

**2004 HSC Notes from
the Marking Centre
History Extension**

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2004 HSC NOTES FROM THE MARKING CENTRE

HISTORY EXTENSION

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 2004 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 2004 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 2004, 2409 candidates attempted the History Extension examination. This represented an increase in candidature of more than twenty-five per cent in the past two years. Responses at the top of the range are notable for their sophistication, logic and clarity. Nevertheless, examiners reported that some candidates, as in 2003 and 2002, continued to rely on prepared answers. This was clearly evident in Question 2, but was also present in some parts of answers to Question 1. Candidates and teachers are advised that it is important to be able to use a range of historians and to be able, as the question requires, to address them in terms of the historical debates, context and methodology. Candidates are also advised to carefully consider the implications and focus of the questions and use the historians that are most appropriate in terms of the Source.

The better responses used historians, debates and argument that engaged directly with the key issues of historiography raised by the questions. In other words, candidates need to go beyond prepared responses and use their knowledge of the historians, the Case Study and the debates to evaluate approaches to history and the importance of historians. Evidence of thinking is always rewarded. In 2004 this required a clear focus on how approaches to history have changed over time and the importance of researching the historian when assessing historical debates.

One trend that has become increasingly evident was the use, by some candidates, of terminology more appropriate to literary criticism found in a syllabus other than the History Extension syllabus. Candidates and teachers are reminded of the importance of a close reading of, and use of the language of, the History Extension syllabus.

Candidates are reminded that the examiners can draw from a range of areas within the syllabus. The syllabus therefore, and not past papers, should be the primary focus of candidates preparing for the 2005 History Extension examination.

The examination required candidates to answer two questions in two hours. Since each of the questions is of equal value, it is important that candidates are careful in their allocation of time and avoid devoting too much time to one question to the detriment of the other.

The History Extension course is an examination of the evolution of the way history is studied and recorded over time. Teachers and candidates must therefore be aware of the necessity of going beyond a narrative or description of the events or content in any of the areas of study. Better candidates are clearly identified by their capacity to do more than just identify interpretations of history or areas of debate – they offer evaluations and/or assessments of them.

As in the past, it was once again evident in the 2004 examination 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 be appropriate for Question 1 can be useful when addressing parts of the debates contained in the Case Studies. Key ideas and concepts should be integrated across the whole course; appropriate content and concepts can be utilised when answering Question 1 and/or Question 2. 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. This was particularly apt advice for the 2004 Examination where the unseen Source made reference to a range of historical approaches such as those adopted by historians in addition to national narratives, metanarratives and myth-making. An understanding of these diverse approaches to history was clearly valuable when candidates came to composing responses to Question 2 where they were asked about historiography and the importance of historians.

Teachers and candidates should also 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

Question 1

The question required candidates to identify key historiographical issues from a Source adapted from *Memories and Dreams* by R. White and P. Russell, 1997 to evaluate how approaches to history have changed over time. The better responses addressed the key issues raised by the Source, and evaluated how approaches to history have changed over time. In doing so, they made clear links to the Source, and integrated it with their own sources and an evaluation of changing approaches to history.

Better responses offered sophisticated, detailed, coherent, logical and complex judgements. They did more than identify and describe differing approaches to history offered by other sources – they evaluated how approaches had changed by offering an integrated and conceptualised assessment of them in the light of the Source provided and historiographical discourse in general.

Candidates are again reminded of the 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 evaluation required by the question and to the key issues raised by the Source provided.

Teachers are therefore advised to teach a range and variety of sources and consider them within a conceptual, rather than just a chronological, framework. This variety will allow candidates the best

possible range of sources to draw on in the examination. Better responses were structured around the key historiographical issues identified from the Source, rather than around the chosen historian.

Weaker responses described rather than evaluated the key issues and they did not deal with the most appropriate of their own sources. Many of these candidates produced prepared responses in terms of their sources that were not always linked to the focus of the question nor integrated with the key issues presented in the Source provided. Many of these responses were couched in terms of past questions and therefore addressed objective truth or the aims and purposes of history.

Some of the weaker responses also tended to rely on a single class text that summarised and interpreted the historians for them, substituting the author of the text for the historians and their approaches to history.

Section II

Question 2

In the 2004 examination, responses covered almost all of the Case Studies represented in the syllabus. The two most popular Case Studies in each area were:

Ancient:

- Thucydides
- Tacitus

Medieval and Early Modern:

- Elizabeth
- Crusades

Modern:

- JFK
- Appeasement

Australian:

- Convict Women
- Origins of the First Australians

As in the past, JFK was by far the most popular option and was almost double the size of the next largest option, which was Elizabeth, just ahead of Appeasement.

With the exception of the Case Studies listed above, none of the others attracted more than 70 candidates. The average number of candidates per Case Study across the remaining Case Studies was approximately 25. The smallest Case Studies were Confucianism and Origins of Rome.

Each of the Case Studies offers its own distinctive challenges and it is therefore important that teachers take time to explore them with their candidates in the classroom in depth, and to ensure that all requirements of the syllabus are actually taught.

