

Assessment Schedule – 2017

Scholarship: History (93403)

Skill 1: Historical ideas

The candidate should identify key ideas inherent in the notion that history can be measured in terms of 'progress' from the evidence in the sources and their own knowledge, and use these ideas to respond to the question. The candidate should not merely paraphrase the sources but engage with them perceptively and skilfully. A minimum of **six sources** must be used. Key ideas about history as progress could include:

- Can history be measured as a linear narrative?
- Is the notion of 'progress' one of perspective?
- The extent to which religious and/or ideological beliefs are reflected in this idea of history as progress
- The Eurocentricity of this idea of history as progress
- What are other ways in which history can be interpreted?

Ideas from the sources might include:

In **Source A** E. H. Carr argues that progress does not advance in 'an unbroken straight line', that history moves forward and moves backwards in the advance of 'civilization'. He also argues that 'history as progress' is a matter of perspective, as those whose positions of power and authority have diminished, claim that progress is dead.

In **Source B** Fernand Braudel argues history can be measured in different ways, and in this extract he discusses the dialectic that emerges in an examination of history, arriving at an analysis that suggests history operates on particular time scales.

In **Source C** Jack Goody argues that the idea of progress is centred in a Eurocentric framework, that it is a reflection of values particular to Western culture.

Source D is an extract from a speech made by former US President Obama in which he argues the idea of history as progress can be seen in the history of the US as advances are made in ensuring racial equality for all. Such progress arises from the actions of individuals and the continuing desire to fight for what is right. He also claims that history moves not just forward but in different directions at different times, suggesting perhaps that measuring the past in one particular way is limiting and limited.

In **Source E** the novelist Zadie Smith argues that progress is incremental and cyclical. She reminds her German audience to whom her speech is addressed, that it was not that long ago that the values that are celebrated in modern Germany were under threat from the Nazis.

In **Source F** Richard Evans argues that history can be measured in different ways: that sometimes we can move backward to a particular moment in the past and that time as a measurement of the past will differ according to the context.

Source G is a summation of John Gray's argument that history is cyclical. History is not 'progressive'. Political and economic upheavals are part of the historical landscape and are 'normal', occurring with greater frequency than we might consider.

Source H1 is a summary of the history and achievements of the Waitangi Tribunal.

Source H2 is a flyer in which an attempt is made to argue for the abolition of the Waitangi Tribunal. What might be seen by one group (Maori) as 'progress' is clearly seen by another (members of 'Hobson's Pledge') as its opposite. In the argument about 'history as progress' perspective would seem to play an important role.

In **Source I** the argument of the whig historian, Francis Fukuyama, is examined in the light of recent economic and political events. His claim that we had reached the 'end of history' is questioned and qualified.

Source J is a depiction of progress in which religion and religious beliefs are shown as initiating and supporting the advancement of colonisation: the peopling of the West in the US.

In **Source K** an argument is made that the teaching of history can be a mechanism for a particular agenda: in this case the former British Secretary of State for Education, in attempting to direct what should be taught in British schools, is reflecting a view of history which sees the past as the embodiment of religious or theological assumptions about the purpose of life itself.

Source L is an edited essay from the *New York Times*. In this essay Costica Bradatan argues that the accepted notion that we are progressing towards a time when tolerance/inclusion/acceptance of difference will be the natural order and their negative counterparts will vanish, that reason will triumph, is perhaps not the case; that recent events in the US would suggest a reversion away from 'progress' and 'values' and towards irrationality.

In **Source M** Jeremy Caradonna argues against the accepted view that the Industrial Revolution created a better world, that progress as reflected in the advances of Industrialism has left a legacy of moral advancement.

Caradonna is using the Industrial Revolution as an example of how economic progress is seen as advantageous but implicit in his criticism is the readiness with which we embrace technological progress as a positive enhancement to our lives.

Source N1 is a drawing of the Great Exhibition which was held in London in 1851. The drawing reflects the scale of the Exhibition, and embodies also the pride that Britain took in creating a place where technological advances from around the world could be displayed and admired.

