National 5
Course Assessment
Specification

National 5 History Course Assessment Specification (C737 75)

Valid from August 2013

First edition: April 2012, version 1.0
Revised: June 2013, version 1.1
This edition: August 2014, version 2.0

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

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Course outline

Course title:	National 5 History
SCQF level:	5 (24 SCQF credit points)
Course code:	C737 75
Course assessment code:	X737 75

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — question paper	60 marks
Component 2 — assignment	20 marks
Total marks	**80 marks**

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- breadth — drawing on knowledge and skills from across the Units
- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

The added value consists of:

- Drawing on, extending and applying the skills, knowledge and understanding they have acquired during the Course. This will be assessed by a question paper and an assignment. Over the Course assessment there will be broad parity between the assessment of skills, knowledge and understanding.
- Demonstrating breadth of skills, knowledge and understanding from across the Units of the Course in the question paper. This will sample knowledge and understanding from across all three Units of the Course and will require the application of skills.
- Demonstrating challenge and application related to an appropriate historical event or theme in the assignment.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C
For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A
For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit
To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a question paper and an assignment.

Component 1 — question paper

The purpose of this question paper is to demonstrate application of skills and breadth of knowledge and understanding from across the Course.

Further mandatory information on Course coverage is provided at the end of this *Course Assessment Specification*.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- developing and applying knowledge and understanding and skills across contexts from Scottish, British and European/world history
- evaluating the origin, purpose, content and context of a wide range of historical sources
- explaining the impact of historical developments analysing the factors contributing towards historical developments, drawing a reasoned conclusion
- demonstrating a detailed factual knowledge and understanding of historical themes and events in Scottish, British, European and world contexts

The question paper will have 60 marks out of a total of 80 marks. The question paper is therefore worth 75% of the overall marks for the Course assessment.

There is differentiation within each question.

The question paper will have three Sections:

- Section 1: Historical Study: Scottish (20 marks).
- Section 2: Historical Study: British (20 marks).
- Section 3: Historical Study: European and World (20 marks).

Each Section will have 20 marks. Each Section will be made up of restricted response/extended response questions requiring the learner to draw on the knowledge and understanding and apply the skills acquired during the Course. The questions will be drawn from the mandatory content of the Course.

Candidates can be asked to describe an event or development, explain an event or development, analyse a historical issue, place a source in its historical context, compare two sources and evaluate the usefulness of a source.

The question paper Component of the Course assessment will have a greater emphasis on the assessment of knowledge and understanding than the assignment. The other marks will be awarded for the demonstration of skills.

Component 2 — assignment
The purpose of this assignment is to demonstrate challenge and application by demonstrating the following skills, knowledge and understanding within the context of a historical question.

The learner will:

- choose, with minimum support, an appropriate historical question or issue
- collect relevant evidence from at least two sources of information
- organise and use the information collected to address the historical question or issue
- draw on knowledge and understanding to explain and analyse the causes and/or impact of the historical question or issue
- refer to at least two relevant historical sources
- identify different perspectives and/or points of view
- structure information and present a reasoned conclusion supported by evidence

The assignment will have 20 marks out of a total of 80 marks. The assignment is therefore worth 25% of the overall marks for the Course assessment.

The assignment Component of the Course assessment will have a greater emphasis on the assessment of skills than the question. The other marks will be awarded for the demonstration of knowledge and understanding.

Setting, conducting and marking of assessment

Question paper
This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in one hour and 45 minutes.

Controlled assessments — assignment
This assignment is:

- set by centres within SQA guidelines
- conducted under a high degree of supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Setting the assessment
SQA will provide a brief for the generation of evidence to be assessed. Learners will have an open choice of historical question or issue to be researched.

Conducting the assessment
The production of evidence for assessment will be conducted:

- within one hour
- with the use of specified resources
- in time to meet a submission date set by SQA
- independently by the learner
- when the learner is ready

Further mandatory information on Course coverage

Course assessment will involve sampling the following knowledge and understanding.

Component 1: question paper

Options exist in each section to allow opportunities for personalisation and choice.

The question paper will have three Sections covering a range of topics in Scottish, British and European and world history. Candidates will answer one part from each section.

