Advanced Higher Course Specification

Advanced Higher History

Course code:	C837 77
Course assessment code:	X837 77
SCQF:	level 7 (32 SCQF credit points)
Valid from:	session 2024–25

This document 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 required to deliver the course.

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Contents

Course overview

This course consists of 32 SCQF credit points, which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	90	3 hours
Component 2: project–dissertation	50	see 'Course assessment' section

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the Higher History course or equivalent qualifications and/or experience prior to starting this course.	♦ degree courses in social subjects and social sciences or related areas ♦ further study, employment and/or training

Conditions of award

The grade awarded is based on the total marks achieved across both course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide 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 this 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.

Candidates have opportunities to develop important attitudes including 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 focus on the detailed study of a specific theme allows candidates to explore sophisticated issues and concepts, to engage with a wide range of source material, and to review a wide range of interpretations of history.

The course emphasises the development and application of skills. The focus on evaluating sources develops candidates' thinking skills. They develop skills in literacy through using and synthesising information in different ways.

Purpose and aims

Candidates acquire depth in their knowledge and understanding of historical themes, and further develop the skills of analysing complex historical issues, evaluating sources, and drawing conclusions. The depth of study enables candidates to engage in historical debate and thereby develop a deeper appreciation of the forces which have shaped historical developments.

Candidates develop:

- a conceptual understanding of the past and an ability to think independently
- a critical analysis of existing historical research, including identifying important lines of argument and evaluating schools of thought on particular historical issues
- analytical skills through the use of historical sources relating to authorship and purpose, perspective and historical and historiographical context
- an understanding of the relationship between factors that contribute to complex historical events
- an understanding of the impact of contributing factors, and their relationship with one another, on historical events
- synthesis through the use of primary sources and perspectives from historical research to analyse complex historical issues and sustain coherent lines of argument

- skills to adopt a relevant and structured approach to researching a historical issue, drawing conclusions in a clear and well-reasoned way, while reflecting the complexity of the issue and the limitations of the available evidence

Who is this course for?

The course is suitable for a range of candidates 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 course covers:

Historical study
Candidates undertake a detailed study of a single historical period. Through this study they develop their ability to evaluate a wide range of historical sources which have some complex features, taking into account their provenance, content and historical and historiographical contexts. Candidates engage with the views of a range of historians, analyse issues to sustain a coherent line of argument, and draw well-reasoned conclusions supported by detailed evidence.

Candidates select one field of study from a choice of specified fields, allowing for personalisation and choice.

Researching historical issues
Candidates develop skills of:

- justifying appropriate research issues
- planning a complex programme of research
- researching, collating and recording information
- explaining approaches to organising
- presenting and referencing findings
- using an appropriate referencing convention

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 from a chosen historical field of study
- evaluating a wide range of historical sources which have some complex features, taking into account their provenance, content and historical and historiographical contexts
- engaging with the views of a range of historians
- sustaining a coherent line of argument
- drawing well-reasoned conclusions supported by detailed evidence
- identifying appropriate research issues, supported by an abstract
- planning and managing a complex programme of research
- sourcing, collecting and recording appropriate and reliable information from primary and secondary sources
- analysing, evaluating and synthesising evidence
- understanding how to organise, present and reference findings using appropriate conventions

Skills, knowledge and understanding for the course assessment

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

Question paper

The question paper has 10 optional sections; each section has two parts:

- Part A: Historical issues — a range of essay questions which are drawn from any of the key issues shown in the table below.
- Part B: Historical sources — source–based questions drawn from only the key issues which are shown in italics in the table below.

The following table provides examples of possible topics that could be covered within each key issue for each field of study:

<table>
<tr><th colspan="2">Field of study 1 — Northern Britain from the Iron Age to 1034</th></tr>
<tr><td colspan="2">The study of the nature of Iron Age tribal societies north of Hadrian’s Wall, and the relationship between these societies, their changing beliefs and the effects invaders had on them
Themes: culture, power, invasion and belief

Summary
♦ nature of Iron Age society, including: power, beliefs and daily life
♦ Roman invasions and their effects on the native peoples, including: the main phase of invasion and occupation; the military system of forts, camps and walls; tribal responses to Roman occupation and withdrawal
♦ changing beliefs, including: different stages of conversion and the spread of Christianity; the establishment of Colombian monasticism; Norse paganism and the conversion of the Vikings in Scotland; the formation of a Christian society
♦ development of post-Roman societies, including: the Kingdom of the Picts and its relationship with Britons, Angles and the Scots of Dalriada; the impact of the Vikings on the Northern and Western Isles
♦ establishment of the Kingdom of Alba and the emergence of the Scottish nation, including: the nature of the kingdom by 1034</td></tr>
<tr><th>Key issues</th><th>Description of content</th></tr>
<tr><td>Iron Age and Celtic society</td><td>♦ evidence: archaeological and literary
♦ nature of society: rural, hierarchical, tribal, familiar
♦ importance of power and prestige
♦ belief systems: votive offerings, numinous places, Cult of the Head, sacrifices
♦ way of life: clothing, tools, crafts, weapons, diet, farming</td></tr>
<tr><td>Roman military invasions</td><td>♦ Flavian period
♦ pre-Agricolan contacts</td></tr>
</table>

	♦ *Gask frontier* ♦ *Agricola's five campaigns in North Britain* ♦ *Tacitus' 'The Agricola'* ♦ *Battle of Mons Graupius* ♦ *Flavian frontier* ♦ *Hadrian's Wall: purposes and effectiveness* ♦ *Antonine advance into North Britain* ♦ *Antonine Wall: purposes and effectiveness* ♦ *comparison of Hadrian's Wall and Antonine Wall* ♦ *Severan invasion: campaigns of Severus and Caracalla* ♦ *comparative study of the invasions*
Roman occupation and its impact	♦ frontier and garrison life ♦ nature of Rome's presence in the North ♦ impact of Rome, extent of Romanisation ♦ changes in the Roman period ♦ number and distribution of tribes in Flavian times ♦ emergence of Caledonii and Maeatae ♦ Severan methods of control
Changing beliefs	♦ arrival of Christianity ♦ Christian conversion of post-Roman societies ♦ obstacles to conversion: cultural, social, political, religious, geographical ♦ place and importance of the church in the lives of ordinary people ♦ the monastic ideal and the role of the regular clergy ♦ saints, relics and pilgrimage ♦ effects of conversion: literacy, numeracy, social, political, cultural
Pictish society	♦ *origins of the Picts* ♦ *nature of Pictish society* ♦ *disappearance of the Picts* ♦ *Pictish symbol stones*
Kingdoms of the Britons and the Angles	♦ origins of the Britons and the Angles ♦ the Britons of Strathclyde ♦ the Angles of the Lothians ♦ nature of the kingdoms of the Britons and the Angles: the role of military power and religion
Kingdom of the Scots	♦ *origins of the Scots* ♦ *emergence and growth of the Kingdom of the Scots* ♦ *Dál Riata (Dalriada): military, religious and cultural influences*

Viking invasions and impact	♦ *attraction of the Vikings to the North and West* ♦ *pattern of raiding, trading and settlement* ♦ *impact of the Vikings* ♦ *Viking integration* ♦ *Earldom of Orkney* ♦ *conversion of the Vikings to Christianity*
Formation of the Kingdom of Alba	♦ *role of the Scots* ♦ *role of Kenneth MacAlpin and his dynasty* ♦ *cultural communalities* ♦ *role of the church* ♦ *role of Viking pressure on Scots and Picts*
Kingdom of Alba, to 1034	♦ nature of the kingdom ♦ reasons for and extent of the expansion of Alba ♦ unity and diversity of language, culture, geography, belief, identity and governance

Field of study 2 — Scotland: independence and kingship, 1249–1334

The study of the changing nature of the Scottish kingdom; threats to the independence of the nation; responses to those threats; and consequences for the Scottish nation
Themes: authority, conflict and identity

Summary

- background to the conflict, including: the nature and extent of royal authority under Alexander III; relationships between Scotland and England; the origins of the succession crisis
- Edward I and Scotland, including: the Guardianship; the Great Cause; the reign of King John; the war of 1296 and the submission of King John and the political community
- Edward I and Scottish resistance, including: Edward's government in Scotland; the rise of Scottish resistance and the emergence of William Wallace; Wallace's guardianship; continued resistance after 1298; English invasions and the submission of John Comyn in 1304
- King Robert, Civil War and the war against England, including: Bruce's seizure of power; support for and opposition to Bruce; Bruce's military campaigns and tactics; Bruce's search for peace
- King Robert in power, including: the restoration of royal authority; justification and defence of Robert's kingship; securing the dynasty; immediate challenges to the 1328 settlement

Key issues	Description of content
The kingdom under Alexander III, 1249–86	♦ *inauguration and minority of Alexander III* ♦ *nature and extent of royal authority* ♦ *political community: clergy, earls and barons* ♦ *relations with England: Edward I, cross-border landholding and loyalties* ♦ *succession crisis and the tailzie of 1284*
The Guardianship and the Great Cause, 1286–92	♦ *role of the Guardians* ♦ *Treaties of Salisbury and Birgham–Northampton* ♦ *divisions in the political community following the Maid's death* ♦ *the Process of Norham and the Great Cause* ♦ *Edward I's role and the award of the kingship to John Balliol*
Reign of King John, 1292–96	♦ *restoration of royal government* ♦ *King John's relationship with Edward I* ♦ *importance of the legal appeals* ♦ *The Council of Twelve and King John's renunciation of homage* ♦ *causes of the war of 1296*
Edward I's occupation of Scotland, 1296–97	♦ Scottish military collapse, 1296 ♦ removal of King John and the symbols of nationhood ♦ administration of Warenne and Cressingham ♦ origins of Scottish resistance to the English occupation, 1297

