

# Further information on Higher History Course Assessment (November 2013)

## Key messages

SQA is currently developing Course and Unit assessments. This document outlines our progress in Course assessment for the Higher Course in History.

The new History Higher Course will maintain the standard of the current qualification at Higher, and will continue to be benchmarked against SCQF level 6, as well as ensuring that the level of demand for candidates is consistent with other Higher qualifications.

Course assessment will have two components: a question paper and an assignment. Both will be externally assessed. Course assessment will be out of 90 marks. The question paper is worth 60 marks and the assignment is worth 30 marks.

The new History Higher Course is based on popular and relevant contexts from the current Course, with minor revisions for clarity and consistency. The History Higher Course has been revised to build on the skills, knowledge and understanding developed at National 5 and provide clear progression from National 5 and on to Advanced Higher. The course will provide opportunities to develop breadth and depth of knowledge and understanding, and the application of skills, through the study of a range of historical contexts. Personalisation and choice will be through a wide choice of contexts for study, as well as the opportunity for candidates to choose an issue for research in the assignment.

Across the course assessment, both skills and knowledge and understanding will have equal importance. Skills will be developed through a body of historical knowledge and understanding in Scottish, British and European and World contexts. Each component will assess both skills and knowledge and understanding, although the question paper will have a greater emphasis on knowledge and understanding, while the assignment will have a greater emphasis on the application of skills.

The question paper will assess the skills and will sample knowledge and understanding from the Course Specification and the Course Assessment Specification. It will draw upon styles of questions familiar to History.

The assignment will apply research skills in the context of a historical issue. Candidates have an open choice of historical issue to allow for personalisation and choice.

**Points of stability and points of change between current Higher and new Higher**

	<b>Points of Stability</b>	<b>Points of Change</b>
Skills	Source handling skills remain in the Scottish Section. Analysis and evaluation remain in the British and European and World Sections.	Reduced from 4 to 3 source handling questions in the Scottish Section. Questions will focus on issues, not sub-issues.
Use of sources	Use of a range of historical sources in the Scottish Section.	In the assignment, candidates will research an issue and reference the sources they collect. Marks for source handling questions reduced from 30 marks to 20 marks.
Knowledge and understanding	Familiar topics and issues will be retained across all Units and in all three sections of the question paper. Retention of Scottish, British and European and World contexts for study.	Change of issues in Medieval part in British Section.
Question stems / command words	Use of familiar question stems for British and European and World Sections.	Greater clarity and consistency in use of command words and in marking instructions; change of command words in the Scottish section to match National 5 source handling commands.
Unit Assessment	3 Units	Increased flexibility in approaches to gathering evidence.
Course Assessment	Question Paper and coursework retained.	Question Paper (140 minutes) and Assignment (Production of evidence stage in up to 90 minutes).
Types of question	Extended responses.	
Marking instructions	Will continue to be available. Approach to marking Scottish Section is retained. Principle of marking extended responses against criteria retained.	Substantially more detail and advice and guidance for centres in how marks are allocated to a range of responses. Greater clarity in marking principles.
Level of demand	Benchmarked against SCQF level 6 and current Higher.	Improved alignment with other subjects at Higher.
Marks	90 marks in total	90 marks: 60 from question paper, 30 from Assignment.

**Higher specimen question paper (publication by 28 February**

**2014)**

The question paper will assess the skills and sample knowledge and understanding from the Course Specification and the Course assessment Specification. It will demonstrate progression from National 5 as summarised in the table below:

	<b>National 5</b>	<b>Higher</b>
<b>Total marks</b>	60	60
<b>Time</b>	One hour 30 minutes	Two hours 20 minutes
<b>Sections</b>	3 sections	3 sections
<b>Mark ranges for questions</b>	4 – 8	5 - 20
<b>Number of questions</b>	3-4 per section, 11 overall	1-3 per section, 5 overall
<b>Use of sources</b>	Short sources (70-100 words), simple clear language, factual content	Longer sources (100-140 words), more complex language, complex ideas/ perspectives
<b>Question paper format/optionality/choice</b>	A choice of parts in each section. Within parts, no choice of questions. Source handling questions within all parts.	A choice of parts in each section. In each part in the Scottish section, no choice of questions. Source-handling questions in the Scottish section only. In the British and European and World sections there will be a choice of parts. In each part there will be a choice of extended-response questions.
<b>Mandatory content</b>	Questions drawn from Scottish, British and European and World contexts.	Questions drawn from Scottish, British and European and World contexts.
<b>Depth of treatment of mandatory content</b>	Detailed descriptions and explanations.	Extended responses requiring knowledge and understanding and analysis/evaluation.
<b>Question stems</b>	<ul style="list-style-type: none"> <li>◆ Evaluate the usefulness</li> <li>◆ How fully does source A explain</li> <li>◆ Compare the views of sources A and B on</li> <li>◆ Describe</li> <li>◆ Explain</li> <li>◆ To what extent</li> </ul>	<ul style="list-style-type: none"> <li>◆ Evaluate the usefulness</li> <li>◆ How fully does source A explain</li> <li>◆ Compare the views of sources A and B on</li> <li>◆ To what extent did X cause Y?</li> <li>◆ How significant was</li> <li>◆ How important was</li> <li>◆ How valid is this view?</li> </ul>

