Advanced Higher History
Course Assessment Specification
(C737 77)

Valid from August 2015

This edition: April 2015, version 1.1

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Course Specification can be downloaded from SQA's website: **www.sqa.org.uk**.

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

© Scottish Qualifications Authority 2015

Course outline

Course title: Advanced Higher History

SCQF level: 7 (32 SCQF credit points)

Course code: C737 77

Course assessment code: to be advised

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   90 marks

Component 2 — project-dissertation   50 marks

Total marks   **140 marks**

This Course includes eight 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/Unit 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:

♦ 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

This added value consists of:

♦ Drawing on, extending and applying the skills, knowledge and understanding acquired during the Course. This will be assessed by a question paper and a project.
♦ Demonstrating depth of knowledge and understanding and application of skills in the question paper. This will sample knowledge and understanding from the mandatory content of the Course and will require the application of skills.
♦ Demonstrating challenge and application through independent research related to an appropriate historical issue in the project.

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 a project.

Component 1 — question paper

The purpose of this question paper is to demonstrate depth of knowledge and understanding and application of skills.

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

♦ factual and theoretical knowledge and understanding of complex historical issues
♦ factual and theoretical knowledge and understanding of different historiographical perspectives
♦ critical analysis and evaluation of a range of historical sources
♦ critical analysis and evaluation of the causes or impacts of complex historical developments
♦ synthesising information in order to structure and sustain lines of argument

The question paper will be marked out of 90.

This question paper has 11 Sections. Learners will answer questions from one Section only.

Each Section will have two parts with the following mark allocations:

♦ Part A: Historical Issues (50 marks)
♦ Part B: Historical Sources (40 marks)

In Part A: Historical Issues, learners will have an opportunity to demonstrate the following skills and knowledge and understanding:

♦ factual and theoretical knowledge and understanding of complex historical issues
♦ analysing the factors involved in a complex historical development
♦ evaluating the factors involved in a complex historical development
♦ identifying perspectives from current historiography on a complex historical issue
♦ synthesising information to produce a sustained and coherent line of argument
♦ drawing a well-reasoned conclusion

In Part B: Historical Sources, learners will be required to apply the following skills, knowledge and understanding:

♦ factual and theoretical knowledge and understanding of complex historical issues
♦ explaining the strengths and limitations of one source in terms of its origin, purpose, content and historical and historiographical contexts
♦ interpreting the content of one source and placing this in the context of historical events and of the historiographical debate

♦ identifying and explaining the differing perspectives presented by two sources with regard to a complex historical issue

Part A: Historical Issues will have 50 marks. This Section will be made up of extended response questions requiring the learner to draw on the knowledge and understanding and skills acquired during the Course. The questions will be drawn from the further mandatory information on Course coverage. Learners will answer two 25-mark questions from a choice of five.

Part B: Historical Sources will have 40 marks. This Section will be made up of extended response questions requiring the learner to draw on the knowledge and understanding and skills acquired during the Course and apply these to unseen historical sources. The questions will be drawn from the italicised areas in the 'Further mandatory information on Course coverage' section. Learners will answer all three questions in this Section.

♦ Question 1 will require candidates to explain the strengths and limitations of one source in terms of its origin, purpose, content and historical and historiographical contexts.

♦ Question 2 will require candidates to interpret the content of one source and place this in the context of historical events and of the historiographical debate.

♦ Question 3 will require candidates to identify and explain the differing perspectives presented by two sources on a complex historical issue.

Command words
The following command words will be used for source questions:

♦ Evaluate the usefulness of [source] as evidence of…
♦ How fully does [source] explain…
♦ How much do [sources] reveal about differing interpretations of…

The 25-mark questions will use a variety of command words including:

♦ To what extent was [event] caused by [factor]…?
♦ How far does [factor] explain [event]?
♦ [quote] How valid is this view?
♦ [quote] How justified is this view?

