



## History (National 4)

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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:** History (National 4)  
**SCQF:** level 4 (24 SCQF credit points)  
**Course code:** to be advised

### Mandatory Units

**Historical Study: Scottish (National 4)** 6 SCQF credit points

**Historical Study: British (National 4)** 6 SCQF credit points

**Historical Study: European and World (National 4)** 6 SCQF credit points

#### Added Value Unit

**History Project (National 4)** 6 SCQF credit points

This Course includes six SCQF credit points for the assessment of added value in the Added Value Unit. Further information on this Unit is provided in the Assessment section.

### Recommended entry

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

- ◆ History (Access 3) 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:

- ◆ other SQA qualifications in the Social Studies suite of Courses
- ◆ further study or employment

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* and the *Course Assessment Specification*.

## **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**

This Course builds upon the principles and practices for social studies<sup>1</sup> 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.<sup>2</sup>

In History, 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.

History 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. This sense of heritage and historical understanding will, in turn, assist them in functioning as effective contributors to society and responsible citizens within that society, as well as giving them more individual confidence in their learning and working lives.

History 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

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<sup>1</sup> Social studies principles and practice paper

[www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/socialstudies/principlesandpractice/index.asp](http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/socialstudies/principlesandpractice/index.asp)

<sup>2</sup> Experiences and outcomes

[www.ltscotland.org.uk/understandingthecurriculum/howisthecurriculumstructured/experiencesandoutcomes/index.asp](http://www.ltscotland.org.uk/understandingthecurriculum/howisthecurriculumstructured/experiencesandoutcomes/index.asp)

they begin to understand more about their sense of identity and place in the contemporary world. Learners will become responsible citizens by building up a framework of historical knowledge and understanding.

The investigative, creative and critical thinking activities in this Course give learners important experience in contributing to group work and also working on their own. Learners will acquire attributes which will be important for their life and work.

A coherent and balanced understanding of Scottish, British, European and World history will develop a sense of responsible citizenship. Through its focus on critical thinking, learners will develop skills in employability and enterprise. Learners will progressively develop skills in literacy, as well as thinking skills, through an emphasis on the evaluation of sources. Through the skills and content of the History Course, learners will be encouraged to reflect upon their own health and wellbeing.

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

History opens up the world of the past for learners.

The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three Units of the Course which cover Scottish, British, European and World contexts in a variety of time periods, including Medieval, Early Modern and Later Modern.

History uniquely provides opportunities for learners to study past societies, the changes they have undergone, and the ways in which they have embraced or sometimes resisted change. Through such studies, History provides learners with both a perspective on, and an understanding of, the forces which have shaped their own society and societies in other countries.

The main aims of this Course are to:

- ◆ develop learners' conceptual understanding and foster their ability to think independently
- ◆ enable learners to acquire breadth and depth in their knowledge and understanding of historical themes
- ◆ develop learners' skills of explaining historical developments and events, evaluating historical sources, and drawing conclusions
- ◆ develop learners' imagination and empathy with people living in other periods
- ◆ encourage learners to debate issues and, on the basis of evidence, form views and respect those of others
- ◆ foster in learners an interest in history which will enhance understanding of our modern, multi-cultural society and provide a life-long interest

This Course contributes to general education and the wider curriculum. It will help create informed and active citizens by helping learners develop a greater understanding of political and social institutions and processes. 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**

History Courses are relevant for a wide range of learners. History (National 4) is appropriate for those who wish to achieve a deeper understanding of history or are seeking to progress and specialise in further historical study.

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 required by one or more of the following:

- ◆ relevant experiences and outcomes from the broad, general education
- ◆ Access 3 History or relevant component Units or another social subject
- ◆ equivalent qualifications

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.

Through the successful completion of this Course, important skills for learning, life and work are developed. These skills include: researching, understanding and using a range of straightforward information/evidence on historical issues; communicating, by a variety of means, conclusions based on evidence; evaluating a limited range of straightforward sources of information; and presenting straightforward information about important historical themes and events.

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.

## **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 skills of investigating, analysing and evaluating sources in order to understand and explain important historical themes.

This Course has four mandatory Units, including the Added Value Unit. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied to allow personalisation and choice.

By undertaking this Course, learners will develop a wide range of important and transferable skills, including researching, understanding and using a range of straightforward information/evidence on historical issues; communicating, by a variety of means, conclusions based on evidence; evaluating a limited range of straightforward sources of information and presenting straightforward information about important historical themes and events.

