

HISTORY
Higher

Fourth edition: published November 1999

**NOTE OF CHANGES TO ARRANGEMENTS
FOURTH EDITION PUBLISHED ON CD-ROM NOVEMBER 1999**

COURSE TITLE: History (Higher)

COURSE NUMBER: C044 12

National Course Specification

Course Details: Core skills statements expanded

National Unit Specification

All Units: Core skills statements expanded

National Course Specification

HISTORY (HIGHER)

COURSE NUMBER C044 12

COURSE STRUCTURE

The course comprises three mandatory units.

<i>D255 12</i>	<i>Historical Study: Scottish and British (H)</i>	<i>1 credit (40 hours)</i>
<i>D256 12</i>	<i>Historical Study: European and World (H)</i>	<i>1 credit (40 hours)</i>
<i>D258 12</i>	<i>Historical Special Topic (H)</i>	<i>1 credit (40 hours)</i>

Candidates will have the opportunity to achieve the outcomes of these units through the study of a range of historical contexts. The contexts may be chosen from across three period options: Medieval, Early Modern or Later Modern History. The same period option must be chosen for all three units. The choice of content areas is laid out in the syllabus below. The units may be taught concurrently or sequentially.

All courses include 40 hours over and above the 120 hours for the component units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

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

RECOMMENDED ENTRY

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

- Standard Grade History or another Social Subject at Grade 1 or 2 (or possibly 3)
- Intermediate 2 History or its component units
- Intermediate 2 course or component units in another Social Subject.

Administrative Information

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National Course Specification (cont)

COURSE: History (Higher)

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 H Planning and Organising H

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.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Course Specification: course details

COURSE: History (Higher)

RATIONALE

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

The aims of the Higher History course are to acquire breadth and depth in the knowledge and understanding of historical themes and to develop skills of explaining historical developments and events, evaluating sources and drawing conclusions. These aims will be achieved through study of chosen contexts.

All three units are chosen from a single period option. The two general units develop knowledge and understanding of a topic and skills of historical analysis and extended writing. The *Historical Special Topic* covers a related topic in greater depth and develops skills of historical source handling.

The outcomes of the units and the criteria for the course assessment require candidates to handle detailed information in order to explain historical events, to address historical issues and to reach conclusions on the basis of reasoned argument. In addition, candidates will be expected to interpret and make use of a range of primary and secondary sources.

COURSE CONTENT

Selection of option

Candidates will be required to select one of period options A (Medieval), B (Early Modern) or C (Later Modern) listed below. Within the chosen period option, candidates should study one context from each of:

- Unit 1: *Historical Study: Scottish and British*
- Unit 2: *Historical Study: European and World*
- Unit 3: *Historical Special Topic*.

All of the content in the chosen area of study will be subject to sampling in the external assessment.

National Course Specification: course details (cont)

COURSE History (Higher)

Syllabus summary

Option A: Medieval History

A general study of the themes of Crown, Church and Community.

Higher Historical Study: Scottish and British

- Medieval Society

Higher Historical Study: European and World

- Nation and King, **or**
- Crisis of Authority

Higher Historical Special Topic

- Norman Conquest and Expansion 1050 - 1153, **or**
- The Crusades 1096 - 1204

Option B: Early Modern History

A general study of the themes of Authority, Rights and Revolution.

Higher Historical Study: Scottish and British

- Scotland in the Age of the Reformation 1542 - 1603, **or**
- Scotland and England in the Century of Revolutions 1603 - 1702

Higher Historical Study: European and World

- Royal Authority in Seventeenth- and Eighteenth-century Europe, **or**
- The French Revolution: The Emergence of the Citizen State

Higher Historical Special Topic

- Scotland 1689 - 1715, **or**
- The Atlantic Slave Trade, **or**
- The American Revolution

Option C: Later Modern History

A general study of the themes of Ideology, Identity and Authority.

Higher Historical Study: Scottish and British

- Britain 1850s - 1979

Higher Historical Study: European and World

- The Growth of Nationalism (Germany or Italy), **or**
- The Large-scale State (USA or Russia)

Higher Historical Special Topic

- Patterns of Migration: Scotland 1830s - 1930s, **or**
- Appeasement and the Road to War, to 1939, **or**
- The Origins and Development of the Cold War, 1945 - 85, **or**
- Ireland 1900 - 85: A Divided Identity

National Course Specification: course details (cont)

COURSE History (Higher)

Detailed syllabus Option A: Medieval History

Those aspects to which source materials will relate in the external assessment Paper 2 are shown in boxes.

This option involves a general study of the themes of Crown, Church and Community in medieval Europe (eleventh to fifteenth centuries), and more intensive study of one Special Topic within the period.

Historical Study: Scottish and British

Medieval Society

A study of the basic elements of twelfth-century society in England and Scotland illustrating the themes of Church, feudalism and power.

The feudal system and serfdom: what it was and how it worked with reference to nobles and knights; the role of serfdom; strengths and weaknesses of the feudal system.

Towns: their importance as providers of manufactures and markets; the king's interest including reference to royal burghs and their place in feudal society; the reasons for urban expansion in the twelfth century.

The Church: the regular and secular Church; popular religion including reference to beliefs, relics, saints and pilgrimages; the political and economic roles of the Church; its place in the feudal system.

Feudal monarchy: examined through the reigns of David I of Scotland and Henry II of England and concentrating on the growth of royal power and government, the development of law, order, justice and relations with the Church.

Historical Study: European and World

One choice from two:

1 ***Nation and King***

A study of the interaction of Crown and magnates and of the development of national identity and consciousness in the twelfth and thirteenth centuries, illustrating the themes of authority and identity.

John and Magna Carta, showing the reasons for the emergence of baronial opposition to the monarch and the ways in which that opposition was expressed.

The reign of Philip II and Louis IX of France showing the expansion of the French monarchy and the reasons for the lack of baronial opposition to the king.

The Scottish Wars of Independence 1286 - 1328, showing the development of national identity and consciousness in opposition to English claims of overlordship and including reference to the idea of the community of the realm.

National Course Specification: course details (cont)

COURSE History (Higher)

2 *Crisis of Authority*

A study of the crisis of authority in Church and State in fourteenth- and fifteenth-century Europe, illustrating the themes of authority, conflict and revolt.

The Hundred Years' War and its economic, social and political effects on France and England.

Social upheaval - the Black Death and its effects on continental Europe, England and Scotland; the decline of serfdom; fourteenth-century uprisings, the Jacquerie and the Peasants' Revolt.

The Church in crisis 1305-1450 - the Avignon Papacy, the Great Schism and the Conciliar Movement.

Historical Special Topic

One choice from two:

1 *Norman Conquest and Expansion 1050 - 1153*

A study of the political, social and economic changes brought about by Norman expansion in Europe during the years 1050-1153, as developed through the following aspects.

Reasons for Norman expansion; the advent of Norman influence in southern Italy (to 1085).

The Norman Conquest of England, 1066.

The impact of Norman rule in England under William I on the power of the crown, on the role of the nobility, on the indigenous population and on the Church.

David I's introduction of the Normans into Scotland.

The Anglo-Norman monarchy of Henry I; his control of Normandy, development of law and order, the growth of royal power and relations with the Church.

An assessment of the Norman achievement.

National Course Specification: course details (cont)

COURSE History (Higher)

2 *The Crusades 1096 - 1204*

A study of the interaction of religious, political and economic factors in the crusading movement between 1096 and 1204, as developed through the following aspects.

