

Scottish Certificate of Education

**Standard Grade Revised Arrangements in  
History**

Foundation, General and Credit Levels in and  
after 1999

# STANDARD GRADE ARRANGEMENTS IN HISTORY

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## **Introduction**

Presenting authorities and centres were provided with details of the arrangements for examinations in Standard Grade History in May 1988 and the first examination was held in 1990. Since then various amendments have been made to the original arrangements in response to concerns about the overall demands of the course.

This present document sets out the arrangements developed in the light of a two-stage consultation exercise conducted between November 1995 and February 1997 which sought the views of presenting centres on a range of alternative assessment models for the social subjects.

Examinations in History at Foundation, General and Credit Levels based on these Arrangements will be offered in and after 1999.



## **Section 1**

### **Rationale**

# 1 Rationale

- 1 1** The Munn Report\* recommended that the social subjects mode should constitute one of the eight essential modes of learning to be experienced by all pupils in the third and fourth years of their secondary schooling because one of the aims of the curriculum at this stage should be to develop pupils' understanding of the society in which they live. History's distinctive contribution to this aim is to provide opportunities for pupils to study past societies, the changes they have undergone, and the ways in which they have escaped or sometimes resisted change. Through such studies, history provides pupils with both a perspective on and an understanding of the social, economic and political forces which have shaped their own society and societies in other countries. The process of historical study involves the deployment of skills and the application of conceptual understanding in a consideration of the major themes in human affairs which characterise both the past and present-day world.
- 1 2** The study of history gives pupils insight into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world and place themselves and their society in the context of the past. One of history's strengths is that it covers a wide range of human activity. It embraces, for example, social, economic, technological, political, ideological and cultural aspects of life. Consideration of past situations can throw a revealing light upon the world today; current issues cannot be fully understood without an appreciation of their roots in the past. The infinite variety offered by the past means that history can provide interest and challenge for pupils of all abilities.
- 1 3** History provides opportunities for pupils to become familiar with the forces of change and development which have shaped their world. Through study of the past, pupils come to understand that change can have many different causes and that its effects can extend well beyond its immediate context in time. They can see that the pace of change varies at different times and in different societies.
- 1 4** History is an activity that draws upon evidence from the past; this is found in a very wide and diverse range of sources including books, recollections both oral and written, pictures, film, maps, music, documents, museum and personal collections, buildings and other facets of the man-made landscape. This evidence has to be carefully considered in terms of its authenticity and reliability. Through such consideration pupils become aware of bias and the use of propaganda at a stage when they are about to assume the responsibilities of adult life in a democratic society. The activities involved in studying the past through this evidence can provide pupils with varied, colourful and stimulating learning experiences.
- 1 5** Historical study involves a consideration of important issues upon which views frequently differ. Dispute and difference are central, whether in understanding why an event took place or in evaluating its impact. Involvement in such debate should challenge prejudice and intolerance, help pupils to form their own opinions based on evidence, and promote a willingness to listen to other points of view. These qualities are essential for citizenship in a country which comprises diverse cultural groups. Additionally, the student of the past is frequently required to debate the justification for actions and to reach considered judgements. Modern values and dilemmas can be put into perspective by an understanding of life in earlier times.

\* *"The Structure of the Curriculum in the Third and Fourth Years of the Scottish Secondary School"*, (HMSO), 1977.

- 1 6** The pursuit of history encourages active learning in the process of investigating and understanding the past. This process involves the development of intellectual skills. Pupils need to acquire and apply relevant knowledge and to understand essential concepts. They need to apply skills in investigating issues, evaluating sources, and explaining events. This process provides the basis for pupils to consider and evaluate change and continuity and fosters independent and systematic thinking.
- 1 7** The study of history is imaginatively rewarding. The past cannot be experienced directly; pupils must exercise imagination in order to create a satisfactory reconstruction. Their natural interest can be stirred by the colour and drama of the past, helping them to empathise with people in situations different from their own. They can gain insights into what it was like to live at a particular time and an understanding of how people felt about the circumstances that they faced.
- 1 8** At a time of growing leisure, history provides lifelong interest and activity. This can range through the enjoyment of books, film, television and radio to active involvement in local and oral history and in the pursuit of particular interests.
- 1 9** These arguments may be summarised as follows. Through a rich variety of sources and combination of activities, history helps realise the claims made on the curriculum by society and defined by Munn as “to develop pupils’ understanding of the society in which they live, to foster their capacity for making informed judgements on contemporary issues, and to establish their commitment to those values that are fundamental to the democratic way of life”.





