi might have recorded an event during World War Two in a different manner in comparison to someone who was against the Nazis?)
- (d)** Did the recorder produce the source for personal use or for an audience? If so, for which audience? Did the recorder wish to inform others or persuade them of something? (For example, how someone might portray themselves in an autobiography written for mass consumption, in comparison to how they might portray themselves privately?)

- (e) What arguments, ideas and values does the source reflect of the time period in which it is written? (For example, the differences in mind-set of a writer in the early twentieth century and a writer today?)

Sources and essay writing

Students require sources in order to write a history essay. Special attention should be paid to the minimum requirement of sources (this minimum depends on the lecturer). If too few sources are used students will lose marks for sources as well as content. Using too few sources means a student will be providing a one-dimensional argument; whereas the use of multiple sources allows the student to present a more informed argument. Students must also pay strict attention to the types of sources that they use. The two most fruitful sources at undergraduate level are books (found in the library) as well as journal articles (these can be found on the internet – e.g.: JSTOR, EBSCOhost and the Arts and Humanities Citation Index) or in the library (in the section that houses academic journals). Although journal articles can be found on the internet they do not count as internet sources. This is an important distinction because a student may not use many internet sources.

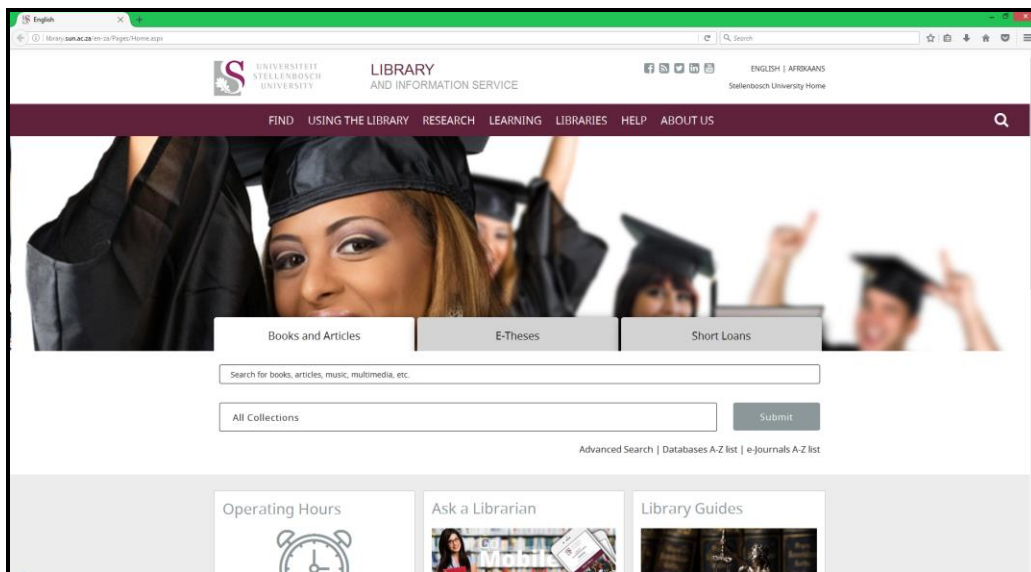
As a rule internet sources should tally no more than 1/3 of all sources (i.e: if you have six sources in your bibliography, you may not have more than two internet sources). If a student uses too many internet sources they will lose marks for sources and content, and further marks may be deducted for each internet source used. This restriction of internet sources is due to the untrustworthy nature of information on the internet; anyone can put information onto the internet and it can be difficult to sift out fact from fiction. Published sources (books and journal articles) are checked by editors and are peer-reviewed so mistakes are usually picked up quickly. For this reason, **Wikipedia must not** be used as a source in an academic essay, there is simply too little regulation of this site for it to count as a valid academic source. Marks will be deducted if a student uses Wikipedia. Students should also avoid blog-spots and internet pages that do not have a named author, date of publication and reference list. Students may use such sites to gain a broad

overview of the topic that they are studying, but should not use this source when writing their academic essay.

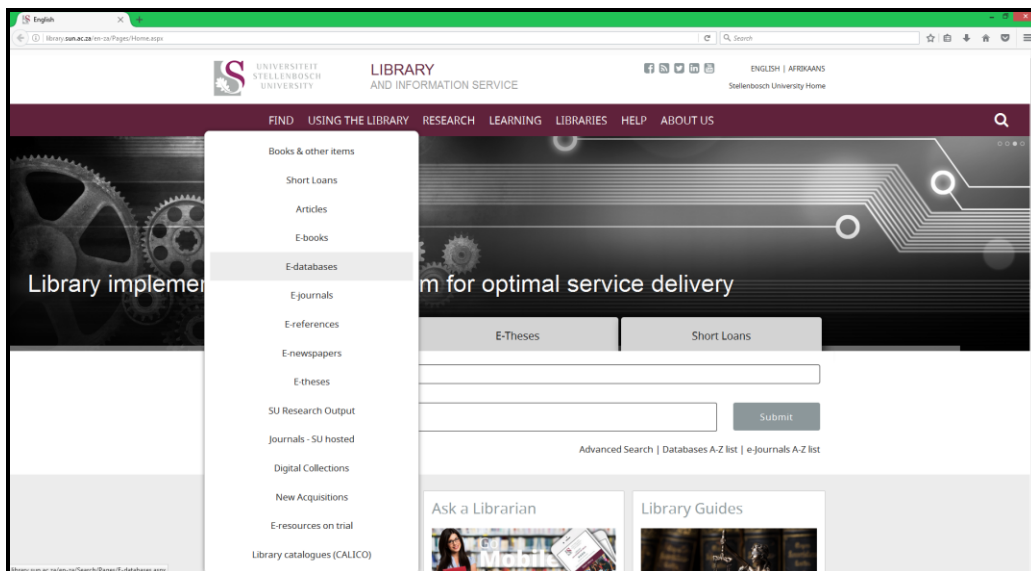
In the same way that sources can be both primary and secondary, so certain sources can be more useful for one essay than another. For example, if a student is writing an essay on the way in which history is used to market a certain product or area then the internet can provide excellent sources for marketing (as the internet is a primary means of advertising). As such, a student may use quite a few internet sites as sources, as these sites supply the marketing material that the student uses as evidence in their argument. It is important to note that even in this instance the internet site is not being used for its historical facts, these should still be gained from reputable, published sources. Of course, published sources are also problematic – there is no guarantee against bias and often sources can become outdated as new information or new ways of using sources are found. Students should always read published works with a critical eye and should not depend on one source for information. Remember, historians contradict each other and there are many conflicting statistics, dates and arguments regarding the same historical event or period.

Students should be careful when using sources and should make sure that they understand the jargon and *concepts* employed by the historian before they use them in their own essays. This is particularly true of journal articles, as they often employ complicated terminology. Students should not employ this terminology unless they fully understand what it means. Remember that an essay should communicate an argument to the reader, and should not be spoiled by the misuse of complicated words – always aim for clarity.

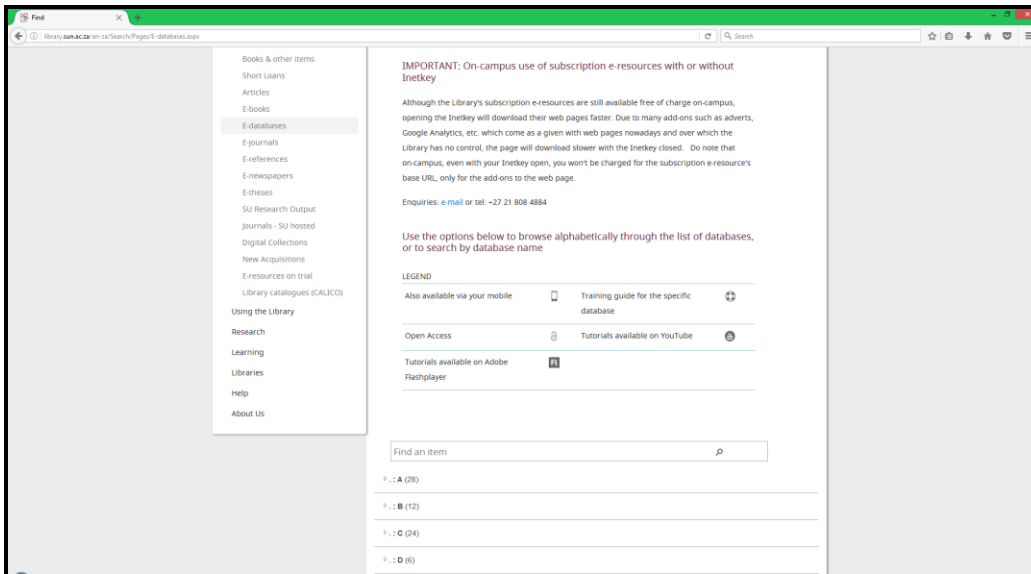
Where to Find Journal Articles?



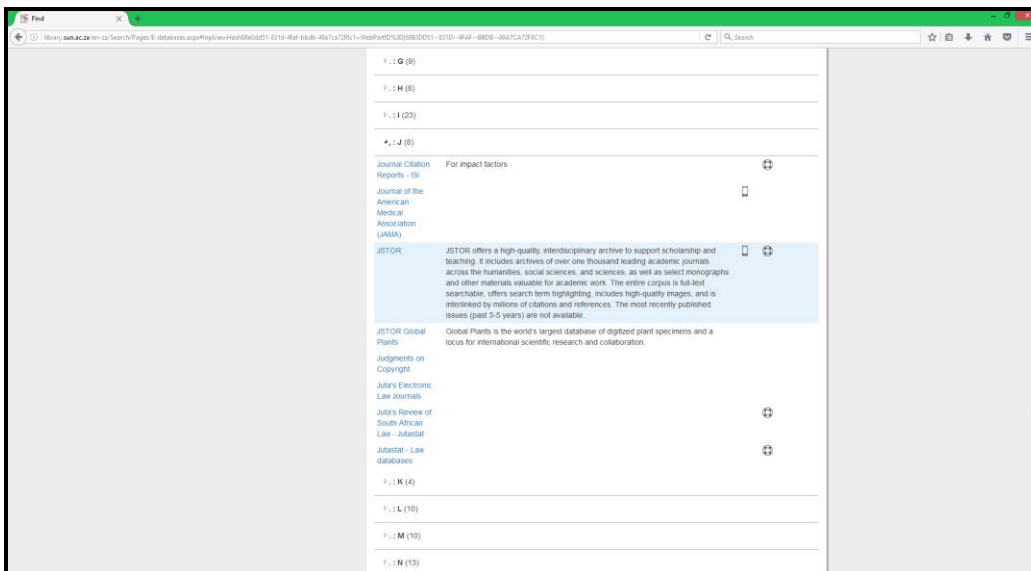
STEP 1: Go to the library home page (www.sun.ac.za/library)