Source N2 is a Soviet Union stamp that depicts modernity in the shape of buildings erected under the gaze of the triumvirate of communism, reflecting the idea that progress can be initiated and supported by ideologies.

Source O presents an argument by Eric Hobsbawm in which he claims that we are descending towards barbarism, that the values of the past are being superseded by ideas which are inimical to the values of the Enlightenment, ideas which had been the foundation for societies and based on moral behaviour. He uses examples taken from events in the twentieth century to support his argument.

In **Source P** Steven Pinker argues that 'moral progress' can be quantified, that our world has seen a decline in violence and progress in universal moral values. His comments are qualified as he recognizes that 'moral progress' is not uniform, that torture continues to be an instrument of persuasion for the Islamic State and the CIA.

Source Q1 and **Source Q2** depict the progress made in one area (child mortality) and how in another area (the environment) the world is regressing with the rise of global warming.

Skill 1: Performance descriptor

Analyse and think critically about key ideas relevant to the historical context(s) and setting(s).

Explanatory notes

1. A candidate who gains 7 or 8 marks for this skill will demonstrate that they have used their *perceptive and insightful* understanding of the key ideas through an informed understanding of the context. This will be sustained.
2. A candidate who gains 5 or 6 marks for this skill will have a highly developed understanding of the key ideas, to demonstrate an informed understanding of the context. A candidate on 5 marks will have some explanation but may lack clarity.
3. A candidate gaining either 3 or 4 marks will have identified some of the key ideas. For 3 marks, key ideas will be identified only; candidates on 4 marks will have attempted to explain the key ideas.
4. A candidate gaining 1 mark will not identify any key idea(s), while a candidate on 2 marks will have attempted to identify key idea(s).

Skill 2: Argument

Candidates should communicate their own substantive argument **on the extent to which the idea of history as progress is a valid way of analysing the past**.

Candidates must refer to the sources and add their own knowledge in order to demonstrate a broad, deep, and balanced understanding of historians' different interpretations.

Candidates will be able to advance their argument clearly, fluently, and logically, establishing their position for their chosen question. They could:

1. define ways in which history can be measured
2. argue whether or not history as progress is a valid way of analysing the past
3. identify and explain the extent to which historical events and developments are able to be measured
4. acknowledge that the way the past is viewed will depend on perspective and will change over time and according to different groups
5. evaluate the degree to which different ways of analysing the past have validity
6. identify and explain how individuals in the shape of leaders and/or ideologues can bring about change and can be seen as instruments of 'progress'.

Skill 2: Performance descriptor

Logical development, precision, and clarity of ideas require the communication of a substantiated argument within an effective written format.

Explanatory notes

1. Candidates whose arguments are sophisticated and substantiated demonstrating breadth, depth, and balanced coverage will gain 7 or 8 marks. Candidates on 8 marks will have shown greater sophistication than a candidate on 7 marks.

- For 5 or 6 marks, a candidate will have communicated a logical and convincing argument. A candidate on 6 marks will write a mostly balanced argument. Where the argument is not necessarily consistent and / or may waver, it is more likely to be 5 marks.
- A candidate who has communicated a relatively simple argument will be on 3 or 4 marks. Where the argument has inconsistencies or inaccuracies, the candidate will be on 3 marks. Where the argument may be simple but explicit, the candidate will gain 4 marks.
- A candidate who is awarded 1 or 2 mark(s) will have made an attempt to communicate an argument. A candidate on 1 mark will have written less than the candidate on 2 marks.

Skill 3: Synthesis

Candidates must **integrate** the ideas from the sources and their own content knowledge to communicate their argument effectively. (See possible ideas and content for Skills 1 and 2).

Skill 3: Performance descriptor

Use highly developed knowledge, historical ideas and skills to develop an argument which demonstrates an understanding of a complex historical context(s) and setting(s).