## **Section 2**

### **Aims of the Course**

## **2 Aims of the Course**

The following aims for Standard Grade History derive from the rationale:

- to develop pupils' knowledge and understanding of the variety of factors which have helped to shape the world in which they live
- to enable pupils to consider and evaluate change and continuity
- to enable pupils to detect bias and propaganda and to challenge prejudice
- to encourage pupils to debate issues and, on the basis of evidence, form views and respect those of others
- to involve pupils in activities which will help to equip them with a range of skills appropriate to the study of the past
- to develop pupils' conceptual understanding and foster their ability to think independently
- to develop pupils' imagination and empathy with people living in other periods
- to foster in pupils an interest in history which will provide a life-long source of enjoyment.

## **Section 3**

### **Essential Features of A History Course**

### **3 Essential Features of A History Course**

#### **3 1 Introduction**

A course which allows the aims set out in Section 2 to be fulfilled has to be based on the process by which the past can be investigated, evaluated and understood. This process requires all pupils to develop an understanding of heritage, change and continuity, and cause and effect, which are essential characteristics of historical study. It also requires them to work with evidence, become involved in debate and develop imaginative understanding for these are essential methodological characteristics of history. Pupils should become involved in the development and application of conceptual understanding and in the deployment of historical skills through appropriate learning experiences. These are described more fully below.

#### **3 2 Characteristics of the Course**

3 2 1 The design of the course has to take account of three characteristics identified as essential to historical study.

*a)* Heritage

Study of history helps pupils to develop an awareness of their heritage as members of a community. Pupils belong to a variety of communities – their family, their local community, and the national and international communities; thus a history course must reflect that variety. Pupils living in Scotland should develop their understanding of the distinctive features of Scotland's heritage. Within Scotland there are many communities with their own distinctive traditions and inheritance, whether in language, religion or culture. Because they are also members of a world community, pupils should gain further understanding of other societies and of international relations. By developing a sense of heritage, pupils can see their own lives in a much broader context and gain a time perspective on their own society.

*b)* Change and continuity

History's main concern is with change. This takes place in a variety of ways and at varying speeds. There have been some periods when change has occurred rapidly and affected most aspects of society. Yet there are continuities too. Continuity does not imply lack of change so much as continuing similarities in the ways peoples of different generations see themselves and the world around them.

*c)* Cause and effect

The historian is not concerned simply to describe changes in past societies at particular points in time but to explain and evaluate change. History studies the causes and the effects of change. In the past, change may have been initiated by the actions of individuals and groups, by social, economic, cultural or technological developments, by political ideology, by war or revolution, or by the interplay of these factors. Some changes have had immense consequences, others have been more limited in their impact.

3 2 2 The design of the course has also to take account of three important characteristics of historical methodology.

*a)* Evidence

Since historical study is based on a wide variety of evidence, a history course should reflect the range of sources available. By working with sources pupils can develop an understanding of the nature of evidence in its various forms and come to appreciate that the value of evidence depends on the reasons for which it was created in the first place and the time and circumstances of its origin.

*b)* Debate

Debate is fundamental to historical study. A great deal of such study is concerned with issues such as the importance of an individual or group in society, the impact of a technological innovation, the reasons for the breakdown of international cooperation, and whether living standards have improved or declined. The study of such issues is based on historical evidence which can be interpreted in a variety of ways and lead to different conclusions. Study of history involves having a view, based on evidence, about the relative importance of events and their causes and consequences. A history course should confront pupils with issues on which there are differing views. This will help them to appreciate the need to interpret evidence to form their own views and bring about a realisation that there are not necessarily “right” or “wrong” views, only reasonable or unreasonable interpretations.

*c)* Imaginative understanding

The past cannot be experienced directly by students of history. To understand the past it is necessary to use imagination based on evidence to reconstruct past situations. The development of empathy with individuals living in the past can help pupils understand the attitudes and actions of these people. Thus pupils’ understanding of heritage, of change and continuity, and of cause and effect is enhanced and their ability to evaluate source material extended.

### **3 3 Understanding of Concepts**

Study of the past involves the development and application of conceptual understanding. The range of concepts encountered in the study of any historical period is likely to be very wide and diverse but it is possible to identify a number of concepts which seem essential if understanding of a given historical context is to be achieved. These concepts relate closely to the essential characteristics of heritage, change and continuity, and cause and effect.

Pupils will vary in the extent to which they are able to understand and apply concepts. They will need to be given opportunities throughout the course to encounter concepts in a variety of different situations. They will also need to be introduced to new concepts and to revisit those with which they are already familiar. Although the concepts will vary in detail between different aspects of the course, their link to the essential characteristics will ensure that there are opportunities for revisiting and progression.

## **3 4 Historical Skills**

- 3 4 1 The methodological characteristics – evidence, debate, and imaginative understanding – will help to identify more precisely the many skills involved in the investigation of the past. Included among these skills are locating and interpreting evidence and assessing its value; using imagination to reconstruct past situations which cannot be experienced directly; seeing events in relationship to each other in time; offering explanations of events and developments; and making judgements about causes and consequences of events.

