



HSC History Extension

Stage 6

Syllabus

PLEASE NOTE

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. *New Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
 - provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Rationale for HSC History Extension in Stage 6 Curriculum

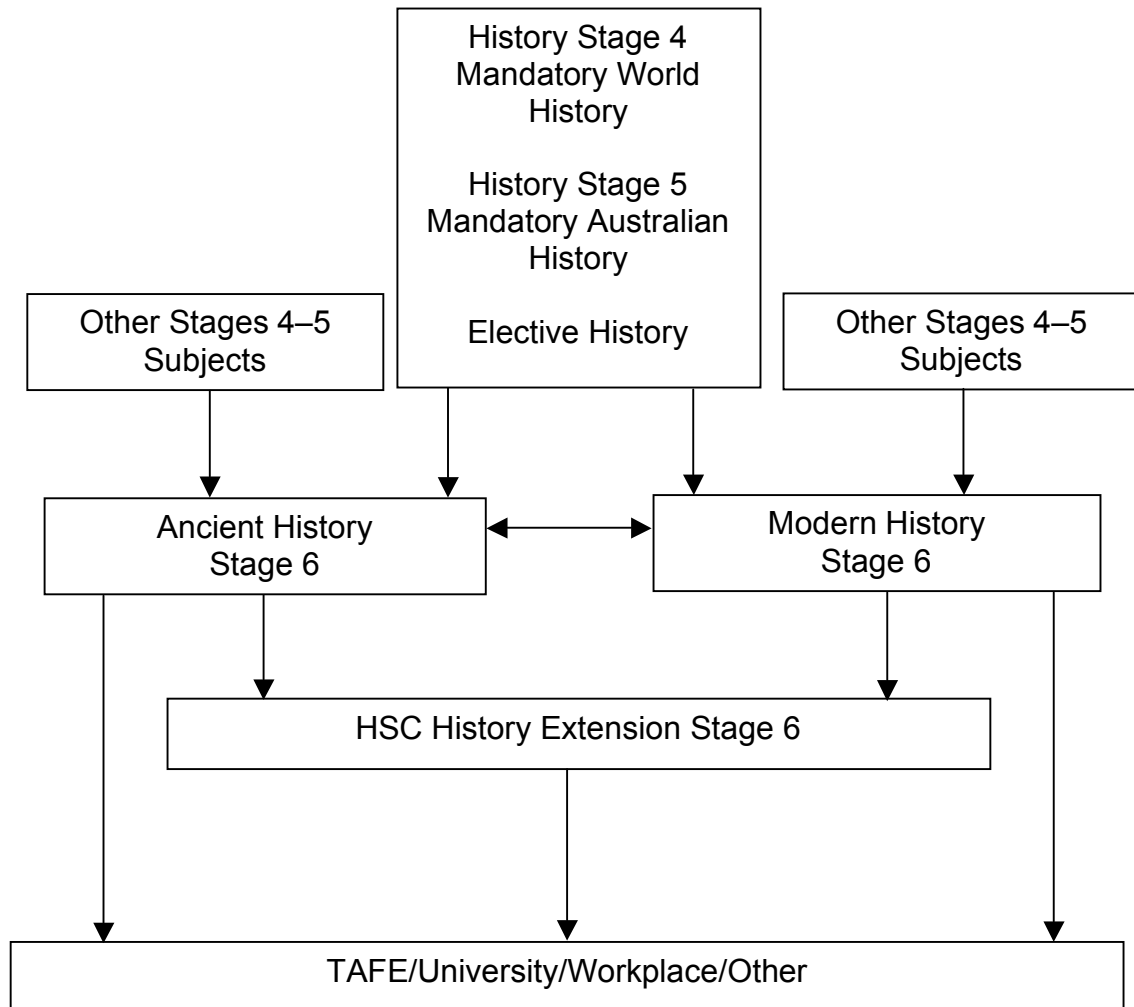
The purpose of HSC History Extension is to enable students to build on the outcomes of the Stage 6 Ancient History and Modern History courses in relation to historiography and historical enquiry and communication. The course further develops students' understanding of how historians work. The focus of the course is not on content alone, although an understanding of content is important. Rather than simply extending students' knowledge of a particular period or event in history, the course is aimed at using specific historical investigations to reflect on the nature of history and how and why approaches and interpretations change over time.