The purpose of this question paper is to allow candidates to demonstrate application of skills and breadth of knowledge and understanding by responding to questions sampling from the mandatory information on Course coverage.

This question paper will give learners an opportunity to demonstrate the following higher-order cognitive skills and knowledge and understanding from the mandatory content of the

Course:

- ◆ applying knowledge and understanding and skills across contexts from Scottish, British and European/world history
- ◆ evaluating the origin, purpose, content and context of a range of historical sources
- ◆ explaining the impact of historical developments, analysing the factors contributing towards historical developments, drawing well-reasoned conclusions and synthesising information in a well-structured manner
- ◆ demonstrating a detailed and accurate knowledge and understanding of complex historical issues in Scottish, British, European and world contexts

This question paper will have three sections. Each section will be made up of questions requiring candidates to draw on their knowledge and understanding and to apply skills.

The knowledge and understanding will be drawn from the *History (Higher) Course Specification* and the Further Mandatory Information on Course coverage in the *History (Higher) Course Assessment Specification*.

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. The question paper will be out of 60 marks. The duration of the question paper will be two hours 20 minutes. It will be divided into three sections, each of 20 marks. Each section will each have optional parts; there will be parity of demand between the optional parts.

Section 1 – Scottish

Section 2 – British

Section 3 – European and World

In Section 1 – Scottish, candidates will answer three questions assessing their source-handling skills. They will evaluate the usefulness of a source for addressing a historical issue, analyse how fully a source addresses a historical issue, and compare the views of two sources on a historical issue.

In Sections 2 and 3, candidates will answer one extended-response question in each section. These will assess knowledge and understanding and higher order skills of analysis and evaluation. In each part, candidates will have a choice of one question to answer from three. The issues in each section will be sampled in the same order from the list of issues in the *Further Information on Course Coverage* in the *Course Assessment Specification* — eg if issues 2, 4 and 6 are sampled in the British Section, then issues 2, 4 and 6 will also be sampled in the European and World Section.

For the Question Paper, there will be a separate question paper and answer booklet.

(For sample questions from the current draft of the Specimen Question paper, please see Appendix 1.)

**Higher Coursework**

**(publication by 31 March 2014)**

An assignment is a new method of assessment for this subject.

**CONFIDENTIAL DRAFT**

The assignment will allow candidates to apply research skills in the context of a historical issue. Candidates have an open choice of issue to allow for personalisation and choice.

At Higher, the assignment will give learners an opportunity to demonstrate the following higher-order cognitive skills, knowledge and understanding:

- ◆ 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

At Higher, the assignment will have 30 marks (33% of the total mark). The assignment will have a greater emphasis on the assessment of skills than the question paper.

The following table illustrates progression from the National 5 assignment to the Higher assignment:

	<b>National 5</b>	<b>Higher</b>
<b>Marks</b>	20	30
<b>Time for production of evidence stage</b>	Up to one hour under controlled conditions	Up to one hour 30 minutes under controlled conditions
<b>Choice of topic</b>	Any relevant historical topic or issue	Any relevant historical topic or issue
<b>Analysis</b>	Explaining different factors contributing to the impact or causes of an event or development	<b>Historical context:</b> Describing the background to the issue and identifying the factors on which the analysis will be based.
		<b>Analysis:</b> Exploring the factors, showing connections between them and different interpretations.
<b>Use of Knowledge</b>	Using information from sources referred to, in order to support factors	Using information from sources referred to, to support factors
	Using other knowledge to support factors	Using other knowledge to support factors
<b>Evaluation</b>	Evaluating different factors contributing to the impact or causes of an event or development	<b>Evaluation:</b> Making judgements about how the factors address the issue and linking these to create a line of argument which takes account of counter-arguments.
	Organising the information to address the question or issue	