The crusading movement: its underlying causes; the attitudes of Church and State to the crusading movement.

The First Crusade: the popular appeal of the idea of Holy War and the reasons for taking the cross; the People's Crusade; the Princes' Crusade; disputes and rivalries between the crusaders; the capture of Jerusalem and the establishment of the Latin Kingdom; effects on trade and commerce in the Mediterranean.

The fall of Jerusalem and the European reaction to it which led to the Third Crusade; disagreement between crusaders and crusading nations; the differing attitudes and viewpoints of crusaders and Frankish settlers; the effects of personalities, especially Richard I and Saladin; the truce.

Effects of the Crusades in Palestine and in Europe; the subsequent development of the crusading ideal.

Detailed syllabus Option B: Early Modern History

Those aspects to which source materials will relate in the external assessment Paper 2 are shown in boxes.

This option involves a general study of the themes of Authority, Rights and Revolution in early modern Europe (fifteenth to eighteenth centuries), and a more intensive study of one Special Topic within the period.

Historical Study: Scottish and British

One choice from two:

1 *Scotland in the Age of the Reformation 1542 – 1603*

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

Scottish political and social structure at the death of James V. The Church: faith, organisation, failure of attempts at reform.

Relationship with England and France: the 'rough wooing'; Mary's move to France.

The growth of Protestantism in Scotland: Wishart, Knox and Calvinism; the Reformation of 1560; reasons for Catholic persecution.

Mary Queen of Scots in Scotland: relations with Elizabeth and the Scots nobles; domestic unrest; rebellion against Mary; her capture, abdication and exile. Her imprisonment and execution in England.

National Course Specification: course details (cont)

COURSE History (Higher)

The confirmation of the Reformation in Scotland: regencies of Moray and Morton; the young James VI; Andrew Melville and the development of Presbyterianism.

James VI's personal rule in Scotland: law and order, finance, relationship of Crown and Church; the Union of the Crowns; contrasts with 1542 in Church and State.

2 ***Scotland and England in the Century of Revolutions 1603 - 1702***

A study of the nature of political and religious authority in England and Scotland in the seventeenth century, and the challenges to that authority posed by rights claimed on behalf of the individual and of religious and social groups, illustrating the themes of authority, rights and revolution.

State and society in Scotland and England at the beginning of the seventeenth century.

The political challenge to royal authority and its causes, with particular reference to the origins of the Covenanter movement in Scotland and to the origins of the Civil War in England.

The problems involved in constructing alternative forms of government during the period 1649-60.

The Revolution of 1688-9 and its significance for the rights of individuals and social groups (to 1702).

Historical Study: European and World

One choice from two:

1 ***Royal Authority in Seventeenth- and Eighteenth-century Europe***

A study of absolutism as a form of royal authority in France, Prussia and Austria, illustrating the themes of authority and ideology.

The changing nature of royal authority in Louis XIV's France: Versailles and the Court as an instrument of government; relationship between central and local government.

The nature and limitations of Louis XIV's absolutism in action, with reference to the Huguenot problem, the financial burdens of absolute monarchy, and its relationship to French society.

Enlightened absolutism in the eighteenth century: case studies of the roles of Frederick the Great in Prussia and of Joseph II within the Hapsburg Empire.

The domestic effects of Frederick the Great's reign on Prussia. The social effects of Joseph II's enlightened reforms, with particular reference to religion and serfdom.

National Course Specification: course details (cont)

COURSE History (Higher)

2 *The French Revolution: The Emergence of the Citizen State*

A study of the nature of French government and society in the eighteenth century, of the origins and nature of the challenges to absolutism, and of the differences and similarities between the Ancien Régime and post-revolutionary governments to 1799.

State and society in eighteenth-century France: the Ancien Régime.

The challenge to royal authority posed by rights claimed on behalf of the individual and political, religious and social groups, with particular reference to the nobility, parlements, popular unrest and Enlightenment ideas.

The difficulties faced by absolute monarchy in the 1780s, and the reasons for its collapse in 1788-9.

The changing nature of government from Republic to Consulate, 1788-99, with reference to the rights claimed on behalf of the individual and of political and social groups.

Historical Special Topic

One choice from three:

1 *Scotland 1689 - 1715*

A study of authority, political change and national identity in Scotland 1689-1715, as developed through the following aspects.

The constitutional and religious settlement of 1688: the consequences for the position of the Church and for political control in Scotland.

The political structure of Scotland after 1688: the nature and powers of monarchy and parliament; the political management of Scotland.

Issues in Anglo-Scottish relations: disputes concerning the English Navigation Acts; the Darien venture; the dispute over the Succession.

The debate about Scottish identity: reasons for support for the idea of a Union; reasons for opposition to the Union; negotiations leading to the Treaty of Union; the Treaty of Union, its terms and immediate impact in Scotland to 1714.

The causes of the Jacobite rebellion of 1715.

2 *The Atlantic Slave Trade*

A study of the reasons for the development of the slave trade, the economic consequences of that trade, and changing perspectives with regard to its morality, developed through the following aspects.

General introduction to the slave trade before the eighteenth century: the reasons for its introduction and expansion; its importance for Britain in terms of navigation, trade, the procurement of raw materials and industrial development.

National Course Specification: course details (cont)

COURSE History (Higher)

The implications of the trade for African societies; the slave sellers and the European ‘factories’ on the West African coast. Slave resistance to the slave trade. Slave societies in the New World.

Attitudes towards the slave trade in eighteenth-century Britain and the reasons for them: the attitude of slaves and former slaves; changing views in Britain and the beginnings of the abolition movement; the arguments and attitudes of abolitionists; the methods of the abolition campaign; the reasons for the eventual abolition of the British slave trade in 1807; the significance of abolition in Britain in the context of the slave trade as a whole.

3 *The American Revolution*

A study of colonial control, the political ideas and attitudes challenging that control, and the reasons for its eventual breakdown. The study should be developed through the following aspects.

Colonial control in the early 1760s: the mercantilist system in theory and practice; the authority of Crown and Parliament in the colonies.

Challenges to control, 1763 to early 1770s: significance of the defeat of France, 1763; Britain’s search for more efficient administration and methods of raising revenue in the colonies; the attempt to control colonial expansion and to reorganise Canada; colonial resistance to British revenue-raising efforts, including the constitutional arguments used, the methods employed and the organisations developed.

The breakdown of colonial control and its consequences: Burke and British sympathisers with colonial protest; the Declaration of Rights and Grievances; the outbreak of war; the failure of negotiations; Tom Paine and the Declaration of Independence; the military, administrative and geographical problems facing Britain; foreign intervention; the development of American forces; British defeat; British attempts to alter its colonial policies in Canada; the 1787 American Constitution.

Detailed syllabus Option C: Later Modern History

Those aspects to which source materials will relate in the external assessment Paper 2 are shown in boxes.

This option involves a general study of the themes of Ideology, Identity and Authority in the Later Modern World (nineteenth and twentieth centuries) and more intensive study of one Special Topic within the period.

Historical Study: Scottish and British

Britain 1850s to 1979

A study of political and popular attempts to influence the development of democracy and attempts to resolve conflicts arising from economic, political and social pressures in Britain in the period 1850s to 1979, illustrating the themes of ideology, identity and authority.

Democracy and the British People: the growth of democracy, including the major changes which widened the franchise and extended democracy 1867 - 1928; the reasons for these changes and their effects on the political identity of Britain.

