



Higher History

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| Course code: | C837 76 |
| Course assessment code: | X837 76 |
| SCQF: | level 6 (24 SCQF credit points) |
| Valid from: | session 2018–19 |

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has three components.

| Component | Marks | Duration |
|---|-------|---|
| Component 1: question paper 1 — British, European and world history | 44 | 1 hour and 30 minutes |
| Component 2: question paper 2 — Scottish history | 36 | 1 hour and 30 minutes |
| Component 3: assignment | 30 | 1 hour and 30 minutes — see 'Course assessment' section |

| Recommended entry | Progression |
|--|--|
| <p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the National 5 History course or equivalent qualifications and/or experience prior to starting this course.</p> | <ul style="list-style-type: none">◆ Advanced Higher History course◆ further study, employment and/or training |

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

In this course, candidates develop a greater understanding of the world by learning about other people and their values, in different times, places and circumstances. The course helps candidates to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

Candidates have opportunities to develop important attitudes including an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

The course emphasises the development and application of skills. The focus on evaluating sources develops candidates' thinking skills. They also develop skills in literacy through using and synthesising information in different ways.

Purpose and aims

Candidates acquire breadth and depth in their knowledge and understanding of the past through the study of British, European and world, and Scottish contexts in a variety of time periods. Options cover topics from the Medieval, Early Modern and Later Modern periods, and include elements of political, social, economic and cultural history. Candidates develop an approach and understanding that they can apply to other historical settings and issues.

Candidates develop:

- ◆ a conceptual understanding of the past and an ability to think independently
- ◆ a range of skills including the ability to apply a detailed historical perspective in a range of contexts
- ◆ the skills of analysing various interpretations of historical sources and critically evaluating a variety of views
- ◆ an understanding of the relationship between factors contributing to, and the impact of, historical events
- ◆ the skills of analysing, evaluating and synthesising historical information
- ◆ the skills of researching complex historical issues, drawing well-reasoned conclusions

Who is this course for?

The course is appropriate for a range of candidates including those who wish to develop an understanding of history and those who are seeking to progress and specialise in further historical study.

Course content

The course consists of three areas of study: British, European and world, and Scottish history. There is considerable flexibility in the contexts and themes which can be studied to allow for personalisation and choice.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

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

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

Question papers

The British, European and world history question paper has two sections covering a range of topics in British and European and world history. Candidates answer one part from each section. The Scottish history question paper has one section covering a range of topics in Scottish history.

British

Part A: Church, state and feudal society, 1066–1406

Elements of society from the 11th to the 15th century in England and Scotland.
Themes: feudalism, church, authority and conflict.

| Key issues | Description of content |
|--|---|
| 1 An evaluation of the nature of feudal society | <ul style="list-style-type: none">◆ role and importance of the landed classes◆ role and importance of the peasant classes◆ role of the king◆ changing role of knights◆ role of the clergy |
| 2 An evaluation of the role of the church in medieval society | <ul style="list-style-type: none">◆ differing roles of the secular and regular church◆ religious◆ political◆ social◆ economic |
| 3 An assessment of the extent of the increase of central royal power in the reign of David I in Scotland | Successes and failures of David I: <ul style="list-style-type: none">◆ religion◆ feudal landholding◆ military◆ law and order◆ economic |
| 4 An evaluation of the reasons for the increase of central royal power in the reign of Henry II in England | <ul style="list-style-type: none">◆ nobility◆ cost of warfare◆ need to develop the economy◆ law and order◆ effects of foreign influence |
| 5 An assessment of the attempts to increase royal authority by King John of England | <ul style="list-style-type: none">◆ impact of the loss of Normandy◆ taxation◆ John's personality◆ relations with the nobility◆ relations with the church |
| 6 An evaluation of the reasons for the decline of feudal society | <ul style="list-style-type: none">◆ Black Death◆ Peasants' Revolt◆ growth of towns◆ growth of trade and mercantilism◆ changing social attitudes |

British

Part B: The century of revolutions, 1603–1702

Political, religious, legislative and economic issues which led to the challenge to royal authority posed by rights claimed on behalf of the individual and of social groups during the 17th century. Themes: authority, rights and revolution.

| Key issues | Description of content |
|---|--|
| 1 An evaluation of the reasons for the problems faced by King James after the Union of the Crowns in 1603 | <ul style="list-style-type: none">◆ political issues◆ Divine Right of Kings◆ religious issues◆ legal issues◆ economic issues |
| 2 An assessment of the policies of Charles I in Scotland, up to 1642 | <ul style="list-style-type: none">◆ policies of Charles I in Scotland◆ imposition of the Prayer Book in Scotland◆ National Covenant◆ First Bishops' War◆ Second Bishops' War |
| 3 An evaluation of the reasons for the outbreak of civil war in England | <ul style="list-style-type: none">◆ legacy of James I◆ religious issues◆ political issues◆ economic and financial issues◆ actions of Charles and Parliament after 1640 |
| 4 An evaluation of the reasons for the failure to find an alternative form of government, 1649–58 | <ul style="list-style-type: none">◆ Cromwell's dominance◆ role of the army◆ role of Parliament◆ foreign issues◆ unpopular legislation |
| 5 An evaluation of the reasons for the Revolution Settlement of 1688–89 | <ul style="list-style-type: none">◆ role of Charles II◆ role of James VII/II◆ religious issues◆ political issues◆ role of Parliament |
| 6 An assessment of the significance of changes brought about by the Revolution Settlement, 1688–1702 | <ul style="list-style-type: none">◆ religious power◆ legal powers of Crown and Parliament◆ political issues◆ financial settlement◆ loopholes in the Settlement |

British

Part C: The Atlantic slave trade

Development of the Atlantic slave trade in the 18th century, the social and economic consequences of that trade, and its abolition in 1807. Themes: ideology, rights and conflict.

| Key issues | Description of content |
|---|--|
| 1 An evaluation of the reasons for the development of the slave trade | <ul style="list-style-type: none">◆ military factors◆ importance of West Indian colonies◆ shortage of labour◆ racist attitudes◆ religious factors |
| 2 An assessment of the importance of the slave trade to the British economy | <ul style="list-style-type: none">◆ profits accruing from tropical crops◆ role of the trade in terms of navigation◆ manufacturing◆ industrial development◆ wealth of ports and merchants |
| 3 An evaluation of the factors governing relations between slaves and their owners | <ul style="list-style-type: none">◆ humanitarian concerns◆ religious concerns◆ financial considerations◆ fear of revolt◆ racism and prejudice |
| 4 An assessment of the implications of the trade for African societies | <ul style="list-style-type: none">◆ slave sellers and European 'factories' on the West African coast◆ development of slave-based states and economies◆ destruction of societies◆ development of foreign colonies◆ roles played by leaders of African societies in continuing the trade |
| 5 An evaluation of the obstacles to abolition | <ul style="list-style-type: none">◆ slave rebellion in St Domingue◆ effects of the French Revolution◆ importance of the trade to the British economy◆ anti-abolition propaganda◆ attitudes of British governments |
| 6 An evaluation of the reasons for the success of the abolitionist campaign in 1807 | <ul style="list-style-type: none">◆ decline in the economic importance of slavery◆ effects of slave resistance |

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| | <ul style="list-style-type: none">◆ military factors◆ campaign of the Anti-Slavery Society◆ role of Wilberforce |
|--|---|

| British | |
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| Part D: Britain, 1851–1951 | |
| Development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens. Themes: authority, ideology and rights. | |
| Key issues | Description of content |
| 1 An evaluation of the reasons why Britain became more democratic, 1851–1928 | <ul style="list-style-type: none"> ◆ effects of industrialisation and urbanisation ◆ pressure groups ◆ examples of developments abroad ◆ party advantage ◆ effects of the First World War |
| 2 An assessment of how democratic Britain became, 1867–1928 | <ul style="list-style-type: none"> ◆ widening of the franchise ◆ distribution of seats ◆ corruption and intimidation ◆ widening membership of the House of Commons ◆ role of the House of Lords |
| 3 An evaluation of the reasons why some women were given the vote in 1918 | <ul style="list-style-type: none"> ◆ changing attitudes to women in society ◆ Suffragist campaign ◆ Suffragette campaign ◆ women in the war effort, 1914–18 ◆ example of other countries |
| 4 An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906–14 | <ul style="list-style-type: none"> ◆ social surveys of Booth and Rowntree ◆ municipal socialism ◆ fears over national security ◆ New Liberalism ◆ rise of Labour |
| 5 An assessment of the effectiveness of the Liberal social welfare reforms | <p>The extent to which the Liberal reforms met the needs of:</p> <ul style="list-style-type: none"> ◆ the young ◆ the old ◆ the sick ◆ the unemployed ◆ the employed |
| 6 An assessment of the effectiveness of the Labour reforms, 1945–51 | <p>The extent to which the Labour reforms tackled ‘the Five Giants’ of:</p> <ul style="list-style-type: none"> ◆ want ◆ disease ◆ squalor |

| | |
|--|--|
| | <ul style="list-style-type: none">◆ ignorance◆ idleness |
|--|--|

British

Part E: Britain and Ireland, 1900–1985

Growing divisions in Ireland after 1900 in terms of identity and the development of tension leading to conflict and civil war, attempts to resolve the conflict, and the continuation of strife. Themes: identity, authority and conflict.

| Key issues | Description of content |
|---|---|
| 1 An evaluation of the reasons for the growth of tension in Ireland, to 1914 | <ul style="list-style-type: none">◆ Irish Cultural Revival (Gaelic League/Gaelic Athletic Association)◆ re-emergence of Irish Republicanism (Irish Republican Brotherhood/Sinn Fein)◆ differing economic and religious features◆ role of John Redmond and the Nationalist Party (this includes the 1910 elections)◆ responses of Unionists and Nationalists to the Home Rule Bill |
| 2 An assessment of the impact of World War I on Ireland | <ul style="list-style-type: none">◆ Irish attitudes to World War I◆ impact of the Easter Rising◆ anti-conscription campaign◆ decline of the Nationalist Party◆ rise of Sinn Fein |
| 3 An evaluation of the obstacles to peace, up to the Anglo-Irish Treaty, 1918–21 | <ul style="list-style-type: none">◆ Irish attitudes to British rule after World War I◆ role of the Dail (Declaration of Independence)◆ position of Ulster Unionists◆ policies and actions of the British government◆ IRA tactics and policies |
| 4 An evaluation of the reasons for the outbreak of the Irish Civil War | <ul style="list-style-type: none">◆ Anglo-Irish Treaty◆ role of the British government◆ divisions in the republican movement◆ role of Collins◆ role of De Valera |
| 5 An evaluation of the reasons for the developing crisis in Northern Ireland, by 1968 | <ul style="list-style-type: none">◆ Unionist political ascendancy in Northern Ireland◆ cultural and political differences between communities◆ economic Issues◆ role of the IRA◆ issue of civil rights |