Contribution of William Wallace, 1297–1305	♦ *emergence of William Wallace as leader of the resistance movement* ♦ *Wallace's military contributions* ♦ *Wallace's political and diplomatic contributions* ♦ *Wallace's trial and execution*
Scottish resistance and English invasions, 1298–1305	♦ continued Scottish resistance after the Battle of Falkirk ♦ Scottish diplomacy: France and the Papacy ♦ defection of Robert Bruce, 1302 ♦ reasons for the submission of John Comyn, 1304 ♦ ordinance for the Government of Scotland, 1305
Usurpation and Civil War, 1306–09	♦ *Bruce's seizure of power, 1306* ♦ *nature of opposition to Bruce, 1306–09* ♦ *nature of support for Bruce, 1306–09* ♦ *the church as a supporter of Bruce* ♦ *Bruce's victory in the Civil War by 1309*
King Robert and the war against England, 1310–23	♦ Robert's military strategies, 1310–14 ♦ Edward II's campaign in Scotland, 1314 ♦ military and political significance of the Battle of Bannockburn ♦ Bruce's military tactics after Bannockburn, 1314–22 ♦ the making of truces
King Robert and the governance of Scotland, 1309–20	♦ *restoration of royal authority* ♦ *statute of disinheritance, Cambuskenneth, 1314* ♦ *justification of Bruce's kingship: Declarations of 1309 and 1320* ♦ *securing the dynasty: the tailzies of 1315 and 1318* ♦ *Soules conspiracy, 1320*
Succession and peace, 1324–34	♦ birth of David Bruce, 1324 ♦ renewal of war against England, 1327 ♦ Treaty of Edinburgh–Northampton, 1328 ♦ challenges to the succession and peace, 1332–34

Field of study 3 — Scotland: from the Treaty of Union to the Enlightenment, 1707–1815

A study of political integration and economic growth in Scotland in the 18th century; of tensions in Scottish society; and of the diverse cultural achievements of the period
Themes: conflict, culture and improvement

Summary

- assimilation of the Highlands including: the origins of Jacobitism and the 1715 rebellion; the distinctive features of the Gaeltacht; the course of the 1745–46 Jacobite rising; changes in Highland society after the '45
- growing wealth, including: trade after the Union; the tobacco lords; agricultural improvement; industrialisation and urban development; changing standards of living
- political stability, including: the government of Scotland after the Union; the nature and importance of the Kirk and other churches; the 'Dundas despotism'; unrest during the period of the French Revolution
- cultural achievements of the Enlightenment, including: education and attitudes towards improvement; history, philosophy, social commentary; contacts with England and Europe; architecture, painting, literature; poetry and the languages of Scotland

Key issues	Description of content
The Treaty of Union, Glasgow and the tobacco trade	♦ short- and long-term importance of the Treaty of Union ♦ impact of the Treaty of Union on Glasgow and the development of the tobacco trade ♦ the tobacco lords
Jacobite rebellions, 1715–19	♦ *the role of James the Old Pretender* ♦ *causes and extent of support for the 1715 rebellion* ♦ *reasons for the failure of the 1715 rebellion* ♦ *nature and significance of the 1719 rebellion*
The Jacobite Rebellion, 1745–46	♦ *extent of support and personal role of Charles Edward Stuart* ♦ *victories and defeats* ♦ *reasons for failure*
The Highlands	♦ *Highland society, culture and economy pre-1745* ♦ *impact of legislation following the 1745–46 rebellion* ♦ *changes in estate management throughout the 18th century* ♦ *attitudes to Highlanders among Lowlanders and the English* ♦ *early clearance, 1760–1815* ♦ *agriculture and economy, 1760–1815* ♦ *standards of living, 1760–1815*
Industrialisation and urbanisation	♦ the increasing significance of major industries, including textiles, in the later 18th century ♦ role of technology and transport ♦ progress of urbanisation and industrialisation ♦ social issues in lowland Scotland caused by economic growth

Agricultural improvement in the lowlands	♦ *condition of agriculture in the 1700s* ♦ *the Improvers and resistance to their ideas* ♦ *regional variations* ♦ *degree of progress towards the end of the century* ♦ *the 'Statistical Account'*
The governance of Scotland	♦ *the importance of the French Revolution* ♦ *the Age of Islay* ♦ *the Dundas Despotism* ♦ *popular discontent and political radicalism*
The Kirk	♦ changing role of the Kirk in society during the 18th century ♦ moderates and evangelicals ♦ the Patronage Act ♦ secessions ♦ challenges to the Kirk's authority over Scottish life and culture
The Enlightenment	♦ causes of the Enlightenment ♦ diverse nature and impact of the Enlightenment: philosophy, history, economics and social commentary; language, literature and poetry; science; painting, architecture and town planning ♦ links with England and Europe
Education	♦ *causes and impact of educational reform* ♦ *literacy, schools, the Scottish Society for the Propagation of Christian Knowledge (SSPCK) and the academy movement* ♦ *university reform*

Field of study 4 — USA: 'a house divided', 1850–65

A study of antebellum American society and tensions within it; the causes and nature of the conflict; and the political, social and economic outcomes of that conflict
Themes: conflict, rights, identity and authority

Summary

- American society on the eve of war, including: political, economic and social questions arising out of the newly-acquired territories; centralised Federation in conflict with States' rights; tension between the Southern economy based on enslavement and Northern industrialism
- the coming of war, including: the civil rights questions; the failure of compromise; the outbreak of war
- the Civil War, including: military events and developments from Union and Confederate viewpoints; the role of foreign powers in the conflict; the experience of African Americans during the war
- the effects of war, including: the political consequences; social and economic conditions in the North and South

Key issues	Description of content
American society in 1850	♦ debate over the issue of 'sectionalism' ♦ economic similarities and differences between North and South ♦ social and cultural similarities and differences between North and South ♦ political and ideological similarities and differences between North and South ♦ role of enslavement in the differences between North and South
Enslavement in the antebellum period	♦ *nature, extent and influence of the institution of enslavement* ♦ *arguments in defence of and opposition to enslavement* ♦ *the abolitionist movement and its support in the North* ♦ *impact of the abolitionist movement on the South*
The problem of territorial expansion	♦ *study of the process in which territories become states* ♦ *controversy over the admission of California* ♦ *the Compromise of 1850 — its terms and consequences* ♦ *popular sovereignty and the fight over the Kansas–Nebraska Act of 1854 and its effects* ♦ *political impact of territorial expansion* ♦ *collapse of the Whig Party and emergence of the Republican Party* ♦ *the 'slave power conspiracy'* ♦ *1857 Supreme Court decision on Dred Scott* ♦ *increasing influence of the Southern wing of the Democratic Party* ♦ *significance of the 1858 mid-term Congressional elections and the Lincoln–Douglas debates*

The 1860 election, secession and the outbreak of war	♦ *election of 1860 and its significance* ♦ *reasons for the failure to achieve compromise in 1860–61* ♦ *Southern secession after the 1860 presidential election* ♦ *establishment of the Confederacy* ♦ *Lincoln's inauguration and handling of the secession crisis* ♦ *outbreak of hostilities* ♦ *causes of the war*
The military conflict	♦ the nature of the conflict and American society ♦ attitudes to manpower, the raising of armies and the issue of conscription ♦ the impact of technology ♦ Union and Confederate advantages and weaknesses at the start of the war ♦ the campaigns and the fighting ♦ strategy and tactics ♦ main theatres of war ♦ the importance of the western theatre ♦ the position of the Border States ♦ the military conflict as a first modern war ♦ the soldiers' experience of war ♦ what the soldiers fought for ♦ experience of combat and camp life
The war at home and abroad	♦ differing approaches and efforts to finance the war of the North and South ♦ impact of the war on the economies of both North and South ♦ social impact of the war — a shared experience of North and South ♦ role of women in the conflict ♦ opposition to conscription ♦ States' rights in the South ♦ international dimension
Leadership during the Civil War	♦ *political leadership* ♦ *Lincoln's presidency, his relations with politicians, generals and the public* ♦ *Davis' presidency, his relations with politicians, generals and the public* ♦ *opposition to the war, North and South, and the issue of States' rights in the South* ♦ *military leadership, Grant and Lee's military leadership during the Civil War*
The Emancipation Proclamation and its consequences	♦ *emergence of Lincoln's policy* ♦ *immediate and long-term consequences of the proclamations* ♦ *presidential justification for the proclamation*

	♦ *African American war effort and the Southern reaction* ♦ *international reaction* ♦ *position of African Americans by 1865*
The election of 1864	♦ significance of military events on the course of the election ♦ divisions within both the Republican and Democratic parties ♦ the platforms of the candidates ♦ debate over the issue of Reconstruction ♦ analysis of the nature of the 1864 election campaign ♦ significance of the 1864 voting patterns ♦ outcome of the election
Reasons for Northern victory and Southern defeat	♦ *economic: finance, industrial capacity, transport* ♦ *military: manpower, strategy, generalship* ♦ *political: leadership, States' rights, international diplomacy* ♦ *social: morale, home front*

Field of study 5 — Japan: the modernisation of a nation, 1840–1920

A study of the changing political identity of Japan; the forces bringing about changes; and the effects of those changes within and beyond Japan
Themes: ideology, identity, authority and culture

Summary

- Japan in the mid-19th century, including: the social structure; religions and political beliefs; economic conditions; the structure of government
- forces for change, including: economic troubles and the changing social structure; nationalism; the pressures of foreign powers
- revolution, including: the downfall of the shoguns, imperial restoration, changing government and political power; reforms, the end of feudalism, educational reform; military and naval reforms; economic changes and developments
- Japan as an emerging world power, including: changing relationships with foreign powers; war with China 1894–95; war with Russia 1904–05; Japan in World War I; the post-war settlement