National Course Specification: course details (cont)

COURSE History (Higher)

Political and popular attempts to influence the development of democracy, exemplified by:

- the growth of the labour movement from 1890s to 1922
- the movements for women's suffrage up to 1928.

Government and people: socio-economic problems in the period and the changing role of central government in addressing them, exemplified by:

- the Liberal Government 1906-14 and the problem of poverty
- the impact of the Great Depression and the response of the National Government to the problems of the period 1931-39
- the post-war Labour Government 1945-51 and the establishment of the welfare state.

The changing identity of Scotland in the UK as identified by **either**

Changing Scottish Society 1880s-1939: the impact of urbanisation on Scotland with reference to:

- leisure/popular culture
- religion
- education

or

The Rise of Political Nationalism

- changing attitudes to the union 1880-1939
- issues of devolution and independence circa 1930-79.

Historical Study: European and World

One choice from two:

1 ***The Growth of Nationalism***

A study of ideology, identity and authority in Western Europe from 1815 to 1939 as shown through aspects of nationalism and the growth and changing characteristics of the nation state.

Reasons for the growth of national consciousness in Europe in the early nineteenth century; reasons for the emergence of Germany or Italy as a nation state; the process of unification in either Germany or Italy.

A study of the political character of the new nation state in either Germany or Italy, 1871-1914, with particular reference to the exercise of its authority; the impact of nationalism on the international relations of the new state.

In relation to either Germany or Italy, the nature of Fascism and the reasons for its victory; the nature of fascist authority and the use of power to 1939.

National Course Specification: course details (cont)

COURSE History (Higher)

2 *The Large-scale State*

One of the following must be studied: the USA **or** Russia:

The USA:

A study of ideology, identity and authority in a large multi-ethnic state, as developed through the following aspects of US history during the years 1918-68.

The USA at the end of the First World War: the USA as a multi-ethnic society, including the social, economic and political status of the different ethnic groups; federal and state powers in the US constitution; the US economy and the US state.

Capitalism and the state in the USA during the 1920s: the laissez-faire ideology of Republican governments; the economic policies of Republican governments; prosperity and poverty during the 1920s boom: the Wall Street Crash and its impact to 1932.

The growth in federal powers from 1918, with particular reference to the New Deal and to civil rights issues.

Changing attitudes and measures with regard to immigration during the 1920s; the attitudes and activities of the Ku Klux Klan; reasons for growing pressure for civil rights after 1945; the nature of the civil rights movements of the 1950s and 1960s; the effects of the civil rights movement; black radical protest movements.

Russia:

A study of ideology, identity and authority in a large multi-national state developed through the following aspects of Russian history in the years 1881-1921.

The character of Tsarist autocracy in Russia 1881-1917: the control of the peasantry and of a growing industrial proletariat; the Russification of National Minorities; the suppression of opposition.

Forces which challenged the ideology, identity and authority of the Tsarist state: the influence of revolutionary ideology; the 1905 revolution and the modification of autocracy; the Dumas and the work of Stolypin.

The conflicts of ideology, identity and authority in Russia during the period 1917-21: the disintegration of the Tsarist state by 1917; Russia's experiment with democracy after the February Revolution; the Bolshevik Revolution, the Civil War and the establishment of the Soviet state.

National Course Specification: course details (cont)

COURSE History (Higher)

Historical Special Topic

One choice from four:

1 ***Patterns of Migration: Scotland 1830s - 1930s***

A study of the causes and results of the movements of population into, within and away from Scotland during the period 1830s-1930s, focusing on issues of identity and assimilation and on the experience of migrants in their new countries or communities.

Reasons for internal migration and immigration into Scotland during the period 1830s-1930s, with particular reference to Irish immigration during these years.

The effects of internal migration and immigration during the period 1830s-80s, with reference to issues of law and order, religion, education, housing and employment; issues of identity and assimilation relating to Irish immigrants to Scotland during the period 1830s-1930s.

Reasons for emigration from Scotland during the period 1830s-1930s; the experiences of Scots abroad, especially in North America and Australasia, with reference to employment and identity.

Issues of assimilation and identity among European immigrant groups to Scotland during the period 1830s-1930s.

Effects of emigration on Scotland during these years.

2 ***Appeasement and the Road to War, to 1939***

A study of the nature of Fascist foreign policy in Europe and the reactions of the democratic powers to its threat. The study should be developed through the following aspects.

Fascist ideology and its application to the foreign policies of Germany and Italy from 1933; the European repercussions of Italian ambitions in Abyssinia; the failure of the League of Nations sanctions; the Hoare-Laval Pact (1935). Attitudes to German re-armament and expansion.

The policy of appeasement and reaction to it as seen through the reoccupation of the Rhineland; intervention in the Spanish Civil War; the annexation of Austria and the developing crises in Czechoslovakia up to Munich.

The fate of Czechoslovakia, the Polish crisis and events leading up to the outbreak of war in September 1939.

National Course Specification: course details (cont)

COURSE History (Higher)

3 *The Origins and Development of the Cold War 1945 - 85*

A study of ideology and regional conflicts and of attempts to achieve détente in the context of relationships between the USA and the Soviet Union. The following aspects should be studied.

The origins of conflict to 1955: an outline of ideological differences and military rivalry including competing military alliances, the Berlin Blockade, intervention in Eastern Europe and Korea, and rivalry in conventional and nuclear weaponry.

Issues of superpower conflict 1955-75 including rivalry in military technology, Soviet intervention in Hungary, the problem of Berlin, the Cuban crises, Czechoslovakia, US intervention in South East Asia; attempts to resolve these issues during the years 1955-75; the changing character of superpower political leadership.

Continuing issues of confrontation and efforts at co-operation 1975-85, including the nature and cost of the arms race, potential areas of conflict in the developing world, negotiations and agreements.

4 *Ireland 1900 - 85: A Divided Identity*

A study of the issues of Irish identity; political, religious and cultural divisions within Ireland; challenges to authority; conflicts and attempts to resolve conflicts. The following aspects should be studied.

The British position in Ireland; the Irish cultural revival and the re-emergence of Irish Republicanism; Redmond and Home Rule; the distinctive economic and religious features of the Northern Counties.

The crisis of identity and authority 1912-23: Nationalist and Unionist responses to the Home Rule Bill; Irish participation in the First World War and its consequences.
The Nationalist Movement 1914-16; the Easter Rising, its effects in Ireland and on Britain.
The General Election of 1918 in Ireland; Declaration of Independence; Anglo-Irish war 1919-21.
The Government of Ireland Act 1920; establishment of Stormont; Treaty of 1921 and creation of Free State.
The Civil War in the Free State 1922-23; Special Powers Act 1922.

Unionist ascendancy in the North after 1923 and challenges to it; from the Irish Free State to the Irish Republic; Civil Rights campaign in Ulster and its consequences after 1968; direct rule by Britain; economic problems in Ulster since 1968; the Ulster Workers' Strike 1974; Irish Government's responses to troubles in the North; the Anglo-Irish accord.

National Course Specification: course details (cont)

COURSE History (Higher)

ASSESSMENT

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

When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment are provided in the paper, *Assessment* (HSDU, 1996) and in *Managing Assessment* (HSDU, 1998).

DETAILS OF INSTRUMENTS FOR EXTERNAL ASSESSMENT

External course assessment will consist of three parts:

Extended Essay (2 hours)

Candidates will produce an Extended Essay or oral response on an issue of their choice selected from the content of the Higher course. This issue must be drawn from either of the contexts chosen for study in the *Scottish and British* or *European and World* units or from any part of the *Historical Special Topic* unit. The essay or response will count for 30 out of 110 marks of the total external assessment.