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| <p>6 An evaluation of the obstacles to peace, 1968–85</p> | <ul style="list-style-type: none">◆ religious and communal differences◆ British government policies◆ role of terrorism◆ role of the British Army◆ role of the Irish government |
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European and world

Part A: The Crusades, 1071–1204

Religious, political and economic factors in the crusading movement between 1071 and 1204.
Themes: ideology, authority and conflict.

| Key issues | Description of content |
|---|---|
| 1 An evaluation of the reasons for the calling of the First Crusade | <ul style="list-style-type: none">◆ threat to Byzantium◆ fear of Islamic expansion◆ threat to Mediterranean trade◆ ongoing struggle between church and state◆ papal desire to channel the aggressive nature of feudal society |
| 2 An evaluation of the motives of Christians from different classes to take the cross | <ul style="list-style-type: none">◆ religious motives◆ desire to acquire territory in the Holy Land◆ seeking of fame and riches◆ overpopulation and famine◆ sense of adventure |
| 3 An evaluation of the reasons for the success of the First Crusade | <ul style="list-style-type: none">◆ military power of the Crusader knights◆ divisions among the Islamic states◆ misunderstanding of the Crusaders' intent◆ aid from Byzantium◆ religious zeal of the Crusaders |
| 4 An evaluation of the reasons for the fall of Jerusalem in 1187 | <ul style="list-style-type: none">◆ death of Baldwin IV◆ divisions among the Crusaders◆ lack of resources of the Christian states◆ unification of the Islamic states under Saladin◆ Christian defeat at Hattin |
| 5 An evaluation of the reasons for the resolution of the Third Crusade | <ul style="list-style-type: none">◆ Richard's military role◆ Richard's use of diplomacy◆ Saladin's military role◆ Saladin's use of diplomacy◆ rivalry between the Crusader leaders |
| 6 An assessment of the extent of the decline of the crusading ideal, up to the Fourth Crusade, 1204 | <ul style="list-style-type: none">◆ coexistence of Muslim and Christian states◆ corruption of the crusading movement by the church and nobles◆ effects of trade◆ Fourth Crusade◆ role of Venice |

European and world

Part B: The American Revolution, 1763–1787

British colonial control in America, the ideas and attitudes challenging that control, the reasons for its eventual breakdown, and the consequences for America and Britain in terms of conflict and resolution. Themes: rights, authority and revolution.

| Key issues | Description of content |
|--|--|
| 1 An evaluation of the reasons for colonial resentment towards Britain by 1763 | <ul style="list-style-type: none">◆ resentment towards the old colonial system◆ Navigation Acts◆ role of George III◆ political differences between colonies and Britain◆ British neglect of the colonies |
| 2 An evaluation of the reasons for the colonists' moves towards independence | <ul style="list-style-type: none">◆ disputes over taxation◆ Boston Massacre◆ punishment of Massachusetts◆ military events of 1775◆ rejection of Olive Branch Petition |
| 3 An evaluation of British opinion towards the conflict in the colonies | <ul style="list-style-type: none">◆ George III◆ British Parliament◆ Edmund Burke◆ Earl of Chatham◆ Thomas Paine |
| 4 An assessment of the global nature of the war | <ul style="list-style-type: none">◆ Franco-American Alliance◆ Dutch intervention◆ Spanish intervention◆ League of Armed Neutrality◆ control of the seas |
| 5 An evaluation of the reasons for the colonists' victory | <ul style="list-style-type: none">◆ British military inefficiency◆ role of George Washington◆ importance of French entry◆ control of the seas◆ role of local knowledge and people |
| 6 An assessment of the political impact of the American Revolution | <ul style="list-style-type: none">◆ Americans' reflection of their experience under British rule◆ significance of the Constitution◆ roles of Presidency◆ Congress and Supreme Court◆ legislature and judiciary |

| European and world | |
|---|--|
| Part C: The French Revolution, to 1799 | |
| Nature of government and society in 18th century France, of the origins and challenges to absolutism, and of the differences and similarities between the Ancien Regime and the post-revolutionary governments to 1799. Themes: rights, authority and revolution. | |
| Key issues | Description of content |
| 1 An evaluation of the threats to the security of the Ancien Regime before 1789 | <ul style="list-style-type: none"> ◆ financial issues ◆ taxation and corruption ◆ role of the royal family ◆ position of the clergy and nobility ◆ grievances held by the Third Estate |
| 2 An evaluation of the reasons for the French Revolution in 1789 | <ul style="list-style-type: none"> ◆ financial problems of the Ancien Regime ◆ influence of the Enlightenment ◆ effects of the American Revolution ◆ crisis of 1788-89 ◆ actions of Louis XVI |
| 3 An evaluation of the reasons for the failure of constitutional monarchy, up to 1792 | <ul style="list-style-type: none"> ◆ role of Louis XVI ◆ Civil Constitution of the Clergy ◆ role of the National Assembly ◆ activities of the émigrés ◆ outbreak of war |
| 4 An evaluation of the reasons for the Terror, 1792–95 | <ul style="list-style-type: none"> ◆ outbreak of war ◆ threat of counter-revolution ◆ political rivalries ◆ role of Robespierre ◆ Committee of Public Safety |
| 5 An evaluation of the reasons for the establishment of the Consulate | <ul style="list-style-type: none"> ◆ Constitution of 1795 ◆ political instability ◆ increasing intervention of the army in politics ◆ role of Sieyès ◆ role of Bonaparte |
| 6 An assessment of the impact of the Revolution | <p>The social and political impact on:</p> <ul style="list-style-type: none"> ◆ peasants ◆ urban workers ◆ bourgeoisie ◆ nobility ◆ clergy |

European and world

Part D: Germany, 1815–1939

The growth of nationalism in 19th century Germany leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918. Themes: nationalism, authority and conflict.

| Key issues | Description of content |
|--|--|
| 1 An evaluation of the reasons for the growth of nationalism in Germany, 1815–50 | <ul style="list-style-type: none">◆ economic factors◆ cultural factors◆ military weakness◆ effects of the French Revolution and Napoleonic Wars◆ role of the Liberals |
| 2 An assessment of the degree of growth of nationalism in Germany, up to 1850 | <ul style="list-style-type: none">◆ supporters of nationalism◆ opponents of nationalism◆ political turmoil in the 1840s◆ Frankfurt Parliament◆ collapse of revolution in Germany, 1848–49 |
| 3 An evaluation of the obstacles to German unification, 1815–50 | <ul style="list-style-type: none">◆ divisions among the nationalists◆ Austrian strength◆ German princes◆ religious differences◆ indifference of the masses |
| 4 An evaluation of the reasons why unification was achieved in Germany, by 1871 | <ul style="list-style-type: none">◆ Prussian military strength◆ Prussian economic strength◆ the decline of Austria◆ role of Bismarck◆ role of other countries |
| 5 An evaluation of the reasons why the Nazis achieved power in 1933 | <ul style="list-style-type: none">◆ weaknesses of the Weimar Republic◆ resentment towards the Treaty of Versailles◆ economic difficulties◆ appeal of Hitler and the Nazis after 1928◆ weaknesses and mistakes of opponents |
| 6 An evaluation of the reasons why the Nazis were able to stay in power, 1933–39 | <ul style="list-style-type: none">◆ establishment of a totalitarian state◆ fear and state terrorism◆ propaganda◆ economic policies◆ social policies |

| European and world | |
|--|--|
| Part E: Italy, 1815–1939 | |
| Growth of nationalism in 19th century Italy leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918. Themes: nationalism, authority and conflict. | |
| Key issues | Description of content |
| 1 An evaluation of the reasons for the growth of nationalism in Italy, 1815–50 | <ul style="list-style-type: none"> ◆ cultural factors ◆ economic factors ◆ military weakness ◆ effects of French Revolution and Napoleonic Wars ◆ resentment of Austria |
| 2 An assessment of the extent of the growth of nationalism in Italy, up to 1850 | <ul style="list-style-type: none"> ◆ supporters of nationalism ◆ opponents of nationalism ◆ Italian rulers ◆ position of the Papacy ◆ the failures of the revolutions of 1848 |
| 3 An evaluation of the obstacles to Italian unification, 1815–50 | <ul style="list-style-type: none"> ◆ economic and cultural differences ◆ political differences within the nationalists ◆ dominant position of Austria ◆ Italian rulers ◆ indifference of the masses |
| 4 An evaluation of the reasons why unification was achieved in Italy, by 1870 | <ul style="list-style-type: none"> ◆ rise of Piedmont ◆ role of Cavour ◆ role of Garibaldi ◆ decline of Austria ◆ attitudes and actions of foreign powers |
| 5 An evaluation of the reasons why the Fascists achieved power in Italy, 1919–25 | <ul style="list-style-type: none"> ◆ weaknesses of Italian governments ◆ resentment of the Peace Settlement ◆ appeal of Mussolini and the Fascists ◆ social and economic divisions ◆ weaknesses and mistakes of opponents |
| 6 An evaluation of the reasons why the Fascists were able to stay in power, 1922–39 | <ul style="list-style-type: none"> ◆ establishment of the Fascist state ◆ fear and intimidation ◆ propaganda ◆ foreign policy ◆ economic and social policies |

European and world

Part F: Russia, 1881–1921

Development of opposition to autocracy in a large multi-national state, the collapse of the Tsarist regime and the rise of the Bolsheviks during the years 1881–1921.
Themes: ideology, identity and authority.

| Key issues | Description of content |
|--|--|
| 1 An assessment of the security of the Tsarist State before 1905 | <ul style="list-style-type: none">◆ Tsar◆ army/Okhrana◆ role of the church◆ Russification◆ political opposition |
| 2 An evaluation of the causes of the 1905 revolution | <ul style="list-style-type: none">◆ working class discontent◆ discontent among the peasantry◆ political problems◆ military defeat in the war against Japan◆ Bloody Sunday |
| 3 An assessment of the attempts to strengthen Tsarism, 1905–14 | <ul style="list-style-type: none">◆ nature of events in 1905◆ October manifesto and the Duma◆ Repression◆ Stolypin's reforms◆ Fundamental Laws |
| 4 An evaluation of the reasons for the February Revolution, 1917 | <ul style="list-style-type: none">◆ role of Tsar Nicholas II◆ role of Tsarina Alexandra◆ discontent among the working class◆ peasant discontent◆ impact of the First World War |
| 5 An evaluation of the reasons for the success of the October Revolution, 1917 | <ul style="list-style-type: none">◆ dual power◆ decision to continue the war◆ political discontent◆ land issue◆ appeal of Lenin and the Bolsheviks |
| 6 An evaluation of the reasons for the victory of the Reds in the Civil War | <ul style="list-style-type: none">◆ strengths of the Reds◆ disunity among the Whites◆ leadership of Lenin◆ role of Trotsky◆ effects of foreign intervention |

European and world

Part G: USA, 1918–1968

Growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights.

