

HISTORY
Advanced Higher

Third edition – published June 2002

**NOTE OF CHANGES TO ARRANGEMENTS
THIRD EDITION PUBLISHED JUNE 2002**

COURSE TITLE: History (Advanced Higher)

COURSE NUMBER: C044 13

National Course Specification

Course Details: A flat penalty of 10% of the marks available on over-long dissertations.

National Unit Specification:

D260 13 Historical Research: Evidence requirements reduced.

National Course Specification

HISTORY (ADVANCED HIGHER)

COURSE NUMBER C044 13

COURSE STRUCTURE

The course comprises two mandatory units:

D259 13	<i>Historical Study (AH)</i>	<i>2 credits (80 hours)</i>
D260 13	<i>Historical Research (AH)</i>	<i>1 credit (40 hours)</i>

Candidates will have the opportunity to achieve the outcomes of these units through the study of a range of historical contexts, listed in the syllabus summary below. The units may be taught concurrently or sequentially.

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

Full details of the content options and detailed syllabus are set out below.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained a course or units in Higher History.

Administrative Information

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National Course Specification: general information (cont)

COURSE History (Advanced Higher)

CORE SKILLS

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Course Specification: course details

COURSE History (Advanced Higher)

RATIONALE

A general rationale for the study of History by candidates over the age of 16 can be found in the Introduction to the Arrangements Document along with a list of aims deriving from it. These all apply at all levels of History.

The aims of the Advanced Higher History course are to acquire depth in the knowledge and understanding of historical themes and to develop skills of analysing issues, developments and events, drawing conclusions and evaluating sources. These aims will be achieved through study of chosen contexts. The course will also provide the opportunity to integrate these skills in an extended piece of individual research.

The outcomes of the units and the criteria for the course assessment require candidates to handle detailed information in order to analyse events and their relationships thoroughly, to use this analysis to address complex historical issues, including consideration of alternative interpretations, and to draw a series of judgements together by structured, reasoned argument reaching well-supported conclusions. Candidates will also be expected to interpret a range of complex primary and secondary sources and use them to analyse historical issues. In addition, candidates will be required to undertake the planning, research, preparation and presentation of a dissertation on a defined historical issue relating to their field of study.

COURSE CONTENT

Syllabus summary

Candidates will be required to select one of the following fields of study:

1. Northern Britain from the Romans to AD 1000
2. Scottish Independence: 1286 to 1329
3. The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries
4. France in the Age of Louis XIV
5. Georgians and Jacobites: Scotland 1715-1800
6. The Economic Development of Britain 1820-80: its Social and Political Impact
7. 'The House Divided': USA 1850-65
8. Japan: From Medieval to Modern State 1850s-1920
9. Germany: Versailles to the Outbreak of World War Two
10. South Africa 1910-84
11. Soviet Russia 1917-53
12. The Spanish Civil War 1931-39
13. Britain at War and Peace 1939-51.

National Course Specification: course details (cont)

COURSE History (Advanced Higher)

Detailed syllabus

The following fields of study are each designed round a series of historical themes. This structure builds on the experience with which candidates who have followed the Higher course will be familiar.

1. Northern Britain from the Romans to AD 1000

The study of the nature of Celtic and Germanic tribal societies north of Hadrian's Wall; relationship between these societies, their changing beliefs and the effects upon them of invaders, focusing on the themes of culture, power, invasion and belief.

The 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 Columbian 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.

The establishment of the Kingdom of Alba and the emergence of the Scottish nation.

2. Scottish Independence 1286 - 1329

A study of the changing nature of the Scottish nation, threats to the independence of the nation, responses to those threats and the consequences for the Scottish nation, focusing on the themes of authority, conflict and identity.

The background to the conflict, including: the nature of royal authority under Alexander III; relationships between Scotland and England.

Edward I and Scotland, including: the reasons for the first submission of Scots to Edward I; the Great Cause and the reign of John Balliol; Edward's government in Scotland, the uprising of Wallace and its consequences; Wallace's guardianship, support for Wallace; English invasions and the second submission of the Scots.

Bruce and the war for independence, including: Bruce's seizure of power; support for and opposition to him; his campaigns and tactics, both military and diplomatic.

Bruce in power, including: his government of Scotland; the making of truces and peace; the economic and social impact of the wars.

3. The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries

A study of the development and expression of the visual arts in Italy; of the society from which these developments sprang; of the changing political organisation of that society, focusing on the themes of culture, authority, and community.

National Course Specification: course details (cont)

COURSE History (Advanced Higher)

Italian society, including: general economic and political conditions; trade and industry; the rise of the great Italian cities.

The origins of early Renaissance art in Florence, including: the Florentine republic; the Renaissance as the revival of classical values; the relationship of humanism and the visual arts.

Florence and the Medicis, including: the rise of the Medici; patronage as a cultural and political phenomenon; the contribution of Lorenzo the Magnificent; art as propaganda for the Medici.

The High Renaissance, including: Rome and the High Renaissance; religion and the Papacy; the place of the artist in society, with a study of the greater artists.

4. *France in the Age of Louis XIV*

A study of political absolutism, the bases of absolutist authority, absolutist policies, the society affected by them and the effects on that society focusing on the themes of Crown, culture, authority and belief.

French society, including: the structure of society; feudal relationships; the growth of trade and the commercial class.

Absolute monarchy in seventeenth-century France, including: theories of absolute monarchy; religious and judicial sources of power; traditional ceremonies and their revival.

Louis XIV and the Court, including: the structure and organisation of the Court; the Court and its ceremonies; the arts, philosophy and science; the cultural importance of France in Europe.

Louis XIV and France, including: the structure of government, royal councils; religious policies, relations with the Pope, the Huguenots; financial, commercial and social policies.

5. *Georgians and Jacobites: Scotland 1715 - 1800*

A study of political integration and economic growth in Scotland in the eighteenth century, of tensions in Scottish society and of the diverse cultural achievements of the period, illustrating the themes of conflict, culture and improvement.

The 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: trade after the Union; the tobacco lords; agricultural improvement; urban development; changing standards of living.

Political stability: 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: education and attitudes towards improvement; history, philosophy, social commentary; contacts with England and Europe; architecture, painting, literature; poetry and the languages of Scotland.

National Course Specification: course details (cont)

COURSE History (Advanced Higher)

6. *The Economic Development of Britain 1820 - 80: its Social and Political Impact*

A study of the development of an industrial society in Britain, the social consequences of that development and political and administrative responses to it, focusing on the themes of community, technology, economy and protest.

Economic developments, including: the main advances in industry; banking and joint stock enterprise and fiscal policy; agriculture in boom and depression; trade and communications.

Urban development, including: the growth of cities; the changing social structure of Britain; the urban way of life in terms of religious, recreational and cultural pursuits.

Social issues, including: poverty; health; factory conditions.

Protest and responses to social issues, including: the changing political and administrative structure; popular movements and responses to the social issues of poverty, health and factory conditions; measures of reform addressing these issues.

