

Draft National Unit Specification



Unit title: Historical Study: British (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' skills in evaluating the impact of historical developments. Learners will apply knowledge and understanding of important events and themes.

Learners who complete this Unit will be able to:

- 1 Evaluate the impact of historical developments
- 2 Draw on factual and analytical knowledge and understanding of British historical issues within a time period

This Unit is a mandatory Unit of the Higher 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*.

The Course Assessment Specification for the Higher History Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher History Course.

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:

- ◆ History (National 5) or relevant component Units or another social subject

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 Evaluate the impact of historical developments by:

- 1.1 interpreting complex historical information
- 1.2 synthesising information in a structured manner
- 1.3 presenting a detailed, balanced conclusion which is supported by evidence

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

Outcome 2

The learner will:

2 Draw on factual and analytical knowledge and understanding of British historical issues within a time period by:

- 2.1 Describing, in detail, the context of British historical events/themes
- 2.2 Explaining, with accuracy, British historical events/themes
- 2.3 Analysing British historical events/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.

If the Unit is being taken as part of the Higher History Course, centres may wish to generate evidence in a way which prepares learners for the Course assessment. Assessment evidence can be drawn from a variety of sources and presented in a variety of formats, including written responses to questions, participation in group tasks, presenting information to other groups, and 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.

Time periods which may be used to generate evidence of successful achievement of the Outcomes of the Unit are:

- ◆ medieval British history
- ◆ early modern British history
- ◆ later modern British history

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

(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 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
- 1.2 Writing

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 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 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: November 2011 (draft version 1.0)

Superclass: to be advised

History of changes

| Version | Description of change | Authorised by | Date |
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