



Higher  
Coursework  
Assessment Task



# Higher History

## Assignment

### Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It **must** be read in conjunction with the course specification.

**Valid from session 2018-19 and until further notice.**

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# Introduction

This document contains instructions for teachers and lecturers, marking instructions and instructions for candidates for the Higher History assignment. You must read it in conjunction with the course specification.

This assignment is worth 30 marks. This is 27% of the overall marks for the course assessment.

This is one of three course assessment components. The other components are question papers.

# Instructions for teachers and lecturers

## Specified resources to be taken into assessment

During the final production of evidence stage, candidates should only have access to their History resource sheet. The resource sheet must be submitted to SQA with the evidence produced during the production of evidence stage. This resource sheet must consist of no more than a single-side of A4 paper and should be no more than 250 words.

The History resource sheet taken into the production of evidence stage should show evidence of the research carried out by the candidate.

The resource sheet should contain references (author, book title and quotation) and key knowledge points from, for example:

- ◆ history books
- ◆ magazines or newspaper articles
- ◆ websites
- ◆ visits, field trips or talks
- ◆ television or DVD
- ◆ radio or podcasts
- ◆ interviews
- ◆ letters, photographs or diaries
- ◆ other sources of information

The purpose of the resource sheet is to help candidates use their evidence and references, collected during the research stage, to address their chosen topic, question or issue.

Candidates will gain no marks if they have copied their assignment, or extended pieces of text or narrative, directly from the resource sheet. However, candidates may copy quotations in full, provided the sources are acknowledged.

Teachers and lecturers may advise candidates on the types of resources which would be appropriate for the History assignment.

If a candidate does not submit a resource sheet, a penalty of 6 marks out of the total 30 marks is applied.

## Template

A resource sheet template is available to download separately from SQA's website under the 'Coursework' tab. It is available either in Word format for completion electronically, or in PDF format for printing and completion by hand.

# Marking instructions

In line with SQA's normal practice, the following marking instructions for the Higher History assignment are addressed to the marker. They are also helpful for those preparing candidates for course assessment.

Candidates' evidence is submitted to SQA for external marking.

## General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- a Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- b If a 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.
- c Do not award marks where candidates have copied their assignment, or extended pieces of text, directly from the History resource sheet. However, candidates may copy quotations in full, provided the sources are acknowledged.
- d Do not mark the History resource sheet. However, it may help to clarify points which the candidate has made in their assignment and may allow you to gain an insight into what they intended.

## Detailed marking instructions

		Skills	Max mark	Additional guidance
1	A	Placing the issue in its historical context	3	<p>Candidates can gain marks in a number of ways <b>up to a maximum of 3 marks</b>. Candidates use points of knowledge that are developed to establish the background to the issue, identify relevant factors and establish a line of argument.</p> <p><b>3 marks</b> Candidates provide at least two points of background to the issue <b>and</b> identify at least three relevant factors <b>and</b> connect this to their line of argument.</p> <p><b>2 marks</b> Candidates provide at least one point of background to the issue <b>and</b> identify at least two relevant factors <b>or</b> connect this to their line of argument.</p> <p><b>1 mark</b> Candidates provide at least one point of background to the issue <b>or</b> identify at least two relevant factors <b>or</b> connect this to their line of argument.</p> <p><b>0 marks</b> Candidates provide no context and identify no factors.</p>
	B	Analysing different factors contributing to an event or development	7	<p>Candidates can gain marks in a number of ways <b>up to a maximum of 7 marks</b>. Candidates identify factors, the relationship between them, and their relationships with the whole. They also draw out and relate implications in their answers.</p> <p>Award <b>1 mark, up to a maximum of 7 marks</b>, where candidates use their knowledge and understanding or a source(s) to identify relevant factors (for example, political, social, economic or religious – although they do not need to use this terminology), or aspects within a factor (for example, success versus failure; different groups, such as elderly versus youth; or different social classes), <b>and</b> clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>◆ links between different factors</li> <li>◆ links between factor(s) and the whole</li> <li>◆ links between factor(s) and related concepts</li> <li>◆ similarities and consistency</li> <li>◆ contradictions and inconsistency</li> </ul>

