

National 5 History



Guidance on gathering key evidence for producing estimates in session 2020–21

This document provides subject-level guidance to SQA approved centres on gathering key evidence to support estimates for National 5 History in session 2020–21. You should read this guidance alongside [National Courses: guidance on gathering evidence and producing estimates](#) and the SQA Academy resource, [Quality assurance of estimates for National Courses](#).

This document also includes information on subject-level assessment resources.

Gathering key evidence to produce estimates for National 5 History

Every year you provide estimates for your candidates. This document and *National Courses: guidance on gathering evidence and producing estimates* will give you additional support and guidance to support your decision making for session 2020–21. Evidence should be gathered later in the course, as a realistic reflection of a candidate's attainment. It is important to note that it is not the **quantity** of evidence, but the **quality** of evidence, in relation to its predictive value, that will support you during the estimation process.

The following types of key evidence are likely to provide a good predictive value and may be helpful, although there may be other types of key evidence you feel you would like to use.

Types of key evidence and assessment resources

Key evidence

For National 5 History in session 2020–21, key evidence only needs to come from the question paper component; there is no requirement for candidates to complete an assignment. However, any assignment evidence you do have for a candidate can still be considered for estimate purposes.

There is flexibility in how you gather evidence. The most robust evidence for the question paper component, in terms of providing breadth, depth and level of challenge, is that which has been generated using an assessment that replicates, as far as possible, the SQA question paper. This does not need to be produced on a single occasion, however it should be done under supervision and control, where possible.

Other evidence relating to the question paper component may include unseen shorter assessments that have appropriate timings, and that are conducted under supervision and control, where possible. For example, an assessment which replicates two sections of the question paper, or class tests that cover knowledge and understanding content from a context once it has been taught. It should be noted that shorter assessments are likely to provide less breadth, depth and challenge than a full assessment, and this should be considered if they are being combined and used for estimate purposes.

Assessment resources

Assessment resources that you can use to generate candidate evidence include:

- ◆ questions from SQA past papers and the specimen question paper
- ◆ adapted questions from SQA past papers and the specimen question paper
- ◆ centre-devised questions

As an additional assessment resource for session 2020–21, a quality-assured National 5 History question paper will be provided on SQA’s secure website.

SQA past papers and the specimen question paper are in the public domain and can be readily accessed by candidates and therefore, in their entirety, do not form suitable assessment tasks. You can, however, extract and adapt questions from these papers for use in centre-devised assessment tasks.

Component 1: question paper

The question paper gives candidates an opportunity to demonstrate application of skills, and breadth and depth of knowledge and understanding from across the course. While we recommend that you aim to deliver the course as normal, we recognise that there may be some disruption to learning and teaching during the 2020–21 session, which may make this more challenging. You are free to decide the timing and depth of delivery of the course content. However, it is important that candidate evidence for estimates samples knowledge and understanding from all four key issues*, in each part, from each of the three sections of the course:

- ◆ Historical Study: Scottish
- ◆ Historical Study: British
- ◆ Historical Study: European and world

*Please note that in line with modifications to the National 5 History course assessment planned before 2021 National 5 exams were cancelled, questions in Sections 2 and 3 could sample Issues 1–4 or Issues 1–3, if teaching is disrupted.

Candidate evidence should also demonstrate application of the skills required in the following question types:

- ◆ a knowledge (Describe) question
- ◆ a knowledge (Explain) question
- ◆ a knowledge (short essay, To what extent. . . or How important. . . or How successful . . .) question
- ◆ a source evaluation (Evaluate) question
- ◆ a source comparison (Compare) question
- ◆ a source contextualisation (How fully) question

The course specification outlines in more detail the skills, knowledge and understanding associated with the question paper.

The three sections of the 2021 National 5 History question paper match the details below. In SQA examinations these sections rotate each year randomly:

29-mark section

- ◆ 1 x Describe question
- ◆ 1 x Explain question
- ◆ 1 x short essay question
- ◆ 1 x Comparison question (this question will be based on sources which **agree**)
- ◆ 1 x Contextualisation question (this question will have the stem 'How fully does Source X **describe**?')

26-mark section

- ◆ 1 x Explain question
- ◆ 1 x short essay question
- ◆ 1 x Evaluate question (this question will be based on a **primary** source)
- ◆ 1 x Contextualisation question (this question will have the stem 'How fully does Source X **describe**?')

