

National 5 History

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| Course code: | C837 75 |
| Course assessment code: | X837 75 |
| SCQF: | level 5 (24 SCQF credit points) |
| Valid from: | session 2017–18 |

The course specification 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 a candidate to complete the course is 160 hours.

The course assessment has two components.

| Component | Marks | Duration |
|-----------------------------|-------|------------------------|
| Component 1: question paper | 80 | 2 hours and 20 minutes |
| Component 2: assignment | 20 | 1 hour |

| Recommended entry | Progression |
|---|---|
| <p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the fourth curriculum level or the National 4 History course or equivalent qualifications and/or experience prior to starting this course.</p> | <ul style="list-style-type: none">◆ Higher History course◆ further study, employment 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 more time for learning, more focus on skills and applying learning, and 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 the National 5 History course, candidates develop their 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.

Discipline-based knowledge and understanding of historical events helps candidates to function as effective contributors to society. They develop important attitudes such as: confidence; 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. Evaluation of a wide range of sources develops thinking skills. Using and synthesising information develops skills in literacy. Investigative and critical-thinking activities allow candidates to gain experience in contributing to group work and also working on their own.

Purpose and aims

Candidates acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and World 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. The approach and understanding gained can be applied to other historical settings and issues.

Candidates develop:

- ◆ a conceptual understanding of the past and an ability to think independently
- ◆ the ability to apply a detailed historical perspective and evaluate sources in a range of contexts
- ◆ a detailed understanding of the factors contributing to, and the impact of, historical events
- ◆ the skills of investigating historical events and, on the basis of evidence, forming views
- ◆ the skills of explaining and analysing historical events and drawing reasoned conclusions

Who is this course for?

The course is appropriate for a wide range of learners, 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 National 5 History course has three areas of study. There is considerable flexibility in the contexts and themes which can be studied in each area in order to allow personalisation and choice.

Candidates develop knowledge and understanding of the following areas of historical study. In each case, they have the opportunity to study events and themes from the Medieval, Early Modern or Later Modern period.

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

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 Scottish, British and European and World history
- ◆ evaluating the origin, purpose, content and/or context of historical sources
- ◆ evaluating the impact of historical developments
- ◆ presenting information in a structured manner
- ◆ evaluating the factors contributing to historical developments
- ◆ drawing reasoned conclusions supported by evidence
- ◆ with limited guidance, researching and analysing historical information
- ◆ developing a detailed and accurate knowledge and understanding of historical themes and events in Scottish, British, European and World contexts

Skills, knowledge and understanding for the course assessment

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

Component 1: question paper

The question paper has three sections covering a range of topics in Scottish, British and European and World history. Candidates must answer one part from each section. There are options in each section to allow opportunities for personalisation and choice. The question paper will sample from the knowledge and understanding as follows:

| Section 1: Historical Study: Scottish | |
|--|---|
| Part 1: The Wars of Independence, 1286–1328 | |
| A study of the development of national identity and consciousness through the Anglo-Scottish wars of the 13th and 14th centuries, illustrating the themes of authority, conflict and identity. | |
| Key issues | Description of content |
| The succession problem, 1286–1292 | Scotland 1286–92: the succession problem following the death of Alexander III; the Scottish response — 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 choice. |
| Balliol and Edward I 1292–1296 | Edward as overlord of Scotland; the Scottish response; the Anglo-French war and the Franco-Scottish Treaty; the subjugation of Scotland; the sack of Berwick; the defeat of Balliol; the imposition of Edward’s authority. |
| William Wallace, 1296–1305 | William Wallace: the reasons for and the progress of his rebellion; his victory at Stirling and its effects on Scots and on Scotland; Wallace as Guardian; the battle of Falkirk and the reasons for its failure; impact of the defeat. |
| Robert Bruce, 1306–1328 | Robert Bruce: the ambitions of the Bruces; Robert’s conflict with and victory over Scottish opponents; his victory over the English including at Bannockburn; reasons for his success; Declaration of Arbroath — the Treaty of Edinburgh-Northampton, 1328. |

Part 2: Mary Queen of Scots, and the Reformation, 1542–1587

A study of religious and political change and conflict in 16th-century Scotland, illustrating the themes of crown, church and authority.

| Key issues | Description of content |
|--|---|
| Mary, from the 'Rough Wooing' to becoming Queen of France, to 1559 | Scottish society and Church in the 1540s: landowners, burghs, clergy; power of the monarchy and nobility at the death of James V. The Church's faith, organisation, failure of attempts at reform. Relationship with England and France: the 'rough wooing'; Mary's move to France. Her dynastic position on the accession of Elizabeth I. |
| The Reformation in Scotland, to 1587 | The growth of Protestantism in Scotland: Wishart and Knox and Calvinism. The Lords of the Congregation. Rebellion against Mary of Guise; English intervention. The Treaty of Edinburgh. Reasons for Catholic persecution. The confirmation of the Reformation in Scotland: Regencies of Moray and Morton; the young James VI; Andrew Melville and the development of Presbyterianism in the 1570s. The Scottish Kirk and the Black Acts, 1580s. |
| Mary's reign, 1561–1567 | Mary Queen of Scots in Scotland: return from France; personality, circumstances, policy. Relations with Elizabeth I. Relations with Moray and the Scots nobles. Marriage; murder of Riccio and of Darnley, marriage to Bothwell. Rebellion against Mary; her capture, abdication, imprisonment, escape, the Battle of Langside and exile. |
| Mary in England, 1567–1587 | Elizabeth I's diplomatic circumstances, Mary's imprisonment; Mary's involvement in Catholic plots: Ridolfi, Throckmorton, Parry, Babington. Mary's trial and execution. |

