



B O A R D O F S T U D I E S
NEW SOUTH WALES

2005

**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

History Extension

General Instructions

- Reading time – 5 minutes
- Working time – 2 hours
- Write using black or blue pen

Total marks – 50

Section I Page 2

25 marks

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

Section II Page 3

25 marks

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

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.

In your answer you will be assessed on how well you:

- present a detailed, logical and well-structured answer to the question
 - use relevant issues of historiography
 - use relevant sources to support your argument
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Using the Source, answer the question that follows.

Source

Can we not see that the way to answer the question of ‘what is history?’ in ways that are realistic is to substitute the word ‘who’ for ‘what’, and add ‘for’ to the end of the phrase; thus, the question becomes not ‘what is history?’ but ‘who is history for?’ If we do this then we can see that history is bound to be problematic because it is a contested term/discourse, meaning different things to different groups. For some groups want a sanitised history where conflict and distress are absent; . . . some want history to embody rugged individualism, some to provide strategies and tactics for revolution . . . and so on. It is easy to see how history for a revolutionary is bound to be different from that desired by a conservative . . .

I have just argued that history in the main is what historians make. So why the fuss; isn’t this what history is? In a way it is, but obviously not quite. What historians do in a narrow working sense is fairly easy to describe; we can draw up a job description. The problem, however, comes when this activity gets inserted, as it must, back into the power relations within any social formation out of which it comes; when different people(s), groups and classes ask: ‘What does history mean for me/us, and how can it be used or abused?’ It is here, in usages and meanings, that history becomes so problematic; when the question ‘What is history?’ becomes, as I have explained, ‘Who is history for?’

KEITH JENKINS, *Re-thinking History*, 1991

Keith Jenkins, 1991, *Re-thinking History*, Routledge, London, pp 18 & 26.

Question 1 (25 marks)

Evaluate Jenkins’ perspectives with reference to at least two other sources you have studied.

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.

In your answer you will be assessed on how well you:

- present a sustained, logical and well-structured response to the question
 - use an appropriate case study
 - present a balanced treatment of the historians and the areas of debate selected for discussion
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Question 2 (25 marks)

‘There are two histories: . . . The first is absolute and unchanged — it was what it was whatever we do or say about it; the second is relative, always changing in response to the increase or refinement of knowledge.’

CARL BECKER, *Everyman his own Historian*, 1931

Carl Becker, January 1931, ‘Everyman His Own Historian’, *American Historical Review*, vol 37, No. 2, pp 221–236.

With reference to the above quotation and using your chosen case study, assess the ways in which historians use sources, and evidence gathered from those sources, to change debates in history.

Identify your case study at the beginning of your answer.

End of paper

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