

# Route map through learning, teaching and assessment

**Course: History**

**Level: Higher**

This route map is intended to assist staff in planning and delivering the overall vision for Curriculum for Excellence. It has been developed to signpost the relevant support materials available to assist staff in the planning of learning, teaching and assessment of Higher History.

The vision for the new qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

Education Scotland has published support materials to help staff develop programmes of learning drawn from three sources:- course materials commissioned by Education Scotland, other support materials produced by staff seconded to Education Scotland and course materials provided by staff through their education authorities. Further materials will be added as they become available.

These support materials are not intended to constrain staff, hence are neither prescriptive nor exhaustive. They provide suggestions on approaches to learning and teaching that will promote development of the necessary knowledge, understanding and skills for Higher History. Staff are encouraged to draw on these materials, and existing materials, to develop their own programmes of learning which are appropriate to the needs of learners within their own context.

The link to Education Scotland's support materials can be found below together with a number of other subject-specific links staff may find helpful as they **develop programmes of learning** for Higher History. These links are followed by a sequential list of the key guidelines, advice and support for the Higher History **qualification**. This information is intended to support staff in deciding the most appropriate ways to generate evidence and assess learners.

## Useful links for learning and teaching Higher History

**Education Scotland NQ Course Materials on Glow** (login and password required)

A wide range of learning and teaching resources to help staff develop programmes of learning.

[http://www.educationscotland.gov.uk/nqcoursematerials/subjects/h/nqresource\\_tcm4827860.asp](http://www.educationscotland.gov.uk/nqcoursematerials/subjects/h/nqresource_tcm4827860.asp) (copy and paste this link into your browser).

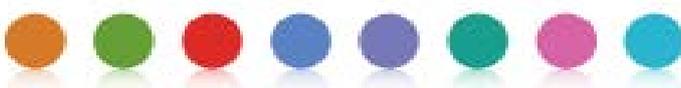
**SQA course and unit support notes providing advice and guidance on learning and teaching**

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_Higher\\_SocialStudies\\_History.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_SocialStudies_History.pdf)

**National Assessment Resource on Glow** (login and password required)

Materials that inform planning for learning, teaching, moderation and assessment

<https://www.narscotland.org.uk/>



## Higher History Course Content

The main SQA History page can be found at <http://www.sqa.org.uk/sqa/3302.html>. Pages specifically relating to Higher are at <http://www.sqa.org.uk/sqa/47923.html>. Staff should regularly check the updates and announcements section of this page.

There are three units in Higher History:

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

### Historical Study: Scottish

Specific information on the relevant mandatory content can be found from page 22 of the course and unit support notes: [http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_Higher\\_SocialStudies\\_History.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_SocialStudies_History.pdf).

The content options cover five areas in this unit:

- The Wars of Independence, 1249–1328
- The Age of the Reformation, 1542–1603
- The Treaty of Union, 1689–1740
- Migration and Empire, 1830–1939
- Part Five: The Impact of the Great War, 1914–28

### Historical Study: British

Specific information on the relevant mandatory content can be found from page 43 of the course and unit support notes.

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_Higher\\_SocialStudies\\_History.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_SocialStudies_History.pdf)

The content options cover five areas in this unit:

- Church, State and Feudal Society, 1066–1406
- The Century of Revolutions 1603–1702
- The Atlantic Slave Trade, Britain 1851–1951
- Britain and Ireland 1900–1985

### Historical Study: European and World

Specific information on the relevant mandatory content can be found from page 56 of the course and unit support notes:

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_Higher\\_SocialStudies\\_History.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_SocialStudies_History.pdf)

The content options cover nine areas in this unit:

- The Crusades, 1071–1204
- The American Revolution, 1763–1987
- The French Revolution, to 1799
- Germany, 1815–1939, Italy, 1815–1939
- Russia, 1881–1921
- USA, 1918–1968
- Appeasement and the Road to War, 1919–1939
- The Cold War, 1945–1989

A course comparison of National 5 and Higher is also available.

[http://www.sqa.org.uk/files\\_ccc/H\\_History\\_Course\\_comparison.pdf](http://www.sqa.org.uk/files_ccc/H_History_Course_comparison.pdf)

## Unit Assessment in Higher History

Units are mandatory when taken as part of the full Higher History course but they can be standalone. Unit support notes follow on from the course support notes:

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_Higher\\_SocialStudies\\_History.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_SocialStudies_History.pdf)

All units are available as free-standing units of study. In order to gain full course award, however, learners will be expected to overcome all relevant outcome and assessment standards from each unit, in addition to the final question paper and assignment.

