# 2009 HSC History Extension
## Marking Guidelines

### Section I

### Question 1

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

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
<th>Criteria</th>
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</thead>
</table>
| • Engages with pertinent issues in the defining of history provided by Conkin and Stromberg  
  • Presents a sophisticated, complex and critical evaluation of how history has been constructed and recorded over time. Responses must be supported by close reference to the Source and at least TWO other sources  
  • Provides a perceptive, sustained and complex argument in a well-structured, integrated and sophisticated response | 21–25  |
| • Demonstrates some engagement with relevant issues in the defining of history provided by Conkin and Stromberg  
  • Presents a clear and reasoned evaluation of how history has been constructed and recorded over time. Responses must be supported by substantial reference to the Source and at least TWO other sources  
  • Provides a coherent, substantial and well-developed argument in a well-structured and integrated response | 16–20  |
| • Identifies some aspects of the definition of history raised by Conkin and Stromberg  
  • Presents a discussion of how history has been constructed and recorded over time. Responses must be supported by some reference to the Source and at least TWO other sources  
  • Provides a relevant discussion in a structured response | 11–15  |
| • Identifies at least ONE aspect of the definition of history provided by Conkin and Stromberg  
  • Makes comments about how history has been constructed and recorded over time with limited reference to the Source and reference to at least ONE other source  
  • Presents a description in a structured response | 6–10   |
| • May identify an aspect of the definition of history provided by Conkin and Stromberg  
  • Displays little or no understanding of how history has been constructed and recorded over time  
  • Offers isolated observations | 1–5    |
Section II

Question 2

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

<table>
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<tr>
<th>MARKING GUIDELINES</th>
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| • Provides an insightful, critical and analytical judgement of Dening’s statement as it applies to the selected area of debate  
• Demonstrates extensive knowledge and sophisticated understanding of at least ONE area of debate from the chosen case study  
• Presents a sustained, complex and sophisticated argument in a well-structured and integrated response | 21–25 |
| • Provides a clearly reasoned and analytical judgement of Dening’s statement as it applies to the selected area of debate  
• Demonstrates substantial knowledge and well-developed understanding of at least ONE area of debate from the chosen case study  
• Presents a sustained and coherent argument in a well-structured and integrated response | 16–20 |
| • Provides a sound discussion of Dening’s statement as it applies to the selected area of debate  
• Demonstrates a sound knowledge and some understanding of at least ONE area of debate from the chosen case study  
• Presents a relevant discussion in a structured response | 11–15 |
| • Provides a limited discussion of Dening’s statement as it applies to the selected area of debate  
• Demonstrates limited knowledge and understanding of at least ONE area of debate from the chosen case study  
• Presents a limited discussion or description | 6–10 |
| • Provides little or no understanding of Dening’s statement as it applies to the selected area of debate  
• Demonstrates little knowledge of the chosen case study  
• Makes isolated observations on the case study | 1–5 |
## History Extension
### 2009 HSC Examination Mapping Grid

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
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<tbody>
<tr>
<td>Section I</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>25</td>
<td>What is History?</td>
<td>E1.1, E2.2, E2.3</td>
</tr>
<tr>
<td>Section II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>How has history been conducted over time?</td>
<td>E1.1, E2.2, E2.3</td>
</tr>
</tbody>
</table>