HSC History Extension provides students with the opportunity to gain greater knowledge and understanding of the way history is written. They do this by reviewing the kinds of history that have been written and the context in which history is constructed over time in order to reflect on some of the problems associated with the writing of history. Students explore these issues through readings selected from the works of various writers and historians from ancient times to the present day and a case study on an area of debate. Through the case study, students consider how historians use sources as evidence to establish their interpretations of a person or issue. Finally, students have the opportunity to build on the skills of historical enquiry and to apply them by designing and conducting their own historical investigation.

Students may choose to undertake HSC History Extension for several reasons. Many students find that history is a living and changing construct, a fascinating revelation, an idea which they are happy to pursue in greater depth than allowed for in the other Stage 6 History courses. Students also gain a great deal of intellectual challenge and enjoyment from undertaking a historical investigation into an area that they have chosen and developed themselves. They are able to concentrate on an issue of personal interest to them, finding satisfaction and a sense of empowerment in the development and presentation of an extended piece of writing of their own.

HSC History Extension is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community. The course fosters the ability of students to approach complex tasks flexibly, to analyse and synthesise data from new situations, to develop considered responses in accordance with a balanced methodology and to reflect on the processes in which they engage. These experiences are of particular value to those students intending to undertake tertiary study, by providing an introduction to the issues of how a discipline is structured and how it is learned. HSC History Extension lays a foundation for such tertiary study by raising the awareness of these issues in students and facilitating the transfer of higher order thinking skills from one area of study to another.

3 Continuum of Learning for HSC History Extension Stage 6 students



All students study HSC History Extension concurrently with, or following completion of, the HSC course in Ancient History and/or Modern History. The course assumes that students have achieved the outcomes for the Preliminary course in one or both of these two courses at a high standard.

The course builds on students' knowledge and understanding about the nature and sources of history acquired through Mandatory and Elective history in Stages 4 and 5 and in Stage 6 Ancient and Modern History courses. The focus on historiography and sustained historical enquiry within the course ensures that students progress beyond the knowledge and understanding outcomes in Stage 6 Modern and/or Ancient History.

4 Aim

The aim of HSC History Extension is to enable students to evaluate the ideas and processes used by historians to produce history and to apply what they have learned to enquire into areas of historical interest with increasing independence.

5 Objectives

Through the study of HSC History Extension, students will:

learn about

- significant historiographical ideas and processes

learn to

- design, undertake and communicate historical inquiry

appreciate

- the way history has been recorded over time
- the value of history for critical interpretation of the contemporary world
- the contribution of historical studies towards life-long learning.

6 Course Structure

HSC History Extension Course (60 indicative hours)

Part I: What is History?

Percentage of course time: 60 %

Students use historical debates from one case study and a source book of historical readings to investigate the question 'What is history?', through the key questions:

- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have approaches to history changed over time?

Part II: History Project

Percentage of course time: 40 %

Students **learn** historical skills of:

- developing a proposal for a historical investigation
- locating, selecting, analysing, synthesising and evaluating information from a range of historical sources
- presenting research findings through a well-structured historical text
- appropriate referencing
- preparing a bibliography
- reviewing key sources
- reflecting on process and product

and **apply** the skills by designing and conducting their own historical investigation.