25-mark section

- ◆ 1 x Describe question
- ◆ 1 x Explain question
- ◆ 1 x Evaluate question (this question will be based on a **secondary** source)
- ◆ 1 x Comparison question (this question will be based on sources which **disagree**)
- ◆ 1 x Contextualisation question (this question will have the stem 'How fully does Source X **explain**?')

Component 2: assignment

In line with the modifications that were planned for National 5 History, there are no requirements for candidates to complete an assignment for session 2020–21. Therefore, this component does not need to be considered when arriving at a final estimated grade for each candidate.

However, we recognise that some candidates may have already completed or partially completed an assignment. Where this is the case, you can use this as supporting evidence, alongside other key evidence, when carrying out a holistic review of a candidate's performance. Candidates tend to perform better in the assignment than the question paper, and you should take this into consideration when producing your estimates.

The course specification and the coursework assessment task outline in detail the skills, knowledge and understanding associated with the assignment.

Using additional assessment resources for session 2020–21: key information

It is important that you use valid and reliable assessment when gathering evidence to produce estimates for National 5 in session 2020–21.

For National 5 History, SQA will provide a question paper for session 2020–21, which you can use when gathering evidence to support your estimates. This question paper is being provided as an assessment resource and is not mandatory.

There is flexibility in how you can use this resource, such as:

- ◆ as a full assessment conducted under supervision and control, where possible. As indicated above, this does not need to be produced on a single occasion
- ◆ to break up into sections and use as shorter assessments to assess candidates at an appropriate point in their learning. These should be conducted under supervision and control, where possible, and with appropriate timings
- ◆ to deconstruct and use as best suits your learning and teaching

Where you have not been able to cover a content area that is assessed in the question paper, you may wish to replace that question with one that is more appropriate and of comparable demand.

Please note that the marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

You should carefully consider how best to use this material to support candidates, to integrate with your programme of learning, and to help you collate evidence of candidate attainment. Given current public health advice and to maximise learning and teaching time, it is important to stress that there is no expectation that schools and colleges hold a formal diet of prelims for National 5. One of the key reasons for moving to an alternative model was to create additional teaching time through removing the need for prelims and replacing the final examination diet with more flexible classroom-based assessment.

The National 5 question paper and marking instructions will only be available on SQA's secure website — you must treat these confidentially, in the same way as other live assessment materials. If you use the question paper in part or in its entirety, you should remind candidates that they must not discuss the content of the paper with anyone, including friends, family or on social media.

Understanding the national standard

The 'Information and guidance' section in the [2019 History subject update](#) for the National 5 History question paper will now apply to session 2021–22 (and not 2020–21 as published).

For the question paper component, the planned changes were as follows:

- ◆ Candidate responses to questions in Section 1 — Scottish contexts should include 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.
- ◆ For the contextualisation question with the stem *How fully does Source X **explain** the reasons why...* centres should prepare candidates to *interpret reasons* from the source

and provide *reasons* and/or *explanations* as recall. This question appears in one of the three historical contexts.

- ◆ For the contextualisation question with the stem *How fully does Source X describe...* candidates should *interpret facts* from the source and provide *facts* as recall. This question appears in two of the three historical contexts.

The above advice is good practice however and ensures articulation with Higher and Advanced Higher History. Therefore, for session 2020–21, for the ‘How fully question’, you can award up to 3 marks where candidates *identify and/or interpret* points from the source which support their judgement.

Exemplification of the national standard

Examples of candidate evidence with commentaries can be found on [SQA’s Understanding Standards website](#). Existing examples of candidate evidence with commentaries from the 2018 diet will be refreshed, and examples of candidate evidence with commentaries from the 2019 diet will be added to the National 5 History page, in due course.

Materials from the National 5 History webinar will also be published. These can be accessed via the ‘Understanding Standards’ tab on the [National 5 History subject page](#).

Assignment candidate exemplars and associated commentaries are also available on SQA’s Understanding Standards website.

You may also find the annual course reports, which are published on the [National 5 History subject page](#) useful.

Summary

You should base your estimates for National 5 History on a holistic review of a candidate’s performance based on demonstrated attainment of their:

- ◆ knowledge and understanding from the three areas of study of the National 5 History course: Scottish, British, and European and world
- ◆ application of the skills required in each of the six different question types listed above

If you have candidate evidence for the assignment component, then you may also consider this when reaching an estimate for each candidate.