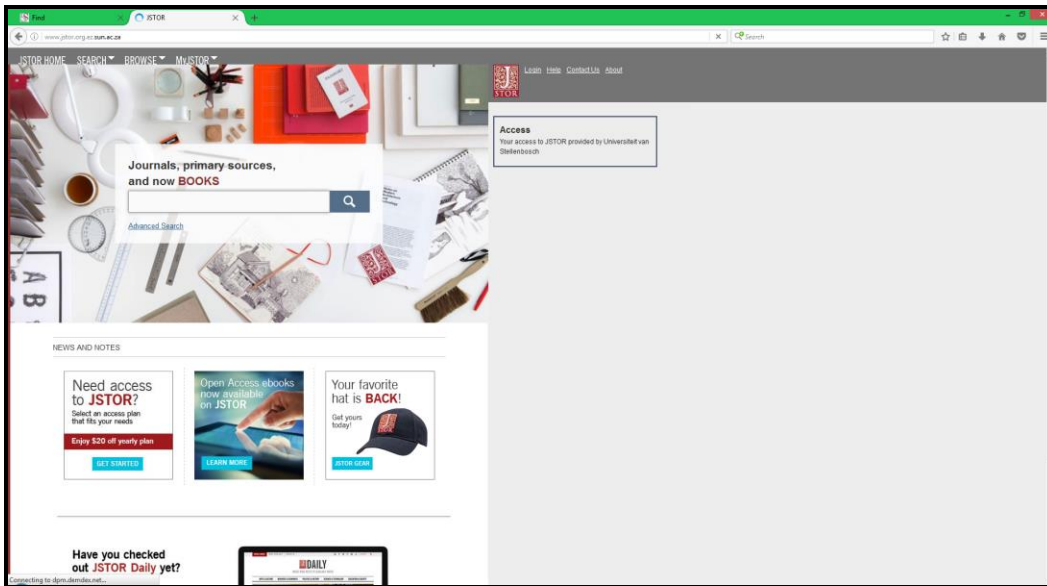
STEP 2: Go to the 'FIND' tab, wait for it to drop down and click 'E-DATABASES'



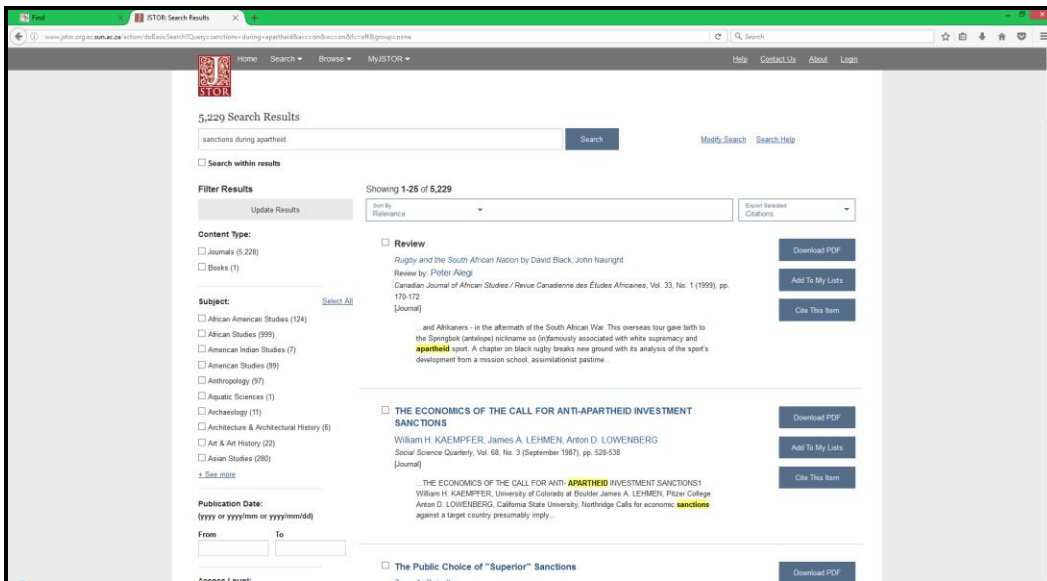
STEP 3: Scrole down until you find the letter which corosponds with the first letter of the database you are looking for. For example, JSTOR; **OR** search for it on the ‘Find an item’ panel.



IMPORTANT: READ THE DISCRPTION OF THE DATABASE. Some databases have the same name, but will search for different material. For example, one database may search exclusively for publications relating to natural sciences, whereas the other database will have publications on social sciences.



STEP 4: Click on the correct database. It will bring you to the above page. Search for the topic you writing an essay on, for example, sanctions during apartheid.



STEP 5: The above page will appear with journal articles relating to your search. You can now either read a brief synopsis of the article or download the article in PDF format.

Integrating Sources

In writing a history essay at undergraduate level, students will synthesise secondary sources in creating an argument. This requires students to use a number of sources. Although a lecturer sets a minimum requirement for sources, students are welcome to go over this limit. Students should be wary, however, of using too many sources as this may result in an unfocussed argument. In writing essays, students learn how to *integrate* sources and create an argument based on evidence. As such the amount of sources that students are required to use will increase as they proceed through the course.

Integrating sources means that students will take facts and arguments from a variety of sources and combine them. Two important tools in this task are summarizing and paraphrasing.

Paraphrasing

Paraphrasing is re-writing the words of another in your own words.

Summarising

Summarising is re-writing the words of another in your own words and using fewer words than the original.

When students write an essay they will employ both paraphrasing and summarizing, however they also need to integrate the sources. This means that students may not simply summarize a single argument as an essay. In order to summarize and integrate sources properly students will need to understand the sources (i.e.: you cannot put something into your own words if you do not understand it). Students may also make statements and align or back-up these assertions by summarising, paraphrasing or quoting the argument of an historian/source. Students should bear in mind that they are expected to read widely and critically. REMEMBER: if you paraphrase or summarise, it is still important to reference the work. Although you are not directly using someone else's words, you are still using their idea/study as evidence, and therefore you must reference this work.

Test Yourself

1. What is the difference between a primary source and a secondary source?
2. What are the problems relating to the use of sources?
3. Why are internet sources untrustworthy and how should a student approach the use of the internet?
4. What is the difference between summarising and paraphrasing?
5. How should a student go about analysing sources?

Vocabulary: Words you should understand

Manifesto

Noun (pl. manifestos), a public declaration of policy and aims.

Origin: Italian, from Latin *manifestus* “caught in the act, flagrant.”

Census

Noun (pl. censuses), an official count or survey of a population.

Origin: Latin, from *censere* “assess”

Synthesise

Verb (also synthesize, synthesize, synthesize), **1** Make by synthesis. **2** Combine into a coherent whole.

Integrate

Verb **1** Combine or be combined to form a whole. **2** Bring or come into equal participation in an institution or body.

Origin: Latin *integrare* “make whole” from *interger* “whole, intact”

Bias

Noun **1** Inclination or prejudice in favour of a particular person, thing, or viewpoint.

Verb (biased, biasing) influence unfairly, prejudice.

Origin: originally in the sense of “oblique” or “oblique line” from French *biais*.

Context

Noun **1** The circumstances that form the setting for an event, statement, or idea.

2 The parts that immediately precede and follow a word or passage and clarify its meaning.

Section B: Plagiarism

What is Plagiarism?

Students must be aware of the dangers of plagiarism – this is the submission of another's work as one's own. A student can commit plagiarism in a variety of ways, including:

- Using work from another module (i.e. you cannot submit the same essay across different modules or subjects)
- Incomplete or incorrect referencing.
- Not using quotation marks when quoting.
- Translating someone else's work and passing it off as one's own.
- Summarizing/paraphrasing/quoting someone else's work without referencing it (i.e.: not acknowledging a source).
- Using someone else's data without their permission.
- Copying and pasting from the internet.

One can even plagiarise oneself, and many academics have been charged with plagiarism for not referencing themselves when using one of their own work. In order to counter plagiarism, students must reference correctly (dealt with in section C), as well as follow the necessary *protocol* when submitting work.

The Cost of Plagiarism

The punishments for plagiarism are severe. Students can receive 0/nil for their work, be expelled from the university (at which point there is little chance of being accepted into another reputable University), or face criminal charges in civil court. Students must bear in mind that plagiarism is not only against University rules, but against the law. There are three categories of plagiarism:

Category One

Blatant cases see the department hand the case over to the Central Disciplinary Committee (CDC). The offence will go on the student's record, and students can be expelled, have their degree or certificate *annulled* and have their credits annulled.

Category Two

Less serious cases may include cases where work has been submitted in a previous module or another department (without referencing this) or where the work of another has been translated without reference. Students guilty of this offence will receive nil/0 for their work or severe penalties. The offence will also go onto the student's record.

Category Three

In this category incomplete and incorrect referencing which constitutes plagiarism is punished. These cases are dealt with by the lecturer who checks the offending student's record for previous offences and deducts marks accordingly.