Although the question was generic in nature to cater for the 24 different Case Studies, it did require a sustained, balanced, coherent, sophisticated, complex and critical analysis of historical debates.

The use of a quotation linked to the question provided a clear discriminator because it required candidates to assess the selected areas of historical debate in light of the quotation.

There were outstanding responses from all of the Case Studies. These responses used a range of historians representing the debates and differing points of view. The better responses also clearly integrated the historians and the areas of historical debate specified in the syllabus and required by the question. The need for clarity in, and development of, this focus and integration cannot be over-emphasised. Candidates who developed their response around the context, methods and attitudes of a range of historians were clearly advantaged.

Some of the weaker responses that addressed the JFK Case Study appeared to rely almost exclusively on a single source that reviewed and summarised the debates, the historians and some of the key interpretations for them. These candidates often offered limited narrative, survey-style responses.

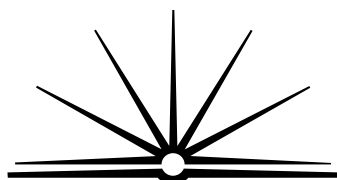
Candidates and teachers are advised to choose their historians and sources for the Case Studies with care. A range of historians and interpretations is always an advantage.

In Case Studies drawn from areas previously examined in old 3 Unit Courses, some candidates were disadvantaged because they continued to rely on content, technique and a style of response more appropriate to old 3 Unit Courses. Nevertheless it is clear that there has been a notable improvement in responses from candidates engaged in these Case Studies. Some of the best responses came from these Case Studies when candidates addressed more than the content and went to the key issues of the perspective, method and context of the historians.

History Extension

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
1	25	What is history – key questions	E1.1, E2.2, E2.3
Section II			
2	25	What is history – key questions and case studies	E1.1, E2.2, E2.3



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

2004 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, logical and complex judgement supported by reference to the source and other sources• Clearly identifies key historiographical issues from the source to evaluate, with sophisticated and complex ideas and argument, how approaches to history have changed over time• Provides a clear, sustained, sophisticated and critical judgement about the approaches to history, with a balanced integration of the source, that may be either explicit and/or implicit, with a wide range of relevant sources	21–25
<ul style="list-style-type: none">• Presents a well-structured text that provides a detailed, coherent and sound judgement supported by reference to the source and other sources• Identifies historiographical issues from the source to evaluate, with sound and detailed ideas and argument, how approaches to history have changed over time• Provides a clear, balanced unambiguous and supported judgement about the approaches to history, with a balanced integration of the source, that may be either explicit and/or implicit, with a range of relevant sources	16–20
<ul style="list-style-type: none">• Presents a well-structured text that provides a coherent judgement supported by reference to the source and at least ONE other source• Limited evaluation and/or description of historiographical issues from the source to illustrate how approaches of history have changed over time• Provides some judgement about the approaches to history, that may lack balance and/or integration of the source and sources	11–15

<ul style="list-style-type: none">• Presents a judgement supported by some reference to the source and at least ONE other source• Identifies an interpretation from the source to illustrate how approaches to history have changed over time• Presents a description or very limited judgement of the approaches to history that may contain superficial and/or erroneous judgements	6–10
<ul style="list-style-type: none">• Displays little or no judgement of the source• May identify an interpretation from the source• Makes some reference to the approaches to history	1–5

Section II

Question 2

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • With reference to the quotation, explicitly or implicitly, presents a sustained, coherent, complex and sophisticated judgement of differing interpretations from the relevant areas of debate • Clearly identifies the importance of a range of historians in the creation and shaping of debates relating to the case study by establishing and analysing historical interpretations • Presents a sophisticated, balanced, integrated and critical treatment of the areas of historical debate from the chosen case study • With reference to two or more debates, presents a detailed, logical and well-structured response using sophisticated and complex ideas, argument and language, offering a sustained critical assessment of how and why historians are important in the debates 	21–25
<ul style="list-style-type: none"> • With reference to the quotation, explicitly or implicitly, presents a sustained and coherent judgement of the differing interpretations from the relevant areas of debate • Identifies the importance of a range of historians in the creation and shaping of debates relating to the case study by establishing and analysing historical interpretations • Presents a balanced and critical treatment of the areas of historical debate from the chosen case study • With reference to two or more debates, presents a detailed, logical and well-structured response using complex ideas, argument and language 	16–20
<ul style="list-style-type: none"> • With reference to the quotation, explicitly or implicitly, presents a judgement of differing interpretations from the relevant areas of debate • Identifies the importance of historians in the creation and shaping of debates relating to the case study establishing historical interpretations • Presents a balanced treatment of the areas of historical debate from the chosen case study • With reference to two or more debates, presents a limited assessment and/or description 	11–15
<ul style="list-style-type: none"> • With limited reference to the quotation, explicitly and implicitly, presents a description of the areas of historical debate in the case study • Identifies some historians and historical debate or debates • Limited attempt to describe a debate or debates 	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