Scaffolding
Where necessary, questions will be accompanied by appropriate scaffolding which clarifies the demands of the question. Scaffolding will not provide any advice on either the content being sampled, or the structure which a candidate might use in their answer.

Optional questions
In Part A, candidates will choose two questions to answer from a choice of five. Optional questions will be of equal demand and scope.

Component 2 — project-dissertation

The purpose of this project-dissertation is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a complex historical issue.

The project-dissertation will give learners an opportunity to undertake independent research in order to demonstrate the following skills, knowledge and understanding:

♦ identifying an appropriate complex historical issue for research
♦ drawing on in-depth knowledge and understanding
♦ using information from a range of primary and secondary sources
♦ analysing perspectives from historiography
♦ synthesising the evidence and historiography in a sustained and coherent line of argument
♦ drawing a well-reasoned conclusion based on evidence
♦ organising, presenting and referencing findings using an appropriate referencing system

The project-dissertation will have 50 marks.

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 3 hours.

All marking will be quality assured by SQA.

Controlled assessment — project-dissertation

This project-dissertation will be managed by centres within SQA guidelines and marked by SQA. It will be conducted under some supervision and control. The evidence for assessment will be produced independently by the learner in time to meet a submission date set by SQA.

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Advanced Higher History Course. Question papers will sample knowledge and understanding and assess skills.

In **Part A: Historical Issues**, there will be a range of essay questions which may be drawn from any area of the mandatory content to allow opportunities for personalisation and choice.

In **Part B: Historical Sources**, the sources will only be drawn from the areas of mandatory content which are italicised.

Section 1 — Northern Britain: from the Iron Age to 1034
- *Iron Age/Celtic society*
- *The Roman military invasions*
- The Roman occupation and its impact
- Changing beliefs
- *Pictish society*
- The kingdoms of the Britons and the Angles
- *The Kingdom of the Scots*
- *The Viking invasions and impact*
- *The formation of the Kingdom of Alba*
- The Kingdom of Alba to 1034

Section 2 — Scotland: Independence and Kingship, 1249-1334
- *The kingdom under Alexander III, 1249–1286*
- *The Guardianship and the Great Cause, 1286–1292*
- *The reign of King John, 1292–1296*
- Edward I's occupation of Scotland, 1296–1297
- *The contribution of William Wallace, 1296–1305*
- Scottish resistance and English invasions, 1298–1305
- *Usurpation and civil war, 1306–1309*
- King Robert and the war against England, 1310–1323
- *King Robert and the government of Scotland, 1310–1328*
- Succession and peace, 1324–1334

Section 3 — Italy: the Renaissance in the 15th and Early 16th Centuries
- The economic framework of the Renaissance
- Artistic and architectural innovation in the early 15th century
- *Florence and the Medici*
- *Patronage and the status of the artist*
- *Humanism*
- The Renaissance in Venice
- *The Renaissance in the princely courts of Mantua, Urbino and Milan*
- *Women and the family during the Renaissance*
- War and warfare in Renaissance Italy
- *The Renaissance Papacy and the High Renaissance*

Section 4 — Scotland: from the Treaty of Union to the Enlightenment, 1707–1815

♦ The Treaty of Union, Glasgow and the tobacco trade
♦ *Jacobite rebellions 1715–1719*
♦ *The Jacobite Rebellion 1745–1746*
♦ *The Highlands*
♦ Industrialisation and urbanisation
♦ *Agricultural improvement in the Lowlands*
♦ *The governance of Scotland*
♦ The Kirk
♦ The Enlightenment
♦ *Education*

Section 5 — USA: 'A House Divided', 1850–1865

♦ American society in 1850
♦ *Slavery in the ante-bellum period*
♦ *The problem of territorial expansion*
♦ *The 1860 election, secession and the outbreak of war*
♦ The military conflict
♦ The War at home and abroad
♦ *Leadership during the Civil War*
♦ *The Emancipation Proclamation and its consequences*
♦ The Election of 1864
♦ *Reasons for Northern victory and Southern defeat*

