



Advanced Higher  
Course  
Specification



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# Advanced Higher History Course Specification (C737 77)

**Valid from August 2015**

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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## Course outline

**Course title:** Advanced Higher History

**SCQF:** level 7 (32 SCQF credit points)

**Course code:** C737 77

### Mandatory Units

**H7WD 77 Historical Study (Advanced Higher) 16 SCQF credit points**

**H7WE 77 Researching Historical Issues (Advanced Higher) 8 SCQF credit points**

**Course assessment 8 SCQF credit points**

This Course includes eight SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

### Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ Higher History Course

### Progression

This Course or its Units may provide progression to:

- ◆ degree courses in social subjects and social sciences or related areas
- ◆ a diverse range of careers

Further details are provided in the Rationale section.

### Equality and inclusion

This Course Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Course/Unit Support Notes*.

## **Rationale**

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

From the perspective of time and embracing both continuity and change, History draws on other disciplines, subjects and modes of thought to provide an explanation of events in the past, and helps to explain the present.

In this Course, as at other levels of History, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. This will encourage learners 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.

History contributes to learners' understanding of the society in which they live and work by helping them to develop an appreciation and understanding of the forces which have shaped the world today. The acquisition of discipline-based knowledge and understanding of historical events is central to helping learners function as effective contributors to society and responsible citizens within that society, as well as giving them more individual confidence in their learning and working lives.

Through the Course, learners are enabled to develop the four capacities in many respects. For example, learners' horizons are extended and they are challenged to look at the world in new ways. Their confidence grows as they begin to understand more about their sense of identity and place in the contemporary world.

At Advanced Higher, the focus on the detailed study of a specific theme allows learners 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. This depth of study affords a unique opportunity of intellectual engagement with complex historical subject matter.

This Course will also provide opportunities for learners to develop skills for learning, skills for life and skills for work. These include an advanced level of literacy by reading historical texts and writing accounts of historical themes and events. Through the intellectual engagement with varying historical interpretations and by contributing to group work, learners will develop skills of debate and values of tolerance of the views of others. They will learn to develop and sustain a complex argument based on, and consistent with, the available evidence.

The critical thinking activities in this Course provide learners with important transferable skills for their life, work and further study. Through the study of primary and secondary sources, learners are encouraged to take responsibility for their own learning as well as becoming responsible citizens. Studying these sources is integral to the research required to produce a substantial piece of work.

## **Purpose and aims of the Course**

The purpose of the this Course is to allow learners to acquire depth in their knowledge and understanding of historical themes and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.

The Course makes a distinctive contribution to the curriculum by engaging in the issues which arise from significant historical events and developments. The depth of study enables learners to engage fully in historical debate and thereby develop a deeper appreciation of the forces which have shaped historical developments.

The aims of this Course are to enable learners to:

- ◆ develop a rigour and thoroughness of independent thought
- ◆ critically analyse existing historical research, including identifying important lines of argument and evaluating schools of thought on particular historical issues
- ◆ analyse historical sources with regard to authorship and purpose, standpoint and historical and historiographical context
- ◆ develop an understanding of the relationship between factors that contribute to historical complex historical events
- ◆ develop an understanding of the impact of contributing factors, and their relationship with one another, on historical events
- ◆ synthesise primary sources and perspectives from historical research to analyse complex historical issues and sustain lines of argument which reflect the complexity of the issues they address
- ◆ adopt a relevant and structured approach to the research of a historical issue drawing conclusions in a clear and well-reasoned way, while reflecting the complexity of the issue under consideration and the limitations of the available evidence

## **Information about typical learners who might do the Course**

History Courses are relevant for a wide range of learners who wish to specialise in historical study by taking their research skills forward to an academic level.

Entry to this Course is at the discretion of the centre. However, it may be beneficial for a learner to have the skills and knowledge required by the Higher History Course, relevant component Units, another social subject at Higher or equivalent qualifications.

This Course is particularly suitable for learners who might wish to progress to degree courses and careers in humanities, social sciences, law and languages. Potential career pathways are diverse and include education, law, management and public administration

Through the successful completion of this Course, important transferable skills are developed. These skills include: the ability to carry out independent research and investigate historical themes and events; synthesising information from a wide range of sources to produce detailed and sustained lines of argument; evaluating historical sources; analysing historical issues; and communicating well-reasoned conclusions supported by evidence.

History Units and Courses are offered from SCQF level 3 to SCQF level 7. Vertical progression is possible through the levels of History qualifications and lateral progression is possible to other qualifications in the social studies suite of Courses.

# Course structure and conditions of award

## Course structure

The Course consists of two Units: *Historical Study* (Advanced Higher), and *Researching Historical Issues* (Advanced Higher). There is considerable flexibility in themes which can be studied to allow personalisation and choice.

Through the successful completion of this Course, learners will develop a wide range of important and transferable skills, including: the ability to carry out independent research and investigate historical themes and events; synthesising information from a wide range of sources to produce detailed and sustained lines of argument; evaluating historical sources; analysing historical issues; and communicating well-reasoned conclusions supported by evidence.

The skills listed above will be developed through the detailed study of one historical field in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

### **Historical Study (Advanced Higher)**

In this Unit, learners will undertake a detailed study of a single historical period. Through this study they will 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. In doing this, they will engage with the views of a range of historians, analyse the issues to sustain a coherent line of argument and draw well-reasoned conclusions supported by detailed evidence.

Learners select one Field of Study from a choice of specified fields.

### **Researching Historical Issues (Advanced Higher)**

In this Unit, learners will 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; and using an appropriate referencing convention.

## Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

## Skills, knowledge and understanding

Further information on the assessment of the skills, knowledge and understanding for the Course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

This covers:

- ◆ 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
- ◆ planning and managing a complex programme of research
- ◆ sourcing, collecting and recording appropriate and reliable information
- ◆ evaluating, analysing and synthesising evidence
- ◆ understanding how to organise, present and reference findings using appropriate conventions

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.sqa.org.uk](http://www.sqa.org.uk)).

## Assessment

Information about assessment for the Course is included in the *Course Assessment Specification*, which provides full details including advice on how a learner's overall attainment for the Course will be determined.

### Unit assessment

Both Units are internally assessed against the requirements shown in the *Unit Specification*.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

#### **Historical Study (Advanced Higher)**

In this Unit, the learner will be required to give evidence of:

- ◆ drawing on factual and theoretical knowledge and understanding of complex historical issues
- ◆ critically analysing a range of historical sources
- ◆ critically evaluating the causes or impact of complex historical developments

#### **Researching Historical Issues (Advanced Higher)**

In this Unit, the learner will be required to give evidence of:

- ◆ the ability to carry out independent research on complex historical issues



## Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)<sup>1</sup>. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Advanced Higher History Course, added value will focus on:

- ◆ challenge
- ◆ application

Learners will draw on, extend and apply the knowledge and skills from across the Course. This will be assessed by a [question paper](#)<sup>2</sup> and a [project](#)<sup>3</sup>. The question paper will require demonstration of depth of knowledge and understanding in addressing issues that may overlap a number of content areas within the Field of Study. The project will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

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<sup>1</sup> Definitions can be found here: <http://www.sqa.org.uk/sqa/58409.html>

<sup>2</sup> See link above for definition.

<sup>3</sup> See link above for definition.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

## **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

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course/Unit Support Notes*.

## Administrative information

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### History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Course code amended Footers/headers updated Course aims amended Course structure — content deleted to avoid duplication Description of Researching Historical Issues Unit amended to better align with Unit Specification	Qualifications Development Manager	April 2015

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.

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