<b>Conclusion</b>	Coming to a conclusion	<b>Conclusion:</b> Coming to an overall judgement on the relative contribution of the different factors in addressing the issue. This will be linked directly to the line of argument and evidence presented.
	Supporting a conclusion with reasons. (May be overall or may be after each factor.)	
<b>Specified information</b>	One single side of A4	One single side of A4

The assignment has two stages, a research stage and a production of evidence stage. The production of evidence stage will be conducted under a high degree of supervision, within one hour 30 minutes, and submitted to SQA for external marking. SQA will produce two documents called Assignment: General Assessment Information and Assignment: Assessment Task.

Learners can use only specified resources during the production of evidence stage. The nature of the specified resources should show evidence of research carried out by the candidate and may include, for example: statistical, graphical or numerical data; primary sources; views of historians/ history textbooks; newspaper articles or extracts; notes taken from a visit or talk; notes taken from a written or audio visual source. Candidates may be advised by teachers/ lecturers as to resources that would be appropriate for the assignment at this SCQF level.

(For further information from the current draft of the assignment, please see Appendix 2)

**Criteria used to allocate marks**

- ◆ Historical context
- ◆ Analysis
- ◆ Evaluation
- ◆ Use of referenced knowledge
- ◆ Use of knowledge
- ◆ Conclusion

# Appendix 1

The following information is taken from the current draft of the Specimen Question Paper.

Study the sources below and answer the questions that follow.

**Source A:** from Christopher A. Whatley, *The Scots and the Union* (2007).

## Source A

The Scots resented the lack of support from King William and the English government during the disasters of the Ill Years which were long lasting. The population was slashed from 1.23 million in 1691 to 1.03 in 1700, and it was another half century before the population of Scotland began to rise above the 1690 level. Scotland made considerable trade sacrifices during England's war with France in the 1690s. Scots also spoke of extraordinary deceptions played upon them in their efforts to establish a colony at Darien. In addition, Scots were aware of the fact that since the Union of the Crowns, during a time when England and other nations had improved their economies, Scotland made no progress as their attempts to make headway were held back by English influence.

**Source B:** from Lockhart of Carnwath, *Memoirs*, 1714.

## Source B

Ministers and MPs were concerned about the threat to the Presbyterian government of the Kirk, and roared against the wicked Union from pulpits, or read addresses against it to Parliament. But no sooner did Parliament pass an Act for the Security of the Kirk than most of the emotion was cooled, and many of the MPs changed their tune and preached in favour of Union. But the truth of the matter lies here: a sum of money was necessary to be distributed amongst the Scots, and the distribution of the Equivalent amongst the investors in the Company of Scotland was the best way of bribing a nation. Some titles were given, as well as payment of arrears in MPs' salaries, amounting in total to £20,000, secretly made through the Earl of Glasgow. Alas it had the desired effect.

**Source C:** from a letter written by the Earl of Mar to his brother, 1711.

## Source C

Most Scots seem to be weary of this mistake of Union, as are the English. One opinion held by our countrymen for relieving us of this hardship is to dissolve the Union through an Act of Parliament in the House of Lords. This would put us in the same place as we were in before 1707. Nevertheless, if this was possible, the English would make the Hanoverian Succession permanent. So in such a circumstance we are placed, and I believe never were Scots in harder circumstances, with the economy likely to remain flat for decades. If we saw a possibility of getting free from Union without war, we would have some comfort, but that I'm afraid is impossible.

**Source D:** from Michael Fry, *The Union: England, Scotland and the Treaty of Union* (2006).

**Source D**

To Scots, the Union looked within a short time to have been a terrible mistake. Even the supporters of union regretted what they had done. No economic boom followed, for at least half a century; businesses closed down rather than opened up in the new British common market. The English delayed paying the promised Equivalent, which was money they did not have, and treated the Scots at Westminster with contempt. By 1713 Scottish politicians at Westminster felt driven to a dramatic demonstration of their discontent, agreeing to propose a dissolution of the Union in the House of Lords. This failed by only four votes. Within a couple of years, armed revolt against the Union would break out in Scotland, and Mar, indeed, was the leader of the rising.

