



The
Historical Association

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Year 8 Careers in History Pack

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This pack is designed to be used as flexibly as possible – different schools may wish to use it with year groups other than Year 8, and to use it in different ways. For example, some schools may wish to use the individual learning resources as part of lessons, or as stand-alone homework task sheets. Other schools may wish to use it as a pack of resources that will enable students to work fairly independently on a homework project lasting roughly half a term, or to help structure an enrichment, cross-curricular or otherwise devolved from the timetable learning day of on the theme of careers and the world of work. The overall aim, however it is used, is to help students develop their knowledge and understanding of both history and employment-related issues and their skills – both historical and wider key skills. The pack can be downloaded as both a PDF and a Word document. This is to offer you the flexibility to change tasks, or sources, to best suit your school environment and situation. In particular – and depending on whether your students are going to complete these tasks online or on paper, and other related issues, you may like to adapt the student’s introduction on the next page.

Skills

The different sections of the pack enable students to work independently through a project on different areas of work – both physical and thematic. The tasks involved encompass the key history processes outlined in the National Curriculum – historical enquiry; communication about the past; and using evidence. Students who complete all tasks should also develop their depth of understanding in relation to a local unit of study, as well as a deeper understanding of both the chronology and some of the factors involved in the migration of some groups to London. They should also broaden their understanding of the diversity inherent in the world of employment, examining the working patterns of women, and some of those who worked in the context of empire. In addition to this, they will be using and therefore developing important PLTS as well as other key skills, such as: working independently; written communication; literacy – writing and reading both texts and images and thinking imaginatively and creatively. In addition, there will be a degree of self-reflection, evaluation and assessment. Some of this could be adapted to facilitate peer evaluation and assessment if that suited the school context better.

Content

Students will learn about the history of Spitalfields in East London, and what the street names can tell us about how people lived and worked in this area in the past, and why these sorts of jobs were so prevalent there. They will also learn about how perceptions of what jobs are suitable for particular groups of people have changed, and start to examine the sorts of jobs they would like to do, and would have strengths in.

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1. What sorts of jobs and careers are usual in different areas and why?
2. Why do different sorts of people do different sorts of jobs?
3. Why do the sorts of jobs that people do change over time?
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6. What have I learned, and how have I learned it?
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Year 8 Careers in History Pack Student's Pack

You may remember doing a homework project last year, in which you learned about how some people in the past earned their living. This year, you are going to build on this work, to look in more depth about how some people have worked, and how the choices people have made have sometimes been limited (or at least affected) by the area in which they live, or other issues, such as their gender or race. You will also look at how people's working lives have affected their home lives, and about how different jobs have changed over time. You will also think a little bit about what sort of job (or jobs) you may want to do yourself, when you leave school, and what sorts of skills you may need to have to do these jobs.

Some of the skills you will be practising are those that historians use everyday in their working lives - researching how people lived their lives in the past by looking at the evidence, asking questions and then working out the answers. Historians aren't the only people who do this sort of thing in their careers - journalists, lawyers, bankers and politicians, as well as businesspeople and teachers, all need to complete these sort of activities as part of their jobs.

We hope you enjoy doing this project - and thinking about what you want to do in the future!

Contents

- 1) What different sorts of jobs have people done in the past?
- 2) What were people's working lives like in the past?
- 3) Case Study: create a CV of someone's working life.
- 4) When and how have people's working lives changed?
- 5) What have I learnt, and how have I learnt it?
- 6) Evaluation and self-assessment.

What sorts of jobs and careers are usual in different areas and why?

Something to think about... what sorts of factors might influence where people live and work? Think about your family, and why you live where you do. Is it connected to the job that someone in your family did or does? Can you think of any jobs that absolutely have to be done in certain places? For example, it would be quite hard to be someone making their living from catching and selling fish if you lived far away from any water; or making warm clothes to sell to people who lived somewhere hot!

Factors

A factor is something that helps something else to happen. Historians often think of factors as being in groups: for example, things to do with what people believe (Religion), or things to do with money (Economy), or things to do with how decisions are made for the country as a whole (Government).

