



# **History Extension Stage 6**

## **Draft Writing Brief**

October 2015

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## 1. Introduction

In 2014, the Board of Studies, Teaching and Educational Standards NSW (BOSTES) commenced a review of NSW senior secondary syllabuses for English, Mathematics, Science and History learning areas to determine directions for the incorporation of senior secondary Australian curriculum. BOSTES conducted consultation in August and September 2014 on proposed directions outlined in the [NSW Senior Secondary Review & Evaluation: English, Mathematics, Science and History](#) document.

The broad directions for each learning area, developed following consultation, were endorsed by BOSTES in December 2014 and are available in Section 2 of this Draft Writing Brief.

The development of the *History Extension Stage 6 Draft Writing Brief* takes account of the broad directions.

The Draft Writing Brief:

- proposes the nature and number of courses within each learning area
- proposes options for course structures
- provides information about how Australian curriculum content may be modified, reordered and supplemented for inclusion in the draft syllabus.

Following consultation on the Draft Writing Brief, a Consultation Report, detailing feedback received and the key matters arising from consultation will be published. The BOSTES endorsed final Writing Brief will inform the directions for draft syllabus development.

The draft syllabus for History Extension will be available for consultation during 2016. It will include the elements of a syllabus and Australian curriculum content identified with codes, learning across the curriculum content identified by icons, further information about meeting the diversity of learners, and internal and external assessment.

A summary of the BOSTES syllabus development process is available at <http://www.boardofstudies.nsw.edu.au/syllabuses/syllabus-development/>.

### Diversity of learners

NSW senior secondary syllabuses will be inclusive of the learning needs of all students. The draft syllabuses will be designed to accommodate teaching approaches that support student diversity under the sections 'Students with special education needs', 'Gifted and talented students' and 'Students learning English as an additional language or dialect (EAL/D)'.

For example:

#### Special education needs

All students with special education needs are entitled to participate in and progress through the curriculum. Some students may require additional support or adjustments to teaching, learning and assessment activities. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Most students with special education needs will undertake regular Board Developed courses and/or Board Endorsed courses. Students with special education needs can access Years 11 and 12 outcomes and content in a range of ways. They should choose the most appropriate courses for the HSC in keeping with their goals, interests and learning needs.

Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities
- selected outcomes and content appropriate to their learning needs
- selected Years 11–12 Life Skills outcomes and content appropriate to their learning needs.

Related Life Skills outcomes and content will be included and will align with the Years 11 and 12 content in the Ancient History and Modern History Stage 6 draft syllabuses.

## **2. Broad directions**


The following broad directions for syllabus development have been informed through consultation with stakeholders. These broad directions will guide the development of the NSW History Stage 6 syllabuses.

1. In the revision of the courses, consideration be given to how the courses provide flexibility to meet the needs of all students.
2. The Ancient History core study ('Pompeii and Herculaneum') be retained, the amount of content reduced, a review of gender equity in personalities be conducted, and thematic studies options including Australian/Indigenous and Pacific archaeology and further Asian topics be considered.
3. In reviewing the content for the Modern History course, the choice of topics and the relevance of the core, included in the HSC course be revised to provide opportunities for more contemporary study and breadth of choice.
4. In the revision and development of the Ancient History and Modern History courses, the historical investigations be retained and the content reviewed to strengthen the work of the historian and to ensure an appropriate scope of content for students undertaking both courses.
5. In the revision and development of the Ancient History and Modern History courses, consideration be given to ensuring an appropriate progression between the Preliminary and HSC content.
6. Further consideration be given to the role, revision and development of the History Extension course, examination and syllabus, including a reduction in content and clarity of course structure.
7. Options for the development of outcomes and content to enable students to study both Ancient History and Modern History Life Skills courses be investigated.
8. The rationale, outcomes and content of the History Life Skills course be reviewed to better meet the needs of the students for whom the course is intended, as well as to provide an appropriate progression from Stage 5 History Life Skills outcomes and content and alignment with the regular Stage 6 History courses where appropriate.

### **Australian curriculum**


BOSTES began its syllabus development process for Stage 6 English, Mathematics, Science and History in 2014. This follows state and territory education Ministers' endorsement of senior secondary Australian curriculum in these learning areas as the agreed and common base for development of state and territory senior secondary courses. It was also agreed that states and territories would have the flexibility to integrate the approved senior secondary Australian curriculum as appropriate. The development of Draft Writing Briefs will determine how Australian curriculum content can be modified, reordered and supplemented in each learning area, while remaining compatible with the NSW senior years assessment and examinations structures.