7. *'The House Divided': USA 1850 - 65*

A study of American society and tensions within it, the causes and nature of conflict, the political, social and economic outcomes of that conflict, focusing on the themes of conflict, rights, identity and authority.

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; conflict between the Southern slave economy 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 blacks during the war.

The effects of war, including: the political consequences; social and economic conditions in North and South.

8. *Japan: From Medieval to Modern state 1850s - 1920*

A study of the changing political identity of Japan, the forces bringing about changes, the effects of those changes within and beyond Japan, focusing on the themes of ideology, identity, authority and culture.

Japan in the mid nineteenth 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.

National Course Specification: course details (cont)

COURSE History (Advanced Higher)

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 1904-95; Japan in the Great War and post-war settlement.

9. Germany: Versailles to the Outbreak of the Second World War

A study of the changing nature of political authority, the reasons for changes and the consequences of the changing character of political authority, focusing on the themes of ideology, authority and revolution.

The creation of the Weimar Republic, including: military defeat, the November Revolution and the Treaty of Versailles; social and political instability; economic crisis and hyper-inflation.

A period of relative stability, including: currency reform and the Dawes plan; social welfare provision; the Stresemann era in foreign affairs.

The collapse of Weimar, including: economic depression and mass unemployment; the weakening of democracy, Brüning to Schleicher; the rise of Nazism; Hitler and the Nazi takeover of power.

The transformation of post-Weimar society, including: Nazi consolidation of power in Germany; Nazi economic policy; Nazi social and racial policies; the impact of foreign policy on domestic circumstances.

10. South Africa 1910 - 84

A study of race and class conflict in an industrialising society and of international pressures on that society, focusing on the themes of ideology, authority, rights and resistance.

Economic developments and their consequences, including the white labour force and the strikes of 1913 and 1922; migrant black workers, compounds and townships.

Political developments from 1910 to the 1948 election, including the 1910 constitutional settlement, differing approaches of Hertzog and Smuts and political developments among whites; the emergence of the United Party and the Nationalists; non-white communities and their politics; the founding of the African National Congress.

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 African National Congress, including splits in the ANC and the forming of the Pan-Africanist Congress; responses to opposition, including the Treason Trial, the Sharpeville Massacre, the formation of Umkonto wa Sizwa 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.

National Course Specification: course details (cont)

COURSE History (Advanced Higher)

11. Soviet Russia 1917 - 53

A study of political ideology as found in Communist Russia, the changing nature of authority and the policy outcomes of that authority, focusing on the themes of ideology, authority and revolution.

The Bolshevik rise to power, including: the condition of Russian society in the years immediately before Revolution; the February Revolution and Bolshevik reactions to it; the 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 New Economic Policy; policies towards National Minorities and foreign states.

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: Stalin's policies in the Second World War; Stalinism and post-war Eastern Europe.

12. The Spanish Civil War 1931 - 39

A study of differing political ideologies, conflict and its consequences, foreign intervention and attempts at non-intervention, focusing on the themes of ideology, authority, conflict and identity.

The failure of the Monarchy in 1931, including: regional identities and tensions; the importance of the Roman Catholic Church; the power and attitude of the army; social conflict.

The coming of war, including: the range of political parties in Spain; political instability 1931-35; the creation of the Popular Front; the election of 1936.

The outbreak of civil war, including: the uprising, its supporters and early success; social upheaval in Republican Spain.

The defeat of the Republic, including: the International Brigades; the intervention of foreign powers; the non-intervention policy; the reasons for Franco's victory.

13. Britain at War and Peace 1939 - 51

A study of political ideology and leadership, military conflict, its effects and responses to those effects, social needs and responses to those needs, and relations with other parts of the world, focusing on the themes of authority, community, ideology and welfare.

Britain on the eve of war, including: political leadership and political parties; military preparedness for war; social and economic conditions.

Britain at war, including: political leadership and the war-time government; military, naval and air strategies; diplomacy, war aims and alliances.

National Course Specification: course details (cont)

COURSE History (Advanced Higher)

The 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 social and economic policies; Labour imperial, foreign and military policies; Conservative recovery and factors causing the Labour defeat.

ASSESSMENT

To gain the award of the course, the candidate must pass all the internal unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment are provided in the paper, *Assessment*, published in May 1996.

DETAILS OF INSTRUMENTS FOR EXTERNAL ASSESSMENT

External course assessment will consist of two components:

Dissertation

Candidates will write a Dissertation on a topic chosen from their selected field of study. The Dissertation will be marked out of 50. The Dissertation should be more than mere narrative or description and candidates should show familiarity with the views of secondary authorities. Illustrative material may be included.

In order to prepare the dissertation, the candidate will have to select a topic which will include a number of complex issues. The candidate will then carry out research, analysing the issues, deciding on an approach and planning and organising the structure and content of the dissertation.

It will be necessary for the candidate to research a range of primary and secondary sources and to investigate alternative approaches and interpretations in order to develop a strategy for the completion of the dissertation. Evidence will be gathered and presented to support the approach and a conclusion will be reached, based on the evaluation of complex evidence.

An annotated bibliography should also be submitted giving a list of sources consulted by the candidate with a brief comment on their utility. This will be taken into account in the assessment of the Dissertation.

A list of topics suitable for Dissertations will be issued to centres; topics from this list may be adopted by candidates for Dissertations without prior approval.

National Course Specification: course details (cont)

COURSE History (Advanced Higher)

The centre may, however, on behalf of any candidate, submit to the Scottish Qualifications Authority (SQA) a Dissertation topic outside this list which reflects more closely the candidate's interests while still relating them to the general field of study. The SQA reserves the right to reject any topic which it considers unsuitable for the examination. In such cases, a number of alternative topics may be suggested by the awarding body.

The Dissertation, excluding footnotes and bibliography, should not be more than 4000 words in length. A flat penalty of 10% of the marks available will be deducted once the stated word limit has been exceeded. The Dissertation will be externally marked.

The External Examination

There will be one paper consisting of two parts, with a total examination time of 3 hours. Part 1 will be out of 50 marks, and Part 2 will be out of 36 marks.

Part 1 will relate to the Historical Study unit, and consist of six essay questions in each field of study, of which candidates will be required to answer two. Each question is worth 25 marks.

Part 2 will also relate to the Historical Study unit. Questions will be based on a set of four sources relating to any part of the chosen field of study, and candidates will be required to answer all three questions in this part. Questions will be worth 12 marks each.

The final award is weighted to a total of 140, as follows: the dissertation to 50, and Parts 1 and 2 of the examination to 50 and 40 respectively.

GRADE DESCRIPTIONS

Success in the course at grade C, B or A will be determined by the sum of performance across all three parts of the examination including the Dissertation. The grade descriptions for the different parts of the external assessment are common, as laid out below.