At times when most people have lived in the countryside in quite small groups, people have normally done more than just one job – everyone has to do a bit of what needs to be done in order to look after their family (growing food, looking after animals, cooking, cleaning, making cloth to make into clothes etc). But this pattern changes when people start to live in bigger groups, like towns and cities. Because people are not able to grow their own food (there is not enough space), they must work in other ways, to earn money to buy food for their families. In the past, people who did the same sorts of jobs tended to live in the same areas – partly because the older people wanted to teach young people how to do the job, and it was easier to all live together, and partly because there were practical reasons to do particular jobs in particular places (for instance, if you are going to specialise in washing clothes for other people, you need to be near a good supply of clean water!).

Task:

You are going to look at one area in London, called Spitalfields, and work out the sorts of jobs that were done in this area; what has stayed the same over the years; and why things changed, or stayed the same. Although you may not know this area at all, it is quite a famous area in London, for all sorts of reasons. While looking at this case study, it may give you some ideas about how to find out about the area you live, and what jobs people used to do there!

1. Look at the area and street names in the table below. Fill in the second column with your ideas about what people may have done in this area. Some are more difficult than others, but have a go anyway! It might be helpful to look up some of the words in a dictionary, if you're not quite sure what they mean - this may give you some clues...

Name	What you think people may have done in this area. (Your hypothesis!)	Your research: what you have found out that people actually did do in this area.
Spitalfields		
Brick Lane		
Weaver Street		
Petticoat Lane		
Fashion Street		
Commercial Street		
Quaker Street		
Frying Pan Alley		

2. Now you need to pull together your hypothesis. In the space below, write down a sentence (or two) explaining what sort of area (including what sorts of jobs people did) you think Spitalfields was, or is.

3. Look again at the table you started to fill in. You are going to test your hypothesis, by looking at this [website...](http://www.icons.org.uk/theicons/collection/brick-lane/features/street-names) <http://www.icons.org.uk/theicons/collection/brick-lane/features/street-names>.
Fill in the third column of your table. Were your ideas right? Are there other interesting street names you found out about? What other things have you learnt about the people's lives in this area?

Spitalfields is an area of East London, which is quite near the river Thames. Since the 17th century, it has been an area where refugees have lived when they first came to London. This is partly because of a market that existed there, just outside the walls of the City of London. Within the walls, inside the actual city, there were certain rules for working and living, but the people who lived outside had a bit more freedom - which is why so many people came to work and live in the area of Spitalfields, outside the city.

As time went on, more and more people who were new to London moved to this area, and soon people who could afford to, moved out, because it was seen as a poor area, where only immigrants should live. At times in the past, the people who lived there didn't speak any English - this was one of the reasons that English people didn't want to live there, as they felt a little frightened of these different people with their different languages, religions, food and customs. This made it even cheaper for people to live there, because there were so few people there - which meant it was an ideal place for more people, newly arrived in England or in London, to live.

Each group of people to arrive in Spitalfields brought their skills with them, which meant that they changed the area a little bit. In the 17th century, people came from France who were silk weavers, making beautiful cloth to sell in the market. The next big group of people who arrived, developed this idea, as many of them were tailors. This meant that in the 19th century, the area was known for making and selling clothes. Now, though, the area is more famous for its restaurants and art: because it was an area of refugees and other immigrants who found it difficult to get other jobs, they cooked their home food for British people to eat - this is why the restaurants opened. Because it was seen as an area only for immigrants, rents were very cheap, so artists, who often don't have much money, were able to afford to live there.

Now you know a little bit about the area of Spitalfields, do you have any more questions about the people who lived and worked there? Write down three questions here, trying to use different question words (What? Why? Who? Where? How?).