Each unit specification gives details of the relevant outcome and assessment standards. There are two outcomes per unit, one based on skills and one based on knowledge and understanding. The relevant outcome and assessment standards for Higher History can be found at:

Historical Study: Scottish

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_H\\_History\\_HistoricalStudyScottish.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_H_History_HistoricalStudyScottish.pdf)

Historical Study: British

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_H\\_History\\_HistoricalStudyBritish.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_H_History_HistoricalStudyBritish.pdf)

Historical Study: European and World

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_H\\_History\\_HistoricalStudyEuropeanandWorld.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_H_History_HistoricalStudyEuropeanandWorld.pdf)

Learners must meet all of the relevant outcomes and assessment standards. Evidence should be generated naturally through the learning and teaching approaches employed by staff. Assessment evidence can be drawn from a variety of activities and presented in a variety of formats. All of the evidence does not have to be generated from one activity but can be taken from several tasks and assessments carried out in the duration of the course. Learners should have access to resources to complete relevant assessment tasks and no time restrictions should be imposed. Staff should use their professional judgment when considering assessment evidence to ensure that minimum competency is met. Quality assurance procedures should be integral to this process.

Three different ways of gathering evidence have been suggested by the SQA. The most traditional approach is on a unit-by-unit basis. Another option is that of the combined approach, which links knowledge, understanding and skills from two units. Staff may also choose to move toward the portfolio approach as their confidence grows. Here, evidence is gathered from classroom tasks. Unit assessment support is recorded on the SQA secure website.

## Course assessment

Higher History requires learners to sit a final question paper and to complete an assignment, which assesses the added value of the course.

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseAssessSpec\\_Higher\\_SocialStudies\\_History.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseAssessSpec_Higher_SocialStudies_History.pdf)

The question paper is marked out of 60, will be graded from A–D, and is a timed examination of 2 hours and 20 minutes, which is externally marked by SQA. The question paper will have a greater emphasis on knowledge and understanding; other marks will be awarded for the demonstration of skills. A specimen question paper is available at: [http://www.sqa.org.uk/files\\_ccc/HistorySQPH.pdf](http://www.sqa.org.uk/files_ccc/HistorySQPH.pdf).

The assignment requires learners to complete a final 'write up' after they have researched a historical issue of their choosing. Learners will have free choice in selecting a topic of study, from which they will research further information independently. The write-up will assess this process and will be marked externally by SQA. The assignment is worth 30 marks in total, or one third of the learner's final grade:

[http://www.sqa.org.uk/files\\_ccc/GAInfoHigherHistory.pdf](http://www.sqa.org.uk/files_ccc/GAInfoHigherHistory.pdf).

### **Verification**

The verification process is designed to be supportive and not onerous.

Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools and carried out by SQA.

Information on quality assurance is available at: <http://www.sqa.org.uk/sqa/58448.html>.

### **Prior verification**

[http://www.sqa.org.uk/files\\_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf](http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf)

Staff who devise their own assessments can send them to SQA for prior verification, free of charge. This is only necessary where significant changes have been made to the unit assessment provided. It gives departments confidence that their proposed assessment is fit for purpose and meets national standards.

### **Internal verification**

[http://www.sqa.org.uk/sqa/files\\_ccc/InternalVerificationGuideforSQAcentres.pdf](http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf)

As a matter of course staff should be quality assuring their assessments by carrying out activities that they have used previously. For example, a sample of learners' work should be marked by more than one staff member in a department, and in single-person departments an arrangement should be made with another presenting centre to cross mark.

### **External verification**

[www.sqa.org.uk/sqa/66846.html](http://www.sqa.org.uk/sqa/66846.html)

Schools must retain the evidence until 31 July in each academic year.

[http://www.sqa.org.uk/sqa/files\\_ccc/SQA\\_Evidence\\_retention\\_requirements\\_A3\\_table.pdf](http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf)

Key messages from verification will be put up on the SQA website.



### Results services

[http://www.sqa.org.uk/sqa/files\\_ccc/FA6669\\_SQA\\_Results\\_Services\\_A5\\_8pp\\_brochure\\_web.pdf](http://www.sqa.org.uk/sqa/files_ccc/FA6669_SQA_Results_Services_A5_8pp_brochure_web.pdf)

<http://www.sqa.org.uk/sqa/65427.html>

SQA offer two services to replace the appeals process:

- Exceptional Circumstances Consideration Service (details to be provided to SQA within ten days of the learner sitting the external assessment)
- Post-results Service – this consists of a clerical check and/or a marking review if the centre has concerns about the results of an individual or group.