**Answer all of the following questions.**

1. How fully does **Source A** describe worsening relations between Scotland and England? **9**

*Use the source and your own knowledge.*

2. Evaluate the usefulness of **Source B** as evidence of the reasons for the passing of the Treaty of Union. **6**

*In reaching a conclusion you should refer to:*

- *the origin and possible purpose of the source;*
- *the content of the source;*
- *your own knowledge.*

3. Compare the views of **Sources C** and **D** about the effects of Union to 1740. **5**

*Compare the content overall and in detail.*

SECTION 2 – BRITISH – 20 marks

Answer ONE question.

Part B — The Century of Revolutions 1603–1702

1. How important was finance as a cause of the challenge to the authority of James I in England? **20**
2. How successfully did Charles I impose his authority in Scotland? **20**
3. To what extent was the failure to find an alternative form of Government, 1649–1658, a result of Cromwell's dependence on the army? **20**

SECTION 3 – EUROPEAN AND WORLD – 20 marks

Answer ONE question.

Part F — Russia 1881-1921

1. *Before 1905, opposition groups were unable to effectively challenge the authority of the Tsarist state.*  
How valid is this view? **20**
2. How important was military defeat against Japan in causing the revolution of 1905? **20**
3. To what extent was Nicholas II responsible for the collapse of Tsarist rule in February 1917? **20**

## Draft General Marking Principles for Higher History

The following general marking principles must be applied when marking all candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor. *You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.*
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) Where the candidate violates the rubric of the paper and answers two parts in one section, both responses should be marked and the better mark recorded.
- (d)
  - i. For credit to be given, points must relate to the question asked. Where candidates give points of knowledge without specifying the context, up to 1 mark should be awarded unless it is clear that they do not refer to the context of the question.  
*e.g. Some soldiers on the western front suffered from trench foot as they were unable to keep their feet dry. (1 mark for knowledge, even though this does not specify that it relates to the Scottish soldiers)*
  - ii. Where marks are awarded for the use of knowledge, each point of knowledge must be developed for example by providing additional detail, examples or evidence.
  - iii. There are four types of question used in this question paper, namely:
    - A. Evaluate the usefulness of Source . . .
    - B. Compare the views of Sources . . .
    - C. How fully does Source . . .
    - D. Extended response questions using a range of stems, including 'how important', 'how successful', 'how valid', 'to what extent'. These require candidates to demonstrate knowledge and understanding and to apply their skills of analysis and evaluation in order to answer the question asked.
  - iv. For each of the question types (in iii above), the following provides an overview of marking principles and an example of their application for each question type.

**A Questions that ask candidates to *Evaluate the usefulness of a given source as evidence of . . .* (6 marks)**

Candidates must evaluate the extent to which a source is useful by commenting on evidence such as the author, type of source, purpose, timing, content and omission.

**Up to the total mark allocation for this question of 6 marks:**

- ◆ a maximum of **4 marks** can be given for evaluative comments relating to author, type of source, purpose and timing
- ◆ a maximum of **2 marks** may be given for evaluative comments relating to the content of the source
- ◆ a maximum of **2 marks** may be given for evaluative comments relating to points of significant omission

**Example:**

*Source A is useful as evidence of Scottish involvement on the Western Front because it is from a diary of an officer from the Black Watch which will be well informed about the Scots military involvement at the Battle of Loos. (1 mark for Origin: Authorship) As it is a diary it is also useful as it will give an eyewitness view of the Battle. (1 mark for Origin: Purpose) The source was written at the end of October, 1915 which makes it useful because it was in the immediate aftermath of the battle. (1 mark for Origin: Timing)*

*The content is about the men his battalion lost in the attack. This is useful as the deaths of 19 officers and 230 men shows the losses Scots took. (1 mark for Content) It is also useful as the Black Watch were part of 30,000 Scots who attacked at Loos, showing a lot of Scottish involvement. (1 mark for a point of significant omission)*

*However the source does not give other ways in which Scots were involved on the Western Front. General Douglas Haig who was Scottish made a large contribution to the war as he was Commander in Chief of British forces after 1915. (1 mark for a point of significant omission)*

**B Questions that ask candidates to *Compare the views of two sources* (5 marks)**

Candidates must interpret evidence and make direct comparisons between sources. Candidates are expected to compare content directly on a point-by-point basis. They should also make an overall comparison of the viewpoints of the sources.