### 3. Rationale

 for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum:

- why the subject exists
- what the theoretical underpinnings are
- what makes the subject distinctive
- why students would study the subject
- how it contributes to the purpose of the Stage 6 curriculum.

 consult

#### **Proposed rationale for History Extension Stage 6**

The History Extension course is about historiography. It is built on the outcomes of the Stage 6 Ancient History and Modern History courses, but it is distinct from them. The main focus of the course is the nature of history and how and why historical interpretations are developed from different perspectives and approaches over time.

The History Extension course requires students to examine the way history is constructed. This involves reviewing the types of history that have been produced over time and the contexts in which they were produced. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and other producers of history, from ancient times to the present day. Students focus on an area of debate to consider how a historian's context, methodology and purpose shape their interpretation of a person, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

History Extension requires students to operate at higher levels of understanding. It enables them to engage with complex historiographical ideas and processes and to communicate sophisticated and coherent historical arguments about the nature and construction of history. Students work independently to plan and conduct an investigation that allows them to apply the historiographical understanding developed through the course work.


History Extension enables students to explore ideas about history and historiography in greater depth than is possible in other History Stage 6 courses. It appeals to students who appreciate the intellectual challenge of grappling with an area of debate in relation to a case study, and constructing and defending a position in a reasoned and cohesive argument. History Extension also offers students the opportunity to develop their higher order thinking skills by producing history as well as exploring and applying historiographical ideas and processes to an individual project of personal interest.

The History Extension course is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community. It fosters the ability of students to approach complex tasks flexibly, to analyse and synthesise data from a range of sources and situations, to develop considered responses 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 learned. History Extension lays a foundation for such tertiary study by raising the awareness of these issues and facilitating the transfer of higher order thinking skills from one area of study to another.



## 4. Aim

 for your information

In NSW syllabuses, the aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.


The aim, objectives, outcomes and content of a syllabus are clearly linked.

 consult


### **Proposed aim for History Extension Stage 6**

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

## 5. Objectives

 for your information

In NSW syllabuses, objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

 consult

### Proposed objectives for History Extension Stage 6

#### Knowledge, understanding and skills

Students:

- develop knowledge and understanding about significant historiographical ideas and processes
- design and undertake historical inquiry and communicate the results.

#### Values and attitudes


Students:

- appreciate the value of the study of history for critical interpretation of the past and present
- value the contribution of the study of history towards lifelong learning and active and informed citizenship.

## 6. Outcomes

 for your information

In NSW syllabuses, outcomes provide detail about what students are expected to achieve at the end of each Stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the syllabus.

 consult

### Proposed outcomes for History Extension Stage 6

Up to 10 outcomes will be developed. The following table presents a sample of some of the proposed outcomes.


<p><b>Objective</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>develop knowledge and understanding about significant historiographical ideas and processes</li> </ul>
<p><b>HSC outcome</b></p> <p>A student:</p> <ul style="list-style-type: none"> <li>analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations</li> </ul>

<p><b>Objective</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>design and undertake historical inquiry and communicate the results</li> </ul>
<p><b>HSC outcome</b></p> <p>A student:</p> <ul style="list-style-type: none"> <li>constructs a historical position about an area of historical inquiry and discusses and challenges other positions</li> </ul>

## 7. Course structure and options

 for your information

The following provides an outline of some proposed Preliminary and HSC course structures for the History Extension Stage 6 Syllabus with indicative course hours and the arrangement of course content, along with outlining relationships between specific components and between core and options.

 consult

### **Proposed options for course structure for History Extension Stage 6**

Rather than stipulate a single approach, the Draft Writing Brief proposes options for possible course structure. The consultation process will inform the final structure which may be one of the options, or may involve a combination of the ideas presented.

The current History Extension Stage 6 course enables students to investigate the nature of history as a discipline, by examining historiographical debates and applying their understanding and skills to a History project.

The development of possible options for the structure of the History Extension Stage 6 course provides an opportunity to enhance the provision of a balanced, contemporary and relevant curriculum – in its representation of history as a discipline, the selection of case studies, emphasis on historiography and approaches to the History project.

The course options take account of various approaches to the practice of history, informed by developments that have taken place in the discipline of history internationally and in the teaching and learning of history.