How to guard against plagiarism

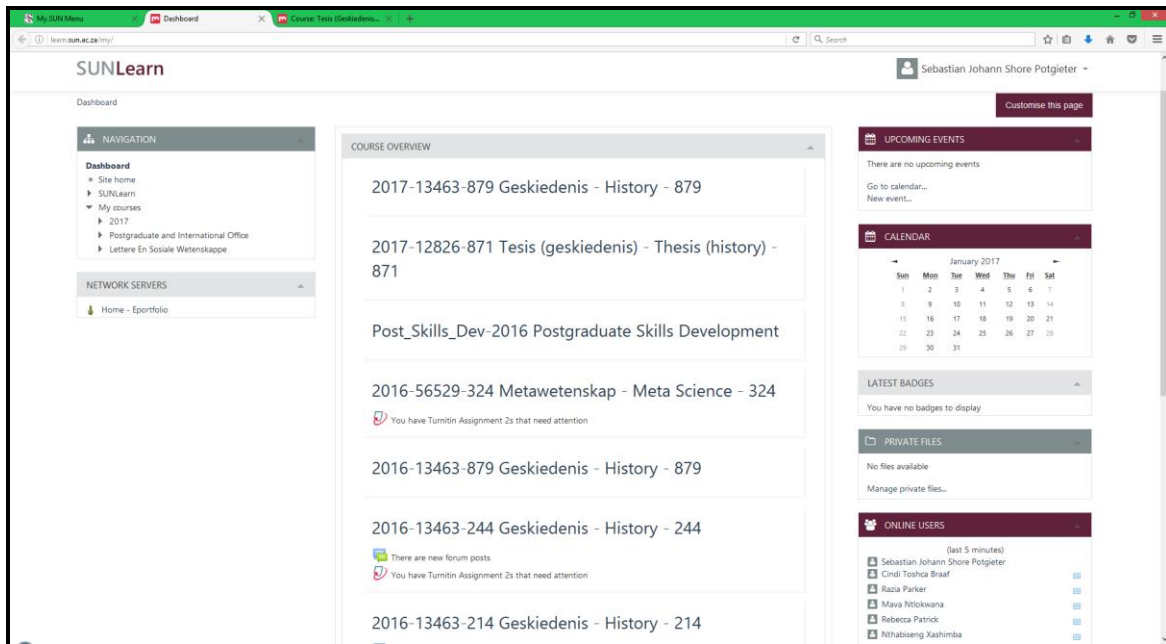
There are a number of ways that students can ensure that they do not plagiarise. Students must make sure that they summarize or paraphrase in their own words and reference the use of sources correctly. Students must also ensure that they quote correctly (*verbatim*), use quotation marks (e.g.: As Flaubert said, "history is drinking an ocean and pissing a cupful") and reference the quote. However, be aware of excessive quoting. By quoting too frequently you are still passing off someone else's work as your own. In short, a student's work must be in their own words unless they are quoting and sources must be referenced when they are used (whether quoting, paraphrasing or summarising). There are also two protocols that must be followed when handing in a history essay (a) Students must run their essay through a program called "Turnitin" and (b) students must attach a

Departmental Plagiarism Form to their essay (detailed hereunder). Failure to follow the protocols as directed will result in severe penalties or nil/0 for the essay.

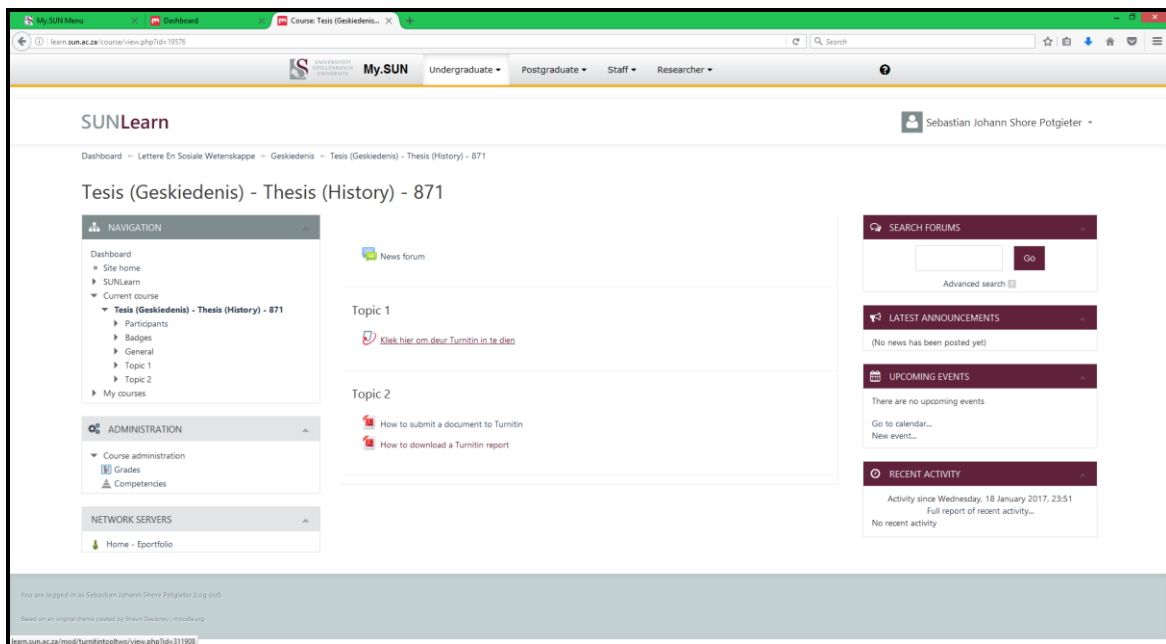
Spotting Plagiarism: Turnitin


Students should not underestimate the person marking their essay; tutors/lecturers can pick up on words and phrases that do not sit comfortably with the rest of a student's essay. If a marker suspects a student of plagiarising they will investigate the student's work, checking their referencing and information thoroughly. Students are also required to run their work through Turnitin – a computer program that checks essays for plagiarism. This programme compares a student's work to sources on the internet, as well as published works (remember that just about all published works are available in digital form). Turnitin also stores all previously submitted papers and can identify a student using work from previous years, other modules, and other faculties. Turnitin is activated a few days before an essay *deadline*. Please note that late submissions must also be run through Turnitin. Students are required to print a Turnitin receipt and attach this to their essay. Failure to attach this receipt **WILL** result in the deduction of marks. Turnitin is very smart, you will not outsmart it.

How to run your work through Turnitin



STEP 1: Log into SunLearn and click on the module for which you have to submit your essay



STEP 2: Look for the Turnitin symbol  and click on it.

Submission Status: Turnitin Tutors Turnitin Students

Part 1 | Part 2 | Part 3 | Part 4 | Part 5

Title	Start Date	Due Date	Post Date	Marks Available	Export
Click here to submit to Turnitin (Part 1)	23 Nov 2018 - 08:00	30 Dec 2018 - 08:00	30 Dec 2018 - 09:00	100	

Summary:
Click Submit Paper to browse for your document

Feedback Assignments (0)

Show: 10 Entries Search Refresh Submissions Email Non-Submitters Turnitin Messages Filter (1)

Showing 1 to 2 of 2 entries

Student	Submission Title	Turnitin Paper ID	Submitted	Visibility	Grade	Overall Grade
David, Claude						
Harshika, Neha	Validation of biochemical pathway of metabolism of drugs presented in public domain address in Submission title	83028881	23/11/18, 18:37	17%	1/100	
Robbie D						

STEP 3: Click on the upload icon to access the file upload window



Submit Paper

Submission Type: File Upload

Submission Title: type in a short title here

File to Submit

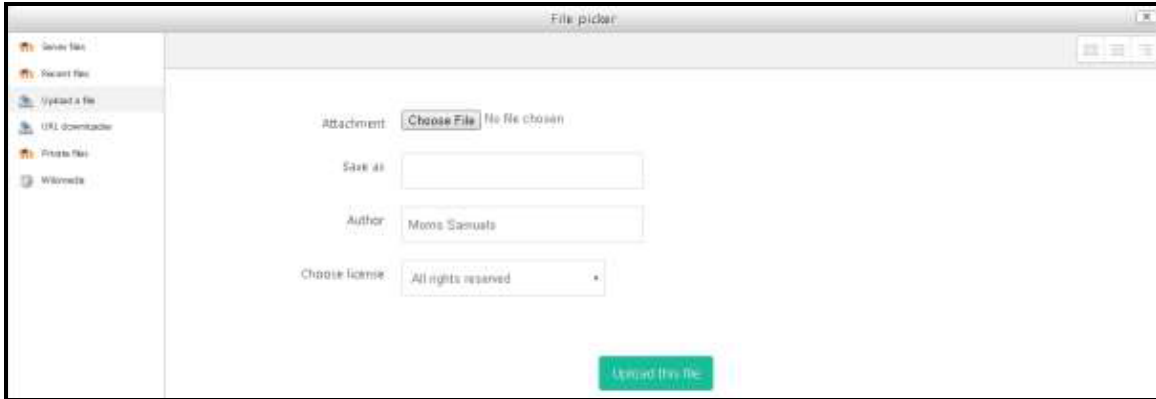
Maximum size for new files: Unlimited; maximum attachments: 1

+ Add File

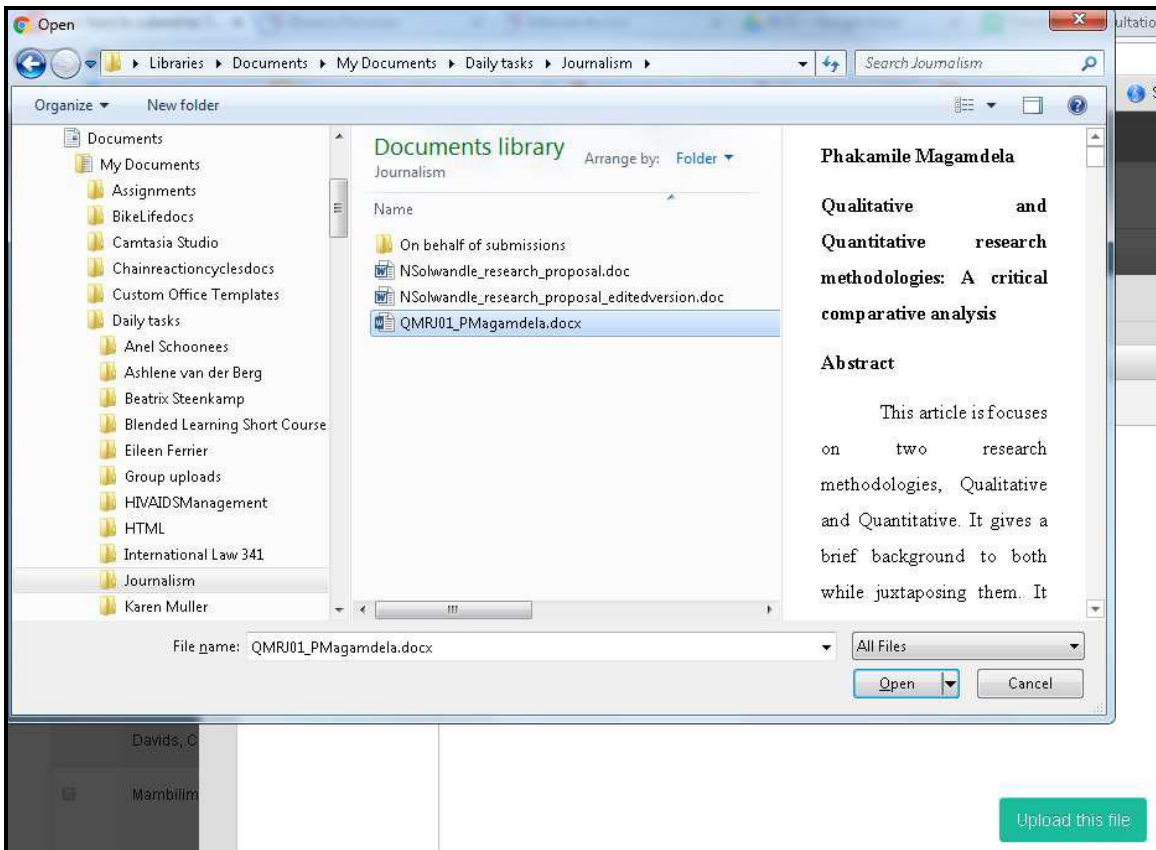
You can drag and drop files here to add them.