The descriptions require that the knowledge and understanding, skills and ability to use concepts which have been acquired over the units be retained and demonstrated over the duration of the written examination and demonstrated in the answering of unseen questions and in the Dissertation.

The characteristics of candidates' performance at grade C and at grade A are described below. It should be remembered that almost all candidates' work will show evidence of attainment of different criteria at different levels. Some will exhibit some, though not all, of the features listed in any one category; others will be stronger in one area than another. Each answer will therefore be considered as a whole.

The grade descriptions below should be considered in relation to specific questions asked.

National Course Specification: course details (cont)

COURSE History (Advanced Higher)

GRADE C	GRADE A
Knowledge and understanding of historical events and their relationships are applied to address complex issues and their relationship to historical themes.	The candidate's responses are detailed and well organised and show a coherent explanation of how events are related to each other and to relevant themes.
There is a valid analysis of developments and events in their context which makes use of appropriate evidence and general historical concepts.	Commentary and analysis are valid, clear, coherent and fully developed, and use context and concepts effectively.
A structured, well-reasoned argument is presented in response to a defined historical issue, leading to a conclusion supported by analysis of evidence and taking account of different historical interpretations.	The issue is perceptively defined and the argument sustained and better structured; the conclusion is closely related to the argument; there is clear evidence of understanding of different interpretations.
Sources are accurately interpreted, analysed and compared, and used to explain complex historical events; content and context, including the type and purpose of sources, has been taken into account.	Sources are interpreted, analysed and compared. The evaluation shows accuracy, detail, relevance and thoroughness with respect to all features of the sources.

Relationship of course to component units

The course consists of two component units plus an additional forty hours' study. An external examination and a dissertation test the candidates' knowledge and understanding of the content covered in both units and their ability to demonstrate and integrate the historical skills acquired throughout the course.

The criteria for a grade C in this course closely reflect the level of competence required for success in its component units. However, the external assessment of the course makes specific additional demands on the candidates.

The external assessment criteria require that candidates demonstrate the ability to integrate the competences demonstrated in the component units of the course. The knowledge and understanding, skills and ability to use concepts which have been acquired over the units must be:

- retained and demonstrated in the external assessment and the completion of the dissertation
- demonstrated in the answering of unseen questions
- integrated in the more complex and demanding medium of the dissertation

National Course Specification: course details (cont)

COURSE History (Advanced Higher)

APPROACHES TO LEARNING AND TEACHING

Learning experiences

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, relating it precisely to its context in order to show awareness of the complexity and elusiveness of historical truth
- become aware of different interpretations of history by different historians and the reasons for these
- record systematically information derived from a variety of sources, such as books, notes, lectures, audio-visual materials
- make use of historical terms and concepts encountered in the study of complex primary and secondary evidence take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge
- develop the skills of extended communication for a variety of purposes, including descriptive and analytical essays or oral responses, responses to source-based questions and a dissertation; opportunities should be provided for revision and redrafting of extended writing following critical review
- develop individual and independent learning skills, especially those relating to the preparation and production of a dissertation

It is important that the candidates should understand the historical themes that run through the chosen topic and not simply learn about a series of discrete historical issues.

Teaching programme

Historical Study (AH) would constitute the framework of the year's learning and teaching, with Historical Research (AH) either being programmed along with it in an integrated manner or studied subsequently.

One important distinction should be made: the outcomes for the Historical Research unit are not assessed through the completed dissertation but through the process of study leading to it. The dissertation is submitted as part of the external assessment of the whole course and will be assessed against grade descriptions which apply to the whole course. Skills listed in the outcomes for the Historical Study unit will be revisited in the course of work for the dissertation. The Historical Research unit will deepen knowledge and understanding of historical concepts and skills, both general and specific to the topic chosen, through their application to a deeper area of content chosen by the candidate.

The process of research for the dissertation, and the preparation of drafts, is likely to occupy the 40 hours of the unit dedicated to it. This process will be assessed internally as defined by the unit specification. The completion of the final dissertation may take place outside this time. The preparation of the Dissertation for external assessment will also have a part to play in reinforcing knowledge and skills in preparation for the other parts of the external assessment. A programme of learning and teaching should take these points into account.

Time should be allowed for remediation and repeating of internal assessments where outcomes have not been achieved.

National Course Specification: course details (cont)

COURSE History (Advanced Higher)

The additional 40 hours allowed for the course may be used at the discretion of the teacher/lecturer to consolidate and vary the candidates' learning experiences. A list of essential learning experiences for the course can be found above. Time may be used near the start of the course for introduction to concepts, methods and skills, at various points throughout for extending the range of learning and teaching approaches, for consolidation and remediation or for preparation for internal assessment, and near the end of the course for integration, revision and preparation for external assessment.

It is very strongly recommended that candidates should not study content with a considerable overlap over three years. This applies particularly to German and Russian topics at Standard Grade, Higher and Advanced Higher. Candidates are therefore encouraged not to choose the German or Russian topics at Advanced Higher if they have already studied similar topics for two years. A similar consideration may be taken into account in the choice of other topics.

Teaching methodology

The methodology used by teachers/lecturers will be built on existing good practice. Teacher/lecturer exposition and note-taking from textbooks, information sheets and a wide variety of other secondary sources are likely to form the basis of work in units. Individual and group discussion may reinforce this. Extension work, access to primary sources, independent reading and resource-based learning should be made available to individuals and groups as appropriate. This independent learning may form the basis of a considerable part of a candidate's study time at Advanced Higher level.

It is anticipated that the skills relating to historical analysis, conceptual understanding, source handling and extended writing or production of oral responses will be founded on achievements at Higher level. The investigation skills needed for historical research at this level should integrate and develop skills learned at Higher level but this may require more explicit assistance from the teacher/lecturer and more practice by the candidate during the Historical Research unit.

Preparation for external assessment

The pieces of work which demonstrate competence in the outcomes for each unit should also demonstrate a level of achievement equivalent to a grade C in the course. The same pieces of work may be assessed against the criteria for the relevant part of the external course assessment to ascertain whether an A or a B can be recorded as a course estimate or as evidence in the case of an appeal.

Additional pieces of work can be used for continuous assessment and as practice for external assessment. These could be grouped and/or timed to develop examination skills. Towards the end of the course, it may be useful to allow candidates to revisit the content covered at the beginning of the year, using skills developed through experience and maturation as the year's work has progressed.

Time is allowed through the Historical Research unit for the gathering of information and the planning of the dissertation. The choice of topic and, particularly, of issue will require guidance in two important respects: the decision as to whether to develop an issue covered in course work or whether to follow a new issue; and the actual wording of the question, which should not be ambiguous, too complex or obscure. Work done on preparing the dissertation is likely to be of assistance in preparation for both papers of the external assessment.

Advice may also be given on the organisation of revision for the external assessment. Knowledge and understanding needs to be effectively retained and skills practised with unfamiliar sources or questions.

