



National 5
Coursework
Assessment Task



National 5 History

Assignment

Assessment task

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Contents

Introduction	1
Instructions for teachers and lecturers	2
Marking instructions	3
Instructions for candidates	11

Introduction

This document contains instructions for teachers and lecturers, marking instructions and instructions for candidates for the National 5 History assignment. It must be read in conjunction with the course specification.

This assignment is worth 20 marks. The marks contribute 20% of the overall marks for the course assessment.

This is one of two course assessment components. The other component is a question paper.

Instructions for teachers and lecturers

Specified resources to be taken into assessment

During the final production of evidence stage, candidates should only have access to their History resource sheet. The resource sheet must be submitted to SQA with the evidence produced during the final production of evidence stage.

The History resource sheet taken into the production of evidence stage should show evidence of the research carried out by the candidate and may include references and key knowledge points from, for example:

- ◆ websites
- ◆ texts
- ◆ magazine or newspaper articles
- ◆ visits, field trips or talks
- ◆ notes
- ◆ quotes from sources
- ◆ bullet points/headings
- ◆ mind maps
- ◆ television/video
- ◆ radio/podcasts
- ◆ libraries
- ◆ textbooks
- ◆ history books
- ◆ interviews
- ◆ letters, photographs, diaries
- ◆ other sources of information

It must be a single side of A4 paper containing no more than 200 words.

If a candidate does not submit a resource sheet, a penalty of 4 marks out of the total of 20 marks is applied.

No marks are awarded where candidates have copied their assignment, or extended pieces of text/narrative, directly from the resource sheet. However, candidates may copy quotations in full, provided the sources are acknowledged.

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

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

Template

A resource sheet template is available to download separately in either Word format for completion electronically or in PDF format for printing and completion by hand.

Marking instructions

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

Candidate evidence will be submitted to SQA for external marking.

General marking principles

This information is provided to help you understand the general principles that must be applied when marking candidate responses in this assignment. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- a Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- b Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- c If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- d No marks are awarded where candidates have copied their assignment, or extended pieces of text, directly from the resource sheet. However, candidates may copy quotations in full, provided the sources are acknowledged.

The resource sheet is not marked. Markers may, however, refer to the resource sheet in order to clarify points the candidate has made in the presentation of their evidence.

Detailed marking instructions

In presenting their findings, candidates should show the following skills, knowledge and understanding:

- ♦ choosing, with minimum support, an appropriate historical question or issue
- ♦ collecting relevant evidence from at least two sources of information
- ♦ organising and using the information collected to address the historical question or issue
- ♦ drawing on knowledge and understanding to explain and analyse the causes and/or impact of the historical question or issue
- ♦ referring to at least two relevant historical sources
- ♦ identifying different perspectives and/or points of view
- ♦ structuring information and presenting a reasoned conclusion supported by evidence

Marking instruction		Max mark	Additional guidance
A	Introducing the question or issue	2	<p>Candidates may gain marks in a number of ways up to a maximum of 2 marks.</p> <p>Candidates should identify relevant factors and place the question or issue in its historical context.</p> <p>2 marks The question or issue is placed in its historical context and relevant factors identified.</p> <p>1 mark Relevant factors are identified.</p> <p>0 marks There is no attempt to introduce the question or issue.</p>
B	Using information from sources referred to in order to support factors	2	<p>Candidates may gain marks in a number of ways up to a maximum of 2 marks.</p> <p>They can reference their sources in a number of ways.</p> <p>Award 1 mark for each accurate, relevant key point of knowledge which is referenced up to a maximum of 2 marks.</p> <p>2 marks Evidence of information collected from at least two different sources, which have been referred to clearly and directly.</p> <p>1 mark Evidence of information collected from one source, which has been referred to clearly and directly.</p> <p>0 marks Evidence is not referenced.</p>
C	Using other knowledge to support factors	4	<p>Candidates may gain marks in a number of ways up to a maximum of 4 marks.</p> <p>Award 1 mark for each accurate, relevant key point of knowledge used to support a factor, up to a maximum of 4 marks. Award 0 marks if no knowledge is used.</p>

Marking instruction		Max mark	Additional guidance
D	Analysing the impact of different factors	3	<p>Candidates may gain marks in a number of ways up to a maximum of 3 marks.</p> <p>Candidates should identify relevant factors and explain their impact given the context of the event or development.</p> <p>3 marks Three relevant factors are identified and explained. 2 marks Two relevant factors are identified and explained. 1 mark One relevant factor is identified and explained. 0 marks Relevant factors may be identified but are not explained.</p>
E	Evaluating the overall impact of different factors	3	<p>Candidates may gain marks in a number of ways up to a maximum of 3 marks.</p> <p>Candidates should make evaluative comments on the factors they have identified, making clear their overall impact given the context of the event or development.</p> <p>3 marks Evaluative comment is made on three factors. 2 marks Evaluative comment is made on two factors. 1 mark Evaluative comment is made on one factor. 0 marks No relevant evaluative comment is made on any factor.</p>