Themes: ideology, identity and rights.

| Key issues | Description of content |
|---|--|
| 1 An evaluation of the reasons for changing attitudes towards immigration in the 1920s | <ul style="list-style-type: none">◆ isolationism◆ fear of revolution◆ prejudice and racism◆ social fears◆ economic fears |
| 2 An evaluation of the obstacles to the achievement of civil rights for black people, up to 1941 | <ul style="list-style-type: none">◆ legal impediments◆ popular prejudice◆ activities of the Ku Klux Klan◆ lack of political influence◆ divisions in the black community |
| 3 An evaluation of the reasons for the economic crisis of 1929–33 | <ul style="list-style-type: none">◆ Republican government policies in the 1920s◆ overproduction of goods and underconsumption◆ weaknesses of the US banking system◆ international economic problems◆ Wall Street Crash |
| 4 An assessment of the effectiveness of the New Deal | <ul style="list-style-type: none">◆ role of Roosevelt and ‘confidence building’◆ banking◆ agriculture◆ industry◆ society |
| 5 An evaluation of the reasons for the development of the Civil Rights campaign, after 1945 | <ul style="list-style-type: none">◆ prejudice and discrimination◆ experience of black servicemen in the Second World War◆ role of black civil rights organisations◆ role of Martin Luther King◆ emergence of effective black leaders |
| 6 An assessment of the effectiveness of the Civil Rights movement in meeting the needs of black Americans, up to 1968 | <ul style="list-style-type: none">◆ roles of NAACP, CORE, SCLC◆ role of Martin Luther King◆ changes in federal policy◆ social, economic and political changes◆ rise of black radical movements |

European and world

Part H: Appeasement and the road to war, to 1939

Fascist foreign policy after 1933 and the reactions of the democratic powers to it, the development of the policy of appeasement, its failure and the outbreak of war in Europe in 1939. Themes: ideology, conflict and diplomacy.

| Key issues | Description of content |
|--|---|
| 1 An evaluation of the reasons for the aggressive nature of the foreign policies of Germany and Italy in the 1930s | <ul style="list-style-type: none">◆ Peace Settlement of 1919◆ Fascist ideology◆ economic difficulties after 1929◆ weakness of the League of Nations◆ British policy of appeasement |
| 2 An evaluation of the methods used by Germany and Italy to pursue their foreign policies from 1933 | <ul style="list-style-type: none">◆ diplomacy◆ military action◆ military threat◆ pacts and alliances◆ role of Hitler and Mussolini |
| 3 An evaluation of the reasons for the British policy of appeasement, 1936–38 | <ul style="list-style-type: none">◆ economic difficulties◆ public opinion◆ lack of reliable allies◆ military weakness◆ beliefs of Chamberlain |
| 4 An assessment of the success of British foreign policy in containing Fascist aggression, 1935 to March 1938 | <ul style="list-style-type: none">◆ Abyssinia◆ Rhineland◆ Naval Agreement◆ non-intervention◆ Anschluss of March 1938 |
| 5 An assessment of the Munich agreement | Arguments for and against the settlement: <ul style="list-style-type: none">◆ Czechoslovakia◆ Britain◆ Germany◆ France◆ international context |
| 6 An evaluation of the reasons for the outbreak of war in 1939 | <ul style="list-style-type: none">◆ changing British attitudes towards appeasement◆ occupation of Bohemia and the collapse of Czechoslovakia◆ British diplomacy and relations with the Soviet Union◆ Nazi–Soviet Pact◆ invasion of Poland |

European and world

Part I: The Cold War, 1945–1989

Superpower foreign policy after 1945, the growth of international tension, the development of the policy of detente, and the end of the Cold War in Europe in 1989.

Themes: ideology, conflict and diplomacy.

| Key issues | Description of content |
|---|--|
| 1 An evaluation of the reasons for the emergence of the Cold War, up to 1955 | <ul style="list-style-type: none">◆ tensions within the wartime alliance◆ arms race◆ ideological differences◆ disagreements over the future of Germany◆ crisis over Korea |
| 2 An assessment of the effectiveness of Soviet policy in controlling Eastern Europe, up to 1961 | <ul style="list-style-type: none">◆ Khrushchev's policies of de-Stalinisation◆ Soviet reactions to events in:<ul style="list-style-type: none">— Poland (1956)— Hungary (1956)— Berlin (1961) |
| 3 An evaluation of the reasons for the Cuban Missile Crisis of 1962 | <ul style="list-style-type: none">◆ Castro's victory in Cuba◆ US foreign policy◆ Khrushchev's domestic position◆ Khrushchev's view of Kennedy◆ arms race |
| 4 An evaluation of the reasons why the US lost the war in Vietnam | <ul style="list-style-type: none">◆ difficulties faced by US military◆ strengths of North Vietnam◆ weaknesses of South Vietnam◆ changing public opinion in the USA◆ international isolation of the USA |
| 5 An evaluation of the reasons why the superpowers attempted to manage the Cold War, 1962–79 | <ul style="list-style-type: none">◆ danger of Mutually Assured Destruction◆ dangers of military conflict as seen in the Cuban Missile Crisis◆ economic cost of arms race◆ development of surveillance technology◆ development of detente |
| 6 An evaluation of the reasons for the end of the Cold War | <ul style="list-style-type: none">◆ defeat of the Soviet Union in Afghanistan◆ failure of Communism in Eastern Europe◆ economic differences between East and West◆ role of Gorbachev◆ role of Reagan |

| Scottish | |
|--|--|
| Part A: The Wars of Independence, 1249–1328 | |
| Political change and military conflict arising from the Wars of Independence. Themes: authority, conflict and identity. | |
| Key issues | Description of content |
| 1 Alexander III and the succession problem 1286–92 | <ul style="list-style-type: none"> ◆ the succession problem ◆ the Guardians ◆ the Treaty of Birgham ◆ the death of the Maid of Norway ◆ the Scottish appeal to Edward I — the decision at Norham ◆ Bruce versus Balliol ◆ the Great Cause and Edward’s decision |
| 2 John Balliol and Edward I 1292–96 | <ul style="list-style-type: none"> ◆ Balliol’s rule ◆ Edward’s overlordship ◆ the Scottish response ◆ the Anglo–French war and the Franco–Scottish Treaty ◆ the subjugation of Scotland |
| 3 William Wallace and Scottish resistance | <ul style="list-style-type: none"> ◆ Scottish resistance ◆ roles of William Wallace and Andrew Murray ◆ victory at Stirling and its effects on Scots and on Scotland ◆ defeat at Falkirk and continuing Scottish resistance |
| 4 The rise and triumph of Robert Bruce | <ul style="list-style-type: none"> ◆ the ambitions of Robert Bruce: <ul style="list-style-type: none"> — his conflict with and victory over Scottish opponents — his victory at Bannockburn ◆ continuing hostilities ◆ the Declaration of Arbroath ◆ the Treaties of Edinburgh/Northampton, 1328 <p>The significance of the Wars of Independence in the development of Scottish identity.</p> |

| Scottish | |
|---|---|
| Part B: The age of the Reformation, 1542–1603 | |
| Religious and political change in 16th century Scotland. Themes: authority, conflict and identity. | |
| Key issues | Description of content |
| 1 The Reformation of 1560 | <ul style="list-style-type: none"> ◆ the nature of the church in Scotland ◆ attempts at reform ◆ the growth of Protestantism ◆ relationships with France and England ◆ religious conflict ◆ Lords of the Congregation ◆ Treaty of Edinburgh, 1560 |
| 2 The reign of Mary, 1561–67 | <ul style="list-style-type: none"> ◆ Mary's difficulties in ruling Scotland: <ul style="list-style-type: none"> — religion — gender — relations with the nobility ◆ Mary's marriages: <ul style="list-style-type: none"> — her relationship with England — abdication — flight to England |
| 3 James VI and the relationship between monarch and Kirk | <ul style="list-style-type: none"> ◆ the struggle for control of the Kirk: from regency to personal rule ◆ differing views about the roles of the monarch and Kirk |
| 4 The impact of the Reformation on Scotland, to 1603 | <ul style="list-style-type: none"> ◆ the social, cultural, educational and economic impact of the Reformation on Scotland, to 1603 <p>The significance of the age of Reformation in the development of Scottish identity.</p> |

| Scottish | |
|--|---|
| Part C: The Treaty of Union, 1689–1740 | |
| Political and economic change in Scotland, 1689–1740. Themes: identity, conflict and authority. | |
| Key issues | Description of content |
| 1 Worsening relations with England | <ul style="list-style-type: none"> ◆ Navigation Acts ◆ England's foreign wars ◆ Scotland's economic problems ◆ famine ◆ Darien Scheme and its failure ◆ Scottish responses ◆ incidents leading to worsening relations with England ◆ the War of the Spanish Succession ◆ the issue of the succession |
| 2 Arguments for and against Union with England | <ul style="list-style-type: none"> ◆ religious issues ◆ the Scottish economy <ul style="list-style-type: none"> — possible advantages of Scots having access to English colonies ◆ the issue of Scottish identity ◆ contrasting attitudes in Scotland towards Union |
| 3 Passing of the Act of Union | <ul style="list-style-type: none"> ◆ the changing attitude of England ◆ the debate over a Federal or Incorporating Union ◆ the role of the Commissioners ◆ negotiations ◆ the passing of the Union by the Scottish Parliament |
| 4 Effects of the Union, to 1740 | <ul style="list-style-type: none"> ◆ economic effects, to 1740: <ul style="list-style-type: none"> — agriculture — manufacture — trade ◆ political effects ◆ the Hanoverian succession and the causes of the Jacobite Rising of 1715 <p>The significance of the Union in the development of Scottish identity.</p> |