		Skills	Max mark	Additional guidance
				<p>Award <b>1 mark</b> where candidates provide comments which analyse different factors, <b>up to a maximum of 7 marks</b>.</p> <p>Award a <b>maximum of 4 marks</b> where candidates provide comments which analyse aspects within individual factors.</p>
	<b>C</b>	<b>Evaluating factors to develop a line of argument</b>	<b>5</b>	<p>Candidates can gain marks in a number of ways <b>up to a maximum of 5 marks</b>.</p> <p>Award marks where candidates build evaluative comments on different factors into a line of argument which makes a judgement on the issue.</p> <p><b>5 marks</b> Candidates connect their evaluative comments to build a consistent line of argument that recognises the issue and takes account of counter-arguments or alternative interpretations.</p> <p><b>4 marks</b> Candidates connect their evaluative comments to build a line of argument that recognises the issue and takes account of counter-arguments or alternative interpretations.</p> <p><b>3 marks</b> Candidates connect their evaluative comments to build a line of argument that recognises the issue.</p> <p><b>2 marks</b> Candidates make isolated evaluative comments on different factors that recognise the issue.</p> <p><b>1 mark</b> Candidates make an isolated evaluative comment on an individual factor that recognises the issue.</p> <p><b>0 marks</b> Candidates provide no evidence of a judgement being made on the factors.</p>
	<b>D</b>	<b>Using information from sources referred to, in order to support factors</b>	<b>4</b>	<p>Candidates can gain marks in a number of ways <b>up to a maximum of 4 marks</b>. They may reference their sources in a number of ways.</p> <p>Award <b>1 mark</b> for each source candidates refer to in order to support a factor, <b>up to a maximum of 4 marks</b>.</p>

		Skills	Max mark	Additional guidance
	E	Using knowledge to support factors	8	<p>Candidates can gain marks in a number of ways <b>up to a maximum of 8 marks</b>. Candidates use their knowledge to provide evidence in support of the factors in their analysis.</p> <p>Award <b>1 mark</b> for each relevant point of knowledge candidates use to support a factor, <b>up to a maximum of 8 marks</b>.</p> <p>Award knowledge and understanding marks where points are:</p> <ul style="list-style-type: none"> <li>◆ relevant to the issue</li> <li>◆ developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>◆ used to respond to the demands of the issue</li> </ul>
	F	Coming to a conclusion about the issue	3	<p>Candidates can gain marks in a number of ways <b>up to a maximum of 3 marks</b>. Candidates make a relative judgement about the importance of different factors.</p> <p>Candidates can come to a conclusion at the end of their assignment or can provide a series of conclusions. Their conclusion should involve an overall qualitative judgement about the issue.</p> <p><b>3 marks</b> Candidates make a relative overall judgement between different factors in relation to the issue and explain how the judgement arises from their evaluation of the presented evidence.</p> <p><b>2 marks</b> Candidates make an overall judgement between the different factors in relation to the issue and explain how the judgement arises from their evaluation of the presented evidence.</p> <p><b>1 mark</b> Candidates make an overall judgement which directly answers the issue in a summary.</p>

Note: the overview of marking instructions grid provides further clarification on the allocation of marks.



## Overview of marking instructions

	Mark	0 marks	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks	7 marks	8 marks	
Placing the issue in its historical context	3	Candidates make one or two factual points but these are not relevant.	Award <b>1 mark</b> where candidates provide at least one point of background to the issue <b>or</b> identify at least two relevant factors <b>or</b> connect this to the line of argument.	Award <b>2 marks</b> where candidates provide at least one point of background to the issue <b>and</b> identify at least two relevant factors <b>or</b> connect this to the line of argument.	Award <b>3 marks</b> where candidates provide at least two points of background to the issue <b>and</b> identify at least three relevant factors <b>and</b> connect this to the line of argument.						
Analysing different factors contributing to an event or development	7	Candidates give a narrative response which addresses only a single factor.	Award <b>1 mark, up to a maximum of 7 marks</b> , where candidates make comments which analyse different factors in terms of the issue.  Award a <b>maximum of 4 marks</b> where candidates make comments which analyse aspects within individual factors.								