Prior to producing the essay or response, the candidate should arrange to research the chosen issue by identifying and obtaining sources from a range of familiar and unfamiliar material. These sources may be primary and/or secondary and may cover a variety of types eg text, video and audio tapes, pictures and photographs. The research exercise should make efficient use of the resources and should involve the identification of relevant material and the rejection of the irrelevant.

Candidates should then produce a final plan showing how they will use the researched material to address the chosen issue in the essay/response. This plan must not exceed 200 words and should use a format provided. The candidate will take the plan into the classroom and use it to write up the essay or complete the response within a single continuous period of 2 hours under supervision by the teacher/lecturer.

The candidate's plan will be submitted along with the extended essay/response. The essay/response should address the chosen issue and provide evidence that a complex task has been planned and carried out efficiently and that investigation and judgement have been applied. The essay/response and plan will be accompanied by a teacher/lecturer checklist verifying that the planning and researching process was carried out by the candidate.

The essay/response will be externally marked, on the basis of the grade descriptions of the course.

National Course Specification: course details (cont)

COURSE History (Higher)

Paper I (1 hour 20 minutes)

This paper will relate to the *Scottish and British and European and World* units and will assess the capacity to produce a sustained argument in response to given historical questions. It will count for 50 out of 110 marks of the total external assessment. The part of the paper relating to each period Option A, B and C, will be divided into two sections, corresponding to Units 1 and 2 in the syllabus. These will consist of five and four questions respectively, in the form of essays or oral responses worth 25 marks. Candidates will be required to answer one question from each section.

Paper II (1 hour 25 minutes)

This paper, which will count for 30 out of 110 marks of the total external assessment, will relate to Unit 3: *Historical Special Topic*, and will assess skills of evaluating historical evidence. Within their chosen period Option, candidates will answer questions on the Special Topic they have studied.

These questions will be directly linked to a series of provided extracts from primary and/or secondary sources related to aspects of the Special Topic identified by boxes in the detailed syllabus. Some or all of these questions may require candidates to demonstrate their ability to relate the given sources to the wider context of the Topic represented by the syllabus content outside the boxes. Candidates will be required to answer all the questions. Questions will be worth between 4 and 8 marks to a total of 30 marks.

GRADE DESCRIPTIONS

Success in the course at Grade C, B or A will be determined by the sum of performance across all three parts of the examination including the Extended Essay/oral response. The grade descriptions for external assessment are laid out below.

The descriptions require that the knowledge and understanding, skills and ability to use concepts which have been acquired over the units be retained and demonstrated in the course assessment including the answering of unseen questions and the Extended Essay/oral response.

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

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

National Course Specification: course details (cont)

COURSE History (Higher)

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.
There is a valid explanation of historical developments and events, supported by evidence.	There is a clear, coherent, well-developed analysis, supported effectively by historical evidence; it may also show awareness of different interpretations.
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 the evaluation is accurate, relevant, detailed, and well supported in relation to both content and context.

Relationship of course to component units

The course consists of three component units plus an additional forty hours' study. An external assessment, including the Extended Essay, tests the candidates' knowledge and understanding of the content covered in all three units and their ability to demonstrate and integrate the historical skills acquired throughout the course.

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

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

- retained and demonstrated in the external assessment
- demonstrated in the answering of unseen questions
- integrated through the medium of the Extended Essay, applied to a section of the course chosen by the candidate.

National Course Specification: course details (cont)

COURSE History (Higher)

APPROACHES TO LEARNING AND TEACHING

Learning experiences

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

- engage in wide-ranging, independent reading relevant to their historical studies
- interpret and evaluate historical source material
- record systematically information derived from a variety of sources, such as books, notes, lectures, audio-visual materials
- 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; opportunities should be provided for revision and redrafting of extended responses following critical review.

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 understanding of the historical themes that run through the chosen topic, rather than simply learn about a series of discrete historical issues.

Teaching programme

The three units may be taught in any order or in an 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. 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.

The outcomes for the units *Historical Study: Scottish and British (H)* and *Historical Study: European and World (H)* are identical. Where a candidate has failed to achieve the outcomes of the first unit studied, it may be worthwhile for them to attempt them once the second unit has been studied. By then, they will have had an opportunity to develop further the required skills. Time should be allowed for remediation and resitting of internal assessments where outcomes have not been achieved.

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. 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 external assessment.

National Course Specification: course details (cont)

COURSE History (Higher)

Teaching methodology

The methodology used by teachers/lecturers will be built on existing good practice. Teacher/lecturer exposition and note-taking from textbooks, information sheets and a wide variety of other secondary sources are likely to form the basis of 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 slowly, founded where relevant on achievements at Intermediate 2 or at Standard Grade. Shorter assignments may be used to develop skills relating to specific performance criteria. 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.

Preparation for external assessment

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

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

Time should also be allowed for the gathering of information and the planning of the extended essay or oral response. The choice of topic, and particularly of question, will require guidance in two important respects: the decision as to whether to develop an issue or essay covered in course work or whether to follow a new issue; and the actual wording of the question, which should not be ambiguous, too complex or obscure. Time may also be used for redrafting the plan and for early drafts of the essay or oral response itself. The assessment criteria for the extended essay are identical to those for the external examination, so time spent preparing for the former will be beneficial to performance in the latter.

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

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Course Specification: course details (cont)

COURSE History (Higher)

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements document has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT Historical Study: Scottish and British (Higher)

NUMBER D255 12

COURSE History (Higher)

SUMMARY

This is a component unit of Higher History. The unit can also be undertaken as a free-standing unit.

This unit seeks to develop knowledge and understanding of a chosen historical topic, along with skills of communication and independent thinking. The topic should relate to one of the three broad periods of Scottish and British History. The three period options are: 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.

This unit is designed to meet the needs of:

- candidates undertaking a Higher course in History.
- candidates undertaking one or more Scottish Group Awards at Higher or Advanced Higher.

OUTCOMES

- 1 Apply knowledge and demonstrate understanding of historical developments, events and issues.
- 2 Evaluate historical developments, events and issues.

RECOMMENDED ENTRY

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

- Standard Grade History or another Social Subject at Grade 1 or 2 (or possibly 3)
- Intermediate 2 History or its component units
- Intermediate 2 course or component units in another Social Subject.

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National Unit Specification: general information (cont)

UNIT Historical Study: Scottish and British (Higher)

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

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

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Historical Study: Scottish and 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.

NOTE ON RANGE FOR THIS UNIT

There are no specific requirements as to the range of contexts within which the outcomes and performance criteria should be demonstrated. Differentiation between Intermediate 2 and Higher is achieved through the amount of knowledge and level of detail required. For further guidance on the range of content to be covered, see the support notes.

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

OUTCOME 1

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

Performance criteria

- a) The knowledge selected from recall is relevant.
- b) The knowledge selected demonstrates accurate understanding of the topic and its themes and issues.
- c) The knowledge is applied to address a given historical issue.

OUTCOME 2

Evaluate historical developments, events and issues.

Performance criteria

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

Evidence requirements

Evidence for the above outcomes can be provided through the medium of an essay or equivalent extended response by the candidate. This evidence must satisfy all of the above outcomes in relation to the chosen historical context. Within each outcome, the evidence must demonstrate or imply satisfaction of all of the performance criteria.

The essay or response must be completed in one hour or less under supervision, without collaboration, the assistance of notes or teacher/lecturer advice. There should be a choice of at least two titles which sample different areas of the content for the unit. These titles should be unseen in order to encourage adequate coverage of the context. The length of the essay or response is not a feature of the outcomes.

