

Advanced Higher History Course/Unit Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Advanced Higher History Course. They are intended for teachers and lecturers who are delivering the Course and its Units.

These support notes cover both the Advanced Higher Course and the Units in it.

The Advanced Higher Course/Unit Support Notes should be read in conjunction with the relevant:

Mandatory information:

- ◆ Course Specification
- ◆ Course Assessment Specification
- ◆ Unit Specifications

Assessment support:

- ◆ Specimen and Exemplar Question Papers and Marking Instructions
- ◆ Exemplar Question Paper Guidance
- ◆ Guidance on the use of past paper questions
- ◆ Coursework information:
 - General assessment information
 - Coursework Assessment Task*
- ◆ Unit Assessment Support*

*These documents are for assessors and are confidential. Assessors may access these through the SQA Co-ordinator in their centres.

Related information

Advanced Higher Course Comparison

Further information on the Course/Units for Advanced Higher History

This information begins on page 9 and both teachers and learners may find it helpful.

General guidance on the Course/ Units

Aims

The purpose of this Course is to allow learners to acquire depth in their knowledge and understanding of historical themes and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.

Through the detailed study of a chosen field, learners will engage with the issues which arise from significant historical events and developments. The depth of study will enable learners to engage fully with historical debate and develop a deeper appreciation of the forces which have shaped historical developments.

These aims will be achieved by studying a chosen field in depth. Learners will select one field of study from a specified choice. The Course will also provide the opportunity to integrate their skills, knowledge and understanding in an extended piece of individual research.

The skills, knowledge and understanding gained through the Course can be applied to other historical and contemporary settings and issues.

Progression

This Course or its Units may provide progression to:

- ◆ degree courses in social subjects and social sciences or related areas
- ◆ a diverse range of careers

For many learners, a key transition point will be to further or higher education, for example to Higher National Certificates (HNCs)/Higher National Diplomas (HNDs) or degree programmes. Examples of further and higher education programmes that learners might progress to include History or other Social Subjects/Social Sciences.

Advanced Higher Courses provide good preparation for learners progressing to further and higher education because they require learners to work with a degree of independence. Advanced Higher Courses may also allow 'advanced standing' or partial credit towards the first year of study of a degree programme.

This Advanced Higher is part of the Scottish Baccalaureate in Social Sciences. The Scottish Baccalaureates in Expressive Arts, Languages, Science and Social Sciences consist of coherent groups of subjects at Higher and Advanced Higher level. Each award consists of two Advanced Highers, one Higher and an Interdisciplinary Project.

Skills, knowledge and understanding covered in this Course

Teachers and lecturers should refer to the *Unit Specifications* and *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The development of subject-specific and generic skills is central to the Course. Learners should be made aware of the skills they are developing and of the transferability of them. It is the transferability that will help learners with further study and enhance their personal effectiveness.

The skills, knowledge and understanding that will be developed in the Advanced Higher History Course are listed below.

- ◆ developing and applying skills, knowledge and understanding from a chosen historical field of study
- ◆ evaluating a wide range of historical sources which have some complex features, taking into account their provenance, content and historical and historiographical contexts
- ◆ engaging with the views of a range of historians
- ◆ sustaining a coherent line of argument
- ◆ drawing well-reasoned conclusions supported by detailed evidence
- ◆ identifying appropriate research issues
- ◆ planning and managing a complex programme of research
- ◆ sourcing, collecting and recording appropriate and reliable information from primary and secondary sources
- ◆ evaluating, analysing and synthesising evidence to produce sustained and coherent lines of argument
- ◆ understanding how to organise, present and reference findings using appropriate conventions

Approaches to learning and teaching

At Advanced Higher level, learners will begin to develop the ability to work independently. Teachers and lecturers should encourage learners to use an enquiring, critical and problem-solving approach to their learning. Learners should also be given the opportunity to practise and develop skills in researching and in evaluating, analysing and synthesising information into lines of argument. Some of the approaches to learning and teaching suggested for other levels (in particular Higher) may also apply at Advanced Higher level.

Learners may engage in a variety of learning activities as appropriate. These may include, for example:

- ◆ researching information for their subject (rather than receiving information from their teacher or lecturer)
- ◆ using active and open-ended learning activities such as research, case studies and presentation tasks
- ◆ making accurate and relevant searches for information, for example learning to select trustworthy websites as sources of information
- ◆ engaging in wide-ranging independent reading
- ◆ recording in an organised way the results of research from different sources
- ◆ presenting findings/conclusions of research
- ◆ participating in groupwork with peers and using collaborative learning opportunities to develop team working
- ◆ participating in informed debate and discussion with peers where they can demonstrate skills in constructing and sustaining lines of argument
- ◆ drawing conclusions from complex information
- ◆ using appropriate technological resources (eg web-based resources)
- ◆ using appropriate media resources (eg video clips)
- ◆ participating in field trips/visits

Teachers and lecturers should support learners by having regular discussions with them and giving regular feedback. Some learning and teaching activities may be carried out on a group basis and, where this applies, learners could also receive feedback from their peers.

Teachers and lecturers should, where possible, provide opportunities to personalise learning, and enable learners to have choices in approaches to learning and teaching. The flexibility in Advanced Higher Courses and the independence with which learners may carry out the work lend themselves to this. Teachers and lecturers should also create opportunities for, and use, inclusive approaches to learning and teaching. This can be achieved by encouraging the use of a variety of learning and teaching strategies which suit the needs of all learners.

Centres are free to sequence the teaching of the Learning Outcomes and/or Units of the Course in any order they wish.

Developing skills for learning, skills for life and skills for work

The following skills for learning, skills for life and skills for work will be developed in this Course. Teachers and lecturers should ensure that learners have opportunities to develop these skills as an integral part of their learning experience.

It is important that learners are aware of the skills for learning, skills for life and skills for work that they are developing in the Course and the activities they are involved in that provide realistic opportunities to practise and/or improve them.

Reading

Throughout the Course and while undertaking the project, learners will have the opportunity to develop reading skills. They may read a variety of texts, including historical texts, academic journals, newspaper reports, online articles etc. They will also learn to express reasoned views about the viewpoints they study, developing the ability to read critically and evaluate the ideas contained in written sources.

Writing

The Course will provide considerable opportunities to develop writing skills within the Units. Learners should be encouraged to undertake extended writing where appropriate. For example, the requirements to draw reasoned and well-structured conclusions and present findings about factual and theoretical elements of historical topics or issues provides an ideal opportunity for learners to develop the skill of extended writing.

Citizenship

At Advanced Higher level, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. This will encourage learners to develop important attitudes, including: a respect for the values, beliefs and cultures of others; openness to new thinking and ideas; a commitment to democratic values; and a sense of responsibility and global citizenship.

Applying, analysing and evaluating

At Advanced Higher level, learners will be required to apply their knowledge and understanding of factual elements of historical issues and questions. They will also be required to link these with underlying theoretical or abstract ideas which will require a greater depth and detail of understanding.

The Course will allow learners to use different sources of information including academic literature, historical sources, newspaper or online articles, blogs etc. Any piece of information, or source, is capable of yielding more or less relevant input to a study, depending on the skills of the learner. However, teachers/lecturers should direct learners to more complex, and potentially richer sources of information.

Project-dissertation

Completing the Advanced Higher History project-dissertation will provide opportunities for developing skills for learning, skills for life and skills for work. Learners will have the opportunity to develop their reading and writing skills as they research their topic and write the dissertation. They will develop personal learning as they work independently to identify and refine a topic or issue, and carry out research. They will develop citizenship through deepening their understanding of historical questions/issues.

This Course provides opportunities to develop the skill of synthesising information. The project in particular will provide opportunities for candidates to develop their skills in this area.

There may also be opportunities for other, additional skills for learning, skills for life and skills for work to be developed in the Course. For example, the use of debating, discussion groups or field trips/visits could develop skills of listening and talking. However, this could vary across centres depending on approaches being used to deliver the Course in a centre and this is for centres to manage.

Approaches to assessment

The following section gives advice on possible approaches to assessment of Units and general advice about Course assessment. Teachers/lecturers and candidates should refer to the *Course Assessment Specification*, Unit assessment support packs, Specimen Question Paper and Coursework documents for full advice on the requirements of Course and Unit assessment.

Unit assessment

Information about Unit assessment is found within the *Unit Specifications* and Unit assessment support packs.

The purpose of Unit assessment is to ensure that learners have developed a minimum level of competence in the full range of skills knowledge and understanding required in Advanced Higher History and can provide evidence of this. Teachers and lecturers preparing assessment methods should be clear about what that evidence will look like.

There are different approaches to Unit assessment exemplified in the Unit assessment support packs. Teachers and lecturers should use their professional judgement, subject knowledge and experience, as well as their understanding of their learners and their varying needs, to determine the most appropriate approaches and, where necessary, to consider workable alternatives.

Flexibility in the method of assessment provides opportunities for learners to demonstrate attainment in a variety of ways and so reduce barriers to attainment.

Teachers and lecturers should note that learners' day-to-day work will produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially.

Course assessment

Information about course assessment is found in the *Course Assessment Specification*, the Specimen Question Paper and the Coursework information (Task and General Information).

The purpose of the Course assessment is to assess the added value of challenge and application. The Question Paper will assess the Course skills and sample candidates' understanding of the mandatory content. The project-dissertation will focus on assessing candidates' research skills.

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for

Unit assessment, and, towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

Examples of activities which may help develop learners prepare for course assessment could include:

- ◆ practising Question Paper techniques
- ◆ revising for the Question Paper
- ◆ discussing the requirements of the project
- ◆ clarifying the amount and nature of the support they can expect

Authenticity

Teachers/lecturers are responsible for ensuring that evidence presented for course assessment is the learner's own work.

There are a number of techniques and strategies to ensure that learners present work that is their own. Teachers and lecturers should put in place mechanisms to authenticate learner evidence. For example:

- ◆ regular checkpoint/progress meetings with learners
- ◆ short personal interviews
- ◆ checklists which record activity/progress
- ◆ learners' notes from their independent reading

Groupwork approaches are acceptable as part of learning and teaching, including the preparation for assessment.

For more information, please refer to SQA's [Guide to Assessment](#).

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course/Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Further information on the Course/Units

Advanced Higher helps to prepare learners for university-level study. It gives learners an experience of independent research and in-depth analysis. The experience of extended writing, research techniques and source evaluation is invaluable preparation for the type of assignment prevalent in higher education.

The *Course Specification*, *Unit Specifications* and *Course Assessment Specification* documents give an overview of the Course/Units and it may be helpful for learners to read these documents.

Illustrative examples of possible Course coverage

To help with detailed Course planning, the following section provides illustrations of possible topics that could be covered within each area of the mandatory content for each field of study. The *Course Assessment Specification* sets out the mandatory content for each field of study. The illustrative examples which follow are provided as guidance only.

Within the Question Paper, source-based questions will be based on only those areas of mandatory content listed in *italics* in the *Course Assessment Specification*. For ease of reference, these areas are also listed in italics in the tables that follow, as are the illustrative examples of possible topics that appear alongside them.

Field of study 1 — Northern Britain from the Iron Age to 1034 AD

The study of the nature of Iron Age tribal societies north of Hadrian's Wall; the relationship between these societies, their changing beliefs and the effects on them of invaders, focusing on the themes of culture, power, invasion and belief.