| Scottish | |
|--|---|
| Part D: Migration and empire, 1830–1939 | |
| Population movement and social and economic change in Scotland and abroad between 1830 and 1939. Themes: empire, migration and identity. | |
| Key issues | Description of content |
| 1 The migration of Scots | <ul style="list-style-type: none"> ◆ push and pull factors in internal migration and emigration: <ul style="list-style-type: none"> — economic — social — cultural — political aspects ◆ opportunity and coercion |
| 2 The experience of immigrants in Scotland | <ul style="list-style-type: none"> ◆ the experience of immigrants, with reference to Catholic Irish, Protestant Irish, Jews, Lithuanians and Italians ◆ the reactions of Scots to immigrants ◆ issues of identity and assimilation |
| 3 The impact of Scots emigrants on the empire | <ul style="list-style-type: none"> ◆ the impact of Scots emigrants on the growth and development of the empire with reference to Canada, Australia, New Zealand and India in terms of: <ul style="list-style-type: none"> — economy and enterprise — culture and religion — native societies |
| 4 The effects of migration and empire on Scotland, to 1939 | <ul style="list-style-type: none"> ◆ the contribution of immigrants to Scottish society, economy and culture ◆ the impact of empire on Scotland <p>The significance of migration and empire in the development of Scottish identity.</p> |

| Scottish | |
|--|--|
| Part E: The impact of the Great War, 1914–1928 | |
| Conflict and its political, social, economic and cultural effects. Themes: conflict, change and identity. | |
| Key issues | Description of content |
| 1 Scots on the Western Front | <ul style="list-style-type: none"> ◆ voluntary recruitment ◆ the experience of Scots on the Western Front, with reference to the battles of Loos and the Somme ◆ the kilted regiments ◆ the role of Scottish military personnel in terms of commitment, casualties, leadership and overall contribution to the military effort |
| 2 Domestic impact of war: society and culture | <ul style="list-style-type: none"> ◆ recruitment and conscription ◆ pacifism and conscientious objection ◆ Defence of the Realm Act (DORA) ◆ changing role of women in wartime, including rent strikes ◆ scale and effects of military losses on Scottish society ◆ commemoration and remembrance |
| 3 Domestic impact of war: industry and economy | <ul style="list-style-type: none"> ◆ wartime effects of war on industry, agriculture and fishing ◆ price rises and rationing ◆ post-war economic change and difficulties ◆ post-war emigration ◆ the land issue in the Highlands and Islands |
| 4 Domestic impact of war: politics | <ul style="list-style-type: none"> ◆ the impact of the war on political developments as exemplified by the growth of radicalism, the Independent Labour Party (ILP) and Red Clydeside ◆ continuing support for political unionism ◆ the crisis of Scottish identity <p>The significance of the Great War in the development of Scottish identity.</p> |

Assignment

Candidates have an open choice of historical topic, question or issue. Their choice is not constrained by the content of the question papers.

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and can be found on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

1 Literacy

1.1 Reading

1.2 Writing

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ 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 enables candidates to:

- ◆ draw on, extend and apply the skills, knowledge and understanding acquired during the course
- ◆ demonstrate breadth of skills, knowledge and understanding from across the course
- ◆ demonstrate challenge and application related to an appropriate historical issue

Course assessment structure: question paper

Question paper 1: British, European and world history **44 marks**

This question paper has a total mark allocation of 44 marks. This is 40% of the overall marks for the course assessment.

This question paper allows candidates to demonstrate the following skills, knowledge and understanding from across the course:

- ◆ developing and applying knowledge and understanding and skills across contexts from British and European and world history
- ◆ 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 British and European and world contexts

This question paper has two sections:

Section 1: British

Section 2: European and world

Each section is worth 22 marks. Candidates draw on the skills, knowledge and understanding acquired during the course.

Each section consists of extended-response questions. Candidates explain the impact of historical developments, analyse the factors contributing towards historical developments, draw well-reasoned conclusions, and synthesise information in a well-structured manner.

Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 30 minutes to complete this question paper.

Question paper 2: Scottish history

36 marks

This question paper has a total mark allocation of 36 marks. This is 33% of the overall marks for the course assessment.

This question paper enables candidates to demonstrate the following skills, knowledge and understanding:

- ◆ developing and applying skills, knowledge and understanding across contexts from Scottish history
- ◆ evaluating the origin, purpose, content and context of a range of historical sources
- ◆ demonstrating a detailed and accurate knowledge and understanding of complex historical issues in Scottish contexts

This question paper has one section:

Section 1: Scottish

This section consists of restricted-response and extended-response questions. Candidates draw on and apply the skills, knowledge and understanding they have gained during the course.

Candidates evaluate the usefulness of a source, place a source in its historical context, identify and explain the differing viewpoints presented by two sources, and explain an event or development.

Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 30 minutes to complete this question paper.

The question papers have an emphasis on assessment of knowledge and understanding; the emphasis of the assignment is on demonstration of skills.

Specimen question papers for Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment

Assignment

30 marks

The assignment has a total mark allocation of 30 marks. This is 27% of the overall marks for the course assessment.

The assignment gives candidates an opportunity to demonstrate the following skills, knowledge and understanding within the context of a historical question:

- ◆ 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, evaluating 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 well-reasoned conclusion supported by evidence

Setting, conducting and marking the assignment

The assignment is set by centres within SQA guidelines. SQA provides a brief for the production of evidence to be assessed. Candidates have an open choice of historical topic, question or issue to research. Evidence is submitted to SQA for external marking. All marking is quality assured by SQA.

Assessment conditions

The assignment has two stages:

- ◆ research
- ◆ production of evidence

Candidates should undertake the research stage at any appropriate point in the course, normally when they have developed the necessary skills, knowledge and understanding.

In the research stage, candidates choose a topic, question or issue which allows them to analyse and evaluate a historical issue. They research the issue, and organise their findings to address the topic, using the History resource sheet to collate their evidence and references.

Time

The research stage is designed to be completed over a notional period of 8 hours.

Candidates have 1 hour and 30 minutes to complete the production of evidence for assessment. This must be done in one sitting. Candidates complete the production of evidence stage in time to meet the submission date set by SQA.

Supervision, control and authentication

The research stage is conducted under some supervision and control. This means that, although candidates may complete part of the work outwith the learning and teaching setting, teachers and lecturers must put in place processes to monitor progress and ensure that the work is the candidate's own, and that plagiarism has not taken place. For example:

- ◆ interim progress meetings with candidates
- ◆ questioning
- ◆ candidate's record of activity/progress
- ◆ teacher or lecturer observation

Group work approaches are acceptable as part of the research stage. However, there must be clear evidence for each candidate to show that they have met the evidence requirements.

The production of evidence stage is conducted under a high degree of supervision and control. This means that candidates must:

- ◆ be in direct sight of the teacher or lecturer or other responsible person during the period of the assessment
- ◆ not communicate with each other
- ◆ have access only to the History resource sheet they have prepared

Resources

During the research stage, there are no restrictions on the resources to which candidates may have access.

During the production of evidence stage, candidates have access only to the History resource sheet they have prepared. 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 topic, question or issue. Resource sheets are not assessed but must be submitted to SQA with candidates' assignments.

Reasonable assistance

Teachers and lecturers may provide reasonable guidance on topics and the types of question or issue which enable candidates to meet all the requirements of the assignment. They may also guide candidates on the likely availability and accessibility of resources for their chosen question or issue.

Candidates must work on their research with minimum support from teachers or lecturers.

Teachers and lecturers must exercise their professional responsibility to ensure that evidence submitted by a candidate is the candidate's own work.

Candidates must complete 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 candidates require more than what is thought to be 'reasonable assistance', they may not be ready for assessment, or they may 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 an assignment 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 that a candidate has already produced or demonstrated, there is a danger that it becomes support for assessment, and teachers and lecturers need to be aware that this may be going beyond reasonable assistance.

In the research stage, reasonable assistance may include:

- ◆ directing candidates to the instructions for candidates
- ◆ clarifying instructions/requirements of the task
- ◆ advising candidates on the choice of a topic/question/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, 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 topic, question or issue
- ◆ directing candidates to specific resources to be used
- ◆ providing model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- ◆ providing detailed feedback on drafts, including marking

Evidence to be gathered

The following evidence is required for this assignment:

- ◆ completed assignment evidence
- ◆ History resource sheet: this must be a single side of A4 paper and must contain no more than 250 words

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

Volume

There is no word count for the assignment; however the resource sheet must have no more than 250 words on it.

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

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/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- ◆ [Higher History subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guide to Assessment](#)
- ◆ [Guidance on conditions of assessment for coursework](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

The SCQF framework, level descriptors and handbook are available on the SCQF website.

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. Teachers and lecturers should read these in conjunction with this course specification and the specimen question papers and/or coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that teachers and lecturers could include in the course. Teachers and lecturers have considerable flexibility to select contexts that will stimulate and challenge candidates, offering both breadth and depth.

Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment.

Candidates need support and guidance to develop study skills and learning strategies. Teachers and lecturers should encourage them to participate in their own learning by finding information and to generally show initiative, wherever appropriate. The benefits of co-operative learning, peer-support and peer-feedback can be substantial and should be encouraged. This can be supported by using information and communication technology (ICT).

The 'Approaches to learning and teaching' section provides suggested activities that teachers and lecturers can build into their delivery to develop these skills, knowledge and understanding.

Approaches to learning and teaching

The Higher History course is a study of historical events and themes across British, European and world, and Scottish contexts. There are opportunities throughout the course to reinforce and deepen learning by making links between aspects of knowledge and understanding depending on the particular topics and issues studied.

There is no recommended teaching order for this course. However, candidates should have the opportunity to study a range of topics before they choose a historical question for their assignment. The development of skills should be a part of teaching and learning from the start to help candidates progressively build up their skills throughout the course.

