

**HISTORY**  
**Higher**

**Fifth edition: published March 2007**

**NOTE OF CHANGES TO ARRANGEMENTS  
FIFTH EDITION PUBLISHED MARCH 2007**

**COURSE TITLE:** History (Higher)

**COURSE CODE:** C044 12

**National Course Specification**

Course Details: Marks total for Paper 1 changed from 50 to 40 marks  
(from session 2007/2008)  
Layout of Arrangements updated

**National Unit Specification**

All Units: Advice on re-assessment updated  
Layout of descriptors updated

## National Course Specification

### HISTORY (HIGHER)

**COURSE CODE** C044 12

#### COURSE STRUCTURE

The Course has three mandatory Units:

<b>D255 12</b>	<b>Historical Study: Scottish and British (Higher)</b>	<b>1 credit (40 hours)</b>
<b>D256 12</b>	<b>Historical Study: European and World (Higher)</b>	<b>1 credit (40 hours)</b>
<b>D258 12</b>	<b>Historical Special Topic (Higher)</b>	<b>1 credit (40 hours)</b>

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course Assessment.

#### RECOMMENDED ENTRY

While entry to the Course is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- ◆ Standard Grade History or another social subject at Grade 1 or 2 (or possibly 3)
- ◆ an Intermediate 2 Course or Unit(s) in History
- ◆ a Course or Unit(s) at Intermediate 2 in another social subject.

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ Advanced Higher History or other subjects at Advanced Higher
- ◆ A Higher National programme in Social Sciences
- ◆ A higher education Course
- ◆ Training or employment

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#### Administrative Information

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## National Course Specification (cont)

**COURSE** History (Higher)

### CREDIT VALUE

The Higher Course in History is allocated 24 SCQF credit points at SCQF level 6.\*

*\*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### CORE SKILLS

This Course gives automatic certification of the following:

Complete core skills for the Course	None
Core skills components for the Course	Critical Thinking at Higher (SCQF level 6) Planning and Organising at Higher (SCQF level 6)

For information about the automatic certification of core skills for any individual Unit in this Course, please refer to the general information section at the beginning of the Unit.

## National Course Specification: course details

**COURSE** History (Higher)

### RATIONALE

The aims of the *Higher History* Course are to foster breadth and depth in the knowledge and understanding of historical themes and to develop skills of explaining historical developments and events, evaluating sources and drawing conclusions. These aims will be achieved through study of chosen contexts.

The two Historical Study Units (i.e. Scottish and British, and European and World) develop knowledge and understanding of a context and skills of historical analysis and extended writing. The *Historical Special Topic* Unit covers a context in greater depth and develops skills of historical source handling.

The outcomes of the Units and the criteria for the Course Assessment require candidates to handle detailed information in order to explain historical events, to address historical issues and to reach conclusions on the basis of reasoned argument. In addition, candidates will be expected to interpret and make use of a range of primary and secondary sources.

### COURSE AIMS

The aims of the *Higher History* Course are to develop and enhance important skills. These skills include:

- ◆ constructing and sustaining lines of argument which reflect the complexity of the issue they address
- ◆ presenting conclusions in a clear way, while reflecting the complexity of the issue under consideration
- ◆ evaluating historical sources in terms of authorship/origin, possible purpose, content and context
- ◆ participating in debate and discussion, through which attitudes of open-mindedness and tolerance are fostered
- ◆ adopting a structured approach to the research of a historical issue

### COURSE CONTENT

The Course is divided into three mandatory Units dealing with Scottish, British, European and World history:

- D255 12: Historical Study: Scottish and British
- D256 12: Historical Study: European and World
- D258 12: Historical Special Topic

Within each Unit there is a choice of periods to study:

- Option A – Medieval History
- Option B – Early Modern History
- Option C – Later Modern History

The same period must be chosen for the two Historical Study Units. The *Historical Special Topic* Unit may relate to any period. Candidates should study one context in each of the three Units. The content of each context will be subject to sampling in the Course Assessment.

## National Course Specification: course details (cont)

**COURSE** History (Higher)

The detailed content of each context is given in the appropriate descriptors for each Unit.

### *Historical Study: Scottish and British Unit (D255 12)*

#### **Medieval Society**

A study of the basic elements of twelfth-century society in England and Scotland illustrating the themes of Church, feudalism and power.

#### **Scotland in the Age of the Reformation 1542 – 1603**

A study of religious and political change and conflict in sixteenth-century Scotland, illustrating the themes of crown, Church and authority.