Add Submission

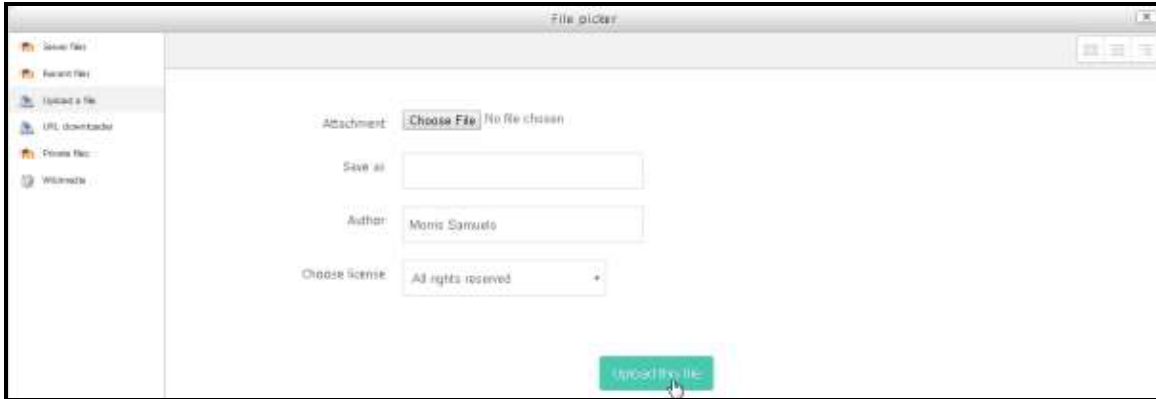
STEP 4: On the file upload page, first type in a short title and then click on the add files button to upload the file.



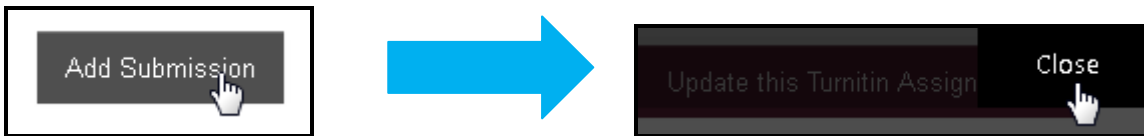
STEP 5: Select the “Choose file” or “browse” option to search for the file on your computer



STEP 6: Once the file has been located, click on it to select it and then click on “Open”. You can also double-click on it.

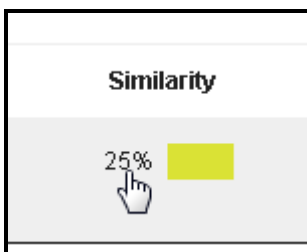


STEP 7: Click on the “Upload this file” link to complete the file upload process.



STEP 8: Then click on “Add submission”. A confirmation message will then appear to confirm that you have successfully submitted the document. Click on the “Close” link that should be located in the top right area on the page.

How to Download a Turnitin Report



STEP 1: Open the report by clicking on the similarity percentage



STEP 2: Once the report opens locate and click on the printer icon located in the bottom-left corner on the report window. Select the first option on the menu that opens. A PDF version of the report will start to download to your computer. When the download process has finished, locate the PDF document in the “Downloads” folder.

Departmental Plagiarism Form

Students must also attach a signed plagiarism form to their essay. This form can be found on SunLearn. Students must use the plagiarism form from the History Department when handing in a history essay. Student’s must sign and date this form accordingly, in so doing students declare that they have not plagiarised. An essay without a plagiarism declaration will be heavily penalised. This form is available in both English and Afrikaans. Please note that is unnecessary to hand in both the English and Afrikaans form – one will do.

Plagiarism Form for the History Department: To be printed off SunLearn

SUBMISSION DECLARATION

**UNIVERSITY OF STELLENBOSCH
DEPARTMENT OF HISTORY**

I
Student No
Module

hereby acknowledge that I understand what plagiarism entails and that I am fully aware of the University's policies regarding plagiarism. I affirm that this assignment is entirely my own work. I have acknowledged and referenced all sources, including internet websites. I agree that if plagiarism is suspected, that my assignment will immediately become subject to a departmental review process. I understand that if I am found guilty of plagiarism, I am liable to face disciplinary actions as detailed in the Department of History's Policy on Plagiarism and Referencing, and that if the matter goes to an University Disciplinary hearing, this will necessitate my facing other disciplinary action as governed by University rules or even lead to my expulsion from the University.

Signature: _____

Date: _____

In the case of e-assignments (SunLearn), this Declaration will be included with the instructions.

Submission checklist: I also state that I have:

- I have submitted my essay through Turnitin and attached the receipt to my essay.
- I have not made use of a translation programme.
- Attached a full list of references in my bibliography
- Inserted page numbers
- Made a spare hard copy and saved the assignment electronically.

Insert your full name and surname

Insert your student number

Insert module e.g.: history 114

You must sign your plagiarism form

Please write the date that you signed the document

Tick the relevant boxes

Attach the plagiarism form to your essay.

Test Yourself

1. What is plagiarism?
2. What are the penalties of plagiarism?
3. How can you ensure that you do not plagiarise?
4. What is Turnitin?
5. What are the two forms regarding plagiarism that must be attached to your essay?

Vocabulary: Words you should understand

Protocol

Noun. The system of rules on the correct or acceptable way to behave on official occasions.

Verbatim

Adjective. Repeating the actual words that were spoken or written.

Annulled

Verb. To state that a legal agreement no longer exists.

Deadline

Noun. A date or time by which you have to do or complete something

Section C: Referencing

The History Department at Stellenbosch requires students to use the Chicago method for referencing. Students should not confuse this with other referencing methods like MLA (favoured by the English Department) or the Harvard method. The Chicago Method is seen as the best referencing system for history essays and differs from other referencing methods in that it uses footnotes. The MLA and Harvard referencing methods use in-text referencing (i.e.: the reference will be inserted into the text, usually in brackets). NOTE: it is not optional to use Chicago. If students use one of the other referencing styles in a history essay, they will be heavily penalised. The Chicago Method uses footnotes and thus referencing does not interrupt the flow of the argument. Referencing is very important because it guards against plagiarism and enables the tutor/lecturer marking a student's essay to gauge how well a student is integrating sources, backing up their argument with valid academic sources, and so on. At first year level a large portion of an essay mark is dedicated to correct referencing. Thus, students must ensure that they have a handle on the Chicago Referencing Method before they submit their essays to avoid losing marks unnecessarily.

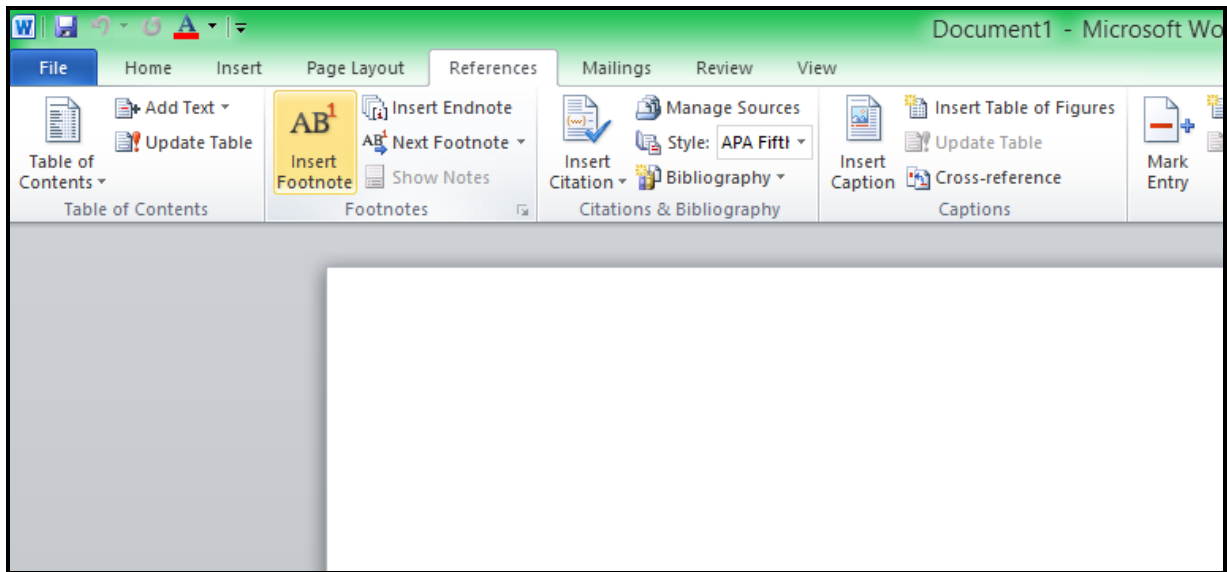
Please Note:

The Chicago Referencing Method requires footnotes (referencing the use of sources throughout the essay) **and** a Bibliography (a list of all references used in the essay). Students will note that the format for referencing sources differs between footnotes and the bibliography.

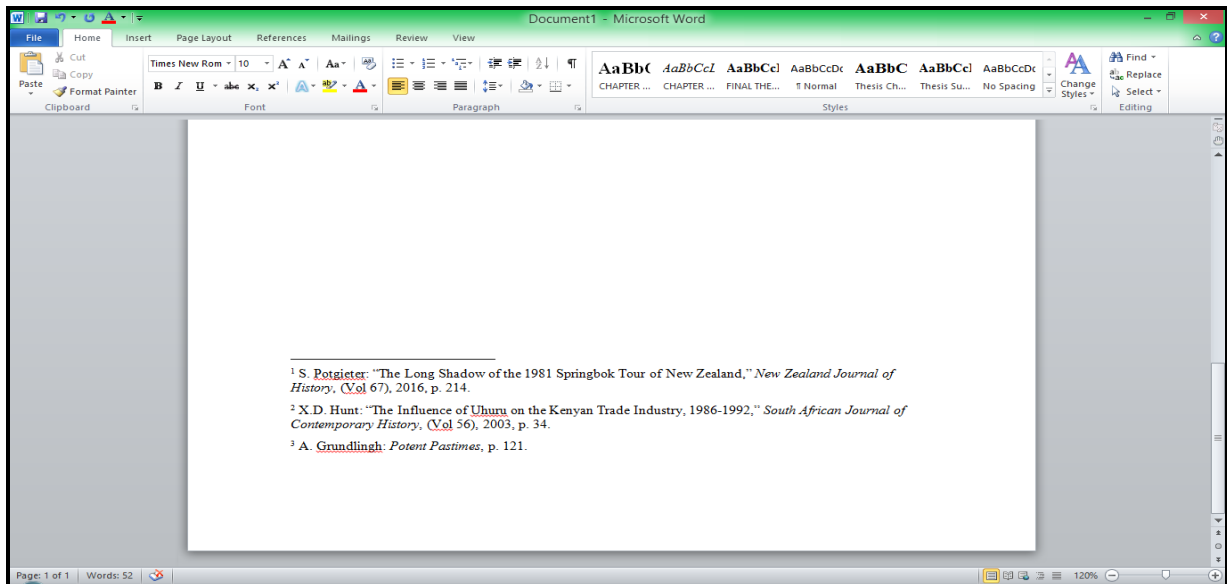
Inserting a footnote

When typing your essay (an essay must be typed) students are most likely to use Microsoft Word. Older versions of Microsoft Word differ slightly to the newer version found on University computers. In the older versions students will insert a footnote by clicking on "insert", scrolling down to "reference" and selecting "footnote."