Part 3: The Treaty of Union, 1689–1715

A study of the reasons for the Treaty of Union between the Scottish and English Parliaments in 1707, the debates over the passing of the Treaty, its terms and immediate impact on Scotland, illustrating the themes of identity, authority and conflict.

| Key issues | Description of content |
|--|---|
| Worsening relations with England, 1689–1707 | The relationship of Scotland and England after 1689: Crown, Church, Parliament, political management. Causes of tension between Scotland and England: economy, religion, the succession. Navigation Acts; England's foreign wars; Scotland's economic problems, famine. The Darien Scheme and the Worcester incident; the Act of Security and the Aliens Act. The appointment of Commissioners. |
| Arguments for and against Union | The debate about Scottish identity: reasons for support of the Union; reasons for opposition to the Union. Attitude of Scots to the Union: burghs, clergy, landowners. |
| The passing of the Treaty of Union by the Scots Parliament | Parties and personalities in the Scottish Parliament: Queensberry, Hamilton, Fletcher. Role of the Squadrone Volante, Court and Country parties. Unrest in Edinburgh and elsewhere. Reasons why the Scots passed the Treaty: the question of corruption. |
| The impact of the Union, to 1715 | The terms of the Treaty. Economic, political, religious and legal effects. Reaction of Scots to the Union up to 1715. The causes of the Jacobite rebellion of 1715. |

Part 4: Migration and Empire, 1830–1939

A study of the causes and results of the movement of population into and away from Scotland during the period 1830s to 1930s, focusing on issues of identity and community and on the experiences of migrants in their new countries or communities.

| Key issues | Description of content |
|--|---|
| Immigration to Scotland, 1830s–1939 | Reasons for immigration of different groups and patterns of settlement including Irish, Lithuanians, Jews and Italians; impact of the Empire on Scotland, including industry and commerce. |
| Experience of immigrants to Scotland, 1830s–1939 | The experiences of the migrants — living conditions, employment. Scots and Irish: religious and cultural forces binding the Irish community in Scotland; relations between immigrants and Scots — stereotype and reality. The economic, social and political impact of immigration. |
| Scottish emigration, 1830s–1939 | Reasons for emigration: poverty; the Highland Clearances; missionary work; effectiveness of emigration societies and government schemes; the attraction of new lands (eg economic opportunity and cheap land). |
| Experience of Scots abroad, 1830s–1939 | The Scot abroad: areas to which Scots emigrated — (eg India, North America, Australasia); the role of Scots migrants in the development of the 'New World' — agriculture, manufacture, engineering and mining; education; finance; politics); the contribution of individual Scots to their new countries — (eg Andrew Carnegie, John Muir, Andrew Fisher). |

Part 5: The Era of the Great War, 1900–1928

A study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war.

| Key issues | Description of content |
|--|--|
| Scots on the Western Front | Recruitment; experience of life in the trenches; military tactics; technology of war — gas, tanks, machine guns, aircraft, artillery. |
| Domestic impact of war: society and culture | Defence of the Realm Act; rationing; changing role of women in society; propaganda; conscription and conscientious objectors; casualties and deaths. |
| Domestic impact of war: industry and economy | War work including women's war work; reserved occupations; post-war decline of heavy industry; impact on fishing and agriculture; new industries in the 1920s. |
| Domestic impact of war: politics | Impact of campaigns for women's suffrage; rent strikes; extension of the franchise; homes fit for heroes. |

Section 2: Historical Study: British

Part 1: The Creation of the Medieval Kingdoms, 1066–1406

A study of conquest, aggressive and peaceful, and the changes resulting from it, by examining the Normans' military conquest of England in the 11th century and their subsequent settlement of Britain in the 12th–14th centuries; the themes illustrated are conflict, conquest and power.

| Key issues | Description of content |
|--|--|
| The Normans and feudal society | William's claim to the English throne: the Battle of Hastings, consolidation of power in the short term including the harrying of the North. Consolidation of power in the long term including Motte and Bailey castles. The Normans in Scotland: the reasons for the Norman influence on David I. The Normanisation of Scotland including government officials. |
| Royal power in the reign of Henry II | Henry II's problems when he became king including barons' private armies. Henry's legal and administrative reforms. Henry's quarrel with Archbishop Thomas Becket, the events and consequences of Becket's murder including Henry whipped by Canterbury monks. Great Rebellion 1173–1174. |
| The role of the Church in the Medieval Kingdom | The importance of the Church in society including the feudal system. The importance of religion including belief in life after death, the roles of the secular and regular churches in society including spiritual, economic, political. The life and duties of a priest and monk. Saints, relics and pilgrimage. |
| The decline of feudal society | The Black Death including symptoms of the Black Death. Impact of the Black Death on medieval society including changing social attitudes. The Peasants' Revolt including causes. The events and consequences of the Peasants' Revolt including the murder of the Archbishop of Canterbury. Growth of towns including the growth of trade. |

Part 2: War of the Three Kingdoms, 1603–1651

A study of the origins of the Civil War between Charles I and Parliament, illustrating the themes of authority, rights and conflict. This topic considers difficulties arising from the Union of the Crowns, ideas of the Divine Right of Kings and the role of Parliament in governing Scotland and England.