Summary

The nature of Iron Age society, including power, beliefs and daily life; the Roman invasions and their effects on the native peoples, including: the main phase of invasion and occupation; the military system of forts, camps and walls; tribal responses to Roman occupation and withdrawal.

Changing beliefs, including: different stages of conversion and the spread of Christianity; the establishment of Columbian monasticism; Norse paganism and the conversion of the Vikings in Scotland; the formation of a Christian society.

Development of post-Roman societies, including: the Kingdom of the Picts and its relationship with Britons, Angles and the Scots of Dalriada; the impact of the Vikings on the Northern and Western Isles.

The establishment of the Kingdom of Alba and the emergence of the Scottish nation: the nature of the kingdom by 1034.

Mandatory content	Illustrative examples of possible topics that could be covered
Iron Age/Celtic society	<ul style="list-style-type: none"> ◆ <i>Evidence: archaeological and literary</i> ◆ <i>The nature of society: rural, hierarchical, tribal, familiar</i> ◆ <i>Importance of power and prestige</i> ◆ <i>Belief systems: votive offerings, numinous places, cult of the head, sacrifices</i> ◆ <i>Way of life: clothing, tools, crafts, weapons, diet, farming</i>
Roman military invasions	<ul style="list-style-type: none"> ◆ <i>Flavian period</i> ◆ <i>Pre-Agricolan contacts</i> ◆ <i>Gask Frontier</i> ◆ <i>Agricola's five campaigns in North Britain</i> ◆ <i>Tacitus' 'The Agricola'</i> ◆ <i>Battle of Mons Graupius</i> ◆ <i>Flavian frontier</i> ◆ <i>Hadrian's Wall: purposes and effectiveness</i> ◆ <i>Antonine advance into North Britain</i> ◆ <i>Antonine Wall: purposes and effectiveness</i> ◆ <i>Comparison of Hadrian's and Antonine Walls</i> ◆ <i>Severan invasion: campaigns of Severus and Caracalla</i> ◆ <i>Comparative study of the three invasions</i>
Roman occupation and its impact	<ul style="list-style-type: none"> ◆ <i>Frontier and garrison life</i> ◆ <i>The nature of Rome's presence in the North</i> ◆ <i>Impact of Rome, extent of Romanisation</i> ◆ <i>Changes in the Roman period</i> ◆ <i>Number and distribution of tribes in Flavian times</i> ◆ <i>Emergence of Caledonii and Maeatae</i>
Changing beliefs	<ul style="list-style-type: none"> ◆ <i>Arrival of Christianity</i> ◆ <i>Christian conversion of post-Roman societies</i> ◆ <i>Obstacles to conversion: cultural, social, political, religious, geographical</i>

	<ul style="list-style-type: none"> ◆ Place and importance of the Church in the lives of ordinary people ◆ The monastic ideal and the role of the regular clergy ◆ Saints, relics and pilgrimage ◆ Effects of conversion: literacy, numeracy, social, political, cultural
<i>Pictish society</i>	<ul style="list-style-type: none"> ◆ <i>Origins of the Picts</i> ◆ <i>Nature of Pictish society</i> ◆ <i>Disappearance of the Picts</i> ◆ <i>Pictish symbol stones</i>
Kingdoms of the Britons and the Angles	<ul style="list-style-type: none"> ◆ Origins of the Britons and the Angles ◆ The Britons of Strathclyde ◆ The Angles of the Lothians ◆ Nature of the kingdoms of the Britons and the Angles: the role of military power and religion
<i>Kingdom of the Scots</i>	<ul style="list-style-type: none"> ◆ <i>Origins of the Scots</i> ◆ <i>Emergence and growth of the Kingdom of the Scots</i> ◆ <i>Dal Riata (Dalriada): military, religious and cultural influences</i>
<i>Viking invasions and impact</i>	<ul style="list-style-type: none"> ◆ <i>Attraction of the Vikings to the North and West</i> ◆ <i>Pattern of raiding, trading and settlement</i> ◆ <i>Impact of the Vikings</i> ◆ <i>Viking integration</i> ◆ <i>Earldom of Orkney</i> ◆ <i>Conversion of the Vikings to Christianity</i>
<i>Formation of the Kingdom of Alba</i>	<ul style="list-style-type: none"> ◆ <i>Role of the Scots</i> ◆ <i>Role of Kenneth MacAlpin and his dynasty</i> ◆ <i>Cultural communalities</i> ◆ <i>Role of the Church</i> ◆ <i>Role of Viking pressure on Scots and Picts</i>
Kingdom of Alba to 1034	<ul style="list-style-type: none"> ◆ Nature of the kingdom ◆ Reasons for and extent of the expansion of Alba ◆ Unity and diversity of language, culture, geography, belief, identity and governance

Field of study 2 — Scotland: Independence and Kingship, 1249-1334

A study of the changing nature of the Scottish kingdom; threats to the independence of the nation; responses to those threats; consequences for the Scottish nation focusing on the themes of authority, conflict and identity.

Summary

The background to the conflict, including: the nature and extent of royal authority under Alexander III; relationships between Scotland and England; the origins of the succession crisis.

Edward I and Scotland, including: the Guardianship; the Great Cause; the reign of King John; the war of 1296 and the submission of King John and the political community.

Edward I and Scottish resistance, including: Edward's government in Scotland; the rise of Scottish resistance and the emergence of William Wallace; Wallace's guardianship; continued resistance after 1298; English invasions and the submission of John Comyn in 1304.

King Robert, civil war and the war against England, including: Bruce's seizure of power; support for and opposition to him; his military campaigns and tactics; his search for peace.

King Robert in power, including: the restoration of royal authority; justification and defence of his kingship; securing the dynasty and immediate challenges to the 1328 settlement.

Mandatory content	Illustrative examples of possible topics that could be covered
<i>The kingdom under Alexander III, 1249-1286</i>	<ul style="list-style-type: none">◆ <i>The inauguration and minority of Alexander III</i>◆ <i>Nature and extent of royal authority</i>◆ <i>The political community: clergy, earls and barons</i>◆ <i>Relations with England: Edward I, cross-border landholding and loyalties</i>◆ <i>Succession crisis and the tailzie of 1284</i>
<i>The Guardianship and the Great Cause, 1286-1292</i>	<ul style="list-style-type: none">◆ <i>Role of the Guardians</i>◆ <i>Treaties of Salisbury and Birgham-Northampton</i>◆ <i>Divisions in the political community following the Maid's death</i>◆ <i>The Process of Norham and the Great Cause</i>◆ <i>Edward I's role and the award of the kingship to John Balliol</i>

<i>Reign of King John, 1292-1296</i>	<ul style="list-style-type: none"> ◆ <i>Restoration of royal government</i> ◆ <i>King John's relationship with Edward I</i> ◆ <i>Importance of the legal appeals</i> ◆ <i>The Council of Twelve and King John's renunciation of homage</i> ◆ <i>Causes of the war of 1296</i>
Edward I's occupation of Scotland, 1296-1297	<ul style="list-style-type: none"> ◆ Scottish military collapse, 1296 ◆ Removal of King John and the symbols of nationhood ◆ Administration of Warenne and Cressingham ◆ Origins of Scottish resistance to the English occupation, 1297
<i>Contribution of William Wallace, 1297-1305</i>	<ul style="list-style-type: none"> ◆ <i>Emergence of William Wallace as leader of the resistance movement</i> ◆ <i>Wallace's military contributions</i> ◆ <i>Wallace's political and diplomatic contributions</i> ◆ <i>His trial and execution</i>
Scottish resistance and English invasions, 1298-1305	<ul style="list-style-type: none"> ◆ Continued Scottish resistance after the battle of Falkirk ◆ Scottish diplomacy: France and the Papacy ◆ Defection of Robert Bruce, 1302 ◆ Reasons for the submission of John Comyn, 1304 ◆ Ordinance for the Government of Scotland, 1305
<i>Usurpation and civil war, 1306-1309</i>	<ul style="list-style-type: none"> ◆ <i>Bruce's seizure of power, 1306</i> ◆ <i>Nature of opposition to Bruce, 1306-1309</i> ◆ <i>Nature of support for Bruce, 1306-1309</i> ◆ <i>Bruce's victory in the civil war by 1309</i>
King Robert and the war against England, 1310-1323	<ul style="list-style-type: none"> ◆ Robert's military strategies, 1310-1314 ◆ Edward II's campaign in Scotland, 1314 ◆ Military and political significance of the Battle of Bannockburn ◆ Bruce's military tactics after Bannockburn, 1314-1322 ◆ The making of truces
<i>King Robert and the governance of Scotland, 1309-1320</i>	<ul style="list-style-type: none"> ◆ <i>Restoration of royal authority</i> ◆ <i>Statute of disinheritance, Cambuskenneth, 1314</i> ◆ <i>Justification of Bruce's kingship:</i>

	<p><i>Declarations of 1309 and 1320</i></p> <ul style="list-style-type: none"> ◆ <i>Securing the dynasty: the tailzies of 1315 and 1318</i> ◆ <i>Soules Conspiracy, 1320</i>
Succession and peace, 1324-1334	<ul style="list-style-type: none"> ◆ Birth of David Bruce, 1324 ◆ Renewal of war against England, 1327 ◆ Treaty of Edinburgh-Northampton, 1328 ◆ Challenges to the succession and peace, 1332-1334

Field of study 3 — Italy: the Renaissance in the 15th and early 16th centuries

A study of the origins and impact of artistic, cultural, economic, social, political and military developments in Italy during the years 1400 to 1530, focusing on the themes of culture, authority, belief and conflict.

Summary

Italian society, including: general economic, social, political and military conditions; trade and industry; the rise of the great Italian cities; women and the family; war and warfare.

Art in Renaissance Italy, including: the origins of early Renaissance art in Florence; the Florentine republic; the Renaissance as the revival of classical values; the relationship of humanism and the visual arts; the Renaissance in Venice; the princely courts.

Florence and the Medici, including: the rise and rule of the Medici; patronage as a cultural and political phenomenon; the contributions of Cosimo il Vecchio and Lorenzo the Magnificent; art as propaganda for the Medici.

The High Renaissance, including: Rome and the High Renaissance; religion and the Papacy; the place of the artist in society, with a study of the greater artists.