Inserting a footnote on MS Word



STEP 1: On MS Word, go to the ‘References’ tab, click on it, and then click on ‘Insert Footnote’. NOTE: **Do not** use Endnotes.



STEP 2: The footnote will appear at the bottom of the page. This is where the reference should be inserted. NOTE: There is a difference in the format of the footnote and the format of the reference in the Bibliography.

Footnotes

If a student successfully inserts a footnote, their cursor will move to the bottom of the page. Students will notice that a small number will appear in the text where they inserted a footnote and a corresponding number at the bottom of the page (where their cursor should now be). Students will then insert the reference (see reference format in next subsection) and, having completed the reference, students will click on their main text and continue writing. Footnotes are inserted after the punctuation mark, or the full stop, of a sentence.

The format of footnotes

Students must pay careful attention to their footnotes – making sure that every dot is in the right place before they hand in their essays.

Please Note:

Page numbers

Students must always insert the page number(s) in a reference. Students must not use the shortening “pg” for page but p. and pp. Note that there is a character space between p. or pp. and the page number (i.e.: p. 7. or pp. 9-10.)

p. = One page

pp. = More than one page.

Ibid.

If the source referenced is the same source as the previous one, use *Ibid.* NOTE: The first reference on a page must be written in full and not *Ibid.* – even if it is the same source as the last reference on the previous page. Note that *Ibid.* is in italics and followed by a full stop. *Ibid.* is also used when the same source but different page is referenced, for example, *Ibid.* pp. 95-104.

⁴ J. Lough: *An Introduction to Eighteenth Century France*, p. 103.

⁵ *Ibid.*

⁶ *Ibid.* pp. 95-104.

Type of Source	Reference Format: Footnotes	Example
Books	Initial(s). Surname: <i>Title in italics</i> , page number(s).	V. de Waal: <i>The Politics of Reconciliation: South Africa post-Mandela</i> , pp. 29-32.
Books with an editor	Initial. Surname (ed.): <i>Title in italics</i> , page number(s).	C. Saunders (ed.): <i>Illustrated History of South Africa – The Real Story</i> , p. 106.
Journal Articles	Initial(s). Surname: “Title of article in quotation marks,” <i>Title of Journal in italics</i> , (Vol.), (No.), (date), page number(s).	K. L. Harris: “‘Accepting the group but not the area’: The South African Chinese and the Group Areas Act,” <i>South African Historical Journal</i> , (40), May 1999, p. 181.
Newspaper Articles	Initial(s). Surname: “Title of article in quotation marks,” <i>Title of Newspaper in Italics</i> , date, page number(s).	B. Louw: “Chinese lured by freedom into Africa,” <i>Daily News</i> , 12 December 2006, p. 15.
Encyclopaedia	Encyclopaedia volume, <i>Heading of the used Section in italics</i> , page number(s).	Collier’s Encyclopaedia vol.10: <i>torture in the Middle Ages</i> , p. 398.
Internet Sources	The URL (date downloaded). Or, if information is available: Initial(s). Surname: name of webpage in italics (date downloaded).	http://www.sun.ac.za/history (20 February 2006). C. Smith: <i>The Greatest love story ever told</i> (7 June 2007).
More than one source used for an idea	Source 1 & Source 2.	D. A. Mungazi: <i>Colonial Policy and Conflict in Zimbabwe</i> , p. 6. & A. J. Wills: <i>An Introduction to the History of central Africa</i> , p. 134.

When to insert a footnote

Students should note that they must insert a reference (footnote) whenever they use a source – whether quoting, paraphrasing, or using a fact or statistic. Students do not have to reference every single sentence if they have used the same source (i.e. if three consecutive sentences come from the same source, only the third/final sentence should be referenced). Students must note that they do not only reference once per page. Students should reference at least once per paragraph. If a student has only one reference or source per page of writing, it is likely that they are not integrating their sources adequately. Remember, a history essay uses evidence to support an argument. In essence, an essay is not merely a summary of sources, but uses those sources to substantiate the argument made in the essay.

Notice the referencing in this (fictitious) example:

When Joe Soap was a boy he worked at the local grocery store where he built tall towers out of tins, approaching the tedious chore of stacking tinned fish with creativity.¹ Little did the townspeople know that the young Joe Soap would grow up to design some of the tallest buildings in the country. As historian Joseph Miller remarked, “Soap was a country bumpkin, but his humble roots only made his fantastic accomplishments all the more astounding.”² Soap’s father always believed in his son and took a second job so that the young Soap could attend a finer school in the next town.³ Soap was thrilled, but quickly came to dislike the school as he was bullied by a group of older boys – coming home with a black eye and torn shirt on more than one occasion.⁴

¹ A. Jenkins: *The Extraordinary Life of Joe Soap*, p. 321.

² J. Miller: “The humble roots of a visionary: the early years of Joe Soap, 1912-1976” *The Journal of Architecture and History*, (3) (6), July 1992, p. 67.

³ A. Jenkins: *The Extraordinary Life of Joe Soap*, p. 329.

⁴ C. Bloom: *Joe Soap: The Dirty Secrets*, p. 42.

Bibliography Format

Students **must** have both footnotes and a bibliography. In a bibliography students can only list sources that they have used in their essay. If students insert sources that have not been referenced in their footnotes they will be penalised. As such, books that students have read but have not used directly (using facts or statistics, quoting summarising or paraphrasing) cannot be included in the bibliography.

Important rules regarding bibliographies

- The bibliography is at the end of an essay on a new page.
- Sources must be listed alphabetically (from A-Z) according to the author's surname.
- Sources must not be numbered or bulleted.
- A single line should be left open between sources.
- Sources must not be in bold.
- The bibliography must be typed in the same font as the rest of the essay (Times New Roman, size 12, 1.5 spacing, justified margins).
- When inserting a Table of Content, "Bibliography" is not listed in the table.

Type of Source	Reference Format: Bibliography	Example
Books	Surname, Initial(s): <i>Title in Italics</i> . Publisher, place, year.	Behrens, V. B. A.: <i>The Ancien Régime</i> . Thames and Hudson, London, 1967.
Books with an editor	Surname, Initial(s) (ed.): <i>Title in Italics</i> . Publisher, place, year.	Metcalf, J. (ed.): <i>Illustrated Oxford Dictionary</i> . Oxford University press, Oxford, 1998.
Journal Articles	Surname, Initial(s): "Title of article in quotation marks." <i>Title of Journal in italics</i> , (Vol.), (No.), (year), page numbers.	Harris, K. L.: "Accepting the group but not the area': The South African Chinese and the Group Areas Act," <i>South African Historical Journal</i> , (40), 1999, p. 181.
Newspaper Articles	Surname, Initial(s): "Title of article in quotation marks," <i>Title of Newspaper in Italics</i> , date, page number(s).	Louw, B.: "Chinese lured by freedom into Africa," <i>Daily News</i> , 12 December 2006, p. 15.
Encyclopaedia	Title in italics. Place, year.	<i>Encyclopaedia Britannica</i> . Chicago. 1967.
Internet Sources	The URL (date downloaded). Or, if information is available: Initial. Surname: name of webpage in italics. URL. (date posted or date downloaded).	http://www.sun.ac.za/history (20 February 2006). C. Smith: <i>The Greatest love story ever told</i> http://greatromances.com/twentiethcenturyromeo (7 June 2007).
More than one author/editor	Surname, Initial(s). & Surname, Initial(s): <i>Title in italics</i> . Publisher, Place, Year.	Higham, J. & Conkin, P. K. (eds.): <i>new Directions in American intellectual History</i> . The John Hopkins University Press, London, 1980.

Section D: Writing History Essays

Writing a well-structured academic essay is crucial to any module, subject or course in the Arts and Social Sciences. Essays are the best means of testing a student's understanding of, and development in, a subject. Essays also develop the ability of students to research, internalise, and organise large amounts of data into clear arguments. The most important thing that students need to bear in mind when approaching an academic essay is that they are communicating an idea or argument. This means that everything in their essay and the way that it is presented must serve this communication (i.e.: a well written and structured essay will communicate an argument better than a poorly structured essay).

In the History Department, essays are marked using a rubric and the tutor/lecturer details areas that require improvement. Students are encouraged to adhere to this advice and are welcome to discuss their essays with their tutors (before and after the essay deadlines) if they have any problems. Students can also make use of the SU writing lab. Students can write in English or Afrikaans, as is their preference, although they are advised to write in the language in which they are most proficient. Students must note that they may only write in one language in an essay and may not use Afrikaans and English interchangeably. Whether writing in their second language or their mother tongue, students must check their grammar, spelling, and vocabulary thoroughly. It may be helpful for students to ask a friend to read over their essays and check for any mistakes.

Some Writing Tips and Skills

- **DO YOU KNOW WHAT YOUR SUBJECT IS ABOUT?** Gaining a firm grasp over your subject means knowing everything there is to know before putting pen to paper.
- **DO NOT DRIFT:** Keep checking that you have not drifted from the central point of the argument.
- **USE FEWER WORDS:** Good writing is lean writing. What you leave out can be as important as what you put in.

- **NO REPEATS OR PADDING:** Do not make the same point more than once, the reader will have got it the first time. Repeats of the same point make the writer look as if he has nothing more to say.
- **ONE FACT PER SENTENCE:** Never commit more than one fact or point to a sentence. Long-winded sentences with ten long-winded facts, will lose the reader down the never ending path of confusion
- **PUNCTUATION IS VITAL:** Lousy punctuation means your sentence can be misinterpreted, or just not make logical sense at all.
- **DECENT VOCABULARY:** If you are groping in the dark for a word, use a Thesaurus. If you do not know how to spell, use a Dictionary. Slang and colloquialisms have not place in academic writing.
- **IF IT IS BORING TO WRITE, IT IS BORING TO READ:** The writer should always remember that somebody has to read your masterpiece. And he or she may have had to read 50 other essays before yours. Always try for the unusual angle, avoid the predictable and avoid clichés like the plague.