| Key issues | Description of content |
|--|--|
| Political issues, 1603–1625 | The nature of royal authority under James VI and I: his personality; the Divine Right of Kings; how Scotland and England were governed after the Union of the Crowns; arguments with Parliament over revenue and religion. |
| The rule of Charles I in England and Scotland, 1625–1640 | <p>Early years 1625–1629: legacy of James VI and I; character of Charles I; Religion, politics, finance, foreign policy under Charles I.</p> <p>Personal Rule 1629–40: coronation; religion, politics, finance, foreign policy under Charles I. Life at court under Charles I. Bishops' Wars.</p> |
| Challenges to royal authority | <p>Challenges to royal authority in England under Charles I: conflicts with Parliament; Buckingham; Strafford; the 'eleven-years tyranny'; money-raising methods; ship money and Hampden.</p> <p>Challenges to royal authority in Scotland under Charles I: land; religious tensions; Laud and the prayer book. Resistance in Scotland: the St Giles riot; the Covenant; the invasion of England.</p> |
| War and the role of Cromwell, to 1651 | <p>The steps to the outbreak of war: the Short Parliament; the Long Parliament; Pym and new laws; execution of Strafford; the Irish Rebellion; 'arrest' of the five members; the Nineteen Propositions; the raising of armies; reasons why people joined each side; outbreak of the war.</p> <p>Key battles (eg Edgehill, Marston Moor, Naseby and the New Model Army, Drogheda, Dunbar).</p> <p>End of the war and the trial and execution of the King.</p> <p>Role of Cromwell in the war.</p> |

Part 3: The Atlantic Slave Trade, 1770–1807

A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

| Key issues | Description of content |
|---|---|
| The Triangular Trade | The organisation and nature of the slave trade: its effects on British ports, eg Liverpool, Bristol; its effects on African societies, eg Ashanti, and on West Indian plantations. Slave 'factories' on the African coast; the economics and conditions of the 'Middle Passage'. |
| Britain and the Caribbean | The importance of tropical crops such as sugar; the influence of the British in the Caribbean and the impact of the Caribbean trade on the British economy (eg banking, ship-building, textiles); the negative impact of the slave trade on the development of the Caribbean islands. |
| The captive's experience and slave resistance | Living and working conditions on the plantations; discipline; other forms of slave labour on the Caribbean islands; resistance on the plantations; fear of revolt. |
| The abolitionist campaigns | <p>Origins of the abolitionist movement and its increased support outside and within Parliament. Role of Wilberforce. Arguments of the abolitionists: Christian, humanitarian, economic.</p> <p>Methods of the abolitionists: meetings, evidence (eg Clarkson; first-hand accounts by slavers, publicity). Attitudes and evidence of slaves and former slaves (eg Equiano). Resistance to the trade by slaves.</p> <p>Arguments for the slave trade: planters, MPs, cities; effect of the French Revolution.</p> <p>The debate over reasons for the eventual success of the abolition campaign: public opinion, Parliamentary debate, economic circumstances.</p> |

Part 4: Changing Britain, 1760–1914

A study of the reasons for and impact of industrialisation on life in Britain, focusing on the social, economic and political developments which transformed life across Britain in the late 18th and 19th centuries.

| Key issues | Description of content |
|---|---|
| Health and housing | Reasons for problems of overcrowding, poor quality housing and subsequent medical problems. Improvements in housing and living conditions including slum clearances. Improvements in health including medical advances, piped water supply and public health. |
| Industry — textile factories and coal mines | The impact of technology and legislation on textile factories and coal mines including the impact of the Factory Acts and Mines Act. Improvements to working conditions. |
| Transport — canals and railways | Building of railways, the development of a railway network. Reasons for the decline of other forms of transport such as canals. Impact of railways on society and the economy. |
| Pressure for democratic reform up to 1884 | The radical unrest at Peterloo. Chartism. Reasons for the 1832, 1867 and 1884 Reform Acts and the extent of democratic change they brought. |

Part 5: The Making of Modern Britain, 1880–1951

A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government. This is a study of the forces which created modern Britain.

| Key issues | Description of content |
|---|--|
| Divided society: poverty, housing; politics | The problem of poverty at the turn of the century: belief in self-help; the voluntary system; the surveys of Booth and Rowntree; changing attitudes towards poverty and its causes. |
| Liberal reforms 1906–14 | The Liberal reforms 1906–14: groups at risk – the young, old, sick, unemployed; reforms to help these groups such as the ‘Children’s Charter’, school meals, medical inspections, old age pensions, health and unemployment insurance, labour exchanges; assessment of the success of the reforms. |
| Social impact of World War II in Britain | Effects of wartime experiences on attitudes to poverty, especially the impact of bombing, rationing and evacuation; Beveridge Report and the ‘Five Giants’; progress on implementing Beveridge during and after the war. |
| Labour reforms: the Welfare State 1945–51 | The Labour government 1945–51; National Insurance and National Assistance; National Health Service; education reform; housing reform; the idea of a Welfare State; Nationalisation and employment; assessment of the government’s achievement. |

Section 3: Historical Study: European and World

Part 1: The Cross and the Crescent, the Crusades 1071–1192

A study of aspects of religious warfare in the Middle Ages as seen in the events of the First Crusade; the themes illustrated are belief, conflict and conquest.