Mandatory content	Illustrative examples of possible topics that could be covered
<p>The economic framework of the Renaissance</p>	<ul style="list-style-type: none"> ◆ Generation of wealth: Florence, Venice and Rome (after 1450) ◆ Role of guilds, banking, trade and trade routes in the commercial and political life of Florence and Venice, and the Papacy in Rome ◆ Political and cultural impact of trading networks, including links to Northern Europe and the Levant/Byzantium ◆ Role of guilds in Florence in the arts, in commissioning work for Orsanmichele, the Duomo and its Baptistery
<p>Artistic and architectural innovation in the early 15th century</p>	<ul style="list-style-type: none"> ◆ Continuity and change in painting, architecture and sculpture ◆ Artistic and architectural innovation in the early 15th century as exemplified by Ghiberti, Masaccio, Brunelleschi and Donatello

<p><i>Florence and the Medici</i></p>	<ul style="list-style-type: none"> ◆ <i>Emergence of the Medici after 1434, the basis of their wealth, and their manipulation of the Florentine constitution</i> ◆ <i>Individual contributions of Cosimo and Lorenzo as patrons of the arts and humanism</i> ◆ <i>The Pazzi Conspiracy</i> ◆ <i>Savonarola: his origins, actions, ideas and downfall</i>
<p><i>Patronage and the status of the artist</i></p>	<ul style="list-style-type: none"> ◆ <i>Diversity of patrons; individuals, the Church, the guilds, the state</i> ◆ <i>Use and development of contracts and the implications for the art produced</i> ◆ <i>Developments in the status of the artist</i> ◆ <i>The uses of art: propaganda, prestige, piety</i>
<p><i>Humanism</i></p>	<ul style="list-style-type: none"> ◆ <i>Recovery of classical learning and its role in the Italian Renaissance</i> ◆ <i>Lorenzo Valla</i> ◆ <i>Studia humanitatis</i> ◆ <i>Civic humanism: Baron's thesis; the influence of Salutati, Bruni and Niccoli</i> ◆ <i>Neoplatonism; the influence of Ficino and Pico della Mirandola</i> ◆ <i>Impact of humanism on the visual arts</i> ◆ <i>Machiavelli's 'The Prince'; his ideas on political pragmatism</i>
<p><i>The Renaissance in Venice</i></p>	<ul style="list-style-type: none"> ◆ <i>Political structures of Venice</i> ◆ <i>Factors influencing the artistic development of Venice, including the trading links with Byzantium and the Levant</i> ◆ <i>Distinctiveness of Venetian art, architecture and learning</i> ◆ <i>Creation of the Venetian 'terra firma'</i> ◆ <i>Comparison with the Renaissance in Florence</i>
<p><i>The Renaissance in the princely courts of Mantua, Urbino and Milan</i></p>	<ul style="list-style-type: none"> ◆ <i>Their contribution to the arts and humanism</i> ◆ <i>Distinctiveness of their character</i> ◆ <i>Federigo da Montefeltro as a Renaissance prince</i> ◆ <i>Ludovico Sforza as a Renaissance prince; including</i>

	<p><i>his patronage of Leonardo da Vinci</i></p> <ul style="list-style-type: none"> ◆ <i>The Gonzaga rulers of Mantua as Renaissance princes</i> ◆ <i>Castiglione's 'The Courtier': its portrayal of court life</i>
Women and the family during the Renaissance	<ul style="list-style-type: none"> ◆ <i>Status and influence of women</i> ◆ <i>Humanist views on the role of women, notably Alberti</i> ◆ <i>Attitudes towards the family</i> ◆ <i>Experience of different social classes</i> ◆ <i>Women as patrons, notably Isabella d'Este</i>
War and warfare in Renaissance Italy	<ul style="list-style-type: none"> ◆ <i>Inter-state hostility, 1400-54</i> ◆ <i>Peace of Lodi, 1454</i> ◆ <i>Invasion of Italy in 1494 by Charles VIII of France and its impact on the Italian peninsula</i> ◆ <i>Methods of warfare, including the employment of 'condottieri' and the use of military technology</i> ◆ <i>The impact of war on art and culture</i>
The Renaissance Papacy and the High Renaissance	<ul style="list-style-type: none"> ◆ <i>Political and military priorities of Alexander VI, Julius II and Leo X: the 'princes or churchmen' debate</i> ◆ <i>Popes as patrons of the arts</i> ◆ <i>Contribution to the High Renaissance of Michelangelo, Raphael, Bramante and Leonardo</i> ◆ <i>Impact of Vasari's 'Lives of the Artists' in defining a view of the period and the development of the arts and artists</i>

Field of study 4 — Scotland: from the Treaty of Union to the Enlightenment, 1707-1815

A study of political integration and economic growth in Scotland in the 18th century, of tensions in Scottish society and of the diverse cultural achievements of the period, focusing on the themes of conflict, culture and improvement.

Summary

The assimilation of the Highlands; the origins of Jacobitism and the 1715 rebellion; the distinctive features of the Gaeltacht; the course of the 1745-46 Jacobite rising; changes in Highland society after the '45.

Growing wealth: trade after the Union; the tobacco lords; agricultural improvement; industrialisation and urban development; changing standards of living.

Political stability: the government of Scotland after the Union; the nature and importance of the Kirk and other Churches; the 'Dundas despotism'; unrest during the period of the French Revolution.

Cultural achievements of the Enlightenment: education and attitudes towards improvement; history, philosophy, social commentary; contacts with England and Europe; architecture, painting, literature; poetry and the languages of Scotland.

Mandatory content	Illustrative examples of possible topics that could be covered
The Treaty of Union, Glasgow and the tobacco trade	<ul style="list-style-type: none"> ◆ Short- and long-term importance of the Treaty of Union ◆ Impact of the Treaty of Union on Glasgow and the development of the tobacco trade ◆ The tobacco lords
Jacobite rebellions, 1715-19	<ul style="list-style-type: none"> ◆ <i>Causes and extent of support for the 1715 rebellion</i> ◆ <i>Reasons for the failure of the 1715 rebellion</i> ◆ <i>Nature and significance of the 1719 rebellion</i>
The Jacobite Rebellion, 1745-46	<ul style="list-style-type: none"> ◆ <i>Extent of support and personal role of Charles Edward Stuart</i> ◆ <i>Victories and defeats</i> ◆ <i>Reasons for failure</i>
The Highlands	<ul style="list-style-type: none"> ◆ <i>Highland society, culture and economy pre-1745</i> ◆ <i>Impact of legislation following the 1745-46 rebellion</i> ◆ <i>Changes in estate management throughout the 18th century</i> ◆ <i>Attitudes to Highlanders amongst</i>

	<p><i>Lowlanders and the English</i></p> <ul style="list-style-type: none"> ◆ <i>Early clearance, 1760-1815</i> ◆ <i>Agriculture and economy, 1760-1815</i> ◆ <i>Standards of living, 1760-1815</i>
Industrialisation and urbanisation	<ul style="list-style-type: none"> ◆ The increasing significance of major industries, including textiles, in the later 18th century ◆ Role of technology and transport ◆ Progress of urbanisation and industrialisation ◆ Social issues in lowland Scotland caused by economic growth
<i>Agricultural improvement in the Lowlands</i>	<ul style="list-style-type: none"> ◆ <i>Condition of agriculture in the 1700s</i> ◆ <i>The Improvers and resistance to their ideas</i> ◆ <i>Regional variations</i> ◆ <i>Degree of progress towards the end of the century</i> ◆ <i>The 'Statistical Account'</i>
<i>The governance of Scotland</i>	<ul style="list-style-type: none"> ◆ <i>The Age of Islay</i> ◆ <i>The Dundas Despotism</i> ◆ <i>Popular discontent and political radicalism</i>
The Kirk	<ul style="list-style-type: none"> ◆ Changing role of the Kirk in society during the 18th century ◆ Moderates and evangelicals ◆ The Patronage Act ◆ Secessions ◆ Challenges to the Kirk's authority over Scottish life and culture
The Enlightenment	<ul style="list-style-type: none"> ◆ Causes of the Enlightenment ◆ Diverse nature and impact of the Enlightenment: philosophy, history, economics and social commentary; language, literature and poetry; science; painting, architecture and town planning ◆ Links with England and Europe
Education	<ul style="list-style-type: none"> ◆ <i>Causes and impact of educational reform</i> ◆ <i>Literacy, schools, the SSPCK and the academy movement</i> ◆ <i>University reform</i>

Field of study 5 — USA: ‘A House Divided’, 1850-65

A study of ante-bellum American society and tensions within it; the causes and nature of the conflict; the political, social and economic outcomes of that conflict, focusing on the themes of conflict, rights, identity and authority.

Summary

American society on the eve of war: political, economic and social questions arising out of the newly acquired territories; centralised Federation in conflict with States’ rights; tension between the Southern slave economy and Northern industrialism.

The coming of war: the civil rights questions; the failure of compromise; the outbreak of war.

The Civil War: military events and developments from Union and Confederate viewpoints; the role of foreign powers in the conflict; the experience of Blacks during the war.

The effects of war, including: the political consequences; social and economic conditions in North and South.

Mandatory content	Illustrative examples of possible topics that could be covered
American society in 1850	<ul style="list-style-type: none">◆ Debate over the issue of ‘sectionalism’◆ Economic similarities and differences between North and South◆ Social and cultural similarities and differences between North and South◆ Political and ideological similarities and differences between North and South◆ Role of slavery in the differences between North and South
<i>Slavery in the antebellum period</i>	<ul style="list-style-type: none">◆ <i>Nature, extent and influence of the institution of slavery</i>◆ <i>Arguments in defence of and opposition to slavery</i>◆ <i>The abolitionist movement and its support in the North</i>◆ <i>Impact of the abolitionist movement on the South</i>
<i>The problem of territorial expansion</i>	<ul style="list-style-type: none">◆ <i>Study of the process whereby territories become states</i>◆ <i>Controversy over the admission of California</i>◆ <i>The Compromise of 1850 — its terms and consequences</i>◆ <i>Popular sovereignty and the fight over the Kansas–Nebraska Act of 1854 and its effects</i>◆ <i>Political impact of territorial expansion</i>

	<ul style="list-style-type: none"> ◆ <i>Collapse of the Whig Party and emergence of the Republican Party</i> ◆ <i>The 'slave power conspiracy'</i> ◆ <i>1857 Supreme Court decision on Dred Scott</i> ◆ <i>Increasing influence of the Southern wing of the Democratic Party</i> ◆ <i>Significance of the 1858 mid-term Congressional elections and the Lincoln–Douglas debates</i>
The 1860 election, secession and the outbreak of war	<ul style="list-style-type: none"> ◆ <i>Election of 1860 and its significance</i> ◆ <i>Reasons for the failure to achieve compromise in 1860–61</i> ◆ <i>Southern secession after the 1860 presidential election</i> ◆ <i>Establishment of the Confederacy</i> ◆ <i>Lincoln's inauguration and handling of the secession crisis</i> ◆ <i>Outbreak of hostilities.</i> ◆ <i>Assessment of the causes of the war</i>
The military conflict	<ul style="list-style-type: none"> ◆ The nature of the conflict and American society ◆ Attitudes to manpower, the raising of armies and the issue of conscription ◆ The impact of technology ◆ An assessment of Union/Confederate advantages and weaknesses at the start of the war ◆ The campaigns and the fighting ◆ Strategy and tactics ◆ Main theatres of war ◆ The position of the Border States ◆ Analysis of the conflict as a first modern war ◆ The soldiers' experience of war ◆ What the soldiers fought for ◆ Experience of combat and camp life
The war at home and abroad	<ul style="list-style-type: none"> ◆ Differing approaches and efforts to finance the war of the North and South ◆ Impact of the war on the economies of both North and South ◆ Social impact of the war — a shared experience of North and South ◆ Role of women in the conflict ◆ Opposition to conscription ◆ States' rights in the South ◆ International dimension

<p>Leadership during the Civil War</p>	<ul style="list-style-type: none"> ◆ <i>Political leadership</i> ◆ <i>Assessment of Lincoln's Presidency, his relations with politicians, generals and the public</i> ◆ <i>Assessment of Davis' Presidency, his relations with politicians, generals and the public</i> ◆ <i>Opposition to the war, North and South, and the issue of States' rights in the South</i> ◆ <i>Military leadership, an assessment of Grant and Lee's military leadership during the Civil War</i>
<p>The Emancipation Proclamation and its consequences</p>	<ul style="list-style-type: none"> ◆ <i>Emergence of Lincoln's policy</i> ◆ <i>Immediate and long-term consequences of the proclamations</i> ◆ <i>Presidential justification for the proclamation</i> ◆ <i>African-American war effort and the Southern reaction to this</i> ◆ <i>International reaction</i> ◆ <i>Assessment of the position of Blacks by 1865</i>
<p>The election of 1864</p>	<ul style="list-style-type: none"> ◆ <i>Significance of military events on the course of the election</i> ◆ <i>Divisions within both the Republican and Democratic parties</i> ◆ <i>The platforms of the candidates</i> ◆ <i>Debate over the issue of Reconstruction</i> ◆ <i>Analysis of the nature of the 1864 election campaign</i> ◆ <i>Significance of the 1864 voting patterns</i> ◆ <i>Outcome of the election</i>
<p>Reasons for Northern victory and Southern defeat</p>	<ul style="list-style-type: none"> ◆ <i>Economic: finance, industrial capacity, transport</i> ◆ <i>Military: manpower, strategy, generalship</i> ◆ <i>Political: leadership, States' rights, international diplomacy</i> ◆ <i>Social: morale, home front</i>

Field of study 6 — Japan: the Modernisation of a Nation, 1840-1920

A study of the changing political identity of Japan; the forces bringing about changes; the effects of those changes within and beyond Japan focusing on the themes of ideology, identity, authority and culture.