	Mark	0 marks	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks	7 marks	8 marks
Evaluating factors to develop a line of argument	5	Candidates make no relevant evaluative comments on factors.	Award <b>1 mark</b> where candidates make an isolated evaluative comment on an individual factor that recognises the issue.	Award <b>2 marks</b> where candidates make isolated evaluative comments on different factors that recognise the issue.	Award <b>3 marks</b> where candidates connect their evaluative comments to build a line of argument that recognises the issue.	Award <b>4 marks</b> where candidates connect their evaluative comments to build a line of argument that recognises the issue and takes account of counter-arguments or alternative interpretations.	Award <b>5 marks</b> where candidates connect their evaluative comments to build a consistent line of argument that recognises the issue and takes account of counter-arguments or alternative interpretations.			
Using information from sources referred to, in order to support factors	4	Candidates use no referenced evidence to support the factors.	Award <b>1 mark</b> for each source candidates refer to in order to support a factor, <b>up to a maximum of 4 marks.</b>							
Using knowledge to support factors	8	Candidates use no knowledge to support the factors.	Award <b>1 mark</b> for each relevant point of knowledge candidates use to support a factor, <b>up to a maximum of 8 marks.</b> Award knowledge and understanding marks where points are: <ul style="list-style-type: none"> <li>◆ relevant to the issue</li> <li>◆ developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>◆ used to respond to the demands of the issue</li> </ul>							

	Mark	0 marks	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks	7 marks	8 marks
Coming to a conclusion about the issue	3	Candidates make no overall judgement on the issue.	Award 1 mark where candidates make an overall judgement which directly answers the issue in a summary.	Award 2 marks where candidates make an overall judgement between the different factors in relation to the issue.	Award 3 marks where candidates make a relative overall judgement between different factors in relation to the issue and explain how the judgement arises from their evaluation of the presented evidence.					

# Instructions for candidates

This assessment applies to the assignment for Higher History.

This assignment is worth 30 marks. This is 27% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ identifying a historical issue which invites debate and argument
- ◆ researching and investigating the historical issue, using a range of sources of information
- ◆ drawing on and applying knowledge and understanding to analyse the causes and/or impact of the historical issue
- ◆ analysing and synthesising information in a structured manner
- ◆ referring to relevant historical sources
- ◆ identifying different perspectives and/or points of view
- ◆ structuring information and presenting a reasoned conclusion supported by evidence

In this assessment, you have to demonstrate your ability to apply your skills, knowledge and understanding to address a historical question or issue of your choice.

The assignment has two stages:

- ◆ research
- ◆ production of evidence: writing a report of your findings (under supervision, within 1 hour and 30 minutes and in one sitting)

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

In the research stage you choose a historical question or issue to research. This may be related to areas you have studied in class, or you may choose to research any relevant historical question or issue.

In the research stage you complete the History resource sheet to help you in the production of evidence stage – writing a report of your findings.

Your resource sheet must consist of a single-side of A4 paper and must have no more than 250 words. It should include brief notes or prompts to remind you of the points you wish to make in your report. For example, summary knowledge points and/or numerical statistical data. Your resource sheet should also include your references. A secondary source should include the author, text and quotation. A primary source should include the author, date and quotation.

You must not copy your report directly from your resource sheet. You will not gain any marks if you have copied extended pieces of text from your resource sheet. However, you may copy quotations in full, provided you acknowledge the sources.

In your assignment you will:

- ◆ choose a historical issue
- ◆ place the issue in its historical context
- ◆ analyse different factors contributing to an event or development
- ◆ evaluate factors to develop a line of argument
- ◆ use referenced evidence in order to support your analysis or evaluation
- ◆ use other information from your own knowledge to add further support to your analysis or evaluation
- ◆ come to a conclusion about the issue and support this with reasons

Your resource sheet must be submitted with your report to SQA. The resource sheet is not marked. If you do not submit a resource sheet, you will lose 6 marks.

### Working with others

While you should choose your own issue to research, others in your class may have chosen a similar issue. You might want to work with others for part of the time, when you are collecting information.