| Key issues | Description of content |
|------------------------------|--|
| Knights, castles and warfare | The role of knights in society including members of the feudal system. A knight's weapons and equipment. The importance of castles in medieval times including great hall used as a court. Changes in castles. Weapons and battle tactics including siege warfare. |
| The First Crusade | Reasons for the call of the First Crusade; the peasants' and knights' motives for taking the cross including economic. Peter the Hermit and the failure of the People's Crusade; the relationship between the knights and Emperor Alexius including the events at Constantinople. The capture of key cities including Nicaea, Edessa, Antioch. Cannibalism at Ma'arra. Reasons for the success of the First Crusade including Muslim Disunity and the Crusading Ideal. Support from the Italian cities such as Venice. |
| The Fall of Jerusalem, 1187 | Long-term problems after the First Crusade including shortage of peasants and soldiers. Solutions to these problems including introduction of Knights Templars. Saladin's unification of the Muslims. Divisions among the Crusaders, Hawks and Doves. Death of King Baldwin IV, dislike of King Guy. The Battle of Hattin, events at Jerusalem. Crusaders' success in saving cities including Tyre. |
| The Third Crusade, to 1192 | The characters of Richard I and Saladin. Richard's military success including the siege of Acre. Richard's difficult relationship with Philip Augustus and the French. Saladin's diplomatic strengths, negotiations with the Crusaders. |

Part 2: 'Tea and Freedom', the American Revolution, 1774–83

A study of British control of the North American colonies, challenges to it and the reasons for its eventual breakdown, illustrating the themes of authority, rights and revolution.

| Key issues | Description of content |
|--|--|
| Growing tension between Britain and the American colonies, to 1774 | Authority of King and Parliament in the colonies; tensions created by the defeat of France in 1763; new ways of raising revenue: Stamp Act, Declaratory Act, Townshend Duties, tea duties. Colonial resistance: arguments and organisation. Confrontation: non-importation agreements, Boston Massacre; Gaspee incident; Boston Tea Party. |
| Colonists' moves towards independence, 1774–1776 | Outbreak of war: escalation of conflict; Lexington, Concord, Bunker Hill, Ticonderoga. Colonial loyalists such as Flora Macdonald and British sympathisers with America, eg Burke and Tom Paine. |
| The spread of the war | Spread of the war; nature of the fighting; experience of soldiers in both armies. |
| American victory | How the colonies grew closer, militarily and politically. George Washington; Continental Congresses; the Declaration of Independence. Turning points in the war: Saratoga, French intervention, Yorktown. Reasons why Canada remained British. Reasons for American victory and British defeat. |

Part 3: USA 1850–80

A study of the reasons which led American settlers to move West and the impact of that westward expansion on the Native American population, the Civil War and attempts at reconstruction in America.

| Key issues | Description of content |
|---|---|
| Reasons for westward expansion | Manifest Destiny; reasons for westward expansion; (eg free land, gold prospecting, railways, religious freedom, federal policies). |
| Slavery and the Civil War | The problems for settlers travelling West. The life of homesteaders. Attitudes to slavery and slave life on Southern plantations, relations between slave and non-slave states. Causes of the Civil War: Election of Abraham Lincoln, issues with states' rights, slavery. Rise of the Republican Party in the 1850s. Southern secession and the outbreak of the Civil War; The attack on Fort Sumter and outbreak of the Civil War. |
| Reconstruction, African-Americans and Southern reaction to defeat 1865–78 | Introduction of black rights. The Freedmen's Bureau; reaction to reconstruction. Treatment of African-Americans as seen in the 'Black Codes'. |
| Defeat and demise of the Native Americans of the Plains | Reasons for conflict between settlers and Native Americans. Movement of the Native American tribes to reservations. Examples of conflict (eg the Sand Creek Massacre 1864, Battle of the Little Bighorn 1876). |

Part 4: Hitler and Nazi Germany, 1919–39

A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

| Key issues | Description of content |
|-----------------------------------|--|
| Weimar Germany, 1919–1933 | The effects on Germany of the end of the First World War and the Peace Settlement; opposition to the Treaty of Versailles; the formation and characteristics of the Weimar Republic. Attempts to overthrow the Weimar Republic, as seen in the Spartacist Revolt, 1919, and Beer Hall Putsch, 1923; economic problems of the Weimar Republic, 1919–33. |
| Nazi rise to power | Discontent against the Weimar Republic, appeal of Hitler and the Nazis, and the coming to power of the National Socialists in 1933–34; the Reichstag fire 1933; Nazi consolidation of power. |
| Nazi control of Germany | Formation and characteristics of the National Socialist Government; National Socialism in power: intimidation; treatment of Jews and other minority groups; opposition to National Socialism by socialists, communists, and the churches. |
| Nazi social and economic policies | Nazi economic policies; militarism; youth movements and education; role of women; Nuremberg rallies. |

Part 5: Red Flag: Lenin and the Russian Revolution, 1894–1921

A study of the collapse of imperial rule in Russia and the establishment of Communist government, illustrating themes of ideas, conflict and power.

| Key issues | Description of content |
|--|---|
| Imperial Russia — government and people | Imperial Russia 1894–1917: the Tsarist government; role of the Russian Church; class divisions in Russia; reasons for the backwardness of Russian agriculture and industry; grievances of the peasantry and industrial workers; the Russification of National Minorities. |
| 1905 Revolution — causes and events | Challenges to the Tsar’s power: challenges from revolutionary groups; the 1905 Revolution; political changes since 1905 — the Dumas and Stolypin’s reforms. |
| February Revolution — causes, events and effects | Russia and the First World War: effects of military defeat and economic hardship; Rasputin and the growing unpopularity of the regime; the February Revolution of 1917; reasons for the failure of the Provisional Government under Kerensky. |
| October Revolution — causes, events, effects | The Bolshevik seizure of power: Lenin’s return and the April Theses; reasons for the success of the October Revolution; Civil War 1917–21; explanation of Bolshevik victory. |

