



## Access 3 History

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## Draft National Course Specification

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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## Course outline

**Course title:** Access 3 History

**SCQF:** level 3 (18 SCQF credit points)

**Course code:** to be advised

### Mandatory Units

|   |                      |
|---|----------------------|
| Historical Study: Scottish (Access 3)           | 6 SCQF credit points |
| Historical Study: British (Access 3)            | 6 SCQF credit points |
| Historical Study: European and World (Access 3) | 6 SCQF credit points |

### Recommended entry

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

- ◆ Access 2 Social Subjects Course or relevant component Units
- ◆ Access 3 People and Society 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 Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

### Progression

This Course or its components may provide progression to:

- ◆ History Units and Course at National 4
- ◆ other qualifications in history or related areas
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

### Equality and inclusion

This Course 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 *Course Support Notes*.

## **Rationale**

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

The History Course builds upon the principles and practices for social studies and will be developed primarily, although not exclusively, from the 'people, past events and societies' organiser within the experiences and outcomes in the social studies curriculum area.

In this Course, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; an openness to new thinking and ideas; and a sense of responsibility and global citizenship.

This Course contributes to learners' understanding of the society in which they live and work by helping them to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

The acquisition of discipline-based knowledge and understanding of historical events is central to helping learners function as effective contributors to society, as well as giving them more individual confidence in their learning and working lives.

This Course encourages learners to develop the attributes and capabilities of the four capacities in many respects. For example, learners' horizons are extended and they are challenged to look at the world in new ways. Their confidence grows as they begin to understand more about their sense of identity and place in the contemporary world. Learners will build up a framework of historical knowledge

and understanding which can help them develop a sense of responsible citizenship.

Through the skills and content of this Course, learners will develop a coherent and balanced understanding of Scottish, British, European and World history. The emphasis on the evaluation of sources will develop thinking skills. Learners will also progressively develop skills in literacy.

## **Purpose and aims of the Course**

The purpose of this Course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past. This purpose will be achieved through the study of the three Units of this Course.

The learner will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and World contexts in a variety of time periods. Options cover topics from the Medieval, Early Modern and Later Modern periods and include elements of political, social, economic and cultural history. The approach developed and the understanding gained can be applied to other historical and contemporary settings and issues.

The main aims of History are to enable learners to:

- ◆ apply a basic historical perspective
- ◆ develop a range of historical skills
- ◆ have an awareness of the impact of historical events
- ◆ draw a basic conclusion on the factors which contribute to an important historical development

This Course contributes to general education and the wider curriculum. It will help develop informed and active citizens by helping learners gain a greater understanding of the past. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

## **Information about typical learners who might do the Course**

This Course is relevant for a wide range of learners. Access 3 History is appropriate for learners who wish to achieve a basic understanding of history as well as learners who wish to progress to more specialised training or further education or employment.

Entry to this Course is at the discretion of the centre. However, it may be beneficial for the learner to have the skills and knowledge from the relevant experiences and outcomes from the broad general education and equivalent qualifications.

*successful learner, confident individual, responsible citizen, effective contributor*

All Courses in this suite will take account of the needs of all learners and provide sufficient flexibility to enable learners to achieve in different ways and at a different pace.

Important skills for learning, life and work are developed through the successful completion of this Course. These skills include: commenting on a limited range of primary sources; presenting basic information about important historical themes and events; and communicating a basic conclusion based on evidence.

History Units and Courses are offered from SCQF level 3 to SCQF level 7. Vertical progression is possible through the levels of History qualifications and lateral progression is possible to other qualifications in the social studies suite of Courses.

Access 3 History qualifications are recognised as entry qualifications to employment, training, and further education. This Course is a preparation for a diverse range of occupations and careers.

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## **Course structure and conditions of award**

### **Course structure**

This Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of people and society in the past. Learners need to acquire and apply relevant knowledge and learn to apply routine skills in commenting on sources in order to understand and explain important historical themes.

By undertaking this Course, learners will develop a wide range of important and transferable skills. These include commenting on the origin and authorship of a limited range of basic primary sources and the impact of a historical development in a routine way as well as the factors contributing towards a historical development. Learners will draw basic conclusions.

The skills listed above will be developed and applied throughout teaching and learning over the Course as a whole. Each Unit also offers opportunities for learners to focus on particular skills.

The Course has three mandatory Units.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

#### **Historical Study: Scottish (Access 3)**

In this Unit, learners will develop techniques to comment on the origin and authorship of a limited range of basic primary sources. Important events and themes of Scottish history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop a basic factual knowledge and understanding of an important area of historical study.

#### **Historical Study: British (Access 3)**

In this Unit, learners will develop techniques to explain historical events and themes, commenting on the impact of a historical development in a routine way. Important events and themes of British history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop basic factual knowledge and understanding of an important area of historical study.

#### **Historical Study: European and World (Access 3)**

In this Unit, learners will develop techniques to comment on the factors contributing towards a historical development, and draw a basic conclusion. Important events and themes of European and World history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop basic factual knowledge and understanding of an important area of historical study.

*successful learner, confident individual, responsible citizen, effective contributor*

### **Conditions of award**

To achieve the Access 3 History Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

Access 3 Courses are not graded.

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## **Skills, knowledge and understanding**

Full skills, knowledge and understanding for the Course will be given in the *Course Support Notes*. A broad overview of the subject skills, knowledge and understanding that will be covered in the Course is given in this section.

This covers:

- ◆ commenting on the origin and authorship of a limited range of primary sources in a routine way
- ◆ commenting on the impact of a historical development in a routine way
- ◆ commenting on the factors contributing towards a historical development, and drawing a basic conclusion
- ◆ drawing upon a basic factual knowledge and understanding of an important area of historical study from Scottish, British and European and World contexts by giving basic, factual descriptions and explanations

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf)).

## Assessment

Further information about assessment for the Course will be included in the *Course Support Notes*.

### Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

#### **Historical Study: Scottish (Access 3)**

The learner will be required to give evidence of:

- ◆ basic descriptions and explanations demonstrating knowledge and understanding of Scottish history
- ◆ ability to comment on the origin and authorship of a limited range of basic primary sources

#### **Historical Study: British (Access 3)**

The learner will be required to give evidence of:

- ◆ basic descriptions and explanations demonstrating knowledge and understanding of British history
- ◆ ability to comment on the impact of a historical development in a routine way

#### **Historical Study: European and World (Access 3)**

The learner will be required to give evidence of:

- ◆ basic descriptions and explanations demonstrating knowledge and understanding of European or World history
- ◆ ability to comment on the factors contributing towards a historical development, and draw a basic conclusion

Exemplification of possible assessment approaches for these Units will be provided in the *National Assessment Resource*.

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

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course where there are appropriate opportunities.

### **1 Literacy**

- 1.1 Reading
- 1.2 Writing

### **4 Employability, enterprise and citizenship**

- 4.6 Citizenship

### **5 Thinking skills**

- 5.2 Understanding
- 5.3 Applying

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

## Administrative information

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**Published:** October 2011 (version 1.0)

**Superclass:** to be advised

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## History of changes to National Course Specification

| Course details | Version | Description of change | Authorised by | Date |
|----------------|---------|-----------------------|---------------|------|
|                |         |                       |               |      |
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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.