



Higher
Course Assessment
Specification



Higher History Course Assessment Specification (C737 76)

Valid from August 2014

This edition: April 2015, version 1.2

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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:	Higher History
SCQF level:	6 (24 SCQF credit points)
Course code:	C737 76
Course assessment code:	X737 76

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	30 marks
Total marks	90 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 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

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 an assignment. Over the Course assessment there will be broad parity between the assessment of skills and 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 the Course and will require the application of skills.
- ◆ Demonstrating challenge and application related to an appropriate historical issue 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.

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 higher-order cognitive skills and knowledge and understanding from the mandatory content of the Course:

- ◆ developing and applying knowledge and understanding and skills across contexts from Scottish, British and European and 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

The question paper will have 60 marks.

This question paper has three Sections with the following mark allocations:

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

Within each Section are a number of Parts. Learners have a choice of which Part to answer. Learners need only answer one Part within each Section.

In each of the three Sections, learners will have an opportunity to demonstrate the following higher-order cognitive skills and knowledge and understanding by:

- ◆ describing, explaining and analysing detailed and accurate knowledge and understanding of complex historical issues

In the Historical Study: Scottish Section only, learners will be required to apply skills by:

- ◆ evaluating historical sources

In the Historical Study: British and Historical Study: European and World Sections, the learner will be required to apply skills by:

- ◆ 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

Section 1: Historical Study: Scottish will have 20 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.

In this Section there will be three questions each of which will address one of the three source-handling skills:

- ◆ Evaluate the usefulness of a source (6 marks)
- ◆ How fully does a source address an issue (9 marks)
- ◆ Compare the views of two sources on an issue (5 marks)

Section 2: Historical Study: British will have 20 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.

Section 3: Historical Study: European and World will have 20 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.

In the British and the European and World Sections there will be a choice of three open questions requiring candidates to explain how a historical issue has been analysed and come to their own reasoned conclusion on the issue based on how has been analysed.

The question paper Component of the Course assessment will have a greater emphasis on the assessment of knowledge and understanding. 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 higher order cognitive skills, knowledge and understanding within the context of an historical issue.

The learner will:

- ◆ 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, evaluate 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

The assignment will have 30 marks.

The assignment Component of the Course assessment will have a greater emphasis on the assessment of skills. 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 2 hours and 20 minutes.

Controlled assessment — assignment

This assignment is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under a high level 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 to be researched.

Conducting the assessment

Conducted under a high level of supervision and control.

The production of evidence for assessment will be conducted:

- ◆ within 1 hour and 30 minutes
- ◆ 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 topic from each Section.

Section 1 — Historical Study: Scottish

Part A: The Wars of Independence, 1249–1328

- ◆ Alexander III, the succession problem and the Great Cause
- ◆ John Balliol and Edward I
- ◆ William Wallace and Scottish resistance
- ◆ The rise and triumph of Robert Bruce

Part B: The Age of the Reformation, 1542–1603

- ◆ The Reformation of 1560
- ◆ The reign of Mary, 1561–1567
- ◆ James VI and the relationship between monarch and Kirk
- ◆ The impact of the Reformation on Scotland, to 1603

Part C: The Treaty of Union, 1689–1740

- ◆ Worsening relations with England
- ◆ Arguments for and against union with England
- ◆ The passing of the Act of Union
- ◆ The effects of the Union, to 1740

Part D: Migration and Empire, 1830–1939

- ◆ The migration of Scots
- ◆ The experience of immigrants in Scotland
- ◆ The impact of Scots emigrants on the Empire
- ◆ The effects of migration and empire on Scotland, to 1939

Part E: The Impact of the Great War, 1914–1928

- ◆ 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: Church, State and Feudal Society, 1066-1406

- ◆ An evaluation of the nature of feudal society
- ◆ An evaluation of the role of the church in medieval society
- ◆ An assessment of the extent of the increase of central royal power in the reign of David I in Scotland
- ◆ An evaluation of the reasons for the increase of central royal power in the reign of Henry II in England
- ◆ An assessment of the attempts to increase royal authority by King John of England
- ◆ An evaluation of the reasons for the decline of feudal society

