

NSW SENIOR SECONDARY REVIEW & EVALUATION: HISTORY

REFERENCE REPORT

1. Historical overview

Courses

In response to the NSW Government's White Paper *Securing their Future*, the Board of Studies, Teaching and Educational Standards NSW (BOSTES) undertook a comprehensive review of the Higher School Certificate (HSC) in the late 1990s. The White Paper endorsed the development of a 2 unit curriculum model across all HSC subjects and called for a clear definition in each course of the content (knowledge, understanding and skills) students are expected to learn. In History, the 3unit Ancient History and Modern History courses were discontinued, as were the 2-unit General courses, Ancient History *Personalities in Their Times* and Modern History *People and Events*. The outcomes and content from these courses were incorporated into both Ancient and Modern History 2unit courses. The new senior secondary History syllabuses were approved in June 1999, implemented for the Preliminary cohort in 2000 and first examined for the HSC in 2001.

In recognition of the principle that the post-compulsory years of schooling should cater for students who choose to participate, eight Stage 6 Life Skills courses were also developed in 1999, including one for *Citizenship and Society*. These courses extended the curriculum and reporting arrangements that were established in Stage 5 to HSC students with intellectual disabilities. Minor amendments were made to the guidelines and assessment advice for the Citizenship and Society Life Skills course in 2007.

Both Ancient and Modern History were again revised in 2002–2003 and approved in 2004 for implementation for Preliminary students in 2005. Ancient History and Modern History were first examined for the HSC in 2006.

Ancient History was revised to include fewer and more achievable outcomes and the content was revised to ensure greater coherence. In the Preliminary course, a new Asian Case Study was introduced in addition to an historical investigation to further develop students' investigation, research and presentation skills. In the HSC course, a Core Study, *Cities of Vesuvius, Pompeii and Herculaneum* was introduced to provide a common core for all students. Less popular personalities, *Jezebel* and *Scipio Africanus* were removed to be replaced by *Hannibal* and *Tiberius Gracchus*. The HSC examination structure in four sections more closely mirrored the syllabus structure.

Modern History was revised to include fewer and more achievable outcomes, a simpler structure with each part of the HSC course worth 25%, and greater coherence of content. In the Preliminary course an historical investigation was introduced to further develop students' investigation, research and presentation skills. The Preliminary Core Study, *The World at the Beginning of the C20th* allowed for greater flexibility and choice of content, using a source-based approach, providing a chronological link and experience of working with a range of sources. This was to prepare students for the HSC Core Study, also a source-based unit. A greater choice within the *Personalities* section for study and a new International Study, *Conflict in Europe 1935–1945*, was introduced. The HSC examination structure in four sections more closely mirrored the syllabus structure.

History Extension was developed as part of the review of the senior secondary courses for the 2001 HSC and approved in June 1999. The purpose of the course is to enable students to build on the outcomes of the Ancient and Modern History courses in relation to historiography and historical inquiry and communication. The course provides opportunities for students to use specific historical investigations in relation to the nature of history and the work of the historian.

A revision of this course, in conjunction with the review of Ancient and Modern History, is timely as teachers and other stakeholders have expressed the need to refresh this course. It has been argued that there is too much content for a 1-unit course, that there is a disparity between the accessibility of sources for some Ancient Case Studies in comparison to Modern Case Studies and that the examination does not reflect the majority of the course work that is assessed (in particular the research project) internally. The *Book of Readings* is now very dated and more recent historiography needs to be included.

History Life Skills was developed in 2010 as part of the *Human Society and Its Environment (HSIE) Life Skills* syllabus. The *Human Society and its Environment (HSIE) Life Skills* syllabus replaced the *Citizenship and Society Life Skills* syllabus and includes eight course options for students wishing to undertake Life Skills outcomes and content within the HSIE learning area. The History Life Skills course provides a curriculum option for students unable to access the outcomes and content of the regular History syllabus. The History Life Skills course has Board Developed status and can be used to meet the requirements for the award of the HSC without an external examination.