7 Objectives and Outcomes

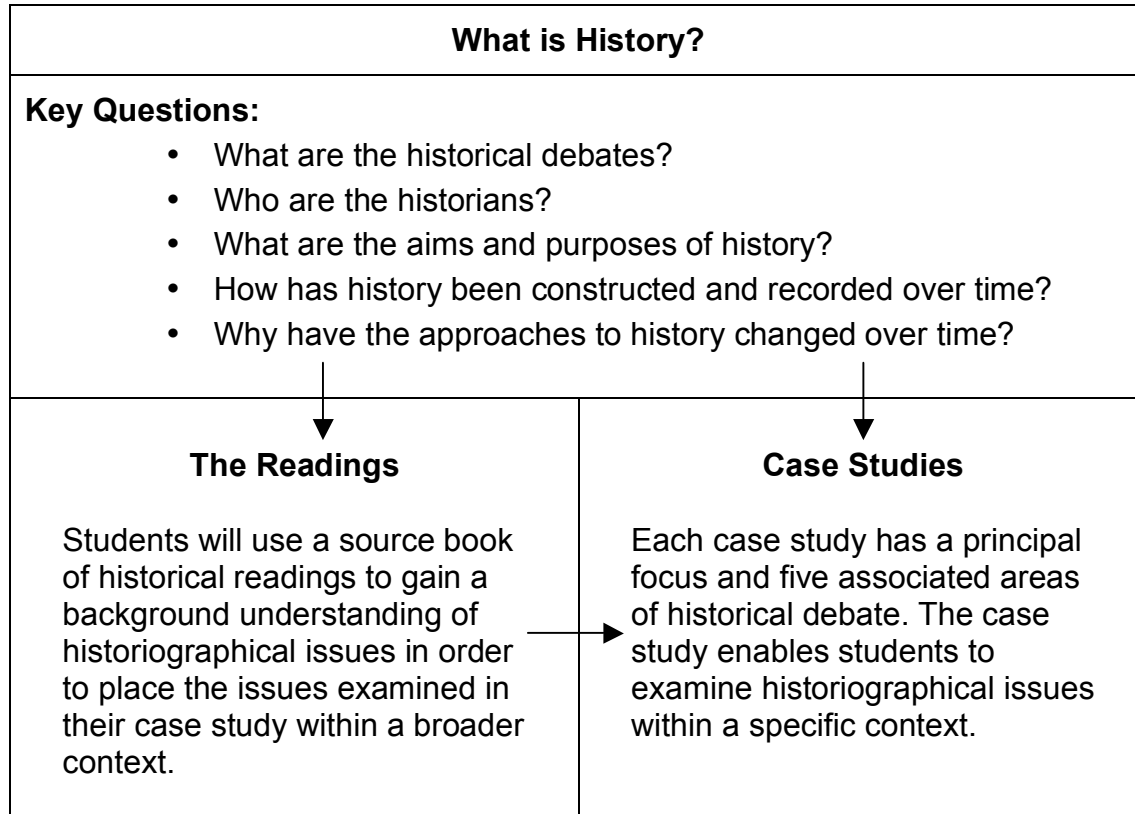
The outcomes for HSC History Extension, given below, build on the outcomes for Stage 6 Modern History and/or Ancient History. It is implicit in the outcomes of HSC History Extension that students have achieved the outcomes of the Preliminary course for Stage 6 Modern History and/or Ancient History.

Objectives	Outcomes
A student develops knowledge and understanding about:	A student:
1. significant historiographical ideas and processes	E1.1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
A student develops skills in:	A student:
2. designing, undertaking and communicating historical inquiry	E2.1 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches E2.2 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions

8 Content: HSC History Extension Stage 6 Course

Part I: What is History?

Students use historical debates from one case study and a source book of historical readings to investigate the question ‘What is History?’.



Percentage of Course Time: 60 %

Outcomes

A student:

- E1.1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
- E2.2 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions.

To investigate 'What is History?', students use the case study and the source book to **learn to:**

- identify different historical perspectives evident in sources
- analyse interpretations of a particular historical issue
- explain why different historians have different historical perspectives
- compare and contrast different interpretations of a particular historical issue
- use a variety of sources to develop a view about a historical issue
- use a variety of sources to challenge views on a historical issue
- communicate through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues.

Students learn about 'What is history?' by using the case study and the source book to investigate the following key questions.

- What are the historical debates in the case study?
 - historical interpretations and perspectives (including recent historiography) of the issue
 - popular interpretations and perspectives of the issue
 - changing approaches to the construction of the history of the issue.
- Who are the historians?
 - the identity of historians: biographical details, personal values and beliefs, philosophy of history, approaches to the construction of history, bias
 - the context of historians: gender, class, ethnicity, time, place, social and economic structures/change, political constraints, official and unofficial status.
- What are the purposes of history?
 - the aims and purposes of specific historical works
 - changing interpretations and perspectives of the aims and purposes of history
 - changing interpretations and perspectives of the role of history.

