

History Higher Valid from 2010



**HISTORY**  
**Higher**

**VALID FROM 2010**

**Second edition: published April 2012**



**NOTE OF CHANGES TO ARRANGEMENTS  
SECOND EDITION PUBLISHED APRIL 2012**

**COURSE TITLE** History (Higher)

**COURSE NUMBER:** C259 12

**National Course Specification:** Guidance on Extended Essay plan clarified (page 12).

**National Unit Specification:** No changes



## National Course Specification

### HISTORY (HIGHER)

**COURSE CODE** C259 12

#### COURSE STRUCTURE

The Course has three mandatory Units:

<b>F8K0 12</b>	<b>Historical Study: British (Higher)</b>	<b>1 credit (40 hours)</b>
<b>F8K1 12</b>	<b>Historical Study: European and World (Higher)</b>	<b>1 credit (40 hours)</b>
<b>F8K2 12</b>	<b>Scottish History (Higher)</b>	<b>1 credit (40 hours)</b>

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course Assessment.

#### RECOMMENDED ENTRY

While entry to the Course is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- ◆ Standard Grade History or another social subject at Grade 1 or 2
- ◆ an Intermediate 2 Course or Unit(s) in History
- ◆ a Course or Unit(s) at Intermediate 2 in another social subject

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ Advanced Higher History or other subjects at Advanced Higher
- ◆ a Higher National programme in Social Sciences
- ◆ a higher education course
- ◆ training or employment

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#### Administrative Information

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## National Course Specification (cont)

**COURSE** History (Higher)

### CREDIT VALUE

The Higher Course in History is allocated 24 SCQF credit points at SCQF level 6.\*

*\*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### CORE SKILLS

This Course gives automatic certification of the following:

Complete core skills for the Course	None
Core skills components for the Course	Critical Thinking at SCQF level 6

For information about the automatic certification of core skills for any individual Unit in this Course, please refer to the general information section at the beginning of the Unit.

## **National Course Specification: course details**

**COURSE** History (Higher)

### **RATIONALE**

Higher History makes a unique contribution to the curriculum. Study of the Course contributes to candidates' understanding of the society in which they live and work by helping them to appreciate the ways in which important aspects of that society have developed in the past, both nationally and internationally. This historical understanding will in turn assist them in functioning as effective contributors to and responsible citizens within that society, as well as giving them more individual confidence in their social and professional lives.

The Course is designed to provide for both breadth and depth within a balanced historical experience that includes Scottish, British and European/World contexts. Options cover topics from the Medieval, Early Modern and Later Modern periods and include elements of political, social, economic and cultural history. This structured approach and understanding can be applied to other historical and contemporary settings and issues, while the Units themselves should be of interest to a wide range of adults as well as school candidates.

Course Units are studied in terms of a number of key issues. The British and European/World Study Units focus on historical understanding and analysis through structured and extended writing, while the Scottish History Unit focuses on historical understanding and analysis through the interpretation, evaluation and comparison of sources of historical evidence. In addition, through their work on the Extended Essay in particular, candidates are encouraged to take more independent responsibility for their own learning.

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

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

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

With its unique appeal to a sense of historical development and understanding, and its promotion of high order skills, History at Higher level makes a vital contribution to any well-balanced curriculum whether based on Arts, Humanities or Science.

## **National Course Specification: course details (cont)**

**COURSE** History (Higher)

### **COURSE CONTENT**

The Course is divided into three mandatory Units dealing with Scottish, British and European and World history:

- F8K0 12: Historical Study: British
- F8K1 12: Historical Study: European and World
- F8K2 12: Scottish History

These Units contain contexts covering Medieval, Early Modern and Later Modern History. Candidates may respond on any context within each Unit.

Candidates should study one context/set of issues in each of the three Units. The content of each context will be subject to sampling in the Course Assessment. Sampling will be based on the issues in each context, as set out in the detailed descriptors for the Units on pp 20 – 24, 30 – 38 and 44 – 68. Each issue has equal weighting.

Summaries of contexts within the three Units follow. The detailed content of each context is given in the appropriate descriptor within each Unit.

#### ***Historical Study: British (F8K0 12)***

##### **Medieval History - Church, State and Feudal Society**

A study of the fundamental elements of society from the twelfth to the fourteenth century in England and Scotland, illustrating the themes of feudalism, Church, authority and conflict.

##### **Early Modern History - The Century of Revolutions 1603 – 1702**

A study of the political, religious, legislative and economic issues which led to the challenge to royal authority posed by rights claimed on behalf of the individual and of social groups during the seventeenth century, illustrating the themes of authority, rights and revolution.

##### **Early Modern History - The Atlantic Slave Trade**

A study of the development of the Atlantic Slave Trade in the 18<sup>th</sup> century, the social and economic consequences of that trade, and its abolition in 1807, illustrating the themes of ideology, rights and conflict.

##### **Later Modern History - Britain 1851 – 1951**

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.

##### **Later Modern History - Britain and Ireland 1900 –1985**

A study of the growing divisions in Ireland after 1900 in terms of identity and the development of tension leading to conflict and civil war, attempts to resolve the conflict and the continuation of strife, illustrating the themes of identity, authority and conflict.

## **National Course Specification: course details (cont)**

**COURSE** History (Higher)

### *Historical Study: European and World Unit (F8KI 12)*

#### **Medieval History - The Crusades 1071-1204**

A study of religious, political and economic factors in the crusading movement between 1071 and 1204, illustrating the themes of ideology, authority and conflict.

#### **Early Modern History - The American Revolution 1763-1787**

A study of British colonial control in America, the ideas and attitudes challenging that control, the reasons for its eventual breakdown, and the consequences for America and Britain in terms of conflict and resolution, illustrating the themes of rights, authority and revolution.

#### **Early Modern History - The French Revolution, to 1799**

A study of the nature of government and society in eighteenth century France, of the origins and challenges to absolutism, and of the differences and similarities between the Ancien Regime and the post-revolutionary governments to 1799, illustrating the themes of rights, authority and revolution.

#### **Later Modern History - Germany 1815-1939**

A study of the growth of nationalism in nineteenth century Germany leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918, illustrating the themes of nationalism, authority and conflict.

#### **Later Modern History - Italy 1815-1939**

A study of the growth of nationalism in nineteenth century Italy leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918, illustrating the themes of nationalism, authority and conflict.

#### **Later Modern History - Russia 1881 - 1921**

A study of the development of opposition to autocracy in a large multi-national state, the collapse of the Tsarist regime and the rise of the Bolsheviks during the years 1881–1921, illustrating the themes of ideology, identity and authority.

#### **Later Modern History - USA 1918-68**

A study of the growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.

#### **Later Modern History - Appeasement and the Road to War, to 1939**

A study of Fascist foreign policy after 1933 and the reactions of the democratic powers to it, the development of the policy of appeasement, its failure and the outbreak of war in Europe in 1939, illustrating the themes of ideology, conflict and diplomacy.

#### **Later Modern History - The Cold War 1945-1989**

A study of superpower foreign policy after 1945, the growth of international tension, the development of the policy of detente, and the end of the Cold War Europe in 1989, illustrating the themes of ideology, conflict and diplomacy.

## **National Course Specification: course details (cont)**

**COURSE** History (Higher)

### ***Scottish History (F8K2 12)***

#### **The Wars of Independence, 1286-1328**

A study of political change and military conflict arising from the Wars of Independence, illustrating the themes of authority, conflict and identity.

#### **The Age of the Reformation, 1542-1603**

A study of religious and political change in sixteenth century Scotland, illustrating the themes of authority, conflict and identity.