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

National Unit Specification: statement of standards (cont)

UNIT Historical Study: Scottish and British (Higher)

Option A: Medieval History

Medieval Society

Option B: Early Modern History

Scotland in the Age of the Reformation 1542 - 1603, or
Scotland and England in the Century of Revolutions 1603 - 1702

Option C: Later Modern History

Britain 1850s - 1979

Details of the content are in the support notes for this unit where the sections above are indicated as forming the contexts for this unit. The support notes also lay out the relationship between this unit and the content of the rest of the Higher History course.

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

National Unit Specification: support notes

UNIT Historical Study: Scottish and British (Higher)

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

The choice of content for each topic within this unit is based upon a series of historical themes. These are specific to the topic studied, for example, nationalism, aggression, rights, authority. These themes assist teachers/lecturers in selecting content and assessment. Understanding of these themes may be demonstrated without explicit reference to them. A full list is contained within the support notes. Candidates will be required to study one of the following specified contexts. Through these contexts, important themes of Scottish and British History may be studied across the breadth of historical periods: Medieval, Early Modern and Later Modern. Each context constitutes an important area of historical study in its own right as well as providing a progression to further study at Advanced Higher level.

Option A: Medieval History

Medieval Society

Option B: Early Modern History

Scotland in the Age of the Reformation 1542-1603 or
Scotland and England in the Century of Revolutions 1603-1702

Option C: Later Modern History

Britain 1850s-1979

The content for each topic is detailed below.

Option A: Medieval History

Medieval Society

A study of the basic elements of twelfth-century society in England and Scotland illustrating the themes of Church, feudalism and power.

The feudal system and serfdom: what it was and how it worked with reference to nobles and knights; the role of serfdom; strengths and weaknesses of the feudal system.

Towns: their importance as providers of manufactures and markets; the king's interest including reference to royal burghs and their place in royal feudal society; the reasons for urban expansion in the twelfth century.

The Church: the regular and secular Church; popular religion including reference to beliefs, relics, saints and pilgrimages; the political and economic roles of the Church; its place in the feudal system.

Feudal monarchy: examined through the reigns of David I of Scotland and Henry II of England and concentrating on the growth of royal power and government, the development of law, order, justice and relations with the Church.

National Unit Specification: support notes (cont)

UNIT Historical Study: Scottish and British (Higher)

Option B: Early Modern History

One choice from two:

1 *Scotland in the Age of the Reformation 1542 - 1603*

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

Scottish political and social structure at the death of James V. The Church: faith, organisation, failure of attempts at reform.

Relationship with England and France: the 'rough wooing'; Mary's move to France.

The growth of Protestantism in Scotland: Wishart, Knox and Calvinism; the Reformation of 1560; reasons for Catholic persecution.

Mary Queen of Scots in Scotland: relations with Elizabeth and the Scots nobles; domestic unrest; rebellion against Mary; her capture, abdication and exile. Her imprisonment and execution in England.

The confirmation of the Reformation in Scotland: regencies of Moray and Morton; the young James VI; Andrew Melville and the development of Presbyterianism.

James VI's personal rule in Scotland: law and order, finance, relationship of Crown and Church; the Union of the Crowns; contrasts with 1542 in Church and state.

2 *Scotland and England in the Century of Revolutions 1603 - 1702*

A study of the nature of political and religious authority in England and Scotland in the seventeenth century, and the challenges to that authority posed by rights claimed on behalf of the individual and of religious and social groups, illustrating the themes of authority, rights and revolution.

State and society in Scotland and England at the beginning of the seventeenth century.

The political challenge to royal authority and its causes, with particular reference to the origins of the Covenanter movement in Scotland and to the origins of the Civil War in England.

The problems involved in constructing alternative forms of government during the period 1649-60.

The Revolution of 1688-9 and its significance for the rights of individuals and social groups (to 1702).

National Unit Specification: support notes (cont)

UNIT Historical Scottish and British (Higher)

Option C: Later Modern History

Britain 1850s to 1979

A study of political and popular attempts to influence the development of democracy and attempts to resolve conflicts arising from economic, political and social pressures in Britain in the period 1850s to 1979, illustrating the themes of ideology, identity and authority.

Democracy and the British People: the growth of democracy, including the major changes which widened the franchise and extended democracy 1867 - 1928; the reasons for these changes and their effects on the political identity of Britain.

Political and popular attempts to influence the development of democracy, exemplified by:

- the growth of the labour movement from the 1890s to 1922
- the movements for women's suffrage up to 1928.

Government and people: socio-economic problems in the period and the changing role of central government in addressing them, exemplified by:

- the Liberal Government 1906-14 and the problem of poverty
- the impact of the Great Depression and the response of the National Government to the problems of the period 1931-39
- the post-war Labour Government 1945-51 and the establishment of the welfare state.

The changing identity of Scotland in the UK as identified by **either**

Changing Scottish Society 1880s-1939: the impact of urbanisation on Scotland with reference to:

- leisure/popular culture
- religion
- education

or

The Rise of Political Nationalism

- changing attitudes to the union 1880-1939
- issues of devolution and independence circa 1930-79.

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
- 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; opportunities should be provided for revision and redrafting of extended responses following critical review.

National Unit Specification: support notes (cont)

UNIT Historical Study: Scottish and British (Higher)

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 topic, rather than simply learn about a series of discrete historical issues.

Teaching methodology

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 will 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/extension, groupwork, individual work.

It is anticipated that the skills relating to extended writing will be built up slowly, founded where relevant on achievements at Intermediate 2 or at Standard Grade. Shorter assignments may be used to develop skills relating to specific performance criteria. 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.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

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

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

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

National Unit Specification: support notes (cont)

UNIT Historical Study: Scottish and British (Higher)

Qualifications to which this unit contributes

This unit is one of three mandatory units which together make up the course in Higher History. The other two are *Historical Study: European and World (H)*, which has the same outcomes as this unit; and *Historical Special Topic (H)*. In order to achieve certification in this course, candidates have to attain the outcomes for all three units which are internally assessed and to attain at least a C in the external assessment.

It should be noted that, if a Higher History course is being followed, choice of topics across the component units must relate consistently to Medieval, Early Modern or Later Modern periods.

This unit could also be undertaken as a component of one or more Scottish Group Awards.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Historical Study: European And World (Higher)
NUMBER	D256 12
COURSE	History (Higher)

SUMMARY

This is a component unit of Higher History. The unit can also be undertaken as a free-standing unit.

This unit seeks to develop knowledge and understanding of a chosen historical topic, along with skills of communication and independent thinking. The topic should relate to one of the three broad periods of European and World History. The three period options are: 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.

This unit is designed to meet the needs of:

- candidates undertaking a Higher course in History
- candidates undertaking one or more Scottish Group Awards at Higher or Advanced Higher.

OUTCOMES

- 1 Apply knowledge and demonstrate understanding of historical developments, events and issues.
- 2 Evaluate historical developments, events and issues.

RECOMMENDED ENTRY

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

- Standard Grade History or another Social Subject at Grade 1 or 2 (or possibly 3)
- Intermediate 2 in History or component units
- Intermediate 2 or Higher course or component units in another Social Subject.

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National Unit Specification: general information (cont)

UNIT Historical Study: European and World (Higher)

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

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

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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.