Assessment and examinations

In 2008, the BOSTES undertook a major review of HSC assessment, and changes to examination specifications and school assessment requirements were implemented for HSC courses from 2010. Assessment components and some examination specifications were adjusted to more closely align with course outcomes. These changes are outlined below.

Ancient History

2004 Preliminary and HSC components and weightings:

Component	Weighting
Oral presentation	10%
Research	25%
Source analysis	25%
Examination, test items	40%
	100%

2010 Preliminary and HSC components and weightings

Component	Weighting
Knowledge & understanding of course content	40%
Source-based skills; analysis, synthesis & evaluation of historical information from a variety of sources	20%
Historical inquiry & research	20%
Communication of historical understanding in appropriate forms	20%
	100%

Examination specifications were changed in the Core Study *Cities of Vesuvius, Pompeii and Herculaneum*. Five to ten objective response questions were included with short answer source-based questions to the value of 15 marks.

Modern History

2004 Preliminary and HSC components and weightings:

Component	Weighting
Oral presentation	10%
Research	25%
Source analysis	25%
Examination, test items	40%
	100%

2010 Preliminary and HSC components and weightings

Component	Weighting
Knowledge & understanding of course content	40%
Source-based skills; analysis, synthesis & evaluation of historical information from a variety of sources	20%
Historical inquiry & research	20%
Communication of historical understanding in appropriate forms	20%
	100%

Examination specifications were changed in the Core Study *World War I: 1914–1919*. Five to ten objective response questions were included with short answer source-based questions to the value of 15 marks.

2. Course requirements

Courses within History offer flexibility for teachers to develop a program of study that is suited to the needs and interests of students, as well as for students to demonstrate their knowledge, understanding and skills in a range of ways.

The following table provides an overview of the structure and assessment experiences provided within each of the History courses.

Table 1: Stage 6 History course requirements

Course	Structure		Assessment		
	Core	Sections*	School-based	HSC examination	Submitted work
Ancient History	1	3	Y	Y	N
Modern History	1	3	Y	Y	N
History Extension †	2	–	Y	Y	Y
History Life Skills	–	2	Y	N	N

*There are options within each of the 3 sections.

† Case study options are provided within the first core. There are 24 options available.

Ancient History

Ancient History provides opportunities for students to acquire the knowledge, understanding and historical skills essential to an appreciation of the ancient world. The Preliminary course provides opportunities for students to investigate past people, groups, events, societies and historical sites from a range of historical sources, by applying the methods used by historians and archaeologists. Topics chosen provide a chronological and conceptual foundation for study of the HSC course. An integral part is a historical investigation that provides opportunities for students to develop their research and presentation skills.

The HSC course comprises a Core Study: *Cities of Vesuvius – Pompeii and Herculaneum* and in addition, options from within each section of *Ancient Societies*, *Personalities* and *Historical Periods*. The course requires study from at least two of the following civilisations: Egypt, Near East, Greece and Rome. The HSC examination consists of the Core and options within each of *Ancient Societies*, *Personalities* and *Historical Periods*.

Modern History

Modern History enables students to acquire the knowledge, understanding and historical skills essential to an appreciation of the forces that have shaped the modern world. The Preliminary course provides opportunities for students to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts. Topics chosen provide a chronological and conceptual foundation for study of the HSC course. An integral part is a historical investigation that provides opportunities for students to develop their research and presentation skills.

The HSC course comprises a Core Study *World War I, 1914–1919: a Source-based Study*. In addition one *National Study*, one *Personality* and one *International Study in Peace and Conflict* are chosen from a range of options. The HSC examination consists of the Core and options within each of the *National Studies*, *Personalities* and *International Studies*.

History Extension

This course is unique to New South Wales. It enables students to build on the outcomes of the Ancient and Modern History courses in relation to historiography, historical inquiry and communication. The course aims to use specific historical investigations to reflect the nature of

history and why and how historical approaches and interpretations change over time. Part I *What is History?* uses historical debates from one case study and historical readings to investigate that question. Part II involves an in-depth historical investigation chosen by the student, focusing on historiography.