HSC History Extension Stage 6 Syllabus

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- How has history been constructed and recorded over time?
 - changing methods of historians
 - how historians work
 - forms of historical communication: written, oral, visual, audio-visual, multimedia
 - types of history: eg political, social, economic, military, academic, popular, constitutional, national, local, surveys, area and period studies, biographies, psychohistories.
- Why have approaches to history changed over time?
 - the availability of historical evidence
 - the contexts of historians
 - changing interpretations and perspectives about approaches to the construction of history
 - changing philosophies of history.

HSC History Extension Stage 6 Syllabus

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Students must investigate ONE of the following Case Studies.

Ancient

- 1 Ancient Egypt and the Life of Teti
- 2 The Origins and Early History of Israel
- 3 The End of the Bronze Age
- 4 The Origins of Rome
- 5 The Thucydidean View of Empire
- 6 The Impact of Rome on the Provinces
- 7 The Historicity of Jesus Christ
- 8 The Tacitean View of the Early Principate
- 9 The Problems of the Archaeology of a Site

Medieval and Early Modern

- 10 The Crusades — Campaigns of the Cross?
- 11 Martin Luther
- 12 Elizabeth I and the Elizabethan Age
- 13 Spain and the Aztec Empire

Modern

- 14 Confucianism and Chinese Industrialisation in the Sung Period
- 15 The Origins and Early Development of American Democracy
- 16 Napoleon — Reformer or Tyrant?
- 17 The Nature of Western Imperialism in the 19th Century
- 18 Winston Churchill — Statesman or Career Opportunist?
- 19 Appeasement — Peace or War?
- 20 The Nature of the Presidency of John Fitzgerald Kennedy

Australian

- 21 The Origins of the First Australians
- 22 The Arrival of the British in Australia
- 23 Women Convicts in NSW
- 24 The Bush Legend

Option 1: Ancient Egypt and the Life of Teti

Principal focus: students investigate changing interpretations of the evidence relating to Teti.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- administrative reforms
- the relationship between Teti and the priesthood
- art and architecture, including its social, economic and political context
- the death of Teti
- the impact of archaeological evidence.

Option 2: The Origins and Early History of Israel

Principal focus: students investigate changing interpretations of the evidence relating to the origins and early history of Israel.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- origins and naming of the Hebrews
- conquest or settlement
- emergence of the monarchy and the kingdom of Israel
- textual problems of the biblical narratives (sources, dating, authenticity, inconsistencies)
- the impact of archaeological evidence.

Option 3: The End of the Bronze Age

Principal focus: students investigate the changing interpretations about the end of the Bronze Age in the Mediterranean, Aegean and Near East.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- chronology and dating
- invasion and migration
- climatic change
- internal conflict and revolution
- systems collapse.

Option 4: The Origins of Rome

Principal focus: students investigate changing interpretations about the evidence relating to the origins of Rome.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- chronology and dating
- origins and early settlement
- the extent of the influence of other cultures/peoples on early Rome
- Roman writers (context, aims, purposes, methods, values)
- the impact of archaeological evidence.

Option 5: The Thucydidean View of Empire

Principal focus: students investigate the way in which Thucydides constructed the history of the Athenian and Spartan Empires.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- context of Thucydides and his purpose
- myth and history
- notions of empire in Athens and Sparta
- notions of leadership in Athens and Sparta
- ideological conflict between Athens and Sparta.

Option 6: The Impact of Rome on the Provinces

Principal focus: students investigate changing interpretations about the impact of Rome and Roman culture in the western and eastern provinces.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- the benefits and burdens of romanisation for Rome and the provinces
- the question of Rome as a ‘superior’ and ‘civilising’ culture/influence
- the extent of Rome’s influence on provincial cultures
- the extent of provinces’ influence on Roman culture
- the extent of opposition to Rome in the provinces.

Option 7: The Historicity of Jesus Christ

Principal focus: students investigate changing interpretations of the evidence relating to Jesus Christ.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- biblical presentations of Jesus Christ
- other historical and archaeological evidence relating to Jesus Christ
- the Messiah figure
- the radical figure
- social and religious context of his life.