#### **The Treaty of Union, 1689-1740**

A study of political and economic change in Scotland, 1689-1740, illustrating the themes of identity, conflict and authority.

#### **Migration and Empire, 1830 - 1939**

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

#### **The Impact of the Great War, 1914-1928**

A study of conflict and its political, social, economic and cultural effects, illustrating the themes of conflict, change and identity.

## **ASSESSMENT**

To achieve the Course award the candidate must pass the Units as well as the Course Assessment. The candidate's grade is based on the Course Assessment.

### **Assessment objectives**

The key objective of assessment is to ensure that candidates have achieved the aims of the Course. In particular, assessment seeks to ensure that candidates have understood and can apply the Course content and that they can communicate their understanding.

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

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

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

## National Course Specification: course details (cont)

**COURSE** History (Higher)

### Unit assessment

The Unit assessment for the *Historical Study: British* and *Historical Study: European and World* and *Scottish History* (Higher) Units will be closed book assessments. The maximum time allowed for these assessments is one hour each. Assessments should take place at an appropriate time.

Each Unit is assessed against the standards set out in the *National Unit Specification: statement of standards* for each Unit. Full details of the Outcomes, Performance Criteria and Evidence Requirements may be found in the Unit Specifications.

Further details about Unit assessment for this Course can be found in the NAB materials and in the Unit Specifications.

### Course Assessment

The Course Assessment will consist of the following:

- ◆ two question papers with a total allocation of 70 marks; Paper 1 has an allocation of 40 marks and Paper 2 has an allocation of 30 marks
- ◆ an Extended Essay with a total allocation of 30 marks

### Question Papers

#### Paper 1 (1 hour 20 minutes)

- ◆ Paper 1 examines knowledge and understanding and analysis covering the content of the *Historical Studies: British* and *European and World* (Higher) Units
- ◆ all questions will require an extended response
- ◆ the paper will consist of two sections. Within each candidates will answer:
  - *Historical Study: British* –one essay question, worth 20 marks, from a choice of three essays per context
  - *Historical Study: European and World* –one essay question, worth 20 marks, from a choice of three essays per context
- ◆ in each context each essay question will relate to one of the issues in the Unit descriptor
- ◆ the issues will be selected at random, and will be parallel for each context i.e. if the first, second and fourth issues are sampled in Church, State and Feudal Society, they will be sampled in all other contexts in both British and European and World History

#### Paper 2 (1 hour 25 minutes)

- ◆ Paper 2 examines source evaluation skills, knowledge and understanding and analysis covering the content of the *Scottish History* (Higher) Unit
- ◆ all questions will require a short response
- ◆ there will be a set of sources and questions on each of the five Scottish topics
- ◆ items will be based on a set of five sources; at least two sources will be primary and at least two sources will be secondary
- ◆ items will be worth 30 marks in total

## National Course Specification: course details (cont)

### COURSE History (Higher)

- ◆ there will be four questions; each will relate to a different issue and the order of sampling will be the same in all the contexts
- ◆ the issues to be covered by source materials in the Course Assessment, Paper 2, are shown in the Unit descriptors; aspects designated as 'background' or 'perspective' will not be examined specifically
- ◆ the source evaluation and source comparison items will each be worth five marks; the two contextual questions will each be worth 10 marks

### Extended Essay

- ◆ each candidate will produce an Extended Essay which will be produced in a form appropriate to the needs of the individual candidate on an issue of their own choice
- ◆ titles must be based on an issue studied in any Unit in the History (Higher) Course
- ◆ the title should be a question which invites debate and argument
- ◆ each candidate should research the chosen issue using a variety of historical sources and select from them materials relevant to the chosen issue
- ◆ with the aid of only a plan of his/her own devising, the candidate should write up the Extended Essay in the centre under supervised conditions in a single continuous period of up to two hours
- ◆ plans should be a maximum of 200 words in length; where used, non-standard abbreviations and dates will count as one word each. The forms for plans are available for downloading from the History subject page of the SQA website [www.sqa.org.uk](http://www.sqa.org.uk)
- ◆ a penalty of up to 10 marks will be deducted once the stated word limit of the plan has been exceeded or where no plan is submitted
- ◆ the Extended Essay is worth a total of 30 marks out of a total of 100 marks for the Course Assessment
- ◆ it will be externally marked, using criteria developed from the grade descriptions for the Course

Further details of the Course Assessment are given in the Course Assessment Specification and in the Specimen Question Paper.

### Link between Unit and Course Assessment/added value

Unit assessment requires candidates to:

- ◆ demonstrate knowledge, understanding and skills acquired in the Units
- ◆ apply critically the knowledge, understanding and skills in one context for each of the Historical Study Units
- ◆ evaluate sources relating to a Scottish Topic

When completing the Course Assessment candidates have the opportunity to demonstrate the greater level of attainment appropriate for a graded Course award in *Higher History* by:

## National Course Specification: course details (cont)

### COURSE History (Higher)

- ◆ demonstrating the ability to retain knowledge, understanding and skills acquired in the Units over a greater period of time
- ◆ applying critically the knowledge, understanding and skills acquired in the Units in a more demanding situation
- ◆ synthesising a large volume of complex information to produce a detailed and reasoned Extended Essay on the conclusions of research findings

### GRADE DESCRIPTIONS AT A AND C

The candidate's grade will be based on the total score obtained from the Course Assessment. The following descriptions indicate the nature of achievement required for an award at Grade C and A in the Course.

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 in the Course Assessment, including the answering of unseen questions and the production of the Extended Essay.

The characteristics of responses at Grade C and at Grade A are described below. It should be remembered that almost all responses will show evidence of attainment of different criteria at different levels. Some responses will exhibit some, though not all, of the features listed in any one category; others will be stronger in one area than another.

GRADE C	GRADE A
Accurate and relevant knowledge has been selected from recall and applied to address a historical issue and show understanding of relevant themes.	The evidence used in support of the argument is well organised, is effectively applied to the question and shows a coherent understanding of the topic.
Explanation and assessment of historical developments and events is valid and supported by evidence.	Explanation and assessment of historical developments and events is clear, coherent, well-developed and supported effectively by historical evidence.
The historical issue has been placed in context; the response is presented in a structured manner; the conclusion is relevant to the question and is supported by evidence.	The argument is well structured and supported and is consistently relevant, presents a broad picture of the question and leads to a balanced conclusion.
Sources have been analysed, evaluated and used to explain historical events, taking into account both content and context.	Sources have been thoroughly analysed, and their evaluation is accurate, relevant, detailed, and well supported in relation to both content and context

## National Course Specification: course details (cont)

**COURSE** History (Higher)

### ESTIMATES AND APPEALS

Detailed advice and guidance is issued to centres in the publication *Estimates, Absentees and Assessment Appeals: Guidance on Evidence Requirements*.

#### Estimates

In preparing estimates, evidence must take account of performance across the three components of the Course and must be judged against the grade descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

#### Appeals

Evidence to support appeals for the Course must show a sufficient breadth of coverage of the content and must relate to the Course grade descriptions.

Candidates are required to demonstrate knowledge and understanding of, and the ability to analyse and evaluate within, the chosen contexts from the specified sections in the question paper.

The most robust evidence will meet the following criteria:

- ◆ there should be evidence of retained knowledge and understanding
- ◆ there should be evidence of the ability to apply the knowledge and understanding in a situation of equivalent demand to the Course Assessment
- ◆ there should be evidence of retained skills of analysis and evaluation of unseen materials and questions
- ◆ the candidate should be able to demonstrate a broad knowledge and understanding of the chosen contexts

Evidence which meets these criteria and demonstrates the retention of knowledge and skills over a period of time is likely to come from a single assessment/prelim which reflects the requirements of the Course Assessment in demand, structure and timing.