Explanatory notes

- A candidate who gains 7 or 8 marks for this skill will have synthesised their *highly developed knowledge with ideas in the sources* with insight. A candidate gaining 8 marks will have integrated in a more sophisticated manner.
- A candidate who gains 5 or 6 marks for this skill will synthesise a highly developed knowledge with ideas from the sources. A candidate gaining 6 marks will have a balanced integration of their own knowledge with the sources. A candidate gaining 5 marks will have a clear, informed integration that may not be consistent or clearly expressed.
- A candidate gaining either 3 marks or 4 marks will have integrated ideas from the sources and their own knowledge. Candidates who take a source-by-source approach, and don't integrate the sources and their own knowledge, will get a maximum of 3 marks. A candidate will have integrated some of their own knowledge for 4 marks.
- A candidate gaining 2 marks will have attempted to integrate their own knowledge with ideas in the sources. A candidate on 1 mark will not have integrated their own knowledge.

Skill 4: Historical relationships

Candidates must refer to the sources and add their own knowledge in order to demonstrate an awareness of some of the following historical relationships in the context of attempts to measure the past in particular ways.

- Cause and effect:** Candidates could discuss the way in which the consequences of various events might be seen to validate the idea of progress as a way of measuring the past.
- Continuity and change:** Candidates might discuss the extent to which the ideas inherent in 'history as progress' change over time and the extent to which they remain the same.
- Past and present:** Candidates might ask the following questions in relation to different historical interpretations: How what may seem certain and valid in one era can be seen differently in another; that events and issues in the past can be revisited and reshaped to meet changing perspectives.
- Patterns and trends:** Candidates could note that several sources reflect the way in which patterns and trends can be used to both for and against a particular hypothesis.
- Specific and general:** Candidates might refer to sources that emphasise individual stories and the impact of an event on history. Candidates could take into consideration the problem of looking at singular events to measure and support ideas about historical contexts.

Skill 4: Performance descriptor

Evaluate historical relationships, such as cause and effect, continuity and change, past and present, specific and general, patterns and trends.

Explanatory notes

- A candidate who gains 7 or 8 marks for this skill will have demonstrated a perceptive and insightful understanding of historical relationships through the convincing use of examples from their own knowledge. This will be sophisticated for 8 marks.
- A candidate who gains 5 or 6 marks will have a highly developed understanding of historical relationships and will have brought in examples from their own knowledge. A candidate who lacks clarity of explanation will gain 5 marks.

3. A candidate gaining either 3 marks or 4 marks will have accurately identified some of the historical relationships. A candidate gaining 3 marks will be implicit in their recognition of particular relationships or will have identified some relationships but not always accurately.
4. A candidate gaining 2 marks is likely to have attempted to include the historical relationships. The candidate on 1 mark will have missed identifying historical relationships.

Skill 5: Judgement

Candidates must refer to the sources and add their own knowledge to make judgements about the nature of evidence. Ideas from the sources that candidates might include:

- Commenting on the extent to which a novelist – Zadie Smith – can carry the same or similar weight as a historian in commenting on the past.
- Commenting on the reliability and limitations of speeches such as Source D. Candidates could consider how the impact of a speech might be augmented according to the stature of the speaker.
- Acknowledging the bias of Source H2, but also arguing its usefulness in allowing us to understand particular perspectives.
- Commenting on the usefulness of the statistics presented in Source Q1 and Q2 or on the limitations of statistics, and the need to compare them with other evidence.
- Commenting on the usefulness of what might be regarded as a mundane everyday object – the stamp in Source N2 – and its possible impact in consolidating a particular way of evaluating ‘progress’.
- Commenting on the nature of the paintings in Sources N1 and J. Who might have been the intended audience of these sources? What is the purpose of these paintings?
- Commenting on the lack of specific contexts in the source selection. Candidates could also question the inclusion of an argument against the Waitangi Tribunal without the addition of an argument for its existence.

The candidate must refer to the sources, and add their own knowledge, to make judgements about the **strengths and limitations** of historians’ narratives. Using the sources, the candidate might:

- Compare and contrast the views of the different historians that emerge from their arguments about the idea of ‘progress’ and/or their views on the different ways that the concept of ‘time’ can be measured in evaluating the past.

Skill 5: Performance descriptor

Judge the reliability and usefulness of historical evidence, and evaluate the strengths and limitations of historians’ narratives.