Part B: The Century of Revolutions, 1603–1702

- ◆ An evaluation of the reasons for the problems faced by King James after the Union of the Crowns in 1603
- ◆ An assessment of the policies of Charles I in Scotland
- ◆ An evaluation of the reasons for the outbreak of civil war in England
- ◆ An evaluation of the reasons for the failure to find an alternative form of government, 1649–1658
- ◆ An evaluation of the reasons for the Revolution Settlement of 1688–89
- ◆ An assessment of the significance of changes brought about by the Revolution Settlement, 1688–1702

Part C: The Atlantic Slave Trade

- ◆ An evaluation of the reasons for the development of the slave trade
- ◆ An assessment of the importance of the slave trade to the British economy
- ◆ An evaluation of the factors governing relations between slaves and their owners
- ◆ An assessment of the implications of the trade for African societies
- ◆ An evaluation of the obstacles to abolition
- ◆ An evaluation for the reasons for the success of the abolitionist campaign in 1807

Part D: The Making of Modern Britain, 1851–1951

- ◆ An evaluation of the reasons why Britain became more democratic, 1851–1928
- ◆ An assessment of how democratic Britain became, 1867–1928
- ◆ An evaluation of the reasons why women won greater political equality by 1928
- ◆ An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906–1914
- ◆ An assessment of the effectiveness of the Liberal social welfare reforms
- ◆ An assessment of the effectiveness of the Labour social welfare reforms, 1945–1951

Part E: Britain and Ireland, 1900–1985

- ◆ An evaluation of the reasons for the growth of tension in Ireland to 1914
- ◆ An assessment of the impact of World War I on Ireland
- ◆ An evaluation of the obstacles to peace, up to the Anglo-Irish Treaty, 1918–1921
- ◆ An evaluation of the reasons for the outbreak of the Irish Civil War
- ◆ An evaluation of the reasons for the developing crisis in Northern Ireland by 1968
- ◆ An evaluation of the obstacles to peace, 1968–1985

Section 3 — Historical Study: European and World

Part A: The Crusades, 1071–1204

- ◆ An evaluation of the reasons for the calling of the First Crusade
- ◆ An evaluation of the motives of Christians from different classes to take the cross
- ◆ An evaluation of the reasons for the success of the First Crusade
- ◆ An evaluation of the reasons for the fall of Jerusalem in 1187
- ◆ An assessment of the roles of Richard and Saladin during the Third Crusade
- ◆ An assessment of the extent of the decline of the Crusading Ideal, up to the Fourth Crusade, 1204

Part B: The American Revolution, 1763–1787

- ◆ An evaluation of the reasons for colonial resentment towards Britain by 1763
- ◆ An evaluation of the reasons for the colonists' moves towards independence
- ◆ An assessment of British opinion towards the conflict in the colonies
- ◆ An assessment of the nature of the war
- ◆ An evaluation of the reasons for the colonists' victory
- ◆ An assessment of the political impact of the American Revolution

Part C: The French Revolution to 1799

- ◆ An evaluation of the threats to the security of the Ancien Régime before 1789
- ◆ An evaluation of the reasons for the outbreak of the French Revolution in 1789
- ◆ An evaluation of the reasons for the failure of constitutional monarchy, 1789–92
- ◆ An evaluation of the reasons for the Terror, 1792–95
- ◆ An evaluation of the reasons for the establishment of the Consulate
- ◆ An assessment of the impact of the Revolution

Part D: Germany, 1815–1939

- ◆ An evaluation of the reasons for the growth of nationalism in Germany, 1815–1850
- ◆ An assessment of the degree of growth of nationalism in Germany, up to 1850
- ◆ An evaluation of the obstacles to German unification, 1815–1850
- ◆ An evaluation of the reasons why unification was achieved in Germany, by 1871
- ◆ An evaluation of the reasons why the Nazis achieved power, in 1933
- ◆ An evaluation of the reasons why the Nazis were able to stay in power, 1933–1939