History Life Skills

Students enrolling in a Stage 6 Life Skills course will usually have completed Years 7–10 Life Skills outcomes and content in one or more courses. The Life Skills course provides greater flexibility for teachers to select outcomes and content that meet students' individual learning needs, strengths, goals and interest.

The Life Skills course is designed for a small percentage of students, particularly those with an intellectual disability, for whom adjustments to teaching, learning and assessment are not sufficient to access some or all of the regular History outcomes.

History Life Skills may be chosen for study as one of eight courses comprising the *Stage 6 Human Society and Its Environment (HSIE) Life Skills Syllabus*. The History Life Skills course encompasses both an Ancient History and Modern History perspective and provides students with opportunities to develop an understanding of how people, groups and events have influenced past societies and the world today.

3. Candidature

The following tables summarise candidature in each course within History from 2009–2013.

Table 2: HSC candidature by History course 2009–2013

Course	2009			2010			2011			2012			2013		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ancient History	5184	6770	11954	5145	6941	12086	4983	7161	12144	4967	7133	12100	4808	6934	11742
Modern History	4380	5282	9662	4535	5519	10054	4589	5554	10143	4890	5586	10476	4887	5560	10447
History Extension	886	1324	2210	827	1364	2191	745	1319	2064	808	1234	2042	769	1219	1988
History Life Skills*	357	268	625	394	298	692	407	268	675	453	254	707	51	26	77

M = Male

F = Female

T = Total

Table 3: Preliminary candidature by History course 2009–2013

Course	2009			2010			2011			2012			2013		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Ancient History	6953	8956	15909	6782	9158	15940	6739	9292	16031	6548	9025	15573	6586	8415	15001
Modern History	5863	7091	12954	6016	7199	13215	6310	7209	13519	6355	7128	13483	6380	7220	13600
History Life Skills*	427	328	755	471	298	769	594	329	923	67	15	82	103	61	164

M = Male

F = Female

T = Total

Table 4: Number of students by system for HSC History courses 2009–2013

Course	2009			2010			2011			2012			2013		
	Gov	Ind	Syst	Gov	Ind	Syst	Gov	Ind	Syst	Gov	Ind	Syst	Gov	Ind	Syst
Ancient History	7108	2675	1973	7194	2750	1993	7217	2673	2080	7209	2841	1906	6879	2698	2011
Modern History	4825	3231	1390	5143	3046	1609	5166	3154	1604	5329	3369	1573	5314	3168	1784
History Extension	967	879	357	961	894	334	907	830	321	839	864	336	822	869	294
History Life Skills*	545	44	36	630	31	31	619	20	36	648	24	35	66	3	8

Gov = Government schools

Ind = Independent schools

Syst = Systemic schools

Table 5: Number of students by area for HSC History courses 2009–2013

Course	2009			2010			2011			2012			2013		
	Met	Reg	O'seas	Met	Reg	O'seas	Met	Reg	O'seas	Met	Reg	O'seas	Met	Reg	O'seas
Ancient History	7609	4343	2	7732	4339	15	7700	4430	14	7839	4249	12	7615	4104	23
Modern History	6737	2877	48	7029	2991	34	7070	3045	28	7293	3142	41	7279	3125	43
History Extension	1637	572	1	1630	559	2	1540	515	9	1497	537	8	1496	483	9
History Life Skills*	362	263	–	423	269	–	423	252	–	416	291	–	54	23	–

Met = Schools in the Sydney metropolitan region

Reg = Schools in country areas of NSW

O'seas = Schools located outside Australia

*History Life Skills commenced 2012 for Preliminary and 2013 for HSC. The figures included prior to these years are from the Citizenship & Society Life Skills course which offered more generic study across the Human Society and its Environment key learning area.

Table 6: Retention of candidates from Preliminary to HSC History HSC courses 2009–2013

Course*	2008–09			2009–10			2010–11			2011–12			2012–13		
	Prelim	HSC	% Ret	Prelim	HSC	% Ret	Prelim	HSC	% Ret	Prelim	HSC	% Ret	Prelim	HSC	% Ret
Ancient History	15278	11954	78	15909	12086	76	15940	12144	76	16031	12100	74	15573	11742	75
Modern History	12348	9662	78	12954	10054	77	13215	10143	77	13519	10476	77	13483	10447	77

*History Life Skills is not included in this table as the course commenced 2012 for Preliminary and 2013 for HSC.