Candidates learn best when they:

- ◆ understand clearly what they are trying to learn, and what is expected of them
- ◆ are given feedback about the quality of their work, and what they can do to make it better

- ◆ are given advice about how to make improvements and are fully involved in deciding what needs to be done next
- ◆ know who can give them help if they need it

Teachers and lecturers should:

- ◆ encourage and support independent learning
- ◆ help candidates understand the requirements of the course by sharing learning and/or assessment criteria
- ◆ deliver effective feedback
- ◆ encourage candidates to set their own learning objectives
- ◆ encourage candidates to assess the extent of their existing knowledge
- ◆ encourage self- and peer-evaluation
- ◆ question effectively using higher-order questioning when appropriate

Using assessment for formative purposes can provide an important role in raising attainment by:

- ◆ giving feedback
- ◆ detailing progress
- ◆ identifying candidates' strengths and areas for development

British history

The following examples provide possible approaches to learning and teaching, focusing on issues relevant to topics in British history. The examples draw on familiar contexts. They are **not** a guide to any future assessments.

Example 1 — critical thinking on why some women were given the vote in 1918

Candidates study the reasons why some women achieved greater political equality and gain considerable knowledge and understanding of the following factors:

- ◆ changing attitudes to women in society
- ◆ the Suffragist campaign
- ◆ the Suffragette campaign
- ◆ women in the war effort, 1914–18
- ◆ the example of other countries

As part of the Higher History course, candidates should have opportunities to develop and apply their critical thinking skills. The reasons why some women were given the vote in 1918 could be grouped together into three broad categories — changing attitudes; their own campaigns and efforts; and influences and changes in other countries.

Teachers and lecturers could label three different corners of the room with three option statements such as:

- ◆ Women gained greater political equality through changing attitudes.
- ◆ Women gained greater political equality through their own campaigns and efforts.
- ◆ Women gained greater political equality through changes which occurred in other countries.

Teachers and lecturers then ask candidates to consider, through discussion with their peers, which of the three statements they feel is the most accurate, and ask them to go to that particular corner of the room. This type of activity directly encourages candidates to think critically about the impact that various factors played on women achieving greater political equality.

To further this activity, candidates then group together with others who agree with their decision and discuss the reasons for their choice. Each group chooses a speaker who puts forward their case as to why they feel their particular statement is the most accurate.

Providing opportunities to discuss the accuracy of statements helps prepare candidates for essay questions. Activities which could be used to generate evidence include a written summary, following the debate, of why each of the statements could be said to be accurate; or an essay on this topic using similar statements. For example:

The part played by women in the war effort was the main reason why some women received the vote in 1918. How valid is this view?

Encouraging candidates to use the 'BBC Bitesize' website is a good way for them to test their own knowledge and understanding at the end of a topic. Many topics have 'Test Bites', which are short quizzes to test the basic knowledge.

Specific materials and/or preparation needed

- ◆ statements printed as signposts for corners of the room

Example 2 — the spectrum of opinion on how democratic Britain became between 1867–1928

Candidates study the ways in which Britain became more democratic between 1867 and 1928 and examine issues such as:

- ◆ the widening of the franchise
- ◆ the distribution of seats
- ◆ corruption and intimidation
- ◆ widening membership of the House of Commons
- ◆ the role of the House of Lords

Many of the essay questions on this topic require candidates to assess, evaluate or judge how much progress had been made towards democracy and how democratic Britain was by a particular time. To help candidates apply this analytical thinking in an essay, teachers and

lecturers could give candidates opportunities to consider different opinions on this topic as preparation for these essays.

One way of doing this is to create a spectrum of opinions using a line on a board (further categories could be added). For example:



Teachers and lecturers then ask candidates to consider Britain's position at a particular time. For example, How democratic was Britain by 1911?

Candidates then write their judgement, and the key reason for it, on a sticky note and place it on the spectrum. This type of learner-centred activity creates the opportunity for high-quality dialogue, critical thinking and analysis. It enables candidates to use the knowledge and understanding they have previously gained and apply it to make an informed judgement, which are key skills in the course assessment.

Specific materials and/or preparation needed

- ◆ opinion drawn on the board
- ◆ sticky notes and pens

As a follow-up, candidates then use a table to highlight which features of Britain could be considered democratic, as opposed to features which suggest Britain is undemocratic.

| Democratic features | Undemocratic features |
|---------------------|-----------------------|
| | |

The Test Bite for this particular part of the topic can be found on the Bitesize section of BBC's website.

Early modern history — the Atlantic slave trade

Candidates study the development of the Atlantic slave trade in the 18th century and the social and economic consequences of that trade. They examine the abolition of the slave trade in 1807 and the themes of ideology, rights and conflict.

To many people who study Higher History, the sheer volume of reading and listening can be very demanding. This is especially so for those candidates who are visual learners and learn best from seeing information in pictures, charts and diagrams. A useful revision tool for some topics can be to create visual records of them.

Example 1 — visual records

As part of this topic, candidates evaluate the reasons for the success of the abolitionist campaign in 1807. Teachers and lecturers could ask candidates to create their own personal visual record of this key issue on A4 paper.

| |
|---|
| 1 Decline in the economic importance of slavery |
| 2 Effects of slave resistance |
| 3 Military factors |

4 Campaign of the Anti-Slavery Society

5 Role of Wilberforce

With no written information, candidates visualise what each part of the topic represents to them and present the information they 'see' in pictures, cartoons, diagrams, charts or symbols. As this type of activity appeals more to visual learners, it could be supplemented on the reverse side of the page with a summary of written key points for each section of the topic.

BBC Class Clips are also available on this part of the topic.

Specific materials and/or preparation needed

- ◆ A4 paper and coloured pens or pencils and rulers

Example 2 — question cards

When studying the Atlantic slave trade in depth, like any period of time in history, candidates come across many facts of knowledge and dates which are useful and relevant to the topic. In the course assessment, it benefits candidates if they can recall specific factual knowledge.

The following provides some ideas of how teachers and lecturers could help candidates retain factual information:

Candidates reflect on their notes for the whole or part of the topic before constructing some questions to ask their peers. Teachers and lecturers give each candidate a piece of A5 card and ask them to write down three questions which test factual knowledge. These should be questions with specific answers, unlike essay-type questions.

Candidates should know the answers to the questions they construct and write them below each one. Teachers and lecturers instruct candidates to ask one of their questions to the person next to them, who then gives the answer and asks one of their questions back. This can be repeated until all six questions have been asked and answered.

By doing this, teachers and lecturers provide candidates with a revision exercise by getting them to reflect on and construct their own questions. This also builds candidates' confidence in recalling the key factual information of the topic.

This exercise can be widened to make it more active and participative. A pair of candidates swap question cards and then move around the room to find another candidate to ask their new questions to. This process can be repeated several times so that each candidate asks and answers several different questions.

By repeating the sequence many times, it allows all candidates to become actively involved in the learning process and also ensures that a wide range of factual knowledge is revised.

A final part to this is to ask candidates to write down 10 key facts they can recall from the activity. Recalling factual knowledge is important for each essay.

Specific materials and/or preparation needed

- ◆ card to write questions on

European and world history

The following examples provide possible approaches to learning and teaching, focusing on issues relevant to topics in European and world history. The examples draw on familiar contexts. They are **not** a guide to any future assessments.

Example 1 — the ‘what was the main reason why unification was achieved in Germany by 1871?’ debate

Candidates study the broad issues surrounding the unification of Germany. This would cover the early growth of nationalism from 1815 through to the role of Bismarck and the wars of unification. In small groups or as individuals candidates could be assigned a particular contributory factor to consider in the process of unification. For example:

- ◆ Prussian military strength
- ◆ Prussian economic strength
- ◆ the decline of Austria
- ◆ the role of Bismarck
- ◆ the role of other countries

Teachers and lecturers then ask each group or individual to debate and justify and/or argue the importance of their assigned factor to the rest of the class. By taking part in this process, candidates develop knowledge and understanding of why Germany was unified.

Once all of the contributory factors are presented, teachers and lecturers ask individuals to rank the factors in order of importance; write a summary note on all of the contributory factors; and compile a spider diagram of the factors which led to unity. This type of activity requires candidates to demonstrate the analytical and evaluative skills required to access the full range of marks for the essay in the British, European and world history question paper.

Example 2 — group carousel activity on why the Nazis achieved power in Germany in 1933

Candidates study the broad reasons why the Nazis achieved power in 1933. Teachers and lecturers could divide the class into small groups of varying sizes depending on numbers. Each group is assigned a whiteboard and given the same relevant question. For example:

- ◆ *Resentment towards the Treaty of Versailles was the main reason why the Nazis achieved power in 1933.* How valid is this view?
- ◆ How important was the appeal of Hitler as a reason why the Nazis achieved power in 1933?
- ◆ To what extent were economic difficulties the main reason why the Nazis achieved power in 1933?

Given a specific timescale, for example 3 minutes, each group writes as many points relevant to this question that they can think of on their whiteboard before moving on to the next group’s whiteboard. At this point, they are given a further 3 minutes, for example, to add further relevant information not already on this group’s board. This is repeated several times before candidates return to their original whiteboard.

This type of formative activity enables candidates to develop knowledge and understanding of the course content.

Activities which can be used to generate evidence include an essay on the question; a PowerPoint presentation on the question, either by individuals or as a group; a spider diagram of the relevant information for the question; or a summary and/or conclusion on the accuracy of the statement.

This type of learner-centred activity encourages individuals to participate in informal discussion. It also allows them to develop an ability to think independently before making informed judgements and therefore developing their critical thinking skills.

Specific materials and/or preparation needed

- ◆ whiteboards or A3 paper
- ◆ marker pens
- ◆ timer or stopwatch

Example 1 — class research task: what were the reasons for the development of the civil rights campaign after 1945?

This task is a learner-led research task which is designed to enable candidates to take greater responsibility for their own learning and undertake some of their own historical research. Without previous in-depth study of this part of the topic, individual candidates could be assigned a particular factor in the development of the civil rights campaign to investigate. For example:

- ◆ prejudice and discrimination
- ◆ the experience of black servicemen in the Second World War
- ◆ the role of black civil rights organisations
- ◆ the role of Martin Luther King
- ◆ the emergence of effective black leaders

Teachers and lecturers then ask individuals to research the role that their particular factor played in the development of the civil rights campaign. Alternatively, individuals can be grouped together with those who had been assigned the same factor to work collectively.

Some teacher or lecturer input could be given and suggested websites for candidates to use include:

- ◆ [BBC class clips](#)
- ◆ [Spartacus Educational](#)
- ◆ [school history website](#)
- ◆ [SCRAN](#)
- ◆ [BBC Bitesize](#)
- ◆ [BBC History](#)
- ◆ Textbooks or articles

Teachers and lecturers ask candidates to produce a chapter on their particular factor which is collated to form a set of class notes. The length of the piece of research could vary according to the ability of the class, access to the internet, and time constraints.