National Course Specification: course details (cont)

COURSE History (Advanced Higher)

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Historical Study (Advanced Higher)
NUMBER	D259 13
COURSE	History (Advanced Higher)

SUMMARY

This is a component unit of Advanced Higher History. It can also be offered as a free-standing unit.

This unit seeks to provide breadth and depth in the knowledge and understanding of historical concepts through study of a chosen context. It will also develop skills of evaluating historical developments and events and historical sources. Through such activities, it will also develop the ability to think independently and to construct and communicate arguments.

Successful candidates will have gained knowledge and understanding of a complex and extensive historical topic and related concepts and themes. They will be able to analyse and make judgements about historical developments and events, examining their contexts and relationships and using them to explain general historical concepts. They will be able to respond to a historical issue, including consideration of alternative interpretations, and to draw a series of judgements together by structured, reasoned argument leading to a well-supported conclusion. Candidates will also be able to interpret a range of complex primary and secondary sources and use them to analyse historical issues.

This unit has been designed to meet the needs of:

- candidates undertaking an Advanced Higher course in History
- candidates undertaking a Scottish Group Award at Advanced Higher

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National Unit Specification: general information (cont)

UNIT Historical Study (Advanced Higher)

OUTCOMES

- 1 Apply knowledge and demonstrate understanding of historical developments, events and issues.
- 2 Explain, analyse and evaluate historical developments, events and issues.
- 3 Evaluate complex sources with reference to their provenance and content.
- 4 Evaluate complex sources with reference to their wider historical context.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained a course or component units in Higher History.

CREDIT VALUE

2 credits at Advanced Higher.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Critical Thinking H

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Historical Study (Advanced Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

NOTE ON RANGE FOR THE UNIT

There are no specific requirements as to the range of contexts within which the outcomes and performance criteria should be demonstrated. Differentiation between Higher and Advanced Higher is achieved through the amount of knowledge and the level of detail required. For further guidance on the range of content to be covered, see the support notes.

The level of difficulty of a unit is defined not just by the performance criteria but by their application in the context of a particular area of content and a particular set of themes.

OUTCOME 1

Apply knowledge and demonstrate understanding of historical developments, events and issues.

Performance criteria

- (a) The understanding of historical events and their relationships is relevant.
- (b) The knowledge selected demonstrates accurate understanding of complex historical issues.
- (c) The knowledge is applied to address historical issues.

OUTCOME 2

Explain, analyse and evaluate historical developments, events and issues.

Performance criteria

- (a) The elements of historical issues, developments or events are identified and placed in context.
- (b) The explanation is valid in terms of the historical issue being addressed.
- (c) The evaluation is sustained and developed.
- (d) The evaluation makes use of appropriate historical evidence which takes account of historical interpretations.
- (e) The conclusion reflects the complexity of the issue and is supported accurately by the presented evidence.

OUTCOME 3

Evaluate complex sources with reference to their provenance and content.

Performance criteria

- (a) The evaluation of a range of primary and secondary sources takes account of their origin, purpose and complexity.
- (b) The evaluation accurately interprets the content of the sources.
- (c) The comparison of sources demonstrates understanding of their origin, purpose and/ or content.
- (d) The evaluation, where appropriate, takes account of different historical interpretations.

National Unit Specification: statement of standards (cont)

UNIT Historical Study (Advanced Higher)

OUTCOME 4

Evaluate complex sources with reference to their wider context.

Performance criteria

- (a) The sources are related to historical developments and events through recall.
- (b) The source and/or its context is used to make a balanced response.
- (c) The comparison demonstrates understanding of the wider historical context.
- (d) The evaluation where appropriate takes account of different historical interpretations.

Evidence requirements

Evidence for the above outcomes can be provided through the medium of an essay or equivalent oral response and through responses to questions based on recall and sources. This evidence must be completed by the candidate under supervision, without collaboration, the assistance of notes or teacher/lecturer advice. It must satisfy all of the above outcomes in relation to the chosen historical context. Within each outcome, the evidence must demonstrate or imply satisfaction of all of the performance criteria.

For the essay or oral response, there should be a choice of two titles which sample different areas of the syllabus for the unit. These titles should be unseen in order to encourage adequate coverage of the context. The essay or response should be completed in a maximum of an hour and a quarter. The length of the essay or response is not a feature of the outcomes.

The evidence should relate to the content of the topic chosen for study in this unit, which may be one of the following:

1. Northern Britain from the Romans to AD 1000
2. Scottish Independence: 1286-1329
3. The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries
4. France in the Age of Louis XIV
5. Georgians and Jacobites: Scotland 1715-1800
6. The Economic Development of Britain 1820-80: its Social and Political Impact
7. 'The House Divided': USA 1850-65
8. Japan: From Medieval to Modern State 1850s-1920
9. Germany: Versailles to the Outbreak of the Second World War
10. South Africa 1910-84
11. Soviet Russia 1917-53
12. The Spanish Civil War 1931-39
13. Britain at War and Peace 1939-51.

Details of the content are in the support notes. The course specification also lays out the relationship between this unit and the content of the rest of the Advanced Higher History course.

Evidence provided will sample the chosen content area. Outcomes and performance criteria must be fulfilled with reference to this sample.

National Unit Specification: support notes

UNIT Historical Study (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Historical themes relevant to Outcome 1 are specific to the content/context of the topic studied, for example, nationalism, aggression, rights, authority. A full list can be found in the relevant part of the syllabus laid out in the course specification.

General historical concepts relevant to Outcome 2 are concepts applicable to all content areas irrespective of the topic chosen, for, change and continuity, cause and consequence, similarity and difference, or methodological concepts such as evidence and debate.

The choice of content for each topic within this unit is based upon a series of historical themes. These are specific to the topic studied, for example, nationalism, aggression, rights, authority.

Candidates should select one topic from the following:

1. Northern Britain from the Romans to AD 1000
2. Scottish Independence: 1286-1329
3. The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries
4. France in the Age of Louis XIV
5. Georgians and Jacobites: Scotland 1715-1800
6. The Economic Development of Britain 1820-80: its Social and Political Impact
7. 'The House Divided': USA 1850-65
8. Japan: From Medieval to Modern state 1850s-1920
9. Germany: Versailles to the Outbreak of the Second World War
10. South Africa 1910-84
11. Soviet Russia 1917-53
12. The Spanish Civil War 1931-39
13. Britain at War and Peace 1939-51.

The content for each topic is detailed below.

Detailed syllabus

The following fields of study are each designed round a series of historical themes. This structure builds on the experience with which candidates who have followed the Higher course will be familiar.

National Unit Specification: support notes (cont)

UNIT Historical Study (Advanced Higher)

1. *Northern Britain from the Romans to AD 1000*

The study of the nature of Celtic and Germanic tribal societies north of Hadrian's Wall; relationship between these societies, their changing beliefs and the effects upon them of invaders, focusing on the themes of culture, power, invasion and belief.

The 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 Columbian 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.