Part 6: Mussolini and Fascist Italy, 1919–1939

A study of the rise of Mussolini and the nature of Fascist power in Italy; its social and economic policies; the role of Il Duce and foreign policy.

| Key issues | Description of content |
|--|---|
| Mussolini's seizure of power, to 1925 | Weaknesses of Italian governments; resentment against the Peace Settlement; appeal of the Fascists; economic difficulties; social and economic divisions; weaknesses and mistakes of opponents. |
| Mussolini's social and economic policies | Social controls; propaganda; the cult of Il Duce; role of the king; youth policies; winners and losers in the Fascist economy. |
| Foreign policy | Aims of Fascist foreign policy; relations with the Papacy; involvement in the Spanish Civil War; Abyssinia; relations with the League of Nations; relations with the UK, France and Germany. |
| Opposition to Mussolini | Establishment of the Fascist state; crushing of opposition; fear and intimidation. |

Part 7: Free at Last? Civil Rights in the USA, 1918–1968

A study of the development of race relations in the USA during the years 1918–68, illustrating themes of ideas, identity and power.

| Key issues | Description of content |
|---|---|
| The 'Open Door' policy and immigration, to 1928 | The reasons for mass migration to the USA. The immigrant experience – arrival, living and working conditions, political participation. Changing attitudes towards immigrants. |
| Government policy and the closure of the 'Open Door'. | |
| 'Separate but equal', to 1945 | The 'Jim Crow' laws; White Terror; lynching; the attitudes and activities of the Ku Klux Klan; the migration of black Americans to the North. The experience of black Americans during World War Two. |
| Civil rights campaigns, to 1968 | Campaigns for civil rights after 1945 and their significance: Brown v Topeka; Montgomery Bus Boycott; Little Rock; Sit-Ins; Freedom Rides; Marches in Birmingham, Washington and Selma. Role of Martin Luther King. Response of state and federal authorities to these campaigns. Reasons for the growth of the Civil Rights Movement and an assessment of the impact of the campaigns on US society. |
| The ghettos and black American radicalism | Problems faced by black Americans in the Northern ghettos. Ghetto riots of the 1960s. Beliefs and activities of black radical protest movements and reasons for their growing support: Stokely Carmichael and 'Black Power'; Malcolm X and the Nation of Islam; The Black Panthers. An assessment of the impact of black American radical protest on US society. |

Part 8: Appeasement and the Road to War, 1918–1939

A study of Nazi foreign policy 1933–39 and the steps leading to the outbreak of war, illustrating themes of ideology, aggression, appeasement and power.

| Key issues | Description of content |
|---|--|
| Paris Peace Treaties and the League of Nations, to 1933 | Treaty of Versailles and its impact on Germany. Formation, aims and organisation of the League of Nations. Weaknesses of the League. Successes and failures of the League in pursuing its aims. |
| Nazi foreign policy, 1933–38 | Aims of Nazi foreign policy. Nazi foreign policy in practice: re-armament; re-occupation of the Rhineland. Responses of Britain and France to Germany's actions and the reasons for these; the Anschluss; the crisis in Czechoslovakia and the Munich agreement. |
| British and French appeasement, to 1938 | Responses of Britain and France to Germany's actions and the reasons for these. Reasons for Chamberlain's adoption of the policy of appeasement and the reaction in Britain to it. An assessment of the effectiveness of appeasement. |
| Final steps to war | German occupation of Czechoslovakia. The Polish Guarantee. Pact of Steel; Nazi-Soviet Pact. The Polish crisis and the declaration of war. Reasons for the abandonment of appeasement and the decision to resist further aggression. |

Part 9: World War II, 1939–45

A study of how Germany was able to expand its territory in Europe and the impact of German occupation on the lives of people in occupied Europe. It will also consider the Pacific Theatre and the American involvement in the war through to the Allied victories in Europe and Japan.

| Key issues | Description of content |
|---|--|
| German territorial expansion 1939–43 | Nazi-Soviet Pact, 1939. Invasion of Poland. The strategy of Blitzkrieg; invasions of Norway and Denmark; invasions of Belgium; Holland and France. Dunkirk. Operation Sealion and the Battle of Britain. Operation Barbarossa and the advance on Russia up to Stalingrad; the battle for Moscow; the siege of Leningrad. |
| War with Japan, 1941–45 | Pearl Harbour. The Battle of Singapore. American attacks on Japan: Doolittle raid, Battle of the Coral Sea, Battle of Midway. Experience of prisoners of war of the Japanese. |
| Life in occupied Europe | Nature of Nazi control; life for ordinary citizens; forced labour; treatment of Jews and other minorities; concentration camps; death camps. Resistance in occupied territories; collaboration in occupied territories. |
| Allied victories in Europe and Japan, 1944–45 | Normandy landings. Operation Market Garden. The Soviet offensive and the advance on Berlin. Iwo Jima; Hiroshima; Nagasaki and Japanese surrender. |

Part 10: The Cold War 1945–89

A study of relationships between East and West, examining reasons for tension and attempts to resolve areas of conflict, focusing on themes of ideas, confrontation and power.