This learner-led activity can be followed up by teacher- or lecturer-led consolidation of the knowledge and understanding which should have been gained. Tasks could be set based on the learner-generated class notes to allow the teacher or lecturer to assess how well the topic has been understood.

Activities which could be used to generate evidence include an essay on the topic, for example:

- ◆ *The experience of black servicemen in the Second World War was the main reason for the development of the civil rights campaign, after 1945.* How valid is this view?
- ◆ To what extent was prejudice and discrimination the main reason for the development of the civil rights campaign, after 1945?
- ◆ How important was the role of Martin Luther King as a reason for the development of the civil rights movement, after 1945?

This type of learner-centred activity encourages individuals to take greater responsibility for their own learning while giving them experience of carrying out independent historical research. It also encourages them to work with their peers and produce high-quality work for each other. The follow-up essay activity allows them to use their knowledge and understanding of the topic and apply it in order to make an informed judgement, therefore developing their critical thinking skills.

Specific materials and/or preparation needed

- ◆ access to internet
- ◆ facility to print candidates' work
- ◆ time to collate candidates' work into class notes
- ◆ facility to copy class notes produced for each individual

Example 2 — group discussion to evaluate the obstacles to the achievement of civil rights for black people, up to 1941

When studying the obstacles to the achievement of civil rights for black people up to 1941, candidates gain an awareness of many contributory factors. Possible obstacles may include:

- ◆ legal impediments
- ◆ popular prejudice
- ◆ activities of the Ku Klux Klan
- ◆ divisions in the black community

Teachers and lecturers could divide candidates into small groups and give them a set of cards which name the various obstacles to black people achieving civil rights. They also give them a large whiteboard or an A3 piece of paper with the following question: What was the main obstacle to black people achieving civil rights, up to 1941?

As a group they are then asked to discuss the importance of each obstacle. As candidates discuss each one, they make a judgement on its importance — the more important the obstacle the closer to the question it goes, while the less important obstacles are placed further out from the centre.

This type of activity encourages critical thinking and high-quality dialogue among peers. It also allows candidates to develop the ability to evaluate the factors contributing to a particular historical development. By drawing on prior knowledge they should be able to develop the ability to apply this in a critical way to make a reasoned judgement. These skills can be transferred and deepened by follow-up written activities.

Activities which could be used to generate evidence include an essay on the topic, for example:

- ◆ To what extent were divisions within the black community the main obstacle to the achievement of civil rights for black people, up to 1941?

Candidates could alternatively produce a news report on the obstacles to black people achieving civil rights, for example:

- ◆ a summary of the key obstacles to black people achieving civil rights with a reasoned judgement on the relative importance of each

Specific materials and/or preparation needed

- ◆ cards printed naming the obstacles to black people achieving civil rights
- ◆ A3 paper
- ◆ marker pens

Example 3 — mock trial of Louis XVI — an assessment of the difficulties of forming a stable government, 1789–92

The following activity could be used to enable candidates to evaluate the reasons for the failure of constitutional monarchy, up to 1792.

Before candidates look at the real trial of Louis XVI they could participate in a mock trial. Candidates are chosen to play the following roles:

- ◆ Louis XVI
- ◆ Raymond de Seze, Louis' counsel
- ◆ de Seze's assistant
- ◆ Jacques Defermon, President of the Convention

The rest of the class are either Jacobins or Girondins. Each part has a role-play card with more detailed information to help candidates prepare for their part in the trial. The candidate playing the role of Jacques Defermon is also given a possible trial plan which they can follow if they wish or create their own. Candidates are given time to prepare their role which includes the Jacobins and the Girondins asking Louis two questions and Louis being allowed

to reply. At the end, each member of the Jacobins, Girondins and Jacques Defermon, give their verdict to the charges against Louis, justifying their answer.

This activity allows candidates to critically analyse a topic. It also allows them to participate as part of a wider group but maintain a specific responsibility within that group. This type of activity helps to develop critical thinking on the difficulties of forming a stable government during this time.

Specific materials and/or preparation needed

- ◆ role-play cards with detailed information about each role:
 - Louis XVI
 - Raymond de Seze, Louis' counsel
 - de Seze's assistant
 - Jacques Defermon, President of the Convention

Example 4 — the White Terror, 'where am I?' activity

The following is an example of a revision exercise to help candidates evaluate the reasons for establishing the Consulate.

Teachers or lecturers could:

- ◆ give candidates some time to reflect on and revise information on the White Terror
- ◆ give each candidate three cards — one with 'Paris' on it; one with 'Vendée' on it; and one with 'South' on it
- ◆ read out 10 clues to describe and give information about where specific events during the White Terror took place

Candidates then have to decide whether it was 'Paris', 'Vendée' or 'South' and hold up the appropriate card. This can be turned into a competitive game with score cards issued for candidates to keep a note of their marks. At the end, each tick is converted to 1 mark and marks totalled up, with the highest score winning.

This activity helps candidates recall factual knowledge and understanding. This type of activity can be adapted and specific people or events can be asked about.

Specific materials and/or preparation needed

- ◆ clues made up
- ◆ place name cards made
- ◆ score cards

These strategies could be adapted and used to suit the other topics.

Scottish history

The following examples provide possible approaches to learning and teaching, focusing on issues relevant to topics in Scottish history. The examples draw on familiar contexts. They are **not** a guide to any future assessments.

Example 1 — ‘jigsawing’ an answer

One of the best ways to help candidates understand a source is to give them an example to break down and analyse. Getting them to consider these basic questions could be a good starting point:

- ◆ When was it written or said?
- ◆ Why was it written or said?
- ◆ Who wrote or said it?
- ◆ What information does the source contain?

Separating them into small groups of four or into pairs, teachers and lecturers ask candidates to divide the above four questions among them — one or two each — and discuss the answers.

This type of strategy is useful when starting source-based work, as the nature of working with others in a small group or a pair provides candidates with a safe environment to express their opinions to a small number of people. It also helps develop communication and allows more independent, and perhaps creative, thinking. It gives candidates time to consolidate their own learning and then to share it with the rest of their group so that a complete picture or analysis can be made.

Once candidates have discussed these basic four questions, they consider other questions they have about the source as well as what the source may have missed out. This again encourages critical and analytical thinking about sources.

Specific materials and/or preparation needed

- ◆ whiteboards are useful for candidates to note points on to share with each other

Example 2 — writing templates

Writing templates can often be overlooked at Higher level as they are often associated with lower levels of study. However, structured guides to answering source-based questions could provide a very useful starting point.

This exercise can be done as a group, a pair, or as individuals.

Teachers and lecturers issue candidates with a source and a template to guide them in structuring their answer. This example has been structured for the ‘Evaluate the usefulness’ question.

The template provides the basic information needed to form the answer to this question. If this has been done individually then candidates swap their template with a partner and mark

the key points against the marking instructions. This is a useful exercise for this type of question as some candidates do not always pick up on the same detail as others, and feedback at this stage is valuable before going on to write a full answer.

However, it is worth remembering that for peer-evaluation to be effective, candidates need to be familiar with the success criteria and know how to give effective feedback. It is therefore essential that the marking instructions have been discussed.

This activity could be followed up by writing a full answer to the question which has been practised. Candidates again swap their answers to have them peer-marked against the marking instructions.

Specific materials and/or preparation needed

- ◆ relevant sources and questions
- ◆ template for candidates to write on (see sample template)
- ◆ marking instructions

Template: structuring your answer to an ‘Evaluate the usefulness’ question

When candidates evaluate sources they must comment on their origin, purpose and content.

Give comments on the **origin** of this source. (Focus on authorship, date, type of source.)

Comment on the **purpose** of this source. Why was it written? Who was it intended for?

What is the source’s message? Give details of its content.

What are the possible limits of this source? Add recalled knowledge which supports its value or points to weaknesses.

Checklist — tick if you have included:

- ◆ origin and purpose comments?

- ◆ comments on the content?

- ◆ recall points which either support or contradict the message in the source?

Example 3 — building knowledge of relevant historical terms and concepts

As part of the course assessment, candidates are expected to make use of relevant historical terms and concepts. These will vary according to the five different topics and candidates form specialist vocabulary for each one.

It would be useful for candidates to keep a glossary of the new terms and concepts as they are introduced to them. A dedicated page at the front of their notes would be useful. To promote the use of such specialist vocabulary, teachers and lecturers could facilitate discussions on some of the concepts such as 'identity' or 'conflict', which can lead to higher-order thinking and a more secure understanding of the various concepts.

Specific materials and/or preparation needed

- ◆ list of the relevant vocabulary for the topic and meanings to share with candidates when appropriate

Example 4 — true or false — establishing recalled knowledge

The Scottish history question paper requires candidates to draw on and apply factual knowledge and understanding. The following is a very simple but effective way to help candidates recall factual information on their topic.

Teachers and lecturers give various statements to candidates — either on cards or on the board. Candidates have to select which of the statements are true and which are false. This could be used as a whole-class revision tool or in pairs.

As a follow-up, candidates could be asked to write down the true statements and use these as part of their recalled knowledge for the topic. This might also be a good way to establish what recall is appropriate for particular questions.

Specific materials and/or preparation needed

- ◆ list of various facts from the topic along with some untruths

Example 5 — match the date cards

Similarly, teachers and lecturers could issue or display cards on the board naming specific events relevant to the topic. Candidates are given a separate set of cards with dates and asked to match the event to the correct date.

Specific materials and/or preparation needed

- ◆ cards with specific event details and cards with the corresponding dates

Example 6 — discussion starter cards

Many of the techniques suggested rely on discussion and giving candidates the opportunity to engage in high-quality dialogue. Discussion starter cards could be a useful way to teach candidates about various discussion skills such as listening to others, posing questions and challenging points of view. It is also a useful technique to prevent group discussions from being dominated by an individual as it involves all candidates.

It can take a few attempts at this activity to get good historical discussions so it may be easier to start with a more familiar context at first, such as 'Is the school day too long?' or 'Should we wear school uniform?'