Summary

Japan in the mid-19th century: the social structure; religions and political beliefs; economic conditions; the structure of government.

Forces for change: economic troubles and the changing social structure; nationalism; the pressures of foreign powers.

Revolution: the downfall of the shoguns, imperial restoration, changing government and political power; reforms, the end of feudalism, educational reform; military and naval reforms; economic changes and developments.

Japan as an emerging world power: changing relationships with foreign powers; war with China 1894-95; war with Russia 1904-95; Japan in the Great War; the post-war settlement.

Mandatory content	Illustrative examples of possible topics that could be covered
<i>Society and culture in the mid-19th century</i>	<ul style="list-style-type: none"> ◆ <i>Nature of Japanese society in 1850</i> ◆ <i>Population c1850 and its unique features — the caste structure</i> ◆ <i>Role of women in society</i> ◆ <i>Hierarchy of beliefs — Bushido and the Samurai code of loyalty, moral code of Confucianism, Buddhism as faith, Shinto and the Divine Spirit</i> ◆ <i>Influence and fear of Christianity</i>
<i>Economy and government in the mid-19th century</i>	<ul style="list-style-type: none"> ◆ <i>Extent of Japan's isolation</i> ◆ <i>Self-sufficient economy, degree of diversity of industry, economic culture</i> ◆ <i>Levels of literacy</i> ◆ <i>Structure of the government</i> ◆ <i>Evaluation of the respective roles played by the Emperor, the Tokugawa Shogunate, the Bakufu, the Daimyo and their domains</i> ◆ <i>Clans of Choshu, Satsuma, Hizen and Tosa and the role of the Headman</i>
<i>Social, economic and political factors causing change</i>	<ul style="list-style-type: none"> ◆ <i>The main areas of internal discontent among the different ranks in society</i> ◆ <i>Repercussions of rising Bakufu debts</i> ◆ <i>Blurring of caste structure</i> ◆ <i>Revival of Shinto beliefs stressing unique quality and importance of</i>

	<p><i>Japan and Sakuma</i></p> <ul style="list-style-type: none"> ◆ <i>Shozan and the slogan 'Eastern ethics: Western science'</i> ◆ <i>The reasons for internal debates on importance of foreign trade and keeping foreigners out of Japan</i> ◆ <i>Attempt at reform with Miuno Tadakumi's Tempo Reforms, their limited success and subsequent failure</i>
Foreign influences and their internal impact	<ul style="list-style-type: none"> ◆ <i>Early influence of the Spanish, Dutch and British on Japan</i> ◆ <i>Arrival of Perry and the Blackships</i> ◆ <i>Demands of the Unequal Treaties and the response to them within Japan</i> ◆ <i>Role played by foreign forces in the downfall of the Tokugawa Bakufu</i> ◆ <i>Sonno-Joi Movement</i> ◆ <i>Radicalism of men of Shishi</i> ◆ <i>Role of Choshu-Satsuma Alliance</i>
Political reform and the changing position of the Emperor	<ul style="list-style-type: none"> ◆ <i>Downfall of the Shogun</i> ◆ <i>The Meiji Emperor</i> ◆ <i>Charter Oath of April 1868</i> ◆ <i>Role of the Iwakura Mission in shaping and developing Japanese government</i> ◆ <i>Central government and the role of the Emperor</i> ◆ <i>Emergence of political parties</i> ◆ <i>Developments in government: the constitution of 1889, subsequent changes</i>
Social reforms	<ul style="list-style-type: none"> ◆ <i>Role of the Iwakura Mission in shaping social reforms</i> ◆ <i>Abolition of the caste structure</i> ◆ <i>Education</i> ◆ <i>Legal system</i>
Industrial, military and naval reforms	<ul style="list-style-type: none"> ◆ <i>Economic legacy left by the Tokugawa</i> ◆ <i>Role of the Iwakura mission and the use of foreign expertise in shaping economic and military reform</i> ◆ <i>Industrial role of the Meiji government and the Zaibatsu</i> ◆ <i>Continuing importance of agriculture</i> ◆ <i>Establishment of a national army and development of a navy</i> ◆ <i>Introduction of conscription</i> ◆ <i>Impact of industrial and military reforms on living and working conditions</i>

War with China, 1873-97	<ul style="list-style-type: none"> ◆ War with China — causes and consequences ◆ Korean Crisis — relations between Japan and China regarding Korea ◆ Situation leading to Saigo Takamori's calls for action being quashed ◆ Formosa Incident — importance of the Ryukyu Islands, 187 ◆ Treaty of Tianjin ◆ Events leading up to war centred over Treaty of Taijin ◆ Treaty of Shimonoseki
War with Russia, 1902-06	<ul style="list-style-type: none"> ◆ <i>War with Russia — causes, events and consequences</i> ◆ <i>Tripartite Intervention, completion of Trans-Siberian Railway</i> ◆ <i>Alliance with Britain, 1902</i> ◆ <i>Events surrounding the Boxer Rebellion</i> ◆ <i>Events of the war — roles of military leaders, naval victories</i> ◆ <i>Treaty of Portsmouth</i> ◆ <i>Final overturning of Unequal Treaties</i>
The Taisho Years	<ul style="list-style-type: none"> ◆ Political developments ◆ Japan's role in WW1 ◆ Economic consequences of Japan's participation in the war ◆ Japan at Versailles and the League of Nations ◆ Japan as an international power by 1920

Field of study 7 — Germany: from Democracy to Dictatorship, 1918-39

A study of the changing nature of political authority, the reasons for changes and the consequences of the changing character of political authority, focusing on the themes of ideology, authority and revolution.

Summary

The creation of the Weimar Republic: military defeat; the November Revolution and the Treaty of Versailles; social and political instability; economic crisis and hyper-inflation.

A period of relative stability: currency reform and the Dawes plan; social welfare provision; the Stresemann era in foreign affairs.

The collapse of the Weimar Republic: economic depression and mass unemployment; the weakening of democracy; Brüning to Schleicher; the rise of Nazism; Hitler and the Nazi takeover of power.

The transformation of post-Weimar society: Nazi consolidation of power in Germany; Nazi social and racial policies; Nazi economic and foreign policies; resistance and opposition.

Mandatory content	Illustrative examples of possible topics that could be covered
<i>German revolution and the creation of the Weimar Republic, 1918-19</i>	<ul style="list-style-type: none"> ◆ <i>Military defeat of 1918: myth and reality</i> ◆ <i>Nature and limitation of the revolution: revolution ‘from above’; revolution ‘from below’</i> ◆ <i>Proclamation of the Republic and the Ebert-Groener Pact</i> ◆ <i>ZAG: revolutionary government, industrialists and trade unions</i> ◆ <i>Spartacists’ Revolt and its suppression</i> ◆ <i>Preparation and adoption of a new constitution</i>
Treaty of Versailles: its political and economic significance	<ul style="list-style-type: none"> ◆ Territorial clauses ◆ Military clauses ◆ Reparations and War Guilt clause ◆ Germans’ reactions to the Treaty ◆ Long-term effects of the Treaty
<i>Political and economic crises, 1919-23</i>	<ul style="list-style-type: none"> ◆ <i>Challenges from the Left</i> ◆ <i>Challenges from the Right</i> ◆ <i>Hyperinflation: economic, social and political impact</i> ◆ <i>The end of hyperinflation</i>
The Stresemann era: domestic and foreign policy, 1924-29	<ul style="list-style-type: none"> ◆ Stresemann’s motives and political development ◆ Support for the Republic; election of Hindenburg as President

	<ul style="list-style-type: none"> ◆ Recovery or illusion of recovery? ◆ Social welfare provisions ◆ Foreign policy: 'Erfüllungspolitik' ◆ Assessment: good European or good German or both?
<i>Collapse of the Weimar Republic: 1929-33</i>	<ul style="list-style-type: none"> ◆ <i>Effects of economic depression</i> ◆ <i>Governments' and voters' responses to the slump</i> ◆ <i>Brüning's Chancellorship</i> ◆ <i>Rise of the Nazis: performance in Reichstag and presidential elections</i> ◆ <i>Hitler's leadership; nature of support for the Nazis; opponents' mistakes and weaknesses</i> ◆ <i>The Nazis and the politics of intrigue</i>
<i>The National Socialist consolidation of power, 1933-34</i>	<ul style="list-style-type: none"> ◆ <i>Reichstag Fire, February Decrees, Enabling Law</i> ◆ <i>Terror and repression: the reorganisation of the police; creation of the Gestapo; role of the SS</i> ◆ <i>Concordat with the Vatican</i> ◆ <i>'Night of the Long Knives'; death of Hindenburg; oath of allegiance</i> ◆ <i>Gleichschaltung [Co-ordination] of fronts and party organisations</i>
<i>The nature of the National Socialist regime, 1933-39</i>	<ul style="list-style-type: none"> ◆ 'Hitler myth'; propaganda ◆ Hitler: strong leader or weak dictator — decision-making in the Third Reich ◆ Traditional power structures ◆ Role of the Nazi party ◆ SS-Gestapo complex ◆ Nazi government: polycratic, feudal, chaotic
<i>Attempts to create a Volksgemeinschaft, 1933-39</i>	<ul style="list-style-type: none"> ◆ <i>Nazi racial doctrine and the goal of Volksgemeinschaft</i> ◆ <i>Nazi racial policies: persecution of the Jews and other 'Outsiders'</i> ◆ <i>Policies for the workers; policies for the Mittelstand</i> ◆ <i>Youth and educational policies</i> ◆ <i>Policies on women</i> ◆ <i>Policies on religion and the Churches</i>
<i>Economic and foreign policies, 1933-39</i>	<ul style="list-style-type: none"> ◆ Stimulating economic recovery ◆ Schacht: his role and significance ◆ Göring and the Four Year Plan ◆ Goals of Nazi foreign policy ◆ Impact of foreign policy on the economy, society and the 'Hitler myth' ◆ Creating an economy geared towards war?