The establishment of the Kingdom of Alba and the emergence of the Scottish nation.

2. *Scottish Independence 1286 - 1329*

A study of the changing nature of the Scottish nation, threats to the independence of the nation, responses to those threats and the consequences for the Scottish nation, focusing on the themes of authority, conflict and identity.

The background to the conflict, including: the nature of royal authority under Alexander III; relationships between Scotland and England.

Edward I and Scotland, including: the reasons for the first submission of Scots to Edward I; the Great Cause and the reign of John Balliol; Edward's government in Scotland, the uprising of Wallace and its consequences; Wallace's guardianship, support for Wallace; English invasions and the second submission of the Scots.

Bruce and the war for independence, including: Bruce's seizure of power; support for and opposition to him; his campaigns and tactics, both military and diplomatic.

Bruce in power, including: his government of Scotland; the making of truces and peace; the economic and social impact of the wars.

3. *The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries*

A study of the development and expression of the visual arts in Italy; of the society from which these developments sprang; of the changing political organisation of that society, focusing on the themes of culture, authority, and community.

Italian society, including: general economic and political conditions; trade and industry; the rise of the great Italian cities.

National Unit Specification: support notes (cont)

UNIT Historical Study (Advanced Higher)

The origins of early Renaissance art in Florence, including: the Florentine republic; the Renaissance as the revival of classical values; the relationship of humanism and the visual arts.

Florence and the Medicis, including: the rise of the Medici; patronage as a cultural and political phenomenon; the contribution of Lorenzo the Magnificent; art as propaganda for the Medici.

The High Renaissance, including: Rome and the High Renaissance; religion and the Papacy; the place of the artist in society, with a study of the greater artists.

4. *France in the Age of Louis XIV*

A study of political absolutism, the bases of absolutist authority, absolutist policies, the society affected by them and the effects on that society focusing on the themes of Crown, culture, authority and belief.

French society, including: the structure of society; feudal relationships; the growth of trade and the commercial class.

Absolute monarchy in seventeenth-century France, including: theories of absolute monarchy; religious and judicial sources of power; traditional ceremonies and their revival.

Louis XIV and the Court, including: the structure and organisation of the Court; the Court and its ceremonies; the arts, philosophy and science; the cultural importance of France in Europe.

Louis XIV and France, including: the structure of government, royal councils; religious policies, relations with the Pope, the Huguenots; financial, commercial and social policies.

5. *Georgians and Jacobites: Scotland 1715 - 1800*

A study of political integration and economic growth in Scotland in the eighteenth century, of tensions in Scottish society and of the diverse cultural achievements of the period, illustrating the themes of conflict, culture and improvement.

The 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: trade after the Union; the tobacco lords; agricultural improvement; urban development; changing standards of living.

Political stability: 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: education and attitudes towards improvement; history, philosophy, social commentary; contacts with England and Europe; architecture, painting, literature; poetry and the languages of Scotland.

National Unit Specification: support notes (cont)

UNIT Historical Study (Advanced Higher)

6. *The Economic Development of Britain 1820 - 80: its Social and Political Impact*

A study of the development of an industrial society in Britain, the social consequences of that development and political and administrative responses to it, focusing on the themes of community, technology, economy and protest.

Economic developments, including: the main advances in industry; banking and joint stock enterprise and fiscal policy; agriculture in boom and depression; trade and communications.

Urban development, including: the growth of cities; the changing social structure of Britain; the urban way of life in terms of religious, recreational and cultural pursuits.

Social issues, including: poverty; health; factory conditions.

Protest and responses to social issues, including: the changing political and administrative structure; popular movements and responses to the social issues of poverty, health and factory conditions; measures of reform addressing issues.

7. *'The House Divided': USA 1850 - 65*

A study of American society and the tensions within it, the causes and nature of conflict, the political, social and economic outcomes of that conflict, focusing on the themes of conflict, rights, identity and authority.

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; conflict between the Southern slave economy 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 blacks during the war.

The effects of war, including: the political consequences; social and economic conditions in North and South.

8. *Japan: From Medieval to Modern state 1850s - 1920*

A study of the changing political identity of Japan, the forces bringing about changes, the effects of those changes within and beyond Japan, focusing on the themes of ideology, identity, authority and culture.

Japan in the mid nineteenth 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.

National Unit Specification: support notes (cont)

UNIT Historical Study (Advanced Higher)

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 1904-95; Japan in the Great War and post-war settlement.

9. *Germany: Versailles to the Outbreak of the Second World War*

A study of the changing nature of political authority, the reasons for changes and the consequences of the changing character of political authority, focusing on the themes of ideology, authority and revolution.

The creation of the Weimar Republic, including: military defeat, the November Revolution and the Treaty of Versailles; social and political instability; economic crisis and hyper-inflation.

A period of relative stability, including: currency reform and the Dawes plan; social welfare provision; the Stresemann era in foreign affairs.

The collapse of Weimar, including: economic depression and mass unemployment; the weakening of democracy, Brüning to Schleicher; the rise of Nazism; Hitler and the Nazi takeover of power.

The transformation of post-Weimar society, including: Nazi consolidation of power in Germany; Nazi economic policy; Nazi social and racial policies; the impact of foreign policy on domestic circumstances.

10. *South Africa 1910 - 84*

A study of race and class conflict in an industrialising society and of international pressures on that society, focusing on the themes of ideology, authority, rights and resistance.

Economic developments and their consequences, including the white labour force and the strikes of 1913 and 1922; migrant black workers, compounds and townships.

Political developments from 1910 to the 1948 election, including the 1910 constitutional settlement, differing approaches of Hertzog and Smuts and political developments among whites; the emergence of the United Party and the Nationalists; non-white communities and their politics; the founding of the African National Congress.

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 African National Congress, including splits in the ANC and the forming of the Pan-Africanist Congress; responses to opposition, including the Treason Trial, the Sharpeville Massacre, the formation of Umkonto wa Sizwa 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 1910-1961; the ending of Commonwealth membership; United Nations pressures; the 'front-line' states and South African foreign policy; the question of sporting links.

National Unit Specification: support notes (cont)

UNIT Historical Study (Advanced Higher)

11. Soviet Russia 1917 - 53

A study of political ideology as found in Communist Russia, the changing nature of authority and the policy outcomes of that authority, focusing on the themes of ideology, authority and revolution.

The Bolshevik rise to power, including: the condition of Russian society in the years immediately before Revolution; the February Revolution and Bolshevik reactions to it; the 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 New Economic Policy; policies towards National Minorities and foreign states.

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: Stalin's policies in the Second World War; Stalinism and post-war Eastern Europe.

12. The Spanish Civil War 1931 - 39

A study of differing political ideologies, conflict and its consequences, foreign intervention and attempts at non-intervention, focusing on the themes of ideology, authority, conflict and identity.

The failure of the Monarchy in 1931, including: regional identities and tensions; the importance of the Roman Catholic Church; the power and attitude of the army; social conflict.