Before beginning this activity, teachers and lecturers should ensure that all candidates understand what the various terms on the cards mean:

- ◆ **Propose:** suggest an idea to the rest of the group.
- ◆ **Question:** pose a related question to the rest of the group.
- ◆ **Support:** mention a piece of information that backs up a point that someone else in the group has made (even if you don't agree with it).
- ◆ **Challenge:** mention some information that challenges a point that someone else in the group has made (even if you don't agree with it).
- ◆ **Expand:** take a point that someone in the group has made and develop it more.

The teacher or lecturer should pose an open question that allows for discussion and different points of view.

Organise candidates into groups of around four. Give each group an envelope containing about 30 discussion starter cards. Each candidate should be dealt five random cards, face down.

As the discussion progresses, candidates should try to play their cards. For example, if they have a 'question' card then they should try to pose a question at a suitable point in the discussion and place their card face up in the middle of the table. If they have a 'challenge' card then they should provide an alternative or opposing point of view or information and place their card in the middle of the table.

The object of the task is for candidates to play all their cards. This can be a useful tool for building up confidence with source work and allows candidates to express their thoughts on sources, whether right or wrong, in order to become more familiar with the skills required.

It may be useful for candidates to write an explanation for their choice on the back of each card.

Specific materials and/or preparation needed

- ◆ discussion cards printed for each group

Using first-hand sources to complement teaching

There are many varied resources available for the five Scottish contexts, including locally-available sources. It is recommended that, if teachers and lecturers wish to access the many sources available in the National Collections, they contact the education services of those bodies who can advise on the suitability of the resources in that collection.

Teachers and lecturers may wish to organise field trips to enable candidates to access these resources first-hand. Likewise, the education contact can advise on how to best access

these resources. If distance is a problem, then some archive materials from the National Collections have been digitised and are available online.

Sources are available from the following:

- ◆ [National Archives of Scotland](#)
- ◆ [National Library of Scotland](#)
- ◆ [National Galleries of Scotland](#)
- ◆ [Scottish Archives Network](#)
- ◆ [National Museums Scotland \(NMS\)](#)
- ◆ [Museums Galleries Scotland](#)
- ◆ [SCRAN](#)
- ◆ [Historic Environment Scotland](#)
- ◆ [The National Trust for Scotland](#)
- ◆ [Mitchell Library, Glasgow](#)
- ◆ [Scottish Jewish Archive Centre](#)
- ◆ [Archaeology Scotland](#)
- ◆ [Scottish Natural Heritage](#)
- ◆ [Engage Scotland](#)

Preparing for course assessment

Question papers

In the **British, European and world history** question paper, the two types of question involve an evaluation of factors contributing to a historical event or development, and/or an assessment of the impact of a historical event or development. Question stems for an assessment and an evaluation type question include:

- ◆ To what extent ...
- ◆ How important ...
- ◆ *Quote*. How valid is this view?

In the **Scottish history** question paper, there are four types of question:

- ◆ Evaluate the usefulness of Source...as evidence of...
- ◆ How fully does Source...explain...
- ◆ How much do Sources...and...reveal about differing interpretations of...
- ◆ Explain the reasons...

- ◆ For the source evaluation (Evaluate the usefulness...) question, candidates' responses should evaluate the extent to which a source is useful by making separate evaluative comments on aspects of the source such as author, type of source, purpose, timing, content of the source, and points of significant omission. Evaluative comments on the author, type of source, purpose and timing should link directly to the particular Scottish topic of study. For the content of the source, candidates should quote from the source, explain the selected source point fully, and link this directly to the question. Candidates should also link points of significant omission to the question.
- ◆ For the source contextualisation (How fully...) question, candidates' responses should make a clear judgement about the extent to which the source provides a full explanation of a given event or development, for example, 'The source partly explains...' or 'The source explains to an extent'. To support their judgement, candidates should identify points from the source and then points of significant omission (recalled knowledge) necessary to provide a full explanation of the events or development the question is focused on. Source points selected (it is good practice to quote from the source) should be supported by a detailed explanation of their relevance to the question. Candidates should also link recalled knowledge to the question and explain their points of recalled knowledge in response to the question.
- ◆ For the two source (How much do Sources reveal about differing interpretations of...) questions, candidates' responses should identify and explain the main interpretations of a topic or event as represented by two sources. Candidates should begin by identifying the main viewpoints of the two sources. Source points should be interpreted. Candidates should carefully select the relevant points from the sources (it is good practice to quote from the sources) and explain why their selected points or quotes are important to the issue they are discussing. Quotes should link to the question asked. Candidates should also introduce recalled knowledge to develop the source points and/or contextualise the content of the source. Candidates should also link recalled knowledge to the question.

- ◆ For the knowledge (Explain the reasons why...) question, candidates' responses should identify key points and provide relevant explanations in response to the question.

Assignment

The purpose of the Higher History assignment is for candidates to demonstrate their ability to apply their skills, knowledge and understanding to answer a historical question of their choice. This may be related to areas they have studied in class if they wish, but they are free to research any historical issue. 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.

The assignment requires candidates to select an appropriate question or issue and write an essay under controlled conditions within 1 hour and 30 minutes and in one sitting.

There are 30 marks available for the following skills, knowledge and understanding:

- ◆ placing the issue in its historical context
- ◆ analysing factors contributing to an event or development
- ◆ evaluating factors to develop a line of argument
- ◆ using information from sources to support factors
- ◆ using knowledge to support factors
- ◆ coming to a conclusion about the issue

Candidates should choose a question which allows them to analyse a complex historical issue which involves a range of factors or areas of impact, and which allows them to draw a well-reasoned conclusion.

Example questions for the assignment

The following examples draw on familiar contexts and sources. They are **not** a guide to all appropriate assignment questions.

Example question drawn from British history, part A: church, state and feudal society, 1066–1406:

- ◆ How important was the Peasants' Revolt as a reason for the decline of feudal society?

Example question drawn from British history, part C: the Atlantic slave trade:

- ◆ To what extent were the fears generated by the slave revolt on Saint-Domingue the main obstacle to the abolition of the slave trade?

Example question drawn from British history, part D: Britain, 1851–1951:

- ◆ *The Labour reforms, 1945-51, successfully tackled the Five Giants outlined in the Beveridge Report.* How valid is this view?

Example question drawn from European and world history, part A: the crusades, 1071–1204:

- ◆ How important was Saladin's use of diplomacy a reason for the resolution of the Third Crusade?

Example question drawn from European and world history, part C: the French Revolution, to 1799:

- ◆ To what extent was the role of Louis XVI the main reason for the failure of constitutional monarchy in 1792?

Example question drawn from European and world history, part G: USA 1918–68:

- ◆ *Republican government policies in the 1920s were the main reason for the economic crisis of 1929–33. How valid is this view?*

Developing skills for learning, skills for life and skills for work

Teachers and lecturers should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

1 Literacy

1.1 Reading

1.2 Writing

The Higher History course provides candidates with opportunities to develop literacy skills, particularly reading and writing. Candidates are encouraged to read as widely as possible and undertake extended writing where appropriate, in order to prepare for course assessment.

The assignment provides further opportunities for candidates to develop skills for learning, skills for life and skills for work. Candidates have the opportunity to develop reading and writing skills as they research their topic and write their assignments.

4 Employability, enterprise and citizenship

4.6 Citizenship

Citizenship is developed through examining Scotland's place within the world, self-awareness and growing identity.

By studying a British and European and world time period, candidates develop a wider and deeper perspective of significant national and international historical events and themes.

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Thinking skills are developed across all British, European and world, and Scottish time periods. Through the nature of historical study, candidates develop their understanding of key issues and key events as well as identifiable skills, and they learn to apply them.

Candidates work with a range of sources of varying difficulty which develops their ability to understand and apply knowledge.

As the specific skills focus of the Scottish history question paper is the evaluation of historical sources, candidates are expected to analyse a range of sources in order to detect bias, exaggeration and selectivity in the use of facts, and come to judgements on the usefulness of sources for historical enquiry.

In the assignment, candidates develop information-handling skills as they analyse and evaluate a range of historical sources such as newspapers, diaries, memoirs, letters, speeches and historians. They apply their knowledge to the issue studied, and use analytical and evaluation skills, both in the research process, and in preparing their findings for the write-up of their assignments.

Appendix 2: the two-source comparative question (How much do sources...reveal about differing interpretations of...)

Introduction

This section provides examples of the 10-mark two-source comparative question in the Scottish history question paper.

Example question 1

Migration and empire, 1830–1939

Study the sources below and attempt the question which follows.

Source A: from Marjory Harper, *Crossing borders: Scottish emigration to Canada* (2006).

Governments, like those in Canada, employed Scots emigrants to go back to Scotland and encourage others to move, telling stories of fertile land and riches beyond anything that could be gained in Scotland. By the end of the 19th century, packs of professional agents had extended their influence to the remotest corners of Scotland, delivering lectures, and arranging passages, land settlement or employment. The Federal government stationed resident government agents at strategic locations throughout Scotland, including Glasgow from 1869, Aberdeen from 1907 and Inverness from 1923. However, it wasn't only government agencies that promoted the move to Canada. The Salvation Army, which in the early 20th century claimed to be the world's largest emigration agency, was active in Scotland both before and after the war, providing assisted passages and employment advice for single women, unemployed men, and young adults.

Source B: from Roger Hudson, *Going for Good, History Today*, 62(6) (June 2012).

Scots left in huge numbers to seek out the riches on offer in the gold rushes of Canada and Australia. Between 1841 and 1861 the population of the West Coast above Ardnamurchan and the Inner and Outer Hebrides went down by a third. After that, though emigration continued apace, it was largely from the Lowlands, driven not by destitution but by the offer of cheap and sometimes free land in the countries of the Empire. A peak was reached in the 1920s, with 363,000 leaving for the US and Canada in that decade, and hundreds of thousands going to England, too. The Canadian Pacific Railroad Company had been allocated 25 million acres between Winnipeg and the Rockies in 1880 as it needed a steady flow of Scots, both men and women, to open up this vast area with farms and settlements, a great motivation for many poor Scots.

How much do **Sources A** and **B** reveal about differing interpretations of the pull factors that encouraged people to emigrate from Scotland, up to 1939?

Example question 2

The impact of the Great War, 1914–1928

Study the sources below and attempt the question which follows.

Source A: from I. G. C. Hutchison, *Scottish Politics in the Twentieth Century* (2001).