1. _____

2. _____

3. _____

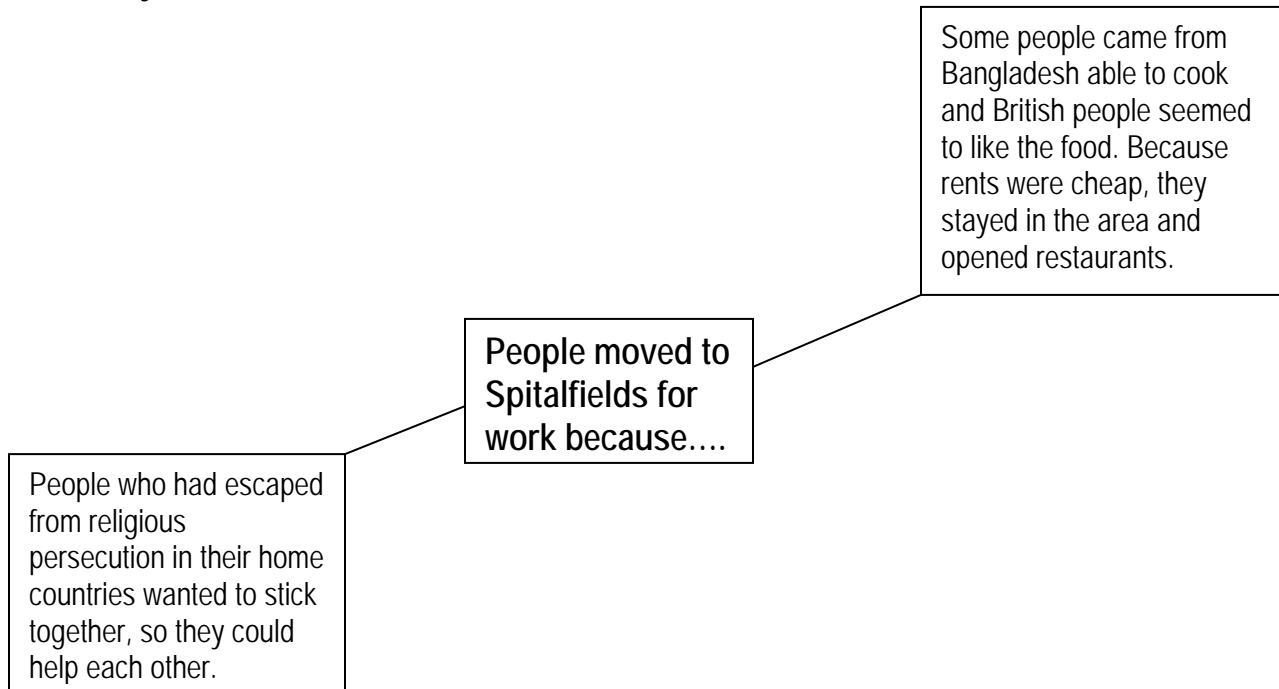
Some of the people who have lived in Spitalfields

- The Huguenots - French Protestants who were escaping from religious persecution in Catholic France.
- Jews from Russia and other parts of eastern Europe who were escaping from religious persecution in these areas.
- People from Bangladesh who came to try and make a richer life for themselves and their families.
- "YBAs" - Young British Artists who moved into the area because rents were very, very cheap.

Bonus Task:

You may want to do some extra research before you do this task - so you could look again at the website, or try and find some more information yourself. However, you don't have to do this extra work to do this task... all you really need to do is to think carefully about what you have read and learnt.

We started this piece of work thinking about factors and why and how things change in history...and this is how we're going to end, too! In the space below (or on another piece of paper), write down the reasons why people have moved to this area for work. Then, take some coloured pencils and shade in the different sorts of reasons - you could use one colour for economic factors and another for religious factors. Some reasons might have more than one colour, because they might be to do with more than one factor. Make sure you include a key, to show which colour means which sort of factor!



You have looked at an area of London, and the sorts of jobs that people did there, in quite a lot of detail. Does this make you think about the area where you live in a different way? Think about the sorts of things you have learned and done while studying about Spitalfields - there might be street names that are unusual or interesting, or an area where there are lots of the same sort of shop or restaurant.

Can you think of three questions about the place where you live, and the people who have lived there, and the jobs that they did?

1. _____

2. _____

3. _____

How would you start to research the area where you live? You don't need to actually do the research (though you could do if you were interested!), but it would be good to write down some ideas about the sorts of places where you might start to look, or the things you might do, in order to get answers to the questions you have asked above.

- _____

- _____

- _____

- _____

Why do different sorts of people do different sorts of jobs?

In the table below, write down some of the characteristics or skills you think people might need to do certain different jobs.

Key Words:

Characteristic – something that makes someone who they are; the ways in which they think or behave.

