



National Unit Specification: general information

UNIT	Historical Study - Scottish and British (Intermediate 2)
NUMBER	D255 11
COURSE	History (Intermediate 2)

SUMMARY

This is a component unit of Intermediate 2 History. The unit can also be taken 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 communication and independent thinking. The topic chosen should relate to one of 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 analyse historical developments and events using recalled knowledge, to organise information and to draw a conclusion in response to historical questions, and to evaluate historical sources.

The unit is designed to meet the needs of:

- candidates following an Intermediate 2 course in History
- candidates undertaking a Scottish Group Award

OUTCOMES

- 1 Demonstrate knowledge and understanding of historical developments, events and issues.
- 2 Explain historical developments and events.
- 3 Evaluate historical sources with reference to their historical context.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Historical Study - Scottish and British (Intermediate 2)

RECOMMENDED ENTRY

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

- a grade 3 or 4 at Standard Grade History or another Social Subject
- Intermediate 1 History or component units
- Intermediate 1 or 2 course or component units in another Social Subject

CREDIT VALUE

1 credit at Intermediate 2.

CORE SKILLS

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

National Unit Specification: statement of standards

UNIT Historical Study: Scottish and British (Intermediate 2)

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 1 and Intermediate 2 is achieved through the amount and level of recall. 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

Demonstrate knowledge and understanding of historical developments, events and issues.

Performance criteria

- (a) The knowledge selected from recall is relevant to the developments or events addressed.
- (b) The knowledge selected demonstrates accurate understanding of the topic and its themes and issues.

OUTCOME 2

Explain historical developments and events.

Performance criteria

- (a) The explanation is supported by relevant information selected from recall and sources.
- (b) The information presented in the explanation is accurate.
- (c) The response is appropriately organised in support of a conclusion.

OUTCOME 3

Evaluate historical sources with reference to their historical context.

Performance criteria

- (a) The evaluation of the sources takes account of the origin or purpose and context of the sources.
- (b) The evaluation takes account of the content in the sources.

National Unit Specification: statement of standards (cont)

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Evidence requirements

Evidence of attainment for the above outcomes can be provided through responses to short-answer questions based on recall and sources. 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.

It is also possible to assess Outcomes 1 and 2 by means of an extended piece of writing or oral response. Evidence of competence in Outcome 3 would also be required. This could be demonstrated by short-answer questions based on sources. This approach would help prepare the candidate for the extended response in the external examination as well as providing a bridge to essay writing skills at Higher.

The candidate's work must be completed under supervision, without collaboration, the assistance of notes or teacher/lecturer advice.

The evidence should relate to the context chosen for study in this unit. Candidates should select **one** context from the following list:

- 1 Murder in the Cathedral: Crown, Church and People 1154 - 73.
- 2 Wallace, Bruce and the Wars of Independence 1286 - 1328
- 3 Mary Queen of Scots and the Scottish Reformation 1540s - 87
- 4 The Coming of the Civil War 1603 - 42
- 5 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s - 1715
- 6 Immigrants and Exiles: Scotland 1830s - 1930s
- 7 From the Cradle to the Grave? Social Welfare in Britain 1890s – 1951
- 8 Campaigning for Change: Social Change in Scotland 1900s -79
- 9 A Time of Troubles: Ireland 1900 - 23.

Details of this content may be found in the support notes. The course descriptor also lays out the relationship between this unit and the content of the rest of the Intermediate 2 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 (Intermediate 2)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The choice of content for each topic within this unit is based upon a number of historical themes. These are specific to the topic studied, for example, belief, community, conflict, power. These themes assist teachers in selecting content and in assessment. Understanding of these themes may be demonstrated without explicit reference to them. A full list of these themes 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 progression to further study at Higher level.

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

- 1 Murder in the Cathedral: Crown, Church and People 1154 - 73.
- 2 Wallace, Bruce and the Wars of Independence 1286 - 1328
- 3 Mary Queen of Scots and the Scottish Reformation 1540s - 87
- 4 The Coming of the Civil War 1603 - 42
- 5 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s - 1715
- 6 Immigrants and Exiles: Scotland 1830s - 1930s
- 7 From the Cradle to the Grave? Social Welfare in Britain 1890s – 1951
- 8 Campaigning for Change: Social Change in Scotland 1900s - 79
- 9 A Time of Troubles: Ireland 1900 - 23

The content for each topic is detailed below.

Detailed syllabus

1. Murder in the Cathedral: Crown, Church and People 1154 - 73

A study of the circumstances surrounding the conflict between Henry II and Thomas Becket and the interrelationship of Crown, Church and People in medieval society, illustrating the themes of authority, belief and conflict.

The King and the People: Henry II and the consolidation of royal power; the extent of his Empire; the feudal relationship between king, barons and knights; the importance of barons and knights to the king with reference to war, horses, fighting skills, weapons and castles; legal reforms introduced by Henry to keep barons in check.

The Archbishop and the People: the place and importance of the Church in the lives of ordinary people; belief in life after death, heaven and hell, purgatory; the monastic ideal and the role of the regular clergy; saints, relics and pilgrimage.