The coming of war, including: the range of political parties in Spain; political instability 1931-35; the creation of the Popular Front; the election of 1936.

The outbreak of civil war, including: the uprising, its supporters and early success; social upheaval in Republican Spain.

The defeat of the Republic, including: the International Brigades; the intervention of foreign powers; the non-intervention policy; the reasons for Franco's victory.

13. Britain at War and Peace 1939 - 51

A study of political ideology and leadership, military conflict, its effects and responses to those effects, social needs and responses to those needs, and relations with other parts of the world, focusing on the themes of authority, community, ideology and welfare.

Britain on the eve of war, including: political leadership and political parties; military preparedness for war; social and economic conditions.

Britain at war, including: political leadership and the war-time government; military, naval and air strategies; diplomacy, war aims and alliances.

National Unit Specification: support notes (cont)

UNIT Historical Study (Advanced Higher)

The 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 Labour victory in 1945.

Britain in the post-war world, including: Labour social and economic policies; Labour imperial, foreign and military policies; Conservative recovery and factors causing Labour defeat.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

While undertaking this unit, candidates should be provided with the opportunity to:

- engage in wide-ranging, independent reading relevant to their historical studies
- interpret and evaluate historical source material, relating it precisely to its context in order to show awareness of the complexity and elusiveness of historical truth
- become aware of different interpretations of history by different historians and the reasons for these
- record systematically information derived from a variety of sources, such as books, notes, lectures, audio-visual materials
- make use of historical terms and concepts encountered in the study of complex primary and secondary evidence
- take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge
- develop the skills of extended communication for a variety of purposes including descriptive and analytical essays/responses, responses to source-based questions and a dissertation opportunities should be provided for revision and redrafting of extended writing following critical review
- develop individual and independent learning skills, especially those relating to the preparation and writing of a dissertation

It is important that the candidates should understand the historical themes that run through the chosen topic and not simply learn about a series of discrete historical issues.

Teaching methodology

The methodology used by teachers/lecturers will be built on existing good practice. Teacher/lecturer exposition and note-taking from textbooks, information sheets and a wide variety of other secondary sources are likely to form the basis of work in this unit. Individual and group discussion may reinforce this. Extension work, access to primary sources, independent reading and resource-based learning should be made available to individuals and groups as appropriate. This independent learning may form the basis of a considerable part of a candidate's study time at Advanced Higher level.

It is anticipated that the skills relating to historical analysis, conceptual understanding, source handling and producing extended responses will be founded on achievements at Higher level. The investigation skills needed for historical research at this level should integrate and develop skills learned at Higher level but this may require more explicit assistance from the teacher/lecturer and more practice by the candidate during the Historical Research (AH) unit.

National Unit Specification: support notes (cont)

UNIT Historical Study (Advanced Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment can be administered at appropriate points throughout the unit or at the end of the unit. Evidence of attainment of the outcomes of this unit could be provided in the following forms:

- an essay or equivalent extended response by the candidate
- responses by the candidate to questions relating to given primary and secondary source extracts relating to the chosen context

Gathering evidence

The first three outcomes and related performance criteria are meant to reflect the characteristics of a good history essay or alternative response. The outcomes could be used as a checklist for good practice. An essay or response will be assessed holistically in relation to the specific question to which it is an answer. Holistic assessment will allow teachers/lecturers to judge whether candidates have achieved an overview of the topic concerned and are able to integrate the constituent outcomes to express their historical understanding.

For all outcomes, it would be possible to use similar instruments of assessment to those used in the external assessment.

Where a candidate has failed to achieve one or more of the outcomes, a reassessment may be undertaken after appropriate remediation. It is only necessary to reassess competence in the outcomes which the candidate has failed to achieve. In this unit this may involve reproducing some or all of the responses to the source-based questions, or part or all of the essay/response, under similar conditions to the first attempt. If the candidate remains unsuccessful in all or part of the unit, different tasks should be used for a subsequent reassessment.

Where accessible tasks can be set which will allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for internal unit assessment may also be used for grade prediction and for appeals for external course assessment.

The unit could be undertaken as a component of a Scottish Group Award at Advanced Higher.

Qualifications to which this unit contributes

This unit is one of two mandatory units which together make up the course in Advanced Higher History. The other is Historical Research (AH). In order to achieve certification in this course, candidates have to attain the outcomes for both units and to attain at least a grade C in the external assessment.

Units and courses in History may also form part of a Scottish Group Award.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT	Historical Research (Advanced Higher)
NUMBER	D260 13
COURSE	History (Advanced Higher)

SUMMARY

This is a component unit of Advanced Higher History. It can also be offered as a free-standing unit.

The purpose of this unit is to allow candidates to investigate in depth a single historical issue. It will deepen knowledge and understanding of historical themes and concepts through detailed study of a restricted context. It will also develop skills of analysing historical issues, developments and events, and of evaluating historical sources. Through such activities, it will also develop the ability to think independently and to construct a sustained argument.

Successful candidates will be able to define a historical issue, to identify relevant methods and sources, to select and analyse information from primary and secondary sources and to use it to develop a structured analysis of the issue, including consideration of alternative interpretations. They will be able to draft a dissertation which contains an introduction, development and conclusion.

This unit has been designed to meet the needs of:

- candidates undertaking an Advanced Higher course in History
- candidates undertaking a Scottish Group Award at Advanced Higher

OUTCOMES

- 1 Research a dissertation on a historical issue.
- 2 Plan and prepare a dissertation on a historical issue.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Historical Research (Advanced Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained a Higher Grade course or three Higher units in History. It is also likely, though not mandatory, that candidates would study this unit in conjunction with, or following on from, the unit Historical Study (AH).

CREDIT VALUE

1 credit at Advanced Higher.

CORE SKILLS

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Historical Research (Advanced Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

NOTE ON RANGE FOR THE UNIT

There are no specific requirements as to the range of contexts within which the outcomes and performance criteria should be demonstrated. Differentiation between Higher and Advanced Higher is achieved through the amount of knowledge and the level of detail required. Further guidance on the range of content to be covered is in the support notes.

OUTCOME 1

Research a dissertation on a historical issue.

Performance criteria

- (a) The issue is identified and placed in a historical context.
- (b) Information is sought from a range of primary and secondary sources.
- (c) Relevant information is selected from the sources.

OUTCOME 2

Plan and prepare a dissertation on a historical issue.

Performance criteria

- (a) Information is used to analyse the issue selected.
- (b) The analysis takes account of historical interpretations.
- (c) Plans are developed to ensure that the dissertation is clearly structured with an introduction, development, and conclusion, relevant to the issue.

Evidence requirements

Evidence for each outcome may be collected separately:

1. Evidence for Outcome 1 should be collected and retained by the candidate. It must demonstrate coverage of all three performance criteria. The candidate completes a checklist which the teacher/lecturer confirms by observation and discussion.
2. Evidence for Outcome 2 should take the form of a checklist and plans covering the process of production of the dissertation. This will be completed by the candidate. The evidence for PC (a) and (b) will include evidence recorded by the teacher/lecturer during discussion with the candidate. The candidate will submit evidence of planning the structure of the dissertation as well as evidence of the analysis of data.