#### **Scotland and England in the Century of Revolutions 1603 – 1702**

A study of the nature of political and religious authority in England and Scotland in the seventeenth century, and the challenges to that authority posed by rights claimed on behalf of the individual and of religious and social groups, illustrating the themes of authority, rights and revolution.

#### **Britain 1850 – 1979**

A study of political and popular attempts to influence the development of democracy and attempts to resolve conflicts arising from economic, political and social pressures in Britain in the period 1850 to 1979, illustrating the themes of ideology, identity and authority.

### *Historical Study: European and World Unit (D256 12)*

#### **Nation and King**

A study of the interaction of crown and magnates and of the development of national identity and consciousness in the twelfth and thirteenth centuries, illustrating the themes of authority and identity.

#### **Crisis of Authority**

A study of the crisis of authority in Church and state in fourteenth- and fifteenth-century Europe, illustrating the themes of authority, conflict and revolt.

#### **Royal Authority in 17th and 18th Century Europe**

A study of absolutism as a form of royal authority in France, Prussia and Austria, illustrating the themes of authority and ideology.

#### **The French Revolution: The Emergence of the Citizen State**

A study of the nature of French government and society in the eighteenth century, of the origins and nature of the challenges to absolutism, and of the differences and similarities between the Ancien Régime and post-revolutionary governments to 1799.

#### **The Growth of Nationalism: Germany**

A study of ideology, identity and authority in Germany from 1815 to 1939 as shown through aspects of nationalism and the growth and changing characteristics of the nation state.

#### **The Growth of Nationalism: Italy**

A study of ideology, identity and authority in Italy from 1815 to 1939 as shown through aspects of nationalism and the growth and changing characteristics of the nation state.

## National Course Specification: course details (cont)

**COURSE** History (Higher)

### **The Large Scale State: the USA**

A study of ideology, identity and authority in a large multi-ethnic state, as developed through the following aspects of US history during the years 1918–68.

### **The Large Scale State: Russia**

A study of ideology, identity and authority in a large multi-national state, as developed through the following aspects of Russian history during the years 1881–1921.

### *Historical Special Topic Unit (D258 12)*

#### **1 Norman Conquest and Expansion 1050 – 1153**

A study of the political, social and economic changes brought about by Norman expansion in Europe during the years 1050–1153.

#### **2 The Crusades 1096 – 1204**

A study of the interaction of religious, political and economic factors in the crusading movement between 1096 and 1204.

#### **3 Scotland 1689 – 1715**

A study of authority, political change and national identity in Scotland 1689–1715.

#### **4 The Atlantic Slave Trade**

A study of the reasons for the development of the slave trade, the economic consequences of that trade, and changing perspectives with regard to its morality.

#### **5 The American Revolution**

A study of colonial control, the political ideas and attitudes challenging that control, and the reasons for its eventual breakdown.

#### **6 Patterns of Migration: Scotland 1830 – 1939**

A study of the causes and results of the movements of population into, within and away from Scotland during the period 1830–1939, focusing on issues of identity and assimilation and on the experience of migrants in their new countries or communities.

#### **7 Appeasement and the Road to War, to 1939**

A study of the nature of Fascist foreign policy in Europe and the reactions of the democratic powers to its threat.

#### **8 The Origins and Development of the Cold War 1945 – 1985**

A study of ideology and regional conflicts and of attempts to achieve détente in the context of relationships between the USA and the Soviet Union.

#### **9 Ireland 1900 – 1985: a Divided Identity**

A study of the issues of Irish identity; political, religious and cultural divisions within Ireland; challenges to authority; conflicts and attempts to resolve conflicts.

## National Course Specification: course details (cont)

**COURSE** History (Higher)

The content of the Course may be organised by period, as follows:

### ***Option A: Medieval History***

A general study of the themes of Crown, Church and Community in Medieval Europe (eleventh to fifteenth centuries).

*Higher Historical Study: Scottish and British*

- Medieval Society

*Higher Historical Study: European and World*

- Nation and King, **or**
- Crisis of Authority

*Higher Historical Special Topic*

- Norman Conquest and Expansion 1050 – 1153, **or**
- The Crusades 1096 – 1204

### ***Option B: Early Modern History***

A general study of the themes of Authority, Rights and Revolution in the early modern world (sixteenth to eighteenth centuries).