National Unit Specification: support notes (cont)

UNIT Historical Study - Scottish and British (Intermediate 2)

The King and the Archbishop: the place of the Church in the feudal system; the quarrel between Henry and Becket; contrasting views of the relationship between Church and State; the circumstances surrounding the exile of Becket and his behaviour in exile; the coronation of the young King and the return of Becket; the role of personalities in the conflict; Becket's murder by Henry's knights; Becket the martyr, the saint; his relics and the pilgrimage to Canterbury.

2. *Wallace, Bruce and the Wars of Independence 1286 - 1328*

A study of the development of national identity and consciousness through the Anglo-Scottish wars of the thirteenth and fourteenth centuries, illustrating the themes of authority, conflict and identity.

Scotland 1286 - 96: the succession problem following the death of Alexander III; the Scottish response - Treaty of Birgham; the death of the Maid of Norway; the Scottish appeal to Edward I - the decision at Norham; Bruce versus Balliol, the Great Cause and Edward's choice; Edward as overlord of Scotland; the Scottish response; the Anglo-French war and the Franco-Scottish Treaty; the subjugation of Scotland.

William Wallace: the reasons for and the progress of his rebellion; his victory at Stirling and its effects on Scots and on Scotland; the Battle of Falkirk and the reasons for its failure.

Robert Bruce: the ambitions of the Bruces; Bruce the patriot; his conflict with and victory over Scottish opponents; his victory over the English; reasons for his success; Declaration of Arbroath - the triumph of the nation state in 1328.

3. *Mary Queen of Scots and the Scottish Reformation 1540s - 87*

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

Scottish society and Church in the 1540s: landowners, burghs, clergy; power of the monarchy and nobility at the death of James V. The Church's faith, organisation, failure of attempts at reform.

Relationship with England and France: the 'rough wooing'; Mary's move to France. Her dynastic position on the accession of Elizabeth I.

The growth of Protestantism in Scotland: Wishart and Knox and Calvinism. The Lords of the Congregation. Rebellion against Mary of Guise; English intervention. The Treaty of Edinburgh. Reasons for the Catholic persecution.

Mary Queen of Scots in Scotland: return from France; personality, circumstances, policy. Relations with Elizabeth I. Relations with Moray and the Scots nobles. Marriage; murder of Riccio and of Darnley. Rebellion against Mary; her capture, abdication, imprisonment, escape and exile.

The confirmation of the Reformation in Scotland: Regencies of Moray and Morton; the young James VI; Andrew Melville and the development of Presbyterianism in the 1570s.

Mary in England: Elizabeth I's diplomatic circumstances; Mary's involvement in Catholic plots; her execution.

National Unit Specification: support notes (cont)

UNIT Historical Study - Scottish and British (Intermediate 2)

4. The Coming of the Civil War 1603 - 42

A study of the origins of the Civil War between Charles I and Parliament, illustrating the themes of authority, rights and conflict.

The nature of royal authority under James VI and I: his personality; the Divine Right of Kings; how Scotland and England were governed after the Union of the Crowns; arguments with Parliament over revenue and religion.

Challenges to royal authority in England under Charles I: his personality; conflicts with Parliament; Buckingham; Strafford; the 'eleven-years tyranny'; money-raising methods; ship money and Hampden.

Challenges to royal authority in Scotland under Charles I: religious tensions; Laud and the prayer book. Resistance in Scotland: the St. Giles riot; the Covenant; the invasion of England.

The steps to the outbreak of war: the Short Parliament; the Long Parliament; Pym and new laws; execution of Strafford; 'arrest' of the five members; the raising of armies; reasons why people joined each side.

5. 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s - 1715

A study of the reasons for the Treaty of Union between the Scottish and English Parliaments in 1707, the debates over the passing of the Treaty, its terms and immediate impact on Scotland, illustrating the themes of identity, authority and conflict.

The relationship of Scotland and England after 1689: Crown, Church, Parliament, political management.

Causes of tension between Scotland and England: economy, religion, the succession. The Darien Scheme and the Worcester incident; the Act of Security and the Aliens Act. The appointment of Commissioners.

The debate about Scottish identity: reasons for support of the Union; reasons for opposition to the Union. Attitude of Scots to the Union: burghs, clergy, landowners.

The passing of the Treaty: parties and personalities in the Scottish Parliament: Queensberry, Hamilton, Fletcher. Unrest in Edinburgh and elsewhere. The question of corruption.

Impact of the Union: the terms of the Treaty; institutions which were absorbed; institutions which remained distinctive. Reaction of Scots to the Union up to 1715. The causes of the Jacobite rebellion of 1715.

6. Immigrants and Exiles: Scotland 1830s - 1930s

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

National Unit Specification: support notes (cont)

UNIT Historical Study - Scottish and British (Intermediate 2)

Irish migration to Scotland: reasons for immigration - Irish famine, opportunities for work in Scotland; areas of Irish settlement; the experiences of the migrants - living conditions, employment.

Scots and Irish: religious and cultural forces binding the Irish community in Scotland; relations between immigrants and Scots - myth and reality.

Reasons for emigration: poverty; the Highland Clearances; missionary work; effectiveness of emigration societies and government schemes; the attraction of new lands - economic opportunity and cheap land.