Entrepreneur – a formal word for someone who makes their living in business.

Job	Skills / Characteristics
Nurse	
Interpreter	
Builder	
Teacher	
Soldier	
Chef	
Farmer	
Cleaner	
Secretary	
Entrepreneur	

In the past, certain groups of people were not allowed to do certain jobs, because they were thought not to have the skills or characteristics needed for these jobs. This was because people had all sorts of prejudices about different sorts of people, which will be further explored in the next activity. Basically, though, many people in the past thought that men were the really clever ones, so they were the ones that had the best pick of exciting jobs.

Why do the sorts of jobs that people do change over time

Something to think about...

What do you think of when you think of the word 'secretary'? What sort of person do you think a secretary might be? Think of adjectives that may describe a secretary... you don't have to write them down, just have a clear picture in your head....

The word secretary is connected to the word secret, and originally meant someone who would keep your secrets. It then came to mean someone who was given the job of reading and writing letters for someone else more important, and keeping records for them - all of them containing information that should be kept secret!

In the past, secretaries were always men - partly because they were more educated than women, and partly because people thought that men could be more trusted not to tell secrets than women. The job of secretary was seen as very important - and men were considered more important than women, so that is another reason why men usually did the job! However, things changed as men started to do other jobs, and more and more 'bosses' needed people to deal with their letters and diaries for them. Now, it is quite unusual for secretaries to be men - they are much more likely to be women. The job of secretary is also often considered less important than it was in the past. One exception to both these things is the job of Secretary of State. There are a number of these in jobs in government, and it is normally men who do these jobs. This might be connected with the fact that they have to deal with so many important secrets about running the country....

Does this little story tell you anything about why different groups of people have done different sorts of job at different times in the past?

Did this information match the picture you had in your head when you thought of a secretary at the beginning of this piece of work? Explain the differences between your idea of a secretary, and the things you have learned about the history of secretaries here...



Some jobs have been seen by some people as for certain groups of people, rather than others. What is seen as 'right' for different sorts of people does change over time, though: we now think it is absolutely wrong to take people from Africa to work in plantations (big farms, growing sugar or cotton) in the Americas, but people in the past did not think that this was a problem.

Why does this happen? Have you ever changed your mind about something or someone?
What sorts of things made you change your mind? Would these sorts of things also change the minds of large groups of people?

One of the factors that often changes how people (either by themselves, or in large groups) live their lives and think about things, is war. In the last century, there were two world wars, both of which changed the jobs that different sorts of people did. We are going to look a bit more about how and why this happened, and what sort of change this really was.

1914 – 1918: British women in the First World War

Before this war, most women were valued for their good looks, and not considered bright enough to go to school or to do any real work outside the home. Poorer women had always had to work, to help feed their families, but richer women sat around, played musical instruments and sewed. (This is obviously a generalisation, but it was true for some women.) Women were seen as children – they were not allowed to vote, because it was thought that they couldn't think properly, or make decisions. Many women had been trying to get the vote before the war, but called off their campaign during the war, so they could help. And help they did! Many women took over the jobs that men had left, when they went to become soldiers and fight in the war: this meant that women were working in factories, making weapons; driving buses, or working as conductors on them; working as secretaries, helping people in government and in business, organise things properly. This is just a small selection of the jobs they did! Partly because of the more active lives that women were now expected to lead, the clothes that they wore changed, so they began to wear shorter skirts (though we would still think they were very long!).

After the war, when the men came back, many of the women went back to their old lives – staying at home, and not working at 'jobs'. Some tried to stay on, but most people thought that women should give up their jobs so that the men could have them, and look after their families. Men earned more money than women, so this made sense to a lot of people. Women did get the vote, though, partly in recognition of how hard they worked while the men were away, and women never went back to wearing skirts down to the ground.

What changed? What stayed the same? Is there anything else you'd like to know? Write down your thoughts, answers and questions here...

1941 – 1945: Afro-American soldiers in World War Two

In the United States of America, there were many different cultures. In the southern states, a culture of racism had grown up – this was the area that many African people had been sent to, to work as slaves on the cotton and sugar plantations. Although all slaves were freed in the USA in 1865, in these areas, many white people considered the black people to be less good than them, because they (or their parents, or grandparents) had once been slaves. There were many rules and laws made, to keep white people and black people separate – each group of people had different restaurants, schools, seats on the bus, swimming pools, etc.