Key issues	Description of content
Society and culture in the mid-19th century	♦ *nature of Japanese society in 1850* ♦ *population around 1850 and its unique features: the caste structure* ♦ *role of women in society* ♦ *hierarchy of beliefs: Bushido and the Samurai code of loyalty, moral code of Confucianism, Buddhism as faith, Shinto and the Divine Spirit* ♦ *influence and fear of Christianity*
Economy and government in the mid-19th century	♦ extent of Japan's isolation ♦ self-sufficient economy, degree of diversity of industry, economic culture ♦ levels of literacy ♦ structure of the government ♦ a centralised state ♦ evaluation of the respective roles played by the emperor, the Tokugawa Shogunate, the bakufu, the daimyo and their domains ♦ clans of Choshu, Satsuma, Hizen, and Tosa, and the role of the headman
Social, economic and political factors causing change	♦ *the main areas of internal discontent among the different ranks in society* ♦ *repercussions of rising bakufu debts* ♦ *blurring of caste structure* ♦ *revival of Shinto beliefs stressing unique quality and importance of Japan and Sakuma* ♦ *Shozan and the slogan 'Eastern ethics: Western science'* ♦ *the reasons for internal debates on importance of foreign trade*

	and keeping foreigners out of Japan ♦ *attempt at reform with Mizuno Tadakuni's Tempo Reforms, their limited success and subsequent failure*
Foreign influences and their internal impact	♦ *early influence of the Spanish, Dutch and British on Japan* ♦ *arrival of Perry and the Blackships* ♦ *demands of the Unequal Treaties and the response to them within Japan* ♦ *role played by foreign forces in the downfall of the Tokugawa Bakufu* ♦ *Sonno-Joi movement* ♦ *radicalism of men of Shishi* ♦ *role of Choshu–Satsuma Alliance*
Political reform and the changing position of the Emperor	♦ *downfall of the Shogun* ♦ *the Meiji emperor* ♦ *Charter Oath of April 1868* ♦ *role of the Iwakura Mission in shaping and developing Japanese government* ♦ *central government and the role of the emperor* ♦ *emergence of political parties* ♦ *developments in government: the constitution of 1889, subsequent changes*
Social reforms	♦ role of the Iwakura Mission in shaping social reforms ♦ abolition of the caste structure ♦ education ♦ legal system
Industrial, military and naval reforms	♦ *economic legacy left by the Tokugawa* ♦ *role of the Iwakura Mission and the use of foreign expertise in shaping economic and military reform* ♦ *industrial role of the Meiji government and the zaibatsu* ♦ *continuing importance of agriculture* ♦ *establishment of a national army and development of a navy* ♦ *introduction of conscription* ♦ *impact of industrial and military reforms on living and working conditions*
War with China, 1873–97	♦ War with China: causes and consequences ♦ Korean Crisis: relations between Japan and China regarding Korea ♦ situation leading to Saigo Takamori's calls for action being quashed ♦ Formosa Incident: importance of the Ryukyu Islands, 1871 ♦ Treaty of Tianjin, 1858 ♦ events leading up to war centred over Treaty of Tianjin ♦ Treaty of Shimonoseki, 1895

War with Russia, 1904–05	♦ *War with Russia: causes, events and consequences* ♦ *Tripartite Intervention, completion of Trans-Siberian railway* ♦ *alliance with Britain, 1902* ♦ *events surrounding the Boxer Rebellion* ♦ *events of the war: roles of military leaders, naval victories* ♦ *Treaty of Portsmouth* ♦ *final overturning of Unequal Treaties*
The Taisho Years	♦ political developments ♦ Japan's role in World War I ♦ economic consequences of Japan's participation in the war ♦ Japan at Versailles and the League of Nations ♦ Japan as an international power by 1920

Field of study 6 — Germany: from democracy to dictatorship, 1918–39

A study of the changing nature of political authority; the reasons for changes; and the consequences of the changing character of political authority
Themes: ideology, authority and revolution

Summary

- creation of the Weimar Republic, including: military defeat; the November Revolution and the Treaty of Versailles; social and political instability; economic crisis and hyperinflation
- a period of relative stability, including: currency reform and the Dawes plan; social welfare provision; the Stresemann era in foreign affairs
- collapse of the Weimar Republic, including: economic depression and mass unemployment; the weakening of democracy; Brüning to Schleicher; the rise of Nazism; Hitler and the Nazi takeover of power
- transformation of post-Weimar society, including: Nazi consolidation of power in Germany; Nazi social and racial policies; Nazi economic and foreign policies; resistance and opposition

Key issues	Description of content
German Revolution and the creation of the Weimar Republic, 1918–19	♦ *military defeat of 1918: myth and reality* ♦ *nature and limitation of the revolution: revolution 'from above'; revolution 'from below'* ♦ *Proclamation of the Republic and the Ebert–Groener Pact* ♦ *Zentralarbeitsgemeinshaft (ZAG): revolutionary government, industrialists and trade unions* ♦ *Spartacists' Revolt and its suppression* ♦ *preparation and adoption of a new constitution*
Treaty of Versailles: its political and economic significance	♦ territorial clauses ♦ military clauses ♦ reparations and War Guilt Clause ♦ Germans' reactions to the Treaty ♦ long-term effects of the Treaty
Political and economic crises, 1919–23	♦ *challenges from the left* ♦ *challenges from the right* ♦ *hyperinflation: economic, social and political impact* ♦ *the end of hyperinflation*
The Stresemann era: domestic and foreign policy, 1924–29	♦ Stresemann's motives and political development ♦ support for the Republic; election of Hindenburg as president ♦ recovery or illusion of recovery? ♦ social welfare provisions ♦ foreign policy: 'Erfullungspolitik' ♦ Stresemann: good European or good German or both?

Collapse of the Weimar Republic, 1929–33	♦ *effects of economic depression* ♦ *governments' and voters' responses to the slump* ♦ *Brüning's chancellorship* ♦ *rise of the Nazis: performance in Reichstag and presidential elections* ♦ *Hitler's leadership; nature of support for the Nazis; opponents' mistakes and weaknesses* ♦ *the Nazis and the politics of intrigue* ♦ *Hitler becoming Chancellor*
The National Socialist consolidation of power, 1933–34	♦ *Reichstag Fire, February Decrees, Enabling Law* ♦ *terror and repression: the reorganisation of the police; creation of the Gestapo; role of the SS* ♦ *concordat with the Vatican* ♦ *'Night of the Long Knives'; death of Hindenburg; oath of allegiance* ♦ *gleichschaltung (co-ordination) of fronts and party organisations*
The nature of the National Socialist regime, 1933–39	♦ 'Hitler myth'; propaganda ♦ Hitler: strong leader or weak dictator — decision-making in the Third Reich ♦ traditional power structures ♦ role of the Nazi party ♦ SS–Gestapo complex ♦ Nazi government: polycratic, feudal, chaotic
Attempts to create a Volksgemeinschaft, 1933–39	♦ *Nazi racial doctrine and the goal of Volksgemeinschaft* ♦ *Nazi racial policies: persecution of the Jews and other 'Outsiders'* ♦ *policies for the workers; policies for the Mittelstand* ♦ *youth and educational policies* ♦ *policies on women* ♦ *policies on religion and the churches*
Economic and foreign policies, 1933–39	♦ stimulating economic recovery ♦ Schacht: his role and significance ♦ Göring and the Four Year Plan ♦ goals of Nazi foreign policy ♦ impact of foreign policy on the economy, society and the 'Hitler myth' ♦ creating an economy geared towards war?
Resistance to the regime, 1933–39	♦ *difficulties of defining 'resistance'* ♦ *the power of the terror apparatus: coercion and consent* ♦ *resistance from the churches* ♦ *resistance from the army* ♦ *extent of resistance and problems opponents faced*

Field of study 7 — South Africa: race and power, 1902–84

A study of race and class conflict in an industrialising society and of international pressures on that society
Themes: ideology, authority, rights and resistance

Summary

- formation of South Africa from 1902 to the Constitutional Settlement of 1910, including: the impact of the Boer War and Treaty of Vereeniging; the economy of South Africa; domestic policies before union; South African relations with Britain; the roots of Afrikaner Nationalism
- political developments from 1910 to the 1948 election, including: differing approaches of Hertzog and Smuts and political developments among white society; the emergence of the United Party and the Nationalists; non-white communities and their politics; the founding of the African National Congress (ANC)
- Nationalist rule up to and including the 1984 constitution, including: the theoretical basis of apartheid; the Broederbond and the advance of Afrikanerdom; apartheid policies and their effects; Bantustans and independent homelands; opposition from within white society; non-white resistance, especially the ANC; splits in the ANC and the forming of the Pan Africanist Congress (PAC); responses to opposition, the Treason Trial, the Sharpeville Massacre, the formation of Umkhonto we Sizwe and violence, the Rivonia Trial and the imprisonment of Nelson Mandela; Soweto 1976
- international pressures, including: South Africa's position in the British Empire and Commonwealth, 1910–61; the ending of Commonwealth membership; United Nations pressures; the 'front-line' states and South African foreign policy, the question of sporting links

Key issues	Description of content
Formation of South Africa, 1902–10	♦ *impact of Boer War on South Africa* ♦ *Treaty of Vereeniging* ♦ *economy of South Africa (including agriculture, mining, industry and the migrant labour system)* ♦ *domestic policies of Milner and Selborne* ♦ *relations with Britain* ♦ *1910 Constitutional Settlement* ♦ *roots of Afrikaner Nationalism*
Early segregation, 1910–24	♦ domestic policies of Botha and Smuts ♦ Hertzog's split from the South Africa Party and its consequences ♦ nature of early segregationist policies — cheap labour ♦ relations between Afrikaners and British ♦ election of 1924 and formation of the Pact government
Growth of Afrikaner influence, 1924–39	♦ *growth of Afrikaner Nationalism* ♦ *extent of differences between Hertzog and Smuts* ♦ *domestic policies, 1924–33* ♦ *fusion and the formation of the United Party* ♦ *United Party legislation*

South Africa and World War II	♦ resignation of Hertzog over South African entry to World War II ♦ social and economic consequences of the war ♦ the Sauer Report and the Fagan Commission ♦ reasons for National Party victory in 1948
Opposition, 1910–48	♦ *formation of the South African Native National Congress (SANNC) and African National Congress (ANC), and subsequent development* ♦ *significance of the Industrial and Commercial Workers' Union (ICU)* ♦ *involvement of the Communist Party of South Africa (CPSA)* ♦ *nature of rural resistance* ♦ *'African Claims', the ANC Youth League*
Early apartheid, 1948–60	♦ *theoretical and ideological origins of apartheid* ♦ *blueprint for action or pragmatic response* ♦ *apartheid policies and their effects* ♦ *'Separate Development' and the creation of 'independent homelands'*
The growth of African Nationalism, 1948–60	♦ *ANC Programme of Action* ♦ *the role of the ANC* ♦ *Defiance Campaign and Freedom Charter* ♦ *growth of African Nationalism* ♦ *the ANC and Pan Africanist Congress (PAC) split* ♦ *Sharpeville Massacre* ♦ *opposition from within white society*
Apartheid, 1960–84	♦ the role of 'Separate Development' ♦ government attempts to silence opposition ♦ Verwoerd's 'granite response' ♦ state repression under Vorster and Botha ♦ social and economic changes and their impact on National Party (NP) policies ♦ Total Strategy of PW Botha, 1978–84
Resistance, 1960–84	♦ *formation of Umkhonto we Sizwe and Poqo* ♦ *significance of the ANC in exile* ♦ *Steve Biko and the Black Consciousness Movement* ♦ *the growth of African discontent, 1970–84, including the Soweto Uprising* ♦ *links between internal resistance and opposition movements outside of South Africa*
South Africa and the international community, 1960–84	♦ impact of 'the winds of change' in Africa ♦ United Nations pressures on South Africa ♦ impact of the end of Portuguese rule in Angola and Mozambique

