

# Advanced Higher History The Project (Dissertation)

**50 marks out of a total of 140 marks (approx. one third of overall marks)**

# What is required in the project-dissertation at Advanced Higher?

- ◆ An appropriate historical issue. Engagement with the isolated factor or issue in the question.
- ◆ A clear structure with separate sections for relevant factors.
- ◆ An introduction that shows an understanding of the issue / sets it in its wider context and provides overview of main interpretations
- ◆ Analysis and evaluation used to support the argument.
- ◆ Demonstration of width and depth of knowledge. Knowledge/detail used with analysis and evaluation.
- ◆ Evidence that information has been collected from a range of primary and secondary sources.

## What is required in the project-dissertation at Advanced Higher? (cont'd)

- ◆ Engagement with historians' views and interpretations to develop arguments. Use of at least one primary source.
- ◆ A sustained line of argument which develops throughout the dissertation.
- ◆ Reasoned conclusion(s) providing overview of candidate's own views not synopsis of views of current historians and an overall judgement on the issue.
- ◆ Referencing of sources of information Accurate footnoting and bibliography

## Selecting a Historical Issue

- ◆ How successful
- ◆ To what extent
- ◆ How important
- ◆ “Statement”. How valid is this view?
- ◆ Analysis and evaluation?
- ◆ Synthesis of information into a line of argument?
- ◆ Sub issues?
- ◆ Different historical perspectives or points of view?
- ◆ Overall conclusion?




# Approved List of Dissertations

## ▶ Specimen Question Paper and Marking Instructions

## ▶ Coursework information

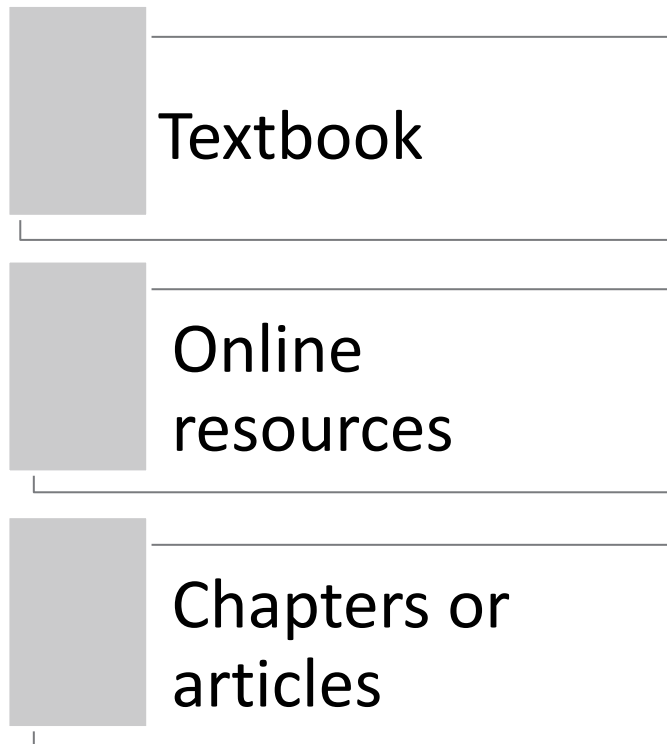
General assessment information provides instructions for the conduct of coursework, an overview of the assessment task, evidence to be gathered and general marking instructions.

Coursework assessment tasks provide the live assessment task, including marking instructions and instructions for candidates. Teachers/lecturers can access these confidential documents through their SQA Co-ordinator.