The evidence must satisfy both of the outcomes. Within each outcome, the evidence must demonstrate or imply satisfaction of all of the performance criteria.

National Unit Specification: statement of standards (cont)

UNIT **Historical Research (Advanced Higher)**

The evidence should relate to an issue chosen from the content of one of the following topics. For advice on the choice of title, refer to the Advanced Higher History course specification:

1. Northern Britain from the Romans to AD 1000
2. Scottish Independence: 1286-1329
3. The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries
4. France in the Age of Louis XIV
5. Georgians and Jacobites: Scotland 1715-1800
6. The Economic Development of Britain 1820-80: its Social and Political Impact
7. 'The House Divided': USA 1850-65
8. Japan: From Medieval to Modern State 1850s-1920
9. Germany: Versailles to the Outbreak of World War Two
10. South Africa 1910-84
11. Soviet Russia 1917-53
12. The Spanish Civil War 1931-39
13. Britain at War and Peace 1939-51.

Details of the content are in the support notes. The course specification also lays out the relationship between this unit and the rest of the Advanced Higher History course.

Both outcomes and all performance criteria must be fulfilled with reference to the chosen topic.

National Unit Specification: support notes

UNIT Historical Research (Advanced Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The choice of content for each topic within this unit is based upon a series of historical themes. These are specific to the topic studied, for example, nationalism, aggression, rights, authority. A full list is found within the support notes.

Candidates should choose an issue from the content of one of the following topics:

1. Northern Britain from the Romans to AD 1000
2. Scottish Independence: 1286-1329
3. The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries
4. France in the Age of Louis XIV
5. Georgians and Jacobites: Scotland 1715-1800
6. The Economic Development of Britain 1820-80: its Social and Political Impact
7. 'The House Divided': USA 1850-65
8. Japan: From Medieval to Modern State 1850s-1920
9. Germany: Versailles to the Outbreak of the Second World War
10. South Africa 1910-84
11. Soviet Russia 1917-53
12. The Spanish Civil War 1931-39
13. Britain at War and Peace 1939-51.

The content for each topic is detailed below.

Detailed syllabus

The following fields of study are each designed round a series of historical themes. This structure builds on the experience with which candidates who have followed the Higher course will be familiar.

1. Northern Britain from the Romans to AD 1000

The study of the nature of Celtic and Germanic tribal societies north of Hadrian's Wall; relationship between these societies, their changing beliefs and the effects upon them of invaders, focusing on the themes of culture, power, invasion and belief.

The 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 Columbian monasticism; Norse paganism and the conversion of the Vikings in Scotland: the formation of a Christian society.

National Unit Specification: support notes (cont)

UNIT Historical Research (Advanced Higher)

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.

The establishment of the Kingdom of Alba and the emergence of the Scottish nation.

2. *Scottish Independence 1286 - 1329*

A study of the changing nature of the Scottish nation, threats to the independence of the nation, responses to those threats and the consequences for the Scottish nation, focusing on the themes of authority, conflict and identity.

The background to the conflict, including: the nature of royal authority under Alexander III; relationships between Scotland and England.

Edward I and Scotland, including: the reasons for the first submission of Scots to Edward I; the Great Cause and the reign of John Balliol; Edward's government in Scotland, the uprising of Wallace and its consequences; Wallace's guardianship, support for Wallace; English invasions and the second submission of the Scots.

Bruce and the war for independence, including: Bruce's seizure of power; support for and opposition to him; his campaigns and tactics, both military and diplomatic.

Bruce in power, including: his government of Scotland; the making of truces and peace; the economic and social impact of the wars.

3. *The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries*

A study of the development and expression of the visual arts in Italy; of the society from which these developments sprang; of the changing political organisation of that society, focusing on the themes of culture, authority, and community.

Italian society, including: general economic and political conditions; trade and industry; the rise of the great Italian cities.

The origins of early Renaissance art in Florence, including: the Florentine republic; the Renaissance as the revival of classical values; the relationship of humanism and the visual arts.

Florence and the Medicis, including: the rise of the Medici; patronage as a cultural and political phenomenon; the contribution of Lorenzo the Magnificent; art as propaganda for the Medici.

The High Renaissance, including: Rome and the High Renaissance; religion and the Papacy; the place of the artist in society, with a study of the greater artists.

4. *France in the Age of Louis XIV*

A study of political absolutism, the bases of absolutist authority, absolutist policies, the society affected by them and the effects on that society focusing on the themes of Crown, culture, authority and belief.

National Unit Specification: support notes (cont)

UNIT Historical Research (Advanced Higher)

French society, including: the structure of society; feudal relationships; the growth of trade and the commercial class.

Absolute monarchy in seventeenth-century France, including: theories of absolute monarchy; religious and judicial sources of power; traditional ceremonies and their revival.

Louis XIV and the Court, including: the structure and organisation of the Court; the Court and its ceremonies; the arts, philosophy and science; the cultural importance of France in Europe.

Louis XIV and France, including: the structure of government, royal councils; religious policies, relations with the Pope, the Huguenots; financial, commercial and social policies.

5. *Georgians and Jacobites: Scotland 1715 - 1800*

A study of political integration and economic growth in Scotland in the eighteenth century, of tensions in Scottish society and of the diverse cultural achievements of the period, illustrating the themes of conflict, culture and improvement.

The 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: trade after the Union; the tobacco lords; agricultural improvement; urban development; changing standards of living.

Political stability: 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: education and attitudes towards improvement; history, philosophy, social commentary; contacts with England and Europe; architecture, painting, literature; poetry and the languages of Scotland.

6. *The Economic Development of Britain 1820 - 80: its Social and Political Impact*

A study of the development of an industrial society in Britain, the social consequences of that development and political and administrative responses to it, focusing on the themes of community, technology, economy and protest.

Economic developments, including: the main advances in industry; banking and joint stock enterprise and fiscal policy; agriculture in boom and depression; trade and communications.

Urban development, including: the growth of cities; the changing social structure of Britain; the urban way of life in terms of religious, recreational and cultural pursuits.

Social issues, including: poverty; health; factory conditions.

Protest and responses to social issues, including: the changing political and administrative structure; popular movements and responses to the social issues of poverty, health and factory conditions; measures of reform addressing the above issues.

National Unit Specification: support notes (cont)

UNIT Historical Research (Advanced Higher)

7. ***'The House Divided': USA 1850 - 65***

A study of American society and the tensions within it, the causes and nature of the conflict, the political, social and economic outcomes of that conflict, focusing on the themes of conflict, rights, identity and authority.

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; conflict between the Southern slave economy 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 blacks during the war.

The effects of war, including: the political consequences; social and economic conditions in North and South.

