



National  
Qualifications

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# History

## Assignment

### General assessment information

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This pack contains general assessment information for centres preparing candidates for the assignment Component of Higher History Course assessment.

It must be read in conjunction with the specific assessment task(s) for this component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

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# Introduction

This is the general assessment information for the Higher History assignment.

This assignment is worth 30 marks out of a total of 90 marks. This is 33% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of two Components of Course assessment. The other Component is a question paper.

This document describes the general requirements for the assessment of the Assignment Component of this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the assessment task for this Component of Course assessment.

## Equality and inclusion

This Course assessment 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 candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html)

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

# What this assessment covers

This assessment contributes 33% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the assignment in the *Course Assessment Specification*. These are:

- ◆ identify a historical issue which invites debate and argument
- ◆ research and investigate the historical issue, using a range of sources of information
- ◆ draw on and apply knowledge and understanding to analyse the causes and/or impact of the historical issue
- ◆ analyse and synthesise information in a structured manner
- ◆ refer to relevant historical sources
- ◆ identify different perspectives and/or points of view
- ◆ structure information and present a well-reasoned conclusion supported by evidence

# Assessment

## Purpose

The purpose of this assessment is to generate evidence for this Component of the Added Value of this Course by means of an assignment.

The purpose of this assignment is to demonstrate challenge and application by requiring the candidate to draw on and apply skills, knowledge and understanding within the context of a historical issue. This may be related to areas they have studied in class if they wish, but they are free to research any historical issue. Candidates may wish to use this opportunity to research areas of local history or an area of interest suggested by what they have studied in class.

## Assessment overview

This assessment has a research stage and a production of evidence stage.

Candidates should choose a question which allows them to analyse a complex historical issue which involves a range of factors or areas of impact. They should research the issue, and record and structure their findings to address the question. Candidates should use the History Resource Sheet to collate their evidence and references. This can be used to support them to produce evidence.

Assessors should provide reasonable guidance on the types of question which will enable candidates to meet all the requirements of this Component. They may also give guidance to candidates on the likely availability and accessibility of resources for their chosen question.

Candidates should work on their research with minimum support from the assessor.

## Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

This assignment has two stages:

- ◆ A research stage which will include choosing a question, collecting evidence to place the issue in its historical context, using information in order to support factors or areas of impact, analysing different factors contributing to – or different areas of impact of – an event or development, synthesising information to create a line of argument and coming to a conclusion about the question supported with reasons and/or evidence. This stage has been designed to be capable of completion over a notional period of eight hours, including preparation time for the production of evidence.
- ◆ A production of evidence stage which must be completed within one continuous hour and 30 minutes.

Candidates should undertake the research stage at any appropriate point in the Course. This will normally be when they have developed the necessary skills, knowledge and understanding. Candidates should undertake the production of evidence stage in time to meet the submission date set by SQA.

During the research stage of this assessment, there are no restrictions on the resources to which candidates may have access.

During the final production of evidence stage of the assessment, candidates should only have access to the History Resource Sheet.

Candidates must undertake the production of evidence independently. However, reasonable assistance may be provided prior to the production of evidence taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, eg advice on how to develop an assignment plan. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment and assessors need to be aware that this may be going beyond reasonable assistance.

In the research stage of this assignment, reasonable assistance may include:

- ◆ directing candidates to the instructions for candidates
- ◆ clarifying instructions/requirements of the task
- ◆ advising candidates on the choice of a question/topic/issue
- ◆ advising candidates on possible sources of information
- ◆ arranging visits to enable gathering of evidence
- ◆ interim progress checks

In preparing for the production of evidence stage of this assignment, reasonable assistance may include:

- ◆ advising candidates of the nature and volume of specified resources which may be used to support the production of evidence

At any stage, reasonable assistance does not include:

- ◆ providing the question, topic or issue for the candidate
- ◆ directing candidates to specific resources to be used
- ◆ providing model answers
- ◆ providing detailed feedback on drafts, including marking

The **research stage** will be conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place. For example:

- ◆ interim progress meetings with candidate
- ◆ questioning
- ◆ candidate's record of activity/progress
- ◆ assessor observation

Groupwork approaches are acceptable as part of the research stage. However, there must be clear evidence for each candidate to show that the candidate has met the evidence requirements.

