Draft
National Unit Specification

Unit title: Historical Study: British (National 5)

SCQF: level 5 (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 evaluating the impact of a historical development. Learners will apply knowledge and understanding of important events and themes within a specific context of British history.

Learners who complete this Unit will be able to:

1 Use a range of straightforward historical skills to evaluate the impact of a historical development
2 Draw on a straightforward factual knowledge and understanding of important historical events

This Unit is a mandatory Unit of the History (National 5) Course and is also available as a free-standing Unit. The Unit specification should be read in conjunction with the *Unit Support Notes* which provides 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:

- History (National 4) or relevant component Units
- another social subject
- Literacy (SCQF level 4)

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*.

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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.*

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Use a range of straightforward historical skills to evaluate the impact of a historical development by:

1.1 Interpreting straightforward historical information and presenting findings in a structured manner
1.2 Providing a straightforward conclusion on the historical consequence of actions/inactions by individuals or groups

Outcome 2

The learner will:

2 Draw on a straightforward factual knowledge and understanding of important historical events by:

2.1 Outlining, in detail, and with some accuracy, important historical events
2.2 Explaining, in detail, important historical events

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 can study a range of different topics/contexts but only need to provide evidence for one.

Evidence can be presented in a variety of formats, including detailed written responses to questions, participation in group tasks, presenting information to other groups, and simple 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*.

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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
1.2 Writing
1.3 Listening and talking

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.*

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Administrative information

Published: August 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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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.

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