Choosing a question

The first thing that a student needs to do is choose an essay question/topic. These are chosen by the lecturer and are either included in the module reader or put onto the module board (located in the History Department, third floor of the Wilcocks Building). Students may request permission to do their own topic. However, they must receive permission from the lecturer and it must be pertinent to the module. Students should also bear in mind that essay questions set out by the lecturer are based on available material in the University library and academic journals. When choosing a question, students should try to choose one that interests and challenges them. This interest will show in the amount of effort that a student puts into their essay. Remember, an essay that is boring to write, is boring to read and will likely impact negatively on the quality of your mark.

Having chosen a question, students must make sure that they fully understand the question. There is a difference between question and topic:

Topic = refers to the historical subject in a broad sense

Question = refers to a particular aspect of the historical subject

For example, an historical **topic** could be the Industrial Revolution; whilst the **question** could ask about the role of children in the Industrial Revolution. As such, an essay question on children in the Industrial Revolution will need to answer the question within the framework of the topic. Students must thus ensure that they understand what the topic of their essay is and what the question of their essay is. By separating the two, students may get a clearer notion of what is required of them.

Having chosen a question and making sure that they understand that question, students will need to do research. Generally students will begin by conducting broad research – for example a quick Google search or a selection of books on the essay topic – to get a clearer indication of what their topic/question entails. Students can then narrow down their search, going from topic to question. Students may choose to approach their essay question from a particular angle (for example: women’s history, cultural history, political history) and thus will narrow their search from topic, to question, to angle. Students must ensure that they have enough sources (i.e.: that they are above the minimum requirement) and bear in mind that they are required to integrate sources. This means that they must not depend on one source or two sources for the bulk of their information, but instead read widely and critically.

Planning

A builder does not start building a house without having a clear idea of what he is about to build. Similarly, students must plan their essays. A well-structured essay is key to a clear argument and a good mark. Planning an essay entails drawing up a rough plan of how an essay will unfold, what information will go where, and so on. Even though the final draft of an essay may look quite different from the planned essay, planning is important because it makes a student think through their information and argument more thoroughly. Often students will find that they are required to do more research for areas that they had neglected. Planning is the best way to spot weak areas in your argument. In

planning their essays, students must make sure that their proposed argument and information answers the question.

As in journalism there are five crucial questions that a history student must answer: Who? What? When? Why? Where? By answering these questions, students will insure that their research is thorough enough and will internalise the information adequately. Students can make use of these questions whilst brainstorming/planning their essays and use these questions to approach their essay topic/question from different angles.

Who?

Students must make sure that they know the characters involved in an event – from individuals to groups. This question should cover anything from the biographical information of an historical figure to the motivating factors of a class movement, depending on the “who” of the question.

What?

Remember that there are many accounts for the same event or topic as there are different opinions regarding just what happened or what something is. Students should ensure that they know the different accounts and include them in their essays where necessary. This is especially true of a question that requires a student to take a position as counterarguments should be included.

When?

Students must remember that “historians analyse change and continuity over time,” this means that they need to know when something happened.⁵ Where possible, students should include the dates (at least the year) of when something occurred, even if the date is a well-known one. If students do not know the date they should not attempt to guess the date. Generally no date is better than the wrong date. Students should also try to write chronologically so that the points

⁵ B. Storey: *Writing History*, p. 29.

unfold in a logical manner and the reader has a clear sense of how the historical event unfolded.

Why?

This is a very important question, as it covers the arguments as to why something did or did not happen. Often this will form the bulk of a student's answer as it requires them to show the various causes or factors which enabled something to happen, or prevented it from happening.

Where?

Students need to contextualise events and therefore need to show where it happened. Sometimes this may seem unnecessary – for example “the South African War (1899-1902) occurred in South Africa” is probably better written as “The Anglo Boer War, often referred to as the South African War, was fought on South African soil from 1899 to 1902.” There are ways around obvious redundancy and students will learn to negate what is and is not necessary. It is important to contextualise where and when an event occurred so that the reader can place it geographically and temporally. Students must remember not to simply assume that their reader knows what they are talking about, they should write as though their audience is their peer who has little knowledge on the topic and not for their lecturer or tutor.

Structure

Academic essays have a straightforward structure that can be divided into three parts – Introduction, Body, and Conclusion. This structure is the same in just about all subjects in the Arts and Social Sciences (the difference between subjects comes in the type of research and the use of sources). Students are expected to follow this structure closely and must always ensure that they have a functional introduction and conclusion.

Introduction

The introduction is the first impression a reader has of an essay. It is in the introduction that the reader learns what the essay is about, what is argued, and how the essay will argue a given point. As such, the introduction can be said to be a statement of intent, a paragraph that briefly answers the *Who? What? When? Why? Where?* Students should begin the introduction by catching their reader's attention and introducing their topic in an inviting way. However, students should avoid over dramatic statements or overly florid writing – never using “Once upon a time” or “One day” and so on. Students must also note that when stating what the essay argues students must not use “I” but “this essay” (i.e.: “this essay evaluates” rather than “I evaluate”). The length of the introduction depends on the length of the essay. At first year level an introduction will be one good paragraph, longer essays will have an introduction of two or three paragraphs. This is because the longer the essay, the more the essay covers, and thus the more that the introduction will need to detail.

As such an introduction:

- Introduces the reader to the topic in an inviting way (setting the scene)
- Draws the reader's attention to the problem at hand
- States argument/intent of the essay
- States how the essay goes about proving this argument

Body

The body of an essay is made up of paragraphs that build logically onto one another. Paragraphs can be said to be the building blocks of the essay. Each paragraph deals with a point in an argument (**one point per paragraph**). In terms of length, a paragraph is at least three or four good sentences long (a sentence is usually 1.5 lines long). Where possible, students should avoid overly long sentences and paragraphs. If sentences or paragraphs are too long they can lose their focus, diminishing their impact and the focus

of the essay in general. Broadly speaking, paragraphs have a basic structure – the first sentence is a statement (sometimes called a “topic sentence”) that is backed up by the sentences that follow it. The number of paragraphs in an essay depends on the length of the essay, as well as how the student chooses to structure their essay. A well-structured essay will have paragraphs that flow logically from one to another. Students must ensure that they write *chronologically*, so that each point is placed in historical context. In order to keep the focus of the essay intact, students may wish to draw the reader’s attention back to the question/argument every so often (student’s must judge whether or not this is necessary).

As such the body

- Is made up of paragraphs that follow logically and chronologically
- Each paragraph deals with a point in the argument
- Together these points build an argument (stated in the introduction)
- The body is where the content of the essay is found.

Conclusion

An essay must always have a conclusion, as it ties the essay together. This is done through a brief summary of the essays main points and then how these points prove the essay’s argument. A conclusion should be one good paragraph long and should avoid clichéd endings involving how “this was a really bad thing!” or how “the world is a much better place now!” Generally speaking, if a reader were to read only the introduction and conclusion they should be able to know exactly what is in an essay and what it argues.

As such, the conclusion

- States what the essay has argued
- Sums up the main points of the essay body
- States how this evidence supports essay’s argument

Summary of Essay Structure

Introduction

States the argument of the essay and how the essay argues this (body outline)

Body

Provides the evidence for the argument in clear, well structured paragraphs

Conclusion

Shows how the evidence provided in the body of the essay supports the argument stated in the introduction of the essay.

Quoting

Students may make use of quotes in their history essays, although they should do so with some caution. Students must be careful of quoting too much and must remember that the tutor/lecturer wants to read the writing of the student and not just quotes. Too many quotes will result in severe penalties. As a rule, students should quote when they cannot summarise or paraphrase. Students may also choose to quote a particular viewpoint that gives substance to their essay (for example, a speech or first-hand account of something). Students should be wary of quotes that are too long. Long quotes should be the exception rather than the norm. There is no clear standard for what counts as too many quotes as it depends on the essay. Students will learn what is and is not necessary to quote (for example, there is no need to quote “during WWII, the allied forces used warships, tanks, aeroplanes, and thousands of troops to wage war” rather paraphrase – The allied forces utilised numerous methods to wage war against Germany during WWII – including warships, tanks, aeroplanes, and thousands of troops - followed by the reference). When quoting students may not change the spelling or grammar of the text and must not quote ambiguously (altering the quote to suit their own purposes). Students must also format the quotes according to their length:

Short Quotes (up to three lines long)

Short quotes do not need to be formatted; they need only have “quotation marks” and a reference. Students must ensure that they insert quotation marks accurately. There is also no need to insert ellipses dots before and after a ...”quote”... These are only used when words are left out in a quote (e.g.: “The Allies used tanks, warships...and troops”). Square brackets are used when inserting words into a quote (e.g.: “They [Germany] only used tanks during the war” or “While fighting in Germany [the Allies] suffered many setbacks”)

Long Quotes (four lines and longer)

Long quotes need to be formatted by adjusting the margins and the line spacing. This is to make it easier for the reader to discern between the quote and the student’s writing. A long quote should be indented by 1cm on either side.