**Up to the total mark allocation for this question of 5 marks:**

Each point of comparison will be supported by specific references to each source and should be awarded **1 mark**.

An overall comparison which is supported by specific references to the viewpoint of each source should be awarded **1 mark**. **A second mark** should be awarded for a development of the overall comparison.

### **Examples:**

*Sources A and B agree that Cressingham was killed and skinned by the Scots after the battle. Source A says Cressingham, a leader amongst the English knights, was killed during the battle and later skinned. Source B agrees when it says “the treacherer Cressingham was skinned following his death during the battle”. (1 mark for a point of comparison supported by specific reference to each source)*

*Sources A and B agree that William Wallace and Andrew Murray were leaders of the Scottish army at Stirling and that the Scots were victorious. (1 mark for overall comparison) However, they disagree about the importance of the English mistakes made by Warrenne. (a second mark for developing the overall comparison)*

### **C Questions that ask How fully does a given source explain/describe . . . (9 marks)**

Candidates must make a judgement about the extent to which the source provides a full description/explanation of a given event or development.

#### **Up to the total mark allocation for this question of 9 marks:**

- ◆ candidates should be given **up to 3 marks** for their identification of points from the source that support their judgement; each point from the source needs to be interpreted rather than simply copied from the source
- ◆ candidates should be given **up to 7 marks** for their identification of points of significant omission, based on their own knowledge, that support their judgement
- ◆ a maximum of **2 marks** may be given for answers in which no judgement has been made

### **Example:**

*Source B explains the reasons why people left Scotland fairly well. The source mentions the potato famine in the Highlands in 1846 which led to large numbers of people leaving rather than starving. (1 mark for interpreting the source) It mentions specifically how landlords evicted crofters to make way for sheep farming in order to make their land profitable. (1 mark for interpreting the source) It also talks about the terrible living conditions which drove people to look for a better life abroad. (1 mark for interpreting the source)*

*However, the source does not mention all of the reasons why people left Scotland. It fails to mention the decline of the kelp industry which forced many Scots to look for work elsewhere. (1 mark for a point of significant omission) The problems of the fishing industry led to hardships for many Scots. When the herring industry declined due to loss of markets after the war people left Scotland. (1 mark for a point of significant omission) Others, such as handloom weavers from the Western Isles, left as they couldn't compete with the new factories in the towns and cities of the Central Belt. (1 mark for a point of significant omission)*

### **D Extended Response Questions (20 marks)**

#### **Historical context**

Marks can be awarded for answers which describe the background to the issue and which identify relevant factors. These should be connected to the line of argument.

## Conclusion(s)

Marks can be awarded for answers which provide a relative overall judgement of the factors, are connected to the evidence presented, and which provide reasons for their overall judgement.

## Example

*This factor was clearly more significant in bringing about the event than any other factor because ....*

While conclusions are likely to be at the end of the essay they can also be made at any point in the response.

## Use of evidence

Marks can be awarded for evidence which is detailed and which is used in support of a viewpoint, factor or area of impact.

For a knowledge/understanding marks to be awarded, points must be:

- relevant to the issue in the question
- developed (by providing additional detail, exemplification, reasons or evidence)
- used to respond to the demands of the question (i.e. explain, analyse, etc.)

## Analysis

Marks can be awarded for answers which identify factors such as political, social, economic, religious, etc, although they do not need to use this terminology, or which explore aspects within these such as success vs failure, different groups such as elderly versus youth, or different social classes and explain the relationships between these, including causal links, contradictions, inconsistencies or interpretations.

Examples of relationships between identified factors and areas of impact could include:

- ◆ **Establishing contradiction or inconsistencies within factors:** e.g. While they were successful in that way, they were limited in this way
- ◆ **Establishing contradiction or inconsistencies between factors:** e.g. While there were political motives for doing this, the economic factors were against doing this
- ◆ **Establishing links between factors:** e.g. This factor led to that factor. Or At the same time there was also...
- ◆ **Exploring different interpretations of these factors:** e.g. While some people have viewed the evidence as showing this, others have seen as showing ... OR While we used to think that this was the case, we now think that it was really ...

## Evaluation

Marks can be awarded for developing a line of argument which makes a judgement on the issue, explaining the basis on which the judgement is made. The argument should be presented in a balanced way making evaluative comments which show their judgement on the individual factors and may use counter-arguments or alternative interpretations to build their case.