The development of skills provides a means of progression in studying history. Pupils will have had experience of many of the skills being developed in this course at earlier stages in their study of history; the skills will also be developed further at later stages.

- 3 4 2 For the purposes of assessment (see Section 5), some of these skills have been grouped together to form the elements, which are:

- Knowledge and Understanding
- Enquiry Skills.

The skills to be developed within each element are as follows:

### *Knowledge and Understanding*

- applying knowledge in a historical context, showing understanding of the causes and consequences and the importance of events, developments, actions and attitudes.

### *Enquiry Skills*

- evaluating sources with reference to their historical significance, the points of view conveyed in them and to the relevant historical context
- selecting and organising information relevant to a topic or issue and presenting a conclusion.

The course provides opportunities for pupils to develop these skills progressively through their application in a variety of historical contexts.

## **3 5 Learning Experiences**

- 3 5 1 The quality of the learning experience available to all pupils is the most important feature of any history course. Effective learning takes place when teachers and pupils are working together towards clearly-defined targets. The emphasis in this course on the acquisition of skills and conceptual understanding will be secured if pupils participate actively and become increasingly responsible for their own learning.

A vital factor in motivation is the interest and enjoyment that pupils experience in historical study. Pupil motivation will be enhanced if tasks are well-designed and appropriate to their interests and abilities.

- 3 5 2 History teachers already have considerable expertise in providing a range of interesting learning experiences for their pupils, which will be drawn upon in this course.

In order that the aims of the course may be achieved, it is considered that the following learning experiences are essential. They are broadly determined by the methodological characteristics of evidence, debate and imaginative understanding.

*Resource-based learning*

This involves effective and appropriate use of as wide a variety of resources as can be provided. These will include the full range of historical evidence referred to in paragraph 1 4.

*Interactive learning*

This involves experiences in which pupils work together, for example in sharing tasks involved in gathering information, in discussing the reliability of evidence, in role play, and in debating issues in the light of historical evidence.

*Individual work*

This involves providing opportunities for pupils to develop their own knowledge and understanding, increase their confidence in their own judgement, and take responsibility for their own learning.





## **Section 4**

### **The Syllabus**

## **4 The Syllabus**

### **4 1 Introduction**

Section 3 identifies essential characteristics, skills and learning experiences for a history course. This section describes a syllabus through which these can be provided for pupils in S3/S4.

### **4 2 Syllabus Design**

- 4 2 1 The course is based on three units of study. Each unit focuses on a broadly defined theme through which the essential characteristics of the course can be provided.

*Unit I: Changing Life in Scotland and Britain*

Theme: Social, economic and political developments in Scotland and Britain in the period from the second half of the eighteenth century.

Contexts: A 1750s-1850s **or** B 1830s-1930s **or** C 1880s to Present Day

In studying this unit, pupils should develop an understanding of their heritage as members of a democratic industrial society. They can see change taking place over a comparatively long period and appreciate that, while changes have taken place in their society, there have also been elements of continuity. There should be opportunity for pupils to understand that change can be brought about by the actions of individuals and groups as well as by technological and economic forces.

In this unit, pupils may use physical evidence such as sites and products as well as visual, written and statistical evidence. They should be presented with opportunities for debate in understanding and evaluating the causes and consequences of change and for empathy with people in their everyday life and work.

*Unit II: International Cooperation and Conflict*

Theme: International cooperation and conflict in the period from the late eighteenth century.

Contexts: A 1790s-1820s **or** B 1890s-1920s **or** C 1930s-1960s

In studying this unit, pupils should develop an understanding of their heritage as members of one country involved in the wider world community. They may investigate the causes of conflict and see how these can affect people's lives and bring about dramatic change in the interrelationship among countries.

In this unit, pupils may use a variety of evidence by working with, for example, memoirs, items of propaganda, and international agreements. They may deploy imaginative understanding to recreate the attitudes of individuals and countries towards the wider world. Ample opportunity exists for pupils to engage in debate on matters such as national identity and interests and the causes and consequences of international conflict.

### *Unit III: People and Power*

Theme: Struggles for political and cultural dominance within specific individual countries.

Contexts: A USA 1850-1880 **or** B India 1917-1947 **or**  
C Russia 1914-1941 **or** D Germany 1918-1939

In studying this unit, pupils should develop an awareness that in an interdependent world their heritage has been influenced by events in other countries of the world. Pupils should become aware that struggles for cultural and political dominance have been agents of change, often imposing one set of values and traditions on another.

In this unit, pupils need to scrutinise and evaluate sources which may be politically biased. The theme of the unit raises important issues about the justification for the actions of governments and individuals and provides a good basis for debate and imaginative understanding of various points of view.