Marking instruction		Max mark	Additional guidance
F	Organising the information to address the question or issue	3	<p>Candidates may gain marks in a number of ways up to a maximum of 3 marks.</p> <p>They may take different approaches to organising their findings.</p> <p>Candidates should structure their answers to reflect a degree of balance in their assessment of the factors.</p> <p>3 marks There is a more balanced response including at least three relevant factors with some balance within one factor.</p> <p>2 marks There is a more balanced response including at least three relevant factors (or two factors with some balance within one factor).</p> <p>1 mark There is a balanced response including at least two relevant factors.</p> <p>0 marks A narrative approach has been adopted, presented from a single point of view which addresses the question or issue.</p>
G	Coming to a conclusion which addresses the question or issue	2	<p>Candidates may gain marks in a number of ways up to a maximum of 2 marks.</p> <p>Candidates should come to a conclusion at the end of their assignment, which should involve a qualitative judgement about the question or issue they set themselves.</p> <p>2 marks There is a relevant conclusion which makes a relative judgement on the factors in response to the question or issue.</p> <p>1 mark There is a relevant conclusion which makes an overall judgement on the question or issue.</p> <p>0 marks There is no attempt to reach a judgement in terms of the question or issue (or only a basic summary is provided).</p>

Marking instruction		Max mark	Additional guidance
H	Supporting a conclusion with reasons	1	<p>Candidates may gain marks in a number of ways up to a maximum of 1 mark.</p> <p>Reasons given should relate to the evidence presented.</p> <p>1 mark The judgement is supported with at least one reason clearly related to the evidence presented.</p> <p>0 marks There is no attempt to support the conclusion with a relevant reason.</p>

Overview of marking guidance

Criteria		0 marks	1 mark	2 marks	3 marks	4 marks
A	Introducing the question or issue	There is no attempt to introduce the question or issue.	Relevant factors are identified.	The question or issue is placed in its historical context and relevant factors identified.		
B	Using information from sources referred to in order to support factors	Evidence is not referenced.	Evidence of information having been collected from one source (which has been referred to clearly and directly).	Evidence of information having been collected from at least two sources (which have been referred to clearly and directly).		
C	Using other knowledge to support factors	No knowledge is used.	One point of knowledge used.	Two points of knowledge used.	Three points of knowledge used.	Four points of knowledge used.
D	Analysing the impact of different factors	Relevant factors may be identified but are not explained.	One relevant factor is identified and explained.	Two relevant factors are identified and explained.	Three relevant factors are identified and explained.	
E	Evaluating the overall impact of different factors	No relevant evaluative comment is made on any factor.	Evaluative comment is made on one factor.	Evaluative comment is made on two factors.	Evaluative comment is made on three factors.	

Criteria		0 marks	1 mark	2 marks	3 marks	4 marks
F	Organising the information to address the question or issue	A narrative approach has been adopted, presented from a single point of view which addresses the question.	There is a balanced response including at least two relevant factors.	There is a more balanced response including at least three relevant factors (or two factors with some balance within one factor).	There is a more balanced response including at least three relevant factors with some balance within one factor.	
G	Coming to a conclusion which addresses the question or issue	There is no attempt to reach a judgement in terms of the question or issue (or only a basic summary is provided).	There is a relevant conclusion which makes an overall judgement on the question or issue.	There is a relevant conclusion which makes a relative judgement on the factors in response to the question or issue.		
H	Supporting a conclusion with reasons	There is no attempt to support the conclusion with a relevant reason.	The judgement is supported with at least one reason clearly related to the evidence presented.			

Instructions for candidates

This assessment applies to the assignment for National 5 History.

This assignment is worth 20 marks. The marks contribute 20% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ choosing, with minimum support, an appropriate historical question or issue
- ◆ collecting relevant evidence from at least two sources of information
- ◆ organising and using the information collected to address the historical question or issue
- ◆ drawing on knowledge and understanding to explain and analyse the causes and/or impact of the historical question or issue
- ◆ referring to at least two relevant historical sources
- ◆ identifying different perspectives and/or points of view
- ◆ structuring information and presenting a reasoned conclusion supported by evidence

Your teacher or lecturer will let you know how the assessment will be carried out and any required conditions for doing it.

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

The assignment has two stages:

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

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

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

Your resource sheet may include quotations and brief notes or prompts to remind you of the points you wish to make in your report.

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

Your resource sheet must contain no more than 200 words, and must be a single-sided sheet of A4 paper. It must be submitted with your report to SQA, but it is not marked. If you do not submit a resource sheet, you will lose 4 marks.