	♦ consequences of the end of white minority rule in Zimbabwe ♦ implications of the Cold War for South Africa ♦ impact of the anti-apartheid movement

Field of study 8 — Russia: from Tsarism to Stalinism, 1914–45

A study of political ideology as found in the Communist state; the changing nature of authority; and the policy outcomes of that authority
Themes: ideology, authority and revolution

Summary

- Bolshevik rise to power, including: the condition of society in the years immediately before Revolution; the February Revolution and Bolshevik reactions to it; the causes, nature and immediate consequences of the October Revolution
- Lenin and the consolidation of power, including: the withdrawal from the First World War; the Civil War and the reasons for Bolshevik victory; changing economic policy from War Communism to the New Economic Policy; the political development of the Soviet state; foreign policy under Lenin
- the making of the Stalinist system, including: Stalin's struggle for power with his rivals; the policies of industrialisation and collectivisation; the Purges
- the spread of Stalinist authority, including: political, social and cultural aspects of the Stalinist state; Russia and the Great Patriotic War

Key issues	Description of content
War and the breakdown of Russian society, 1914 to January 1917	♦ the condition of Russian society and government in the years immediately before revolution ♦ the breakdown of Russian society and government during the years of the First World War; the role of economic, financial, social, military and political factors in the collapse of autocracy
The February Revolution	♦ *immediate events surrounding abdication of the Tsar in February 1917* ♦ *role of workers, women and revolutionary parties in the February Revolution* ♦ *revolutionary responses: Bolsheviks, Mensheviks, Kadets, Socialist revolutionaries* ♦ *background to the creation of Provisional Government and Petrograd Soviet*
The Provisional Government and the October Revolution	♦ *dual power: its operation, achievements and consequences* ♦ *Lenin's return and the April Theses* ♦ *problems faced by the Provisional Government: war, land, unrest, national minorities and economy* ♦ *Provisional Government's decline from April to September: impact and consequences of July Days and Kornilov affair* ♦ *role of political parties: Bolsheviks, Socialist Revolutionaries (SRs), Mensheviks and Kadets* ♦ *immediate background to October Revolution* ♦ *events of October; role of Lenin and Trotsky; role of workers* ♦ *nature and immediate consequences of the October Revolution* ♦ *first steps towards a Bolshevik state: early decrees and social reforms; attitudes towards press and censorship; Constituent*

	Assembly, other political parties; creation of Cheka, and role of Sovnarkom by December 1918
The international context, 1917–24	♦ effect of withdrawal from the First World War; Decree on Peace and Treaty of Brest-Litovsk: role of Lenin and Trotsky ♦ Lenin's foreign policy ♦ activities and role of Comintern, 1917–24
The Civil War	♦ *different types of war that were fought* ♦ *motivations for support* ♦ *strengths and weaknesses of Whites and Reds* ♦ *foreign intervention* ♦ *factors influencing outcome*
The Soviet state: from War Communism to New Economic Policy, 1918–24	♦ features of War Communism ♦ Kronstadt Rising ♦ ending of War Communism; introduction of the New Economic Policy (NEP) ♦ evaluation of the NEP ♦ the 10th Party Congress, the ban on factions and the move towards one-party dictatorship ♦ relationship of the government to the Communist Party ♦ policies towards national minorities
Stalin's struggle for power	♦ *Lenin's last years, 1917–24* ♦ *cult of Lenin* ♦ *the contenders — Trotsky, Zinoviev, Kamenev, Stalin, Rykov, Tomsky, Bukharin* ♦ *the issues — leadership, economy, nature of the revolution* ♦ *reasons for Stalin's triumph*
Industrialisation and collectivisation	♦ The Great Turn — Five Year Plans: rationale, priorities and development; the economic, political and social effects of implementation ♦ collectivisation: rationale and development; the economic, political and social effects of implementation ♦ debate over 'revolution from above or below?'
The political and social development of the Stalinist state	♦ *models for Totalitarianism* ♦ *the cult of the leader* ♦ *the purges: their evolving nature; Kirov's assassination; the show trials; the ending of the purges; an evaluation of their origins and significance* ♦ *instruments of control: terror, secret police, labour camps* ♦ *the Cultural Revolution; role of women and family, education, religion, youth movements, artists and film-makers in the making of and reaction to 'homo sovieticus'*

The Great Patriotic War	♦ *policies at start of war: 1939 Russo–German Pact* ♦ *Stalin's role in the Russian victory: military, economic, diplomatic, social, religious* ♦ *other factors that contributed to Soviet victory*

Field of study 9 — the Spanish Civil War: causes, conflict and consequences, 1923–45

A study of differing political ideologies; civil conflict and its consequences; foreign intervention; and attempts at non-intervention
Themes: ideology, authority, conflict and identity

Summary

- long-term political, economic and social problems in Spain, including: church, army, regions and the agrarian system in Spanish society and politics
- the Dictadura, including: evaluation of attempts by Primo di Rivera to create stability through dictatorship and the effect of this on Spanish society and politics; the fall of the monarchy in 1931: reasons for the departure of Alfonso
- the Second Republic: the formation of the Spanish Republic; its constitution; supporters and opponents
- Azaña's reforms, including: the policies and effects of the 'Bienio Reformista' of Azaña; The 'Bienio Negro': the policies and effects of the administration of Lerroux and Gil Robles
- the transition from rebellion to Civil War, including: reasons for and course of the rebellion; rise of Franco: reasons for Franco attaining unified control of the Nationalists; the Civil War: domestic and international contributory factors to the eventual Nationalist victory; political and social consequences of Franco's victory, to 1945

Key issues	Description of content
Condition of Spain in the 1920s	♦ decline and alienation of the church ♦ effect of loss of Empire on the army and the increasing unpopularity of the army in Spain ♦ antipathy of regions towards centralist authority and effect of industrialisation within these areas ♦ nature of Spanish agricultural system, the reasons for and effect of its failure on Spanish society ♦ condition of Spain in 1923: problems of modernisation ♦ the pronunciamento of Primo de Rivera ♦ social and economic reform ♦ fall of Primo de Rivera
The fall of the monarchy	♦ *position of the monarchy in 1930* ♦ *character and actions of Alfonso XIII* ♦ *Pact of San Sebastián* ♦ *departure of Alfonso*
The nature of the new Republic	♦ the Constitution: separation of church and state; articles 26 and 27 ♦ importance of political ideologies on left and right ♦ problem of regional identities: the Basques and Catalans ♦ position and influence of the Roman Catholic Church ♦ condition of the army

Azaña's reforms 1931–33	♦ *reforms: the Roman Catholic Church, agriculture, the army* ♦ *lack of finance* ♦ *reactions to reform: the church, the landowners, the army, attitude of the National Confederation of Trabajo (CNT) and the Federación Anarquista Ibérica (FAI)* ♦ *resistance to Azaña: the Sanjurada, founding of the Confederatión Espanola de Derechas Autónomas (CEDA)* ♦ *election of 1933: reasons for the victory of the right*
The Bienio Negro — a period of reaction	♦ reversal of reform ♦ recovery of the landowners ♦ regrouping of the army ♦ strengthening of the right: the Falange and the return of Calvo Sotelo ♦ role of Gil Robles ♦ resistance to reaction ♦ revolt in Asturias ♦ creation of the Popular Front ♦ election of 1936
The military rising of 1936	♦ *plans for a military rising: the army, role of the CEDA, Carlists and others on the right, and the church* ♦ *coup of 1936: early successes, failure to secure victory in 1936, and the position of Franco* ♦ *situation in the regions: Basque territories, Catalonia and Madrid* ♦ *the Republic's mobilisation of its resources* ♦ *revolution in Republican Spain: militias; left and right; collectivisation and use of terror*
The rise of Franco	♦ Franco's personal role and reputation ♦ management of potential rivals ♦ generalship and negotiations with Axis powers ♦ good fortune: death of prominent right-wing leaders ♦ weakness of remaining opponents for leadership on the right ♦ role of others: Carlists and Falange; Suñer; other plotters and allies
Civil War: the Spanish dimension	♦ *changing course of the war including key conflicts* ♦ *Republican position and forces* ♦ *position at outbreak and early response* ♦ *peninsular army, navy and air force* ♦ *divisions within the government* ♦ *positions of the Communists and the Partido Obrero de Unificación Marxista (POUM); role of the CNT and FAI* ♦ *rebel position and forces at outbreak*

	♦ *army of Africa* ♦ *experience of officer corps*
Civil War: the international dimension	♦ *role of Germany and Italy: effects of German and Italian aid* ♦ *involvement of the USSR: effects of Soviet aid and Stalin's motives* ♦ *International Brigades* ♦ *non-intervention: attitudes of United Kingdom and France; Non-Intervention Committee; Nyon Conference*
Defeat of the Republic and the consequences of the Civil War	♦ *reasons for the defeat of the Republic and the Nationalists' victory* ♦ *Franco's political system* ♦ *the physical and human impact* ♦ *Spain's international position*

Field of study 10 — Britain: at war and peace, 1938–51

A study of political ideology and leadership; military conflict, its effects and responses to those effects; social needs and response to those needs; and relations with other parts of the world

Themes: authority, community, ideology and welfare

Summary

- Britain on the eve of war, including: political leadership and political parties; preparedness for war; social and economic conditions
- Britain at war, including: political leadership and the wartime government; military, naval and air strategies; diplomacy, war aims and alliances
- domestic impact of war, including: the military impact; emergency and defensive services, conscription; the effect on industry, agriculture, government finance and investment; social effects: evacuation; recruitment of women workers; social reforms and planned reforms; the reasons for the Labour victory in 1945
- Britain in the post-war world, including: Labour's social and economic policies; Labour's imperial, foreign and military policies; Conservative recovery and factors causing the Labour defeat

