

This document shows the layout of the examination and provides some sample questions for each of the sections.

History Extension

**General
Instructions**

- Reading time – 10 minutes
- Working time – 2 hours
- Write using black pen

Students have
10 minutes
reading time.

**Total marks:
50**

Section I – 25 marks (pages 3–6)

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

Section II – 25 marks (page 7)

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

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The History Extension examination specifications can be found in the *Assessment and Reporting in History Extension Stage 6* document.

Questions will require candidates to demonstrate knowledge, understanding and skills developed through studying the course. The Year 11 course is assumed knowledge for the Year 12 course.

There is no expectation that all of the Year 12 content will be examined each year. The examination will test a representative sample of the Year 12 content in any given year.

The following sample questions provide examples of some questions that may be found in HSC examinations for History Extension. Each question has been mapped to show how the sample question relates to syllabus outcomes and content.

Marking guidelines for Sections I and II are provided. The marking guidelines indicate the criteria associated with each mark range. In the examination, students will write their answers to each section in separate writing booklets.

The sample questions, annotations and marking guidelines provide teachers and students with guidance as to the types of questions to expect and how they may be marked. They are not intended to be prescriptive.

Note:

- Comments in coloured boxes are annotations for the purpose of providing guidance for future examinations.

Section I

25 marks

Attempt Question 1

Allow about 1 hour for this section

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

Your answer will be assessed on how well you:

- demonstrate knowledge and understanding of relevant issues of historiography
 - use relevant sources to support your argument
 - present a comprehensive, logical and sustained response
-

Example 1 (25 marks)

Using Sources A and B, assess the approaches of historians and others in constructing and presenting the past.

In your response, make close and explicit reference to the sources and at least ONE other source to support your argument.

This is an example of a question using two passages as stimulus.

Source A

As well as gathering and weighing evidence, piece by piece with forensic intensity, they [historians] sensitise themselves to nuance and meaning, to the whole tenor* of an era, the full character of a person... As they write, they incite; they expect disagreement and they try to furnish their readers with the grounds for offering it... Historians feed off the power of the past, exploiting its potency just as historical novelists do, but historians also constantly discuss the ethics of doing that. To whom are we responsible – to the people in our stories, to our sources, to our informants, to our readers and audiences, to the integrity of the past itself? How do we pay our respects, allow for dissent, accommodate complexity, distinguish between our voice and those of our characters? The professional paraphernalia of history has grown out of these ethical questions...

TOM GRIFFITHS

Extract from *History and the Creative Imagination*,
a lecture delivered at The University of Melbourne, 2008

* tenor mood, trend of thought

Example 1 continues on page 4

Example 1 (continued)

Source B

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

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

MARGARET CONRAD

2007 Presidential address of the Canadian Historical Association:
'Public History and its Discontents or History in the Age of Wikipedia';
Journal of the Canadian Historical Association, Canada, vol.18.1, p10

End of Example 1

Example 2 (25 marks)

Assess the role and contributions of historians in shaping understanding of the past.

In your response, make close and explicit reference to Source A and at least TWO other sources to support your argument.

This is an example of a question using one passage as stimulus.

Source A

Who Owns History?

In recent years, countries around the globe have been roiled* by debates over history similar in many ways to our own. Critics condemned a proposed new history curriculum for British schools for not being ‘British enough’ — meaning that it neglected a number of monarchs while requiring students to study non-European societies such as Aztec Mexico or Benin... In Japan, demonstrators protested the introduction of new texts said to sanitise the country’s aggression in World War II and its maltreatment of occupied peoples such as the Koreans and Chinese...

Although they generated far more heat than light, the(se) history wars did underscore the basic differences between historians’ understanding of their task and what much of the broader public thinks the writing of history entails. Historians view the constant search for new perspectives as the lifeblood of historical understanding...

History always has been and always will be regularly rewritten, in response to new questions, new information, new methodologies, and new political, social, and cultural imperatives. But that each generation can and must rewrite history does not mean that history is simply a series of myths and inventions. There are commonly accepted professional standards that enable us to distinguish good history from falsehoods... Historical truth does exist, not in the scientific sense but as a reasonable approximation of the past. But the most difficult truth for those outside the ranks of professional historians to accept is that there often exists more than one legitimate way of recounting past events.

