



History

Guidance on creating assessments for Higher for session 2020–21

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Introduction

The following guidance is based on checklists used by SQA Higher History examiners. It provides guidance to teachers and lecturers on the creation of assessment items which align with national standards.

Guidance

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

Structure

- ◆ Three from six key issues are sampled (in 2021 only, four from six key issues will be sampled) in Section 1 — British and Section 2 — European and world.
- ◆ The order of the three issues (or the order of the four issues in 2021) are the same in both Section 1 — British and Section 2 — European and world.

Questions and marking instructions

- ◆ The questions match the relevant key issues in the course specification.
- ◆ For evaluation type questions the isolated factor matches an area in the relevant **description of content** in the course specification.
- ◆ The stems ‘How important . . . ?’, ‘To what extent . . . ?’, and ‘*Quote . . .* How valid is this view . . . ?’ are used (established practice is one of each stem per section).
- ◆ The marking instructions include the factors in the course specification.

Question paper 2: Scottish history (36 marks)

Structure

- ◆ All four key issues are sampled from four questions.
- ◆ The four types of question used are:
 - a source evaluation question (8 marks)
 - a two-source interpretation question (10 marks)
 - a source contextualisation question (10 marks)
 - a knowledge question (8 marks)
- ◆ The four question types above can be asked in any order.
- ◆ The source evaluation (Evaluate...) question must be based on an area from the **description of content** in the course specification.
- ◆ The two-source interpretation (How much do...) question must be based on an area from the **description of content** in the course specification.
- ◆ The source contextualisation (How fully...) question must be based on a **key issue** in the course specification.
- ◆ The knowledge (Explain) question must be based on a **key issue** in the course specification.

Questions and marking instructions

The source evaluation (Evaluate...) question and marking instructions

- ◆ The stem 'Evaluate the usefulness of Source X as evidence of ...' is used.
- ◆ The **type** of primary source is accessible and appropriate for Higher level (please refer to the Higher History Scottish specimen question paper and past papers from 2017 to 2019).
- ◆ The source rubric is written in the appropriate format for the type of source — please refer to the Higher History Scottish specimen question paper and past papers from 2017 to 2019.
- ◆ The source is between 120 and 160 words.
- ◆ The source contains 3 clear source content points.
- ◆ The nature of the source content points enables candidates to readily provide points of significant omission.
- ◆ The source contains at least one distracter.
- ◆ The marking instructions include possible evaluative comments on the usefulness of each aspect of the source (author, type, purpose, timing and content) which link to the Scottish issue in the question.
- ◆ The marking instructions include specific Scottish historical knowledge as points of significant omission.

The two-source interpretation (How much do...) question and marking instructions

- ◆ The stem 'How much do Sources X and Y reveal about differing interpretations of?' is used.
- ◆ The source rubric is written in the format — author, text (date) — please refer to the Higher Scottish history specimen question paper and the 2019 Higher Scottish history paper.
- ◆ The sources are between 120 and 160 words.
- ◆ The sources show differing interpretations and/or views from an area in the **description of content** as identified in the question.
- ◆ Each source contains 3 clear interpretations and/or viewpoints.
- ◆ Each source contains at least one distracter.
- ◆ The marking instructions include points identified from the source and possible comments demonstrating interpretation of the viewpoints in each source.
- ◆ The marking instructions include the overall interpretation and/or view of each source.
- ◆ The marking instructions include specific Scottish historical knowledge as points of significant omission.

The source contextualisation (How fully...) question and marking instructions

- ◆ The stem 'How fully does Source X explain?' is used.
- ◆ The source rubric is written in the format — author, text (date) — please refer to the Higher History Scottish specimen question paper and past papers from 2017 to 2019.
- ◆ The source is between 120 and 160 words.
- ◆ The source contains 4 clear interpretation points.

- ◆ The nature of the source interpretation points enables candidates to readily provide points of significant omission.
- ◆ The source contains at least one distracter.
- ◆ The marking instructions include points identified from the source and possible comments demonstrating interpretation of the source points.
- ◆ The marking instructions include specific Scottish historical knowledge as points of significant omission.

The knowledge (Explain) question and marking instructions

- ◆ The stem 'Explain the reasons why...' is used.
- ◆ The marking instructions include specific Scottish historical knowledge as points of significant omission as key points.
- ◆ The marking instructions include a clear explanation linked to the question for each key point.