

Draft National Unit Specification



Unit title: Historical Study: British (Access 3)

SCQF: level 3 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop the learner's skills in commenting on the impact of a historical development. Learners will apply knowledge and understanding of historical events and themes.

Learners who complete this Unit will be able to:

- 1 Comment on the impact of historical developments
- 2 Draw on a basic knowledge and understanding of British historical events or themes

This Unit is a mandatory Unit of the Access 3 History Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

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

- ◆ Access 2 Social Subjects Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

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

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Comment on the impact of historical developments by:

- 1.1 Outlining the main features of two sources of information, in basic factual terms
- 1.2 Describing, in basic factual terms, the actions of individuals or groups
- 1.3 Presenting a basic conclusion on the historical impact of actions/inactions by individuals or groups

If Units are being taken as part of a Course, then the evidence for Outcome 1 may also be presented in the *Historical Study: Scottish* or *Historical Study: European and World* Units.

Outcome 2

The learner will:

2 Draw on a basic knowledge and understanding of British historical events or themes by:

- 2.1 Briefly describing British historical events or themes in a basic, factual way
- 2.2 Briefly explaining the causes or consequences of the events or themes
- 2.3 Commenting briefly on the importance or significance of the events or themes

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards. Learners may describe and comment on specific historical events but also historical themes such as heritage, change and continuity, cause and effect.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats, including brief written responses to questions, participation in group tasks, presenting information to other groups, and routine digital presentations.

All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and assessments carried out during the duration of the Course.

Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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

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

1 Literacy

1.1 Reading

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.2 Understanding

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



Published: December 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2011

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at www.sqa.org.uk.

Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.