Section 6 — Japan: the Modernisation of a Nation, 1840–1920

♦ *Society and culture in the mid-19th century*
♦ Economy and government in the mid-19th century
♦ *Social, economic and political factors causing change*
♦ *Foreign influences and their internal impact*
♦ *Political reform and the changing position of the Emperor*
♦ Social reforms
♦ *Industrial, military and naval reforms*
♦ War with China 1873–1897
♦ *War with Russia 1902–1906*
♦ The Taisho Years

Section 7 — Germany: from Democracy to Dictatorship, 1918–1939

♦ *German Revolution and the creation of the Weimar Republic, 1918–1919*
♦ Treaty of Versailles: its political and economic significance
♦ *Political and economic crises, 1919–1923*
♦ The Stresemann Era: domestic and foreign policies, 1924–1929
♦ *Collapse of the Weimar Republic: 1929–1933*
♦ *The National Socialist consolidation of power, 1933–34*
♦ The nature of the National Socialist regime, 1933–39
♦ *Attempts to create a Volksgemeinschaft, 1933–39*
♦ Economic and foreign policies, 1933–1939
♦ *Resistance to the regime, 1933–1939*

Section 8 — South Africa: Race and Power, 1902–1984

♦ *Formation of South Africa 1902–1910*
♦ Early segregation, 1910–1924
♦ *Growth of Afrikaner influence, 1924–39*
♦ South Africa and World War Two
♦ *Opposition 1910–1948*
♦ *Early Apartheid 1948–1960*
♦ *The growth of African Nationalism, 1948–1960*
♦ Apartheid, 1960–1984
♦ *Resistance, 1960–1984*
♦ South Africa and the international community, 1960–1984

Section 9 — Russia: from Tsarism to Stalinism, 1914–1945

♦ War and the breakdown of Russian society, 1914 to January 1917
♦ *The February Revolution*
♦ *The Provisional Government and the October Revolution*
♦ The international context 1917–24
♦ *The Civil War*
♦ The Soviet state from War Communism to New Economic Policy, 1918–24
♦ *Stalin's struggle for power*
♦ Industrialisation and collectivisation
♦ *The political and social development of the Stalinist state*
♦ *The Great Patriotic War*

Section 10 — Spain: the Civil War — Causes, Conflict and Consequences, 1923–1945

♦ Condition of Spain in the 1920s
♦ *The fall of the monarchy*
♦ The nature of the new Republic
♦ *Azaña's reforms, 1931–1933*
♦ The Bienio Negro — a period of reaction
♦ *The military rising of 1936*
♦ The rise of Franco
♦ *Civil War — the Spanish dimension*
♦ *Civil War — the international dimension*
♦ *Defeat of the Republic and the consequences of the Civil War*

Section 11 — Britain: at War and Peace, 1938–1951

♦ Political leadership and parties on the eve of war
♦ *The state of the nation: society, economy, defence and preparedness for war*
♦ *Political leadership and the wartime government*
♦ War aims, diplomacy and alliances, 1939–1945
♦ *Military, naval and air strategies*
♦ The war and the British economy
♦ *The war and British society*
♦ *Labour's 'New Jerusalem'*
♦ Imperial, foreign and military policies, 1945–1951
♦ *Conservative recovery and Labour's defeat*

Administrative information

Published: April 2015 (version 1.1)

History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	'Structure and coverage of Course assessment' section: updated descriptions of skills, knowledge and understanding assessed in the question paper. Information added on the focus of different questions, command words, scaffolding and use of optional questions. Updated descriptions of skills, knowledge and understanding assessed in the project-dissertation. Improved clarity of introductory text in the 'Further mandatory information on Course coverage' section. Amended mandatory content and italicised areas for field of study 2 (Scottish Wars of independence) to reflect latest academic research and feedback from stakeholders. Footers/headers amended throughout.	Qualifications Development Manager	April 2015