Evaluative comments may include:

- ◆ **The extent to which the factor is supported by the evidence:** e.g. This evidence shows that X was a very significant area of impact.
- ◆ **The relative importance of factors:** e.g. This evidence shows that X was a more significant area of impact than Y.
- ◆ **Counter arguments including possible alternative interpretations:** e.g. One factor was ... However, this may not be the case because ... OR However, more recent research tends to show that ...
- ◆ **The overall impact/ significance of the factors when taken together:** e.g. While each factor may have had little effect on its own, when we take them together they became hugely important.
- ◆ **The importance of factors in relation to the context:** e.g. Given the situation which they inherited, these actions were more successful than they might appear.

**Example:**

**‘The social reforms of the Labour Government of 1945–1951 failed to deal effectively with the needs of the people.’ How valid is this view?**

*In 1945, Clement Atlee, the leader of the labour party won a landslide victory against the Conservatives. **(background to the issue)** He immediately set out to try and deal with the needs of the British people but whether he did or not has caused much debate. The Labour Party looked to the Beveridge Report as a blueprint for change. It highlighted five social evils that would have to be tackled to meet the needs of the people: Want, Disease, ignorance, squalor and Idleness. **(factors identified)** It was these evils that Labour set out to tackle and did so with varying success. **(connects factor to line of argument)***

*Want was one of the first social evils to be tackled. The National insurance Act of 1946 was introduced to allow those too sick to work or those unemployed to maintain a basic subsistence. **(1 mark for Knowledge used to support a factor)** In theory this sorted a great deal of problems however, the only way to get the benefits when off sick or unemployed was to pay 156 weekly contributions. That’s three years’ worth. What if the person was too sick to work so couldn’t contribute the 156 payments in the first place. **(1 mark for analysis of aspects within a factor)** This meant that although the labour government met the needs of many workers, there was still a large portion of people that did not receive this help and therefore labour failed to meet the needs of some people. **(1 mark for evaluating an individual factor) (linked to other evaluative comments and recognises the question)***

*One of Labour’s biggest successes in meeting the needs of the people was the National Health Service (NHS). The NHS was free, comprehensive and universal. **(1 mark for Knowledge used to support a factor)** It allowed everyone in the country to have access to medical attention. **(1 mark for Knowledge used to support a factor)** Many diseases that had been rampant before the NHS died off and the medical needs of the people had been met. However, the NHS was a victim of its own success as Labour was not prepared for the numbers of people using it. **(1 mark for analysis of aspects within a factor)** This meant that not only did they have to charge for some areas such as dental and eye care, **(1 mark for Knowledge used to support a factor)** they used funds from different government areas as the costs were too high compared to what was originally thought. **(1 mark for Knowledge used to support a factor)** This also meant less money going towards meeting the needs of people in other areas. **(1 mark for analysis of relationship between factors)***

Education was seen as a good way to close the gap between lower and upper classes and so meet the needs of the people. The Education Act made it so that children had to stay in school until the age of 15. **(1 mark for Knowledge used to support a factor)** This meant they got a better education and were more likely to get better jobs. Labour also implemented to 11+ exam which was sat at the age of 11 to decide what type of school the pupil would go to. The high scorers would go to the grammar schools and the other to secondary modern schools. **(1 mark for Knowledge used to support a factor)** This was meant to allow lower class children to reach greater potential, however, the system was still biased towards the upper class and therefore did not meet the needs of all of the people. **(1 mark for evaluating an individual factor linked to other evaluative comments and recognises the question)**

During the war millions of houses had been destroyed and a third of all remaining houses were damaged to an extent. **(1 mark for Knowledge used to support a factor)** This meant labour would have to focus on building more houses to meet the needs of the people. With the housing problem before the war being bad, Labour had a big task on their hands and aimed to build 200,000 houses a year. **(1 mark for Knowledge used to support a factor)** However, Britain was lacking resources and manpower **(1 mark for analysis of aspects within a factor)** and so even with the mass production of prefabricated houses, the housing needs of many people were not met. **(1 mark for evaluating an individual factor)**

Unemployment rates during this time were down massively compared to a decade before. The Beveridge Report had stated that unemployment would never fall below 3% yet Labour smashed this and reached 2.5%. **(1 mark for Knowledge used to support a factor)** Many say that Labour met the needs of the people as they dropped unemployment this low which allowed for people to live better lives. However, it is argued that it was only the country healing its wounds from the war that caused unemployment to drop. **(1 mark for analysis of different interpretations a factor)** So during the time of the Labour government the employment needs of the people were fulfilled. Whether it was down to Labour or not is debatable. **(1 mark for evaluating an individual factor)**