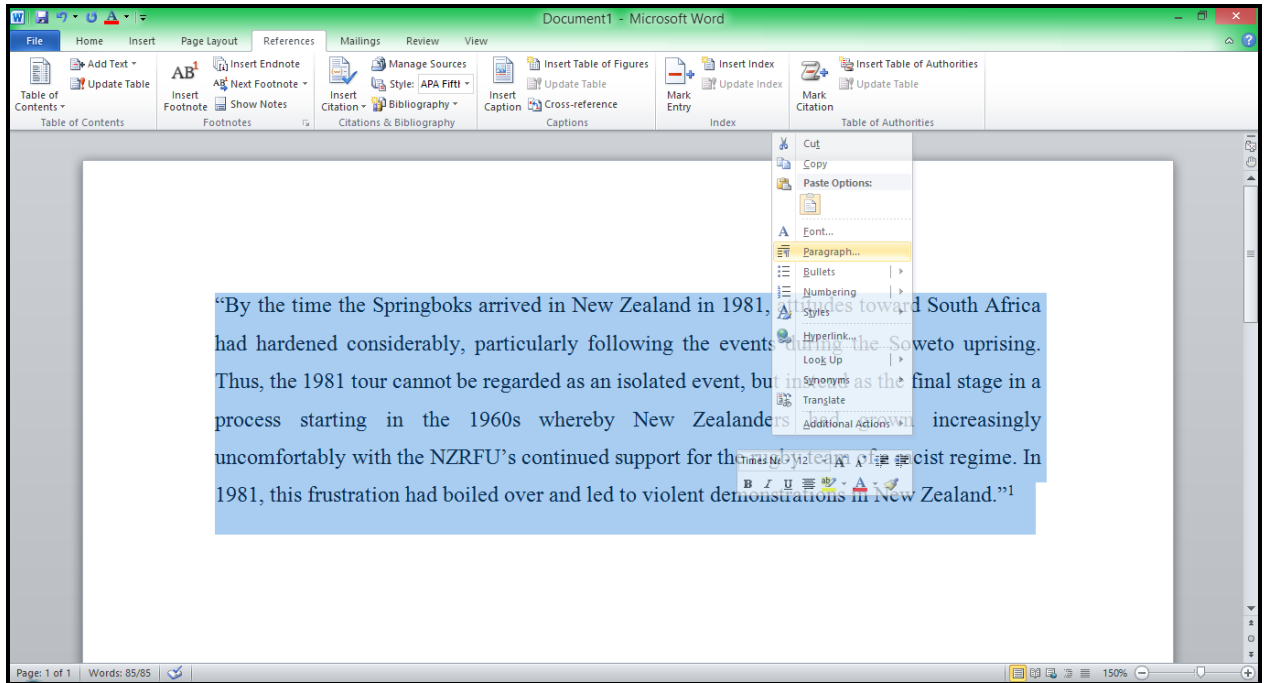
Example of a long quote formatted

“To format a long quote, adjust the margins of the quote so that they are narrower than the main text. Also adjust the spacing of the quote so that it is single spacing and not 1.5 line spacing like the main text. This is to ensure that the quote stands apart from the main text. Students must not forget to insert a reference at the end of the quote. Students may remove the quotation marks when the quote is formatted like this (providing they are consistent and that all long, formatted quotes follow the same format).”⁶

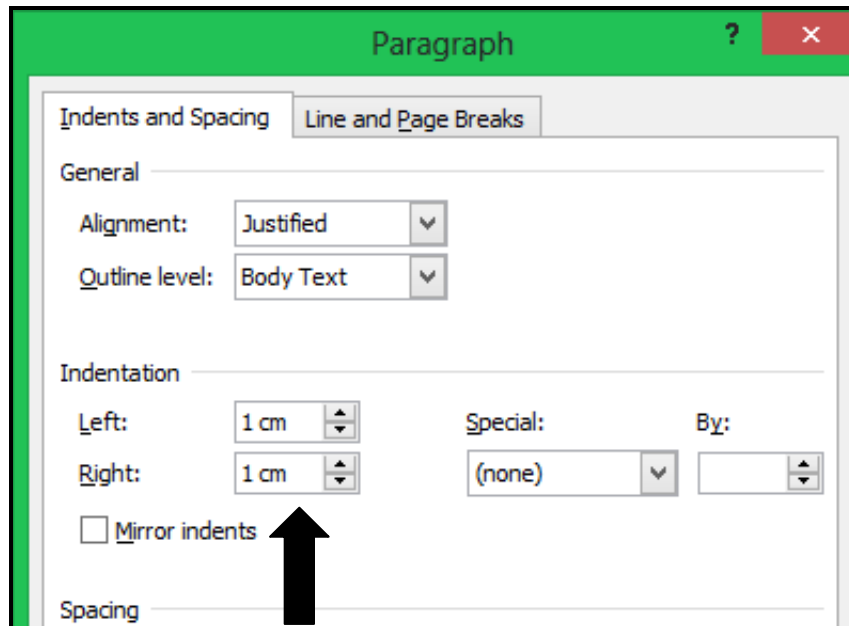


⁶ A quote must be followed by a reference (footnote).

How to format a quote on MS Word



STEP 1: Highlight the quote, right-click on the extract and select “Paragraph”.



STEP 2: The above box will open. Adjust the indentation from 0cm to 1cm, both Left and Right. Click “OK”. The text will now look like the example on the previous page.

Section E: Language

The way that an academic essay is written is very important. Essays must be written in **formal language** and not *colloquial* language. This does not mean that students need to write in a “boring” tone or that they need to employ complicated terminology. Formal language means that the writing style should be straightforward. The narrative should be clear and devoid of slang and clichés. Students may not write that “Smith hailed from a small town”, “Napoleon was not really a cool guy”, or that “the Treaty of Versailles was legit”. Instead, students should write that “Smith came from a small town” or “Napoleon was not known for his friendly demeanour” or that “the Treaty of Versailles was a legitimate agreement”.

Although students should try to broaden their vocabulary, they should not employ words unless they are fully aware of their meaning. Misused words create confusion and ambiguity, which damage the essay. As such, students need to be wary of the tone and style of their writing. Students also need to remember that they are writing an historical narrative and not a piece of creative writing. Students must also pay strict attention to their tenses, making sure that they use a consistent tense and do not swap between past and present tense accidentally. When writing their essays, students should imagine that they are writing for a peer (someone their age) who is intelligent but does not know about the subject. Students should not write specifically for their tutor or lecturer. By imagining that they are writing to someone who is not familiar with the topic, students should have a clearer idea of what needs to be included in the essay.

Students must note that they may not refer to themselves in the first person in their essay, i.e.: they may not use “I”. If they must refer to themselves students should use “one” – “one can see that” rather than “I can see that...” On the whole, students are advised to avoid referring to themselves and if they must to do so in the conclusion (for example, if asked for an opinion). Students must bear in mind that they need to try to be objective, and using “I” and referring to oneself usually makes something subjective. Students should

avoid giving opinions when an opinion is not asked for, bearing in mind that they need to make an argument (i.e.: Argue their opinion in a formal, academic manner) rather than an “I think” answer. Students should also avoid making sweeping statements, generalisations or assumptions without evidence.

Important rules regarding language in Academic Essays

The following rules must be obeyed in writing an academic essay. Students will be penalised if they fail to comply with any of these language rules.

- (a) Do not use colloquial language e.g.: “cool”, “hailed from”, “ok”, “kind of”, “legit” etc. Formal academic language must always be used.
- (b) Whilst students should avoid colloquial language they should also be careful of using words that are *antiquated* or obscure. This often happens when students use the thesaurus on their computers, students must remember that a thesaurus gives similar words (similar does not mean that the word has the same meaning) – so students should fully understand a word before they use it. The same rule applies for theoretical terms, students should be wary of employing theoretical concepts without knowing what they imply.
- (c) Do not use contractions these are informal – e.g.: “don’t”, “couldn’t”, “can’t” etc. Students must rather use “do not”, “could not”, “cannot”, and so on. Students may not use short form like etc. instead of etcetera, e.g. instead of example, i.e. and so on.

Students must remember that if they are quoting they must not change the language of the quote, so if the quote has contractions and informal language this must not be altered.

- (d) Students should try to be politically correct where possible. Often students will come across words that are politically incorrect – these can be used (if they aid the essay) but must be placed in inverted commas, e.g.: “kaffirs”, “coolies”, “fags”. When being politically correct students must also be sensible, this is particularly true of gender. If a student is talking about a society of people (both male and female) then they should refer to a society of “men and women” and not just

- “men” and they can also say “he or she.” However, if a student is talking about a matter that is gender specific, then the politically-correct “men and women” or “he or she” becomes redundant (for example, it makes no sense to say “he or she might give birth without a doctor”).
- (e) Avoid using “I”, “me”, “my”, “you”, or “we”. There is a fashion to write as though one is on an adventure of discovery with the reader, e.g. “let us now look at,” “as we soon discover” and so on. Students should maintain a formal tone and not overuse this style. In general students should avoid referring to themselves.
 - (f) When first referring to another author or historical figure both their full name should be used, e.g.: Emily Hobhouse. Thereafter they can be referred to by surname only, “Hobhouse”. Students do not need to refer to people as Mr, Mrs or Miss.
 - (g) Students must watch their tenses. If a person is still alive they should be referred to in the present tense, e.g.: “Kim Smith asserts that...” However, if a person is deceased then the student should refer to the person in the past tense, e.g.: “Jim Jones asserted that...”
 - (h) Do not use apostrophes for decades, i.e.: 1950s not 1950’s
Please note: In Afrikaans apostrophes are still used (1950’s).
 - (i) Write “sixteenth century” rather than “16th century”
 - (j) Students should be descriptive but should not go overboard. For example, “he was a really nasty, awful person with a mean temperament” is overly descriptive. This can be toned down to “he was remembered as someone with a mean temperament.”
 - (k) Be specific – rather than referring to something as “this” or “that” students should refer to the thing itself. For example, instead of saying “this was really important for the party’s future,” students should say “this change in direction was important for the future of the party.” For this reason students may not use “etcetara” or etc. in an essay.
 - (l) Students should avoid using exclamation marks (!!!!!)

- (m) In a test, students will underline what they would place in italics on the computer. So titles of publications will be underlined in a written test and placed in italics when typed on a computer.
- (n) Titles are capitalised if they are attached to a name, e.g.: “Prince William” and “the prince walked into the hall and greeted James.”
- (o) Students must always go through their work and check their spelling, grammar and punctuation.
- (p) Students should note that it is “a history” but “an historian”. Students should remember “an historical account is a history written by an historian.”

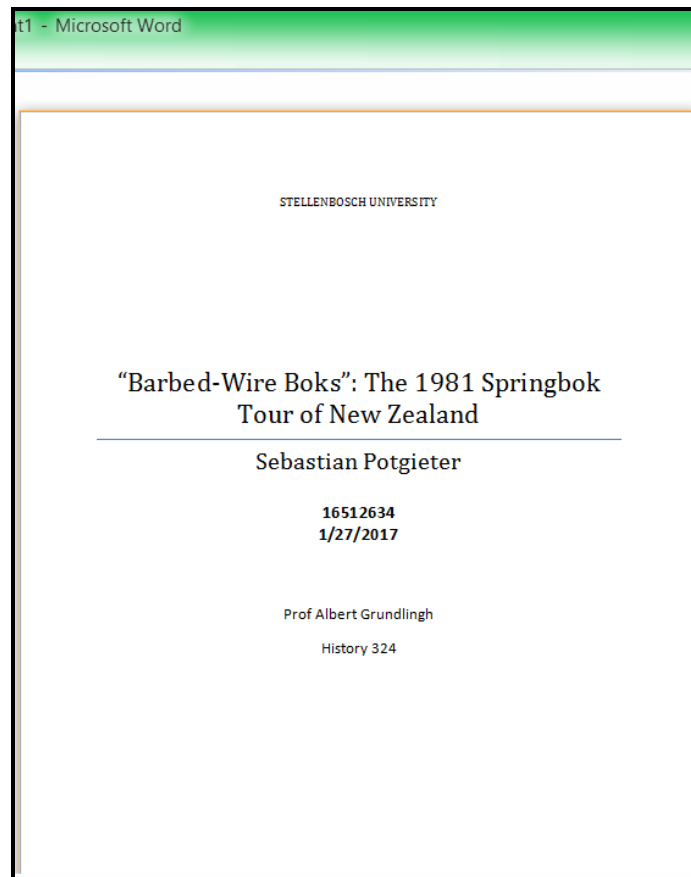
Section F: Essay Format

Essays have a very strict presentation and format. Students should note the following requirements:

Cover Page

All essays must have a cover page with the following information:

- The title of the essay
- The essay question in full
- Subject and module number
- Student's full name
- Student number
- Lecturer's name



The image shows a screenshot of a Microsoft Word document titled "t1 - Microsoft Word". The document is a cover page for an essay. The text is centered and reads:

STELLENBOSCH UNIVERSITY

**"Barbed-Wire Boks": The 1981 Springbok
Tour of New Zealand**

Sebastian Potgieter

16512634
1/27/2017

Prof Albert Grundlingh
History 324

Contents Page

Some lecturers require a contents page, students must note the requirements of each lecturer (for example, some lecturers require subsections whilst others do not allow subsections).

