

2001 HSC Notes from
the Examination Centre
History Extension

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Contents

Section I	5
Section II	7

2001 HSC NOTES FROM THE EXAMINATION CENTRE HISTORY EXTENSION

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in History Extension. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential that this document be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination, the Marking Guidelines, and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of History Extension.

As the paper has been set in accordance with the Board's Principles for Setting HSC Examinations in a Standards-Referenced Framework (*Board Bulletin*, Vol. 8, No. 9, Nov/Dec 1999), the questions set were closely related to the outcomes of the course, closely followed the Specimen Paper in format, and allowed candidates to demonstrate levels of achievement of their knowledge, skills and understanding. Examinations in future years, therefore, will continue to be based on the syllabus outcomes but may differ from those addressed in the Specimen Paper or the 2001 Examination paper.

Section I

General Comments

The candidates' responses to both questions on the paper showed that they had a clear understanding of what was required, and allowed the candidates the opportunity to demonstrate what they knew and could do. Overall, the standard was very pleasing and was a reflection of the way in which the course has been taught around the state, and the way in which candidates have enthusiastically undertaken the course.

The Marking Guidelines were developed by the Examination Committee along with the setting of the questions to provide markers with the intent and anticipated level of demand of each question. The rubric was apparent in the marking guidelines. As with past practice, the guidelines were tested through the extensive reading of scripts, briefing, and identification of exemplar scripts.

In applying the Marking Guidelines, all markers established a shared understanding of the kind of responses expected to achieve marks over the entire range of marks allocated. This was established in the briefing stage quickly by all four teams of markers, and was maintained throughout the marking process through a series of Control Scripts.

This year, 1525 candidates sat the examination. There were only three Non-Attempts registered over the whole marking operation. Question 1 was the Issues of Historiography question where

candidates were required to identify key historiographical issues from an unseen source, and link these to a discussion of how historians used evidence to reconstruct the past. All candidates attempted this question.

Question 2 was the Case Study, where candidates were able to discuss differing historical interpretations in relation to relevant historiographical issues. Each candidate needed to state which Case Study he/she was addressing at the beginning of his/her response so that the issues could be easily identified. All Case Studies had responses to them, except for Confucianism and Chinese Industrialisation in the Sung Period. The most popular Case Studies were The Nature of the Presidency of JFK (23%), Appeasement – Peace or War? (20%), Elizabeth I and the Elizabethan Age (13%), and the Tacitean View of the Early Principate (9%).

Both essay questions were double marked as per the practice of previous years. All markers marked the compulsory historiography question. Candidates were guaranteed consistency and reliability throughout the marking operation.

To ensure a consistent and reliable approach to Question 2, the Case Studies were marked across all four marking teams, rather than in content areas. This was made possible by the specific marking guidelines that required the presentation of a sustained, coherent and complex discussion of the relevant historiographical issues.

Specific Comments

Question 1

The better responses presented a ‘well-structured ...detailed, coherent and complex discussion’ of key historiographical issues that the candidates had identified from the unseen Source. The markers were impressed with the high quality of responses reflecting how effectively teachers had prepared candidates.

The Source provided an opportunity for candidates to respond to a variety of historiographical issues. It was not necessary for candidates to address every issue raised by the Source, but rather to select and discuss those issues most relevant to ‘how historians use evidence to reconstruct the past’. The better responses clearly linked and integrated the issues identified from the Source with at least two other sources of their choosing. Many of these candidates went beyond the text of the readings from the Board of Studies ‘Source Book of Readings’ to develop their discussion, demonstrating an understanding of the context in which ‘historians use evidence to reconstruct the past’. It is essential that candidates respond to the question in terms of the issues raised, rather than presenting a prepared response.

Section II

Specific Comments

Question 2

The better responses presented a 'sustained, coherent and complex discussion' which clearly identified the way in which 'ONE historical interpretation differed from at least ONE other interpretation'. The markers were again impressed by the high quality of responses and the evident effectiveness of the preparation of the candidates.

Better responses clearly identified and discussed 'relevant historiographical issues' and debates from their Case Study. They demonstrated complex discussion through an appreciation of the strengths and/or weaknesses of different historical interpretations. Historical content was only appropriate when clearly linked to the Key Questions identified on Page 11 of the Syllabus. It is essential that candidates respond to this question in terms of the new syllabus rather than the previous 3 Unit Ancient and Modern History content areas.

History Extension

2001 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1	25	Issues of Historiography – response to an unseen passage	E2.2, E.2.3
2	25	Case Study	E1.1, E2.2

2001 HSC History Extension Marking Guidelines

Question 1 (25 marks)

Outcomes assessed: E2.2, E2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a well-structured text that provides a detailed, coherent and complex discussion supported by reference to the Source and other sources • Identifies key historiographical issues from the sources to illustrate how historians use them to reconstruct the past • Provides a clear and critical discussion of the use of evidence by historians to reconstruct the past 	21–25
<ul style="list-style-type: none"> • Presents a well-structured text that provides a detailed and coherent discussion supported by reference to the Source and other sources • Identifies historiographical issues from the sources to illustrate how historians attempt to reconstruct the past • Provides a clear discussion of the use of evidence in the historians' attempt to reconstruct the past 	16–20
<ul style="list-style-type: none"> • Presents a well-structured text that provides a coherent discussion supported by reference to the Source and at least one other source • Identifies some historiographical issues from the sources • Includes some discussion of the historians' reconstruction of the past 	11–15
<ul style="list-style-type: none"> • Presents a limited discussion supported by some reference to the Source and at least one other source • Identifies an issue from the Source provided • Presents a limited description of how historians reconstruct the past 	6–10
<ul style="list-style-type: none"> • Presents a limited discussion of the Source • May identify an issue from the Source • Makes some reference to the use of evidence by historians to reconstruct the past 	1–5

Question 2 (25 marks)*Outcomes assessed: E1.1, E2.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained coherent and complex discussion using one historical interpretation in the case study and the way in which at least one other interpretation differs• Clearly identifies the differing interpretations by discussing relevant historiographical issues• Presents a balanced treatment of the different interpretations and the areas of debate chosen for the discussion	21–25
<ul style="list-style-type: none">• Presents a sustained coherent discussion using one historical interpretation in the case study and the way in which at least one other interpretation differs• Identifies the differing interpretations with reference to relevant historiographical issues• Presents a balanced treatment of the different interpretations and the areas of debate chosen for the discussion	16–20
<ul style="list-style-type: none">• Presents a discussion using one historical interpretation in the case study and the way in which at least one other interpretation differs• Identifies some areas of difference in the interpretations with some attempt to discuss the differences• Some attempt to give a balanced treatment of the different interpretations and the areas of debate chosen for the discussion	11–15
<ul style="list-style-type: none">• Presents some discussion using one historical interpretation in the case study and refers to at least one other differing interpretation• Limited identification of some areas of difference in the interpretations• Limited attempt to give a balanced treatment	6–10
<ul style="list-style-type: none">• Presents a response that is largely descriptive but makes reference to the historical interpretation in the case study and one other interpretation	1–5