4. NSW consultation on the senior secondary Australian curriculum

The BOSTES conducted consultation on the draft senior secondary Australian curriculum for History during June–July 2012. The NSW consultation consisted of metropolitan and regional face-to-face focus group meetings with teachers and key stakeholders, as well as an online survey. A range of submissions were received from the NSW education sectors, professional associations and individuals. The *Senior Secondary History Consultation Report* can be accessed through the BOSTES website at <<http://www.boardofstudies.nsw.edu.au/australian-curriculum/11-12-eng-maths-sci-hist.html>>.

The 2012 consultation identified similar content between the senior secondary Australian curriculum for History and the senior secondary NSW History curriculum.

Ancient History

In both the NSW and Australian curriculum, the four ancient civilisations of Egypt, the Near East, Greece and Rome may be studied. Both emphasise the methodologies of historians and archaeologists through written and archaeological sources. Both also emphasise the importance of students' acquiring historical skills in source analysis, research and understanding various interpretations of history. Similar ancient societies, events and personalities are offered, though at times with variations in time span of a topic and placement in either Years 11 or 12.

Modern History

Both the Australian Modern History curriculum and the NSW Modern History syllabus focus on the historical developments and forces that have shaped the C20th world. Both emphasise the importance of the historical skills of source analysis, research and varying interpretations of history and the changing nature of evidence. There is some overlap in selected National Studies though time spans of such studies vary.

The BOSTES provided advice to the Australian Curriculum, Assessment and Reporting Authority (ACARA) about the senior secondary Australian curriculum for History, including:

- The intent of the rationales needs to be more clearly represented in the content.
- The organisation of each course into four units limits the conceptual and chronological connections between the units. Foundational content, skills and concepts are not always evident in the earlier units. The differences in structure will be explained in Section 6.
- There is no specific opportunity for a historical research investigation in either History course in the first two units.
- The content presented within the topics of each unit is not always comparable in depth and breadth.
- Some topics are conceptually challenging and do not cater for the full range of student abilities and interests.
- More flexibility and choice of topics within each unit is required.
- Timeframes for key events and developments require consideration in some topics.

- The continuum of learning between the Foundation to Year 10 History and the senior secondary Modern History content requires review.
- Topics included in Modern History should be reviewed for relevance to the study of History and students' learning and possible overlap with Stage 5.

In revising the senior secondary NSW curriculum for History, the advice to ACARA will be considered.

Ancient History

- It is recommended that students have the opportunity to study at least two ancient civilisations to ensure coverage of the breadth of the ancient world.
- A more appropriate balance of genders is required in the study of significant individuals.

Modern History

- An introductory unit focusing on the challenging elements and specific expectations of the discipline of Modern History at Stage 6 level is required. Such an approach would extend and strengthen the development of students' historical knowledge, understanding, skills and content already developed in Years 7–10. It would provide Preliminary students with an engaging foundation for Year 12.
- More C19th topics in Units 1 and 2 are required to form a chronological and conceptual foundation for later study of the C20th.
- The study of a significant C20th individual is required, as such a study is accessible to the range of student ability.

5. Literature review

5.1 ACARA literature review

In developing the senior secondary Australian curriculum for History, ACARA reviewed Australian state and territory History curriculum. Key international references included History curriculum from the United Kingdom, Finland, the United States and Singapore. It was noted that the draft Ancient and Modern History subjects have a broader scope of contexts for historical study than most international curriculum. The strand Historical knowledge and understanding includes a wider range of concepts that constitute the discipline of History than is commonly found in most international History curriculum.

