

Student Guide – Paper 2 (Migration and Empire)

This course is suitable for candidates progressing from Standard Grade and/or Intermediate 2.

The skills developed in studying the course build on those involved at Standard Grade and/or Intermediate 2 – research and note-taking, source evaluation, critical thinking, debate and communication, empathy and imagination, structured and extended writing, and the use of information technology – which are extremely useful across a wide variety of applications and careers.

Particular skills include:

- researching and analysing complex events
- structuring and sustaining lines of reasoned argument that reflect the complexity of the issues being addressed
- thinking critically and presenting clear and balanced conclusions
- evaluating historical sources in terms of authorship/origin, possible purpose, content and context
- participating in discussion and debate, through which democratic attitudes of open-mindedness and tolerance are fostered.

Paper 2 of Higher History is focused on Scottish History, and in this course the topic of Migration and Empire. This section of your coursework focuses on historical understanding and analysis through the interpretation, evaluation and comparison of sources of historical evidence.

Migration and Empire, 1830–1939

Migration and Empire studies the population movement and social and economic change in Scotland and abroad between 1830 and 1939, illustrating the themes of empire, migration and identity.

Assessment

To achieve the course award for Higher History you must pass the unit exams as well as the course assessment (the final exam). Your final grade will be based on the final examination.

Assessment objectives

The key objective of assessment is to ensure that you have achieved the overall aims of the course. In particular, the assessment seeks to ensure that you have understood and can apply the course content and that you can communicate your understanding.

Unit assessments aim to ensure that you can describe and analyse historical issues relating to familiar and less familiar situations through the use of extended response questions and **source evaluation** items.

Course assessment aims to ensure that you can retain knowledge, understanding and skills over a longer period of time to describe and analyse historical issues in a more demanding situation through extended response questions and source evaluation items.

You will be required to demonstrate the ability to integrate the skills of knowledge, understanding and analysis, and to communicate these effectively. Arguments will be supported by relevant and accurate evidence, both presented and recalled. Analysis will be balanced and informed.

Unit assessments

The unit assessment for Scottish History (Higher) units will be closed-book assessments.

Paper 2 (1 hour 25 minutes)

- Paper 2 examines source evaluation skills, knowledge, understanding and analysis of the Migration and Empire topic.
- All questions will require a short response.
- There will be **five sources** (at least two sources will be primary and at least two sources will be secondary) and **four questions** worth **30 marks in total**.
- The issues to be covered by source materials in the course assessment, Paper 2, are shown in the unit descriptors; aspects designated as ‘background’ or ‘perspective’ will not be examined specifically.
- The source evaluation (*How useful ...? How valuable ...?*) and source comparison items will each be worth **5** marks; the two contextual questions (*How fully ...? To what extent ...?*) will each be worth **10** marks.

Learning strategies in paper 2

The following learning experiences are essential to the course. Candidates should:

- engage in wide-ranging, independent reading relevant to their historical studies
- interpret and evaluate historical source material
- record systematically information derived from a variety of sources, such as books, notes, lectures, audio-visual materials and electronic media
- make use of relevant historical terms and concepts
- take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge in order to develop the ability to think independently and make informed judgements
- develop the skills of extended writing or producing an extended response for a variety of purposes, including descriptive and analytical essays or equivalent responses, of differing lengths.

It is recommended that at Higher level that you should be encouraged, within a clear framework of tasks, to take increasing responsibility for your learning.

Learning outcomes – Paper 2

Outcome 1

Evaluate sources with reference to their provenance and content.

Performance criteria

- (a) The evaluation of one source takes account of its origin and purpose.
- (b) The evaluations interpret the content of the sources.
- (c) The comparison of two sources demonstrates understanding of their content.

Outcome 2

Evaluate sources with reference to their wider historical context.

Performance criteria

- (a) The evaluations of the sources relate to historical developments and events through recall.
- (b) The evaluations present balanced views of the sources.
- (c) The evaluations of the sources demonstrate understanding of the wider context.

Evidence requirements for this unit

The content for this unit is specified in the appendix to this unit. Candidates will be required to study one of the specified contexts

To demonstrate satisfactory attainment in these outcomes, the candidate must answer three questions based on four sources, assessing the skills of evaluation during or near the end of the unit. Sources will be drawn from the content of the unit; aspects designated as ‘background’ or ‘perspective’ will not be examined specifically. This will include written or equivalent evidence which satisfies both outcomes.

The evidence can be gathered during or near the end of the unit and must be completed under controlled conditions, ie without collaboration, the assistance of notes, or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. A maximum time of 1 hour is allowed for assessment of an item covering both outcomes.

If reassessment is required, it should consist of a fresh assessment instrument.

The assessment of the outcomes should be based on a holistic approach. Achievement can be determined by a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this unit.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Migration and Empire 1830–1939

The content in the middle box will be examinable.

Issues	Detailed descriptor
Background	The social effects of the development of the Scottish economy; industrialisation and urbanisation; the imperial context
1. The migration of Scots	Push and pull factors in internal migration and emigration: economic, social, cultural and political aspects; opportunity and coercion
2. The experience of immigrants in Scotland	The experience of immigrants, with reference to Catholic Irish, Protestant Irish, Jews, Lithuanians and Italians; the reactions of Scots to immigrants; issues of identity and assimilation
3. The impact of Scots emigrants on the Empire	The impact of Scots emigrants on the growth and development of the Empire with reference to Canada, Australia, New Zealand and India in terms of : economy and enterprise culture and religion native societies
4. The effects of migration and empire on Scotland, to 1939	The contribution of immigrants to Scottish society, economy and culture; the impact of the empire on Scotland
Perspective	The significance of migration and Empire in the development of Scottish identity

Revision checklist

You have now completed your Paper 2 unit, Migration and Empire. Look below at the list of what you should know. Assess your overall knowledge. Which of the following are you?



Happy that you have learned this topic thoroughly.








Generally happy but you need to give some areas a closer look.




In need of some revision/clarification.

Unit		Areas requiring revision
Background information <ul style="list-style-type: none"> Scottish industrialisation and urbanisation Imperialism 	 	
Migration of Scots <ul style="list-style-type: none"> Push/pull factors Opportunities Coercion 	 	
Experiences of immigrants in Scotland <ul style="list-style-type: none"> Catholic Irish, Protestant Irish, Jews, Lithuanians, Italians Reactions of Scots to immigrants Assimilation 	 	

<p>Impact on the Empire of Scots migration</p> <ul style="list-style-type: none"> • Growth of the Empire • Case studies on Canada, Australia, New Zealand and India. • Focus on economy, enterprise, culture, religion, native societies 		
<p>Effects of migration and empire on Scots (1830–1939)</p> <ul style="list-style-type: none"> • Immigrants to Scotland’s impact on society, economy and culture • Impact of Empire on Scotland 		
<p>Putting your knowledge into practice</p>		
<p>I can <i>evaluate</i> a source. (How useful/valuable is a source?) 5 marks</p>		
<p>I can <i>compare</i> views in 2 sources. 5 marks</p>		
<p>I can answer the 10-mark context question.</p>		

Next steps

In order to improve my performance in Paper 2 for Higher History I must...



Name: _____

Date: _____