



NSW Education Standards Authority

2022 HIGHER SCHOOL CERTIFICATE EXAMINATION

History Extension

**General
Instructions**

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

**Total marks:
50**

Section I – 25 marks (pages 2–3)

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

Section II – 25 marks (page 4)

- 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 on pages 2–12 of the History Extension 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
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Question 1 (25 marks)

To what extent has changing technology influenced approaches to history over time?

Integrate Sources A and B and at least ONE other source throughout your argument.

Source A

Web 2.0* affects how people interact with one another, including how public historians and ordinary people connect with history. Online forums, blogs, portable devices, apps, mobile phones, tablets, social media and the other, countless array of digital platforms have facilitated a greater degree of ‘user engagement’, where anyone with access to the web is able to contribute to understandings about the past. Through these new avenues, ideas about history have also been able to span countries, cultures and languages and reach more people than ever before.

Web 2.0 is a dynamic terrain that provides both opportunities and challenges to the creation of history. While it may facilitate more open, democratic history making, the internet simultaneously raises questions about gatekeeping**, authority and who has the right to speak for the past. Though the web provides new avenues for distributing historical information, how these are used and by whom remain pressing questions.

MEG FOSTER

‘Online and Plugged In?: Public History and Historians in the Digital Age’
Public History Review, 2014

* web 2.0 *websites characterised by user-generated content and social media interaction*

** gatekeeping *the activity of controlling, and usually limiting, general access to something*

Public History and historians in the Digital Age by Meg Foster in the Public History Review 2014. ISSN: 1833-4989 Volume 21

Question 1 continues on page 2

Question 1 (continued)

Source B

History is not only concerned with change; it is also subject to change. Every day, history books are remaindered*, pulped or removed from circulation, new editions released, journal articles moved from ‘current contents’ databases, and websites cached**. History changes. At first blush, this point seems so obvious as to be hardly worth making. Indeed, Arthur Marwick once concluded as much when he declared, ‘(the) use of the label “revisionist”*** is not to be recommended’ in the study of history. That revision is such an essential part of history writing as to be unremarkable – ‘part of the furniture’ – is borne out by its almost complete absence as a keyword from the indexes, chapter headings and titles of works ... It simply goes without saying that revision is an essential feature of history.

Historians revise. They add information over second and subsequent editions. But they also correct, replace and delete their own and others’ words and images. Again, these are hardly novel points if revision is an essential part of history. Yet revision does not happen with equal frequency across historical topics, and not all revisions are welcomed. Some works remain unchanged or go unchallenged for decades or even longer. Others attract extensive comment and criticism and are withdrawn or lapse from circulation after a very short time ... History changes, but particular kinds of changes catch our eye.

MARNIE HUGHES-WARRINGTON
Revisionist Histories, 2013

Revisionist Histories, Edition 1 by Marnie Hughes-Warrington © 2013.
Reproduced by permission of Taylor & Francis Group.

- * remaindered *disposed of or sold at a discounted price*
** cached *hidden*
*** revisionist *someone who re-interprets historical accounts*

End of Question 1

Please turn over

Section II

25 marks

Attempt Question 2

Allow about 1 hour for this section

Answer the question on pages 14–24 of the History Extension 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
-

Question 2 (25 marks)

Source C

The role of the academic* is to make everything less simple.

MARY BEARD

* academic *a teacher or scholar in a university or other institute of higher education*

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To what extent do you agree with the view presented in Source C?

In your response, refer to at least ONE area of debate from your case study.

Identify your case study at the beginning of your answer.

End of paper