Resistance to the regime, 1933-39	<ul style="list-style-type: none">◆ <i>Difficulties of defining 'Resistance'</i>◆ <i>The power of the terror apparatus: coercion and consent</i>◆ <i>Resistance from the Churches</i>◆ <i>Resistance from the Army</i>◆ <i>Extent of resistance and problems opponents faced</i>
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Field of study 8 — South Africa: Race and Power, 1902-84

A study of race and class conflict in an industrialising society and of international pressures on that society, focusing on the themes of ideology, authority, rights and resistance.

Summary

Formation of South Africa from 1902 to the Constitutional Settlement of 1910: the impact of the Boer War and Treaty of Vereeniging; the economy of South Africa; domestic policies before union; South African relations with Britain; the roots of Afrikaner Nationalism.

Political developments from 1910 to the 1948 election, differing approaches of Hertzog and Smuts and political developments among Whites; the emergence of the United Party and the Nationalists; non-white communities and their politics; the founding of the African National Congress.

Nationalist rule up to and including the 1984 constitution: the theoretical basis of apartheid; the Broederbond and the advance of Afrikanerdom; apartheid policies and their effects; Bantustans and independent homelands; opposition from within white society; non-white resistance, especially the African National Congress; splits in the ANC and the forming of the Pan-Africanist Congress; responses to opposition, the Treason Trial, the Sharpeville Massacre, the formation of Umkhonto we Sizwe and violence, the Rivonia Trial and the imprisonment of Nelson Mandela; Soweto 1976.

International pressures: South Africa's position in the British Empire and Commonwealth 1910-61; the ending of Commonwealth membership; United Nations pressures; the 'front-line' states and South African foreign policy, the question of sporting links.

Mandatory content	Illustrative examples of possible topics that could be covered
<i>Formation of South Africa, 1902-10</i>	<ul style="list-style-type: none">◆ <i>Impact of Boer War on South Africa</i>◆ <i>Treaty of Vereeniging</i>◆ <i>Economy of South Africa (to include agriculture, mining, industry and the migrant labour system)</i>◆ <i>Domestic policies of Milner and Selborne</i>◆ <i>Relations with Britain</i>◆ <i>1910 Constitutional Settlement</i>◆ <i>Roots of Afrikaner Nationalism</i>
Early segregation, 1910-24	<ul style="list-style-type: none">◆ Domestic policies of Botha and Smuts◆ Hertzog's split from the South Africa Party and its consequences◆ Nature of early segregationist policies◆ Relations between Afrikaners and British◆ Election of 1924 and formation of the Pact government

Growth of Afrikaner influence, 1924-39	<ul style="list-style-type: none"> ◆ <i>Growth of Afrikaner nationalism</i> ◆ <i>Extent of differences between Hertzog and Smuts</i> ◆ <i>Domestic policies 1924–33</i> ◆ <i>Fusion and the formation of the United Party</i> ◆ <i>United Party legislation</i>
South Africa and World War Two	<ul style="list-style-type: none"> ◆ <i>Resignation of Hertzog over South African entry to the Second World War</i> ◆ <i>Social and economic consequences of the war</i> ◆ <i>The Sauer Report and the Fagan Commission</i> ◆ <i>Reasons for National Party victory in 1948</i>
Opposition, 1910-48	<ul style="list-style-type: none"> ◆ <i>Formation of SANNC/ANC and subsequent development</i> ◆ <i>Significance of the ICU</i> ◆ <i>Involvement of the CPSA</i> ◆ <i>Nature of rural resistance</i> ◆ <i>'African Claims', the ANC Youth League</i>
Early apartheid, 1948-60	<ul style="list-style-type: none"> ◆ <i>Theoretical and ideological origins of apartheid</i> ◆ <i>Blueprint for action or pragmatic response</i> ◆ <i>Apartheid policies and their effects</i> ◆ <i>'Separate Development' and the creation of 'independent homelands'</i>
The growth of African Nationalism, 1948-60	<ul style="list-style-type: none"> ◆ <i>ANC Programme of Action</i> ◆ <i>The role of the ANC</i> ◆ <i>Defiance Campaign and Freedom Charter</i> ◆ <i>Growth of African Nationalism</i> ◆ <i>The ANC/PAC split</i> ◆ <i>Sharpeville Massacre</i> ◆ <i>Opposition from within White society</i>
Apartheid, 1960-84	<ul style="list-style-type: none"> ◆ <i>Government attempts to silence opposition</i> ◆ <i>Verwoerd's 'granite response'</i> ◆ <i>State repression under Vorster and Botha</i> ◆ <i>Social and economic changes and their impact on NP policies</i> ◆ <i>Total Strategy of PW Botha, 1978-84</i>

<p>Resistance, 1960-84</p>	<ul style="list-style-type: none"> ◆ <i>Formation of Umkhonto we Sizwe and Poqo</i> ◆ <i>Significance of the ANC in exile</i> ◆ <i>Steve Biko and the Black Consciousness Movement</i> ◆ <i>The growth of African discontent 1970-84, including the Soweto Uprising</i> ◆ <i>Links between internal resistance and opposition movements outside of South Africa</i> ◆ <i>Opposition from within White society</i>
<p>South Africa and the international community, 1960-84</p>	<ul style="list-style-type: none"> ◆ <i>Impact of 'the winds of change' in Africa</i> ◆ <i>United Nations pressures on South Africa</i> ◆ <i>Impact of the end of Portuguese rule in Angola and Mozambique</i> ◆ <i>Consequences of the end of white minority rule in Zimbabwe</i> ◆ <i>Implications of the Cold War for South Africa</i> ◆ <i>Impact of the anti-apartheid movement</i>

Field of study 9 — Russia: from Tsarism to Stalinism, 1914-45

A study of political ideology as found in the Communist state, the changing nature of authority and the policy outcomes of that authority, focusing on the themes of ideology, authority and revolution.

Summary

The Bolshevik rise to power: the condition of society in the years immediately before Revolution; the February Revolution and Bolshevik reactions to it; the causes, nature and immediate consequences of the October Revolution.

Lenin and the consolidation of power: the withdrawal from the First World War; the Civil War and the reasons for Bolshevik victory; changing economic policy from War Communism to the New Economic Policy; the political development of the Soviet state; foreign policy under Lenin.

The making of the Stalinist system: Stalin's struggle for power with his rivals; the policies of industrialisation and collectivisation; the Purges.

The spread of Stalinist authority: political, social and cultural aspects of the Stalinist state; Russia and the Great Patriotic War.

Mandatory content	Illustrative examples of possible topics that could be covered
War and the breakdown of Russian society, 1914 to January 1917	<ul style="list-style-type: none">◆ The condition of Russian society and government in the years immediately before Revolution◆ The breakdown of Russian society and government during the years of the First World War; role of economic, financial, social, military and political factors in the collapse of autocracy
<i>The February Revolution</i>	<ul style="list-style-type: none">◆ <i>Immediate events surrounding abdication of the Tsar in February 1917</i>◆ <i>Role of workers, women and revolutionary parties in the February Revolution</i>◆ <i>Revolutionary responses: Bolsheviks, Mensheviks, Kadets, Socialist Revolutionaries</i>◆ <i>Background to the creation of Provisional Government and Petrograd Soviet</i>
<i>The Provisional Government and the October Revolution</i>	<ul style="list-style-type: none">◆ <i>Background to the October Revolution including:</i>◆ <i>Dual power: its operation, achievements and consequences</i>◆ <i>Lenin's return and the April Theses</i>◆ <i>Problems faced by the Provisional</i>

	<p><i>Government: war, land, unrest, national minorities and economy</i></p> <ul style="list-style-type: none"> ◆ <i>Provisional Government's decline from April to September: impact and consequences of July Days and Kornilov affair</i> ◆ <i>Role of political parties: Bolsheviks, SRs, Mensheviks and Kadets</i> ◆ <i>Nature and immediate consequences of the October Revolution</i> ◆ <i>Immediate background to October Revolution</i> ◆ <i>Events of October; role of Lenin and Trotsky; role of workers</i> ◆ <i>First steps towards a Bolshevik state: early decrees/social reforms; attitudes towards press/censorship, Constituent Assembly, other political parties; creation of Cheka, role of Sovnarkom by December 1918</i>
The international context, 1917-24	<ul style="list-style-type: none"> ◆ <i>Effect of withdrawal from the First World War; Decree on Peace and Treaty of Brest Litovsk: role of Lenin and Trotsky</i> ◆ <i>Lenin's foreign policy</i> ◆ <i>Activities/role of Comintern, 1917-24</i>
The Civil War	<ul style="list-style-type: none"> ◆ <i>Different types of war that were fought</i> ◆ <i>Motivations for support</i> ◆ <i>Strengths and weaknesses of Whites and Reds</i> ◆ <i>Foreign intervention</i> ◆ <i>Factors influencing outcome</i>
The Soviet state from War Communism to New Economic Policy 1918-1924	<ul style="list-style-type: none"> ◆ <i>Features of War Communism</i> ◆ <i>Kronstadt Rising</i> ◆ <i>Ending of War Communism; introduction of the NEP</i> ◆ <i>Evaluation of the NEP</i> ◆ <i>The 10th Party Congress, the ban on factions and the move towards one-party dictatorship</i> ◆ <i>Relationship of the government to the Communist Party</i> ◆ <i>Policies towards national minorities</i>
Stalin's struggle for power	<ul style="list-style-type: none"> ◆ <i>Lenin's last years, 1917-24</i> ◆ <i>Cult of Lenin</i> ◆ <i>The contenders — Trotsky, Zinoviev, Kamenev, Stalin, Rykov, Tomsky,</i>

	<p><i>Bukharin</i></p> <ul style="list-style-type: none"> ◆ <i>The issues — leadership, economy, nature of the revolution</i> ◆ <i>Reasons for Stalin's triumph</i>
Industrialisation and collectivisation	<ul style="list-style-type: none"> ◆ <i>The Great Turn — Five Year Plans: rationale, priorities and development; the economic, political and social effects of implementation</i> ◆ <i>Collectivisation: rationale and development; the economic, political and social effects of implementation</i> ◆ <i>The debate over 'revolution from above or below?'</i>
<i>The political and social development of the Stalinist State</i>	<ul style="list-style-type: none"> ◆ <i>Models for totalitarianism</i> ◆ <i>The cult of the leader</i> ◆ <i>The Purges: their evolving nature; Kirov's assassination; the Show Trials; the ending of the Purges; an evaluation of their origins and significance</i> ◆ <i>Instruments of control: terror, secret police, labour camps</i> ◆ <i>The Cultural Revolution; role of women and family, education, religion, youth movements, artists and film-makers in the making and reaction to 'homo sovieticus'</i>
<i>The Great Patriotic War</i>	<ul style="list-style-type: none"> ◆ <i>Policies at start of war: 1939 Russo-German Pact</i> ◆ <i>Stalin's role in the Russian victory: military, economic, diplomatic, social/religious</i> ◆ <i>Other factors that contributed to Soviet victory</i>

Field of study 10 — the Spanish Civil War: Causes, Conflict and Consequences, 1923-45

A study of differing political ideologies; civil conflict and its consequences; foreign intervention and attempts at non-intervention, focusing on the themes of ideology, authority, conflict and identity.

