

2016 HSC History Extension Marking Guidelines

Section I

Question 1

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates critical and sustained judgement • Integrates explicit references to Source A and at least TWO other relevant sources • Demonstrates extensive knowledge, clear understanding and critical insight into relevant historiographical issues raised in Source A • Communicates in a detailed, logical and cohesive response 	21–25
<ul style="list-style-type: none"> • Demonstrates effective judgement • Integrates explicit references to Source A and at least TWO other relevant sources • Demonstrates thorough knowledge and clear understanding of relevant historiographical issues raised in Source A • Communicates in a detailed and logical response 	16–20
<ul style="list-style-type: none"> • Demonstrates some judgement • Makes references to Source A and at least TWO other sources • Demonstrates sound knowledge and some understanding of relevant historiographical issues raised in Source A • Communicates in a detailed and descriptive response 	11–15
<ul style="list-style-type: none"> • Makes limited use of references to Source A 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 A and possibly ONE other source • Demonstrates minimal knowledge of historiographical issues • Provides isolated observations 	1–5

Section II

Question 2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge, clear understanding and critical insight into interpretations and perspectives of at least ONE area of debate from the chosen case study • Demonstrates highly effective use of Source <i>B</i> within the historiography of at least ONE area of debate from the chosen case study • Communicates perceptive judgement in a sustained, logical and cohesive response 	21–25
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and clear understanding of interpretations and perspectives of at least ONE area of debate from the chosen case study • Demonstrates effective use of Source <i>B</i> within the historiography of at least ONE area of debate from the chosen case study • Communicates reasoned judgement in a sustained, logical and cohesive response 	16–20
<ul style="list-style-type: none"> • Demonstrates sound knowledge and some understanding of interpretations and/or perspectives of at least ONE area of debate from the chosen case study • Demonstrates sound use of Source <i>B</i> within the historiography of at least ONE area of debate from the chosen case study • Communicates a sound, logical and cohesive 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 from the chosen case study • Demonstrates limited use of Source <i>B</i> within the historiography of at least ONE area of debate from 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 from the chosen case study • Demonstrates minimal use of Source <i>B</i> within the historiography of at least ONE area of debate from the chosen case study • Communicates isolated observations 	1–5

2016 HSC History Extension Mapping Grid

Section I

Question	Marks	Content	Syllabus outcomes
1	25	Why have approaches to history changed over time?	E1.1, E2.2, E2.3

Section II

Question	Marks	Content	Syllabus outcomes
2	25	What are the purposes of history? – changing interpretations and perspectives of the aims and purposes of history Who are the historians? – the identity of historians – the context of historians Why have approaches to history changed over time? – the availability of historical evidence	E1.1, E2.2, E2.3