| Key issues | Description of content |
|---|---|
| Reasons for the emergence of the Cold War, up to 1955 | NATO and the Warsaw Pact: political beliefs, military rivalry and mutual suspicion; effects of the development of nuclear weapons on relationships. Korean War. |
| Flashpoints — Hungary, Berlin, and Cuba | Areas of superpower rivalry 1950s–70: Hungarian revolution, 1956: reasons for revolution; Soviet response; wider significance. Berlin: reasons for importance, building of the Berlin Wall, impact on international relations. Cuba: Castro's victory in Cuba. Reasons for development of Cuban Crisis: The Monroe Doctrine and US Foreign Policy, domestic pressures on Kennedy, domestic pressures on Khrushchev. Events of the crisis, impact on international relations. |
| The Vietnam War | Vietnam: reasons for United States involvement and for failure to defeat the Vietcong; changing views on the war in the United States; impact on international relations. |
| Changing relations between the superpowers, 1968–89 | Attempts at détente: reasons for changing attitudes between the USA and the USSR – the danger of Mutually Assured Destruction; economic cost of arms race; American desire to get out of Vietnam. SALT and other agreements, Glasnost and Perestroika. |

Component 2: assignment

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

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 (www.scqf.org.uk).

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.

These skills should be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

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 they have acquired during the course, assessed by a question paper and an assignment
- ◆ demonstrate breadth of skills, knowledge and understanding and apply skills from across the course, in the question paper
- ◆ demonstrate challenge and application related to an appropriate historical event or theme, in the assignment

Over the course there is broad parity between the assessment of skills and the assessment of knowledge and understanding.

Course assessment structure: question paper

Question paper

80 marks

The question paper gives candidates an opportunity to demonstrate application of the following skills and breadth of knowledge and understanding from across the course:

- ◆ developing and applying knowledge and understanding and skills across contexts from Scottish, British, and European and World history
- ◆ evaluating the origin, purpose, content and context of a wide range of historical sources
- ◆ explaining the impact of historical developments and analysing the factors contributing to historical developments; drawing a reasoned conclusion
- ◆ demonstrating a detailed factual knowledge and understanding of historical themes and events in Scottish, British, and European and World contexts

The question paper has three sections:

- ◆ Section 1: Historical Study: Scottish
- ◆ Section 2: Historical Study: British
- ◆ Section 3: Historical Study: European and World

Each section comprises restricted-response/extended-response questions requiring candidates to draw on the knowledge and understanding and apply the skills they have acquired during the course.

Candidates can be asked to describe an event or development, explain an event or development, analyse a historical issue, place a source in its historical context, compare two sources and evaluate the usefulness of a source.

The question paper component has 80 marks out of a total of 100 marks for course assessment. The question paper is therefore worth 80% of the overall marks for the course assessment.

Setting, conducting and marking the question paper

The question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates complete this in 2 hours and 20 minutes.

Specimen question papers for National 5 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

20 marks

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

- ◆ 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

The assignment component has 20 marks out of a total of 100 marks for course assessment. The assignment is therefore worth 20% of the overall marks for the course assessment.

Setting, conducting and marking the assignment

This assignment is set by centres within SQA guidelines. SQA provides a brief for the generation of evidence to be assessed. Candidates have an open choice of historical question or issue to be researched. 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

Time

In the research stage, candidates choose a question which allows them to analyse and evaluate a historical issue. They research the issue, and organise their findings to address it, using the History Resource Sheet to collate their evidence and references. The research stage has been designed to be capable of completion over a notional period of 8 hours.

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

The production of evidence must be completed within 1 hour and in one sitting. Candidates should undertake 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, assessors should put in place processes for monitoring progress and ensuring 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
- ◆ assessor 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 assessor (or other responsible person) during the period of the assessment
- ◆ candidates must not communicate with each other
- ◆ candidates should have access only to the History Resource Sheet

Resources

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

During the final production of evidence stage, candidates should have access only to the History Resource Sheet. 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. The Resource Sheet is not assessed. However, it must be included with the assignment from the candidate.

Reasonable assistance

Assessors should provide reasonable guidance on the types of question which enable candidates to meet all the requirements of the assignment. They may also give guidance to candidates on the likely availability and accessibility of resources for their chosen question.

Candidates should work on their research with minimum support from the assessor.

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Candidates must undertake 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 a candidate requires more than what is deemed to be

'reasonable assistance', they may not be ready for assessment or it may be that they 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, eg advice on how to develop a project 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 assessors 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 question/topic/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 question, topic 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 candidate evidence is required for this assessment:

- ◆ History Resource Sheet: this must be a single-side of A4 paper of no more than 200 words
- ◆ candidate assignment evidence produced under a high degree of supervision

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

Volume

There is no word count for the assignment; however the Resource Sheet must have no more than 200 words on it.

Grading

A candidate's overall grade is 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 will provide useful information and background.

- ◆ [National 5 History subject page](#)
- ◆ [Assessment Arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Framework and SCQF level descriptors](#)
- ◆ [SCQF Handbook](#)
- ◆ [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](#)

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. They should be read in conjunction with this course specification and the specimen question paper and/or coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the course. Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment. Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their candidates, offering both breadth and depth.

Approaches to learning, teaching and assessment

The National 5 History course is a study of historical events/themes across Scottish, British, and European and World 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 learning and teaching from the outset 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 help them if they need it

Teachers and lecturers should:

- ◆ encourage and support independent learning
- ◆ help candidates understand the requirements of the course by sharing learning/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 help raise attainment by:

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

Preparing for course assessment

Question paper

There are six types of question in the question paper. Each assesses a particular skill:

- ◆ Describe . . .
- ◆ Explain the reasons why . . .
- ◆ To what extent. . . or How important. . . or How successful . . .
- ◆ Evaluate the usefulness of source X as evidence of . . .
- ◆ Compare the views of sources X and Y . . .
- ◆ How fully does source X describe . . .
- ◆ How fully does source X explain the reasons why . . .