8. ***Japan: From Medieval to Modern State 1850s - 1920***

A study of the changing political identity of Japan, the forces bringing about changes, the effects of those changes within and beyond Japan, focusing on the themes of ideology, identity, authority and culture.

Japan in the mid nineteenth 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 1904-95; Japan in the Great War and post-war settlement.

9. ***Germany: Versailles to the Outbreak of the Second World War***

A study of the changing nature of political authority, the reasons for changes and the consequences of the changing character of political authority, focusing on the themes of ideology, authority and revolution.

The creation of the Weimar Republic, including: military defeat, the November Revolution and the Treaty of Versailles; social and political instability; economic crisis and hyper-inflation.

A period of relative stability, including: currency reform and the Dawes plan; social welfare provision; the Stresemann era in foreign affairs.

National Unit Specification: support notes (cont)

UNIT **Historical Research (Advanced Higher)**

The collapse of Weimar, including: economic depression and mass unemployment; the weakening of democracy, Brüning to Schleicher; the rise of Nazism; Hitler and the Nazi takeover of power.

The transformation of post-Weimar society, including: Nazi consolidation of power in Germany; Nazi economic policy; Nazi social and racial policies; the impact of foreign policy on domestic circumstances.

10. *South Africa 1910 - 84*

A study of race and class conflict in an industrialising society and of international pressures on that society, focusing on the themes of ideology, authority, rights and resistance.

Economic developments and their consequences, including the white labour force and the strikes of 1913 and 1922; migrant black workers, compounds and townships.

Political developments from 1910 to the 1948 election including the 1910 constitutional settlement, differing approaches of Hertzog and Smuts and political developments among whites; the emergence of the United Party and the Nationalists; non-white communities and their politics; the founding of the African National Congress.

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 African National Congress, including splits in the ANC and the forming of the Pan-Africanist Congress; responses to opposition, including the Treason Trial, the Sharpeville Massacre, the formation of Umkonto wa Sizwa 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 1910-1961; the ending of Commonwealth membership; United Nations pressures; the 'front-line' states and South African foreign policy; the question of sporting links.

11. *Soviet Russia 1917 - 53*

A study of political ideology as found in Communist Russia, the changing nature of authority and the policy outcomes of that authority, focusing on the themes of ideology, authority and revolution.

The Bolshevik rise to power, including: the condition of Russian society in the years immediately before Revolution; the February Revolution and Bolshevik reactions to it; the 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 New Economic Policy; policies towards National Minorities and foreign states.

National Unit Specification: support notes (cont)

UNIT Historical Research (Advanced Higher)

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: Stalin's policies in the Second World War; Stalinism and post-war Eastern Europe.

12. *The Spanish Civil War 1931 - 39*

A study of differing political ideologies, conflict and its consequences, foreign intervention and attempts at non-intervention, focusing on the themes of ideology, authority, conflict and identity.

The failure of the Monarchy in 1931, including: regional identities and tensions; the importance of the Roman Catholic Church; the power and attitude of the army; social conflict.

The coming of war, including: the range of political parties in Spain; political instability 1931-35; the creation of the Popular Front; the election of 1936.

The outbreak of civil war, including: the uprising, its supporters and early success; social upheaval in Republican Spain.

The defeat of the Republic, including: the International Brigades; the intervention of foreign powers; the non-intervention policy; the reasons for Franco's victory.

13. *Britain at War and Peace 1939 - 51*

A study of political ideology and leadership, military conflict, its effects and responses to those effects, social needs and responses to those needs, and relations with other parts of the world, focusing on the themes of authority, community, ideology and welfare.

Britain on the eve of war, including: political leadership and political parties; military preparedness for war; social and economic conditions.

Britain at war, including: political leadership and the war-time government; military, naval and air strategies; diplomacy, war aims and alliances.

The 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 social and economic policies; Labour imperial, foreign and military policies; Conservative recovery and factors causing the Labour defeat.

National Unit Specification: support notes (cont)

UNIT Historical Research (Advanced Higher)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

While undertaking this unit, candidates should be provided with the opportunity to:

- engage in wide-ranging, independent reading relevant to their historical studies
- interpret and evaluate historical source material, relating it precisely to its context in order to show awareness of the complexity and elusiveness of historical truth
- become aware of different interpretations of history by different historians and the reasons for these
- record systematically information derived from a variety of sources, such as books, notes, lectures, audio-visual materials
- make use of historical terms and concepts encountered in the study of complex primary and secondary evidence
- take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge
- develop the skills of extended communication for a variety of purposes including descriptive and analytical essays/responses, responses to source-based questions and a dissertation; opportunities should be provided for revision and redrafting of extended writing following critical review
- develop individual and independent learning skills, especially those relating to the preparation and writing of a dissertation

It is important that the candidates should understand the historical themes that run through the chosen topic and not simply learn about a series of discrete historical issues.

Teaching methodology

The methodology used by teachers/lecturers will be built on existing good practice. Teacher/lecturer exposition and note-taking from textbooks, information sheets and a wide variety of other secondary sources are likely to form the basis of work in this unit. Individual and group discussion may reinforce this. Extension work, access to primary sources, independent reading and resource-based learning should be made available to individuals and groups as appropriate. This independent learning may form the basis of a considerable part of a candidate's study time at Advanced Higher level.

It is anticipated that the skills relating to historical analysis, conceptual understanding, source handling and extended writing will be founded on achievements at Higher level. The investigation skills needed for historical research at this level should integrate and develop skills learned at Higher level but this may require more explicit assistance from the teacher/lecturer and more practice by the candidate during this Historical Research unit.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The National Assessment Bank will provide assessment instruments and guidance on implementation. This does not preclude teachers/lecturers from devising their own record keeping strategies.

National Unit Specification: support notes (cont)

UNIT Historical Research (Advanced Higher)

Gathering evidence

The candidate checklist and any plans which provide evidence of attainment of the Outcomes could be derived from candidates' discussions with the teacher/lecturer on their progress at a later stage of their research, though it is likely the stages will overlap to some degree. The discussions could take place before and during the preparation of plans, summaries or drafts of the Dissertation. The checklist will require to provide evidence for PC (a) and (b) whilst the plans will provide evidence for PC (a). If a candidate was undertaking the Advanced Higher History course, this written or oral work could then form the basis of the Dissertation submitted for external assessment.

Further information on the assessment of this unit will be provided in the Subject Guide.

Where accessible tasks can be set which will allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for internal unit assessment may also be used for grade prediction and for appeals for external course assessment. (For details of the grade descriptions for C and A in the external course assessment, please refer to the course specification.)

Qualifications to which this unit contributes

This unit is one of two mandatory units which together make up the course in Advanced Higher History. The other is Historical Study (AH). In order to achieve certification in this course, candidates have to attain the outcomes for both units and to attain at least a grade C in the external assessment.

This unit could also be undertaken as a component of a Scottish Group Award.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).