

**2002 HSC Notes from
the Marking Centre
History Extension**

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Contents

Section I – Historiography.....	6
Section II – Case Studies.....	6

2002 HSC NOTES FROM THE MARKING CENTRE HISTORY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in History Extension. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of History Extension.

General Comments

In 2002, 1,768 candidates attempted the History Extension examination.

The overall standard in what is a particularly demanding course continues to impress the examiners. The quality and sophistication of the responses was outstanding. Examiners did however note a growing tendency for candidates to rely, in part or whole, on prepared responses. This was clearly evident in Question Two, but was also present in some parts of answers to Question One.

Teachers and candidates are reminded that the best marks will always be awarded to candidates who engage with, argue and challenge the key issues of historiography raised by the questions. In other words candidates need to go beyond a 'cut and paste' of prepared comments and use their knowledge of the historians and the Case Study to construct an argument, defend that argument and effectively challenge alternative points of view.

The examination required candidates to answer two questions in two hours. In Question 1, Issues of Historiography, the candidates were required to identify key historiographical issues from an unseen source and link or integrate these in a discussion about historical objectivity. Question 2 required the candidates to address two areas of historical debate from their chosen Case Study.

History Extension is an exciting and intellectually demanding examination of the evolution of the way history is studied and recorded over time. It is in fact historiography or a branch of philosophy and as such teachers need to be aware that candidates must go beyond a narrative or description of the events or content in any of the aspects or areas of study.

Teachers should be mindful that there are real advantages to be gained from seeing the content and skills associated with both parts of the examination paper (Question 1 and Question 2) holistically. In argument and analysis, ideas and examples that might arise in preparation for Question 1 can be useful when addressing parts of the debates contained in the Case Studies. This does not mean duplicating content. It does mean using the concepts and understanding developed in a study of historiography when dealing with Case Studies.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge,

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

Section I – Historiography

Question 1

The question required candidates to identify key issues from a source (*That Noble Dream* by Albert Prior Fell) and use it and other sources to respond with their own view of the ‘The Problem of Historical Objectivity’.

The very best candidates addressed the key issues raised by the source and presented their own view either implicitly or explicitly. These responses were sophisticated, coherent, complex and critical. Overall these responses were distinguished by a logically developed and sustained argument that managed to integrate a discussion about objectivity based on key historiographical issues from the source provided with relevant issues raised by other sources.

Candidates need to carefully select their sources in response to the demands of the question. Not all sources are equally apt. The selection of sources should be linked to the analysis required by the question and to the key issues raised by the source provided.

Teachers are therefore advised to examine a variety of sources of a classical, empiricist, relativist and hyper-relativist nature. This variety will allow candidates the best possible range of sources to draw on in the examination.

Poorer responses did not analyse key issues, nor did they deal with the most appropriate of their own sources. Many of these candidates produced a prepared response in terms of their sources that was not always linked to the focus of the question or integrated with the key issues presented in the source provided.

Section II – Case Studies

Question 2

Of the 24 Case Studies available for study, candidates submitted responses on 23. The only Case Study missing was the Sung Period. The five most popular Case Studies were in order:

1. JFK
2. Appeasement, War and Peace
3. Elizabeth
4. Crusades
5. Tacitus

None of the other Case Studies attracted more than 80 candidates. The average number of candidates per Case Study across the remaining Case Studies was approximately 30.

Although the question was generic in nature to cater for the 23 different Case Studies, it did require a coherent, sophisticated, complex and critical analysis of two areas of historical debate. The key to the question was the notion of historical debate. Historical debate involved establishing a position or argument, defending that position or argument and effectively challenging alternative points of view.

It was a notable feature of the 2002 exam that many candidates addressed questions of debate such as:

- What are the debates?
- Who are the historians?
- What are the purposes of history?
- How has history been constructed and recorded?

However more needed to be done with the issue of:

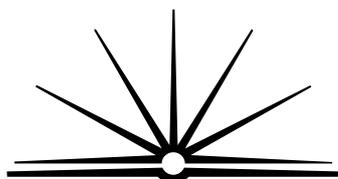
- Why have approaches to history changed over time?

Many clearly able candidates were disadvantaged because they used the techniques and style of response appropriate to one of the old 3 Unit Courses. Other candidates were also disadvantaged when they depended on the content or narrative style of parts of the 2 Unit Course in addressing the Case Study debates.

History Extension

2002 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
1	25	Issue of Historiography	E1.1, E2.2, E2.3
Section II			
2	25	Historical Issue	E1.1, E2.2



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC History Extension Marking Guidelines

Section I

Question 1

Outcomes assessed: E1.1, E2.2, E2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents a well-structured text that provides a detailed, coherent and complex discussion supported by reference to the Source and other sources• Identifies key historiographical issues from the sources to illustrate how historians present different historical interpretations• Provides a clear and critical discussion of historical interpretations	21–25
<ul style="list-style-type: none">• Presents a well-structured text that provides a detailed and coherent discussion supported by reference to the Source and other sources• Identifies historiographical issues from the sources to illustrate how historians present different historical interpretations• Provides a clear discussion of historical interpretations	16–20
<ul style="list-style-type: none">• Presents a well-structured text that provides a coherent discussion supported by reference to the Source and at least one other source• Identifies some historiographical interpretations from the sources• Includes some discussion of historical interpretations	11–15
<ul style="list-style-type: none">• Presents a limited discussion supported by some reference to the Source and at least one other source• Identifies an interpretation from the Source provided• Presents a limited description of historical interpretations	6–10
<ul style="list-style-type: none">• Presents a limited discussion of the Source• May identify an interpretation from the Source• Makes some reference to historical interpretations	1–5

Section II

Question 2

Outcomes assessed: E1.1, E2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained coherent and complex analysis using two areas of debate in the case study• Clearly identifies two areas of historical debates by analysing relevant historiographical issues• Presents a balanced and critical treatment of two areas of historical debates of the area chosen	21–25
<ul style="list-style-type: none">• Presents a sustained coherent analysis using two areas of debate in the case study• Identifies two areas of historical debates with reference to relevant historiographical issues• Presents a balanced treatment of two areas of historical debates of the area chosen	16–20
<ul style="list-style-type: none">• Presents an analysis using two areas of debate in the case study• Identifies two areas of historical debates with some attempt to analyse different viewpoints• Some attempt to provide a balanced treatment of two areas of historical debate	11–15
<ul style="list-style-type: none">• Presents some analysis of two areas of historical debate in the case study• Limited identification of some historical debate• Limited attempt to give a balanced treatment	6–10
<ul style="list-style-type: none">• Presents an extremely limited response restricted to either description or nominal reference to historical debate	1–5