



National
Qualifications

History

Assignment

General assessment information

This pack contains general assessment information for centres preparing candidates for the assignment Component of National 5 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 National 5 History assignment.

This assignment is worth 20 marks. The marks contribute 25% 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 assignment has one Section.

This document describes the general requirements for the assessment of the assignment Component for 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

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

What this assessment covers

This assessment contributes 25% 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:

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

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 higher order cognitive skills, knowledge and understanding within the context of a historical question. This may be related to areas they have studied in class if they wish, but they are free to research any historical theme or event. 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 researching stage and a production of evidence stage.

Candidates should choose a question which allows them to analyse and evaluate a historical issue. They should research the issue, and record and organise their findings to address the question or issue. 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 of 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 researching stage which will include choosing a question, collecting evidence, organising, evaluating and preparation time for the production of evidence. This stage has been designed to be capable of completion over a notional period of 8 hours.

A production of evidence stage which must be completed within one continuous hour.

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, for example, advice on how to develop a project 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 researching 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

Group work 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:

- ◆ History Resource Sheet. Candidates must use only one side of this single sheet
- ◆ Candidate assignment evidence produced under a high degree of supervision

General marking principles

Part One: General Marking Principles for National 5 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 detailed marking instructions that will be used to mark the assignment.

- ◆ Marks for each candidate response will always be assigned in line with these general marking principles and the detailed Marking Instructions.
- ◆ Principal Assessors will provide guidance on marking specific candidate responses which are not covered by either the principles or detailed Marking Instructions.
- ◆ Marking will always be positive, ie marks will be awarded for what is correct and not deducted for errors or omissions.
- ◆ 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 200 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.
- ◆ In presenting their findings, candidates will show the following skills, knowledge and understanding:

A. Introducing the question or issue

Candidates can be credited in a number of ways **up to a maximum of 2 marks**. Candidates should identify relevant factors and place the question or issue in its historical context.

B. 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 2 marks**. They may reference their sources in a number of ways.

C. Using other knowledge to support factors

Candidates can be credited in a number of ways **up to a maximum of 4 marks**.

D. Analysing the impact of different factors

Candidates can be credited in a number of ways **up to a maximum of 3 marks**. Candidates should identify relevant factors and explain their impact given the context of the event or development.

E. Evaluating the overall impact of different factors

Candidates can be credited in a number of ways **up to a maximum of 2 marks**. Candidates should make evaluative comments on the factors they have identified making clear their overall impact given the context of the event or development.

F. Organising the information to address the question or issue

Candidates can be credited in a number of ways up to a **maximum of 3 marks**. They may take different approaches to organising their findings. Candidates should structure their answers to show a degree of balance in their assessment of the factors.

G. Coming to a conclusion which addresses the question or issue

Candidates can be credited in a number of ways up to a **maximum of 2 marks**. Candidates may come to a conclusion at the end of their assignment or may provide a series of conclusions. Their conclusion should involve a qualitative judgement about the question or issue they set themselves.

H. Supporting a conclusion with reasons and/or evidence

Candidates can be credited in a number of ways **up to a maximum of 2 marks**. Reasons given should clearly relate to the evidence presented.

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 and should be no more than 200 words.

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.

Total marks available	20
A. Introducing the question or issue	2
B. Using information from sources referred to, in order to support factors	2
C. Using other knowledge to support factors	4
D. Analysing the impact of different factors	3
E. Evaluating the overall impact of different factors	2
F. Organising the information to address the question or issue	3
G. Coming to a conclusion which addresses the question or issue	2
H. Supporting a conclusion with reasons	2

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 align with new marking grid and to clarify the requirements of the History Resource Sheet including a recommended word count for the Resource Sheet.	Qualifications Manager	September 2015

Security and confidentiality

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