When the USA joined the war in 1941, both black and white soldiers went to fight in Europe, and many were stationed in Britain for their training and their time off from fighting. Although some British people were racist, racism was not as widespread as it was in America, and there were no racist laws. This meant that, for the first time, some American black men started to see that their lives could be different, and some American white men started to see that black people were capable of lots more than they had thought before. When the war ended, these people went back to America and although things didn't change straight away for everyone, some people started trying to make black people's lives fairer. They did this in a number of ways – some by protesting, some by taking cases to court to force the government to change the law.

What changed? What stayed the same? Is there anything else you'd like to know? Write down your thoughts, answers and questions here...

We have looked at how war can sometimes make people change their ideas about the sorts of jobs that other people should be allowed to do. But war isn't the only factor of change. Other things can influence changes in the way that people do things... their attitudes and beliefs; governments; individual people who do things to make others see things in a different way; money and how it is spent can all make a difference to how people live their lives. Can you see any of these other factors in these stories? Choose one bit of one of the stories and explain the factors that helped bring about this change, or stopped change from happening. Here's an example to help you.

Many women went back to work after the end of World War One because they - and other people - thought it was more important for men to have the jobs than women. This is connected to economic factors, because men earned more money than women for doing the same job, but it is also about attitudes, because people thought that women shouldn't really work. It is also about the war - the women had needed to do the jobs that men had left behind when they went away to fight, but when the war ended and the men came back, the women weren't needed any more.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Can you think of the adults you know, and the working lives they have? What have they - and others - had to do, so they can do the jobs they do, or did? Think about the skills they might need, but also, the attitudes that other people must have had to allow them to have the working lives they do... their parents and their teachers may have helped them choose the career they did, but in the past, other people or the government may have stopped them from doing these jobs. At the same time, governments may have made new laws to allow them to study, or to work in certain areas. Talk to some of the adults you know about why they do what they do today!

Has family life changed, because of changes to people's
working lives?

We always had Sunday-best frocks that were passed down to the younger ones when we had outgrown them. Luckily for us Mother was a good needlewoman and a good cook. She would sew until the early hours of the morning to keep us tidy. She bought a sewing machine to help her, and I learnt to sew at an early age.

My father mended our boots and the family had to help with an allotment, so that we grew most of our vegetables. We also rented a perch of land from a local farmer to grow enough potatoes for the winter. These were stored in mounds of earth in the back garden. The cooking, washing, bathing and the drying of pit clothes had to be done in the kitchen; the fire had to be kept in all night in an open grate.

When very young I had to help to mend the pit clothes. This was very hard work. The needle and thread had to be waxed for nearly every stitch before I could get it into the moleskin. This job often kept us at it until the early hours of the morning because of the long hours the miners worked.

This is an extract from Elizabeth Andrews' autobiography. She was born in Wales in 1882, the third child of eleven children. What three adjectives would you choose to describe her life in this extract? Explain why you have chosen these words, using words from the source to help you.

Word Box

Pit – the place where miners work, to get coal from under the ground.

Biography – the story of someone's life.

Auto – something that is done by the self, or connected to the self.

Autobiography – the account of a person's life by that person.

Adjective – a describing word. For example, 'good', 'difficult', 'poor'.

1. _____ because

_____.

2. _____ because

_____.

3. _____ because

_____.

Is the description of Elizabeth Andrews' childhood very different from your childhood / life now? Are there similarities? Choose three things that you think are interesting about her life, and explain how they are similar or different to your life now. There is an idea done for you for the first one - but it might not be the same in your life!

1. My mum likes to sew clothes and she used to make me things to wear when I was younger. This is similar to Elizabeth Andrews' life, because she says "She would sew until the early hours of the morning to keep us tidy." It is a bit different, though, because Elizabeth Andrews sounds like she didn't mind that her mum made her clothes to wear, but I hated it!

2. _____

3. _____

4. _____

Things to think about...