*Higher Historical Study: Scottish and British*

- Scotland in the Age of the Reformation 1542 – 1603, **or**
- Scotland and England in the Century of Revolutions 1603 – 1702

*Higher Historical Study: European and World*

Royal Authority in 17<sup>th</sup> and 18<sup>th</sup> Century Europe, **or**

- The French Revolution: The Emergence of the Citizen State

*Higher Historical Special Topic*

- Scotland 1689 – 1715, **or**
- The Atlantic Slave Trade, **or**
- The American Revolution

### ***Option C: Later Modern History***

A general study of the themes of Ideology, Identity and Authority in the later modern world (nineteenth and twentieth centuries).

*Higher Historical Study: Scottish and British*

- Britain 1850 – 1979

*Higher Historical Study: European and World*

- The Growth of Nationalism (Germany or Italy), **or**
- The Large Scale State (the USA or Russia)

*Higher Historical Special Topic*

- Patterns of Migration: Scotland 1830 – 1939, **or**
- Appeasement and the Road to War, to 1939, **or**
- The Origins and Development of the Cold War, 1945 – 1985, **or**
- Ireland 1900 – 1985: a Divided Identity

## National Course Specification: course details (cont)

**COURSE** History (Higher)

### ASSESSMENT

To achieve the Course award the candidates must pass the Units as well as the Course Assessment. The candidate's grade is based on the Course Assessment.

#### Assessment objectives

The key objective of assessment is to ensure that candidates have achieved the aims of the Course. In particular, assessment seeks to ensure that candidates have understood and can apply the Course content and that they can communicate their understanding.

Unit assessments aim to ensure candidates can describe and analyse historical issues relating to familiar and less familiar situations through the use of extended response questions and source evaluation items.

Course assessment aims to ensure candidates can retain knowledge and understanding and skills over a longer period of time to describe and analyse historical issues in more demanding situations through extended response questions, source evaluation items, and the production of an Extended Essay.

Candidates will be required to demonstrate the ability to integrate the skills of knowledge and understanding and analysis and communicate these effectively. Arguments will be supported by relevant and accurate evidence, both presented and recalled. Analysis will be balanced and informed.

#### Unit assessment

The Unit assessment for the *Historical Study: Scottish and British* and *Historical Study: European and World* (Higher) Units will be closed book assessments. The maximum time allowed for each assessment is 1 hour. The Unit assessment for the *Historical Special Topic* (Higher) Unit is a closed book assessment for which the maximum time allowed is 1 hour 30 minutes. Assessments should take place at an appropriate time.

Each Unit is assessed against the standards set out in the *National Unit Specification: statement of standards* for each Unit. Full details of the Outcomes, Performance Criteria and Evidence Requirements may be found in the Unit Specifications.

Further details about Unit assessment for this Course can be found in the NAB materials and in the Unit Specifications.

#### Course Assessment

The Course Assessment will consist of the following:

- ◆ two question papers with a total allocation of 70 marks; Paper 1 has an allocation of 40 marks and Paper 2 has an allocation of 30 marks
- ◆ an Extended Essay with a total allocation of 30 marks.

## National Course Specification: course details (cont)

**COURSE** History (Higher)

### Question Papers

#### Paper 1 (1 hour 20 minutes)

- ◆ Paper 1 examines knowledge and understanding and analysis covering the content of the Historical Studies: Scottish and British and European and World (Higher) Units
- ◆ all questions will require an extended response
- ◆ the paper will consist of three Options (A, B and C), each with two sections. Within each Option, candidates will answer:
  - Historical Study: Scottish and British – candidates should answer one essay question, worth 20 marks each, from a choice of five
  - Historical Study: European and World – candidates should answer one essay question, worth 20 marks each, from a choice of four

#### Paper 2 (1 hour 25 minutes)

- ◆ Paper 2 examines source evaluation skills, knowledge and understanding and analysis covering the content of the Higher Special Topic Unit
- ◆ all questions will require a short response
- ◆ there will be a set of sources and questions on each Special Topic
- ◆ items will be based on a set of five sources; at least three sources will be primary and at least one source will be secondary
- ◆ items will be worth 5, 5, 6, 6 and 8 marks; the 8-mark item will relate to three sources
- ◆ those aspects to which source materials will relate in the Course Assessment, Paper 2, are shown in italics in the Unit descriptors

### Extended Essay

- ◆ each candidate will produce an Extended Essay or oral response on an issue of their own choice
- ◆ titles must be drawn from the content of a context studied in any Unit in the History (Higher) Course
- ◆ a title should be a question which invites debate and argument
- ◆ each candidate should research the chosen issue using a variety of historical sources and select from them materials relevant to the chosen issue
- ◆ with the aid of only a plan of their own devising, candidates should write up the Extended Essay in the classroom under supervised conditions in a single continuous period of two hours
- ◆ the Extended Essay is worth a total of 30 marks out of a total of 100 marks for the Course Assessment
- ◆ it will be externally marked, using criteria developed from the grade descriptions for the Course
- ◆ plans should be a maximum of 200 words in length; where used, abbreviations and dates will count as one word each. The forms for plans are available for downloading from the History subject page of the SQA website ([www.sqa.org.uk](http://www.sqa.org.uk))
- ◆ a penalty of up to 10 marks will be deducted once the stated word limit of the plan has been exceeded.