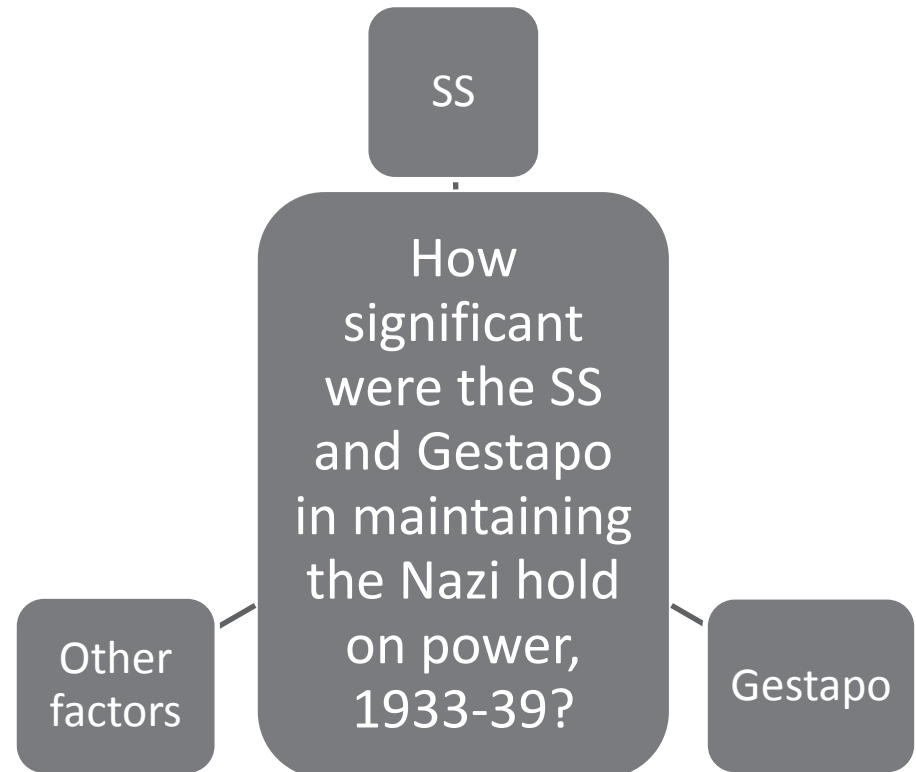
- [General assessment information for Advanced Higher History](#)   
March 2015
- [Advanced Higher History Approved List of Dissertations](#) 
- [Project-Dissertation Title Feedback Form](#) 

# Researching the wider context

## Background reading



## Sub-Issues/Factors



# Collecting and recording

Contents page

Index

Outline of views in  
preface/introduction

Summaries of views in:  
concluding section /chapter

Information should be:

**Relevant** (*examples which illustrate points, historians' views, alternative views/debate among historians*)

**Accurate**(factual evidence/*statistics*)

**Concise** (*summaries, bullet points, abbreviations, brief quotations*)

**Referenced** According to Kershaw.... (*name of author, title of book, page number of information/views/quotations, date of publication, URL*)

# Researching

Informs

THOROUGHNESS grade  
(degree of detail/way a  
candidate uses their  
evidence to build their  
argument)

Primary and secondary  
sources

Department, school, public  
libraries

- ◆ School/General textbooks  
v academic texts
- ◆ Online journals

Responses without  
recognition of primary  
sources will not be awarded  
more than 24 marks.





# Historiography

Informs

Historical sources / Interpretations  
grade

Historical views

Interpretations

At Advanced Higher level, there must be clear evidence of wide research and reading, and therefore some awareness that there are different views on an issue

***To obtain more than 24 marks, there must be a reference (however minor) to historiography.***

Awareness of historical debates/historians' arguments (*rather than just quoting*)

Engagement with historians' interpretations

Historians' views embedded throughout the dissertation (points supported with evidence and with views of historians, as paragraphs develop)

Textbooks and wider reading



# Structure

## Introduction

The introduction should:

- ◆ contextualise/ demonstrate an understanding of the issue
- ◆ Highlight the key arguments and areas of debate
- ◆ present the writer's line of argument to be proved in the chapters in the main body
- ◆ clarify the approach and order of coverage

# To what extent had the Christian Churches become tools of the Nazi regime by 1939?

## Introduction

The Christian church in Germany had always been an institution of great influence in both everyday life and German politics. 62 million Germans (90% of population) before 1933, were either Protestant or Catholic and Catholicism even had a party in the Reichstag the *Zentrum* (Z) who would frequently win about one fifth of the votes in General elections. The church had a great influence in politics and often influenced voters' decision making. In this respect, religion dominated Germany so it was clear that in order to gain control of the masses, the Nazis would need to win the support of the clergy. Etc.

***(context/demonstrates an understanding of the importance of the issue)***

# To what extent had the Christian Churches become tools of the Nazi regime by 1939?

The level of the churches involvement in, or silence about, the Nazi regime during the 1930s is much debated among historians. Many question the extent to which the churches were threatened by Nazism and the extent to which the Churches could have opposed or even stopped the Nazis.