Summary

Long-term political, economic and social problems in Spain: Church, army, regions and the agrarian system in Spanish society and politics.

The Dictadura: evaluation of attempts by Primo di Rivera to create stability through dictatorship and the effect of this on Spanish society and politics. The fall of the Monarchy in 1931: reasons for the departure of Alfonso.

The Second Republic: the formation of the Spanish Republic, its constitution, supporters and opponents.

Azaña’s Reforms: the policies and effects of the ‘Bienio Reformista’ of Azaña. The ‘Bienio Negro’: the policies and effects of the administration of Lerrox and Gil Robles.

The transition from rebellion to Civil War: the reasons for and course of the rebellion. The rise of Franco: reasons for Franco attaining unified control of the Nationalists. The Civil War: domestic and international contributory factors to the eventual Nationalist victory. The political and social consequences of Franco’s victory to 1945.

Mandatory content	Illustrative examples of possible topics that could be covered
Condition of Spain in the 1920s	<ul style="list-style-type: none"> ◆ Decline and alienation of the Church ◆ Effect of loss of empire on army and its increasing unpopularity ◆ Antipathy of regions towards centralist authority and effect of industrialisation within these areas ◆ Nature of Spanish agricultural system, the reasons for and effect of its failure on Spanish society ◆ The condition of Spain in 1923: problems of modernisation ◆ The pronunciamiento of Primo de Rivera ◆ Social and economic reform ◆ Fall of Primo de Rivera
<i>The fall of the Monarchy</i>	<ul style="list-style-type: none"> ◆ <i>Position of the monarchy in 1930</i> ◆ <i>Character and actions of Alfonso XIII</i> ◆ <i>Pact of San Sebastian</i> ◆ <i>Departure of Alfonso</i>

The nature of the new Republic	<ul style="list-style-type: none"> ◆ The Constitution: separation of Church and State; articles 26 and 27 ◆ Importance of political ideologies on Left and Right ◆ Problem of regional identities: the Basques and Catalans ◆ Position and influence of the Roman Catholic Church ◆ Condition of the army
Azaña's reforms 1931-33	<ul style="list-style-type: none"> ◆ <i>Reforms: the Roman Catholic Church, agriculture, the army</i> ◆ <i>Reactions to reform: the Church, the landowners, the army, attitude of the CNT/FAI</i> ◆ <i>Resistance to Azana: the Sanjurada, founding of the CEDA</i> ◆ <i>Election of 1934: reasons for the victory of the Right</i>
The Bienio Negro — a period of reaction	<ul style="list-style-type: none"> ◆ Reversal of reform ◆ Recovery of the landowners ◆ Regrouping of the army ◆ Strengthening of the Right — the Falange and the return of Calvo Sotelo ◆ Role of Gil Robles ◆ Resistance to reaction ◆ Revolt in Asturias ◆ Creation of the Popular Front ◆ Election of 1936
The military rising of 1936	<ul style="list-style-type: none"> ◆ <i>Plans for a military rising: the army, role of the CEDA, Carlists and others on the Right, the Church</i> ◆ <i>Coup of 1936: early successes, failure to secure victory in 1936, position of Franco</i> ◆ <i>Situation in the regions: Basque territories, Catalonia, Madrid</i> ◆ <i>The Republic's mobilisation of its resources</i> ◆ <i>Revolution in Republican Spain: militias, Left and Right, collectivisation, use of terror</i>
The rise of Franco	<ul style="list-style-type: none"> ◆ Franco's personal role and reputation ◆ Management of potential rivals ◆ Generalship and negotiations with Axis powers ◆ Good fortune: death of prominent right-wing leaders ◆ Weakness of remaining opponents for leadership on the right ◆ Role of others: Carlists and Falange, Suñer, other plotters and allies

<p>Civil War — the Spanish dimension</p>	<ul style="list-style-type: none"> ◆ <i>Changing course of the war including key conflicts</i> ◆ <i>Republican position and forces</i> ◆ <i>Position at outbreak and early response</i> ◆ <i>Peninsular army, navy and air force</i> ◆ <i>Divisions within the government</i> ◆ <i>Positions of the Communists and the POUM; role of the CNT/FAI</i> ◆ <i>Rebel position and forces at outbreak</i> ◆ <i>Army of Africa</i> ◆ <i>Experience of officer corps</i>
<p>Civil War — the international dimension</p>	<ul style="list-style-type: none"> ◆ <i>Role of Germany and Italy: effect of German and Italian aid</i> ◆ <i>Involvement of the USSR: effects of Soviet aid and Stalin's motives</i> ◆ <i>International Brigades</i> ◆ <i>Non-Intervention: attitudes of United Kingdom and France, Non-Intervention Committee, Nyon Conference</i>
<p>Defeat of the Republic and the consequences of the Civil War</p>	<ul style="list-style-type: none"> ◆ <i>Reasons for the defeat of the Republic and the Nationalists' victory</i> ◆ <i>Franco's political system</i> ◆ <i>The physical and human impact</i> ◆ <i>Spain's international position</i>

Field of study 11 — Britain: at War and Peace, 1938–51

A study of political ideology and leadership, military conflict, its effects and responses to those effects, social needs and response to those needs, and relations with other parts of the world, focusing on the themes of authority, community, ideology and welfare.

Summary

Britain on the eve of war: political leadership and political parties; preparedness for war; social and economic conditions.

Britain at war: political leadership and the war-time government; military, naval and air strategies; diplomacy, war aims and alliances.

The domestic impact of war: the military impact, emergency and defensive services, conscription; the effect on industry, agriculture, government finance and investment; social effects: evacuation, recruitment of women workers, social reforms and planned reforms; the reasons for the Labour victory in 1945.

Britain in the post-war world: Labour social and economic policies; Labour imperial, foreign and military policies; Conservative recovery and factors causing the Labour defeat.

Mandatory content	Illustrative examples of possible topics that could be covered
Political leadership and parties on the eve of war	<ul style="list-style-type: none"> ◆ Condition of the Labour Party in 1939; extent of its revival under Attlee; its major foreign and domestic policies and attitude to war ◆ The Conservative Party under Chamberlain; Chamberlain as a leader; appropriateness of his foreign and domestic policies on the eve of war
<i>The state of the nation: society, economy, defence and preparedness for war</i>	<ul style="list-style-type: none"> ◆ <i>Social and economic conditions: social equality, the north-south divide, class divisions, welfare/healthcare provision, educational opportunities, employment/unemployment, housing, diet, living standards, availability of leisure time and facilities</i> ◆ <i>Extent to which Britain was fully prepared for war in 1939: planning, developments in the army, navy and air force and in civil defence; industrial capacity</i>
<i>Political leadership and the wartime government</i>	<ul style="list-style-type: none"> ◆ <i>Chamberlain and the Phoney War, government war strategy, reasons for the fall of Chamberlain</i> ◆ <i>Creation of the Coalition Government, role and impact of Labour ministers in the Coalition Government</i> ◆ <i>Churchill as a war leader</i>

War aims, diplomacy and alliances 1939-45	<ul style="list-style-type: none"> ◆ Britain's war aims ◆ Role of the Empire ◆ Churchill, Roosevelt and Stalin
<i>Military, naval and air strategies</i>	<ul style="list-style-type: none"> ◆ <i>The respective parts played by the army, navy and air force in securing victory: the Battle of Britain, the Battle of the Atlantic and the major theatres of land war</i> ◆ <i>Importance and effectiveness of Bomber Command's campaign against Germany</i>
The war and the British economy	<ul style="list-style-type: none"> ◆ Conscription and the allocation of Britain's male and female labour force ◆ Effect on industry and agriculture ◆ Government finances and how the war was paid for ◆ State control and management of the economy ◆ Industrial relations
<i>The war and British society</i>	<ul style="list-style-type: none"> ◆ <i>Role and effectiveness of the emergency services and civil defence</i> ◆ <i>The Blitz and its impact</i> ◆ <i>Evacuation: its organisation, success and degree of impact on society</i> ◆ <i>Extent to which wartime work had a profound and lasting impact on women's lives</i> ◆ <i>War as a catalyst for social change/reform</i> ◆ <i>Diminution of class division?</i>
<i>Labour's 'New Jerusalem'</i>	<ul style="list-style-type: none"> ◆ <i>The 1945 election: reasons for Labour's victory</i> ◆ <i>The management of the economy by Labour Governments, 1945-51</i> ◆ <i>How socialist were the policies of Labour Governments, 1945-51?</i> ◆ <i>Role and effectiveness of individual ministers</i> ◆ <i>Creation of the welfare state and Labour's social policy achievements by 1951</i>
Imperial, foreign and military policies, 1945-51	<ul style="list-style-type: none"> ◆ Bevin as Foreign Secretary ◆ Britain and the superpowers ◆ Britain's role in the UN and NATO up to 1951 ◆ Process of decolonisation: the extent to which the war hastened imperial decline ◆ Retreat from power; Indian independence, Palestine and the Middle East

Conservative recovery and Labour's defeat	<ul style="list-style-type: none">◆ <i>Work of Butler and Woolton in reforming and regenerating the Conservative Party</i>◆ <i>Extent to which political consensus had been achieved by 1951</i>◆ <i>Labour's domestic difficulties</i>◆ <i>Reasons for Labour's defeat in 1951</i>
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Further general advice on Course assessment

This section includes advice and guidance on preparing for the Question Paper and project-dissertation, Including:

1. **Taking Notes**
 - ◆ taking valuable notes
 - ◆ researching
 - ◆ recording
2. **Developing extended writing skills**
 - ◆ historiography
3. **Primary and secondary sources**
 - ◆ primary sources
 - ◆ secondary sources
4. **The Question Paper — source-based questions**
 - ◆ the 'Evaluate the usefulness of ...' question (12 marks)
 - ◆ the 'How fully....' question (12 marks)
 - ◆ the two-source question (16 marks)
5. **Researching historical questions**
 - ◆ developing further knowledge of the historical context relevant to the chosen issue
 - ◆ making decisions about the way in which the chosen issue will be tackled
 - ◆ identifying a suitable range of resources
 - ◆ agreeing key deadline dates for the completion of the different stages involved in researching the issue
 - ◆ collecting and recording information
 - ◆ references

1. Taking notes

Teachers/lecturers and/or candidates may find it helpful to think of four principles that apply to good note taking, as follows:

Notes should be:

- ◆ **Accurate** — This means what it says. Make sure you do not take down factual errors.
- ◆ **Concise** — Be brief, but not so that you cannot understand what has been recorded (especially if you use shorthand or abbreviations). Avoid the other extreme: you are not supposed to copy out entire chapters.
- ◆ **Relevant** — Don't take notes that have nothing to do with the topic. Also, don't write down quotes that do not actually add anything, eg... *Storrey says*, 'Japan is made up of four main islands.'

- ◆ **Referenced** — It is vital that you write down the source of your notes so that you can accredit, cross-reference, or return to check an anomaly. Remember to take a note of:
 - name of author
 - name of book
 - page number of information

Valuable notes

These are notes that add value to your knowledge. For example:

- ◆ a set of statistics
- ◆ an example that illustrates a point
- ◆ a historian's view on an event
- ◆ an alternative view — ie evidence of a debate among historians

Researching

If looking for specific quotes or opinions, you should develop the habits of using:

- ◆ the contents page
- ◆ the index
- ◆ the preface/introduction where the author outlines his/her thesis
- ◆ the concluding chapter of a book

Recording

Once you have found a piece of information that you feel is worth recording, you should select only the most relevant part. If you are taking down a quote, remember to write it down in quotation marks, and to note the author, book and page of the source.