NOTE ON RANGE FOR THIS UNIT

There are no specific requirements as to the range of contexts within which the outcomes and performance criteria should be demonstrated. Differentiation between Intermediate 2 and Higher is achieved through the amount of knowledge and level of detail required. For further guidance on the range of content to be covered, see the support notes.

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

OUTCOME 1

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

Performance criteria

- a) The knowledge selected from recall is relevant.
- b) The knowledge selected demonstrates accurate understanding of the topic and its themes and issues.
- c) The knowledge is applied to address a given historical issue.

OUTCOME 2

Evaluate historical developments, events and issues.

Performance criteria

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

Evidence requirements

Evidence for the above outcomes can be provided through the medium of an essay or equivalent extended response by the candidate. This evidence must satisfy all of the above outcomes in relation to the chosen historical context. Within each outcome, the evidence must demonstrate or imply satisfaction of all of the performance criteria.

The essay or response must be completed in one hour or less under supervision, without collaboration, the assistance of notes or teacher/lecturer advice. There should be a choice of at least two titles which sample different areas of the syllabus for the unit. These titles should be unseen in order to encourage adequate coverage of the context. The length of the essay or response is not a feature of the outcomes.

National Unit Specification: statement of standards (cont)

UNIT Historical Study: European and World (Higher)

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

Option A: Medieval History

Nation and King, **or**
Crisis of Authority

Option B: Early Modern History

Royal Authority in Seventeenth- and Eighteenth-century Europe, **or**
The French Revolution: the Emergence of the Citizen State

Option C: Later Modern History

The Growth of Nationalism (Germany or Italy), **or**
The Large-scale State (USA or Russia)

Details of the content are in the support notes for this unit where the sections above are indicated as forming the contexts for this unit. The support notes also lay out the relationship between this unit and the content of the rest of the Higher History course.

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

National Unit Specification: support notes

UNIT Historical Study: European and World (Higher)

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

The choice of content for each topic within this unit is based upon a series of historical themes. These are specific to the topic studied, for example, nationalism, aggression, rights, authority. These themes assist teachers/lecturers in selecting content and in assessment. Understanding of these themes may be demonstrated without explicit reference to them. A full list is contained within the support notes. Candidates will be required to study one of the following specified contexts. Through these contexts important themes of European and World History may be studied across the breadth of historical periods: Medieval, Early Modern and Later Modern. Each context constitutes an important area of historical study in its own right as well as providing a progression to further study at Advanced Higher level.

Candidates should select **one** from the following list:

Option A: Medieval History

Nation and King, or
Crisis of Authority

Option B: Early Modern History

Royal Authority in Seventeenth- and Eighteenth-century Europe, or
The French Revolution: the Emergence of the Citizen State

Option C: Later Modern History

The Growth of Nationalism (Germany or Italy), or
The Large-scale State (USA or Russia)

The content for each topic is detailed below:

Option A: Medieval History

One choice from two:

1 Nation and King

A study of the interaction of Crown and magnates and of the development of national identity and consciousness in the twelfth and thirteenth centuries, illustrating the themes of authority and identity.

John and Magna Carta, showing the reasons for the emergence of baronial opposition to the monarch and the ways in which that opposition was expressed.

The reign of Philip II and Louis IX of France showing the expansion of the French monarchy and the reasons for the lack of baronial opposition to the king.

The Scottish Wars of Independence 1286-1328 showing the development of national identity and consciousness in opposition to English claims of overlordship and including reference to the idea of the community of the realm.

National Unit Specification: support notes (cont)

UNIT Historical Study: European and World (Higher)

2 *Crisis of Authority*

A study of the crisis of authority in Church and State in fourteenth- and fifteenth-century Europe, illustrating the themes of authority, conflict and revolt.

The Hundred Years' War and its economic, social and political effects on France and England.

Social upheaval - the Black Death and its effects on continental Europe, England and Scotland; the decline of serfdom; fourteenth-century uprisings, the Jacquerie and the Peasants' Revolt.

The Church in crisis 1305-1450 - the Avignon Papacy, the Great Schism and the Conciliar Movement.

Option B: Early Modern History

One choice from two:

1 *Royal Authority in Seventeenth- and Eighteenth- century Europe*

A study of absolutism as a form of royal authority in France, Prussia and Austria, illustrating the themes of authority and ideology.

The changing nature of royal authority in Louis XIV's France: Versailles and the Court as an instrument of government; relationship between central and local government.

The nature and limitations of Louis XIV's absolutism in action, with reference to the Huguenot problem, the financial burdens of absolute monarchy, and its relationship to French society.

Enlightened absolutism in the eighteenth century: case studies of the roles of Frederick the Great in Prussia and of Joseph II within the Hapsburg Empire.

The domestic effects of Frederick the Great's reign on Prussia. The social effects of Joseph II's enlightened reforms, with particular reference to religion and serfdom.

2 *The French Revolution: The Emergence of the Citizen State*

A study of the nature of French government and society in the eighteenth century, of the origins and nature of the challenges to absolutism, and of the differences and similarities between the Ancien Régime and post-revolutionary governments to 1799.

State and society in eighteenth-century France: the Ancien Régime.

The challenge to royal authority posed by rights claimed on behalf of the individual and political, religious and social groups, with particular reference to the nobility, parlements, popular unrest and Enlightenment ideas.

The difficulties faced by absolute monarchy in the 1780s, and the reasons for its collapse in 1788-89.

The changing nature of government from Republic to Consulate, 1788-99, with reference to the rights claimed on behalf of the individual and of political and social groups.

National Unit Specification: support notes (cont)

UNIT Historical Study: European and World (Higher)

Option C: Later Modern History

One choice from two:

1 *The Growth of Nationalism*

A study of ideology, identity and authority in Western Europe from 1815 to 1939 as shown through aspects of nationalism and the growth and changing characteristics of the nation state.

Reasons for the growth of national consciousness in Europe in the early nineteenth century; reasons for the emergence of Germany or Italy as a nation state; the process of unification in either Germany or Italy.

A study of the political character of the new nation state in either Germany or Italy, 1871-1914, with particular reference to the exercise of its authority; the impact of nationalism on the international relations of the new state.

In relation to either Germany or Italy, the nature of Fascism and the reasons for its victory; the nature of fascist authority and the use of power to 1939.

2 *The Large-scale State*

One of the following must be studied: the USA **or** Russia:

The USA:

A study of ideology, identity and authority in a large multi-ethnic state, as developed through the following aspects of US history during the years 1918-68.

The USA at the end of the First World War: the USA as a multi-ethnic society, including the social, economic and political status of the different ethnic groups; federal and state powers in the US constitution; the US economy and the US state.

Capitalism and the state in the USA during the 1920s: the laissez-faire ideology of Republican governments; the economic policies of Republican governments; prosperity and poverty during the 1920s boom: the Wall Street Crash and its impact to 1932.

The growth in federal powers from 1918, with particular reference to the New Deal and to civil rights issues.

Changing attitudes and measures with regard to immigration during the 1920s; the attitudes and activities of the Ku Klux Klan; reasons for growing pressure for civil rights after 1945; the nature of the civil rights movements of the 1950s and 1960s; the effects of the civil rights movement; black radical protest movements.

National Unit Specification: support notes (cont)

UNIT Historical Study: European and World (Higher)

Russia:

A study of ideology, identity and authority in a large multi-national state developed through the following aspects of Russian history in the years 1881-1921.

The character of Tsarist autocracy in Russia 1881-1917: the control of the peasantry and of a growing industrial proletariat; the Russification of National Minorities; the suppression of opposition.