Although a prelim examination is not mandatory, it can give a good indication of how a candidate will perform with the addition of time pressure and the need to apply knowledge and skills in the chosen contexts in the Course Assessment. The instrument of assessment should reflect the structure of the Course Assessment Specification and the standards set out in the Specimen Question Paper. Centres must ensure that the instrument of assessment has not been seen previously by candidates.

The NABs for the Units for the Course on their own do not provide sufficient evidence to support an appeal since they do not provide evidence of a candidate's ability to:

- ◆ respond to questions from across all three Units of the Course on a single occasion
- ◆ apply skills in more demanding situations

NABs may, however, be adapted and put together into an assessment that mirrors the format and timing of the Course Assessment to produce robust evidence to support an appeal.

Marking schemes and cut off scores should be included with **all** evidence submitted in support of an appeal.

## **National Course Specification: course details (cont)**

**COURSE** History (Higher)

### **QUALITY ASSURANCE**

All National Courses are subject to external marking and/or verification. External markers, visiting examiners and verifiers are trained by SQA to apply national standards.

The Units of all Courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by trained markers working in their own time, markers' meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

To assist centres, External Assessment and Internal Assessment reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk).

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE**

The learning experience gained by candidates should reflect the aims and rationale of the subject and should build on the good practices developed previously. The learning experience should include a variety of approaches to the acquisition of knowledge and skills, centre around progression and encourage and support independent learning.

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

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

It is recommended that at this level candidates should be encouraged, within a clear framework of tasks, to take increasing responsibility for their own learning.

It is important that the candidates should develop an understanding of the historical themes that run through the chosen context, rather than simply learn about a series of discrete historical issues. To that end, teachers/lecturers may wish to cover aspects of content that set the issues in context.

The three Units may be taught in any order, or in a concurrent or integrated manner. The learning experiences in all three Units reinforce each other: knowledge and understanding of the content, historical themes and general concepts will be developed along with increased competence in the skills listed in the Outcomes for each Unit. The order in which Units or their parts are studied will depend on their specific content. The Course, and each Unit, may be taught chronologically or thematically.

## **National Course Specification: course details (cont)**

### **COURSE**                      History (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, including those listed above. It also includes time to prepare and produce the Extended Essay. Time may be used near the start of the Course for introduction to concepts, methods and skills, at various points throughout for consolidation and remediation or for preparation for internal assessment, and near the end of the Course, for integration, revision and preparation for Course Assessment.

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 class work in Units. Class 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.

It is anticipated that the skills relating to extended writing or producing an extended response will be built up gradually, founded where relevant on achievements at Intermediate 2 or at Standard Grade. Shorter assignments may be used to develop specific skills. The integration of these skills into a piece of extended writing or an oral response could be built up through practice in planning, paragraphing and the preparation of introductions and conclusions as a means to demonstrate competence in the historical skills assessed in the Unit. Opportunities should be provided for revision and redrafting of extended responses following critical review.

Time should also be allowed for the gathering of information and the planning of the Extended Essay. The choice of issue, and particularly of question, will require guidance in two important respects: the decision as to whether to develop an issue already covered in coursework or to follow a new issue from the contexts studied; and the actual wording of the question, which should be unambiguous, invite debate and relate clearly to the content of one of the contexts studied. Time may also be used for redrafting the plan and for early drafts of the essay or oral response itself. The skills in writing the Extended Essay are similar to those for essays in the external examination, so time spent preparing for the former will be beneficial to performance in the latter, and vice versa.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for this Course. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* [www.sqa.org.uk](http://www.sqa.org.uk)

## National Unit Specification: general information

**UNIT** Historical Study: British (Higher)

**CODE** F8K0 12

**COURSE** History (Higher)



### SUMMARY

This is a mandatory Unit in the *Higher History* Course, but it can also be studied as a freestanding Unit.

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

This Unit seeks to develop knowledge and understanding of a chosen historical context, along with skills of communication and independent thinking. The contexts relate to one of the three broad periods of British History: Medieval, Early Modern and Later Modern History.

A successful candidate will be able to explain and comment on historical developments and events, to respond to a historical issue through a reasoned argument, and to support a conclusion with valid historical evidence.

### OUTCOMES

- 1 Apply knowledge and demonstrate understanding of a historical issue in a selected context.
- 2 Evaluate a historical issue in a selected context.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- Standard Grade History or another social subject at Grade 1 or 2
- an Intermediate 2 Course or Unit(s) in History
- a Course or Units at Intermediate 2 in another social subject

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## **National Unit Specification: general information (cont)**

**UNIT**            Historical Study: British (Higher)

### **CREDIT VALUE**

1 credit at Higher (6 SCQF credit points at SCQF level 6\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT**            Historical Study: British (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.

#### **OUTCOME 1**

Apply knowledge and demonstrate understanding of a historical issue in a selected context

##### **Performance criteria**

- (a) The knowledge selected from recall is relevant.
- (b) The knowledge selected demonstrates accurate understanding of the issue.
- (c) The knowledge is applied to address a specific historical issue.

#### **OUTCOME 2**

Evaluate a historical issue in a selected context

##### **Performance criteria**

- (a) The historical issue is placed in context.
- (b) The explanation is valid in terms of the historical issue being addressed.
- (c) The response is appropriately structured.
- (d) The evaluation makes use of historical evidence.
- (e) The conclusion is relevant to the issue and is supported by the evidence presented.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The content for this Unit is specified in the Appendix to this Unit.

To demonstrate satisfactory attainment in these Outcomes the candidate must answer one essay question, assessing both knowledge and understanding (Outcome 1) and evaluation (Outcome 2) during or near the end of the Unit. This will include evidence in a format appropriate to the needs of the individual Candidate which satisfies both Outcomes.

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

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

The assessment of the Outcomes should be based on a holistic approach. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit.

## **National Unit Specification: support notes**

### **UNIT**            Historical Study: British (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 THE CONTENT AND CONTEXT FOR THIS UNIT**

Expanded descriptions of the content for each context contained in this Unit are detailed in the appendix to this Unit Specification.

The content for each context within this Unit is based upon a series of issues, which focus study on particular areas of content. These issues in turn relate to broader historical themes, which are specific to the context studied, for example, nationalism, rights or authority. These themes assist teachers/lecturers in selecting content and assessment.

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

It is recommended that at this level candidates should be encouraged, within a clear framework of tasks, to take responsibility for their own learning.

It is important that the candidates should develop understanding of the historical themes that run through the chosen context, rather than simply learn about a series of discrete historical issues.

The methodology used by teachers/lecturers will be built on existing good practice. The knowledge and understanding of the themes and content delivered in this Unit should be linked to the development of skills of interpretation, evaluation and analysis to provide insight and encourage respect for available evidence.

Teacher/lecturer exposition can provide the basis for class work in this Unit. Opportunities should be provided to develop candidates' powers of note-making and note-taking and time should be made available for class and group discussion. A variety of resources should be used including textbooks, information sheets and a wide range of both secondary and primary source materials. Materials and strategies should be designed for the whole ability range, eg core and extension work, groupwork and individual work.

## **National Unit Specification: support notes (cont)**

### **UNIT**            Historical Study: British (Higher)

It is anticipated that the skills relating to extended writing will be built up gradually, founded where relevant on achievements at Intermediate 2 or at Standard Grade. The integration of these skills into a piece of extended writing or an oral response could be built up through practice in planning, paragraphing and the preparing of introductions and conclusions as a means to demonstrate competence in the historical skills assessed in the Unit. Opportunities should be provided for revision and redrafting of extended responses following critical review.

### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

In this Unit, candidates will develop skills that are valuable in personal development, for future learning and in terms of employability. As well as research and presentation skills, candidates learn how to marshal and weigh evidence and arguments relating to a particular issue. These are good opportunities for developing aspects of the Core Skills, including:

- Communication
- Problem Solving

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The evidence of attainment of both Outcomes for this Unit must be provided in the form of an essay from one context.

The marking scheme should reflect the standard embodied in the Performance Criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and satisfactory coverage of all Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard. It is recommended that such an instrument of assessment should be submitted to SQA for prior verification.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* [www.sqa.org.uk](http://www.sqa.org.uk)

**National Unit Specification: statement of standards****Appendix****UNIT** Historical Study: British (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Medieval History – Church, State and Feudal Society**

A study of the fundamental elements of society from the twelfth to the fourteenth century in England and Scotland, illustrating the themes of feudalism, Church, authority and conflict.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An assessment of the nature of feudal society.	The roles and importance of the landed and peasant classes; social divisions; the changing role of knights - the development of chivalry.
2. An assessment of the role of the church in medieval society.	The importance of the church in everyday life, and within feudal society: saints, relics, crusades, salvation and pilgrimages; the differing roles of the secular and regular church in religion, politics, society and the economy.
3. An assessment of how far the church succeeded in its struggles with the state, up to the end of the fourteenth century.	The conflict between church and state; the development of the Investiture Contest in England and Scotland; the position of the church by the end of the fourteenth century.
4. An evaluation of the reasons for the increase of central royal power as exemplified by the reigns of David I in Scotland and Henry II in England.	Growth of the nobility; cost of warfare; need to develop the economy; law and order; effects of foreign influence
5. An assessment of the attempts to increase royal authority by David I and Henry II.	The successes and failures of David I and Henry II; the extent of changes within the two kingdoms.
6. An evaluation of the reasons for the decline of feudal society.	The Black Death; the Peasants' Revolt; growth of towns; the growth of trade/mercantilism; changing social attitudes.

**National Unit Specification: statement of standards****Appendix****UNIT** Historical Study: British (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Early Modern History – The Century of Revolutions 1603-1702**

A study of the political, religious, legislative and economic issues which led to the challenge to royal authority posed by rights claimed on behalf of the individual and of social groups during the seventeenth century, illustrating the themes of authority, rights and revolution.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An evaluation of the reasons for the problems faced by King James after the Union of the Crowns in 1603.	Political issues – the difficulties of ruling both countries, the Divine Right of Kings; religious issues; economic issues.
2. An assessment of the policies of Charles I in Scotland.	The policies of Charles I in Scotland, 1625-1642; the imposition of the English Prayer Book; the National Covenant; the Bishops' Wars.
3. An evaluation of the reasons for the outbreak of civil war in England.	Legacy of James VII/I; character of Charles I; religious issues; political issues; economic/financial issues; impact of events in Scotland and Ireland; Charles' actions after 1640; actions of Parliament after 1640.
4. An evaluation of the reasons for the failure to find an alternative form of government, 1649-1658.	Legacy of Civil War; effects of execution of the king; Cromwell's dominance; role of Army; role of Parliament; foreign policy; unpopular legislation.
5. An evaluation of the reasons for the 'Glorious Revolution' and the Revolution Settlement, 1688-89.	Legacy of Charles II; character of James II; religious issues; political issues – the lack of clear lines of authority; role of Parliament.
6. An assessment of the significance of changes brought about by the Revolution Settlement, 1688-1702.	Religious, legal, political and financial aspects of the Settlements; differences between England and Scotland; loopholes in the Settlement.

**National Unit Specification: statement of standards****Appendix****UNIT** Historical Study: British (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit*

**Early Modern History – The Atlantic Slave Trade**

A study of the development of the Atlantic Slave Trade in the 18<sup>th</sup> century, the social and economic consequences of that trade, and its abolition in 1807, illustrating the themes of ideology, rights and conflict.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An evaluation of the reasons for the development of the slave trade.	Military factors; importance of West Indian colonies; shortage of labour; failure of alternative sources; legal position; racist attitudes; religious factors.
2. An assessment of the importance of the slave trade to the British economy.	The importance of tropical crops and the profits accruing; the role of the trade in terms of navigation, manufacturing, the procurement of raw materials and trading patterns; industrial development; wealth of ports and merchants.
3. An evaluation of the factors governing relations between slaves and their owners.	Humanitarian concerns; religious concerns; financial considerations; fear of revolt; racism and prejudice.
4. An assessment of the implications of the trade for African societies.	Effects of the trade on African societies in West Africa; the slave sellers and European ‘factories’ on the West African coast; the development of slave-based states and economies; the destruction of societies; the development of foreign colonies: roles played by leaders of African societies in continuing the trade.
5. An evaluation of the obstacles to abolition	Slave rebellion in St Domingue; effects of the French Revolution; importance of the trade to the British economy; fears over national security; the power of vested interests; anti-abolition propaganda; attitudes of British governments.
6. An evaluation for the reasons for the success of the abolitionist campaign in 1807	Economic factors – the decline in the economic importance of slavery; effects of slave resistance; military factors; the religious revival; the campaign of the Anti-Slavery Society; the role of Wilberforce.

**National Unit Specification: statement of standards****Appendix****UNIT**      Historical Study: British (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit*

**Later Modern History – Britain 1851-1951**

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An evaluation of the reasons why Britain became more democratic, 1851-1928.	The effects of industrialisation and urbanisation; popular attempts to gain the franchise; pressure groups; changing political attitudes; examples of developments abroad; party advantage; the effects of the First World War.
2. An assessment of how democratic Britain became, 1867-1928.	The widening of the franchise, 1867-1928; other measures relating to the distribution of seats, corruption and intimidation; widening membership of the House of Commons; the role of the House of Lords.
3. An evaluation of the reasons why women won greater political equality by 1928.	Changing attitudes to women in society: the women's suffrage campaigns; the militant Suffragette campaign up to 1914; the part played by women in the war effort, 1914-18; the example of other countries.
4. An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906-1914.	Concerns over poverty - the social surveys of Booth and Rowntree; municipal socialism; foreign examples; national efficiency; fears over national security; the rise of the New Liberalism; party advantage; the rise of Labour.
5. An assessment of the effectiveness of the Liberal social welfare reforms.	The aims of the Liberal Reforms; the extent to which the Liberal Reforms met these and the needs of the British people.
6. An assessment of the effectiveness of the Labour social welfare reforms, 1945-1951.	The aims of the Welfare State; the extent to which the Labour Reforms met these and the needs of the British people.

**National Unit Specification: statement of standards****Appendix****UNIT** Historical Study: British (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit*

**Later Modern History: Britain and Ireland 1900-1985**

A study of the growing divisions in Ireland after 1900 in terms of identity and the development of tension leading to conflict and civil war, attempts to resolve the conflict and the continuation of strife, illustrating the themes of identity, authority and conflict.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An evaluation of the reasons for the growth of tension in Ireland to 1914.	The British position – the results of the 1910 elections; the Irish cultural revival and the re-emergence of Irish Republicanism; Redmond and Home Rule; differing economic and religious features; the Home Rule Bill – the responses of Unionists, and of Nationalists.
2. An assessment of the impact of World War One on Ireland.	Irish attitudes to World War I; the Nationalist Movement, 1914-16; the Easter Rising; changing Irish attitudes towards British rule after 1916; anti-conscription campaign; decline of the Nationalist Party; rise of Sinn Fein.
3. An evaluation of the obstacles to peace, up to the Anglo-Irish Treaty, 1918-1921.	The legacy of the First World War – 1918 election, and the growth of Sinn Fein; the Declaration of Independence and the establishment of the Dail; the position of the Unionists in the North; policies and actions of the British government; IRA tactics and policies.
4. An evaluation of the reasons for the outbreak of the Irish Civil War.	The Anglo-Irish Treaty – partition, dominion status; divisions in the republican movement; role of Collins; role of De Valera.
5. An evaluation of the reasons for the developing crisis in Northern Ireland, to 1968.	The Unionist ascendancy in Northern Ireland and challenges to it; role of the IRA; cultural and political differences; economic issues; the issue of Civil Rights.
6. An evaluation of the obstacles to peace, 1968-1985.	Religious and communal differences; economic differences; hardening attitudes – the role of terrorism; British government policies – Internment, Direct Rule; the role of the British Army; the role of the Irish government.