Option 8: Tacitean View of the Early Principate

Principal focus: students investigate the way in which Tacitus constructed the history of the early Roman Principate.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- context of Tacitus and his purpose
- the notion of principate
- tyranny and freedom
- Tacitus' characterisation of women and men: similarities and differences
- the impact of archaeological, epigraphic and iconographical sources.

Option 9: The Problems of Archaeology of an Ancient Site

Principal focus: students investigate the changing interpretations of the Saqqara or Athenian Agora or Stonehenge or Mohenjo Daro.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- chronology and dating the site
- the origins and development of the site
- the features and functions of the site
- the social context of the site
- the historical significance of the site.

Option 10: The Crusades — Campaigns of the Cross?

Principal focus: students investigate changing interpretations of the evidence relating to the Crusades.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- the origins of the Crusades
- origins and motivations of the Crusaders
- the aims and actions of the Crusaders
- the Crusades as religious and political activities
- the impact of the Crusades on the Middle East, Constantinople and Europe.

Option 11: Martin Luther

Principal focus: students investigate changing interpretations of the evidence relating to the personality and achievements of Martin Luther.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- Luther as a radical figure
- personality and character
- religious and theological impact
- political influence
- influence on social and cultural change in Europe.

Option 12: Elizabeth I and the Elizabethan Age

Principal focus: students investigate changing interpretations of the evidence relating to the personality and achievements of Elizabeth I.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- constructions of Elizabeth's identities and gender
- political and administrative leadership
- influences on, and changes to, English culture
- religious beliefs and policies
- influence on changes to English systems of government.

Option 13: Spain and the Aztec Empire

Principal focus: students investigate changing interpretations, of the evidence relating to the 'Black Legend' and the decline of the Aztec Empire.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- the nature of the Aztec Empire at the beginning of the 16th Century
- the origins of Spanish conquest and colonisation
- the nature of Spanish conquest and colonisation
- the reasons for the decline of the Aztec Empire
- the impact of Spanish colonisation on indigenous culture.

Option 14: Confucianism and Chinese Industrialisation in the Sung Period

Principal focus: students investigate changing interpretations of the evidence relating to the Chinese reactions to the issue of industrialisation in the period from 1800 to 1911.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- the social, technological and economic potential for industrialisation
- the reasons for Chinese economic and technological conservatism
- Confucianism and traditional attitudes in reacting to industrialisation and trade
- Chinese government policies towards industrialisation
- the continental and maritime visions of China's future.

Option 15: The Origins and Early Development of American Democracy

Principal focus: students investigate the changing interpretations of evidence relating to the origins and early development of American democracy.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- the origins of the War of Independence
- the extent of the revolutionary nature of the War of Independence
- ideology and the American revolution
- the constitutional convention, the constitution, the Bill of Rights
- contribution of individuals.

Option 16: Napoleon — Reformer or Tyrant?

Principal focus: students investigate the changing interpretations of evidence relating to Napoleon.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- Napoleon and the ideas of revolutionary France
- military leadership
- political and administrative leadership
- extent of Napoleonic reform
- influence on France and Europe.

Option 17: The Nature of Western Imperialism in the 19th Century

Principal focus: students investigate the changing interpretations of evidence relating to Western colonisation in the 19th Century.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- origins
- aims
- policies, methods and technologies
- formal and informal empire
- impact and influence on colonising and indigenous nations.

Option 18: Winston Churchill — Statesman or Career Opportunist?

Principal focus: students investigate changing interpretations of the evidence relating to Winston Churchill.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- contributions to peacetime domestic and international affairs
- military, political and administrative leadership during the Great War
- Churchill and international affairs in the 1930s
- military, political and administrative leadership during the Second World War
- contributions to domestic and international affairs after 1945.

Option 19: Appeasement — Peace or War?

Principal focus: students investigate changing interpretations of the evidence relating to the policy of appeasement.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- the origins of appeasement and relationship to earlier policies
- British and French approaches to appeasement in the 1930s
- international reactions to appeasement in the 1930s
- appeasement and the origins of the Second World War
- the extent of the successes and/or failures of appeasement.