The skills listed above will be developed and applied over a range of historical contexts in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.

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 (National 4)**

In this Unit, learners will develop techniques to use, interpret and evaluate a limited range of primary and secondary sources in ways which take into account their usefulness and purpose. Learners will be required to study one of a number of specified contexts. Through the context chosen, important themes of Scottish history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an important area of historical study.

#### **Historical Study: British (National 4)**

In this Unit, learners will develop techniques to describe, explain and present information about the content and context of important historical themes and events. Learners will be required to study one of a number of specified contexts. Through the context chosen, important themes of British history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an important area of historical study.

### **Historical Study: European and World (National 4)**

In this Unit, learners will develop techniques to compare differing historical viewpoints taking into account their content and context. Learners will be required to study one of a number of specified contexts. Through the context chosen, important themes of European or World history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an important area of historical study.

### **Added Value Unit: History Project (National 4)**

In this Unit, learners will exercise choice in selecting a topic and context for personal study drawn from Scottish, British or European and world contexts. They will research their chosen topic and communicate their findings. Through this activity, they will have opportunities to demonstrate greater depth or extension of historical knowledge and skills as they draw on and apply the knowledge and skills acquired in the other Units of the Course.

### **Conditions of award**

To achieve the History (National 4) Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.

*National 4 Courses are not graded.*

## Skills and knowledge

Full skills and knowledge for the Course will be given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:

- ◆ develop and apply basic knowledge and understanding and a limited range of skills in straightforward contexts from Scottish, British or European/World history
- ◆ with limited guidance, research and use information collected from a limited range of straightforward historical sources, taking into account their content and context
- ◆ evaluate the usefulness and purpose of a limited range of straightforward historical sources
- ◆ describe, explain and present straightforward information about the content and context of historical themes and events, taking into account the consequences of actions/inactions for individuals and society
- ◆ compare differing historical viewpoints, taking into account their content and context, from a limited range of straightforward historical sources
- ◆ demonstrate a basic knowledge and understanding and give straightforward explanations, which is mainly factual, of historical themes and events in Scottish, British, European and World contexts

## Assessment

Information about assessment for the Course will be included in the *Course Assessment Specification* which will provide full details including advice on how a learner's overall attainment for the Course will be determined.

### 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 judgements are consistent and meet national standards.

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

#### **Historical Study: Scottish History (National 4)**

The learner will be required to provide evidence of:

- ◆ straightforward descriptions and explanations demonstrating a basic knowledge and understanding, which is mainly factual, of important themes and events within a chosen area of Scottish history
- ◆ ability to use a limited range of straightforward historical sources of information, to evaluate their usefulness and purpose, taking into account their content and context

#### **Historical Study: British History (National 4)**

The learner will be required to provide evidence of:

- ◆ straightforward descriptions and explanations demonstrating a basic knowledge and understanding, which is mainly factual, of important themes and events within a chosen area of British history
- ◆ ability to use a limited range of straightforward historical sources to describe, explain and present information about historical themes and events, taking into account their content and context

#### **Historical Study: European and World (National 4)**

The learner will be required to provide evidence of:

- ◆ straightforward descriptions and explanations demonstrating a basic knowledge and understanding, which is mainly factual, of important themes and events within a chosen area of European and World history
- ◆ ability to use a limited range of sources of information, to compare differing viewpoints, from straightforward historical sources, taking into account their content and context

## Added Value Unit

Courses from National 4 to Advanced Higher include assessment of [added value](#)<sup>3</sup>. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the History (National 4) Course, the Added Value Unit will focus on:

- ◆ challenge
- ◆ application

The learner will draw on and extend the knowledge and skills they have learned during the Course. This will be assessed by a [project](#)<sup>4</sup> in which learners will research and communicate findings on a theme drawn from the Course. The project will be sufficiently open and flexible to allow for personalisation and choice.

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

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<sup>3</sup> Definitions can be found here: [www.sqa.org.uk/sqa/45528.html](http://www.sqa.org.uk/sqa/45528.html)

<sup>4</sup> See link above for definition.

## 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 also develop broad, generic skills through this Course. The skills that are likely to be appropriate for this 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
- 1.3 Listening and talking

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

- 4.6 Citizenship

### **5 Thinking skills**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating

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 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:** April 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.