Candidates' responses to 'describe' questions should make relevant, factual, key points of knowledge. Points which are developed further can be awarded a second mark.

For 'explain' questions, candidates' responses should provide reasons and not just facts. Candidates should use their knowledge to answer the question that is asked, with each point demonstrating a clear link to the question.

For 'short essay' questions, candidates' responses should provide relevant, factual, key points of knowledge to support factors. These points should make a direct link to the question. To be fully credited candidates' responses should provide an introduction, a structured response containing at least two factors to provide balance, a judgement or overall conclusion, and a reason in support of their conclusion.

For 'evaluation' questions, candidates' responses should provide an evaluative comment for each aspect of the source (author, type of source, purpose, timing, content of the source, and points of significant omission). Candidates should provide reasons in support of their evaluative comments.

For 'comparison' questions, candidates' responses should compare the content of the sources directly on a point-by-point basis. Candidates are awarded for making an overall comparison as well as simple and developed comparisons.

For 'contextualisation' questions, candidates should make a clear judgement about the extent to which a source provides a full description of an event or development, or should make a clear judgement about the extent to which a source explains the reasons for an event or development. Candidates should provide a clear overall judgement, relevant points from the source, and recall in support of their judgement.

Assignment

The purpose of the National 5 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 question. They 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 20 marks available are divided across eight stages (introducing, referencing, knowledge, analysing, evaluating, organising, concluding, and supporting a conclusion).

The following provides advice on the skill of 'evaluation' in the National 5 assignment:

- ◆ In evaluating the overall impact of factors, candidates should ensure that they make extended comments. A valid evaluation comment might include:
 - an overall opinion and/or comments that extends previous explanation of the factor being addressed. This statement should make a relative judgement on the importance of the factor being discussed compared to the other factors chosen by the candidate
 - evidence and/or further explanation to support the overall opinion and/or comments being made
- ◆ In an assignment with the question: 'To what extent was propaganda the most important reason for Scots volunteering to fight on the Western Front in 1914?', an example of an evaluation comment on the propaganda factor might be: 'Overall, propaganda was more important in causing Scots to volunteer in 1914 than either patriotism or the pals battalions. This is because the pressure to volunteer caused by propaganda included not just posters, but almost every aspect of daily life from jobs to leisure.'
- ◆ In an assignment with the question: 'How successful were the Liberal Reforms, 1906–1914, in helping those at risk from poverty?', an example of an evaluation comment on the reforms for the young factor might be: 'In evaluation, it's clear that the Liberal reforms for the young were not as successful as for the old and the sick. Evidence that supports this is the fact that the reforms for the young were slow to be put into action, meaning their impact was often limited before 1914'

The assignment requires candidates to select an appropriate question/issue and write an extended response under controlled conditions within 1 hour and in one sitting.

Example titles for the assignment (for guidance only):

- ◆ To what extent was good planning the main reason for the Scottish victory at the Battle of Stirling Bridge?
- ◆ How successful were the Labour reforms at creating an effective welfare state?
- ◆ How important was greed as a motive for people taking part in the First Crusade?

These titles draw on knowledge and understanding from the three areas of Historical Study covered in the course: Scottish, British; and European and World, respectively.

Detailed marking instructions for the assignment are given in the assignment assessment task.

Candidates choosing titles in line with the example titles above, which either require an evaluation of the reasons for a development, or an assessment of the impact of a development, will be able to access the full range of marks in accordance with the knowledge and skills demonstrated.

Centres and candidates are reminded that a well-chosen title will assist candidates in demonstrating their skills, particularly the higher order skills of analysis and evaluation.

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

Course planners 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.

Further advice on how skills for learning, skills for life and skills for work may be developed is included below.

1 Literacy

History lends itself to the development of literacy skills, particularly reading and writing. Candidates should be encouraged to read as widely as possible and produce extended writing where appropriate to help them progress to the Higher History course, further study, employment or training.

1.1 Reading

1.2 Writing

For example, they may read a variety of texts about a topic or issue they are studying, including a range of newspapers in print or electronic form. They may study these alongside academic research or government reports at an appropriate level. This means that they are able to consider many different types of text and consider their benefits and limitations in terms of providing information to help them complete their assignment. This course also allows for considerable scope for the development of writing skills. For example, they may describe and summarise the research they have carried out, assess and evaluate the value of different sources, and express opinions and viewpoints, as well as personally reflect on what has been learned.

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 European and World time period, candidates develop a wider and deeper perspective on significant international historical events and themes.

In this course candidates encounter and use a wide range of sources of information. Candidates should be encouraged to interpret and evaluate historical source material. They

should be encouraged to record and display information from different sources, eg books, notes, lessons and the internet, in various different ways, eg source evaluation exercises; creating presentations; movies; role plays; debates; class discussion; extended writing; interviewing members of the public; investigation tasks; the creation of timelines; individual work; and group work — all of which help develop candidates' thinking skills.

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Thinking skills are developed across all time periods. Through the nature of historical study, candidates develop and apply their understanding of key issues and key events. Candidates could work with a variety of information sources of varying complexity to help develop their ability to understand, analyse, evaluate and apply this knowledge.