Section 1: Historical Study: Scottish

Part A: The Wars of Independence, 1286–1328

- The succession problem, 1286–1292
- Balliol and Edward I, 1292–1296
- William Wallace, 1296–1305
- Robert Bruce, 1306–1328

Part B: Mary Queen of Scots, and the Reformation, 1542–1587

- Mary, from the 'Rough Wooing' to becoming Queen of France, to 1559
- The Reformation in Scotland, 1560
- Mary's reign, 1561–1567
- Mary in England, 1567–1587

Part C: The Treaty of Union, 1689–1715

- Worsening relations with England, 1689–1707
- Arguments for and against Union
- The passing of the Treaty of Union by the Scots Parliament
- The impact of the Union, to 1715

Part D: Migration and empire, 1830–1939

- Immigration to Scotland, 1830s–1939
- Experience of immigrants to Scotland, 1880s–1939
- Scottish emigration, 1830s–1939
- Experience of Scots abroad, 1830s–1939

Part E: The Era of the Great War, 1910–1928

- Scots on the Western Front
- Domestic impact of war: society and culture
- Domestic impact of war: industry and economy
- Domestic impact of war: politics

Section 2: Historical Study: British

Part A: The Creation of the Medieval Kingdoms, 1066-1406

- The Normans and feudal society
- Royal power in the reign of Henry II
- The role of the Church in the Medieval Kingdom
- The decline of feudal society

Part B: War of the Three Kingdoms, 1603–1651

- Political issues, 1603–1625
- The rule of Charles I in England and Scotland, 1625–1640
- Challenges to royal authority
- War and the role of Cromwell, to 1651

Part C: The Atlantic Slave Trade, 1770–1807

- The Triangular Trade
- Britain and the Caribbean
- The captive's experience and slave resistance
- The abolitionist campaigns

Part D: Changing Britain, 1760-1900

- Health and housing
- Industry — textile factories and coal mines
- Transport — canals and railways
- Pressure for democratic reform up to 1867

Part E: The Making of Modern Britain, 1880-1951

- Divided Society: poverty, housing; politics
- Liberal Reforms 1906-14
- Social Impact of World War II in Britain
- Labour Reforms: the Welfare State 1945-51

Section 3: Historical Study: European and World

Part A: The Cross and the Crescent, the Crusades 1071–1192

- Knights, castles and warfare
- The First Crusade
- The fall of Jerusalem, 1187
- The Third Crusade, to 1192

Part B: 'Tea and Freedom', the American Revolution 1774-83

- Growing tension between Britain and the American colonies, to 1774
- Colonists' moves towards independence, 1774–1776
- The spread of the war
- American victory

Part C: USA 1850-1880

- Westward expansion
- Slavery and the Civil War
- Reconstruction, African-Americans and Southern reaction to defeat 1865-1878
- The defeat and demise of the Native Americans of the Plains

Part D: Hitler and Nazi Germany, 1919–1939

- Weimar Germany, 1919-29
- Nazi rise to power, 1929–1933
- Nazi control of Germany
- Nazi social and economic policies

Part E: Red Flag. Lenin and the Russian Revolution, 1894–1921

- Imperial Russia — Government and people
- 1905 Revolution — causes and events
- February Revolution — causes, events and effects
- October Revolution — causes, events, effects

Part F: Mussolini and Fascist Italy, 1919–1939

- Mussolini's seizure of power, to 1925
- Mussolini's social and economic policies
- Foreign policy
- Opposition to Mussolini

Part G: Free at Last? Civil Rights in the USA, 1918–1968

- The 'Open Door' policy and immigration, to 1928
- 'Separate but equal', to 1939
- Civil Rights campaigns 1945–1965
- The ghettos and black American radicalism

Part H: Appeasement and the Road to War, 1918–1939

- Paris Peace Treaties and the League of Nations, to 1933
- Nazi foreign policy, 1933–1938
- British and French Appeasement, to 1938
- Final steps to war, 1939

Part I: World War II, 1939–1945

- German territorial expansion, 1939-43
- War with Japan, 1941-45
- Life in Occupied Europe
- Allied victories in Europe and Japan, 1942-45

Part J: The Cold War 1945–1989

- Reasons for the emergence of the Cold War, up to 1955
- Flashpoints — Hungary, Berlin and Cuba
- The Vietnam War
- Changing relations between the Superpowers, 1968–1989

Component 2: assignment

Candidates have an open choice of historical question or issue. Their choice is not constrained by the mandatory content of Component 1: question paper.

Administrative information

Published: August 2014 (version 2.0)

History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Further information and clarification on scope and structure of each Component given in the 'Structure and coverage of Course assessment' section. 'Further mandatory information' section divided into separate parts for each Component.	Qualifications Development Manager	June 2013
	2.0	Increased time allocation by 15 minutes for the question paper — time allocated for the question paper is now one hour and 45 minutes.	Qualifications Development Manager	August 2014

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