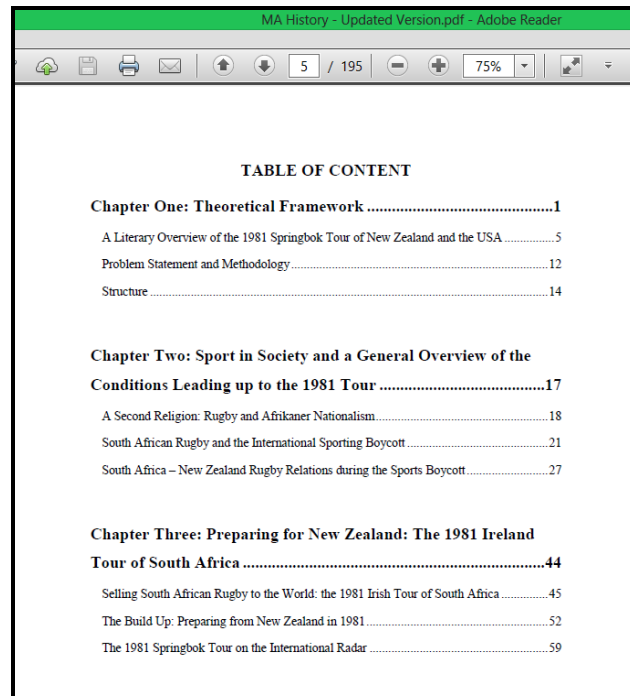


TABLE OF CONTENT	
Chapter One: Theoretical Framework	1
A Literary Overview of the 1981 Springbok Tour of New Zealand and the USA	5
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Selling South African Rugby to the World: the 1981 Irish Tour of South Africa	45
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Format

There is a specific format given because often essay length is given in pages rather than word count. As such a single format is used to ensure that all students write the same amount. NOTE: Students will lose marks for **EACH** of the following formats which are not implemented in the essay:

The font must be Times New Roman

The font size must be size 12

The text must be written with 1.5 line spacing

The essay must have justified margins

There must be page numbers

Pictures and decorating work

Students may not use pictures or decorate their work. As such, cover pages should not have pictures or frames, essay pages should not have borders and pictures should be avoided. Sometimes a picture is necessary, for example if a student is discussing the Mona Lisa with reference to the content of the picture then a picture is necessary. However, a picture of Napoleon is unnecessary when discussing the life of the man. If a student does insert a picture they must reference it and contextualise it properly. On the whole students are advised not to include pictures, and students should discuss the use of pictures with their lecturer or tutor before submitting an essay.

Presentation

Essays must be typed in black ink, and a hard copy **must** be handed in (essay box located in the history department). Students must ensure that their essay is stapled or bound properly and that the pages are in the correct order, and that the signed plagiarism form and Turnitin receipt are attached to the essay. NOTE: Students will lose 5% per missing item. Essays bound by a hair clip or any other inventive measure will have marks deducted for sloppiness. Students may **not** borrow a stapler from the history secretary.

Deadlines and Late Submissions

Students must make sure that they know the deadline of their essay and ensure that they run their essay through Turnitin and hand in a hardcopy of their essay before the deadline. The penalty for late submissions is a deduction of 10% for the first day late and 5% each day thereafter. If a student has any problem regarding an essay or the deadline they must speak to the lecturer or tutor as soon as possible.

Test Yourself:

1. What is the difference between topic and question?
2. What is the value of planning?
3. What are the three parts of an essay and what are their functions?
4. When writing an essay for whom should a student write? Why?
5. List ten rules regarding language in academic essays.
6. What is the difference between long quotes and short quotes in terms of formatting? Why?
7. What are the five questions historians need to ask?

Vocabulary: Words you should understand**Chronological**

Adjective. **1** (Of a number of events) starting with the earliest and following the order in which they occurred. **2** Relating to the establishments of dates of past events.

Derivatives: chronologically (adverb)

Colloquial

Adjective. **1** (Of language) used in ordinary conversation; not formal or literary.

Antiquated

Adjective. **1** Old-fashioned or outdated.

Section G: Tests and Exams

Preparation for tests and exams

Always attend lectures and take notes in class

The lecturer will often highlight the aspects of the coursework considered to be most important and thus most likely to be tested. As such, making notes in class will help provide students with a point of focus when making summaries. It is advisable that students regularly compare their class notes to the set work long before the test or exam. This will prevent students from becoming overwhelmed the week before a test, as well as give them the opportunity to ask questions about elements of work on which they are unclear before a test.

Make summaries

A summary provides a shorter version of the coursework, highlighting the most important aspects. Summaries also require students to put the work into their own words, this requires understanding and is thus a good way of learning the work. By summarizing students are more likely to internalize and fully understand the course content and are therefore more capable of developing an informed argument.

Hi[story]: using mnemonics and other techniques to learn

Remember that history is a story with a factual and chronological development. It may help the student to learn the work in such a way that they can repeat it as if telling a story to a friend. Students should remember that historical events do not occur in isolation. Like any story historical events have causes and consequences that shape the way in which it is viewed. Historical accounts have more than one point of view and may be interpreted in different ways depending upon the argument being made. However, unlike telling a simple tale or narrative of interest, it is essential that a student is accurate with the facts and dates. Students should not guess dates, instead of guessing a random date students should refer to the period or century. Within reason no date is better than a wrong date (but a correct date gets a higher mark).

The large amounts of information that a student needs to learn means that they may benefit from using certain mnemonic techniques. Mnemonics refers to the techniques used to remember information. Each student may find different techniques better than others. An example of mnemonics includes using acronyms for long lists of information (or even poems and words of association for the more creative). Even if one is preparing an essay question, acronyms may help the student by identifying an important keyword in each paragraph. Many students also find min-maps useful in memorising work as they lay the work out in such a way as to be more visually pleasing and thus easier to commit to memory.

Example of an acronym: remembering the names of King Henry VIII's six wives and their relative fates

First wife: Catherine of Aragon (divorced)

Second wife: Anne Boleyn (executed)

Third wife: Jane Seymour (died)

Fourth wife: Anne of Cleves (divorced)

Fifth wife: Kathryn Howard (executed)

Sixth wife: Katherine Parr (widowed)

= CAJAKK

To help remember the fate of the various wives, a little poem or sentence may be helpful.

For example:

Divorced, beheaded, died,

Divorced, beheaded, survived.

Tests and Exams

Timing

Students must use their time carefully in a test/exam situation. Students should have a watch with them or have a clear view of the clock so that they can keep a close eye on their progress. It may be helpful to divide the test period up according to the amount of questions, allowing for a planning session and perhaps five or ten minutes to proof read answers.

For example, a two hour test period in which two essays must be written may be divided as follows:

15 minutes (planning) + 45 minutes (essay 1) + 45 minutes (essay 2) + 15 minutes (proofing) = 2 hours

Read the Question Carefully

Students must make sure that they read the test/exam question carefully. A five or ten page essay is worth nothing if the essay does not answer the question. Students may find it helpful to break the question down into its various components and ask it the five important questions: Who? What? When? Why? Where?

For example: “The role of blacks in the South African War (1899-1902) has been neglected in history” Critically discuss this statement by looking at the role blacks played in the South African War.

Step 1: Break the Question down

Topic = South African War (1899-1902)

Question a = Blacks in the South African War

Question b = Role of blacks in the South African War neglected in history

Step 2: Ask the five questions (brainstorming)

Students should brainstorm the question, looking at it from various angles as they remember the points that they need to include.

Who?

Who is involved in the South African War? Whites – Boers and British “a white man’s war”

Black people < which black people? < black loyalists, wage workers (British), agterryers (Boers), tribes

Who neglected black involvement? Who ‘re-discovered’ black involvement?

What ?

What was the war about? Was it a ‘white man’s war’?

What does black involvement mean – then? Now?

What did blacks do?

When?

When was the war? When did black people become involved? When was black involvement neglected?

Why?

Why did the war break out? Why did black people become involved? Why were black people not remembered? Why is it important now?

Where?

Where did the war take place?

Where were black people involved? Battle, work, concentration camps, military camps etc.

Step 3: Draw up a Rough Plan

Students can draw up a rough plan on a page on their answer books, they need simply draw a line through the planning and it will not be marked as part of the essay. A rough planning page may look something like this:

Introduction

Introduce topic: South African War (1899-1902) and black involvement, neglected.

Argument: Black involvement was important and was neglected by history until recently.

How is this done: see outline

Paragraph 1: Context < A White Man's War

Paragraph 2: Black involvement < not allowed according to rhetoric

Paragraph 3 + 4: Black Involvement < British

Paragraph 5 + 6: Black Involvement < Boer

Paragraph 7: Tribes and fear

Paragraph 8: After the war

Paragraph 9: Neglect

Conclusion

Re-cap main points of argument

Show how these points prove my argument (stated in introduction)

Understand the Terminology: Tests and Exams

Analyse

To carefully describe and discuss something from different perspectives in order to understand it.

Critically Discuss

Discuss something in such a way as to show that you have considered both the good and bad qualities before reaching a conclusion.

Demonstrate

To show or prove something clearly.

Describe

To show what something is like by giving details about its nature.

Discuss

To write something in detail and consider the different ideas or opinions about it.

Examine

To look at something carefully in order to make a decision.

Illustrate

To give an explanation of something using examples that will make the meaning of the argument clearer.