If you choose to do this, it is important that you are able to show what you have contributed to this part of your assignment, and that the evidence you take into the assessment is your own work.

In this assessment you will:	How you can do this:
<ul style="list-style-type: none"> <li>◆ <b>choose a historical issue</b></li> </ul>	<p>Choose a historical issue which allows you to:</p> <ul style="list-style-type: none"> <li>◆ find information on the event or theme you have chosen to study</li> <li>◆ show different points of view on your issue</li> <li>◆ come to a conclusion which you can support with reasons</li> </ul> <p>The best questions start with phrases such as:</p> <ul style="list-style-type: none"> <li>◆ To what extent ...</li> <li>◆ How important ...</li> <li>◆ How successful ...</li> </ul> <p>These questions allow you to analyse and evaluate, and present your own conclusions based on your research.</p> <p>Your teacher or lecturer may support you by commenting on the suitability of the event or development you have chosen and advise on the likely availability of resources.</p>

In this assessment you will:	How you can do this:
<p>◆ <b>place the issue in its historical context</b></p>	<p>Describe the background to the issue. This may involve describing the event itself before you go on to deal with the issue of why it happened or what the impact of the event was. Or it could involve describing the circumstances before the events that you are going to discuss happened.</p> <p>When you have described the background, you should then identify the factors you are going to use to analyse the issue.</p> <p>You should also indicate the line of argument you are going to present.</p>
<p>◆ <b>analyse different factors contributing to an event or development</b></p>	<p>Analysis is about exploring different factors and making links between them, to show how the evidence can be understood. You need to go beyond description and explanation of relevant details, and draw out the connections and implications.</p> <p>In your introduction, identify the main factors related to the issue you have chosen to research.</p> <p>Then use your knowledge and understanding, and sources, to show at least one of the following:</p> <ul style="list-style-type: none"> <li>◆ links between different factors</li> <li>◆ links between individual factors and the whole</li> <li>◆ similarities and contradictions</li> <li>◆ consistency and inconsistency</li> <li>◆ different views and/or interpretations</li> <li>◆ possible consequences and/or implications</li> <li>◆ the relative importance of factors</li> </ul> <p>To gain full marks for your analysis, you should analyse different factors. If you only analyse aspects within individual factors, you will only be able to gain a <b>maximum of 4 out of 7 possible marks</b> for analysis.</p>
<p>◆ <b>evaluate factors to develop a line of argument</b></p>	<p>Make judgements about the factors and interpretations. When you have made your own judgements about the factors, you must present them in a logical order to address the issue. They should form an argument leading to an overall conclusion.</p> <p>You should include how other people might argue against your conclusion or interpret the evidence differently.</p>

In this assessment you will:	How you can do this:
<p>◆ <b>use referenced evidence in order to support your analysis or evaluation</b></p>	<p>Collect evidence from a range of sources relevant to the issue.</p> <p>These may be either primary or secondary sources.</p> <p>When you present evidence from sources, you should say where the information came from.</p>
<p>◆ <b>use other information from your own knowledge to add further support to your analysis or evaluation</b></p>	<p>Think of what other information you know about this event or development. You don't need to say where this information came from.</p> <p>You should add this to the information you found in your research and use it to support your response to the issue.</p> <p>The points you make need to be:</p> <ul style="list-style-type: none"> <li>◆ relevant to the issue</li> <li>◆ developed (by providing additional detail, exemplification, reasons or evidence)</li> <li>◆ used to respond to the demands of the issue</li> </ul>
<p>◆ <b>come to a conclusion about the issue and support this with reasons</b></p>	<p>Present an overall judgement built on your line of argument. This should address your issue.</p> <p>You should make an overall judgement of the relative importance of the different factors you have used to analyse the issue.</p> <p>You should explain how your conclusion is supported by your evaluation of the factors.</p>

## Administrative information

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### History of changes

Version	Description of change	Date
2.0	Penalty for non-submission of resource sheet added to 'Instructions for teachers and lecturers' and 'Instructions for candidates' section.	July 2019

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

## Security and confidentiality

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