The Scot abroad: areas to which Scots migrated - England, North America, Australasia; the role of Scots migrants in the development of the 'New World' - agriculture, manufacture, engineering and mining; the contribution of individual Scots to their new countries - eg Andrew Carnegie, John Muir, Andrew Fisher.

7. From the Cradle to the Grave? Social Welfare in Britain 1890s - 1951

A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government.

The problem of poverty at the turn of the century: belief in self-help; the voluntary system; the surveys of Booth and Rowntree; changing attitudes towards poverty and its causes.

The Liberal reforms 1906 - 14: groups at risk - the young, the old, the sick, the unemployed; reforms to help these groups - the 'Children's Charter', old age pensions, health and unemployment insurance, labour exchanges; assessment of the success of their reforms.

The Labour government 1945 - 51: effects of wartime experiences on attitudes to poverty, especially the impact of bombing, rationing and evacuation; the 'Five Giants'; the National Insurance and National Assistance; the National Health Service; housing reform; the idea of a Welfare State; assessment of the government's achievement.

8. Campaigning for Change: Social Change in Scotland 1900s - 79

A study of social change in Scotland, considering the themes of rights, economy and community.

The changing role of women: campaigns for women's suffrage; public and government response to WSPU militancy; impact of the First World War on the campaign and the status of women; votes for women; attitudes to women's social and domestic role in the interwar years.

Changing patterns of employment: the effects of the First World War on industry - the decline of the 'old' and the growth of the 'new' industries; Red Clydeside, post-war disillusionment and mass unemployment; the Second World War and the impact of conscription and the changing role of women in the workplace; the continued decline of the heavy industries; North Sea oil; assessment of the effects of changing employment patterns.

National Unit Specification: support notes (cont)

UNIT Historical Study - Scottish and British (Intermediate 2)

Changes in the Scottish way of life; education from 1920s - 40s; changes in Scottish popular culture to 1939 – growth of entertainment to 1939, the music hall, cinema and radio; leisure activities and their impact on the community; assessment of the changing influences affecting the attitudes of the Scottish people.

9. A Time of Troubles: Ireland 1900 - 23

A study of the attempts to resolve the issue of Irish political identity during the period 1900 - 23, considering the themes of ideas, conflict and power.

The issue of Ulster 1912 - 14: Irish Nationalist demands for Home Rule; the Home Rule Bill of 1912; the Unionist response - Sir Edward Carson and the Ulster Volunteers, the 'Curragh Mutiny'; the Nationalist responses - John Redmond, Sinn Fein.

The Easter Rising of 1916: the effect of the First World War on the Home Rule issue; the causes and events of the Rising; effects of the Rising on Anglo-Irish relations and on the Nationalist Movement.

The Anglo-Irish War 1919 - 21; the Treaty of 1921; divisions in the Republican Movement; the Civil War of 1922 - 23; long term results of the partition of Ireland.

GUIDANCE ON TEACHING AND LEARNING FOR THIS UNIT

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

- interpret and evaluate historical source material
- record systematically information 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 written or oral responses for a variety of purposes.

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

Teaching methodology

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

National Unit Specification: support notes (cont)

UNIT Historical Study - Scottish and British (Intermediate 2)

Teacher/lecturer exposition will provide a basis for class work in this unit. Opportunities should be provided to develop candidates' abilities of note-taking and note-making. Time should be allowed for group and class discussion. A variety of resources should be used including textbooks, information sheets and a range of appropriate primary sources. Materials and strategies should be designed to provide for the whole ability range - core/extension, groupwork, individual work. Advice from the Learning Support staff should be drawn upon in designing appropriately differentiated course materials.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The National Assessment Bank will provide exemplar 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. Candidates will be required to demonstrate satisfactory attainment of all the learning outcomes and performance criteria. Assessment tasks could be used which relate primarily to each outcome. More extended tasks could be used which would allow candidates to demonstrate competence in more than one learning outcome and associated performance criteria. It would be possible to use similar instruments of assessment to those used in the external assessment.

The instrument of assessment for this unit can be in the form of short answers based on recall and presented sources of information.

It would also be possible to test learning outcomes 1 and 2 by means of an extended piece of writing or oral response. Evidence of competence in learning outcome 3 would also be required. This could be demonstrated by short answers based on sources. This approach would help prepare the candidate for the Extended Response in the external assessment as well as providing practice in the skills required at Higher.

This assessment should be administered under supervision, without collaboration or the assistance of notes or teacher/lecturer advice.

Where a candidate has failed to achieve one or more of the components, 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 candidate's responses under similar conditions to the first attempt. If the candidate remains unsuccessful in all or part of the unit, a different task 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 for the external assessment, please refer to the course specification.)

National Unit Specification: support notes (cont)

UNIT Historical Study - Scottish and British (Intermediate 2)

Qualifications to which this unit contributes

This unit is one of three mandatory units which together make up the course in Intermediate 2 History. The other two units are *Historical Study - European and World (Int 2)* and *Historical Study - Options (Int 2)*. Both have the same outcomes as this unit. 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.

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

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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