Appendix 2: guidance on creating assessments for National 5

Introduction

The following guidance is based on checklists used by SQA National 5 examiners. It provides guidance to teachers and lecturers on the creation of assessment items which align with national standards.

Guidance

Question paper (80 marks)

Structure

- ◆ The question paper samples all four key issues, in each part, from each of the three sections of the course.
- ◆ The six types of question used are:
 - 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 three sections match the details below (these sections rotate each year randomly).

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**?').

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**?').

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**?').
-
- ◆ The question types above can be asked in any order.
 - ◆ Questions are written to ensure information from source-based questions cannot be used to answer knowledge questions.
 - ◆ Questions are written to ensure that those based on the same issue (25-mark section and 29-mark section), are asked on a different area from the relevant **description of content** in the course specification.
 - ◆ Source-based questions are based on published sources. If required, sources are adapted to ensure language and content are appropriate for National 5 level.

Questions and marking instructions

The knowledge (Describe) question and marking instructions

- ◆ The stem 'Describe...' is used.
- ◆ The marking instructions include possible points of recall. These should be facts and/or points of knowledge.
- ◆ If this question is asked on Section 1: Scottish contexts, the marking instructions should provide specific Scottish historical knowledge as points of recall.

The knowledge (Explain) question and marking instructions

- ◆ The stem 'Explain the reasons why...' is used.
- ◆ The marking instructions include possible points of recall. These should be reasons and/or explanations.
- ◆ If this question is asked on Section 1: Scottish contexts, the marking instructions should provide specific Scottish historical knowledge as points of recall.

The knowledge (short essay) question and marking instructions

- ◆ The questions match the relevant key issues or areas in the relevant **description of content** in the course specification.
- ◆ For evaluation-type questions ('To what extent...?' or 'How important...?') the isolated factor matches an area in the relevant **description of content** in the course specification.
- ◆ The stems 'To what extent...?', 'How important...?', or 'How successful...?' are used.
- ◆ The marking instructions include possible factors and key points of knowledge.
- ◆ If this question is asked on Section 1: Scottish contexts, the marking instructions should provide specific Scottish historical knowledge as key points of knowledge.

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

- ◆ If this question is in the 25-mark section and based on the same key issue as a knowledge (either the Describe or Explain) question, it samples a different area from the **description of content** in the course specification.
- ◆ The stem ‘Evaluate the usefulness of Source X as evidence of ...’ is used.
- ◆ If this question is in the 26-mark section, the type of primary source is accessible and appropriate for National 5 level — please refer to the National 5 History specimen question paper and past papers from 2018 and 2019.
- ◆ The source rubric is written in the appropriate format for the type of source — please refer to the National 5 History specimen question paper and past papers from 2018 and 2019.
- ◆ The source is between 75 and 85 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 of source, Purpose, Timing and Content).
- ◆ The marking instructions include points of significant omission. If this question is asked on Section 1: Scottish contexts, specific Scottish historical knowledge should be provided as points of significant omission.

The source comparison (Compare...) question and marking instructions

- ◆ The stem ‘Compare the views of Sources X and Y...’ is used.
- ◆ The source rubric reflects the wording of the question — please refer to the National 5 History specimen question paper and past papers from 2018 and 2019.
- ◆ The sources are between 65 and 75 words.
- ◆ The sources show views on the issue identified in the question, based on an area in the **description of content** in the course specification.
- ◆ The sources contain 3 clear points of direct content comparison.
- ◆ Each source contains at least one distracter.
- ◆ The marking instructions include 3 points of direct content comparison and an overall comparison of views.

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

- ◆ The stem 'How fully does Source X **describe**?' Or 'How fully does Source X **explain**?' is used.
- ◆ The source rubric reflects the wording of the question — please refer to the National 5 History specimen question paper and past papers from 2018 and 2019.
- ◆ The source is between 80 and 90 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 (2020–21), or points identified from the source and possible comments demonstrating interpretation of the source points (from 2021–22).
- ◆ The marking instructions include possible points of significant omission. For a 'How fully does Source X explain the reasons why...' question, points of significant omission are reasons and/or explanations. For a 'How fully does Source X describe...' question, points of significant omission are facts and/or points of knowledge.
- ◆ If this question is asked on Section 1: Scottish contexts, specific Scottish historical knowledge should be provided as points of significant omission.

Administrative information

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History of changes to course specification

| Version | Description of change | Date |
|---------|--|----------------|
| 2.0 | Course support notes added as appendix. | August 2017 |
| 2.1 | Part 4: Changing Britain, 1760–1914 table. Minor change to wording of the description of content for Transport — canals and railways. Part 3: USA 1850–80 table — Battle of Wounded Knee removed as an example of conflict between settlers and Native Americans. Part 9: World War II, 1939–45 table, War with Japan, 1941–45 — to ensure clarity, the reference to ‘Japanese prisoners of war’ in the description of content has been amended to ‘prisoners of war of the Japanese’. | September 2017 |
| 3.0 | Penalty for non-submission of resource sheet added to ‘Evidence to be gathered’ section. ‘Reasonable assistance’ section updated. | July 2019 |
| 4.0 | In the course support notes, in the ‘Approaches to learning, teaching and assessment’ section, codes such as (KU1) have been removed. Examples showing possible titles for the assignment have been updated and evaluation comments added to the ‘Assignment’ section. | September 2019 |
| 4.1 | Guidance for creating assessments added as appendix. | January 2021 |
| 4.2 | Assessment grids for different question types removed from course support notes to remove limits on the skills, knowledge and understanding that can be credited in candidate assignments. | August 2021 |

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