Forces which challenged the ideology, identity and authority of the Tsarist state: the influence of revolutionary ideology; the 1905 revolution and the modification of autocracy; the Dumas and the work of Stolypin.

The conflicts of ideology, identity and authority in Russia during the period 1917-21: the disintegration of the Tsarist state by 1917; Russia's experiment with democracy after the February Revolution; the Bolshevik Revolution, the Civil War and the establishment of the Soviet state.

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
- 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; opportunities should be provided for revision and redrafting of extended responses following critical review.

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 topic, rather than simply learn about a series of discrete historical issues.

Teaching methodology

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 will 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 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/extension, groupwork, 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 slowly, founded where relevant on achievements at Intermediate 2 or at Standard Grade. Shorter assignments may be used to develop skills relating to specific performance criteria. 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.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

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

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

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

Qualifications to which this unit contributes

This unit is one of three mandatory units which together make up the course in Higher History. The other two are *Historical Study: Scottish and British (H)*, which has the same outcomes as this unit; and *Historical Special Topic (H)*. In order to achieve certification in this course, candidates have to attain the outcomes for all three units which are internally assessed and to attain at least a Grade C in the external assessment.

Please note that, if a Higher History course is being followed, choice of topics across the component units must relate consistently to Medieval, Early Modern or Later Modern periods.

This unit could also be undertaken as a component of one or more Scottish Group Awards.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT Historical Special Topic (Higher)

NUMBER D258 12

COURSE History (Higher)

SUMMARY

This is a component unit of Higher History. The unit can also be undertaken as a free-standing unit.

This unit seeks to develop knowledge and understanding of historical themes through study of a chosen topic, along with skills of historical source handling and independent thinking. The topic should be chosen from one of three broad periods of either: Scottish and British, or European, or World History. The three period options are: 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.

The unit is designed to meet the needs of:

- candidates undertaking a Higher course in History
- candidates undertaking one or more Scottish Group Awards at Higher or Advanced Higher.

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:

- Standard Grade History or another Social Subject at Grade 1 or 2 (or possibly 3)
- Intermediate 2 in History or component units
- Intermediate 2 course or component units in another Social Subject.

Administrative Information

Superclass: DB

Publication date: November 1999

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National Unit Specification: general information (cont)

UNIT Historical Special Topic (Higher)

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

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

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Historical Special Topic (Higher)

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

NOTE ON THE RANGE FOR THIS UNIT

There are no specific requirements as to the range of contexts within which the outcomes and performance criteria should be demonstrated. Differentiation between Intermediate 2 and Higher is achieved through the amount of knowledge and level of detail required. For further guidance on the range of content to be covered, see the support notes.

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

OUTCOME 1

Evaluate sources with reference to their provenance and content.

Performance criteria

- a) The evaluation of a range of primary and secondary sources takes account of their origin and purpose.
- b) The evaluation accurately interprets the content of the sources.
- c) The comparison of sources demonstrates understanding of origin, purpose and/or content.

OUTCOME 2

Evaluate sources with reference to their wider historical context.

Performance criteria

- a) Sources are related accurately to historical developments and events through recall.
- b) The evaluation presents a balanced view of the source or sources.
- c) The comparison and/or evaluation of the source or sources demonstrates understanding of the wider context.

Evidence requirements

Evidence for the above outcomes can be provided through the medium of a candidate's written or equivalent responses to questions based on recall and sources. This evidence must satisfy all of the above outcomes for the chosen historical topic. Within each outcome, the evidence must demonstrate or imply satisfaction of all of the performance criteria. Candidates' work must be completed under supervision, without collaboration, the assistance of notes or teacher/lecturer advice.

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

Option A: Medieval History

- 1 Norman Conquest and Expansion 1050-1153, **or**
- 2 The Crusades 1096-1204

Option B: Early Modern History

- 1 Scotland 1689-1715, **or**
- 2 The Atlantic Slave Trade, **or**
- 3 The American Revolution

National Unit Specification: statement of standards (cont)

UNIT Historical Special Topic (Higher)

Option C: Later Modern History

- 1 Patterns of Migration: Scotland 1830s-1930s, **or**
- 2 Appeasement and the Road to War, to 1939, **or**
- 3 The Origins and Development of the Cold War, 1945-85, **or**
- 4 Ireland 1900-1985: A Divided Identity.

Details of the content are in the support notes. These also lay out the relationship between this unit and the content of the rest of the Higher History course.

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

National Unit Specification: support notes

UNIT Historical Special Topic (Higher)

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

The choice of content for each topic within this unit is based upon a series of historical themes. These are specific to the topic studied, for example, nationalism, aggression, rights, authority. These themes assist teachers/lecturers in selecting content and assessment. Understanding of these themes may be demonstrated without explicit reference to them. A full list is contained within the support notes. Candidates will be required to study one of the following specified contexts. Through these contexts important themes of European and World History may be studied across the breadth of historical periods: Medieval, Early Modern and Later Modern. Each context constitutes an important area of historical study in its own right as well as providing a progression to further study at Advanced Higher level.

Candidates should select **one** from the following list:

Option A: Medieval History

- 1 Norman Conquest and Expansion 1050-1153, **or**
- 2 The Crusades 1096-1204

Option B: Early Modern History

- 1 Scotland 1689-1715, **or**
- 2 The Atlantic Slave Trade, **or**
- 3 The American Revolution

Option C: Later Modern History

- 1 Patterns of Migration: Scotland 1830s-1930s, **or**
- 2 Appeasement and the Road to War, to 1939, **or**
- 3 The Origins and Development of the Cold War, 1945-85, **or**
- 4 Ireland 1900-1985: A Divided Identity.

The content for each topic is detailed below.

Option A: Medieval History

One choice from two:

1 Norman Conquest and Expansion 1050 - 1153

A study of the political, social and economic change brought about by Norman expansion in Europe during the years 1050-1153, as developed through the following aspects.

Reasons for Norman expansion; the advent of Norman influence in southern Italy (to 1085).

The Norman Conquest of England, 1066.

The impact of Norman rule in England under William I on the power of the crown, on the role of the nobility, on the indigenous population and on the church.

David I's introduction of the Normans to Scotland.

The Anglo-Norman monarchy of Henry I; his control of Normandy, development of law and order, the growth of royal power and relations with the Church.

An assessment of the Norman achievement.

National Unit Specification: support notes (cont)

UNIT Historical Special Topic (Higher)

2 *The Crusades 1096 - 1204*

A study of the interaction of religious, political and economic factors in the crusading movement between 1096 and 1204, as developed through the following aspects.

The crusading movement: its underlying causes; the attitudes of Church and State to the crusading movement.

The First Crusade: the popular appeal of the idea of Holy War and the reasons for taking the cross; the People's Crusade; the Princes' Crusade; disputes and rivalries between the crusaders; the capture of Jerusalem and the establishment of the Latin Kingdom; effects on trade and commerce in the Mediterranean.

The fall of Jerusalem and the European reaction to it which led to the Third Crusade; disagreement between crusaders and crusading nations; the differing attitudes and viewpoints of crusaders and Frankish settlers; the effects of personalities, especially Richard I and Saladin; the truce.

Effects of the Crusades in Palestine and in Europe; the subsequent development of the crusading ideal.

Option B: Early Modern History

One choice from three:

1 *Scotland 1689 - 1715*

A study of authority, political change and national identity in Scotland 1689-1715, as developed through the following aspects.

The constitutional and religious settlement of 1688: the consequences for the position of the Church and for political control in Scotland.

