



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

**2012**

**HIGHER SCHOOL CERTIFICATE  
EXAMINATION**

# History Extension

## General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black or blue pen  
Black pen is preferred

**Total marks – 50**

**Section I** Pages 2–3

**25 marks**

- Attempt Question 1
- Allow about 1 hour for this section

**Section II** Page 4

**25 marks**

- Attempt Question 2
- Allow about 1 hour for this section

## Section I

**25 marks**

**Attempt Question 1**

**Allow about 1 hour for this section**

Answer the question in a writing booklet. Extra writing booklets are available.

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In your answer you will be assessed on how well you:

- demonstrate knowledge and understanding of relevant issues of historiography
  - use relevant sources to support your argument
  - present a detailed, logical and cohesive response
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Using the Source, answer the question that follows.

### Source

For my purposes, I will take it as given that history, like any other field in the humanities and social sciences, has value as a way of understanding the place of human beings in the world and therefore has a role to play in the education of citizens. The purpose of history education, both in or out of schools, is to stimulate interest in the past, a sense of connectedness with what happened before we were born, and an appreciation of the present in the context of the past and the future; to introduce us to the nature of history as a form of disciplined inquiry; to illustrate the range of human behaviour; to portray human beings as active agents in the historical process; and to help us understand the nature of the country of which we are citizens and of the world of which it is a part. Along with literature, history has long been central to identifying, interpreting, and sharing the values upon which civil society depends. This kind of knowledge, much discounted in a society driven by stock market swings, the clash of civilisations, and doomsday scenarios, is important, perhaps even crucial, to our well-being as a species ...

The view that anyone can be a historian sits awkwardly with those of us who have spent a decade or more mastering a discipline that has standards for practitioners. The most fundamental of these is that historians must deal responsibly with the dimension of time, that historical analysis must follow the rules of evidence, that reflection on our own assumptions must be part of the research process, and that past events must be situated in their contexts. While we will never stop history being used in ways that defy these standards ... we have been remarkably negligent in conveying to the general public our view of what “good” history actually is and how difficult, we believe, it is to do. Our concern that ... producers create historical films without the involvement of trained historians underscores the troubling gulf that sometimes separates public and academic approaches to the past.

**Source continues on page 3**

Source (continued)

So, too, do studies conducted in the United States and Australia that suggest most people trust artifacts and eye witness accounts more than other sources of historical knowledge ...

These studies also suggest that most people are more interested in the history of their family and their cultural group than in the history of their country, a finding that will not sit well with those who value national political history above all others.

In a context in which history is increasingly commodity and spectacle, it becomes necessary for academic historians to generate a dialogue with the public about the uses and abuses of the past ... We have been too long focused on honing our professionalism and too little involved in the wider world where many people have a curiosity about the past and a passion for historical research equivalent to our own.

MARGARET CONRAD

Extract from *Public History and its Discontents or History in the Age of Wikipedia*  
Presidential Address of the CHA (Canadian Historical Association), 2007

Acknowledgement: Extract from Margaret Conrad's Presidential address.  
Reproduced by permission of the Canadian Historical Association.

**Question 1** (25 marks)

To what extent is there conflict between academic and popular history?

In your response, present a sustained argument which is supported by explicit reference to the Source and at least TWO other relevant sources.

**Please turn over**

## Section II

**25 marks**

**Attempt Question 2**

**Allow about 1 hour for this section**

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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In your answer you will be assessed on how well you:

- demonstrate knowledge and understanding of an appropriate case study
  - engage with the historiography of the areas of debate selected for discussion
  - present a sustained, logical and cohesive response
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**Question 2 (25 marks)**



\* distillation: *the process of purification — extraction of essential meaning*

To what extent does the availability of evidence influence changing interpretations of at least ONE area of historical debate from your chosen case study?

In your answer, make explicit reference to the statement. Identify your case study at the beginning of your answer.

**End of paper**