Evidence of debate is particularly valuable.

The most effective notes sum up and edit pieces of text into manageable portions, for example:

Source A: Tim Megarry *The Making of Modern Japan* GUP 1995, p11

But to what extent was Japan ever really feudal? If a feudal society is defined simply as one comprising a land-based economy grounded on the labour of a subservient peasantry, whose subordination was exemplified by legally binding ties to the soil; by weak and shifting monarchical government with frequent lapses in central control which necessitated strong social bonds between lords and their armed retainers; and by the granting of landed estates for this military service, then both Japan and Europe do at times exemplify two different varieties of feudalism. Common features are easy to identify and describe... Europeans were struck by their meeting with what they took to be genuine aristocrats. The Samurai were observed to be economically independent gentlemen in the service of a Daimyo, or liege lord, but they were also master and controller of their own estates. On this basis a lord-vassal complex is easily identified with the European knight as a military class comparable with the Samurai. Fiefs, or 'shoen' as they were called in Japan, may also be claimed as equivalents... The utter servility

and total compliance demanded of the Japanese peasantry was also reflected in serfdom and in later serf-like conditions of peasants in Europe.

If these similarities can serve as the basis for identifying different varieties of the same social system, it is also important to be aware of some of the vital differences. After 1600 a strong centralised state system developed in Japan and within a few decades the Samurai were removed from their rural estates, and henceforth were paid an annual stipend in rice. At no time did the social contract between Daimyo and Samurai include a fully reciprocal agreement for protection and aid. No obligation to protect a vassal existed in Japan as it did in Europe, nor was there direct labour service by the Japanese peasant or administration by the clergy... Despite their apparently matching social elements the contentions that Japanese feudalism was really comparable with that found in Europe, that Japan alone in 19th century Asia had a feudal society, or that Japan was favoured by its feudal system in coming to terms with the need for major economic and social change are by no means secure.

This can be shortened to:

Megarry challenges the idea that Japanese society conformed to the European model of feudalism.

Similarities with European feudalism:

- ◆ agricultural
- ◆ peasants tied to the land
- ◆ need for personal armies
- ◆ estates, or 'shoen', awarded for military service
- ◆ on the surface a 'lord-vassal complex', similar to aristocrats and knights

But:

- ◆ Samurai lost rights to land, and were instead paid retainers
- ◆ no obligation for a Samurai or Daimyo to protect each other, nor for a Samurai to protect a peasant
- ◆ no bureaucratic power for the clergy

Key quote:

'Despite their apparently matching social elements the contentions that Japanese feudalism was really comparable with that found in Europe... that Japan was favoured by its feudal system in coming to terms with the need for major economic and social change are by no means secure.'

The above quote sums up Megarry's argument. There are more eloquent and intellectual-sounding quotes from the source; however, these are mostly descriptive without offering opinion.

2. Developing extended writing skills

The general marking principles for the project and the Question Paper describe the features of successful responses. Learners are advised to read these when producing their dissertation and when revising for course assessment.

The general marking principles cover key aspects of successful extended writing in this Course, including:

- ◆ 25-mark responses in the Question Paper, and dissertations, will be assessed against the criteria of
 - structure
 - analysis/evaluation/line of argument
 - thoroughness/relevance of information and approach
 - historical sources/interpretations
- ◆ Of these, the two key criteria which are used to help determine where an essay is placed within a mark range are analysis/evaluation/line of argument and thoroughness.
- ◆ Marking will be positive, ie markers should reward what the candidate has tried to argue and not penalise what may have been omitted.

The marking instructions provide guidance on the features of essays falling within mark ranges which approximately correspond with the grades D, C, B, A, A+ and A++, assuming an even level of performance across all questions in the paper, and in the Coursework

When writing in either the Question Paper or within the dissertation, learners must ensure that they answer the question asked. Attempts to reinterpret a question to suit a learner's preferred choice, or failing to deal with the central issue, will normally result in a weak overall essay.

Historiography

An Advanced Higher History extended response, whether within the Question Paper or the project-dissertation, requires some reference to historical interpretations. Responses that do not include reference to historiography will not be awarded more than half marks. At a very basic level, it is enough if mention is made of a historical argument, or a relevant comment/quote is attributed to a historian.

While a weaker response will display a cursory acknowledgement of a historian or two, stronger responses will display **applied** historiography which should permeate the whole response. This should form an integral part of the overall analysis, and should inform a meaningful conclusion.

There may be a tendency to assume that 'historiography' means committing to memory a legion of quotes to be inserted or interjected wherever possible. A relevant quote certainly adds sophistication to an argument, and a well-placed piece of commentary will enhance the **degree of analysis**. However, a more effective use of historiography is to be aware of the debate itself, and to be able to identify historians' arguments, rather than to be able to quote them.

Reference to historiographical approaches can also demonstrate a more advanced layer of understanding, though there is sometimes a tendency for students to brand any theory written more than a decade after the event as 'revisionist'. Acknowledgement of Marxist or structuralist, feminist, Whiggish or any other school of thought will be credited if used correctly in context.

3. Primary and secondary sources

It is not always possible to make a hard-and-fast distinction between primary and secondary evidence. For example, AJP Taylor's *England 1914-1945* is a work of secondary history and yet Taylor lived through, and played an active role in, those years, and so the book is also a primary source. Nevertheless, it is convenient to consider primary and secondary sources separately, though some of the techniques for evaluating them overlap.

Primary sources

Consider first of all the **author**. Learners at earlier levels frequently make naïve points about bias. More significant, usually, is the question of the author's level of expertise — how much did he or she know about the issue? Eyewitness accounts are always of value, but the eyewitnesses may not have full understanding of the events they see. Sometimes the level of knowledge may vary within a paragraph, for example a dispatch by Robert E Lee might write with expert knowledge of Southern strategy in one sentence and with inexperienced knowledge of Northern strategy in the next sentence. The classic example of an eyewitness whose evidence is poor is the soldier in a battle whose experiences gave him little chance of knowing what was going on around him.

Certainly **bias**, or point of view, does need to be borne in mind. But it should not be assumed unless the words of the source do actually show bias. Learners cannot take for granted that an English monk will write unreliable falsehoods about William Wallace, and should certainly test the monk's evidence as far as possible.

The **purpose** of the source is as important as the personality of the author when it comes to assessing reliability. Is it to persuade, to warn, to inform, to deceive? Who were the intended readers? As with bias, a general point with no specific reference to the source is worthless evaluation. To say "This is a letter to a superior so it tries to present the writer in the best possible light" or "This is a political speech so it is just intended to win votes" would be a feeble judgement unless one could substantiate the claim; though it would be a good start to notice that the purpose of the sources did at least raise doubts. To say "These statistics were produced to satisfy Stalin during the Second Five Year Plan and so they must be treated with extreme caution" would be a reasonable evaluation.

The **date** of a source should also be examined. With remote history it is always tempting to regard all sources from the same era as 'primary' when the author was really living and writing a century or more later. Bede, for example, was as remote from St Cuthbert as we are from Abraham Lincoln. A similar point can arise in reverse with modern history. Sometimes a work which has all the

hallmarks of a secondary source is in many respects primary. AJP Taylor's *England 1914-1945*, mentioned above, is a case in point. The distinction between primary and secondary sources is imprecise. It is nevertheless useful, so the evaluation of secondary sources will be treated in a separate section.

Learners can often make naïve points about dates, assuming that material written decades after the event is either spoiled by poor memory, or has 'the benefit of hindsight'. These general points are not worthless, but, as with assertions of bias, only become really effective if they are used as the starting point for closer investigation to see whether or not poor memory or hindsight do in fact affect this particular source.

Sometimes the precise date has a bearing on the evaluation. Was the source written the day before the outbreak of the Civil War or the day after? Was it written the month before Hitler became Chancellor or the month after? This is bound to affect the attitudes and knowledge of the writer. A London commentator who regarded the Jacobites as trivial in August 1745 might well take the opposite view in September, after the Jacobite victory at Prestonpans.

One very important thing which often affects massively the value of a source is **typicality**. A strongly expressed letter by a member of the DDP in Weimar Germany (for example) might be a well-informed and generally reliable source for the opinions of the writer. But its value as a source for opinion as a whole in Weimar Germany would be very much affected by the fact that the DDP was a relatively small party with declining electoral success, so that the source would have limited value as evidence for the majority of Germans at the time. It could well be, of course, that minority views were relevant to that particular dissertation title, in which case such a letter could be very valuable.

In a court of law two witnesses are generally held to be far more valuable than one alone. One more test of the value of a source is the **extent to which it is supported** — or contradicted — by other sources. This is not necessarily a matter of sheer numbers, of course. One very good source may be worth more than a hundred weak ones put together. For example, the actual election statistics in 1945 will tell us more about the level of support for Labour in the election than a hundred newspaper articles written the week before. Nevertheless sources that support each other gain extra value. The learner should always be thinking critically, of course. It can happen that sources support each other because they all follow one dubious primary source — for example Tacitus' *Agricola*. But sources can be thought of as pieces of jigsaw; they are much more valuable in building up a complete picture if they can be fitted in with other sources.

Secondary sources

Learners at Advanced Higher must rely heavily on the works of modern historians. These historians sometimes disagree with each other profoundly; usually vary on points of emphasis or detail. Clearly their writings need to be evaluated. Learners should be discouraged from merely quoting them, as though the judgements of a modern historian were irrefutable evidence.

4. The Question Paper —source-based questions

There are three source-based questions in the Question Paper at Advanced Higher. The following paragraphs provide some guidance on the requirements of each question. For a full breakdown of how marks are awarded, teachers/lecturers and candidates should refer to the General Marking Principles section of the Advanced Higher *Specimen Question Paper*.

- ◆ There are three types of source question: ‘evaluate the usefulness of ...’; ‘how fully...?’; and the two-source question.
- ◆ All three of the source questions must be completed.
- ◆ The questions will use a combination of primary and secondary sources.
- ◆ Teachers/lecturers and learners must make sure they are familiar with the information in the ‘italicised areas’ of the mandatory content specified in the *Course Assessment Specification*

The ‘Evaluate the usefulness of...’ question (12 marks)

This type of question is simply asking the learner to evaluate the usefulness of a source in relation to a particular aspect of the Course.

Learners should provide context by commenting on authorship, date and purpose. This is similar to source evaluation questions at Higher. However, at Advanced Higher, this context should be more sophisticated (see example below). The learner should also show that they can interpret points in the text, and relate the text to their understanding of the wider historical context.

Recalled knowledge should include relevant historiography. It is not only the historical context which is being looked for, but also the historiographical context. The most successful learners will be able to place the source within the historical debate.

The ‘How fully...?’ question (12 marks)

These questions ask learners to contextualise a source and establish a judgement of the overall value of the source. To do so, the learner’s answer should assert the main views of the source, then identify and explain the immediate and wider factors necessary to provide a full explanation of the events the question is focused on.

Again, learners’ answers should include relevant historiography.