Key issues	Description of content
Political leadership and parties on the eve of war	♦ condition of the Labour Party in 1939; extent of its revival under Attlee; its major foreign and domestic policies and attitude to war ♦ the Conservative Party under Chamberlain; Chamberlain as a leader; and appropriateness of his foreign and domestic policies on the eve of war
The state of the nation: society, economy, defence and preparedness for war	♦ *social and economic conditions: social equality; the north–south divide; class divisions; welfare and healthcare provision; educational opportunities; employment and unemployment; housing; diet; living standards; availability of leisure time and facilities* ♦ *extent to which Britain was prepared for war in 1939: planning; developments in the army, navy and air force and in civil defence; industrial capacity*
Political leadership and the wartime government	♦ *Chamberlain and the Phoney War; government war strategy; reasons for the fall of Chamberlain* ♦ *creation of the Coalition Government, and the role and impact of Labour ministers in the Coalition Government* ♦ *Churchill as a war leader*
War aims, diplomacy and alliances 1939–45	♦ Britain's war aims ♦ role of the Empire ♦ Churchill, Roosevelt and Stalin
Military, naval and air strategies	♦ *the respective parts played by the army, navy and air force in securing victory: the Battle of Britain; the Battle of the Atlantic and the major theatres of land war* ♦ *importance and effectiveness of Bomber Command's campaign against Germany*

The war and the British economy	♦ conscription and the allocation of Britain's male and female labour force ♦ effect on industry and agriculture ♦ government finances and how the war was paid for ♦ role of lend-lease ♦ state control and management of the economy ♦ industrial relations
The war and British society	♦ *role and effectiveness of the emergency services and civil defence* ♦ *the Blitz and its impact* ♦ *evacuation: its organisation, success and degree of impact on society* ♦ *extent to which wartime work had a profound and lasting impact on women's lives* ♦ *war as a catalyst for social change or reform* ♦ *diminution of class division?*
Labour's 'New Jerusalem'	♦ *the 1945 election: reasons for Labour's victory* ♦ *the management of the economy by Labour governments, 1945–51* ♦ *how socialist were the policies of Labour governments, 1945–51?* ♦ *role and effectiveness of individual ministers* ♦ *creation of the welfare state and Labour's social policy achievements by 1951*
Imperial, foreign and military policies, 1945–51	♦ Bevin as Foreign Secretary ♦ Britain and the superpowers ♦ Britain's role in the United Nations and North Atlantic Treaty Organization, up to 1951 ♦ process of decolonisation: the extent to which the war hastened imperial decline ♦ retreat from power; Indian independence; Palestine and the Middle East
Conservative recovery and Labour's defeat	♦ *work of Butler and Woolton in reforming and regenerating the Conservative Party* ♦ *extent to which political consensus had been achieved by 1951* ♦ *Labour's domestic difficulties* ♦ *reasons for Labour's defeat in 1951*

Project–dissertation

Candidates choose a complex historical 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, and are available on the SCQF website.

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

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

Course assessment

Course assessment is based on the information in this course specification.

The course assessment meets the 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 acquired during the course
- demonstrate depth of knowledge and understanding, and application of skills
- demonstrate challenge and application through independent research related to an appropriate historical issue

Course assessment structure: question paper

Question paper 90 marks

The question paper has a total mark allocation of 90 marks. This is 64% of the overall marks for the course assessment.

The question paper draws on the skills, knowledge and understanding acquired during the course.

It allows candidates to demonstrate:

- factual and theoretical knowledge and understanding of complex historical issues
- factual and theoretical knowledge and understanding of different historiographical perspectives
- critical analysis and evaluation of a range of historical sources
- critical analysis and evaluation of the causes or impacts of complex historical developments
- synthesising information in order to structure and sustain lines of argument

The question paper has 10 optional sections, all worth 90 marks. Candidates choose one section and answer questions in that section only:

- Northern Britain from the Iron Age to 1034
- Scotland: independence and kingship, 1249–1334
- Scotland: from the Treaty of Union to the Enlightenment, 1707–1815

- USA: ‘a house divided’, 1850–65
- Japan: the modernisation of a nation, 1840–1920
- Germany: from democracy to dictatorship, 1918–39
- South Africa: race and power, 1902–84
- Russia: from Tsarism to Stalinism, 1914–45
- the Spanish Civil War: causes, conflict and consequences, 1923–45
- Britain: at war and peace, 1938–51

Each section has two parts.

- Part A — Historical issues (50 marks)
- Part B — Historical sources (40 marks)

Part A — Historical issues

- two extended-response questions, requiring candidates to draw on the skills, knowledge and understanding they have acquired during the course

The questions are drawn from the content listed in the ‘Skills knowledge and understanding for the course assessment’ section. Candidates choose two 25-mark questions from a choice of five. Optional questions are of equal demand and scope.

Command words include, for example:

- To what extent was [event] caused by [factor]…?
- How far does [factor] explain [event]?
- [quote] How valid is this view?
- [quote] How justified is this view?

Part B — Historical sources

- three extended-response questions, requiring candidates to use the skills, knowledge and understanding they have acquired during the course and apply these to unseen historical sources

The questions are drawn from the content given in italics in the ‘Skills, knowledge and understanding for the course assessment’ section. Candidates attempt all three questions:

- one 12-mark source evaluation question, requiring candidates to evaluate the usefulness of a given source in terms of provenance, content and historical and historiographical contexts
- one 12-mark source contextualisation question, requiring candidates to establish the view and interpret the content of one source, and place this in historical and historiographical contexts
- one 16-mark two-source interpretations question, requiring candidates to establish the differing views and interpretations presented by two sources on a complex historical issue, and place these in historical and historiographical contexts

Setting, conducting and marking the question paper

SQA sets and marks the question paper. It is conducted in centres under conditions specified for external examinations by SQA.

Candidates have 3 hours to complete the question paper.

All marking is quality assured by SQA.

Specimen question papers for Advanced Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers. The specimen papers also include marking instructions.

Course assessment structure: project–dissertation

Project–dissertation 50 marks

The project–dissertation has a total mark allocation of 50 marks. This is 36% of the overall marks for the course assessment.

The project–dissertation enables candidates to demonstrate their skills, knowledge and understanding by undertaking independent research into a complex historical issue.

Project–dissertation overview

The project–dissertation allows candidates to demonstrate the following skills, knowledge and understanding:

- identifying an appropriate complex historical issue for research
- drawing on in-depth knowledge and understanding
- using information from a range of primary and secondary sources
- analysing perspectives from historiography
- synthesising evidence and historiography in a sustained and coherent line of argument
- drawing a well-reasoned conclusion based on evidence
- organising, presenting and referencing findings using a standard referencing system
- creating an abstract that summarises the different interpretations and debate(s)

Setting, conducting and marking the project–dissertation

Candidates choose an appropriate complex historical issue and:

- research the issue
- analyse perspectives from historiography
- show in-depth knowledge and understanding of the issue
- refer to current historiography
- synthesise evidence into a line of argument leading to a conclusion
- summarise with an abstract
- reference their findings clearly

Teachers and lecturers should provide reasonable guidance on the types of issues which enable candidates to meet all the requirements of the project–dissertation. Teachers and lecturers may also guide candidates as to the likely availability and accessibility of resources for their chosen issues.

Candidates should work on their project–dissertation with minimum support from the teacher or lecturer.

The project–dissertation is managed by centres within SQA guidelines. It is conducted under some supervision and control. Candidates produce the evidence for assessment independently in time to meet a submission date set by SQA.

Evidence is submitted to SQA for external marking.

All marking is quality assured by SQA.

Assessment conditions

Time

This assessment is carried out over a period of time. Candidates should start at an appropriate point in the course, allowing sufficient time to carry out research.

Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility to ensure that evidence submitted by a candidate is their own work.

The project–dissertation is conducted under some supervision and control. This means that, although candidates may complete part of the work outwith the learning and teaching setting, teachers and lecturers should put in place processes to monitor progress and ensure that the work is the candidate's own, and that plagiarism has not taken place. For example:

- regular checkpoint and/or progress meetings with candidates
- short spot-check personal interviews
- checklists which record activity and/or progress

Teacher and lecturer comments on the selection of a topic and title are appropriate before the candidate starts the task. Once work on the assessment has begun, all the candidate's work must be their own.

Group work approaches are acceptable during the research phase of the project–dissertation. However, the completed project–dissertation must be the candidate's own work. Candidates may seek clarification regarding the instructions for the dissertation task. In this case, the clarification should normally be given to the whole class.

Teachers and lecturers may provide input and advice in order to allow candidates to progress to the next stages of the assessment. The assistance provided must be recorded so that the candidate's own planning work can be marked and judged fairly.

Resources

There are no restrictions on the resources to which candidates may have access.

Reasonable assistance

Centres must ensure that each candidate's evidence for their project–dissertation is their own work. However, reasonable assistance may be provided. The term 'reasonable assistance' is used 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 they may have been entered for the wrong level of qualification.

Teachers and lecturers can give reasonable assistance on a generic basis to a class or group of candidates, for example, advice on how to develop a project plan. Teachers and lecturers can also give reasonable assistance to candidates on an individual basis.

When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment. Teachers and lecturers must be aware that this should not go beyond reasonable assistance.

Evidence to be gathered

The following evidence is required for this assessment:

- candidate's completed project–dissertation

Volume

The word count for the project–dissertation is 4,000 words (excluding references, bibliography and appendices). Candidates must submit the word count with the completed project–dissertation.

If the word count exceeds the maximum by more than 10%, a penalty is applied.

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for both 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.

Guidance on assessment arrangements for disabled candidates and/or those with additional support needs is available on the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

- Advanced Higher History subject page
- Assessment arrangements web page
- Building the Curriculum 3–5
- Guide to Assessment
- Guidance on conditions of assessment for coursework
- 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
- SCQF website: framework, level descriptors and SCQF Handbook

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. Please read these course support notes in conjunction with the course specification and the specimen question paper and/or coursework.

Developing skills, knowledge and understanding

This section provides advice and guidance about skills, knowledge and understanding that teachers and lecturers could include in the course. Teachers and lecturers have considerable flexibility to select contexts that stimulate and challenge candidates, offering both breadth and depth.

Teachers and lecturers should refer to the course specification for the skills, knowledge and understanding for the course and course assessment.

Teachers and lecturers should make candidates aware of the skills they are developing and of the transferability of them. Transferable skills help candidates with further study and to enhance their personal effectiveness.

Candidates need support and guidance to develop study skills and learning strategies. Teachers and lecturers should encourage them to participate in their own learning by finding information and to generally show initiative, wherever appropriate. The benefits of co-operative learning, peer support and peer feedback can be substantial and should be encouraged. This can be supported by using information and communication technology (ICT).

The 'Approaches to learning and teaching' section provides suggested activities that teachers and lecturers can build into the course delivery to develop skills, knowledge and understanding.

Approaches to learning and teaching

At Advanced Higher level, candidates begin to develop the ability to work independently. Teachers and lecturers should encourage candidates to use an enquiring, critical and problem-solving approach to their learning. Candidates have the opportunity to practise and develop skills in researching, and in analysing, evaluating, and synthesising information into lines of argument. Some of the approaches to learning and teaching suggested for other levels (in particular Higher) may also apply at Advanced Higher level.