The National History Curriculum: Framing Paper (2008) was developed by the National Curriculum Board (now ACARA) from initial advice; advisory group feedback; submissions through the National Curriculum Board's website; national, state and territory forums; and responses received by email and letters. Advice was drawn from the History Advisory Group chaired by Professor Stuart Macintyre and discussion was also held with senior members of the History Teachers Association of Australia. Reference was also made to the *National Declaration on Educational Goals for Young Australians – Draft*. Research undertaken emphasised the importance of students becoming educated in the impact of globalisation, the importance of Asia, greater environmental awareness and ICT skills. The importance of teaching Australian History was also a focus.

The National Curriculum Board's *Framing Paper* drew on the research of the *National Centre for History Education* at Monash University and the *Centre for the Study of Historical Consciousness* at

the University of British Columbia. Recent research on the teaching of historical concepts was emphasised. Research on historical thinking by Professor Sam Wineburg, Stanford University and Professor Peter Seixas, University of British Columbia, Canada was drawn upon. Key historical concepts included historical significance, the use of evidence, continuity and change, cause and consequence, historical perspectives, historical empathy and contestability. Cross-curriculum areas identified as essential for the study of History included literacy, numeracy, ICT, civics and citizenship.

It was noted that various states differ in the choice of senior secondary History topics that are offered for study. It was also noted that NSW was unique in offering Extension History at Year 12. The *Framing Paper* concluded that the NSW Extension course should be offered nationally as it allows for able students to work with primary and secondary sources, examining methodologies and approaches (National Curriculum Board 2008).

5.2 NSW literature review

Over the past two to three decades, curriculum development in History has been based on a number of important issues.

In the mid-1990s, *Studies of Society and the Environment* (SOSE) was the prevailing curriculum model for the delivery of History in schools in all states and territories except for New South Wales, which taught History and Geography as separate subject-based courses. In 1999, the Commonwealth Government announced the *National Inquiry into School History*, named *The Future of the Past*, published in October 2000. The inquiry commented that there had been very little Australian research in recent years on the teaching and learning of History in schools. The inquiry found that if there is no clear identification of school History within the SOSE framework, the study of History suffered. New South Wales remained the only state to continue developing specific History curriculum.

Ancient History has been a strong component of the NSW senior secondary curriculum since the 1950s and has a history of strong support from the university sector, especially Macquarie and Sydney universities. Currently the NSW Ancient History course attracts more senior secondary students than anywhere else in the world and is unique in its breadth and depth. Over the decades it has changed to reflect current best practice and interest, such as a much greater integration of both archaeological and written sources and a greater interest in ancient societies and cultures. The syllabus has been adapted and expanded to include the Ancient Near East and Egypt and the later Roman Empire. This reflects trends in academic studies in Ancient History. Where it is taught elsewhere, Ancient History tends to be confined to the main 'classical' periods of Greek and Roman History.

Modern History is also a popular subject in New South Wales, again with strong support from the university sector. It is currently taught in most western nations in the senior years, with an emphasis on national and world history. Over the last decade, there has been a strong move towards the increasing prescription of the content of the History curriculum. In England and the United States, revision of History has been characterised by a renewed emphasis on knowledge outcomes, national history and often a sweeping chronological coverage. They often include a study in depth of at least one non-western society, with other optional depth studies.

The development of the NSW *History K–10 Syllabus* took into consideration the most recent research on the development of historical concepts and skills generally referred to as 'historical NSW Senior Secondary Review and Evaluation: History Reference Report

thinking' developed mainly by Wineburg (2001) and Seixas (2006). This research will also be considered in the development of the senior secondary History syllabuses as well as research in Australia by Taylor and Young (2003) based on historical literacy. The research by British educator Peter Lee, based on a student's development of **substantive** knowledge (events, personalities and other information) and **procedural** knowledge (concepts, vocabulary and skills) has also contributed to the development of History curriculum in NSW. Research has shown that opportunities for in-depth study allow students to further develop their conceptual understanding and the skills of historical processes.

5.3 Recent significant developments and practices in History

Across Australia, other states offer senior History as part of the suite of subjects within *Studies of Society and the Environment* (SOSE). Overall, the Ancient History courses do not offer the same range and depth across all ancient societies, as offered in New South Wales. Courses are often more a study of the Classical world of Greece and Rome that does not include the Near East and does not incorporate both written and archaeological evidence to the same degree. Aspects of C20th Modern History are also offered.