In conclusion, labour passed many acts that did help to meet the needs of the people, however they did not fully meet their needs. However, what Clement Atlee and the Labour government did in the short span they had was truly amazing and helped set up the foundations of the system we have now which meets the needs of most of the people. **(2 marks for an overall judgement in relation to the issue)**

**The Specimen Question Paper will also include Detailed Marking Instructions showing how the General Marking Principles will be applied to each specific question and examples of possible content.**

# Appendix 2

## Draft 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 are reflected in the specific marking instructions that will be used to mark the assignment.*

- a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific marking instructions.
- b) If a specific candidate response does not seem to be covered by either these principles or specific marking instructions, or where they have researched an area in which you are unable to verify the knowledge that they have presented, and you are uncertain how to assess it, you must seek guidance from your Assessment Leader/Principal Assessor.
- c) Marking will always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- d) The purpose of the History Resource Sheet is to support candidates in presenting the findings of their research. It will 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 demonstrate a range of approaches to how they structure their assignment evidence in the production of evidence stage.

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 it is 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. Candidates will use points of knowledge that are developed to establish the background to the issue and identify relevant factors.

### **B Analysing different factors contributing to an event or development**

Marks can be awarded for answers which identify factors such as political, social, economic, religious, etc (although they do not need to use this terminology), or which explore aspects within these such as success vs failure, different groups such as elderly vs youth, or different social classes and explain the relationships between these, including causal links, contradictions, inconsistencies or interpretations.

Examples of relationships between identified factors and areas of impact could include:

- ◆ **Establishing contradiction or inconsistencies within factors:** eg While they were successful in that way, they were limited in this way
- ◆ **Establishing contradiction or inconsistencies between factors:** eg While there were political motives for doing this, the economic factors were against doing this
- ◆ **Establishing links between factors:** eg This factor led to that factor. Or At the same time there was also ...
- ◆ **Exploring different interpretations of these factors:** eg While some people have viewed the evidence as showing this, others have seen as showing ... OR While we used to think that this was the case, we now think that it was really ...

### **C Evaluating factors to develop a line of argument**

Marks can be awarded for developing a line of argument which makes a judgement on the issue, explaining the basis on which the judgement is made. The argument should be presented in a balanced way making evaluative comments which show their judgement on the individual factors and may use counter-arguments or alternative interpretations to build their case.

Evaluative comments may include:

- ◆ **the extent to which the factor is supported by the evidence:** eg This evidence shows that X was a very significant area of impact.
- ◆ **the relative importance of factors:** eg This evidence shows that X was a more significant area of impact than Y.
- ◆ **counter-arguments including possible alternative interpretations:** eg One factor was ... However, this may not be the case because ... Or However, more recent research tends to show that ...
- ◆ **the overall impact/ significance of the factors when taken together:** eg While each factor may have had little effect on its own, when we take them together they became hugely important.
- ◆ **The importance of factors in relation to the context:** eg Given the situation which they inherited, these actions were more successful than they might appear.

### **D Using information from sources referred to, in order to support factors**

Candidates can be credited in a number of ways. They may reference their sources in a number of ways. Candidates will use the information in the sources to provide evidence in support of the factors in their analysis.

### **E Using knowledge to support factors**

Candidates can be credited in a number of ways. Candidates will use their knowledge to provide evidence in support of the factors in their analysis.

### **F Coming to a conclusion about the question or issue**

Candidates can be credited in a number of ways. Candidates will make an overall judgement about the relative importance of different factors. This will be supported by an explanation of how the evidence and/ or arguments presented lead to this conclusion.

Candidates may come to a conclusion at the end of their assignment or may provide a series of conclusions which make an overall judgement.

### **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 History 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.

The History Resource Sheet taken into the production of evidence stage should show evidence of the research carried out by the candidate and may include, for example: research data; notes taken from sources; details of internet search results; newspaper articles or extracts; extracts from books; notes taken from a visit or talk; and notes taken from a written or audio visual source etc. Candidates can receive guidance from their assessor on the type of resources which would be appropriate for the assignment at this SCQF level.

While no marks are awarded for the History Resource Sheet taken into the assessment, 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.

Further information will be provided on the allocation of marks for the History: Assignment.