Option 20: The Nature of the Presidency of John Fitzgerald Kennedy

Principal focus: students investigate changing interpretations of the evidence relating to the nature and achievements of the presidency of John Fitzgerald Kennedy.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- representations of Kennedy — man and myth
- public and private figure
- role in the Cuban missile crisis
- Indochina
- relationship and dealings with Khrushchev.

Option 21: The Origins of the First Australians

Principal focus: students investigate changing interpretations of the evidence relating to the first Australians.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- chronology and longevity of occupation
- origins and relationship between ancient Australian nations
- ancient Australian societies (land management practices, social structures, belief systems, technology, lifestyles)
- oral tradition
- the impact of archaeological and scientific evidence.

Option 22: The Arrival of the British in Australia

Principal focus: students investigate changing interpretations of the arrival of the British in Australia (to 1848).

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- terra nullius and land
- invasion or settlement
- colonial administrators (eg Phillip, Gipps)
- expansion and exploration
- the response of indigenous Australians to the arrival of the British.

Option 23: Women Convicts in New South Wales

Principal focus: students investigate changing interpretations of the evidence relating to women convicts in New South Wales.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- origins and reasons for transportation
- experiences during transportation
- roles and representations in convict society and culture
- relationships with other members of society
- recidivism and emancipation.

Option 24: The Bush Legend

Principal focus: students investigate changing interpretations of the evidence relating to Australia's rural identity to 1914.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- masculinity
- heroism, resilience and the individual
- the bush and the city
- anti-authoritarianism and radicalism
- White Australia.

Part 2: History Project

The history project provides the opportunity for students to design and conduct an investigation in an area of changing historical interpretation. Students develop and refine specific questions for investigation that add to their understanding of the key questions:

- Who are the historians?
- What are the purposes of history?
- How has history been constructed and recorded over time?
- Why have approaches to the construction of history changed over time?

Percentage of Course Time: 40 %

Components of the History Project

Purpose	A project in which students investigate one or more significant historical questions in a topic area of their own choice
Process	<ul style="list-style-type: none"> • Designing the investigation • Conducting the investigation • Presenting the findings from the investigation
Presentation	<ul style="list-style-type: none"> • The proposal: outline of focus questions, pre-reading and anticipated research strategies • The essay: synopsis and essay • The bibliography: source list and selected annotations • The process log: sequence of the process, personal reflections on, and evaluation of, methodology and validation of student work • Certification: a statement of authenticity signed by the principal, teacher and student
Assessment	<p>Criteria for assessing the project are based on:</p> <ul style="list-style-type: none"> • knowledge and understanding of key historical and historiographical terms, concepts and issues • knowledge and understanding of significant historiographical processes • knowledge, understanding and skills in historical inquiry • knowledge, understanding and skills in historical communication

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Outcomes

A student:

- E2.1 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- E2.2 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions

Students learn to:

- plan and conduct a substantial historical investigation by:
 - developing a proposal for a historical investigation
 - locating, selecting, analysing, synthesising and evaluating historical information from a range of sources with differing perspectives and interpretations
 - reflecting on, and evaluating, the process and product of historical inquiry, especially through a process log
- construct a historical position about an area of historical enquiry
- communicate through detailed, well-structured texts to:
 - explain and argue for a historical position
 - discuss and challenge other historical positions
 - analyse and evaluate historical issues
- use appropriate referencing
- prepare a bibliography
- evaluate key sources of evidence in an area of historical enquiry for usefulness and reliability.

Students learn about:

- historiographical issues relating to the topic of their history project
- the process and documentation of historical enquiry.

Designing and Documenting the Project

Requirements relating to selecting a topic for the project and documenting the project are set out in Course Requirements (Section 9).

Conducting the Investigation

Teachers should expect to provide personal and group assistance to students on issues such as:

- topic selection and planning
- enquiry and research methodologies appropriate to the topics selected by students
- understanding and interpreting the findings of the research
- development and preparation of components of the project
- evaluation of student progress through reviewing drafts of the components of the project and the research log
- task management of the project.