Thankfully, the history wars appear to have subsided. But these controversies raised a set of questions relating to the politics and purposes of historical understanding...

Given the partisan** exaggerations and intellectual distortions so evident in... historical controversies... it would be perfectly understandable if historians retreated altogether from engagement with the larger public. This, I believe, would be a serious mistake. A century ago, in his presidential address to the American Historical Association, Charles Francis Adams called on historians to

Example 2 Source A continues on page 6

Example 2 Source A (continued)

step outside the ivory tower and engage forthrightly in public discourse. The study of history, he insisted, had a ‘public function’, and historians had an obligation to contribute to debates in which history was frequently invoked with little genuine understanding or knowledge... Adams pointedly remarked... history should not be left to ‘the journalist and the politician’. These observations are as relevant today as in 1900, when Adams spoke.

Who owns history? Everyone and no one — which is why the study of the past is a constantly evolving, never-ending journey of discovery.

ERIC FONER

Who Owns History? Rethinking the Past in a Changing World, 2002

* *roiled* disturbed, unsettled

** *partisan* prejudiced, biased

End of Example 2

Section II

25 marks

Attempt Question 2

Allow about 1 hour for this section

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

Your answer will be assessed on how well you:

- demonstrate knowledge and understanding of an appropriate case study
 - engage with the historiography of the areas of debate selected for discussion
 - present a comprehensive, logical and sustained response
-

Example 1 (25 marks)

Historical debates evolve over time – they may shift focus, fade or develop a new intensity.

Analyse the relevance of this statement in relation to TWO historical debates in your case study.

Identify your case study at the beginning of your answer.

Students may be asked to refer to more than one historical debate.

Example 2 (25 marks)

To what extent do differing interpretations within at least ONE historical debate in your case study reflect the varying perspectives of historians?

Identify your case study at the beginning of your answer.

This is an example of a question where a historiographical issue is embedded within the question.

End of sample questions

HSC History Extension

Sample Questions Marking Guidelines

Section I

Example 1

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a critical assessment of the approaches of historians and others in constructing and presenting the past • Integrates explicit references to Sources <i>A</i> and <i>B</i>, and at least ONE other relevant source • Demonstrates extensive knowledge, clear understanding and critical insight into relevant historiographical issues raised in Sources <i>A</i> and <i>B</i> • Communicates in a comprehensive, logical and sustained manner 	21–25
<ul style="list-style-type: none"> • Demonstrates an effective assessment of the approaches of historians and others in constructing and presenting the past • Integrates explicit references to Sources <i>A</i> and <i>B</i>, and at least ONE other relevant source • Demonstrates thorough knowledge and clear understanding of relevant historiographical issues raised in Sources <i>A</i> and <i>B</i> • Communicates in a logical and cohesive manner 	16–20
<ul style="list-style-type: none"> • Demonstrates some assessment of the approaches of historians and others in constructing and presenting the past • Makes reference to Sources <i>A</i> and <i>B</i>, and at least ONE other source • Demonstrates sound knowledge and some understanding of relevant historiographical issues raised in Sources <i>A</i> and <i>B</i> • Communicates in a coherent manner 	11–15
<ul style="list-style-type: none"> • Makes limited use of references to Source <i>A</i> and/or <i>B</i>, and at least ONE other source • Demonstrates limited knowledge and understanding of historiographical issues • Provides a limited response 	6–10
<ul style="list-style-type: none"> • Makes minimal reference to Source <i>A</i> and/or <i>B</i>, and possibly ONE other source • Demonstrates minimal knowledge of historiographical issues • Provides isolated observations 	1–5