The two-source question (16 marks)

The two source question requires the learner to establish the views of two sources, making a judgement of the quality of each source’s interpretation of a specific issue. As with the ‘how useful...?’ and ‘how fully...?’ questions, the sources will focus on an issue described within the italicised areas. NB: the question is **not** an exercise in active comparison.

Learners should begin by identifying the main views of the two sources. Each source will have at least three clear points which should be analysed and explained. These points should then be developed by introducing the wider

context (ie relevant recall). The learner should introduce recalled knowledge which will contextualise the content of the source. Supporting historiography and provenance commentary can also gain credit. Once again, there's no fixed approach, but one option is detailed below.

Learners should also include comment on relevant historiography and/or the provenance of the sources.

5. Researching historical issues

For information on the Assessment Standards for the *Researching Historical Issues* Unit, teachers/lecturers should refer to the *Researching Historical Issues Unit Specification* and the *Researching Historical Issues* Unit assessment support pack. Teachers/lecturers should note that the following advice is intended as guidance only.

A relevant issue for study within the Unit and/or project will be one which requires analysis and qualitative judgement, rather than a descriptive and narrative approach. The issue may be worded as a question, statement, or a description of the area of study and should be such that the learner is challenged to provide a convincing overall conclusion to the issue(s) raised. It is likely that a suitable issue will give rise to a number of subsidiary questions, or sub-issues, which will need to be considered in order to reach an overall conclusion providing a robust synthesis and a qualitative judgement. An appropriate complex issue is also one which will enable the learner to interrogate differing historical perspectives or points of view. In some areas this may encompass significant debate — including major differences in the interpretation of historical developments.

Issues which invite evaluation, analysis and synthesis may be approached in one of the following ways, although such approaches are not mandatory.

- ◆ How successful is/was/are...?
- ◆ To what extent can/do/should...?
- ◆ How far can/do/should...?
- ◆ How justified is the view...?
- ◆ How important a part...?
- ◆ Which (of two interpretations) better explains...?

Developing further knowledge of the historical context relevant to the chosen issue

This might involve reading, for example, a textbook, online resources, newspaper articles, chapters or articles from journals or other similar sources. Teachers and lecturers may need to help learners identify suitable background reading at this early stage, as well as establishing a timeframe for completion.

Making decisions about the way in which the chosen issue will be tackled

Care should be taken to ensure that a sensible range of factors/views/outcomes is considered, and that concentration on an isolated factor/view/outcome does not exclude consideration of alternative explanations. The individual learner may

find it helpful to mind-map possible issues at this stage. Alternatively, an individual presentation could be made to peers, followed by a brainstorming session during which other learners contribute possible alternative approaches/interpretations.

To ensure that the approach taken is sufficiently in-depth, it may be useful to include no more than three or four main issues in the final plan. This may mean conflating some smaller issues into a single overarching issue, or justifying the exclusion of some relatively minor issues. Mind mapping can prove a useful tool in suggesting how subsidiary issues relate to each other and to the overall chosen issue. Learners should be encouraged to be discerning about which information they choose to include, and their critical thinking skills can be shown by explaining why they are using or rejecting particular points.

Good planning is essential to researching the chosen issue as it provides a structured focus for collecting information. However, modification of the plan may be necessary, for example if new evidence emerges, or the learner wishes to change the focus of their research. This should be seen as an integral part of planning a programme of research, and learners should be encouraged to recognise that this need to amend elements of the original plan is a valid aspect of almost all independent research.

Identifying a suitable range of resources

Researching historical issues at this level should involve a wide range of academic reading and it is therefore important that the learner plans ahead to ensure that the resources they need are available when they need them. The starting point is likely to be resources held within the department but school and public libraries may also be able to help with accessing resources. Some university libraries provide reference facilities to final year school learners.

Sources might include online journals/papers, newspaper or press articles or press releases and blogs.

For some issues there are published works and learners may need teacher/lecturer guidance to help them select appropriate reading. Learners may also need help to distinguish between school textbooks (or books written for the general reader) and those written by academics with specialist knowledge of the topic. A wide range of academic work should be consulted and learners should be able to recognise that different approaches and perspectives on historical, moral and philosophical issues may involve subtly different interpretations of events or ideas and will require careful reading.

Different subject disciplines use different research methods to create new knowledge and learners should be aware of some of these differences, for example the differences between qualitative and quantitative data. Research methodology shapes thinking so this will help learners to 'think like' or 'think within' this particular subject discipline. This will help learners become competent, critical users of information.

The learner could keep a log as they go through the research process. They could record sources they have used, the author, page references and publication date.

Agreeing key deadline dates for the completion of the different stages involved in researching the issue

Some learners may find the process of researching independently a challenging task. Therefore it may be helpful for the teacher/lecturer and learner to agree dates at which progress will be reviewed. Key dates might include:

- ◆ selection of an issue
- ◆ completion of a plan
- ◆ reviews/discussion of the collecting and recording evidence
- ◆ submission date for a first draft of the project-dissertation
- ◆ submission date for the final version of the project-dissertation, possibly a few days before the SQA deadline date

The learner could keep copies of planning notes, a written plan, a mind map, discussion notes or a recording of a discussion or interview.

The checklist provided below suggests one way of recording when progress checks have taken place.

Some learners will find it helpful to focus research on one aspect of the chosen issue at a time, rather than attempting to research, collect and record information relating to the whole issue at the same time. For example, where the chosen issue involves an isolated factor, the learner may choose to start with research focused on this aspect of the issue. Researching one aspect at a time can help to break the task up into more manageable sections and facilitates periodic reviews of progress. A progress review sheet could be used to support this process.

Once a starting point has been identified, the learner will decide how best to record information gathered. For many, word-processed or hand written note-making will be the most straightforward way of proceeding. Although many learners will have had some prior experience of collecting and recording information, it is worth emphasising that it is good practice to:

- ◆ use the list of contents/index to identify sections relevant to the issue being studied
- ◆ skim read to identify the most important and relevant material
- ◆ be aware that many academics summarise their arguments at the end of a section or chapter — alternatively, their views may be outlined in the introduction or in the conclusion to the book or article

Learners could complete a simple task like the one provided below to become familiar with different sources of information and bibliographic format. Teachers/lecturers could produce a short guide to conducting research and observing ethical standards in research to help learners realise the importance of acknowledging sources and/or using sensitive information.

Collecting and recording information

There is no single approved way of collecting and recording information but the following advice may prove useful.

- ◆ Note the author and title of the book/article being consulted. If a published work, the date of publication should also be recorded.
- ◆ If the information is from an online source, note the URL and the date when accessed.
- ◆ Summarise relevant factual evidence briefly, noting page references. By summarising, rather than quoting directly, learners will both save themselves time and avoid unintended plagiarism. Similarly, there is no need to write in sentences and abbreviations can speed up the note-making process, although it is important that the learner him/herself can subsequently make sense of the notes taken.
- ◆ Record statements of the author's views by using phrases such as 'According to Singer, "...'. The recording of **brief** direct quotations may be helpful but these should be limited to a few words or phrases. Lengthy quotations are unhelpful. Page references for views/quotations should be noted to facilitate referencing at a later stage.

Academics often refer to the views/evidence cited by other academics. Noting references to these may help learners understand more about different academic interpretations, and aid the development of a convincing line of argument at a later stage.

Checks on progress could take the form of a discussion between teacher/lecturer and learner; peer-review; or individual presentation to the group. In any discussion of progress made, it may be helpful for the teacher/lecturer to make sure that the learner is using evidence analytically and that a line of argument is emerging.

A copy of the learner's notes from their research could be used as evidence contributing to Assessment Standard 1.3 of the *Researching Historical Issues* Unit.

A critical skill is to understand how findings can be presented in such a way as to be clear, reliable and reflect the relevant conventions of the subject. There is no single way to achieve this and learners should consider in particular possible approaches to organising and referencing their work.

A key issue in communicating the ideas synthesised from the research is to be able to structure the findings appropriately. This will normally involve laying out various sub-issues relevant to the question in a logical manner which develops a clear line of argument and leads to a conclusion which can be supported. This may mean going into detail on the various areas. These might include:

- ◆ matters of precise definition that arises from the issue
- ◆ alternative interpretations that have been produced by different academics or academic traditions

- ◆ detailed analysis of particular pieces of evidence that have a substantial bearing on the issue
- ◆ a wide-ranging consideration of all aspects of the issue

It may be appropriate for learners to use sub-sections to keep their material under control. These sub-sections will normally arise from the sub-issues identified at the planning stage, but are not a requirement. Successful use of sub-sections will normally depend on the following:

- ◆ keeping sections to an appropriate number
- ◆ sub-sections that are linked together coherently

Formal language and tone is encouraged. For example, instead of learners using phrases like, 'I think that...', it may be more appropriate for learners to express themselves in a more academic way, for example, 'this evidence is used to support and elaborate on...'.

References

Learners should understand how to use appropriate referencing conventions. Learners should be accurate in their references and use a consistent format throughout their dissertation.

- ◆ All quotations should be referenced.
- ◆ Specific facts such as statistics should usually be referenced unless they are the common currency of all books on the subject.
- ◆ If a paragraph is based in its entirety on one book, then that should be referenced, even if there is no direct quotation.

The style of referencing can be the straightforward one of: Author, Date, *Title*, page number, for example:

- ◆ Gillespie, R. (2011) *Critical Navigation Skills*, p93

Learners may use the conventional *ibid* and *op cit* as appropriate.

Research findings should be accompanied by a bibliography. As with references, learning how to construct and present a proper bibliography is part of the development. The bibliography should be a genuine note of all works used. It is important that the author's name and the title are entered correctly. The date and publisher should also be included. The learner's references or bibliography could be used as evidence contributing to Assessment Standard 1.5 of the *Researching Historical Issues* Unit.

Most university websites have advice on setting out a bibliography. Some well-known standard formats include Harvard, MLA and APA. The main point is that learners should be consistent in the format they choose to use and which is most appropriate for their area of research. Websites should also be recorded in the bibliography. Web addresses should be listed, with the dates at which they were accessed. This is done because websites are subject to frequent alteration.

Example checklist

Learner's name:

Research activity	Notes	Date completed
Key dates agreed and issued		
Proposed issue		
Discussion/negotiation on issue		
Issue finalised and agreed		
Planning a programme of research	Agreed plan attached	
Agreed amendments to the plan (if any)		
Initial sources		

Review of progress (1) including evaluation and analysis of evidence so far		
Review of progress (2)		

Bibliographic format

Academic book		
Education journal		
Media source		
Internet source		

Literature review — using a matrix

This table shows a potential way of approaching a literature review. The text under each heading is an illustrative example of the issues that may be identified within a review of a particular piece of literature.

Study	Aim of study OR research question	Viewpoint of author	Main themes or points emerging	Main conclusion Any limitations?	Any future research suggested?
Author 1	To investigate factors which...	Author believes that	Factors impacting are...	The key factor was...	Should look at... Could extend scope of research to...
Author 2	To explore issues related to...	Author believes that	Main evidence is...	The main impact was... Limitations: Is data now out of date? Does this matter?	Need more research to see if... Could extend research into...

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)

Administrative information

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History of changes to Advanced Higher Course/Unit Support Notes

Course details	Version	Description of change	Authorised by	Date
	2.0	Assessment, course content and key messages about Course skills and aims have been amended to align with mandatory documents.	Qualifications Development Manager	May 2015

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