

2018 HSC History Extension

Marking Guidelines

Section I

Question 1

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> • Demonstrates critical and sustained judgement of Marwick's interpretation of how historians construct and record history • Integrates explicit and detailed references to Source A and at least TWO other relevant sources • Demonstrates extensive knowledge, comprehensive and critical understanding of 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 of Marwick's interpretation of how historians construct and record history • 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 of Marwick's interpretation of how historians construct and record history • Makes reference 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"> • Demonstrates limited engagement with Marwick's interpretation of how historians construct and record history • 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, comprehensive and critical understanding and 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 AND logical 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 and logical 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 |

2018 HSC History Extension Mapping Grid

Section I

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|-------------------|
| 1 | 25 | How has history been constructed and recorded over time? | E1.1, E2.2, E2.3 |

Section II

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