

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

History Extension

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Question 1 – Source 1: Article: ‘Future depends on past sense’, Peter McPhee, The Australian, May 1, 2000

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History Extension

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in History Extension. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's Principles for Setting HSC Examinations in a Standards-Referenced Framework, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's Assessment Support Document.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the History Extension syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the History Extension specimen paper:

- Rubrics indicating general criteria for judging performance have been placed at the beginning of Sections I and II of the paper to clearly indicate the factors that will be used to assess responses to the question. These criteria are in addition to criteria specific to each question.
- The nature of the stimulus material in Section I may vary from year to year.

History Extension

HSC Specimen Examination Mapping Grid

This mapping grid shows, for each question, the marks allocated, the syllabus content it relates to, the syllabus outcomes it is testing, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates would be expected to demonstrate in their responses to the question. That is, if a question is shown as targeting Bands E2 – E3, it indicates that candidates who demonstrate performance equivalent to the Band E2 descriptions should be able to score some marks on the question, while those who perform at Band E3 or above could reasonably be expected to gain high marks.

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
1	25	Issues of Historiography – response to an unseen passage	E1.1 E2.2 E2.3	E2 – E4
2	25	Case Study	E1.1 E2.2 E2.3	E2 – E4



Sample marking guidelines for History Extension

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in History Extension. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

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Sample Marking Guidelines – History Extension

Question 1 (25 marks)

With reference to the newspaper article and at least three examples from other historians, discuss the issues of perspective and purpose in History.

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

- present a detailed, logical and well-structured answer to the question
 - use relevant issues of historiography
 - use relevant sources to support your argument
-

Refer to Source 1 on pages 2 and 3 of the Specimen Examination Paper.

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

Marking 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 at least three other examples • Identifies key historiographical issues from the source such as ‘Is History fact?’, or ‘What is an appropriate perspective?’, and clearly links them to the examples chosen • Provides clear analysis of the relationship between perspective, purpose and approaches to History in the examples chosen, and provides analysis of differences between them • Evaluates the different approaches and perspectives in terms of limitations and bias 	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 sources and at least 3 other examples • Identifies historiographical issues from the source and clearly links them to the examples chosen • Provides analysis to show the relationships between perspective, purpose and approaches to History in the examples including an explanation of differences between them • Includes some evaluation of the examples in terms of limitation and bias 	16 – 20
<ul style="list-style-type: none"> • Presents a well-structured text that provides a coherent discussion supported by reference to the sources and other examples • Identifies historiographical issues from the source and links them to the examples shown • Describes the relationship between perspective, purpose and approaches to History in the examples chosen including some reference to differences between them • Includes some discussion of the examples in terms of limitations and bias 	11 – 15

<ul style="list-style-type: none">• Provides a discussion supported by reference to the sources and at least one other example• Identifies a historiographical issue from the source and provides some link to the example(s) shown• Describes some relationship between perspective, purpose and approaches to History in the example(s) given• Provides some discussion of limitation and/or bias in the example(s) shown	6 – 10
<ul style="list-style-type: none">• Provides a discussion that makes reference to the sources• Identifies a historiographical issue from the source and/or an example included in the discussion• Makes some reference to perspective and/or purpose and/or approaches to history• Makes some reference to limitation and/or bias	1 – 5

Question 2 (25 marks)

The personal identity and political and social context of the historian affects his/her interpretation of an historical issue or event.

Discuss this statement with reference to TWO historians' interpretations of TWO areas of debate from your chosen case study.

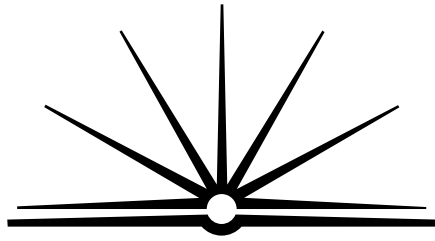
In this section you will be assessed on how well you:

- present a sustained, logical and well-structured response to the question
 - use an appropriate case study
 - present a balanced treatment of the historians and the areas of debate selected for discussion
-

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

Marking Criteria	Marks
<ul style="list-style-type: none"> • Presents a detailed, coherent and complex analysis of the way in which the identity and context of two historians have affected their interpretations of two areas of historical debate from the chosen case study • Presents a balanced treatment of both historians and both areas of debate. Draws out the differences between the two historians by reference to a range of factors that can influence an historian when constructing an interpretation of an historical issue or event • Demonstrates a detailed knowledge of the historiographical issues raised in two areas of debate chosen for analysis • Presents a detailed reference to and evaluation of the work of two historians to support their answer 	21 – 25
<ul style="list-style-type: none"> • Presents a detailed and coherent analysis of the way in which the identity and context of two historians have affected their interpretations of two areas of historical debate from the chosen case study • Presents a discussion of both historians and both areas of debate but may lack balance. Students may draw out the differences between the two historians by reference to factors that can influence an historian when constructing an interpretation of an historical issue or event • Demonstrates a detailed knowledge of the two areas of debate chosen for analysis • Makes a detailed reference to and evaluation of the work of two historians to support their answer 	16 – 20