Victoria is currently reviewing the History curriculum and is considering removing less popular courses such as *Renaissance Italy, People and Power* and *Koorie History*. Courses in *C20th History, Revolutions* and *Australian History* are to be retained and a new course in Ancient History is to be developed that reflects both the NSW syllabus and the Australian curriculum. Victoria is proposing to introduce a course in *Early Modern Times (Renaissance to the Enlightenment)* and Queensland offers the opportunity to study *Medieval History*.

In the United States, Britain and Australia, vigorous national debate has surrounded choice of content in the teaching of History. A conservative view holds that there is an agreed, explicit and uncontested body of historical knowledge that should be taught to all students and that this knowledge should focus on national achievements and cultural heritage. More liberal views focus on the emphasis of national contributions of other cultures, the inclusion of historically marginalised groups and a more outward-looking curriculum that places national history within a broader context of international relations and world history. The need to address the contested nature of history is also recognised.

Recent developments in the teaching of History has been the identification by Professor David Christian, Macquarie University of 'Big History', which locates history within a cosmic context, placing human history as simply one phase in the evolution of the whole earth. Funded by Bill Gates, this course has been introduced in several American states. However the course has had its critics with some academics maintaining it goes beyond the commonly perceived boundaries of History (Hughes-Warrington 2006). It is not likely to be considered as part of the NSW Ancient and Modern History syllabus development.

Another aspect of recent research that requires consideration, particularly in relation to the development of research skills, is the need to teach students how to evaluate websites and other material freely available online. Recent research in the United States (PEW Research Centre) and by Kelly, *Teaching History in the Digital Age*, has suggested that there is an overdependence on search engines when conducting research and a lack of ability to evaluate websites and to discern reliability of the huge amount of sources now available online. The skills of History embedded in a NSW senior

secondary syllabus will need to provide opportunities for students to discriminate and evaluate a wide research base.

Problem-based learning is an essential component of the study of History. Problem-based learning is included in the Preliminary courses for both Ancient and Modern History through an internally marked historical investigation. A major research project is undertaken in the NSW History Extension course and is internally marked by teachers.

6. Discussion on the proposed revisions to NSW senior secondary History courses

6.1 Assessment and examination specifications

The review of the NSW senior secondary History curriculum includes review of the assessment and examination specifications. The resulting impact of proposed amendments to syllabuses and assessment will need to be considered.

Ancient History

The Ancient History examination provides a variety of examination questions that caters for the full range of students.

Less popular topics will be reviewed in each section of the HSC course. The following table provides details of the candidature for each section of the HSC course:

Table 7: Percentage of Ancient History candidature undertaking each examination section

Ancient Societies	2011	2012	2013
Sparta	55%	57%	57%
Minoan Crete	13%	12%	12%
New Kingdom Egypt	7%	7%	8%
Athens	6%	7%	6%
Ramesside Egypt	6%	6%	5%
Persia	5%	4%	4%
Mycenae	2%	3%	4%
Old Kingdom Egypt	2%	3%	3%
Assyria	1%	1%	1%
Israel	0%	1%	1%
Personalities			
Hatshepsut	25%	27%	27%
Agrippina the Younger	21%	20%	19%
Xerxes	14%	13%	14%
Akhenaten	12%	10%	10%
Julius Caesar	8%	9%	8%
Cleopatra	4%	5%	5%
Alexander the Great	4%	4%	5%
Pericles	5%	6%	5%
Ramesses II	2%	2%	2%
Historical Periods			
Greek World 500-440 BC	26%	25%	25%
New Kingdom Egypt	18%	19%	18%
Rome - Julio Claudians	12%	14%	13%
Rome – Augustus	11%	12%	12%
Egypt –Ramesses II	10%	11%	10%
Fall of Roman Republic	7%	7%	8%
Persia	3%	2%	3%
Greece 446-399 BC	3%	2%	2%
Rome 264-133 BC	2%	2%	2%
Old Kingdom Egypt	1%	1%	1%
Rome 133-78 BC	2%	2%	1%
Greece 800-500BC	1%	1%	1%
C4th Greece	1%	1%	1%
Assyria	0%	1%	1%
Israel	0%	0%	0%
Roman Empire	1%	0%	0%