Students should be introduced to the idea of the project at the beginning of the course. While students will vary in their ability to crystallise their precise enquiry question at a particular point in time, and teachers will differ in their programming of the course, students are strongly encouraged to:

- submit their proposal (which establishes the topic area and possible enquiry questions, methodology and areas of research) within one third of the time allocated to the course by the teacher
- finalise their topic area and specific enquiry questions no later than one month before the final deadline for submitting the project
- adopt a realistic approach to the scope and depth of their investigations at an early stage of their project
- consult a wide variety of sources during their research, including written, archaeological, oral, graphic, audio-visual and multimedia sources
- use a variety of enquiry and research methodologies at an early stage of their project, to allow them to choose those methodologies that are best suited to their particular topic
- consider, where relevant, the ethical implications of the topics that are selected. For example, topics that involve the use of the names of deceased indigenous Australians or that involve the examination of the remains of deceased people will invoke a range of delicate ethical issues. Experts in issues such as these may need to be consulted to ascertain correct procedures. In addition, teachers and students may need to seek the school principal's permission where a controversial topic is selected.

9 Course Requirements

The HSC course in HSC History Extension comprises 60 indicative hours.

A Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.

An HSC course in Modern or Ancient History is a co-requisite for the HSC History Extension course.

Course Prescriptions

There are prescribed readings required for use in HSC History Extension. These will be provided in a source book and will be published on the Board of Studies website (www.boardofstudies.nsw.edu.au).

1 Designing an Investigation

The topic must be developed from one or more of the following areas:

- a historical debate or controversy
- a historian's or archaeologist's work
- changing analysis of an archaeological site over time
- ethical issues surrounding an archaeological site
- contrasting approaches to a historical personality, issue or event
- museums as history
- history in the media — film, documentary, fiction, docudrama, drama, poetry, opera
- an interdisciplinary approach to the study of the history of a personality, issue or event
- the impact of global or national events at a regional or local level
- oral history
- historical biography
- local history
- the history of an institution
- critical analysis of a major historical work
- the use and misuse of history in either a specific context or over time.

The topic of the project should reflect an area of student interest; however, the topic:

- must focus on the fundamental historiographical concepts and issues of HSC History Extension
- may be developed from a case study but should cover substantially different ground

- must not overlap significantly with the examinable content of any other School Certificate or Higher School Certificate course.

2 Documenting the Project

The history project should be a product of the student's own work. It should be a piece of work that is free of plagiarism. Plagiarism may be broadly defined as presenting as one's own the thoughts, writings or inventions of another. While the students may draw on the assistance of other people in developing the project, the student must take care to avoid practices that may be the subject of claims of academic misconduct, including plagiarism.

Students should keep a record of:

- the proposal for the investigation
- sequentially dated records of the enquiry process
- dated notes and progressive drafts of work
- all sources used in preliminary notes and drafts.

Teachers should:

- sign and initial the process log at regular intervals
- maintain a file of final, submitted and assessed projects.

The Proposal

The proposal should contain:

- description of preliminary research
- enquiry questions
- research intentions in relation to
 - areas/texts to examine
 - methodology.

The Essay

The essay should contain:

- **synopsis**
 - this will be a brief description (300 words) on the development of the precise question that provides the focus of the essay; the ways the essay addresses the precise question; the content used in the essay and why it was included.
- **essay**
 - the essay is an argument in response to a precise question with evidence in support, the sources of which are acknowledged. It will be in written form and may be accompanied by appropriate graphic texts only as appendices (apart from short explanatory captions). The essay must not exceed 2,500 words. The essay should contain material from a range of perspectives, including the student's own views. A consistent system of referencing should be used to acknowledge the use of sources.

The Bibliography

The bibliography should contain:

- a consistently formatted alphabetical list of all sources used within the project
- evaluation of three of these sources. The reviews should:
 - be selected for the three most valuable sources used in the history project
 - not exceed 600 words in total
 - explain the strengths and weaknesses of each source, considering its usefulness and reliability and the reasons it was valuable to the project and the central argument of the essay.

The Process Log

The process log should contain:

- description of procedures
- log of sequential development of the topic
- record of major decisions of the project
- review: cumulative self, peer and teacher evaluation of the project and record of interviews.

Certification of the Project

A statement by the principal, teacher and student that the project is considered to be an original piece of work carried out by the student must be attached to the final copy of the project.