## National Unit Specification: general information

**UNIT** Historical Study: European and World (Higher)

**CODE** F8K1 12

**COURSE** History (Higher)

### SUMMARY

This is a mandatory Unit in the *Higher History* Course, but it can also be studied as a freestanding Unit.

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

This Unit seeks to develop knowledge and understanding of a chosen historical context along with skills of communication and independent thinking. The contexts relate to one of the three broad periods of European and World History: Medieval, Early Modern and Later Modern History.

A successful candidate will be able to explain and comment on historical developments and events, to respond to a historical issue through a reasoned argument, and to support a conclusion with valid historical evidence.

### OUTCOMES

- 1 Apply knowledge and demonstrate understanding of an issue in a selected context.
- 2 Evaluate a historical issue in a selected context.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- Standard Grade History or another social subject at Grade 1 or 2
- an Intermediate 2 Course or Unit(s) in History
- a Course or Units at Intermediate 2 in another social subject.

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### Administrative Information

**Superclass:** DB

**Publication date:** January 2009

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## **National Unit Specification: general information (cont)**

**UNIT**            Historical Study: European and World (Higher)

### **CREDIT VALUE**

1 credit at Higher. (6 SCQF credit points at SCQF level 6\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT**            Historical Study: European and World (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.

#### **OUTCOME 1**

Apply knowledge and demonstrate understanding of a historical issue in a selected context.

##### **Performance criteria**

- (a) The knowledge selected from recall is relevant.
- (b) The knowledge selected demonstrates accurate understanding of the issue.
- (c) The knowledge is applied to address a specific historical issue.

#### **OUTCOME 2**

Evaluate a historical issue in a selected context.

##### **Performance criteria**

- (a) The historical issue is placed in context.
- (b) The explanation is valid in terms of the historical issue being addressed.
- (c) The response is appropriately structured.
- (d) The evaluation makes use of historical evidence.
- (e) The conclusion is relevant to the issue and is supported by the evidence presented.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The content for this Unit is specified in the Appendix to this Unit.

To demonstrate satisfactory attainment in these Outcomes the candidate must answer one essay question, assessing both knowledge and understanding (Outcome 1) and evaluation (Outcome 2) during or near the end of the Unit. This will include evidence which in a format appropriate to the needs of the individual candidate which satisfies both Outcomes.

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

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

The assessment of the Outcomes should be based on a holistic approach. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit.

## **National Unit Specification: support notes**

### **UNIT**            Historical Study: European and World (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

Expanded descriptions of the content for each context contained in this Unit are detailed in the appendix to this Unit Specification.

The content for each context within this Unit is based upon a series of issues, which focus on particular areas of content. These issues in turn relate to broader historical themes, which are specific to the context studied, for example, nationalism, rights or authority. These themes assist teachers/lecturers in selecting content and assessment.

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

It is recommended that at this level candidates should be encouraged, within a clear framework of tasks, to take responsibility for their own learning.

It is important that the candidates should develop understanding of the historical themes that run through the chosen context, rather than simply learn about a series of discrete historical issues.

The methodology used by teachers/lecturers will be built on existing good practice. The knowledge and understanding of the themes and content delivered in this Unit should be linked to the development of skills of interpretation, evaluation and analysis to provide insight and encourage respect for available evidence.

Teacher/lecturer exposition can provide the basis for class work in this Unit. Opportunities should be provided to develop candidates' powers of note-making and note-taking and time should be made available for class and group discussion. A variety of resources should be used including textbooks, information sheets and a wide range of both secondary and primary source materials. Materials and strategies should be designed for the whole ability range, eg core and extension work, groupwork and individual work.

## **National Unit Specification: support notes (cont)**

### **UNIT**            Historical Study: European and World (Higher)

It is anticipated that the skills relating to extended writing will be built up gradually, founded where relevant on achievements at Intermediate 2 or at Standard Grade. The integration of these skills into a piece of extended writing or an oral response could be built up through practice in planning, paragraphing and the preparing of introductions and conclusions as a means to demonstrate competence in the historical skills assessed in the Unit. Opportunities should be provided for revision and redrafting of extended responses following critical review.

### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

In this Unit, candidates will develop skills that are valuable in personal development, for future learning and in terms of employability. As well as research and presentation skills, candidates learn how to marshal and weigh evidence and arguments relating to a particular issue. These are good opportunities for developing aspects of the Core Skills, including:

- Communication
- Problem Solving

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The evidence of attainment of both Outcomes for this Unit must be provided in the form of an essay from one context.

The marking scheme should reflect the standard embodied in the Performance Criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and, by inference, satisfactory coverage of all Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard. It is recommended that such an instrument of assessment should be submitted to SQA for prior verification.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* [www.sqa.org.uk](http://www.sqa.org.uk)

**National Unit Specification: statement of standards****Appendix****UNIT** Historical Study: European and World (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Medieval History – The Crusades 1071-1204**

A study of religious, political and economic factors in the crusading movement between 1071 and 1204, illustrating the themes of ideology, authority and conflict.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An evaluation of the reasons for the calling of the First Crusade.	The threat to Byzantium; fear of Islamic expansion; the threat to Mediterranean trade; attempts to assert Papal authority: the ongoing struggle between church and state – the Investiture Contest; the emergence of a knightly class – the idea of chivalry; papal desire to channel the aggressive nature of feudal society.
2. An evaluation of the motives of Christians from different classes to take the cross.	Religious motives; the desire to acquire territory in the Holy Land; seeking of fame and riches; peer pressure; overpopulation and famine; the sense of adventure.
3. An evaluation of the reasons for the success of the First Crusade.	The military power of the Crusader knights; divisions amongst the Islamic states; misunderstanding of the Crusaders' intent; aid from Byzantium; the religious zeal of the Crusaders.
4. An evaluation of the reasons for the fall of Jerusalem in 1187.	The death of Baldwin IV; divisions amongst the Crusaders; the lack of resources of the Christian states; the unification of the Islamic states under Saladin; the Christian defeat at Hattin.
5. An assessment of the roles of Richard and Saladin during the Third Crusade.	Richard and Saladin: their military and diplomatic strengths and weaknesses.
6. An assessment of the extent of the decline of the Crusading Ideal, up to the Fourth Crusade, 1204.	Coexistence of Muslim and Christian states; corruption of the crusading movement by the Church and nobles; the effects of trade; the Fourth Crusade; the role of Venice.