Candidates might engage in a variety of learning activities as appropriate, including:

- researching information for their subject rather than receiving information from their teacher or lecturer

- using active and open-ended learning activities such as research, case studies and presentation tasks
- making accurate and relevant searches for information, for example learning to select trustworthy websites as sources of information
- engaging in wide-ranging independent reading
- recording the results of research from different sources in an organised way
- presenting findings and conclusions of research
- participating in group work with peers and using collaborative learning opportunities to develop team working
- participating in informed debate and discussion with peers, where they can demonstrate skills in constructing and sustaining lines of argument
- drawing conclusions from complex information
- using appropriate technological resources, for example web-based resources
- using appropriate media resources, for example video clips
- participating in field trips or visits

Teachers and lecturers should support candidates by having regular discussions with them and giving regular feedback. Some learning and teaching activities may be carried out in groups and, where this applies, candidates could also receive feedback from their peers.

Teachers and lecturers should, where possible, provide opportunities to personalise learning, and allow candidates to have choices in approaches to learning and teaching. The flexibility in Advanced Higher courses, and the independence with which candidates may carry out the work, enables this. Teachers and lecturers should use inclusive approaches to learning and teaching, and can do this by using a variety of learning and teaching strategies which suit the needs of all candidates.

Teachers and lecturers can refer to the ‘Skills, knowledge and understanding for the course assessment’ section of the course specification for topics that should be covered within each key issue for each field of study.

Preparing for course assessment

This section includes advice and guidance on preparing candidates for the question paper and project–dissertation, including:

Taking notes

- taking valuable notes
- researching
- recording

Developing extended-writing skills

- historiography

Primary and secondary sources

- primary sources
- secondary sources

Question paper — source-based questions

- the ‘Evaluate the usefulness of…’ question (12 marks)
- the ‘How fully….’ question (12 marks)
- the 'two-source’ question (16 marks)

Researching historical questions

- developing further knowledge of the historical context relevant to the chosen issue
- making decisions about how to tackle the chosen issue
- identifying a suitable range of resources
- agreeing key deadline dates for completing the different stages involved in researching the issue
- collecting and recording information
- references
- abstract

Taking notes

Teachers and lecturers and/or candidates may find it helpful to think of four principles that apply to good note-taking. Notes should be:

- **accurate** — ensure content is factually correct
- **concise** — be brief, but not so brief that what has been recorded cannot be understood (especially if shorthand or abbreviations are used). Avoid the other extreme, for example do not copy entire chapters
- **relevant** — do not take notes that have nothing to do with the topic or write down quotes that do not add anything, for example ‘Storrey says, “Japan is made up of four main islands.”’ Quotes should be used to develop an argument

- **referenced** — it is vital to write down the source of notes so that they can be acknowledged, cross-referenced, and checked. Remember to take a note of the:
  - name of the author
  - year of publication
  - name of the book
  - publisher
  - page number of information

Valuable notes
These are notes that add value to knowledge, for example:

- a set of statistics
- an example that illustrates a point
- a historian's view on an event
- an alternative view — evidence of a debate among historians

Researching
If looking for specific quotes or opinions, develop the habits of using:

- the contents page
- the index
- the preface or introduction, where the author outlines their thesis
- the concluding chapter of a book

Recording
Once a piece of information is found that is worth recording, select only the most relevant part. If taking down a quote, remember to write it down in quotation marks and to note the author, publication date, title, publisher and page of the source.

Evidence of debate is particularly valuable.

The most effective notes sum up and edit pieces of text into manageable portions.

Developing extended-writing skills

The marking instructions for the project–dissertation and the question paper describe the features of successful responses. Candidates should read these when producing their project–dissertation and revising for the question paper.

The marking instructions cover key aspects of successful extended-writing in the course.

- 25-mark responses in the question paper, and the project–dissertation, are assessed against the criteria of:
  - structure
  - analysis, evaluation and line of argument

- thoroughness and relevance of information and approach
- historical sources and interpretations

- of these, the two key criteria which are used to help determine where an essay is placed within a mark range are:
  - analysis, evaluation and line of argument
  - thoroughness and relevance of information and approach
- marking is always positive: candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions

The specimen question paper marking instructions provide guidance on the features of essays falling within mark ranges.

In both the question paper and dissertation, candidates must ensure that they answer the questions asked. Attempts to reinterpret a question to suit a candidate's preferred choice, or failing to deal with the central issue, may result in a weak overall essay or dissertation.

Historiography
An Advanced Higher History essay, whether within the question paper or the project–dissertation, requires candidates to make some reference to historical interpretations. Responses that do not include reference to historiography cannot gain more than 20 marks. At a very basic level, it is enough for candidates to mention a historical argument, or if they attribute a relevant comment or quote to a historian.

In weaker responses, candidates display a cursory acknowledgement of a historian or two, but in stronger responses, candidates display **applied** historiography which permeates their whole response. This should form an integral part of the overall analysis, and should inform a meaningful conclusion.

Some candidates may assume that 'historiography' means memorising quotes to be inserted wherever possible. A relevant quote adds sophistication to an argument, and a well-placed piece of commentary enhances the **degree of analysis**. However, a more effective use of historiography is to be aware of the debate itself, and to be able to identify historians' arguments, rather than to be able to quote them.

Reference to historiographical approaches can also demonstrate where candidates have a more advanced layer of understanding, though there is sometimes a tendency for candidates to brand any theory written more than a decade after the event as 'revisionist'. Where candidates acknowledge Marxist, structuralist, feminist, Whiggish, or any other school of thought correctly, and in context, they gain marks accordingly.

Primary and secondary sources of evidence

It is not always possible to make a definite distinction between primary and secondary evidence. For example, A.J.P. Taylor's *England 1914-1945* is a work of secondary history, and yet Taylor lived through and played an active role in those years, and so the book is also a primary source. Nevertheless, it is convenient to consider primary and secondary sources separately, though some of the techniques for evaluating them overlap.

Primary sources

Candidates need to firstly consider the **author**. At Advanced Higher level, an author's level of expertise is more significant than a general point about bias — how much did they know about the issue? Eyewitness accounts are always of value, but the eyewitnesses may not have full understanding of the events they see. Sometimes the level of knowledge may vary within a paragraph. For example, a dispatch by Robert E. Lee might write with expert knowledge of southern strategy in one sentence and with inexpert knowledge of northern strategy in the next sentence. An example of an eyewitness whose evidence is poor is the soldier in a battle whose experiences gave them little chance of knowing what was going on around them.

Candidates need to consider **bias**, but bias should not be assumed unless the words of the source do, in fact, show it. For example, candidates cannot assume that an English monk would write unreliable falsehoods about William Wallace, and should test the monk's evidence as far as possible.

When candidates assess reliability, the **purpose** of the source is as important as the personality of the author. Is it to persuade, to warn, to inform, or to deceive? Who were the intended readers? As with bias, making a general point with no specific reference to the source is worthless evaluation. To say 'This is a letter to a superior so it tries to present the writer in the best possible light' or 'This is a political speech so it is just intended to win votes' would be a weak judgement unless the candidate could substantiate the claim; though it would be a good start to notice that the purpose of the sources raised doubts. To say 'These statistics were produced to satisfy Stalin during the Second Five-Year Plan and so they must be treated with extreme caution' would be a reasonable evaluation.

Candidates should examine the **date** of a source. With remote history it is possible to regard all sources from the same era as 'primary' when the author was really living and writing within a century or later. Bede, for example, was as remote from St Cuthbert as people today are from Abraham Lincoln. A similar point can arise in reverse with modern history. Sometimes a work which has all the hallmarks of a secondary source is in many respects primary, for example A.J.P. Taylor's *England 1914-1945*, mentioned previously. The distinction between primary and secondary sources is imprecise.

Candidates can often make naïve points about dates, assuming that material written decades after the event is either spoiled by poor memory, or has 'the benefit of hindsight'. These general points are not worthless, but, as with assertions of bias, only become really effective if they are used as the starting point for closer investigation to see whether or not poor memory or hindsight affected the particular source.

Sometimes the precise date has a bearing on the evaluation. Was the source written the day before the outbreak of the Civil War or the day after? Was it written the month before Hitler became chancellor or the month after? This is bound to affect the attitudes and knowledge of the writer. A London commentator who regarded the Jacobites as trivial in August 1745 might take the opposite view in September, after the Jacobite victory at Prestonpans.

Typicality is very important and often heavily affects the value of a source. For example, a strongly-expressed letter by a member of the DDP (German Democratic Party) in Weimar

Germany might be a well-informed and generally reliable source for the opinions of the writer. But its value as a source for opinion as a whole in Weimar Germany would be affected by the fact that the DDP was a relatively small party with declining electoral success, so the source would have limited value as evidence for the majority of Germans at the time. However, it could be that minority views were relevant to that particular dissertation, in which case such a letter could be very valuable.

One more test of the value of a source is the **extent to which it is supported** — or contradicted — by other sources. This is not necessarily a matter of numbers. One very good source may be worth more than a hundred weak ones. For example, the actual election statistics in 1945 tell us more about the level of support for Labour in the election than a hundred newspaper articles written the week before. Nevertheless, sources that support each other gain extra value. Candidates should always be thinking critically. It can happen that sources support each other because they all follow one dubious primary source — for example Tacitus' *Agricola*. But sources can be thought of as pieces of jigsaw; they are much more valuable in building up a complete picture if they fit in with other sources.

Secondary sources
Candidates at Advanced Higher level must rely heavily on the works of modern historians. These historians sometimes disagree with each other profoundly and usually vary on points of emphasis or detail. Therefore their writings need to be evaluated. Candidates should not simply quote them, as if the judgements of a modern historian were irrefutable evidence.

Question paper — source-based questions

There are three source-based questions in the Advanced Higher History question paper. This section provides some guidance on the requirements of each question. For a full breakdown of how marks are awarded, refer to the general marking principles in the Advanced Higher History specimen question paper.

- There are three types of source question: 'Evaluate the usefulness of…'; 'How fully…?'; and the 'two-source' question.
- Candidates should attempt all three source questions.
- Questions use a combination of primary and secondary sources.
- Teachers and lecturers and candidates must make sure they are familiar with the key issues which are shown in italics in the table in the course specification ('Skills, knowledge and understanding for the course assessment' section).