4 2 2 The course is set within the period extending from the second half of the eighteenth century to the present day. Since the time allocated to the course may be limited to four 40-minute periods (or equivalent) per week over S3 and S4, teachers should give serious consideration to selecting contexts across Units I, II and III in such a way as to provide a coherent study for pupils, allowing cross-references between units to be established and comparisons to be drawn. The period is rich in a wide variety of sources accessible to both teachers and pupils.

4 2 3 Since the course is designed for Scottish pupils, it is important that they understand some of the forces that have helped to shape the Scottish community within an overall British context. There is, therefore, opportunity in the course to study developments in a local, Scottish and British context. In addition, where time in the course allows, teachers may wish to encourage pupils to investigate developments which are of particular interest to them in a Scottish, British, or, particularly, a local context, but which may lie outwith the period covered by the content specified for assessment (4 4 below).

In an interdependent world it is also appropriate that pupils should look beyond their immediate community to the world community. Thus there is opportunity within the course to study developments in another country and the interrelationship among countries.

### **4 3 Unit Design**

For each of the contexts within the three units, a number of concepts has been identified through which pupils' understanding of history and the contemporary world should be developed. The specification of concepts is considered important as a means of providing a framework for learning objectives in the course, for selecting appropriate course content and for ensuring that examination questions relate to more than simply recall of knowledge. The concepts are exemplified by specific content which is set out chronologically within each context.

The purpose of providing the statements of content within each context is not to prescribe rigidly what should be taught, but to indicate for the purposes of external assessment the areas from which source material, where appropriate, will be drawn and on which questions will be based. The content is shown in two columns, one relating to assessment at General and Credit Levels and one to assessment at Foundation Level.

### **4 4 Course Units**

The course units are described on pages 20 to 29.

## ***Unit I: Changing Life in Scotland and Britain***

### **Context A: 1750s-1850s**

*This Context is concerned with changing life in Scotland and Britain in the period 1750s-1850s. Social, economic and political developments and their interaction are studied through the concepts Economy, Population, Technology, Industry, Social Conditions, Employment, Government and Democracy as exemplified by the content set out below.*

<b>Content</b>	<b>Content for External Assessment at Foundation Level</b>
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#### ***Population growth and distribution***

reasons for growth	reasons for population growth and distribution
redistribution in countryside and in towns	
changes in the Highlands (Clearances and emigration)	Highland Clearances

#### ***Technological change and its effects***

on developments in agriculture	
on developments in textile industry	on developments in textile industry

#### ***Changes in social conditions***

health and housing in rural and urban areas	health and housing in towns
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#### ***Changes in employment and in working conditions***

on the land	
in textile factories	in textile factories

#### ***Parliamentary reform in Scotland and England***

franchise and representation before and after 1832	franchise and representation before and after 1832
radical unrest at Bonnymuir and Peterloo	radical unrest at Bonnymuir

## ***Unit I: Changing Life in Scotland and Britain***

### **Context B: 1830s-1930s**

*This Context is concerned with changing life in Scotland and Britain in the period 1830s-1930s. Social, economic and political developments and their interaction are studied through the concepts Economy, Population, Technology, Industry, Social Conditions, Employment, Government and Democracy as exemplified by the content set out below.*

<b>Content</b>	<b>Content for External Assessment at Foundation Level</b>
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#### ***Population growth and distribution***

reasons for growth	reasons for population growth and distribution
redistribution in countryside and in towns	
Highland migration within Britain and overseas	emigration from the Highlands
Irish immigration to Scotland	

#### ***Technological change and its effect***

on developments in coal mining	on developments in coal mining
on developments in railways	

#### ***Changes in social conditions***

health and housing in rural and urban areas	health and housing in towns
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#### ***Changes in employment and in working conditions***

on the land	
in coal mines	in coal mines

#### ***Parliamentary reform in Scotland and England***

extension of the franchise, 1867-1928	
the movement for Women's Suffrage, 1890s-1928	the Suffragette Movement, 1903-1914

## ***Unit I: Changing Life in Scotland and Britain***

### **Context C: 1880s-Present Day**

*This Context is concerned with changing life in Scotland and Britain in the period from the 1880s to the present day. Social, economic and political developments and their interaction are studied through the concepts Economy, Population, Technology, Industry, Social Conditions, Employment, Government and Democracy as exemplified by the content set out below.*

<b>Content</b>	<b>Content for External Assessment at Foundation Level</b>
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#### ***Population growth and distribution***

reasons for growth	reasons for population growth and distribution
redistribution in countryside and in towns	
immigration to and emigration from Scotland	emigration from Scotland

#### ***Technological change and its effects***

on developments in shipbuilding	
on developments in road transport	on developments in road transport

#### ***Changes in social conditions***

health and housing in rural and urban areas	health and housing in towns
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#### ***Changes in employment and in working conditions***

for women	for women
the role of trade unions	

#### ***Parliamentary reform in Scotland and England after 1884***

extension of the franchise in the 20th century	
the movement for Women's Suffrage, 1890s-1928	the Suffragette Movement, 1903-1914

