

## History

### The Qualifications Team

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## Diet 2019

### Changes to documents following Diet 2019

#### National 5

##### Course specification

In September 2019, we added additional advice and guidance to the course specification 'appendix: course support notes'. Example titles for the assignment using the stems 'How important...' and 'How successful...' have been added for guidance. We have also provided advice for session 2020–21 on the skill of 'evaluation' in the National 5 assignment.

##### Specimen question paper

In September 2019, we made the following amendments to the specimen question paper marking instructions to provide further clarity:

- ◆ In the general marking principles, there are now example responses for the two different question stems used for the contextualisation question, 'How fully does Source X explain the reasons why...' and 'How fully does Source X describe...'
- ◆ In the general marking instructions, there are revisions to the marking codes. We have removed codes not used in the marking of scripts.

The National 5 History course specification and specimen question paper are available on the [National 5 History subject page](#).

## Higher

### Specimen question papers

In September 2019, we made the following amendments to the specimen question papers marking instructions to provide further clarity:

- ◆ In the British, European and world specimen question paper, the criteria for 2 marks for historical context, in the essay marking grid, has been amended to 'Candidates establish at least one point of relevant background to the issue and identify key factors or connect these to the line of argument'. This amendment ensures that the criteria for the essay introduction matches the criteria for the introduction in the assignment.
- ◆ In the Scottish history specimen question paper, we have amended the points of significant omission for question 19 to reflect the focus of the question, the impact of the First World War on Scottish industry.

The Higher History specimen question papers are available on the [Higher History subject page](#).

## Course reports

Please read the annual course reports for History. We produce these reports following the exam diet and they provide information on how candidates performed in course assessment for National Qualifications.

Course reports include a summary of areas candidates performed well in and areas candidates found demanding. They also contain advice on preparing candidates for future assessment, and statistical data relating to grade boundaries. Course reports are available from the History subject pages of our website at [www.sqa.org.uk/nqsubjects](http://www.sqa.org.uk/nqsubjects).

## Coursework

### Submitting coursework

Please ensure candidates use the current, published coursework assessment tasks.

Ahead of the uplift of coursework materials we would like to remind you that the National 5 and Higher coursework assessment tasks require candidates to submit their resource sheet along with their coursework. A penalty will be applied in the case of non-submission — details can be found in the course specification.

## Submission dates

The 2019–20 uplift dates for the externally-assessed History coursework assessment tasks are:

National 5 assignment	18 March 2020
Higher assignment	23 April 2020
Advanced Higher project–dissertation	23 April 2020

Liaise with your SQA co-ordinator to ensure that all materials are prepared in time for uplift. Please ensure all candidate resource sheets are submitted for the 2019–20 session.

Further information can be found in our [Coursework for External Assessment](#) document and the subject pages of our website at [www.sqa.org.uk/ngsubjects](http://www.sqa.org.uk/ngsubjects).

## Information and guidance

### National 5 question paper

#### Section 1 – Scottish contexts

Centres should prepare candidates with specific Scottish historical knowledge (as detailed in the course specification). Valid Scottish historical knowledge may include specific local or national examples and/or evidence that is clearly linked to the Scottish context.

#### The ‘How fully’ question

Teachers and lecturers should note that the ‘How fully...’ question will have two different question stems: ‘explain the reasons why’ and ‘describe...’

#### How fully does Source X explain the reasons why...

From 2020–21, centres should prepare candidates to interpret reasons from the source and provide reasons and/or explanations as recall. This question will appear in one of the three historical contexts.

#### How fully does Source X describe...

From 2020–21, candidates should interpret facts from the source and provide facts as recall. This question will appear in two of the three historical contexts.

### Assignment

Centres should support candidates in researching and analysing issues using the question stems: ‘to what extent, how successful, how important’. Questions which require a candidate to evaluate the reason for a development or assess the impact of a trend are equally valid. Centres should refer candidates to the National 5 course specification for support when devising a suitable question.

From 2020–21, centres should provide support for their candidates using only the assessment grid located in the coursework assessment task.

## **Understanding Standards**

### **Higher**

Our three events in September 2019 focused on the changes to assessment in the Higher History course. Delegates participated in workshops and discussed candidate evidence from the first diet of the revised Higher course assessment, and had their questions answered by the principal assessor and subject implementation manager.

The materials from these events, including commentaries that explain why the evidence has or has not met the required national standards, is now available. You can access them via the 'Understanding Standards' tab on the [Higher History subject page](#).

## **National Qualifications Support Team**

We would like to add to the existing membership of the History National Qualifications Support Team (NQST).

NQSTs are subject-specific stakeholder consultation groups that feed back to SQA on the assessment of National Qualifications. These groups communicate via secure online discussion forums as well as an annual face-to-face meeting.

For more information and to express an interest in joining the team, visit [www.sqa.org.uk/nqst](http://www.sqa.org.uk/nqst)

## **Appointee and marker vacancies**

We would like to thank all appointees who worked with us in session 2018–19.

From time to time we advertise appointee opportunities which may be of interest and we would encourage applications from all who meet the role criteria. Becoming an appointee is a rewarding experience which helps to increase your awareness of the demands of course assessment and provides excellent professional and personal development.

We are recruiting markers at all levels and would particularly welcome applications from markers who can mark History in the medium of Gaelic. More information is available on our website at [www.sqa.org.uk/appointees](http://www.sqa.org.uk/appointees).

# Advanced Higher

## Online resources to help you prepare for Advanced Higher assessment

As part of our Understanding Standards programme, we are providing a range of supportive resources to help you develop your understanding of the standards required in the revised course assessments for Advanced Higher. This may include audio presentations, published candidate evidence and commentary materials, and webinar recordings, which we have tailored to meet the needs of each subject.

You can access Understanding Standards materials via the 'Understanding Standards' tab on the [subject pages](#) of our website.

## Units that were previously part of the Advanced Higher courses

The units that were previously part of the Advanced Higher courses are now available as freestanding units at SCQF level 7. These units no longer contribute to the Advanced Higher courses. We have removed references to Advanced Higher courses from the freestanding unit specifications, which are available from the freestanding units web page for each subject. There is a link to the freestanding units page from the 'see also' section on the [subject landing page](#).

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