**National Unit Specification: statement of standards****Appendix****UNIT** Historical Study: European and World (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Early Modern History – The American Revolution 1763-1787**

A study of British colonial control in America, the ideas and attitudes challenging that control, the reasons for its eventual breakdown, and the consequences for America and Britain in terms of conflict and resolution, illustrating the themes of rights, authority and revolution.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An evaluation of the threats to the British position in North America by 1763.	Colonial resentment towards the old colonial system, the Navigation Acts; role of George III; effects of the Seven Years' War – ending of the French threat; the frontier issue – the Proclamation of 1763; grievances of New England, the Middle Colonies, the South.
2. An evaluation of the reasons for the colonists' moves towards independence.	Disputes over taxation – the Stamp Act, the Townshend Duties; British intransigence; the role of George III; Boston Massacre; Punishment of Massachusetts; rejection of Olive Branch petition; influence of Thomas Paine.
3. An assessment of British opinion towards the conflict.	Differing British views of the situation in the colonies; George III and British Parliament; dissenting voices: Edmund Burke; Earl of Chatham; Thomas Paine; economic interests; the press in England and Scotland.
4. An assessment of the nature of the war.	The world-wide nature of the war; intervention by France, Spain and the Netherlands: the League of Armed Neutrality; the war at sea.
5. An evaluation of the reasons for the colonists' victory .	British military inefficiency; British political mistakes; distance between Britain and the colonies; role of George Washington; incentive of independence; importance of French entry; control of the seas; role of local people; colonists' advantage of fighting on home ground.
6. An assessment of the political impact of the American Revolution.	Americans' reflection of their experience under British rule; significance of the Constitution; roles of Presidency, Congress and Supreme Court as executive, legislature and judiciary.

**National Unit Specification: Statement of standards****Appendix****UNIT** Historical Study: European and World (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Early Modern History – The French Revolution, to 1799**

A study of the nature of government and society in eighteenth century France, of the origins and challenges to absolutism, and of the differences and similarities between the Ancien Regime and the post-revolutionary governments to 1799, illustrating the themes of rights, authority and revolution.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An evaluation of the threats to the security of the Ancien Regime before 1789.	Taxation; corruption; the position of the clergy; the role of the nobility; the complaints of the Third Estate: grievances of the bourgeoisie, the peasantry, the urban workers.
2. An evaluation of the reasons for the collapse of royal authority by 1789.	Financial problems of the Ancien Regime; the influence of the Enlightenment – the Philosophes; the effects of the American Revolution; the economic crisis of 1788/9; the political crisis of 1788/9; the role of the bourgeoisie; the actions of Louis XVI.
3. An evaluation of the reasons for the failure of constitutional monarchy, 1789-92.	Character of Louis XVI; his attitudes and actions; the Civil Constitution of the Clergy; the role of Mirabeau; the activities of the émigrés; the flight to Varennes; the outbreak of war.
4. An evaluation of the reasons for the Terror, 1792-95.	The outbreak of war; the threat of invasion; the threat of counter-revolution; political rivalries; the role of Robespierre; religious and regional differences.
5. An evaluation of the reasons for the establishment of the Consulate.	The constitution of 1795; political instability; the increasing intervention of the army in politics; the role of Sieyes; the role of Bonaparte – his ambitions and actions.
6. An assessment of the impact of the Revolution.	The social and political impact of the French Revolution; the degree to which French society and politics changed, 1789-1799.

**National Unit Specification: Statement of standards****Appendix****UNIT** Historical Study: European and World (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Later Modern History – Germany 1815-1939**

A study of the growth of nationalism in nineteenth century Germany leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918, illustrating the themes of nationalism, authority and conflict.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An evaluation of the reasons for the growth of nationalism in Germany, 1815-1850.	Economic factors; the Zollverein; cultural factors; military weakness; effects of French Revolution and Napoleonic Wars; role of the Liberals.
2. An assessment of the degree of growth of nationalism in Germany, up to 1850.	Supporters of nationalism – educated middle class, Liberals; opponents of nationalism; attitudes of peasants; political turmoil in the 1840s; the Frankfurt Parliament, divisions; the collapse of revolution in Germany, 1848-9.
3. An evaluation of the obstacles to German unification, 1815-1850.	Divisions among the nationalists; Austrian strength; German princes; religious differences; economic differences; indifference of the masses; resentment towards Prussia.
4. An evaluation of the reasons why unification was achieved in Germany, by 1871.	Prussian military strength; Prussian economic strength; the decline of Austria; the role of Bismarck; the attitude of other states; actions of Napoleon III.
5. An evaluation of the reasons why the Nazis achieved power, in 1933.	Weaknesses of Weimar Republic; resentment towards the Treaty of Versailles; economic difficulties; social and economic divisions; the appeal of the Nazis after 1928; the role of Hitler; weaknesses and mistakes of opponents.
6. An evaluation of the reasons why the Nazis were able to stay in power, 1933-1939.	Establishment of a totalitarian state; the crushing of opposition; fear and state terrorism; social controls; propaganda; successful foreign policy; economic policies; social policies.

**National Unit Specification: Statement of standards****Appendix****UNIT** Historical Study: European and World (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Later Modern History – Italy 1815-1939**

A study of the growth of nationalism in nineteenth century Italy leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918, illustrating the themes of nationalism, authority and conflict.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An evaluation of the reasons for the growth of nationalism in Italy, 1815-1850.	Cultural factors; economic factors; military weakness; effects of French revolution and Napoleonic wars; resentment of Austria; role of Mazzini; secret societies.
2. An assessment of the extent of the growth of nationalism in Italy, up to 1850.	Supporters of nationalism – educated middle class, Liberals; popular sentiment; opponents – Austria and dependent duchies; Italian princes; attitude of the peasants; position of the Papacy; the failures of the revolutions of 1848.
3. An assessment of the obstacles to Italian unification, 1815-1850.	Divisions among the nationalists; social, economic and cultural differences; political differences; dominant position of Austria and her dependent duchies; attitude of the Papacy; Italian princes; indifference of the masses.
4. An evaluation of the reasons why unification was achieved in Italy, by 1870.	The rise of Piedmont; roles of Cavour, Garibaldi and Victor Emmanuel II; decline of Austria; attitudes and actions of Napoleon III; the importance of foreign intervention.
5. An evaluation of the reasons why the Fascists achieved power in Italy, 1919-25.	Weaknesses of Italian governments; resentment against the Peace Settlement; appeal of the Fascists; role of Mussolini; role of the King; economic difficulties; social and economic divisions; weaknesses and mistakes of opponents.
6. An evaluation of the reasons why the Fascists were able to stay in power, 1922-1939.	Establishment of the fascist state; crushing of opposition; fear and intimidation; social controls; propaganda; foreign policy; relations with the Papacy; economic and social policies.

**National Unit Specification: Statement of standards****Appendix****UNIT** Historical Study: European and World (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Later Modern History – Russia from 1881 - 1921**

A study of the development of opposition to autocracy in a large multi-national state, the collapse of the Tsarist regime and the rise of the Bolsheviks during the years 1881–1921, illustrating the themes of ideology, identity and authority.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An assessment of the security of the Tsarist State before 1905.	The structure of society; difficulties in governing the Tsarist state; Tsarist methods of control: Okhrana; Russification; army; censorship; nobility; church; terror and exile.
2. An evaluation of the causes of the 1905 revolution.	Working class discontent; discontent among the peasantry; political problems – discontent with repressive government and its policies; economic problems; military defeat in the war against Japan; Bloody Sunday.
3. An assessment of the attempts to strengthen Tsarism, 1905 – 14.	Nature of events in 1905; measures used by the Tsar: the October Manifesto and the Duma; cancellation of Redemption Payments; repression; peace with Japan; accommodation with the army; relations with the Dumas; Fundamental Laws; Russification; Stolypin – repression, land reforms, industrial reforms.
4. An evaluation of the reasons for the February Revolution, 1917.	Role of Tsar Nicholas II; role of Tsarina Alexandra; political problems – discontent among the bourgeoisie; discontent among the working class; peasant discontent; the inherent weaknesses of the autocracy: the impact of the First World War - military defeat; economic problems.
5. An evaluation of the reasons for the success of October Revolution, 1917.	The inherent weaknesses of the Provisional Government; Dual Power – the role of the Petrograd Soviet; the decision to continue the war; economic problems; political discontent; the land issue; the appeal of the Bolsheviks – propaganda, policies; the leadership of Lenin.
6. An evaluation of the reasons for the victory of the Reds in the Civil War.	Superior Red resources; unity of the Reds; disunity among the Whites; the leadership of Lenin; the role of Trotsky – the organisation of the Red Army; use of terror; propaganda; effects of foreign intervention.