## ***Unit II: International Cooperation and Conflict***

### **Context A: 1790s-1820s**

*This Context is concerned with international cooperation and conflict in the period 1790s-1820s. The attitudes and actions of countries and their repercussions on individuals and the international community are studied through the concepts Nation, Conflict, Cooperation, Peace and Security as exemplified by the content set out below.*

<b>Content</b>	<b>Content for External Assessment at Foundation Level</b>
The immediate causes of the Revolutionary War, 1792	British views of the French Revolution, 1789-1793
The coalitions formed against France and their degree of success	The Fourth Coalition
The effects of war on civilians in Britain and France, 1792-1815	Effects of the war on employment, food supplies and the use of propaganda in Britain
The experience of war at sea, 1797-1805	Life on board ship in Nelson's navy
The Congress of Vienna, 1814-1815	The treatment of France at the Congress of Vienna, 1814-1815
The Congress System and threats to European Peace in the 1820s: Spain and Greece	Greek War of Independence, 1822-1829



## ***Unit II: International Cooperation and Conflict***

### **Context B: 1890s-1920s**

*This Context is concerned with international cooperation and conflict in the period 1890s-1920s. The attitudes and actions of countries and their repercussions on individuals and the international community are studied through the concepts Nation, Conflict, Cooperation, Peace and Security as exemplified by the content set out below.*

<b>Content</b>	<b>Content for External Assessment at Foundation Level</b>
The great powers and their alliances, 1894-1914	The two armed camps in Europe, 1900-1914
International tension as shown in: <ul style="list-style-type: none"><li>• Naval Arms Race, 1906-1914</li><li>• Balkans, 1908-1913</li><li>• Sarajevo and the outbreak of war</li></ul>	<ul style="list-style-type: none"><li>• Naval Arms Race 1906-1914</li><li>• The assassination of Archduke Franz Ferdinand at Sarajevo, 1914</li></ul>
The experience of war, 1914-1918, and its effects on the lives of soldiers on the Western Front and of civilians in Britain and Germany	The home front in Britain, 1914-1918: employment, food supplies and the use of propaganda
New technology and its effects on the conduct of war on the Western Front, 1914-1918	Trench warfare on the Western Front
The Treaty of Versailles, 1919 and the treatment of Germany	The treatment of Germany at Versailles, 1919
The search for security through the League of Nations, 1919-1928	The setting up of the League of Nations

## ***Unit II: International Cooperation and Conflict***

### **Context C: 1930s-1960s**

*This Context is concerned with international cooperation and conflict in the period 1930s-1960s. The attitudes and actions of countries and their repercussions on individuals and the international community are studied through the concepts Nation, Conflict, Cooperation, Peace and Security as exemplified by the content set out below.*

<b>Content</b>	<b>Content for External Assessment at Foundation Level</b>
The effect of: <ul style="list-style-type: none"><li>• German Rearmament, 1933-1939</li><li>• the Czech Crisis, 1938</li><li>• the attack on Poland, 1939</li></ul>	<ul style="list-style-type: none"><li>• The Czech Crisis, 1938</li></ul>
The experience of war, 1939-1945, and its effect on people's lives in Britain and Germany	Aspects of the home front in Britain, 1939-1945: civil defence, evacuation and the use of propaganda; air raids
New technology and its effects on the conduct of the war	Air warfare
The changing influence of Britain, the USA and the USSR after 1945	Decline of Britain as a world power
Search for security and international cooperation through the United Nations	The setting up of the United Nations
Threats to world peace: <ul style="list-style-type: none"><li>• the Berlin crises, 1948-49 and 1961</li><li>• the Cuban missile crisis, 1962</li></ul>	<ul style="list-style-type: none"><li>• The Cuban missile crisis, 1962</li></ul>

### ***Unit III: People and Power***

#### **Context A: USA 1850-1880**

*This Context is concerned with people and power in the USA in the period 1850-1880. The struggle for political and cultural dominance is studied through the concepts Government, Ideology, Power, Discontent, Resistance and Revolution as exemplified by the content set out below.*