The political structure of Scotland after 1688: the nature and powers of monarchy and parliament; the political management of Scotland.

Issues in Anglo-Scottish relations: disputes concerning the English Navigation Acts; the Darien venture; the dispute over the Succession.

The debate about Scottish identity: reasons for support for the idea of a Union; reasons for opposition to the Union; negotiations leading to the Treaty of Union; the Treaty of Union, its terms and immediate impact in Scotland to 1714.

The causes of the Jacobite rebellion of 1715.

National Unit Specification: support notes (cont)

UNIT Historical Special Topic (Higher)

2 *The Atlantic Slave Trade*

A study of the reasons for the development of the slave trade, the economic consequences of that trade, and changing perspectives with regard to its morality, developed through the following aspects.

General introduction to the slave trade before the eighteenth-century: the reasons for its introduction and expansion; its importance for Britain in terms of navigation, trade, the procurement of raw materials and industrial development.

The implications of the trade for African societies; the slave sellers and the European ‘factories’ on the West African coast. Slave resistance to the slave trade. Slave societies in the New World.

Attitudes towards the slave trade in eighteenth-century Britain and the reasons for them: the attitude of slaves and former slaves; changing views in Britain and the beginnings of the abolition movement; the arguments and attitudes of abolitionists; the methods of the abolition campaign; the reasons for the eventual abolition of the British slave trade in 1807; the significance of abolition in Britain in the context of the slave trade as a whole.

3 *The American Revolution*

A study of colonial control, the political ideas and attitudes challenging that control, and the reasons for its eventual breakdown. The study should be developed through the following aspects.

Colonial control in the early 1760s: the mercantilist system in theory and practice; the authority of Crown and Parliament in the colonies.

Challenges to control, 1763 to early 1770s: significance of the defeat of France, 1763; Britain’s search for more efficient administration and methods of raising revenue in the colonies; the attempt to control colonial expansion and to reorganise Canada; colonial resistance to British revenue-raising efforts, including the constitutional arguments used, the methods employed and the organisations developed.

The breakdown of colonial control and its consequences: Burke and British sympathisers with colonial protest; the Declaration of Rights and Grievances; the outbreak of war; the failure of negotiations; Tom Paine and the Declaration of Independence; the military, administrative and geographical problems facing Britain; foreign intervention; the development of American forces; British defeat; British attempts to alter its colonial policies in Canada; the 1787 American Constitution.

National Unit Specification: support notes (cont)

UNIT Historical Special Topic (Higher)

Option C : Later Modern History

One choice from four:

1 ***Patterns of Migration: Scotland 1830s - 1930s***

A study of the causes and results of the movement of population into, within and away from Scotland during the period 1830s-1930s, focusing on issues of identity and assimilation and on the experience of migrants in their new countries or communities.

Reasons for internal migration and immigration into Scotland during the period 1830s-1930s, with particular reference to Irish immigration during these years.

The effects of internal migration and immigration during the period 1830s-80s, with reference to issues of law and order, religion, education, housing and employment; issues of identity and assimilation relating to Irish immigrants to Scotland during the period 1830s–1930s.

Reasons for emigration from Scotland during the period 1830s-1930s; the experiences of Scots abroad, especially in North America and Australasia, with reference to employment and identity.

Issues of assimilation and identity among European immigrant groups to Scotland during the period 1830s-1930s.

Effects of emigration on Scotland during these years.

2 ***Appeasement and the Road to War, to 1939***

A study of the nature of Fascist foreign policy in Europe and the reactions of the democratic powers to its threat. The study should be developed through the following aspects.

Fascist ideology and its application to the foreign policies of Germany and Italy from 1933; the European repercussions of Italian ambitions in Abyssinia; the failure of the League of Nations sanctions; the Hoare-Laval Pact (1935). Attitudes to German re-armament and expansion.

The policy of appeasement and reaction to it, as seen through the reoccupation of the Rhineland; intervention in the Spanish Civil War; the annexation of Austria and the developing crises in Czechoslovakia up to Munich.

The fate of Czechoslovakia, the Polish crisis and events leading to the outbreak of war in September 1939.

National Unit Specification: support notes (cont)

UNIT Historical Special Topic (Higher)

3 *The Origins and Development of the Cold War 1945 - 85*

A study of ideology and regional conflicts and of attempts to achieve détente in the context of relationships between the USA and the Soviet Union. The following aspects should be studied.

The origins of conflict to 1955: an outline of ideological differences and military rivalry including competing military alliances, the Berlin Blockade, intervention in Eastern Europe and Korea, and rivalry in conventional and nuclear weaponry.

Issues of superpower conflict 1955-75, including rivalry in military technology, Soviet intervention in Hungary, the problem of Berlin, the Cuban Crises, Czechoslovakia, US intervention in South East Asia; attempts to resolve these issues during the years 1955-75; the changing character of superpower political leadership.

Continuing issues of confrontation and efforts at co-operation 1975-85, including the nature and cost of the arms race, potential areas of conflict in the developing world, negotiations and agreements.

4 *Ireland 1900 - 1985: A Divided Identity*

A study of the issues of Irish identity; political, religious and cultural divisions within Ireland; challenges to authority; conflicts and attempts to resolve conflicts. The following aspects should be studied.

The British position in Ireland; the Irish cultural revival and the re-emergence of Irish Republicanism; Redmond and Home Rule; the distinctive economic and religious features of the Northern Counties.

The crisis of identity and authority 1912-23: Nationalist and Unionist responses to the Home Rule Bill; Irish participation in the First World War and its consequences.
The Nationalist Movement 1914-16; the Easter Rising, its effects in Ireland and on Britain.
The General Election of 1918 in Ireland; Declaration of Independence; Anglo-Irish war 1919-21.
The Government of Ireland Act 1920; establishment of Stormont; Treaty of 1921 and creation of Free State.
The Civil War in the Free State 1922- 23; Special Powers Act 1922.

Unionist ascendancy in the North after 1923 and challenges to it; from the Irish Free State to the Irish Republic; Civil Rights campaign in Ulster and its consequences after 1968; direct rule by Britain; economic problems in Ulster since 1968; the Ulster Workers' Strike 1974; Irish Government's responses to troubles in the North; the Anglo-Irish accord 1985.

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
- 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

National Unit Specification: support notes (cont)

UNIT Historical Special Topic (Higher)

- 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; opportunities should be provided for revision and redrafting of extended responses following critical review.

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.

Teaching methodology

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 will provide the basis for class work in this unit. Opportunities should be provided to develop candidates' powers of note-making and note-taking. Time should be made 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/extension, groupwork, individual work.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

Assessment tasks could be used which relate primarily to each outcome. An alternative approach is to use more extended tasks which allow candidates to demonstrate achievement in more than one outcome. If the latter approach is used, it will be necessary to identify where in the candidate's response each learning outcome has been met. It would be possible to use similar instruments of assessment to those used in the external assessment.

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

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

National Unit Specification: support notes (cont)

UNIT Historical Special Topic (Higher)

Qualifications to which this unit contributes

This unit is one of three mandatory units which together make up the course in Higher History. The other two are *Historical Study: Scottish and British (H)* and *Historical Study: European and World (H)*. In order to achieve certification in this course, candidates have to attain the outcomes for all three units and to attain at least a Grade C in the external assessment.

It should be noted that, if a Higher History course is being followed, choice of topics across the component units must relate consistently to Medieval, Early Modern or Later Modern periods.

This unit could also be undertaken as a component of one or more Scottish Group Awards.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).