The 'Evaluate the usefulness of…' question (12 marks)
This type of question asks candidates to evaluate the usefulness of a source in relation to a particular aspect of the course.

Candidates should provide context by commenting on authorship, date and purpose. Candidates should consider the provenance of the **entire** source in relation to the topic being discussed. The rubric provenance allows for an examination of authorship, timing and purpose. At all stages of candidates' responses, the provenance should underpin their commentary. Candidates should also show that they can interpret points in the text itself as

interpretation of content, and relate the text to their understanding of the wider historical context.

Recalled knowledge could include relevant historiography, for which candidates gain appropriate marks. It is not only the historical context which is being looked for, but also the historiographical context. The most successful candidates are able to place the source within the historical debate.

The 'How fully…?' question (12 marks)
These questions ask candidates to contextualise a source and establish a judgement of the overall value of the source. To do so, candidates should assert the main views of the source, then identify and explain the immediate and wider factors necessary to provide a full explanation of the events the question is focused on.

The 'two-source' question (16 marks)
This question requires candidates to establish the views of two sources, making a judgement of the quality of each source's interpretation of a specific issue. As with the 'Evaluate the usefulness…' and 'How fully…?' questions, the sources focus on an issue described within the key issues shown in italics in the table in the course specification. Note: the question is **not** an exercise in active comparison.

Candidates should begin by identifying the main views of the two sources. For each source, candidates should analyse and explain at least three clear points. These points should then be developed by introducing the wider context (relevant recall). Candidates should introduce recalled knowledge that contextualises the content of the source. Supporting historiography and provenance commentary can also gain marks. There is no fixed approach.

There is the expectation that candidates should consider the historiographical viewpoints which might support or contradict those in the sources.

Researching historical issues

A relevant issue for study for the project–dissertation is one that requires analysis and qualitative judgement, rather than a descriptive and narrative approach. The issue may be worded as a question, statement, or a description of the area of study, and should challenge the candidate to provide a convincing overall conclusion to the issue(s) raised. A suitable issue is likely to result in a number of subsidiary questions, or sub-issues, which need to be considered in order to reach an overall conclusion, providing a robust synthesis and a qualitative judgement.

An appropriate complex issue is also one that enables the candidate to interrogate differing historical perspectives or points of view. In some areas this may encompass significant debate — including major differences in the interpretation of historical developments.

Issues that invite evaluation, analysis and synthesis may be approached in one of the following ways, although these approaches are not mandatory:

- How successful is… or was… or are…?
- To what extent can… or do… or should…?

- How far can… or do… or should…?
- How justified is the view…?
- How important a part…?
- Which (of two interpretations) better explains…?

A list of suggested project–dissertation titles for each field of study is available on the Advanced Higher History subject page on SQA's website. Candidates can seek guidance on alternative titles by completing the 'Project–dissertation feedback form' which is also published on this web page.

Developing further knowledge of the historical context relevant to the chosen issue
This might involve reading:

- textbooks
- online resources
- newspaper articles
- journals

University libraries offer a good source of books and articles that may help candidates explore the arguments of their chosen issue. Teachers and lecturers may need to help candidates identify suitable background reading at this early stage, as well as establishing a timeframe for completion.

Making decisions about the way in which the chosen issue is tackled
Candidates should ensure that they consider a sensible range of factors, views or outcomes, and that concentration on an isolated factor, view or outcome does not exclude consideration of alternative explanations. Candidates may find it helpful to create a mind map of possible issues at this stage. Alternatively, they could make a presentation to their peers, followed by an open debate and discussion during which other candidates contribute possible alternative approaches and interpretations.

To ensure that the approach taken is sufficiently in-depth, it may be useful for candidates to include no more than three or four main issues in the final plan. This may mean combining some smaller issues into a single overarching issue, or justifying the exclusion of some relatively minor issues. Mind mapping can be useful in suggesting how subsidiary issues relate to each other and to the overall chosen issue. Candidates should be discerning about which information they choose to include, and their critical thinking skills can be shown by explaining why they are using or rejecting particular points.

Good planning is essential to researching the chosen issue as it provides a structured focus for collecting information. However, candidates may need to modify their plan, for example if new evidence emerges, or they wish to change the focus of their research. This is an integral part of planning a programme of research, and candidates should recognise that this need to amend elements of the original plan is a valid aspect of almost all independent research.

Identifying a suitable range of resources
Researching historical issues at Advanced Higher level should involve a wide range of academic reading and it is therefore important that candidates plan ahead to ensure that the

resources they need are available when they need them. The starting point is likely to be resources held within the department, but school, college and public libraries may also be able to help candidates to access resources. Some university libraries provide reference facilities to Advanced Higher candidates.

Sources of evidence might include print and online journals or newspapers, press articles or press releases, and blogs.

For some issues there are published works and candidates may need teacher or lecturer guidance to help them select appropriate reading. Candidates may also need help to distinguish between school textbooks (or books written for the general reader) and those written by academics with specialist knowledge of the topic. Candidates should consult a wide range of academic work. They should be able to recognise that different approaches and perspectives on historical, moral and philosophical issues may involve subtly different interpretations of events or ideas, requiring careful reading.

Different subject disciplines use different research methods to create new knowledge and candidates should be aware of some of these differences, for example the differences between qualitative and quantitative data. Research methodology shapes thinking so this helps candidates to 'think like' or 'think within' this particular subject discipline. This allows candidates to become competent, critical users of information.

Candidates could keep a log as they go through the research process. They could record sources they have used, the author, title, page references, publication date and publisher.

Agreeing key deadline dates for the completion of the different stages involved in researching the issue

Some candidates may find the process of researching independently a challenging task. Therefore it may be helpful for the teacher or lecturer and candidate to agree dates at which progress is reviewed. Key dates might include:

- selecting an issue
- completing a plan
- reviews or discussions about collecting and recording evidence
- submission date for a first draft of the project–dissertation
- submission date for the final version of the project–dissertation, possibly a few days before SQA's deadline date

Candidates could keep copies of planning notes, a written plan, a mind map, discussion notes, or a recording of a discussion or interview.

The 'Example checklist' provided below suggests one way of recording when progress checks have taken place.

Some candidates find it helpful to focus research on one aspect of the chosen issue at a time, rather than attempting to research, collect and record information relating to the whole issue at the same time. For example, where the chosen issue involves an isolated factor, the candidate may choose to start with research focused on this aspect of the issue.

Researching one aspect at a time can help to break the task up into more manageable sections and facilitates periodic reviews of progress. Candidates could use a progress review sheet to support this process.

Once they have identified a starting point, the candidate should decide how best to record the information they gather. For many, typed or handwritten notes are the most straightforward way of doing this. Although many candidates might have had some prior experience of collecting and recording information, teachers and lecturers could emphasise that it is good practice to:

- use the table of contents or index to identify sections relevant to the issue being studied
- skim-read to identify the most important and relevant material
- be aware that many academics summarise their arguments at the end of a section or chapter — alternatively, their views may be outlined in the introduction or in the conclusion to the book or article

Candidates could complete a simple task by following the steps outlined in the list below, to become familiar with different sources of information and bibliographic format. Teachers or lecturers could provide candidates with a short guide to conducting research and observing ethical standards in research to help them realise the importance of acknowledging sources and/or using sensitive information.

Collecting and recording information
There is no single, approved way of collecting and recording information, but the following advice may be useful:

- Note the author and title of the book or article being consulted. If a published work, record the date of publication.
- If the information is from an online source, note the URL and the date of access.
- Summarise relevant factual evidence briefly, noting page references. By summarising, rather than quoting directly, candidates save time and avoid unintended plagiarism. There is no need to write in sentences as abbreviations can speed up the note-making process, although it is important that the candidate can subsequently make sense of the notes they have taken.
- Record statements of the author's views by using phrases such as 'According to Singer, "…".' The recording of **brief** direct quotations may be helpful but these should be limited to a few words or phrases. Lengthy quotations are unhelpful. Candidates should note page references of views and quotations to enable referencing at a later stage.

Academics often refer to the views or evidence cited by other academics. Noting references to these may help candidates understand more about different academic interpretations, and aid the development of a convincing line of argument at a later stage.

Checks on progress could take the form of a discussion between the teacher or lecturer and the candidate; peer-review; or individual presentation to the group. In any discussion of progress made, it may be helpful for the teacher or lecturer to make sure that the candidate is using evidence analytically and that a line of argument is emerging.

A critical skill is to understand how findings can be presented in such a way as to be clear, reliable, and reflect the relevant conventions of the subject. There is no single way to achieve this and candidates should consider possible approaches to organising and referencing their work.

A key issue in communicating the ideas synthesised from the research is to be able to structure the findings appropriately. This normally involves laying out various sub-issues relevant to the question in a logical manner, which develops a clear line of argument and leads to a conclusion which can be supported. This may mean going into detail in the various areas. These might include:

- matters of precise definition that arise from the issue
- alternative interpretations that have been produced by different academics or academic traditions
- detailed analysis of particular pieces of evidence that have a substantial bearing on the issue
- a wide-ranging consideration of all aspects of the issue

It may be appropriate for candidates to use sub-sections to manage their content. These sub-sections normally arise from the sub-issues identified at the planning stage, but are not a requirement. Successful use of sub-sections often depends on the following:

- keeping sections to an appropriate number
- linking sub-sections together coherently

Candidates might find that using chapters provides a focus for the different aspects of their dissertations, allows for progression in their discussion, and enables them to build the argument throughout their work.

Candidates should use formal language and tone when writing. For example, instead of candidates using phrases like, ‘I think that…’, it may be more appropriate for candidates to express themselves in a more academic way, for example ‘this evidence is used to support and elaborate on…’.

Candidates can use standard abbreviations in the project–dissertation, but formal English is expected. For example, they can use acronyms and initialisms, such as NKVD, NATO and EU. However, they should not use contractions throughout the project–dissertation in order to reduce the word count. This means they should use ‘do not’ rather than ‘don’t’ and ‘were not’ rather than ‘weren’t’, and applies to all abbreviations of this type. The only exception to this is within a lifted quote.