<b>Content</b>	<b>Content for External Assessment at Foundation Level</b>
Manifest Destiny and westward expansion:	
<ul style="list-style-type: none"><li>• federal policy – effects on Indians</li><li>• relations between slave and non-slave states</li></ul>	<p>Wagon trains, railways and westward expansion</p> <p>The effects of westward expansion by prospectors and Mormons</p> <p>The movement of the Sioux to reservations</p> <p>Attitudes to negro slavery</p> <p>Negro life on southern plantations</p>
The rise of the Republican Party in the 1850s	
Abraham Lincoln as President and his idea of the Union	Abraham Lincoln and his idea of the Union
Slavery as a cause of the Civil War	
Southern secession and the outbreak of the Civil War	The attack on Fort Sumter and the outbreak of the Civil War
Reconstruction, 1865-1878, as seen in:	
<ul style="list-style-type: none"><li>• the introduction of negro rights</li><li>• the Freedman's Bureau</li><li>• the activities of carpetbaggers</li></ul>	<ul style="list-style-type: none"><li>• Negro rights in the South, 1865-1878</li></ul>
Reaction in the South to post-war reconstruction	
Treatment of the negro as seen in the rise of the Ku Klux Klan, the Black Codes	The Ku Klux Klan
Indian opposition to westward expansion and to federal policy towards it	The Sioux revolt in the 1870s

### ***Unit III: People and Power***

#### **Context B: India 1917-1947**

*This Context is concerned with people and power in India in the period 1917-1947. The struggle for political and cultural dominance is studied through the concepts Government, Ideology, Power, Discontent, Resistance and Revolution as exemplified by the content set out below.*

<b>Content</b>	<b>Content for External Assessment at Foundation Level</b>
The influence of the British Raj on the government of India, including education, communications, trade, and on the development of democracy	The Raj and the government of India The development and use of railways
Changing attitudes of Britain towards self-government	
Discontent in India arising from:	
<ul style="list-style-type: none"><li>• economic exploitation</li><li>• political and social discrimination</li><li>• religious and social divisions amongst Indians</li></ul>	<ul style="list-style-type: none"><li>• The Salt Tax</li><li>• The caste system</li></ul>
Gandhi's non-violent opposition to British rule, 1917-1941	Gandhi's tactics
Resistance leading to violence: Amritsar	The Amritsar Massacre, 1919
Indian rejection of British initiatives:	
<ul style="list-style-type: none"><li>• Simon Commission, 1927</li><li>• Cripps Mission, 1942</li></ul>	
Support for the Congress Party and the Muslim League	
Muslim direct action, and the roles of Jinnah and Nehru	Muslim direct action, 1946-1947
Indian independence and partition	Lord Mountbatten and the partition of India Indian independence Indian partition

### ***Unit III: People and Power***

#### **Context C: Russia 1914-1941**

*This Context is concerned with people and power in Russia in the period 1914-1941. The struggle for political and cultural dominance is studied through the concepts Government, Ideology, Power, Discontent, Resistance and Revolution as exemplified by the content set out below.*

<b>Content</b>	<b>Content for External Assessment at Foundation Level</b>
Nature of the Tsarist government	Effects of war on the civilian population
Discontent under the Tsar arising from: <ul style="list-style-type: none"><li>• economic hardship</li><li>• political opposition</li><li>• effects of First World War</li></ul>	
The February Revolution 1917 and the formation and characteristics of the Provisional Government	Abdication of Tsar Nicholas II
Discontent under the Provisional Government arising from: <ul style="list-style-type: none"><li>• continuation of the war</li><li>• failure to solve economic and social problems</li></ul>	Demands for “Peace, bread and land”
October Revolution, 1917	
The Bolshevik Government	The seizure of power by the Bolsheviks, November 1917
Civil War between the Bolsheviks and the White Armies	The effects of the Civil War on the peasants
Activities of Bolshevik Government under Lenin as demonstrated by: <ul style="list-style-type: none"><li>• war communism</li><li>• the New Economic Policy</li></ul>	Lenin and the Bolshevik Government of 1917  war communism
Activities of Communist Government under Stalin as demonstrated by: <ul style="list-style-type: none"><li>• Five-Year Plans</li><li>• collectivisation</li><li>• political purges</li></ul>	<ul style="list-style-type: none"><li>• Stalin and the Five-Year Plans</li><li>• collectivisation</li><li>• Stalin and the Kulaks</li></ul>

### ***Unit III: People and Power***

#### **Context D: Germany 1918-1939**

*This Context is concerned with people and power in Germany in the period 1918-1939. The struggle for political and cultural dominance is studied through the concepts Government, Ideology, Power, Discontent, Resistance and Revolution as exemplified by the content set out below.*

<b>Content</b>	<b>Content for External Assessment at Foundation Level</b>
The effects on Germany of the end of the First World War and the Peace Settlement	The fall of the Kaiser The Treaty of Versailles Opposition to the Treaty of Versailles
The formation and characteristics of the Weimar Republic	The rights of the individual in the Weimar Republic
Attempts to overthrow the Weimar Republic, as seen in <ul style="list-style-type: none"><li>• Spartacist Revolt, 1919</li><li>• Beer Hall Putsch, 1923</li></ul>	Beer Hall Putsch, 1923
Economic problems of the Weimar Republic, 1919-1933	The inflation of 1923 and its effects on the standard of living
Discontent against the Weimar Republic and the coming to power of the National Socialists in 1933-1934	The Reichstag Fire, 1933
Formation and characteristics of the National Socialist Government	Characteristics of the National Socialist Government
National Socialism in power: <ul style="list-style-type: none"><li>• treatment of the Jews</li><li>• Youth Movements and education</li><li>• intimidation</li><li>• militarism</li></ul>	<ul style="list-style-type: none"><li>• National Socialism and treatment of Jews</li><li>• National Socialist youth movements</li><li>• Nuremberg rallies</li></ul>
Opposition to National Socialism by socialists, communists, and the churches	