**Burleigh argues that**

**Saunders, however,**

***(key arguments/areas of debate)***

**In this dissertation it will be argued that** both the Catholic and Protestant movements in the Catholic Church could be said to have become tools to the Nazi regime but the extent to which they were involved with implementing Nazi policies differs. ***(line of argument)***

**This dissertation will examine *(outlines approach)***



# Structure

## The main body

- ◆ 2-3 middle chapters?
- ◆ 'For' and 'Against'?
- ◆ Continuous piece of work?

## A chapter layout:

- ◆ provides direction and maintains focus on issues
- ◆ allows synthesis and sub conclusions
- ◆ allows qualitative judgments of the importance of the factors
- ◆ allows argument to build throughout the dissertation
- ◆ helps avoid too narrative an approach

# Advanced Higher Dissertation *Structure Exemplar*

*Germany: From Democracy to Dictatorship, 1918-1939*

To what extent had the Christian Churches become tools of the Nazi regime by 1939?

## Contents

Introduction	p3
Chapter 1: The Catholic Churches	p5
Chapter 2: The Protestants Churches	p9
Conclusion	p5
Bibliography	p16

# Structure

## Conclusion

- ◆ Balanced overview/summary of the most significant arguments
- ◆ A clear answer to the question based on the summary

The conclusion gives a robust overview/ synthesis and a qualitative judgement of factors

## Word Count

No lower word –limit but a very short dissertation of less than 2,000 or 3,000 words would have to be extremely well argued to pass.

The word limit for the project–dissertation should be

- ◆ *4,000 words (excluding references, bibliography, appendices, etc.).*
- ◆ *submitted with the completed project–dissertation.*
- ◆ *included at the bottom of each page then the total word count on the title page.*



# Referencing: Footnotes

- ◆ Quotations
- ◆ Statistics
- ◆ Extended text e.g.  
whole paragraph  
(from one book)

Author, *Title*, Date,  
page number

Example,

Alan Farmer *The  
Origins of the American  
Civil War* (2006) p18

Reich though only 50 received major prison sentences.<sup>39</sup> These figures show that whilst there was some resistance from the Protestant community it was usually on a small scale. People such as Schneider were in a distinct minority of Protestants willing to resist the regime.

The Nazis planned to create a *Volksgemeinschaft* and they realised that trying to destroy the Protestant churches, whose members amounted to 40 million people, would lose them the

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<sup>36</sup> Richard J Evans *The Third Reich in Power* (Allen Lane, London, 2005) p225

<sup>37</sup> *ibid* p227

<sup>38</sup> B.J. Elliott *Modern Times Hitler and Germany* ( Longman group, Essex, 1980) p147

<sup>39</sup> Hite and Hinton *Weimar and Nazi Germany* p312

# Referencing: Bibliography

- ◆ Quantity of use rather than quantity
- ◆ Textbooks
- ◆ Academic works
- ◆ Online articles

## Bibliography

Michael Burleigh *The Third Reich. A New History* (Pan Books, London, 2001)

B. J. Elliott *Modern Times Hitler and Germany* (Longman group, Essex, 1980)

Richard J Evans *The Third Reich in Power* (Allen Lane, 2005)

John Hite and Chris Hinton *Weimar & Nazi Germany* (Hodder Education, London, 2000)

Stephen J. Lee *Hitler and Nazi Germany* (Routledge, Oxon, 2010)

Will Saunders *Cross and Swastika: The Nazi Party and the German Churches* (History Review, September 2003)

Anthony J Scidino *The Holocaust, the church, and the Law of Unintended Consequences* (iUniverse, Bloomington, 2014)

Roderick Stackelberg *Hitler's Germany: Origins, interpretations, legacies* (Routledge, London, 2000)

Richard Steigmann-Gall in Jane Caplan (Ed) *Short Oxford History of Germany: Nazi Germany* (Oxford University Press, New York, 2008)

United States Holocaust Memorial Museum *The German Churches and the Nazi State*. Holocaust Encyclopaedia.