Explanatory notes

1. A candidate who gains 7 or 8 marks will make perceptive judgments about the historical narratives / writers’ views, and the nature of historical evidence in the sources provided. They will bring in their own knowledge to make these judgements. The perceptive judgements need to be sustained, and may emphasise narratives more than the nature of evidence, or vice versa. For 8 marks, this will be sophisticated.
2. A candidate who gains 5 or 6 marks will make highly developed judgements about the historical narratives / writers’ views, and / or the nature of historical evidence in the sources provided. They will bring in their own knowledge to make these judgements. For 6 marks, candidates will show more critical analysis. For 5 marks candidates might refer to the sources in the paper only, but they actively engage with the material even if in the process some clarity might be lost.
3. A candidate who gains 3 or 4 marks must accurately use the historical narratives / writers’ views, and / or make some simple judgements about the nature of historical evidence in the sources provided. For 3 marks, the candidate must have made ONE valid judgement about either a source or historian / writers view; 4 marks is more than one valid judgement. These valid judgements are likely to use phrases such as ‘limitation’, ‘reliability’, ‘validity’, ‘usefulness’, ‘bias’, ‘propaganda’, ‘selection’, ‘appropriate’, ‘representative’, etc.
4. A candidate who gains either 1 or 2 marks has referred to historical narratives / writers, and / or has attempted to make a judgment about the sources. One valid attempt at a judgement will receive 2 marks, a glimmer of an attempt will receive 1 mark.

Candidate No.: _____ **Question:** *One or Two*

<p>Historical ideas (Skill No. 1)</p> <p><i>Analyse and think critically about key ideas relevant to the historical context and setting:</i></p> <ul style="list-style-type: none"> • using perceptive understanding of key ideas (sustained), PD1 (8 or 7) • using highly developed and informed understanding of key ideas, PD2 (6 or 5) • identifies key ideas, PD3 (4 or 3) • attempts to identify key ideas, PD4 (2 or 1). 	<p>Argument (Skill No. 2)</p> <p><i>Logical development, precision and clarity of ideas require the communication of a substantiated argument within an effective written format:</i></p> <ul style="list-style-type: none"> • using sophisticated and substantiated argument, PD1 (8 or 7) • using logical, convincing, and balanced argument, PD2 (6 or 5) • simple and explicit argument, PD3 (4 or 3) • attempts to communicate an argument, PD4 (2 or 1).
<p>Synthesis of ideas (Skill No. 3)</p> <p><i>Use highly developed knowledge, historical ideas and skills to develop an argument which demonstrates an understanding of a complex historical context(s) and setting(s), by:</i></p> <ul style="list-style-type: none"> • insightfully synthesising a highly developed knowledge with ideas in the sources, PD1 (8 or 7) • integrating a highly developed knowledge with ideas in the sources, PD2 (6 or 5) • integrating ideas from the sources with some knowledge, PD3 (4 or 3) • attempting to integrate ideas and a little knowledge, PD4 (2 or 1). 	<p>Historical relationships (Skill No. 4)</p> <p><i>Evaluate historical relationships, such as cause and effect, continuity and change, past and present, specific and general, patterns and trends:</i></p> <ul style="list-style-type: none"> • using perceptive understanding of historical relationships and convincing use of examples, PD1 (8 or 7) • using highly developed understanding of historical relationships with informed examples, PD2 (6 or 5) • identifies some historical relationships, PD3 (4 or 3) • attempts to identify historical relationships, PD4 (2 or 1).
<p>Judgements about evidence / narratives (Skill No. 5)</p> <p><i>Judge the reliability and usefulness of historical evidence, and evaluate the strengths and limitations of historians' narratives:</i></p> <ul style="list-style-type: none"> • using perceptive judgements of narratives and the nature of evidence (sustained and sophisticated), PD1 (8 or 7) • using highly developed judgements of narratives and / or the nature of evidence, PD2 (6 or 5) • accurate use of narratives and / or makes simple judgements about the nature of evidence, PD3 (4 or 3) • references to historical narratives, or the nature of evidence in the sources, PD4 (2 or 1). 	

Total score: /40