## **Section 5**

### **Assessment for Certification**



## 5 Assessment for Certification

### 5.1 The Assessable Elements

Assessment must relate to the concepts and skills identified for the course. To facilitate assessment, related skills have been combined to form the two assessable elements – Knowledge and Understanding and Enquiry Skills. The skills included in these two elements are set out in paragraph 3.4.2.

Although assessable elements with similar or identical titles appear in the other social subjects, the uses to which their component skills are put in this course are specific to history.

### 5.2 Pattern of Assessment

Both Knowledge and Understanding and Enquiry Skills will be externally assessed.

### 5.3 Certification

Candidates will be assessed by a system common to all Levels.

The Certificate will record an overall award on a 7-point scale of grades, grade 1 being the highest. The Certificate will also record attainment in each assessable element. The overall award will be the aggregate of the element grades, with Knowledge and Understanding and Enquiry Skills being weighted 40 : 60 respectively.

### 5.4 External Assessment of Knowledge and Understanding and Enquiry Skills

Three external papers, designated as Foundation, General and Credit, will be offered as follows:

<i>Paper</i>	<i>Grades Assessed</i>	<i>Prescribed Units Assessed</i>	<i>Time Allocation</i>
Foundation	6 and 5	I and <b>either II or III</b> *	1 hour
General	4 and 3	I, II and III	1½ hours
Credit	2 and 1	I, II and III	1¾ hours

\* At Foundation Level, Unit I will be assessed every year; the other Unit to be assessed will be notified to centres in January of the year of the examination.

At each Level, the paper will assess the elements Knowledge and Understanding, and Enquiry Skills. The questions on each Unit will broadly sample the content prescribed for that Unit. Marks will be allocated to each question and a total mark obtained for each element. The two grades associated with each Level will be distinguished by setting two cut-off scores. The lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance.

At Foundation Level, the paper will comprise, for each Unit, one section containing questions on both Knowledge and Understanding and Enquiry Skills. At General and Credit Levels, the papers will comprise two sections for each Unit, one relating to Knowledge and Understanding and one to Enquiry Skills.

## **5 4** *(continued)*

For Knowledge and Understanding, at Foundation and General Levels all questions will be source-based while at Credit Level only brief introductory source statements may be provided. At Foundation Level answers may be based on either presented or recalled information; at General Level answers may not be based solely on presented information but will require to include at least one item of relevant recall in order to attract full marks; at Credit Level answers will require to be based on recalled knowledge.

For Enquiry Skills, at all Levels questions will be source-based. At General and Credit Levels answers will require to make reference, as appropriate, to recalled knowledge relating to the historical context of the source(s) provided. Within this element, at all Levels questions testing ability to select and organise information relevant to a topic or issue and to present a conclusion will appear only in Unit I – Changing Life in Scotland and Britain.

## **5 5 Presentation for External Papers**

Candidates presented for the examination may attempt the written papers at two adjacent Levels, ie, Foundation and General or General and Credit, but may not attempt both the Foundation and Credit Level papers. Candidates are not obliged to attempt papers at two Levels but in most cases are strongly advised to do so, since, other than as the result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or Grade 7 for the element(s) concerned. Candidates who attempt papers at two Levels will be awarded the better of the two grades achieved on these papers. Performance at one Level will not be taken into account in grading at the other Level.

## **5 6 Grade 7 and No Overall Award**

For any element, Grade 7 will indicate that the candidate has, in the element concerned, completed the course but has not demonstrated achievement of any specified level of performance as defined by the Grade Related Criteria.

The Scottish Qualifications Authority (SQA) will regard the submission of an estimate grade for any externally assessed element as evidence that the course has been completed in that element.

Unauthorised absence from the external examination will result in no award for the subject.

## **5 7 Estimates**

Presenting centres must submit to the SQA, by 31 March of the year of the examination, an estimate grade for each candidate for each of Knowledge and Understanding and Enquiry Skills. The teacher should determine the estimate grades on the basis of each candidate's actual work. These estimates should reflect sustained performance at given Levels within each element; candidates should be given a number of opportunities during the course for assessment on each of the elements (see paragraph 3 4 2). Estimates may be used by the SQA for its internal procedures, including such cases as absence from external examinations, adverse circumstances and appeal. Evidence in support of these estimates should be retained by centres for submission to the SQA if required.



