

# HSC HISTORY EXTENSION COURSE STRUCTURE

## PART I: WHAT IS HISTORY?

Percentage of course time: 60%

Students use historical debates from one case study and a source book of historical readings to investigate the question "What is history?" through the key questions:

- (i) **Who are the historians?** - Identify the historians: biographical details, personal values and beliefs, philosophy of history, approaches to the construction of history, bias. The context of historians: gender, class, ethnicity, time, place, social and economic structures/change, political restraints.
- (ii) **What are the historical debates?** - Historical interpretations and perspectives of the issue. Popular interpretations and perspectives of the issue. Changing approaches to the construction of the issue of history.
- (iii) **What are the purposes of history?** - The aims and purposes of specific historical works. Changing interpretations and perspectives of the aims and purposes of history. Changing interpretations and perspectives of the role of history.
- (iv) **How has history been constructed and recorded over time?** - Changing methods of historians. How historians work. Forms of historical communication: written, oral, visual, audio visual, multimedia. Types of history: political, social, economic, military, academic, popular.
- (v) **Why have approaches to history changed over time?** - The availability of historical evidence. The contexts of historians. Changing interpretations and perspectives about approaches to history. Changing philosophies to history.

## HISTORIANS TO BE STUDIED:

- ◆ Herodotus, Thucydides - Ancient
- ◆ Von Ranke, Bloch - Medieval
- ◆ Evans, Carr - Modern.

## PART I continued

### CASE STUDY: THE NATURE OF THE PRESIDENCY OF JOHN FITZGERALD KENNEDY

Students investigate changing interpretations of the evidence relating to the nature and achievements of the presidency of JFK.

Students examine the approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- ◆ Representations of Kennedy - man and myth
- ◆ Public and private figure
- ◆ Role in the Cuban Missile crisis
- ◆ Indochina
- ◆ Relationship and dealings with Khrushchev.



Picture from: [www.americanpresidents.org](http://www.americanpresidents.org)

## **PART II: HISTORY PROJECT**

**Percentage of course time: 40%**

Students learn to:

- (i) Plan and conduct a substantial historical investigation by:
  - ◆ Develop a proposal for an historical investigation - **PROPOSAL**.
  - ◆ Locate, select, analyse, synthesise and evaluate historical information from a wide range of sources with differing perspectives and interpretations - **DESIGNING/CONDUCTING THE INVESTIGATION**.
  - ◆ Reflect on, evaluate, the process and product of historical inquiry, especially through a process log - **PROCESS LOG**.
- (ii) Construct a historical position about an area of historical enquiry - **SYNOPSIS**.
- (iii) Communicate through detailed and well structured texts to:
  - ◆ Explain and argue for an historical position
  - ◆ Discuss and challenge other historical positions
  - ◆ Analyse and evaluate historical issues - **ESSAY**.
- (iv) Use appropriate referencing - **ESSAY/BIBLIOGRAPHY**.
- (v) Prepare a bibliography - **BIBLIOGRAPHY**.
- (vi) Evaluate key sources of evidence in an area of historical enquiry for usefulness and reliability - **BIBLIOGRAPHY**.

**Taken from:** Board of Studies Stage 6 HSC Extension Syllabus, 1999.