URL: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005206> visited 20/02/15

# Typography and proof reading

- ◆ Checked for spelling  
/grammar  
(peers/parents)
- ◆ Pages  
numbered and  
in order
- ◆ Presentation is  
reader friendly  
(Double line  
spacing/11 or  
12 size font)

*Advanced Higher History*  
*Project-dissertation*


Candidate name  
SCN

School/college name

Centre Number

*Title*

To what extent was Trotsky's leadership during the Civil War  
the most important factor in the Red victory?



Total word count: 4000

# Typography and proof reading

Detailed Marking Instructions for the project-dissertation: mark ranges and individual marking criteria

## Marking Grid

### Four criteria

- ◆ Structure
- ◆ Analysis/evaluation/ line of argument
- ◆ Thoroughness/ relevance of information and approach
- ◆ Historical sources/ interpretations

		Mark ranges						
		0-20 marks	21-24 marks	25-29 marks	30-34 marks	35-39 marks	40-44 marks	45-50 marks
Marking criteria	Structure	<ul style="list-style-type: none"> <li>no relevant functional introduction</li> <li>no separate sections which relate to relevant factors</li> <li>no conclusion which makes an overall judgement on the issue</li> </ul>	An attempt to structure the essay, seen in at least one of the following: <ul style="list-style-type: none"> <li>relevant functional introduction</li> <li>separate sections which relate to relevant factors</li> <li>conclusion which makes an overall judgement on the issue</li> </ul>	The structure displays a basic organisation but this may be loose. This would refer to: <ul style="list-style-type: none"> <li>relevant functional introduction</li> <li>separate sections which relate to relevant factors</li> <li>conclusion which makes an overall judgement on the issue</li> </ul>	The structure is readily apparent with a competent presentation of the issues. This would include: <ul style="list-style-type: none"> <li>relevant functional introduction</li> <li>separate sections which relate to relevant factors</li> <li>conclusion which makes an overall judgement on the issue</li> </ul>	Clearly structured, perceptive, presentation of issues. This would be included in: <ul style="list-style-type: none"> <li>relevant introduction with main interpretations</li> <li>separate sections which relate to relevant factors</li> <li>conclusion which makes an overall judgement on the issue</li> </ul>	Well-defined structure displaying a very confident grasp of the demands of the question: <ul style="list-style-type: none"> <li>relevant introduction with main interpretations</li> <li>separate sections which relate to relevant factors</li> <li>conclusion which makes an overall judgement on the issue</li> </ul>	Structured so that the argument convincingly builds and develops throughout: <ul style="list-style-type: none"> <li>relevant introduction with main interpretations</li> <li>separate sections which relate to relevant factors</li> <li>conclusion which makes an overall judgement on the issue</li> </ul>
	Analysis/evaluation/line of argument	<ul style="list-style-type: none"> <li>no evidence of analysis</li> </ul> Or <ul style="list-style-type: none"> <li>analysis is not relevant to the question</li> </ul>	<ul style="list-style-type: none"> <li>There is much narrative and description rather than analysis or evaluation.</li> <li>There is a weak sense of argument.</li> </ul>	<ul style="list-style-type: none"> <li>There is an attempt to answer the evaluative aims of the question and analyse the issues involved. This is possibly not deep or sustained, but includes a relevant isolated factor.</li> <li>Argument is generally clear and accurate but there may be confusions.</li> </ul>	<ul style="list-style-type: none"> <li>There is a firm grasp of the evaluative aims of the question and the candidate tackles it with a fairly sustained analysis.</li> <li>Argument is clear and accurate, and comes to a suitable – largely summative – conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>There is a firm grasp of the evaluative aims of the question and an assured and consistent control of the arguments and issues.</li> <li>The conclusion arises logically from the evidence and arguments in the main body, and attempts synthesis.</li> </ul>	<ul style="list-style-type: none"> <li>Fluent and insightful presentation of the issues.</li> <li>There is a firm grasp of the evaluative aims of the question and a very assured and consistent control of all the arguments and issues.</li> <li>The conclusion gives a robust overview/ synthesis and a qualitative judgement of factors.</li> </ul>	<ul style="list-style-type: none"> <li>Fluent and insightful presentation of the issues with a detailed and effective analysis and evaluation which advances the argument and considers various possible implications of the question, going beyond the most obvious ones.</li> <li>The conclusion gives a robust overview/ synthesis and a qualitative judgement of factors.</li> </ul>