References

Candidates should understand how to use appropriate referencing conventions. Candidates should be accurate in their references and use a consistent format throughout their dissertation. For example:

- all quotations should be referenced. The ‘Overview of marking instructions’ grid in the project–dissertation assessment task highlights that without accurate referencing of at

least one source, showing the extent of research and its validity through accurate footnoting, or endnotes and bibliography, candidates cannot meet the basic requirements of the project–dissertation

- specific facts, such as statistics, should usually be referenced unless they are common to all books on the subject
- if a paragraph is based in its entirety on one book, then the book should be referenced, even if there is no direct quotation
- primary sources should be included. The 'Overview of marking instructions' grid in the project–dissertation assessment task highlights that without reference to at least one primary source, candidates can gain a maximum of 20 marks

The style of referencing can be a straightforward one of author, date, *title*, publisher, page number. For example:

- Kershaw, Ian (2015) *The Nazi Dictatorship*, Bloomsbury, p74.

Candidates may use the conventional *ibid* and *op cit*, as appropriate.

Candidates should ensure that their research findings are accompanied by a bibliography. As with references, learning how to construct and present a proper bibliography is part of a candidate's development. The bibliography should be a genuine note of all works used. It is important that the author's name and the title are entered correctly. The date and publisher should also be included.

Most university websites have advice on setting out a bibliography. Some well-known standard formats include Harvard, Oxford, Chicago, MLA and APA. Candidates should use a standard referencing system that is appropriate to their subject area and issue, and be consistent in the format they use. Websites should also be recorded in the bibliography. Web pages should be listed, with the dates at which they were accessed. This is important because websites are frequently updated.

Abstract

An abstract is the first piece of work that readers come across in the dissertation.

It is a summary of the candidate's work and normally appears after the title page and table of contents. It should capture the essence of the research in a clear and succinct way.

There are different ways to approach the abstract. In Advanced Higher it should be:

- **descriptive***,* concentrating on the structure of the dissertation

and

- **informative***,* providing a condensed summary of the actual work carried out by the candidate

There is a technique to writing an abstract. A strong abstract consists of:

- a statement of the problem or issue that the candidate is probing, including an indication of the requirement for the research
- the research method
- the results and findings
- main conclusion(s)

Examples of abstracts can be found in appendix 2.

Example checklist

Candidate name:

Research activity	Notes	Date completed
Key dates agreed and shared		
Proposed issue		
Discussion, negotiation on issue		
Issue finalised and agreed		
Planning a programme of research	Agreed plan attached.	
Agreed amendments to the plan (if any)		
Initial sources		
Review of progress (1) including evaluation and analysis of evidence so far		
Review of progress (2)		

Bibliographic format		
Academic book		
Education journal		
Media source		
Internet source		

Literature review — using a matrix

This table shows a potential way of approaching a literature review. The text under each heading is an illustrative example of the issues that may be identified within a review of a particular piece of literature.

Study	Aim of study or research question	Viewpoint of author	Main themes or points emerging	Main conclusion Any limitations?	Any future research suggested?
Author 1	To investigate factors which…	Author believes that…	Factors that have an impact include…	The key factor was…	Should look at… Could extend scope of research to…
Author 2	To explore issues related to…	Author believes that…	Main evidence is…	The main impact was… Limitations: Is data now out of date? Does this matter?	Need more research to see if… Could extend research into…

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

Teachers and lecturers 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 the approach centres use to deliver the course. This is for individual teachers and lecturers to manage.

1 Literacy

1.1 Reading

Throughout the course and while undertaking the project–dissertation, candidates have opportunities to develop reading skills. They may read a variety of texts, including historical texts, academic journals, newspaper reports and online articles. They learn to express reasoned views about the viewpoints they study, develop the ability to read critically, and evaluate the ideas contained in written sources.

There may also be opportunities for candidates to develop other additional skills for learning, skills for life and skills for work. For example, debating, discussion groups, or field trips and visits could develop listening and talking skills.

1.2 Writing

The course provides opportunities for candidates to develop writing skills, including extended-writing, where appropriate. For example, the requirements to draw reasoned and well-structured conclusions and present findings about factual and theoretical elements of historical topics or issues provides candidates with an ideal opportunity to develop the skill of extended-writing.

4 Employability, enterprise and citizenship

4.6 Citizenship

At Advanced Higher level, candidates develop their understanding of the world by learning about other people and their values in different times, places and circumstances. This encourages candidates to develop important attitudes, including a respect for the values, beliefs and cultures of others; openness to new thinking and ideas; a commitment to democratic values; and a sense of responsibility and global citizenship.

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

At Advanced Higher level, candidates need to apply their knowledge and understanding of factual elements of historical issues and questions. They need to link these with underlying theoretical or abstract ideas which require a greater depth and detail of understanding.

The course allows candidates to use different sources of information including academic literature, historical sources, newspaper or online articles, and blogs. Teachers and lecturers can direct candidates to complex sources of information.

Project–dissertation
The Advanced Higher History project–dissertation provides opportunities for candidates to develop skills for learning, skills for life and skills for work. Candidates have opportunities to develop their reading and writing skills as they research their topic and write the dissertation. They develop personal learning as they work independently to identify and refine a topic or issue, and carry out research. They develop citizenship through deepening their understanding of historical questions and issues.

The course provides opportunities for candidates to develop the skill of synthesising information. The project–dissertation, in particular, provides candidates with opportunities to develop their skills in this area.

Appendix 2: examples of abstracts

Abstract — example 1

To what extent did the role of women change in Stalinist Russia?

This dissertation examines the extent of the changing gender roles in Stalinist Russia with a focus on women. It has been contended that the regime created a distinct '*Homo Sovieticus'* where the female role was altered. Through a constructive approach, this study shows the extent to which change impacted women. It includes primary evidence which examines the workplace and the home. Stories are analysed in a narrative framework, and conclusions drawn consider personal, general and generational experiences.

As context, a 'new woman' emerged after the October Revolution, which sought to free women from the shackles of domestic 'slavery' that was bourgeois marriage. Women were encouraged into factory work and provided with assistance via institutions and programmes to enable this, but often these proved too expensive to become a reality. During this time of political upheaval, unsurprisingly the fabric of society was altered and from this emerged a freedom never before experienced by women; due to the deficit of men thanks to World War I and the Civil War, the government gave women more prominence in society in order to build a strong Communist state.

In the political environment after Lenin's death, the role of women underwent a metamorphosis that would affect every aspect of their lives. It has been found that there was a change in direction and one could argue that Stalin's *volte-face*, rescinding many of the civil rights women enjoyed, was ideologically motivated. Primary evidence and historical evaluations show he believed socialism could only be achieved in a highly industrialised state where most of the population were workers. As Stalin wrote in 1937:

> ***The triumph of socialism has filled women with enthusiasm and mobilised the women of our Soviet land to become active in culture, to master machinery, to develop a knowledge of science and to be active in the struggle for high labour productivity.***[1]

Furthermore, research gives evidence that women were not only an economic resource of central importance to his Five-Year Plans, but also, they would become the homemaker in his nonpatriarchal society. In this way change occurred for women as liberties and rights were removed, however this must all be considered within an ideological context from which Stalin did not deviate.

Healthy historical debates exist about the *'Great Retreat'*. Historians Hosking and Iliĉ agree with the view that women's integration into the economy was more about the development of the Soviet State as an economic and world power through exploiting their contributions than about the liberation of women from the constraints of bourgeois domesticity. Some historians believe that women struggled to make political progress and made no inroads in the Party. Rule and Noonan, for instance, argue that while women made progress in the economy and

[1] Stalin, Joseph, *Pravda*, 8th March 1937.

other sectors, ***'these achievements were not matched by an increase in women's access to political power'***.[2]

The overall consensus among historians is that women's position made little to no progress in the Stalinist state. Stalin did little to facilitate the mobilisation of equality. Instead he created a neo-patriarchal society, at odds with Bolshevik values, which stifled women's liberation and resulted in the dramatic metamorphosis of the role of women.

This dissertation examines the place of women in society, the economy, and politics, in order to determine the extent of their progress, or lack thereof.

Word count: 545

[2] Rule, Wilma and Noonan, Norma (1996) *Russian Women in Politics and Society,* Greenwood Press, p19.

Abstract — example 2

Adolf Hitler: strong leader or weak dictator?

The aim of this dissertation is to examine the role of Hitler in Nazi Germany. There is no doubt that there were major changes to the structure of the Nazi Party throughout the 1920s and during the years of power, but what is up for debate is the nature of Hitler's role as leader, and whether Hitler's role throughout was intentionalist or structuralist in nature.

Many would argue that the power Hitler had over Germany stemmed from his passionate oratory, ability to persuade the public to follow his beliefs, and talent at inspiring his party to follow his ideology that highlighted his skill on politics and furthered his influence.

The factors that support the view that Hitler was a strong leader are his appeal to the public, his changes to the structure of the party itself, and his principals. These factors can be looked on as demonstrating that Hitler was definitely a strong leader and will be examined closely throughout this work. It is the belief of Rich that Hitler was the vital force behind the Third Reich and was a strong and influential leader, which is shown when Rich states that, ***'The point cannot be stressed too strongly: Hitler was the master in the Reich'***.[1] This highlights that he was indeed a clever and influential leader who was able to have absolute authority over all of Germany.

However, looking into the issue in greater detail we can see that much evidence would suggest that Hitler was in fact a weak dictator who exercised power through great skill, but by manipulating the circumstances and hiding behind the façade of total control. The factors that support this are the circumstances of the country during the elections, the propaganda used by the party, and his detachment from any government decisions. This view is shared by many others and is shown when Kershaw maintains that, ***'The overall structure of the government was reduced to shambles of constantly shifting power bases of warring factions'***.[2] It is therefore clear that Kershaw, as well as many of Hitler's contemporaries such as Strasser,[3] believe that the leading government party in Germany was actually uncontrollable and chaotic.

In order to completely understand the control Hitler had over German politics and the people of the country, this dissertation will examine both arguments using both primary and secondary materials before reaching the conclusion that Hitler can be seen as a structuralist who simply reacted to the circumstances, with no real long-term plan.

Word count: 412

[1] Rich (quoted in), Hite, John and Hinton, Chris (2000) *Weimar and Nazi Germany*, Hodder, p190.
[2] Kershaw, Ian (2015) *The Nazi Dictatorship*, Bloomsbury, p74.
[3] Strasser, Otto (quoted in), Peterson, Edward N. (2015) *The Limits of Hitler's Power,* Princeton University Press, p4.

Administrative information

Published: May 2024 (version 3.0)

History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix 1; examples of abstracts added as appendix 2.	August 2019
3.0	Reference to ‘slave economy’ changed to ‘economy based on enslavement’. References to ‘slavery’ changed to ‘enslavement’.	May 2024

Note: please check SQA’s website to ensure you are using the most up-to-date version of this document.