Example 2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a critical assessment of the role and contributions of historians in shaping understanding of the past • Integrates explicit references to the source and at least TWO other relevant sources • Demonstrates extensive knowledge, clear understanding and critical insight into relevant historiographical issues raised in the source • Communicates in a comprehensive, logical and sustained manner 	21–25
<ul style="list-style-type: none"> • Demonstrates an effective assessment of the role and contributions of historians in shaping understanding of the past • Integrates explicit references to the source and at least TWO other relevant sources • Demonstrates thorough knowledge and clear understanding of relevant historiographical issues raised in the source • Communicates in a logical and cohesive manner 	16–20
<ul style="list-style-type: none"> • Demonstrates some assessment of the role and contributions of historians in shaping understanding of the past • Makes reference to the source and at least TWO other sources • Demonstrates sound knowledge and some understanding of relevant historiographical issues raised in the source • Communicates in a coherent manner 	11–15
<ul style="list-style-type: none"> • Makes limited use of references to the source and at least ONE other source • Demonstrates limited knowledge and understanding of historiographical issues • Provides a limited response 	6–10
<ul style="list-style-type: none"> • Makes minimal reference to the source and possibly ONE other source • Demonstrates minimal knowledge of historiographical issues • Provides isolated observations 	1–5

Section II

Example 1

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge, clear understanding and critical insight into interpretations and perspectives on TWO areas of debate in the chosen case study • Demonstrates highly effective use of the stimulus to engage with the historiography of TWO areas of debate in the chosen case study • Communicates perceptive judgement in a comprehensive, logical and sustained response 	21–25
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and clear understanding of interpretations and perspectives on TWO areas of debate in the chosen case study • Demonstrates effective use of the stimulus to engage with the historiography of TWO areas of debate in the chosen case study • Communicates reasoned judgement in a logical and cohesive response 	16–20
<ul style="list-style-type: none"> • Demonstrates sound knowledge and some understanding of interpretations and/or perspectives on TWO areas of debate in the chosen case study • Demonstrates sound use of the stimulus to engage with the historiography of at least ONE area of debate in the chosen case study • Communicates a coherent narrative with some attempt at judgement 	11–15
<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of at least ONE area of debate in the chosen case study • Demonstrates limited use of the stimulus to engage with the historiography of at least ONE area of debate in the chosen case study • Communicates a limited narrative 	6–10
<ul style="list-style-type: none"> • Demonstrates minimal knowledge of at least ONE area of debate in the chosen case study • Demonstrates minimal use of the stimulus to engage with the historiography of at least ONE area of debate in the chosen case study • Communicates isolated observations 	1–5

Example 2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge, clear understanding and critical insight into interpretations and perspectives on at least ONE area of debate in the chosen case study • Demonstrates highly effective use of the stimulus to engage with the historiography of at least ONE area of debate in the chosen case study • Communicates perceptive judgement in a comprehensive, logical and sustained response 	21–25
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and clear understanding of interpretations and perspectives on at least ONE area of debate in the chosen case study • Demonstrates effective use of the stimulus to engage with the historiography of at least ONE area of debate in the chosen case study • Communicates reasoned judgement in a logical and cohesive response 	16–20
<ul style="list-style-type: none"> • Demonstrates sound knowledge and some understanding of interpretations and/or perspectives on at least ONE area of debate in the chosen case study • Demonstrates sound use of the stimulus to engage with the historiography of at least ONE area of debate in the chosen case study • Communicates a coherent narrative with some attempt at judgement 	11–15
<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of ONE area of debate in the chosen case study • Demonstrates limited use of the stimulus to engage with the historiography of ONE area of debate in the chosen case study • Communicates a limited narrative 	6–10
<ul style="list-style-type: none"> • Demonstrates minimal knowledge of ONE area of debate in the chosen case study • Demonstrates minimal use of the stimulus to engage with the historiography of ONE area of debate in the chosen case study • Communicates isolated observations 	1–5

HSC History Extension Sample Questions Mapping Grid

Section I

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
Example 1	25	The construction and presentation of history	HE12-1, HE12-2, HE12-3	2–4
Example 2	25	Historians, the purposes of history, and the construction of history	HE12-1, HE12-2, HE12-3	2–4

Section II

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
Example 1	25	Changing interpretations and the construction of history	HE12-1, HE12-2, HE12-3	2–4
Example 2	25	Historical interpretations and perspectives	HE12-1, HE12-2, HE12-3	2–4