0–20 marks	21–24 marks	25–29 marks	30–34 marks	35–39 marks	40–44 marks	45–50 marks
<p>no evidence of analysis</p> <p>Or</p> <p>analysis is not relevant to the question</p>	<p>There is <u>much narrative and description</u> rather than analysis or evaluation.</p> <p>There is a weak sense of argument.</p>	<p>There is <u>an attempt to answer</u> the evaluative aims of the question and analyse the issues involved. This is <u>possibly not deep or sustained</u>, but includes a relevant isolated factor.</p> <p>Argument is generally clear and accurate but there may be confusions.</p>	<p>There is a <u>firm grasp</u> of the evaluative aims of the question and the candidate tackles it with a <u>fairly sustained</u> analysis.</p> <p>Argument is clear and accurate, and comes to a suitable — largely summative — conclusion.</p>	<p>There is a firm grasp of the evaluative aims of the question and an <u>assured and consistent</u> control of the arguments and issues.</p> <p>The conclusion arises logically from the evidence and arguments in the main body, and <u>attempts synthesis</u>.</p>	<p>Fluent and insightful presentation of the issues.</p> <p>There is a firm grasp of the evaluative aims of the question and a <u>very assured and consistent</u> control of all the arguments and issues.</p> <p>The conclusion gives a <u>robust overview/ synthesis</u> and a qualitative judgement of factors.</p>	<p>Fluent and insightful presentation of the issues with a <u>detailed and effective analysis and evaluation</u> which <u>advances the argument and considers various possible implications of the question, going beyond the most obvious ones</u>.</p> <p>The conclusion gives a <u>robust overview/ synthesis</u> and a qualitative judgement of factors.</p>

# Historical sources/Interpretations

0–20 marks	21–24 marks	25–29 marks	30–34 marks	35–39 marks	40–44 marks	45–50 marks
No discernible reference to historical works.	No discernible reference to historical works.	There is <u>some awareness</u> of historians' interpretations in relation to the issue.	There is <u>an awareness</u> of historians' interpretations and arguments.	There is a <u>sound knowledge and understanding</u> of historians' interpretations and arguments.	There is a <u>sound knowledge and understanding</u> of historians' interpretations and arguments which is <u>consistent</u> .	There is a <u>sound knowledge and understanding</u> of historians' interpretations and arguments and an engagement with current historiography. • Shows <u>consistent awareness</u> of <u>possible variations</u> of <u>these interpretations</u> and connections between them, including an appreciation of the context which gives rise to these interpretations.
No reference to primary sources.	No reference to primary sources.	Historians may be used <u>as illustrative points of knowledge</u> .	Historians may be used <u>as illustrative points of main lines of interpretation</u>	There is <u>some awareness of possible variations of these interpretations or connections between them</u> .	There is <u>some awareness of possible variations of these interpretations or connections</u> between them. There may be <u>an appreciation of the context</u> which gives rise to these interpretations.	Clear reference to at least one primary source.
		Clear reference to at least one primary source.	Clear reference to at least one primary source.	Clear reference to at least one primary source.	Clear reference to at least one primary source.	Clear reference to at least one primary source.

Thoroughness/relevance of information and approach

0–20	21–24	25–29 marks	30–34 marks	35–39 marks	40–44 marks	45–50 marks
<p><u>No evidence of relevant knowledge</u> of the issue.</p>	<p>Treatment of the issue shows <u>little relevant knowledge</u>.</p> <p>Some elements of the factual content and approach relate only very loosely to the issue.</p>	<p>Treatment of the issue shows <u>sufficient knowledge</u> which reflects a <u>basic understanding</u> of the issue.</p>	<p>Treatment of the issue shows an <u>awareness of the width and depth</u> of the knowledge required for a study of the issue.</p>	<p>Treatment of the issue is based on a <u>fair quantity</u> of research, demonstrating <u>width and depth</u> of knowledge.</p> <p>Evidence is linked to points of analysis or evaluation.</p>	<p>Treatment of the issue is based on <u>wide</u> research and demonstrates a <u>considerable width and depth</u> of knowledge.</p> <p>Evidence is linked to points of analysis or evaluation.</p>	<p>Treatment of the issue is clearly based on a <u>wide range of serious reading</u> and demonstrates a considerable width and depth of knowledge.</p> <p>Evidence is linked to points of analysis or evaluation.</p>