<ul style="list-style-type: none"> • Presents a coherent analysis of the way in which the identity and context of two historians have affected their interpretation of two areas of historical debate from the chosen case study • Presents a discussion of both historians and both areas of debate but lacks balance. Students may draw out the differences between the two historians by reference to factors that can influence an historian when constructing an interpretation of an historical issue or event • Makes some reference to the differences between the historians and presents some explanation of these differences • Makes references to and some evaluation of the work of two historians to support their answer 	<p>11 – 15</p>
<ul style="list-style-type: none"> • Attempts some analysis of the way in which the identity and context of one or two historians, and their work, have affected their interpretations of one or two areas of historical debate from the chosen case study • Includes treatment of either only one historian or one area of debate. Some factors listed that can influence an historian when constructing an interpretation of an historical issue or event • Makes reference to and attempts some evaluation of the work of at least one historian to support their answer 	<p>6 – 10</p>
<ul style="list-style-type: none"> • Presents a response that is largely descriptive of aspects of the case study, focusing on the ideas of an historian, but without either analysis of the reasons for this interpretation or an evaluation of the work of the historian 	<p>1 – 5</p>



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

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

History Extension

General Instructions

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

Section I Pages 2 – 3

Total marks (25)

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

Section II Page 4

Total marks (25)

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

Section I

Total marks (25)

Attempt Question 1

Allow about 1 hour for this section

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

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

- present a detailed, logical and well-structured answer to the question
 - use relevant issues of historiography
 - use relevant sources to support your argument
-

Using Source 1, answer the question that follows.

Source 1

Future depends upon past sense

History is now a 'good thing'. But whose history?

PETER McPHEE

We live in a society where most young people learn history from films and television rather than in the classroom. This is not only because electronic media dominate the communication of knowledge in a way that was inconceivable 50 years ago, but also because few secondary school students outside NSW study history in a systematic way.

In 1972, for example, 42 per cent of Victorian Year 12 students studied Australian history and 16 per cent another history; in 2000 these figures are 5 per cent and 8 per cent. Fortunately, there are signs of significant recovery. Year 12 history enrolments have increased by 19 per cent in Victoria since 1996. However, the situation for Australian history in particular is acute in most states, especially in Years 7–10, where it has been diluted by being

merged with other social sciences into studies in society and the environment.

Interviewed in Paris last week, John Howard regretted that “some people can come out of the education system having not been taught anything at all about what led to Federation, or World War I or World War II”. He was right to stress the importance of school students becoming familiar with narratives of Australian history. The quality of our civic culture and of debates about, for example, future constitutional change depend in large measure upon that.

Howard’s comments come at an apposite moment. A Commonwealth inquiry into teaching of history in schools has funded a research team headed by Tony Taylor from Monash University, with an advisory committee chaired by Stuart Macintyre. Its report, to be presented to

Source 1 continues on page 3

Source 1 (continued)

federal Education Minister David Kemp at the end of May, might now have a greater chance of being acted upon in Canberra and the states.

Taylor has been “astonished at the high levels of enthusiasm and commitment” demonstrated by teachers of history at schools across Australia. His report is likely to highlight the importance of new curriculum materials, stronger professional development opportunities through universities, and government support for the place of history in schools. The Prime Minister’s comment that “we haven’t treated the teaching of history in our schools as well as we ought to have” offers hope that government support will be forthcoming.

Exhilarated by his encounter with young Australians at Gallipoli, Howard told journalists: “The great thing that came through to me was that they all had a simple, uncluttered pride in what had happened. I haven’t seen that kind of, sort of unqualified love of country and country’s history in my life before.” It is this “simplicity and spontaneity” that he feels needs encouraging through a study of the story of Australia.

History teachers will agree with Howard about the importance of an understanding of Australia’s history, although most of them will baulk at the suggestion that this might take the form of “unqualified love”.

Where teachers at all levels will not be able to agree at all with the Prime Minister, however, is his hope that there should be less “emphasis on issues ... rather than what exactly happened”.

The two cannot be disentangled. Nor should they be. Historians will not agree,

for example, on the relative importance of factors that led to Federation any more than did the protagonists in the 1890s. The study of history remains alive precisely because every generation has different questions to ask of the past, and new issues to raise. As we imagine our futures, so we interrogate our pasts. As Fernand Braudel, arguably this century’s greatest historian, put it, history is “a song with many voices”.

One of the great values of the careful study of the past is that it equips students to make judgements about issues on the basis of conflicting evidence. We can hardly overestimate the civic importance of a perspective that emphasises cultural understanding, careful judgement, flexibility of outlook and respect for difference. In a multicultural society, that is not a bad start.

But it is only a start. Historians also have a public responsibility to apply their specialist knowledge to contest spurious claims about the past. The denial of the experiences of the stolen generations is only the most recent example. In this sense, Howard is right to insist on the search for “exactly what happened”.

However, history teachers will be unable to equip their students with the critical skills necessary to consider conflicting claims about the past if they seek only to drill students in key dates about politics. They will also run the risk of making history lessons as dry as dust, instead of an invitation to the endless fascination of the past in all its guises.

Peter McPhee is a professor in the department of history at the University of Melbourne.

Question 1 (25 marks)

With reference to the newspaper article and at least three examples from other historians, discuss the issues of perspective and purpose in History.

Section II

Total marks (25)

Attempt Question 2

Allow about 1 hour for this section

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

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

- present a sustained, logical and well-structured response to the question
 - use an appropriate case study
 - present a balanced treatment of the historians and the areas of debate selected for discussion
-

Question 2 (25 marks)

The personal identity and political and social context of the historian affects his/her interpretation of an historical issue or event.

Discuss this statement with reference to TWO historians' interpretations of TWO areas of debate from your chosen case study.

End of paper