**OPTIONS**

Proposed study	Hours Option 1	Hours Option 2	Option 1	Option 2
Historiography	20	25	<p>Five key questions provide a frame for investigating historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and processes, which have evolved over time, to the investigation of these key questions:</p> <p><i>What are the aims and purposes of history?</i></p> <p><i>Who produces history?</i></p> <p><i>What are the limitations of history?</i></p> <p><i>How has history been constructed, recorded and presented over time?</i></p> <p><i>Why have approaches to history changed over time?</i></p>	
Case study – Exploring the historiography of a case study	20	20	<p>Students will build their understanding of significant historiographical ideas and processes by exploring the historiography of ONE case study, with reference to identified areas of debate and the key questions above. The areas of debate will be reduced from 5 to 3 for manageability and to ensure opportunities for depth of study.</p>	
Project – Applying historiography to an individual project	20	15	<p>Students will apply historiographical ideas and processes to an individual investigative project, focusing on an area of changing historical interpretation.</p>	
			<p><b>Option 1</b> Proposed amendments:</p> <ul style="list-style-type: none"> <li>Remove the requirement to include a synopsis as part of the final project</li> <li>Give greater weight to the process log (removal of the synopsis will allow for greater weighting of the process log)</li> <li>Make minimal change to the essay component of the project.</li> </ul>	<p><b>Option 2</b> Proposed amendments:</p> <ul style="list-style-type: none"> <li>Remove the synopsis and annotated bibliography as assessable components of the final project</li> <li>Place greater emphasis on, and assign a higher weighting to, the process log</li> <li>Reduce the length of the essay component of the project from 2500 words to possibly 2000 or 1500 words</li> <li>Consider allowing students to present their project through forms of communication other than a formal essay.</li> </ul>


## Options 1 and 2

HSC History Extension will continue to offer a range of case studies organised in key areas – Ancient, Medieval and Early Modern, Modern, and Australian. These apply to Option 1 and Option 2.

### Part II case study – Exploring the historiography of a case study

Key areas	Possible case studies could include:
Ancient	Cleopatra Rameses II Athenian Democracy The Roman Empire ( <i>the decline and fall of the Roman Empire to be included as an area of debate</i> ) The Historicity of Jesus Christ
Medieval and Early Modern	The Crusades Joan of Arc Elizabeth I and the Elizabethan Age Spain and the Aztec Empire
Modern	The Empress Dowager Cixi Napoleon The Nature of Western Imperialism in the 19th Century Winston Churchill Appeasement John Fitzgerald Kennedy Margaret Thatcher
Australian	The Arrival of the British in Australia Women Convicts in NSW Robert Menzies Gough Whitlam The Commemoration of Anzac

## 8. Learning across the curriculum

 for your information

NSW syllabuses provide a context within which to develop core skills, knowledge and understanding considered essential for the acquisition of effective, higher-order thinking skills that underpin successful participation in further education, work and everyday life including problem-solving, collaboration, self-management, communication and information technology skills.

BOSTES has described learning across the curriculum areas that are to be included in syllabuses. In Stage 6 syllabuses, the identified areas will be embedded in the descriptions of content and identified by icons. Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the BOSTES *Statement of Equity Principles*, the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)* and in the Australian Government's *Core Skills for Work Developmental Framework (2013)*.

Knowledge, understanding, skills, values and attitudes derived from the learning across the curriculum areas will be included in BOSTES syllabuses, while ensuring that subject integrity is maintained.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🖐️
- Asia and Australia's engagement with Asia 🇦🇺
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.


The general capabilities are:

- Critical and creative thinking ⚙️
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👥

BOSTES' syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🗳️
- Difference and diversity 🏳️
- Work and enterprise ⭐

## **9. Glossary**

 for your information

A glossary will be developed for the draft History Extension Stage 6 Syllabus which explains terms that will assist teachers in the interpretation of the subject.



## 10. Assessment and reporting

BOSTES continues to promote a standards-referenced approach to assessing and reporting student achievement in NSW, and the importance of assessment for, of and as learning as essential components of quality teaching and learning.

Information on assessment and reporting for the HSC course will be developed for the draft syllabus consultation in 2016.

The information will include:

- mandatory components and weightings for school-based assessment of the HSC course
- HSC examination specifications which describe the format of the HSC examination program for History Extension.

Advice about assessment in relation to the History Extension syllabus is contained in [Assessment and Reporting in History Extension Stage 6](#). This document provides general advice on assessment in Stage 6 as well as the specific requirements for the HSC course.

Consultation on assessment and reporting during the Draft Writing Brief phase will focus on providing feedback about assessment and reporting practices in schools, school-based assessment requirements, the use of technology in assessment, and external assessment programs.