## **Section 6**

### **Grade Related Criteria**

## **6 Grade Related Criteria**

### **6 1 Definition**

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

### **6 2 Application of GRC**

GRC are defined at three Levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given Level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

### **6 3 Types of GRC**

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers in making their assessments for each element, and to be used by examiners when conducting external assessment.

### **6 4 Knowledge and Understanding – Summary GRC**

Foundation Level (Grades 6 and 5)

The candidate has demonstrated knowledge and understanding by using information to give simple accounts and explanations of events, developments, actions and attitudes in a historical context and to support a view of their importance.

General Level (Grades 4 and 3)

The candidate has demonstrated knowledge and understanding by using information to provide accounts and explanations of events, developments, actions and attitudes in a historical context and to give a well-supported view of their importance.

Credit Level (Grades 2 and 1)

The candidate has demonstrated knowledge and understanding by using information to provide full accounts and explanations of events, developments, actions and attitudes in a historical context and to explain their importance.

## **6 5 Enquiry Skills – Summary GRC**

### **Foundation Level (Grades 6 and 5)**

The candidate has demonstrated ability to support an evaluation of sources, providing simple explanations of the points of view and actions conveyed; and to select and record information from sources to present findings in relation to a given topic.

### **General Level (Grades 4 and 3)**

The candidate has demonstrated ability to evaluate sources, explaining points of view and actions conveyed, with reference to their historical context; and to select and organise relevant information from sources, together with recalled knowledge, to suggest a conclusion to a given issue.

### **Credit Level (Grades 2 and 1)**

The candidate has demonstrated ability to evaluate sources, giving a balanced explanation of the points of view and actions conveyed, and showing overall understanding of their historical context; and to select and organise information from sources and use this, together with recalled knowledge, to draw a well-supported conclusion to a given issue.

## **6 6 Descriptions of Grades**

These describe performances within Levels. They apply to each element.

Grade 6	The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance.
Grade 5	The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance.
Grade 4	The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance.
Grade 3	The candidate has met the criteria for General Level, demonstrating a high overall standard of performance.
Grade 2	The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance.
Grade 1	The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance.

## **6 7 Knowledge and Understanding – Extended GRC**

Foundation Level (Grades 6 and 5)

The candidate can apply relevant information in a specific historical context to:

- give a simple account of an event, development, action and/or attitude
- give a straightforward explanation of the causes or consequences of an event, development, action and/or attitude
- support a view of the importance of an event, development, action and/or attitude.

General Level (Grades 4 and 3)

The candidate can apply relevant information in a specific historical context to:

- give an account of an event, development, action and/or attitude
- give an explanation of the causes and/or consequences of an event, development, action and/or attitude
- give a well-supported view of the importance of an event, development, action and/or attitude.

Credit Level (Grades 2 and 1)

The candidate can apply detailed and relevant information in a specific historical context to:

- give a full account of an event, development, action and/or attitude
- give a full explanation of the causes and/or consequences of an event, development, action and/or attitude
- give a balanced explanation of the importance of an event, development, action and/or attitude.

## **6 8 Enquiry Skills – Extended GRC**

Foundation Level (Grades 6 and 5)

Given a source or sources the candidate can:

- support a given evaluation by reference to features such as accuracy, authorship, purpose, contemporaneity, bias, exaggeration or consistency
- identify points of similarity and difference in simple sources
- identify and/or give a simple explanation of the points of view and/or actions conveyed in sources
- select and record from sources information appropriate to a given topic
- use information from sources to present findings in relation to a given topic.

General Level (Grades 4 and 3)

Given a source or sources, the candidate can:

- make an evaluation of the source(s) and support this by reference to features such as accuracy, authorship, purpose, contemporaneity, bias, exaggeration or consistency
- compare points of view conveyed in the source(s)
- identify and/or explain the points of view and/or actions conveyed in the source(s)
- set the source(s) in a wider historical context by reference to features such as purpose, timing and the significance of its (their) content
- select and organise information from sources appropriate to a given issue
- use sources together with recalled knowledge to suggest a conclusion to an issue.

Credit Level (Grades 2 and 1)

Given a source or source(s), the candidate can:

- make a balanced evaluation of the strengths and weaknesses of the source(s) and support this by reference to features such as accuracy, authorship, purpose, contemporaneity, bias, exaggeration or consistency
- compare points of view conveyed in the source(s)
- give a balanced explanation of the points of view and/or actions conveyed in the source(s)
- set the source(s) in a wider historical context with extended reference to features such as purpose, timing and the significance of its (their) content
- select and organise information from complex sources appropriate to a given issue
- use sources together with recalled knowledge to draw a well-supported and balanced conclusion to a given issue.