**National Unit Specification: Statement of standards****Appendix**

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**UNIT** Historical Study: European and World (Higher)**Later Modern History – USA 1918-68**

A study of the growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An evaluation of the reasons for changing attitudes towards immigration in the 1920s.	Isolationism; fear of revolution; prejudice and racism; social fears; economic fears; the effects of the First World War.
2. An evaluation of the obstacles to the achievement of civil rights for black people up to 1941.	Legal impediments; the ‘separate but equal’ decision of the Supreme Court; popular prejudice; activities of the Ku Klux Klan; lack of political influence; divisions in the black community.
3. An evaluation of the reasons for the economic crisis of 1929-33.	Republican government policies in the 1920s; overproduction of goods; underconsumption – the saturation of the US market; weaknesses of the US banking system; international economic problems; the Wall Street Crash.
4. An assessment of the effectiveness of the New Deal.	The first and second New Deals: the role of Roosevelt and ‘confidence building’; the role of the Federal government; the economic effects of the New Deal.
5. An evaluation of the reasons for the development of the Civil Rights campaign, after 1945.	The continuation of prejudice and discrimination; the experience of black servicemen in the Second World War; the formation of effective black organizations; the emergence of effective black leaders; the role of Martin Luther King.
6. An assessment of the effectiveness of the Civil Rights movement in meeting the needs of black Americans, up to 1968.	Aims of the Civil Rights movement: roles of NAACP, CORE, SCLC and Martin Luther King in desegregation – methods and tactics; changes in Federal policy; social, economic and political changes; the resultant rise of black radical movements.

**National Unit Specification: Statement of standards****Appendix**

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**UNIT** Historical Study: European and World (Higher)

**Later Modern History - Appeasement and the Road to War, to 1939**

A study of Fascist foreign policy after 1933 and the reactions of the democratic powers to it, the development of the policy of appeasement, its failure and the outbreak of war in Europe in 1939, illustrating the themes of ideology, conflict and diplomacy.

<b>Issues</b>	<b>Detailed Descriptors</b>
1. An evaluation of the reasons for the aggressive nature of the foreign policies of Germany and Italy in the 1930s.	The Peace Settlement of 1919; Fascist ideology; economic difficulties after 1929; weakness of the League of Nations; the British policy of appeasement.
2. An assessment of the methods used by Germany and Italy to pursue their foreign policies from 1933.	Rearmament by Germany; military agreements, pacts and alliances; Fascist strategies employed in the crises between 1933 and 1939.
3. An evaluation of the reasons for the British policy of appeasement, 1936-1938.	Economic difficulties; attitudes to the Paris Peace Settlement; public opinion; pacifism; concern over the Empire; lack of reliable allies; military weakness; fear of spread of Communism; beliefs of Chamberlain.
4. An assessment of the success of British foreign policy in containing fascist aggression, 1935 – March 1938.	Aims; Abyssinia; Rhineland; Naval Agreement; non intervention; the Anschluss of March 1938.
5. An assessment of the Munich agreement.	Arguments for and against the settlement; differing views of the Munich settlement.
6. An evaluation of the reasons for the decision to abandon the policy of appeasement and for the outbreak of war in 1939.	Changing British attitudes towards appeasement; occupation of Bohemia and the collapse of Czechoslovakia; the developing crisis over Poland: British diplomacy and relations with the Soviet Union; the position of France; the Nazi-Soviet Pact; the invasion of Poland.

**National Unit Specification: Statement of standards****Appendix**

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**UNIT** Historical Study: European and World (Higher)

**Later Modern History - The Cold War 1945-1989**

A study of superpower foreign policy after 1945, the growth of international tension, the development of the policy of detente, and the end of the Cold War Europe in 1989, illustrating the themes of ideology, conflict and diplomacy.

<b>Issues</b>	<b>Detailed Descriptor</b>
1. An evaluation of the reasons for the emergence of the Cold War, up to 1955.	Tensions within the wartime alliance; the US decision to use the atom bomb; the arms race; ideological differences; disagreements over the future of Germany; the crisis over Korea.
2. An assessment of the effectiveness of Soviet policy in controlling Eastern Europe up to 1961.	The desire for reform in Eastern Europe; differing Soviet reactions to events in Poland (1956), Hungary (1956) and Berlin (1961); domestic pressures; the international context; military and ideological factors.
3. An evaluation of the reasons for the Cuban Crisis of 1962.	Castro's victory in Cuba; US foreign policy; Khrushchev's domestic position; Kennedy's domestic context; Khrushchev's view of Kennedy; ideological differences; mistakes by the leaders.
4. An evaluation of the reasons why the US lost the war in Vietnam.	Difficulties faced by US military; relative strengths of North and South Vietnam; failure of military methods; changing public opinion in the USA; international isolation of the USA.
5. An evaluation of the reasons why the superpowers attempted to manage the Cold War, 1962 – 85.	The danger of Mutually Assured Destruction; dangers of military conflict as seen in the Cuban Missile crisis; economic cost of arms race; development of surveillance technology; softening of the ideological conflict through policies of co-existence and détente.
6. An evaluation of the reasons for the end of the Cold War.	The defeat of the Soviet Union in Afghanistan; the failure of Communism in Eastern Europe; Soviet economic weakness; the role of Gorbachev; Western economic strength; the role of Reagan.



## National Unit Specification: general information

**UNIT** Scottish History (Higher)

**CODE** F8K2 12

**COURSE** History (Higher)

### SUMMARY

This is a mandatory Unit in the *Higher History* Course, but it can also be studied as a freestanding Unit.

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

This Unit seeks to develop knowledge and understanding of historical themes through study of a chosen context, along with skills of historical source handling and independent thinking. The contexts relate to one of three broad periods of Scottish History: Medieval, Early Modern and Later Modern History.

Successful candidates will be able to analyse sources by interpreting them, comparing them and placing them in their historical context. They will be able to make use of sources to explain historical developments and events and to evaluate the reliability and usefulness of sources.

### OUTCOMES

- 1 Evaluate sources with reference to their provenance and content.
- 2 Evaluate 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 one of the following or equivalent:

- Standard Grade History or another social subject at Grade 1 or 2
- an Intermediate 2 Course or Unit(s) in History
- a Course or Units at Intermediate 2 in another social subject.

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### Administrative Information

**Superclass:** DB

**Publication date:** January 2009

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**Version:** 01

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## **National Unit Specification: general information (cont)**

**UNIT**            Scottish History (Higher)

### **CREDIT VALUE**

1 credit at Higher. (6 SCQF credit points at SCQF level 6\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT**            Scottish History (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.

#### **OUTCOME 1**

Evaluate sources with reference to their provenance and content.

##### **Performance criteria**

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

#### **OUTCOME 2**

Evaluate sources with reference to their wider historical context.

##### **Performance criteria**

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

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

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

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

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

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

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

## **National Unit Specification: support notes**

### **UNIT**            Scottish History (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

Expanded descriptions of the content for each context contained in this Unit are detailed in the appendix to this Unit Specification. The aspects designated as ‘background and ‘perspective’ set the issues and themes in their wider historical context, but will not be specifically examined.