There was a real change in the political background of the newspaper industry after the war which was in direct contrast to the post-war radicalism seen in George Square. The press moved decisively towards the Tories from a pre-war position of rough equality between the Liberal and Unionists. In cities such as Glasgow and Dundee before 1914, both parties had a supportive daily paper and by the mid-1920s, these Liberal papers had all gone. In Glasgow, the *Daily Record*, long a powerful supporter of Liberalism, was bought by Conservative supporting businessmen, and its politics switched accordingly praising the merits of the Union and the Conservative Party. When new newspapers appeared, they were pro-Tory: the *Glasgow Bulletin*, launched in 1915, addressed a lower-middle class readership in Conservative attitudes as newspapers such as the solidly Unionist *Sunday Post*, begun in 1914, was read almost universally throughout Scotland.

Source B: from James J. Smyth, *Resisting Labour: Unionists, Liberals, and Moderates in Glasgow between the wars* (2003).

It is clear that there was a major working-class Unionist vote in Glasgow, however, prominent politicians and academics all contributed to the growing view of the Catholic-Irish, and their apparent link to the politics of the Left, as a threat. Part of that Unionist identity included a hostility towards the Irish or, to be more precise, the Catholic-Irish. Orangeism had long been a crucial element to working-class Toryism, with the Orange order having direct representation on the western division and Glasgow association. Although this formal relationship came to an end in 1922 when the Orange Order withdrew in protest at the signing of the Anglo-Irish Treaty, the link was to remain strong even after 1922. The Church of Scotland was intensely anti-Labour and pro-Union during the war years and blamed the Irish for returning the 'Clydeside' group of MPs in 1922, as well as identifying the Labour leadership as mostly Irish.

How much do **Sources A** and **B** reveal about differing interpretations of the reasons why the impact of the war led to continuing support for political unionism?

Copyright acknowledgements

Part D: Migration and Empire, 1830–1939

Example question 2

Source B — Article is adapted from *Scottish Emigration: Going for Good* by Roger Hudson, from *History Today*, 62(6), June 2012. Reproduced by kind permission of History Today Ltd.

Example questions: marking instructions

Migration and empire, 1830–1939

| 1 | Candidates can gain marks in a number of ways up to a maximum of 10 marks. | |
|---|--|--|
| | Point identified in Source A | Possible comments which show the candidate has interpreted the significant view(s) |
| | Governments, like those in Canada, employed Scots emigrants to go back to Scotland and encourage others to move, telling stories of fertile land and riches beyond anything that could be gained in Scotland. | Countries of the Empire used successful Scottish emigrants and paid them to travel back and helped more Scots to emigrate and settle in countries. |
| | By the end of the 19 th century, packs of professional agents had extended their influence to the remotest corners of Scotland, delivering lectures, and arranging passages, land settlement or employment. The Federal government stationed resident government agents at strategic locations throughout Scotland. | Agents toured Scotland giving out advice and financial aid to many who hoped to emigrate to Canada all backed by governments across the Empire. |
| | The Salvation Army, which in the early 20 th century claimed to be the world's largest emigration agency, was active in Scotland both before and after the war, providing assisted passages and employment advice for single women, unemployed men, and young adults. | Charities such as the Salvation Army encouraged many to emigrate by giving out advice and helping pay the fares of those who wanted to emigrate from Scotland. |
| | Overall viewpoint — Organisations assisted Scots to emigrate. | |
| | Point identified in Source B | Possible comments which show the candidate has interpreted the significant view(s) |
| | Scots left in huge numbers to seek out the riches on offer in the gold rushes of Canada and Australia. | Scots wanted to emigrate-in search of gaining quick wealth as a result of the discovery of gold. |
| | After that, though emigration continued apace, it was largely from the Lowlands, driven not by destitution but by the prospect of better opportunities with the offer of cheap and sometimes free land in the countries of the Empire. | Farmers in the Lowlands saw the prospect of free land as an opportunity too good to miss so took advantage of this and emigrated. |
| | The Canadian Pacific Railroad Company had been allocated 25 million | Canada needed people to populate its land and the Canadian Rail |

| | |
|--|---|
| <p>acres between Winnipeg and the Rockies in 1880 as it needed a steady flow of Scots, both men and women, to open up this vast area with farms and settlements, a great motivation for many poor Scots.</p> | <p>Company offered better opportunities in Canada to encourage Scots to emigrate.</p> |
| <p>Overall viewpoint — Better opportunities encouraged Scots to emigrate.</p> | |

| |
|--|
| <p>Possible points of significant omission may include</p> <ul style="list-style-type: none"> ◆ the Highland and Islands Emigration Society raised money and helped poor crofters to leave Scotland for Australia and Canada ◆ emigration was also encouraged by the government through the Colonial Land and Emigration Commissioners. Support offered included land grants and help with the costs of passage. Direct funding of emigration was provided by the Empire Settlement Act of 1922 ◆ guidebooks to help emigrants, such as <i>Hints on Emigration to Upper Canada</i> were also produced along with posters with information and encouragement for potential Scottish emigrants ◆ newspapers in Scotland published articles in support of emigration to Canada, Australia and New Zealand ◆ Canada and New Zealand were attractive to Scottish farmers as they offered cheaper, fertile land ◆ in Australia and New Zealand, cattle and sheep farming was a prosperous industry, so the possibility to make your fortune attracted many ◆ skilled workers from the towns, for example, textile workers, were attracted to emigrate by higher wages and better careers prospects ◆ some Scots were attracted to emigrate by the investment opportunities abroad in farming, mining and in the railways ◆ Scots emigrated due to the financial support of relatives. Relatives often paid for fares and provided help on arrival ◆ letters home from relatives and friends who had already emigrated describing the attractions of colonial life and recounting the successes of Scots emigrants was important in encouraging Scots to move overseas ◆ the attraction of the better climate abroad may have been enough to convince someone to emigrate ◆ many middle-class young men were attracted to the job opportunities in India such as civil servants, doctors and lawyers <p>Any other valid point of explanation that meets the criteria described in the general marking instructions for this type of question.</p> |
|--|

The impact of the Great War, 1914–1928

| 2 | Candidates can gain marks in a number of ways up to a maximum of 10 marks. | |
|---|---|---|
| | Point identified in Source A | Possible comments which show the candidate has interpreted the significant view(s) |
| | The press moved decisively towards the Tories from a pre-war position of rough equality between the Liberal and Unionists. In cities such as Glasgow and Dundee before 1914, both parties had a supportive daily paper and by the mid-1920s, these Liberal papers had all gone. | Traditional Liberal newspapers disappeared and were replaced by pro-Unionist newspapers. |
| | In Glasgow, the <i>Daily Record</i> , long a powerful supporter of Liberalism, was bought by Conservative supporting businessmen, and its politics switched accordingly praising the merits of the Union and the Conservative Party. | The decline of the Liberal Party saw its staunch supporter, the <i>Daily Record</i> , switch its allegiance to the Unionists. |
| | When new newspapers appeared, they were pro-Tory: the <i>Glasgow Bulletin</i> , launched in 1915, addressed a lower-middle class readership in Conservative attitudes as newspapers such as the solidly Unionist <i>Sunday Post</i> , begun in 1914, was read almost universally throughout Scotland. | The <i>Sunday Post</i> , a widely read newspaper across Scotland, as well as other newspapers, such as the <i>Glasgow Bulletin</i> , was launched with a strong Unionist message. |
| | Overall viewpoint — Newspapers helped support for Unionism to grow. | |
| | Point identified in Source B | Possible comments which show the candidate has interpreted the significant view(s) |
| | It is clear that there was a major working-class Unionist vote in Glasgow, however, prominent politicians and academics all contributed to the growing view of the Catholic-Irish, and their apparent link to the politics of the Left, as a threat. | The fear of Socialism, particularly in Glasgow, led to a support for Unionism. |
| | Part of that Unionist identity included a hostility towards the Irish or, to be more precise, the Catholic-Irish. Orangeism had long been a crucial element to working-class Toryism. | Sectarianism and the Orange Order were essential elements in the growth of support for Unionism. |
| | The Church of Scotland was intensely anti-Labour and pro-Union during the war years and blamed the Irish for returning the 'Clydeside' group of | The Independent Labour Party (ILP) and their policies in Scotland were attacked by the Church of Scotland leading to a growth of Unionism |

MPs in 1922, as well as identifying the Labour leadership as mostly Irish. across the country.

Overall viewpoint — Fear of Socialism and/or the Catholic-Irish led to a growth in support for Unionism.

Possible points of significant omission may include

- ◆ there was much institutional support for the Unionists because of the fear of revolution. As well as many newspapers, universities and the legal profession were pro-Union
- ◆ Unionists were well led and used new methods like the cinema to put their ideas across
- ◆ the middle classes were also scared of Communism as Communists had, in a revolution, seized control of Russia. They were worried the same might happen in Scotland, especially when Tory newspapers ran scaremongering stories of 'riots in George Square'
- ◆ Scottish Unionist Party benefited from being seen as the party of law and order, which appealed to the middle classes, especially after the George Square riots
- ◆ the Scottish Secretary Robert Munro and the Cabinet saw the Forty Hours Strike and demonstration at George Square, the waving of red flag and riots, not as strike action but a 'Bolshevist rising'
- ◆ Unionism appealed to voters who were frightened by rise of the Labour Party
- ◆ the Conservative Party (also known as the Scottish Unionists or Tories) was seen as the party of patriotism and Empire
- ◆ Scottish Unionist Party worked hard to build up support in rural areas
- ◆ there was a long-term decline in the Liberal vote, for example, only gaining 9 seats in the 1924 election
- ◆ although the Unionist vote dropped in 1922, long-term the party did well in the interwar years in Scotland, gaining 38 seats in the second election of 1924
- ◆ after the war, many Conservative candidates for elections were ex-army men which appealed to many of the electorate
- ◆ the policies of the Unionist Party were aimed at middle-class voters
- ◆ the Unionist Party attracted new female voters by promising help to support the family
- ◆ Unionists had many wealthy supporters so the party was well funded
- ◆ Unionists claimed to represent traditional morals and values.

Any other valid point of explanation that meets the criteria described in the general marking instructions for this type of question.

Administrative information

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History of changes

| Version | Description of change | Date |
|---------|--|----------------|
| 2.0 | Course support notes added as appendix 1. | September 2018 |
| 3.0 | Example questions added as appendix 2. Penalty for non-submission of resource sheet added to 'Evidence to be gathered' section. 'Reasonable assistance' section updated. | August 2019 |
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Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

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