What major differences can you see between the things her parents have to do and the things your parents have to do? Most people now do not grow their own vegetables, or make their own clothes - so this is a big difference. But it's a big difference to different people in different ways. For example, some people have more leisure time, because it is easier to buy cheap vegetables and clothes from shops. But this can sometimes mean that people have to work, instead of staying at home, so they can afford to buy these things, instead of making them. Luckily, there are more jobs available, because lots of shops have opened, selling food and clothes! Because more women go out to work now, to buy these clothes instead of staying at home like Elizabeth Andrews' mum and making them, other people also have jobs looking after their children, either as childminders or in nurseries or kindergartens.

This evidence we have been looking at is the story of one person's childhood. Do you think it is good evidence of people's lives in the past? Remember that all evidence can be useful, in different ways. Fill in the table with some reasons for using this evidence to tell you about people's lives in the past, and some reasons for not relying on it. The two sides won't necessarily match up!

An evaluation of Elizabeth Andrews' evidence	
What is good, interesting, useful or reliable about it.	What is less good, interesting, useful or reliable about it.

In the space below, explain whether you think that students in the year below you should use this source to do this sort of work next year. Try to evaluate the source carefully - look at both sides, and reach a conclusion.

Is global working a new thing?

Many people now spend at least some time working in a different country to the one that they were born in – and people within the European Union have the right to work in any other country in the E.U. You may find yourself working in other countries as you get older – either for short periods of time, like summer holidays, or perhaps for much longer periods of time. But is this really a new thing?

Think about some jobs that might involve travelling, for different reasons. Write down three ideas here...

- 1.
- 2.
- 3.

Do you think these sorts of jobs needed to be done in the past, or are they 'new' jobs?

For almost as long as people have lived in communities, some people have travelled to, and worked in different places. Sometimes, they have gone home again, and sometimes they have stayed, married local people and brought up a family in their new home. You have probably learnt about some of these migrations in your history lessons, or perhaps other subjects: things like the Roman invasion and settlement of Britain (being a soldier is a job that often involves travel away from home!); or the movement of many people from the Caribbean to Britain after World War Two, to find jobs in Britain. There are also some people who have moved around the world to work with much less choice in the matter. Here are some examples:

- people who were captured in Africa and then sold to work as slaves in different American or Caribbean countries;
- Scottish people who were forced to work as 'indentured labourers' in Canada;
- Irish people who had to leave their homes and find work in America, because there was no work for them to do – or food for them to eat – in Ireland;
- prisoners from all parts of Britain were sent to America, or Australia, as punishment for their crimes.

New / Key Words:

Migration: when large groups of people (or animals) move to a new place to live.

Indentured Labour:

when people are forced to work for no money – a bit like being a slave.

Convicts: another word for prisoners.

Civil servant: someone who works for the government, making sure that the decisions (or policies) that governments make, actually work and get done.

For this set of tasks for your project, you are going to look at some evidence from British men who worked as civil servants in different parts of the British Empire. These sources should help you to reconstruct some aspects of the lives of some of these people who worked away from where they had been born. Both sources come from "What Mr Sanders really did" by Veronica Bellers, published on www.britishempire.co.uk.

Source 1: an extract from a history book.

In 1941 my father, Hal Williams, was transferred from Narok, where he was living with my mother and three year old brother, to Garissa in northern Kenya. At that time the Italian Army was threatening Kenya's northern border and units of the Kings African Rifles and South African troops were being drafted in to defend it. Administration officers were given military ranks and the whole area was put on a war footing.

Wives were strongly discouraged from living in the Northern Frontier even in peacetime. It was a bafflingly masochistic policy which made life far more spartan than was necessary and no provision or thought was given to where the families left behind would live. For about a year after his transfer my mother and lived in a variety of places: she rented a house for a while but that was too expensive, and for short periods she, the baby and ayah stayed with her aunt, Olive Collyer, in Kabete. Then my mother took a job as a nanny, which provided money and a roof over their heads. But it was a difficult period.

Source 2: from a letter home, written by J.A.G. McCall. He was working in Brass, Owerri Province, Southern Nigeria during the period of the second world war..