Part E: Italy, 1815–1939

- ◆ An evaluation of the reasons for the growth of nationalism in Italy, 1815–1850
- ◆ An assessment of the extent of the growth of nationalism in Italy, up to 1850
- ◆ An evaluation of the obstacles to Italian unification, 1815–1850
- ◆ An evaluation of the reasons why unification was achieved in Italy, by 1870
- ◆ An evaluation of the reasons why the Fascists achieved power in Italy, 1919–25
- ◆ An evaluation of the reasons why the Fascists were able to stay in power, 1922–39

Part F: Russia 1881–1921

- ◆ An assessment of the security of the Tsarist State before 1905
- ◆ An evaluation of the causes of the 1905 revolution
- ◆ An assessment of the attempts to strengthen Tsarism, 1905–14
- ◆ An evaluation of the reasons for the February Revolution, 1917
- ◆ An evaluation of the reasons for the success of October Revolution, 1917
- ◆ An evaluation of the reasons for the victory of the Reds in the Civil War

Part G: USA, 1918–68

- ◆ An evaluation of the reasons for changing attitudes towards immigration in the 1920s
- ◆ An evaluation of the obstacles to the achievement of civil rights for black people up to 1941
- ◆ An evaluation of the reasons for the economic crisis of 1929–33
- ◆ An assessment of the effectiveness of the New Deal
- ◆ An evaluation of the reasons for the development of the Civil Rights campaign, after 1945
- ◆ An assessment of the effectiveness of the Civil Rights movement in meeting the needs of black Americans, up to 1968

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

- ◆ An evaluation of the reasons for the aggressive nature of the foreign policies of Germany and Italy in the 1930s
- ◆ An evaluation of the methods used by Germany and Italy to pursue their foreign policies from 1933
- ◆ An evaluation of the reasons for the British policy of appeasement, 1936–1938
- ◆ An assessment of the success of British foreign policy in containing fascist aggression, 1935–March 1938
- ◆ An assessment of the Munich agreement
- ◆ An evaluation of the reasons for the decision to abandon the policy of appeasement and for the outbreak of war in 1939

Part I: The Cold War, 1945–1989

- ◆ An evaluation of the reasons for the emergence of the Cold War, up to 1955
- ◆ An assessment of the effectiveness of Soviet policy in controlling Eastern Europe, up to 1961
- ◆ An evaluation of the reasons for the Cuban Crisis of 1962
- ◆ An evaluation of the reasons why the USA lost the war in Vietnam
- ◆ An evaluation of the reasons why the Superpowers attempted to manage the Cold War, 1962–85
- ◆ An evaluation of the reasons for the end of the Cold War

Component 2: assignment

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

Administrative information

Published: April 2015 (version 1.2)

History of changes to Course Assessment Specification

Version	Description of change	Authorised by	Date
1.1	<p>Removed 'the three Units of the Course' in the 'Structure and coverage of the Course assessment' section to clarify that Course assessment will sample from the mandatory Course content.</p> <p>Removed 'short answer' from paragraph 1 of section on 'Setting, conducting and marking of assessment'. Added further detailed information about the number and mark range of questions. Added 'evaluate' to the description of the assignment to align more accurately with the assignment marking instructions and clarify that the assignment is conducted under a high level of supervision and control.</p> <p>Clarified 'Further mandatory information on Course coverage' as follows:</p> <p>British Part A: change from 'assessment' to 'evaluation' of the nature of feudal society</p> <p>European and World Part A: change from 'threats to British position in North America' to 'reasons for colonial resentment towards Britain'</p> <p>European and World Part C: change from 'collapse of royal authority' to 'the outbreak of the French Revolution'</p> <p>European and World Part H: change from 'An assessment of the methods used by Germany and Italy' to 'An evaluation of the methods used by Germany and Italy'.</p>	Qualifications Development Manager	April 2014

1.2	<p>Changes to 'Further mandatory information on Course coverage' to read as follows:</p> <p>British Part A: An evaluation of the role of the church in medieval society</p> <p>British Part B: An evaluation of the reasons for the Revolution Settlement of 1688–89</p> <p>British Part E: An evaluation of the reasons for the developing crisis in Northern Ireland by 1968</p> <p>European and World Part B: An assessment of British opinion towards the conflict in the colonies</p> <p>European and World Part E: An evaluation of the obstacles to Italian unification, 1815–1850</p>	Qualifications Manager	April 2015
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