

## 2014 HSC History Extension Marking Guidelines

### Section I

#### Question 1

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge, clear understanding and critical insight into relevant historiographical issues raised in Source A</li> <li>• Demonstrates critical and sustained integration with explicit references to Source A and at least TWO other relevant sources</li> <li>• Communicates perceptive judgement in a detailed, logical and cohesive response</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and clear understanding of relevant historiographical issues raised in Source A</li> <li>• Demonstrates thorough integration with explicit references to Source A and at least TWO other relevant sources</li> <li>• Communicates reasoned judgement in a detailed, logical and cohesive response</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and some understanding of relevant historiographical issues raised in Source A</li> <li>• Demonstrates sound integration with explicit references to Source A and at least TWO other sources</li> <li>• Communicates a sound, detailed and logical narrative with some attempt at judgement</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and understanding of historiographical issues</li> <li>• Demonstrates limited use of and references to Source A and at least ONE other source</li> <li>• Communicates a limited narrative</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Demonstrates minimal knowledge of historiographical issues</li> <li>• Demonstrates minimal references to Source A and possibly ONE other source</li> <li>• Communicates isolated observations</li> </ul>	1–5

Due to the nature of this part of the course no content or sources are prescribed or expected.

1. The student constructs an argument, position or perspective that answers the question about the relative importance or role of truth as the purpose of history.
2. They select, in the context of the broader historiographical issue raised in the question (that is, the purpose of history), other issues or points within the source that support their position.
3. The student must also use other sources to further support their argument, position or perspective in response to the question.

## Section II

### Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge, clear understanding and critical insight into at least ONE area of debate from the chosen case study</li> <li>• Demonstrates highly effective use of Source B within the historiography of at least ONE area of debate from the chosen case study</li> <li>• Communicates perceptive assessment in a sustained, logical and cohesive response</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and clear understanding of at least ONE area of debate from the chosen case study</li> <li>• Demonstrates effective use of Source B within the historiography of at least ONE area of debate from the chosen case study</li> <li>• Communicates reasoned assessment in a sustained, logical and cohesive response</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and some understanding of at least ONE area of debate from the chosen case study</li> <li>• Demonstrates sound use of Source B within the historiography of at least ONE area of debate from the chosen case study</li> <li>• Communicates a sound, logical and cohesive narrative with some attempt at assessment</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and understanding of at least ONE area of debate from the chosen case study</li> <li>• Demonstrates limited use of Source B within the historiography of at least ONE area of debate from the chosen case study</li> <li>• Communicates a limited narrative</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Demonstrates minimal knowledge of at least ONE area of debate from the chosen case study</li> <li>• Demonstrates minimal use of Source B within the historiography of at least ONE area of debate from the chosen case study</li> <li>• Communicates isolated observations</li> </ul>	1–5

***Answers should include:***

1. An engagement with the view expressed in the source. The student could accept, challenge or reject all or part of the expressed view.
2. The student's perspective on the view of the source should then shape their overall argument.
3. The student uses the historiography within the selected areas of debate as supporting evidence for their perspective.

# History Extension

## 2014 HSC Examination Mapping Grid

### Section I

Question	Marks	Content	Syllabus outcomes
1	25	Changing interpretations and perspectives of the role of history	E1.1, E2.2, E2.3

### Section II

Question	Marks	Content	Syllabus outcomes
2	25	Changing approaches to the construction of the history of the issue	E1.1, E2.2, E2.3