My Sunday timetable is different to that of other days, as of course is the Sunday programme of most people. I get up at six. That is normal, unless I want to lie-in but that is not very necessary in a place when any late night on Saturday is out of the question. I go over to the office and either work or write letters until ten, when I have my breakfast. Then I return to the office as now, and do not have my lunch until four in the afternoon. Lunch on Sundays consists of palm oil chop - the dish celebre of the West Coast of Africa. This is chicken boiled in palm oil, and served with all manner of titbits such as local red pepper etc. It is an acquired taste, and I did not like it at first, but now that I think of my coming lunch today, my mouth waters. It is undoubtedly the best meal of the week, and I should have it every day, if it were not so very rich, and thus fattening, and this is a question to be reckoned with in Brass when one never gets any exercise. Chicken, chicken, chicken ... every day and every meal. Unless you open a tin, there is no other staple food to eat. I refrain as far as possible from opening tins, particularly in wartime, when tins mean imported articles.

Questions: (Your answers can be as short or as long as they need to be to answer the question as you see fit - but they must include supporting evidence from the sources... short quotations and things like that!)

1. What problems connected to working so far away from their homes are these people describing?
2. How did these people solve some of those problems?
3. Do you think these are 'good' pieces of evidence to use about British people working away from Britain in the past?

What have I learnt, and how have I learnt it?

Look back at all the work you have done in this project.

Write down three pieces of knowledge here, that you didn't know before you started this piece of work, but that you know now!

1) _____

2) _____

3) _____

Now, write down the ways in which you have learned these things: in other words, the skills that you have practised while doing this project.

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How do these skills fit with the skills you use in history lessons?

To remind you, the key historical skills are:

- Enquiry (thinking of questions to answer, and then finding out the answers!)
- Using evidence (thinking about whether or not you can trust what people say about certain things; whether a particular source is useful or not etc)
- Communicating about the past (telling people what you know, in a number of different ways - including writing, but also talking, pictures and drama!)

But you also use other skills in history lessons: working with other people; reading; thinking creatively (imaging what it must have been like to live someone else's life); thinking about patterns of time (chronology) and many more!

Fill in this table, so you can see just how many skills you have practised in this project! Choose four different things you have done (perhaps two that you enjoyed doing, and two that you did not enjoy doing), and fill them in the first column.

Activity	What I learnt	The skills I used

Now think about the jobs that you may want to do later on in life. Do you think the skills you have used in this project would be useful in this job? Explain your answer below.

Evaluation and Self-Assessment

Well, you've pretty much finished your homework project now – well done! But I'm afraid you've not totally finished... the most important bit is still to come. In order to make sure you always do as well as you possibly can, it's important that you really think about your work – not only while you are doing it, but also afterwards, so you can think about what you would do differently next time. We often talk about **evaluation** in History. This word means looking at the good, and not so good, parts of something, before reaching a judgement on how good it is overall. You will be doing a lot of this in History – looking at sources of evidence to see how useful they are to you in answering a particular question, and looking at your work, to see how good it is!

Your task... is to evaluate your project.

This is what you need to do.

1. Pick out three things that you are really pleased about, from your homework project. You could be pleased because you think you did them particularly well, or because you enjoyed doing this task, or because you think it looks really good.
2. Write at least one full sentence about each thing you are pleased with, explaining why you are so pleased with it.
3. Then pick out one thing that about your project that you are not so pleased about. Maybe you didn't fully understand what you were being asked to do, or maybe you found it boring because you've done similar things before, or maybe you rushed it, and wish you hadn't.
4. Explain why you are not so pleased with this thing – and try to say what you might do differently, if you were to do the project again.
5. Overall, what sort of word or phrase fits your project best... Choose one, and explain why it fits so well.
 - o Brilliant? Fantastic? Wonderful?
 - o Very good? Hot stuff?
 - o Good? Average?
 - o Not so good? A bit rushed? Messy?
 - o Hmmm – better not say?

TRY TO THINK ABOUT THINGS TO DO WITH HISTORY IN THIS TASK, NOT JUST ABOUT HOW THE PROJECT LOOKS, OR HOW MANY PAGES IT IS. INSTEAD, THINK ABOUT THE NEW THINGS YOU HAVE LEARNED AND TRIED TO USE – CHRONOLOGY, CONTINUITY AND CHANGE, EVIDENCE AND EXPLANATION.