Working with others

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

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

In this assessment you will:	How you can do this:
<p>♦ choose a historical question or issue</p>	<p>Choose a historical question or issue which will allow you to:</p> <ul style="list-style-type: none"> ♦ find information on the event or theme you have chosen to study ♦ show different points of view on your question or issue ♦ come to a conclusion which you can support with reasons <p>The best questions or issues to choose focus on an event or development and ask why it happened, or what impact it had. The best types of questions start with phrases such as:</p> <ul style="list-style-type: none"> ♦ To what extent did ...? ♦ How important was ...? ♦ How significant was ...? <p>These types of questions with an isolated factor allow you to analyse and evaluate, and present your own conclusions based on your research.</p> <p>Your teacher or lecturer may support you by commenting upon the suitability of the event or development you have chosen, and advise on the likely availability of resources.</p>
<p>♦ use information from sources, saying which sources they are, in order to support each factor</p>	<p>This will involve a number of stages:</p> <ul style="list-style-type: none"> ♦ collecting information which will help you answer your question or issue ♦ taking a note of where you found this information ♦ identifying the different factors contributing to the impact of the event or development, or different factors involved in causing the event or development ♦ organising your information into which viewpoints or factors they support <p>Collecting information</p> <p>You should collect evidence relevant to a specific historical theme or event, from at least two separate sources. These may be either primary or secondary sources such as:</p> <ul style="list-style-type: none"> ♦ websites ♦ texts ♦ magazine or newspaper articles ♦ visits, field trips or talks

In this assessment you will:	How you can do this:
	<ul style="list-style-type: none"> ◆ notes ◆ quotes from sources ◆ bullet points/headings ◆ mind maps ◆ television/video ◆ radio/podcasts ◆ libraries ◆ textbooks ◆ history books ◆ interviews ◆ letters, photographs, diaries ◆ other sources of information <p>Try to take fairly detailed notes, using specific points of information where possible.</p> <p>Take a note of the source In presenting evidence from sources, you must say where the information came from. This allows the assessor to judge how useful the sources you have used are.</p> <p>If you use a quote from a source, you need to give the author, the type of source or title of the book, and the date if possible. For example:</p> <ul style="list-style-type: none"> ◆ Churchill was the greatest prime minister that Britain ever had. (J. Bloggs, <i>Britain in World War Two</i>, 2011) ◆ According to the <i>Times</i> newspaper in June 1915, ... <p>You could also summarise a viewpoint from a longer source by writing, eg J. Bloggs suggests that Churchill was the best Prime Minister Britain has ever had.</p> <p>If you are vague in the way you refer to sources, you will not be able to gain maximum marks. For example:</p> <ul style="list-style-type: none"> ◆ Historians think ... ◆ People at the time believed ... ◆ Newspapers at the time said ... <p>If you collect information in a group, it is important that each of you is able to provide individual evidence of your contribution to the research process.</p>

In this assessment you will:	How you can do this:
<p>♦ identify the different factors</p>	<p>As you research your event or development, you will find different points of view on the question or issue you have chosen.</p> <p>If you have chosen to address the causes of an event or development, you will need to identify the different factors which contributed to that event or development.</p> <p>If you have chosen to explore the impact of an event, you will need to identify different viewpoints on the different ways in which things changed because of that event.</p> <p>Try to put them into a logical order. This may be short-, medium- and long-term impact; most important to least important factor, etc.</p>
<p>♦ organise your information into which factors they support</p>	<p>Once you have identified your factors, you need to organise the evidence you have found from your sources into which factor they best support.</p>
<p>♦ use other information from your own knowledge to add further support to each factor</p>	<p>Think of what other information you know about this event or development. You don't need to say where this information came from.</p> <p>Add this to the information you found in your research.</p>
<p>♦ come to a conclusion about the factors and support this with reasons</p>	<p>Think about what the evidence from your research, and your own knowledge, tell you about the question or issue you chose.</p> <p>If you have chosen to explore why an event or development happened, you should make a judgement about which factor is more important in causing the event or development, and explain why you think this one is more important than the others.</p> <p>If you have chosen to address the impact an event or development had, you should make a judgement about which impact is more important or significant and explain why you think this one is more important than the others.</p>

Administrative information

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History of changes

Version	Description of change	Date
1.0	This document replaces the previous version dated September 2015. Document formatted to match latest template and writing style. Percentage of overall mark contribution for the assignment amended. Marking instructions: mark adjustments made to criteria E and H as well as amendments for clarification in B, F and G.	September 2017
2.0	Penalty for non-submission of resource sheet added to 'Instructions for teachers and lecturers' and 'Instructions for candidates' section.	July 2019

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