

National Added Value Unit Specification



Unit title: History Assignment (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

This is the Added Value Unit in the History (National 4) Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the History (National 4) Course through the successful completion of a History Assignment which will allow the learner to demonstrate challenge and application.

Learners who complete this Unit will be able to:

- 1 Research and use information relating to a historical theme and question

This Unit is a mandatory Unit of the History (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course Support Notes* which provide advice and guidance on delivery and assessment approaches. Exemplification of the assessment in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. It is recommended that the learner should be in the process of completing, or have completed, the following Units in the History (National 4) Course:

- ◆ Historical Study: Scottish (National 4)
- ◆ Historical Study: British (National 4)
- ◆ Historical Study: European and World (National 4)

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 *Course Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Research and use information relating to a historical theme and question, by:**
 - 1.1 Choosing, with support, a historical theme and question for study
 - 1.2 Selecting and organising relevant evidence
 - 1.3 Responding to the question by describing and explaining, in a basic way, the key features of the answer
 - 1.4 Evaluating the usefulness or reliability of at least two relevant historical sources which have been collected
 - 1.5 Presenting their findings to show evidence of the skills they have used and knowledge they have acquired, and briefly commenting on the importance or relevance of this question to an understanding of the world today.

Evidence Requirements for the Unit

The assignment is assessed internally by the teacher/lecturer.

Evidence for this Unit will be generated through an assignment in which the learner will draw on and extend the knowledge and skills they have learned during the History (National 4) Course. This will be assessed by a series of activities in which learners will research a question drawn from the Course and communicate their findings.

The assignment will be sufficiently open and flexible to allow for personalisation and choice. A historical theme and question for the assignment should be chosen by the learner and agreed with the teacher/lecturer. This should be drawn from the themes of:

- ◆ social, economic and political developments
- ◆ international co-operation and conflict
- ◆ struggles for political and cultural dominance

The question can come from either the Scottish, British or European/World Units.

All learners should be provided with a clear outline of the assessment, including when and how they will be assessed. The teacher/lecturer should offer the learner guidance on an appropriate choice of theme and question. For example, the question 'Why was Martin Luther King murdered?' comes from the theme of 'Struggles for political and cultural dominance' within the European/World Unit of the Course. A question may be relevant to more than one theme and this is acceptable.

Advice and guidance can also be offered on the structuring of the learner's answer and possible headings or other advice which assists the learner to describe and explain the key features of their topic.

- ◆ Although the learner should choose the topic to be researched, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and has resources available to enable the learner to successfully meet the

assessment standards. The assignment should be carried out under supervised open-book conditions.

- ◆ Teacher/lecturer guidance will be required to direct candidates to appropriate source materials. These can be primary and/or secondary. At least two historical sources must be used. The teacher/lecture should advise on why a particular piece of primary or secondary evidence is useful and/or reliable. Learners should record the sources they have used.
- ◆ Learners should comment on why their chosen question continues to be important and/or relevant. Note that knowledge and understanding of contemporary events is not assessed. It is the learner's ability to reflect on why their chosen historical question remains relevant or important to an understanding of the world today that is assessed. This should only be a brief comment and need not be an original view, rather a brief comment on why the learner's chosen historical question remains important and/or relevant.
- ◆ Learners can present their findings in a variety of ways, eg a talk followed by questions (a record to be kept by the teacher) or using digital media (for example, PowerPoint/Keynote/Prezi). Note that these are illustrative examples of digital media and do not constitute a closed list. A learning log or journal, which may be in electronic format, can be used, as can a written 'write up'. In assessing the learner's presentation, care should be taken to guard against the danger of over crediting such factors as IT skills or written communication skills, as opposed to historical knowledge and skills.
- ◆ The assignment need not be seen as an end-of-Course activity. It can be prepared for, carried out and assessed at any point within the History (National 4) Course. Learners should be given sufficient time to generate the required evidence to meet the assessment standards.
- ◆ The notional 40 hours for the assignment is intended to encompass the total learning and teaching activities to develop the skills and knowledge required to meet the assessment standards and the final assessment activity. Time should be allocated within Course planning for the learner to decide on a historical theme and question, select and organise sources of evidence, take notes on the key features of the question, and evaluate the usefulness of the sources being used. As a notional guide, 20% of the overall time allocated to the Unit (ie 8 hours) should be taken as the upper limit of the volume of preparation and assessment time.

Further information is provided in the exemplification of assessment in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Course Support Notes*.

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

Please refer to the Course Specification for information about skills for learning, skills for life and skills for work.

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Further mandatory information on Course coverage for the History (National 4) Course

The following gives details of mandatory skills, knowledge and understanding for the History (National 4) Course. Assessment of this Added Value Unit will involve selecting appropriate skills, knowledge and understanding from those listed below, in line with the Evidence Requirements above. This list of skills, knowledge and understanding also provides the basis for the assessment of all the Units in the Course:

- ◆ 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 are mainly factual, of historical themes and events in Scottish, British, European and World contexts

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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