Modern History

The Modern History examination provides a variety of examination questions that cater for a range of student abilities, though with two extended response essays. Ancient History has one extended essay question, so the examination structure for Modern History may be regarded as more demanding than Ancient History. Less popular topics will be reviewed in each section of the HSC course. The following table provides details of the candidature for each section of the HSC course:

Table 8: Percentage of Modern History candidature undertaking each examination section

National Studies	2011	2012	2013
Germany	65%	68%	67%
Russia/USSR	21%	20%	21%
USA	7%	7%	7%
South Africa	2%	2%	2%
China	2%	1%	1%
Japan	1%	1%	1%
India	1%	1%	1%
Australia	1%	0%	0%
Indonesia	0%	0%	0%
Personalities			
Speer	36%	36%	35%
Riefenstahl	24%	25%	24%
Trotsky	14%	15%	16%
Ho Chi Minh	7%	7%	6%
Kollontai	2%	0%	3%
Hoover	3%	3%	3%
Macarthur	2%	2%	2%
Mandela	3%	2%	2%
Gorbachev	4%	0%	2%
Other Personalities 1% or less			
International Studies			
Conflict In Europe	28%	30%	31%
Conflict in Indochina	29%	29%	27%
Cold War	19%	19%	19%
Conflict in the Pacific	13%	12%	13%
Arab-Israeli Conflict	7%	6%	7%
Anglo-Irish Relations	4%	3%	2%
United Nations	1%	0%	0%

Extension History

The written examination is made up of two sections of equal value:

Section I: an extended response based on an unseen passage as a stimulus for exploring issues of historiography – 25 marks.

Section II : an extended response analysing historiographical issues with specific references to the Case Study chosen – 25 marks.

A review of the mode of examination will be undertaken.

7. K–12 learning continuum

The new NSW *History K–10 Syllabus* provides a sound basis for the development of historical knowledge, understanding and skills for an undertaking of senior secondary History.

Historical understandings, concepts and skills are introduced from Kindergarten to Year 6 as a strand in the HSIE key learning area. In Years 7–10, specific historical concepts and skills are focused on and

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integrated into the depth studies and topics, laying a sound basis for a study of either or both senior secondary History courses.

In Stage 4, students are provided with an introduction to the Ancient and Medieval world and in Stage 5, to C19th and C20th Australian and World History, providing an appropriate continuum for students wishing to undertake further study of History through the senior secondary Ancient and Modern History courses.

8. Teaching standards and teacher education

The BOSTES supports quality teaching in all NSW schools. A minimum standard of teacher quality applies uniformly throughout the country in order to ensure rural and socially disadvantaged communities a level of teacher quality comparable to that available to students in advantaged metropolitan locations.

The BOSTES oversees a system of accreditation and recognition of a teacher's professional capacity against professional standards. Part of these responsibilities is to approve initial and continuing teacher education courses and programs.

Currently, there are 76 accredited secondary initial teacher education programs in New South Wales, delivered through 17 institutions. Of these, 24 initial teacher education courses allow graduates to teach History in a secondary context. Alternative pathways also exist to post graduate teacher education courses. All universities offer undergraduate courses in History, although some universities do not offer courses in Ancient History.

NSW universities offer the majority of History specific undergraduate and post-graduate education programs in History. Historically, this is due to New South Wales offering mandatory History in the secondary years and having a strong tradition in the teaching of senior secondary History. Some universities offer end-on postgraduate diplomas, both end-on diplomas and an integrated BA Dip Ed four year course or a Master of Teaching over two years. No university course provides in-depth preparation for the teaching of History Extension.

Consideration of professional development needs of teachers is essential, particularly as the new NSW *History K–10 Syllabus* is implemented (with new content and requirements) and History becomes a specific strand in the Primary HSIE curriculum. History Extension is also an area of specialist expertise that requires ongoing professional development.

9. References

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