Certification is required to ensure that each submitted work is wholly the work of the student entered for the Higher School Certificate and has been completed under the supervision of the teacher. The Office of the Board of Studies will provide a certification form for this purpose. If the supervising teacher cannot certify the student's work the school must complete a non-certification report document.

It is essential that:

- aspects of the process of development of the project take place in school time
- work completed away from school is regularly monitored by the supervising teacher
- each student sign a statement, witnessed by the supervising teacher, that the submitted major work is their own work
- the process log be submitted with the essay. This requirement is necessary for verification of authenticity and will be referenced in the case of appeals being made to the Board of Studies.

10 Post-school Opportunities

The study of HSC History Extension Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of HSC History Extension Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations.

Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

RTOs, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in HSC History Extension is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of HSC History Extension in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of HSC History Extension Stage 6. This information can be found on the TAFE NSW website (www.tafensw.edu.au/mchoice).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in HSC History Extension Stage 6 so that the degree of recognition available can be determined.

11 Assessment and Reporting

PLEASE NOTE

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New *Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

11.1 Requirements and Advice

The study of HSC History Extension Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for assessing and reporting achievement in the course for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

Those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

an assessment mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program

an examination mark derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examination of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for the course.

Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

Both syllabus standards and performance standards are based on the aims, objectives, outcomes and content of a course. Together, they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

11.2. Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between student's achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on pages 32–33. They ensure a common focus for internal assessment in the course across schools.

11.3. External Examination

In HSC History Extension Stage 6 the external examination will consist of a written paper for external marking. The specifications for the examination in HSC History Extension Stage 6 are on p 34.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

11.4. Board Requirements for the Internal Assessment Mark in Board Developed Courses

For each course, the Board requires schools to submit an assessment mark for each candidate.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 32.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on each student's performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

HSC History Extension Stage 6 Syllabus

The assessment and HSC examination requirements detailed in this syllabus apply to the 2009 HSC. New *Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

11.5. Summary of External and Internal Assessment

HSC Course

Assessment of the components of the HSC History Extension course is designed to provide a balance of assessment instruments across the total internal and external assessment program in order to ensure valid assessment of all course outcomes.

Component	External Assessment	Internal Assessment
Part I: What is History?	Written examination 50 Question 1 25 Question 2 25	Assessment tasks 10
Part II: History Project		History Project 40 made up of: Proposal Essay Bibliography Process Log
Total	50	50

HSC History Extension Stage 6 Syllabus

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History Project Assessment Criteria

	Component	Criteria	Weighting
The Product	Synopsis	Coherent and appropriate description of: <ul style="list-style-type: none"> • the development of the precise research question • the way the essay addresses the precise question • why content used in the essay was included 	30
	Essay	In response to the precise research question(s): <ul style="list-style-type: none"> • presents a sustained and coherent argument • supports argument through detailed coherent analysis and evaluation of significant historiographical questions • uses a recognised system of referencing 	
	The Bibliography	<ul style="list-style-type: none"> • Use of a range of relevant sources • Consistently formatted alphabetical list • Appropriate correlation of sources in bibliography to sources used in the essay • Sound selection, analysis and evaluation of three sources 	
The Process	Proposal	<ul style="list-style-type: none"> • Appropriate enquiry question(s) • Sound analysis of relevant issues • Coherent explanation of preliminary research and anticipated resources 	10
	The Process Log	<ul style="list-style-type: none"> • Detailed description of procedures and of the sequential development of the project • Detailed analytical and coherent review of cumulative self, peer and teacher evaluation of the project 	

11.6. HSC External Examination Specifications

HSC History Extension Examination Paper

Time allowed: 2 hours

- There will be two sections.
- Both sections will be compulsory.
- Both sections will be of equal value.

Section 1

There will be ONE essay question.

- The question will be compulsory.
- The question will use an unseen passage as a stimulus for exploration of issues of historiography reflected in the prescribed readings in the source book.

Section II

- There will be ONE essay question.
- The question will be compulsory.
- The question will ask candidates to analyse a historiographical issue with specific reference to the case study.

11.7 Reporting Student Performance Against Standards

Student performance in an HSC course will be reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC examination mark and the internal assessment mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for Band 1), includes descriptors that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the known standards established by the course content, outcomes, performance band descriptors and work samples.