Candidates will be required to study one of the specified contexts.

The content for each context within this Unit is based upon a series of issues, which focus study on particular areas of content. These issues in turn relate to broader historical themes, which are specific to the context studied, for example, nationalism, rights or authority. These themes assist teachers/lecturers in selecting content and assessment.

### **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 and set it in context
- record systematically information derived from a variety of sources, such as books, notes, lectures, electronic media, audio-visual materials and site visits
- make use of relevant historical terms and concepts
- take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge in order to develop the ability to think independently and make informed judgements

It is recommended that at this level candidates should be encouraged, within a clear framework of tasks, to take responsibility for their own learning.

It is important that candidates should develop understanding of the historical themes that run through the chosen topic, rather than simply learn about a series of discrete historical issues.

The methodology used by teachers/lecturers will be built on existing good practice. The knowledge and understanding of the themes and content delivered in this Unit should be linked to the development of skills of interpretation, evaluation and analysis to provide insight and encourage respect for available evidence.

This Unit offers rich possibilities in terms of the resources available. As well as media such as books, resource packs and electronic/online materials, there is a variety of sources available locally and in national collections. Documents, visuals, artefacts and paintings held in national collections, as well as sites and buildings, offer a wide variety of learning experiences, both individual and collective. In addition, there are large amounts of archive materials online.

## **National Unit Specification: support notes (cont)**

### **UNIT**            Scottish History (Higher)

When using national collections, the most beneficial route for teachers/lecturers, groups and individuals is through mediated access via the education services of these bodies, who can advise on the contents of collections, sites suitable for visits and online resources.

### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

In this Unit, candidates will develop skills that are valuable in personal development, for future learning and in terms of employability. In particular, candidates will learn how to evaluate historical evidence in terms of context, provenance and its wider historical context. There are good opportunities for developing aspects of the Core Skills covering:

- Communication
- Problem Solving

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The evidence of attainment of both Outcomes for this must be provided in the form of structured responses from the chosen Scottish History context.

The marking scheme should reflect the standard embodied in the Performance Criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and, by inference, satisfactory coverage of all Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard. It is recommended that such an instrument of assessment should be submitted to SQA for prior verification.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* [www.sqa.org.uk](http://www.sqa.org.uk)

**National Unit Specification: statement of standards****Appendix****UNIT** Scottish History (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit. The examinable content is in the central box.*

**The Wars of Independence, 1286-1328**

A study of political change and military conflict arising from the Wars of Independence, illustrating the themes of authority, conflict and identity.

<b>Issues</b>	<b>Detailed descriptors</b>
Background	The nature of royal authority under Alexander III; the relationship with England before 1286.
1. Scotland 1286-96: the succession problem and the Great Cause	The succession problem; the Guardians; the Treaty of Birgham; the death of the Maid of Norway; the Scottish appeal to Edward I - the decision at Norham; Bruce versus Balliol; the Great Cause and Edward's decision.
2. John Balliol and Edward 1	Balliol's rule; Edward's overlordship; the Scottish response; the Anglo-French war and the Franco-Scottish Treaty; the subjugation of Scotland.
3. William Wallace and Scottish resistance	Scottish resistance; roles of William Wallace and Andrew Murray; victory at Stirling and its effects on Scots and on Scotland; defeat at Falkirk and continuing Scottish resistance.
4. The rise and triumph of Robert Bruce	The ambitions of Robert Bruce; his conflict with and victory over Scottish opponents; his victory at Bannockburn; continuing hostilities; the Declaration of Arbroath; the Treaties of Edinburgh/Northampton, 1328.
Perspective	The significance of the Wars of Independence in the development of Scottish identity.

**National Unit Specification: statement of standards****Appendix****UNIT** Scottish History (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit. The examinable content is in the central box.*

**The Age of the Reformation, 1542-1603**

A study of religious and political change in sixteenth century Scotland, illustrating the themes of authority, conflict and identity.

<b>Issues</b>	<b>Detailed descriptors</b>
Background	Scotland's political and social structure at the death of James V; the European Reformation.
1. The Reformation of 1560	The nature of the Church in Scotland; attempts at reform; the growth of Protestantism; relationships with France and England; religious conflict; Lords of the Congregation; Treaty of Edinburgh, 1560.
2. The reign of Mary, 1561-1567	Mary's difficulties in ruling Scotland: religion; gender; relations with the nobility; Mary's marriages; her relationship with England; abdication; flight to England.
3. James VI and the relationship between monarch and Kirk	The struggle for control of the Kirk: from regency to personal rule; differing views about the roles of the monarch and Kirk.
4. The impact of the Reformation on Scotland, to 1603	The social, cultural, educational and economic impact of the Reformation on Scotland, to 1603.
Perspective	The significance of the Reformation in the development of Scottish identity.

**National Unit Specification: statement of standards****Appendix****UNIT** Scottish History (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.  
The examinable content is in the central box.*

**The Treaty of Union, 1689-1740**

A study of political and economic change in Scotland, 1689-1740, illustrating the themes of identity, conflict and authority.

<b>Issues</b>	<b>Detailed descriptor</b>
Background	The Revolution Settlement, 1688-1689: constitutional and religious dimensions; divisions and tensions in Scottish society; the political management of Scotland.
1. Worsening relations with England	Navigation Acts; England's foreign wars; Scotland's economic problems; famine; Darien Scheme and its failure; Scottish responses; incidents leading to worsening relations with England; the War of the Spanish Succession; the issue of the succession.
2. Arguments for and against union with England	Religious issues; the Scottish economy: possible advantages of Scots having access to English colonies; the issue of Scottish identity; contrasting attitudes in Scotland towards Union.
3. The passing of the Act of Union	The changing attitude of England; the debate over a Federal or Incorporating Union; the role of the Commissioners; negotiations; the passing of the Union by the Scottish Parliament.
4. The effects of the Union, to 1740	Economic effects, to 1740: agriculture, manufacture and trade; political effects; the Hanoverian succession and the causes of the Jacobite Rising of 1715.
Perspective	The significance of the Union in the development of Scottish identity.

**National Unit Specification: statement of standards****Appendix****UNIT** Scottish History (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit. The examinable content is in the central box.*

**Migration and Empire, 1830 - 1939**

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

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

**National Unit Specification: statement of standards****Appendix****UNIT** Scottish History (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit. The examinable content is in the central box.*

**The Impact of the Great War, 1914-1928**

A study of conflict and its political, social, economic and cultural effects, illustrating the themes of conflict, change and identity.

<b>Issues</b>	<b>Detailed descriptor</b>
Background	Scotland on the eve of the Great War: political, social and economic conditions; martial traditions.
1. Scots on the Western Front	Voluntary recruitment; the experience of Scots on the Western Front, with reference to the battles of Loos and the Somme; the kilted regiments; the role of Scottish military personnel in terms of commitment, casualties, leadership and overall contribution to the military effort.
2. Domestic impact of war: society and culture	Recruitment and conscription; pacifism and conscientious objection; DORA; changing role of women in wartime, including rent strikes; scale and effects of military losses on Scottish society; commemoration and remembrance.
3. Domestic impact of war: industry and economy	Wartime effects of war on industry, agriculture and fishing; price rises and rationing; post-war economic change and difficulties; post-war emigration; the land issue in the Highlands and Islands.
4. Domestic impact of war: politics	The impact of the war on political developments as exemplified by the growth of radicalism, the ILP and Red Clydeside, continuing support for political unionism and the crisis of Scottish identity.
Perspective	The significance of the Great War in the development of Scottish identity.