The **production of evidence stage** will be conducted under a high degree of supervision. This means that:

- ◆ candidates must be in direct sight of the assessor (or other responsible person) during the period of the assessment
- ◆ candidates must not communicate with each other
- ◆ candidates should only have access to the History Resource Sheet

## Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ candidate assignment evidence produced under a high degree of supervision
- ◆ History Resource Sheet – candidates must use only one side of this single A4 sheet which should be no more than 250 words.

# General marking instructions

## General marking principles for Higher History assignment

*This information is provided to help you understand the general principles that will be applied when marking candidate responses in this assignment.*

*These principles must be read in conjunction with the detailed Marking Instructions which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed Marking Instructions for this assignment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Principal Assessors will provide guidance on marking specific candidate responses which are not covered by either the principles or detailed Marking Instructions.
- (d) The purpose of the History Resource Sheet is to help candidates use their evidence and references, collected during the research stage, to address their chosen question or issue. The Resource Sheet should be no more than one single side of A4 and should be no more than 250 words. No marks will be awarded for directly copying extended pieces of text/narrative from the Resource Sheet; however it is fine to copy quotations in full. It must not be used by candidates to pre-write their assignment.

The Resource Sheet should not be marked. However, it may enable clarification of points which the candidate has made in the presentation of their evidence, and may allow markers to gain an insight into what the candidate intended.

Candidates can structure their assignment evidence in a variety of ways.

Candidates can demonstrate their skills, knowledge and understanding in a variety of ways and at different points in their assignment evidence. Markers should credit relevant and appropriate skills, knowledge and understanding wherever they are demonstrated.

The term ‘factor’ is used in these marking instructions to refer widely to aspects of the issue which contributed to causing an event or areas of impact of an event.

In presenting their findings, candidates will show the following skills, knowledge and understanding:

- A. Placing the issue in its historical context**  
Candidates can be credited in a number of ways up to a maximum of **3 marks**.
- B. Analysing different factors contributing to an event or development**  
Candidates can be credited in a number of ways up to a maximum of **7 marks**.
- C. Evaluating factors to develop a line of argument**  
Candidates can be credited in a number of ways up to a maximum of **5 marks**.
- D. Using information from sources referred to, in order to support factors**  
Candidates can be credited in a number of ways up to a maximum of **4 marks**.
- E. Using knowledge to support factors**  
Candidates can be credited in a number of ways up to a maximum of **8 marks**.
- F. Coming to a conclusion about the question or issue**  
Candidates can be credited in a number of ways up to a maximum of **3 marks**.

**Specified resources to be taken into assessment**

Candidates may take evidence collected during the research phase into the production of evidence stage, using the History Resource Sheet. The Resource Sheet must be submitted with the evidence produced during the final production of evidence stage. The History Resource Sheet will be a single-side of A4 paper and should be no more than 250 words.

The History Resource Sheet taken into the production of evidence stage may include for example: evidence/data from research; bullet points/headings; mind maps; notes/quotes from sources including archaeological sources; details of internet search results; extracts from books; notes taken from a visit or talk; notes taken from a written or audio visual source, etc.

No marks will be awarded for directly copying extended pieces of text/narrative from the Resource Sheet; however it is fine to copy quotations in full. It must not be used by candidates to pre-write their assignment.

## Administrative information

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### History of changes

Version	Description of change	Authorised by	Date
1.1	General marking principles amended to clarify the requirements of the History Resource Sheet.	Qualifications Manager	September 2014
1.2	General marking principles amended to clarify the requirements of the History Resource Sheet – insertion of recommended word limit of 250 words.  Minor amendments to general Marking Instructions.	Qualifications Manager	September 2015
1.3	General marking instructions amended to reflect the re-allocation of marks in the areas of analysis and evaluation.	Qualifications Manager	September 2016

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