## National Course Specification: course details (cont)

**COURSE** History (Higher)

Further details of the Course Assessment are given in the Course Assessment Specification and in the Specimen Question Paper.

### Link between Unit and Course Assessment/added value

Unit assessment requires candidates to:

- ◆ demonstrate knowledge, understanding and skills acquired in the Units
- ◆ apply critically the knowledge, understanding and skills in one context for each of the Historical Study Units
- ◆ evaluate sources relating to a Special Topic

When completing the Course Assessment candidates have the opportunity to demonstrate the greater level of attainment appropriate for a graded Course award in *Higher History* by:

- ◆ demonstrating the ability to retain knowledge, understanding and skills acquired in the Units over a greater period of time
- ◆ applying critically the knowledge, understanding and skills acquired in the Units in a more demanding situation
- ◆ synthesising a large volume of complex information to produce a detailed and reasoned Extended Essay on the conclusions of research findings

### GRADE DESCRIPTIONS AT A AND C

The candidate's grade will be based on the total score obtained from the Course Assessment. The descriptions below indicate the nature of achievement required for an award at Grade C and A in the Course.

The descriptions require that the knowledge and understanding, skills and ability to use concepts which have been acquired over the Units be retained and demonstrated in the Course Assessment, including the answering of unseen questions and the Extended Essay/oral response.

The characteristics of responses at Grade C and at Grade A are described below. It should be remembered that almost all responses will show evidence of attainment of different criteria at different levels. Some responses will exhibit some, though not all, of the features listed in any one category; others will be stronger in one area than another. Each answer will therefore be considered as a whole.

The grade descriptions should be considered in relation to specific questions asked.

## National Course Specification: course details (cont)

**COURSE** History (Higher)

<b>GRADE C</b>	<b>GRADE A</b>
Accurate and relevant knowledge has been selected from recall and applied to address a historical issue and show understanding of relevant themes.	The evidence used in support of the argument is well organised, is effectively applied to the question and shows a coherent understanding of the topic.
There is a valid explanation of historical developments and events, supported by evidence.	There is a clear, coherent, well-developed analysis, supported effectively by historical evidence.
The historical issue has been placed in context; the response is presented in a structured manner; the conclusion is relevant to the question and is supported by evidence.	The argument is well structured and supported and is consistently relevant, presents a broad picture of the question and leads to a balanced conclusion.
Sources have been analysed, evaluated and used to explain historical events, taking into account both content and context.	Sources have been thoroughly analysed, and their evaluation is accurate, relevant, detailed, and well supported in relation to both content and context.

## National Course Specification: course details (cont)

**COURSE** History (Higher)

### ESTIMATES AND APPEALS

Detailed advice and guidance is issued to centres in the publication *Estimates, Absentees and Assessment Appeals: Guidance on Evidence Requirements*.

#### Estimates

In preparing estimates, evidence must take account of performance across the Course and must be judged against the grade descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

#### Appeals

Evidence to support appeals for the Course must show a sufficient breadth of coverage of the content and must relate to the Course grade descriptions.

Candidates are required to demonstrate knowledge and understanding of, and the ability to analyse and evaluate within, the chosen contexts from the specified sections in the question paper.

The most robust evidence will meet the following criteria:

- ◆ there should be evidence of retained knowledge and understanding
- ◆ there should be evidence of the ability to apply the knowledge and understanding in a more demanding situation
- ◆ there should be evidence of retained skills of evaluation of unfamiliar materials
- ◆ the candidate should be able to demonstrate a broad knowledge and understanding of the chosen contexts

Evidence which meets these criteria and demonstrates the retention of knowledge and skills over a period of time is likely to come from an integrated test or prelim which reflects the requirements of the Course Assessment in demand, structure and timing.

Although a prelim examination is not mandatory, it can give a good indication of how a candidate will perform with the addition of time pressure and the need to apply knowledge and skills in the chosen contexts in the Course Assessment. The instrument of assessment should reflect the structure of the Course Assessment Specification and the standards set out in the Specimen Question Paper. Centres must ensure that the instrument of assessment has not been seen previously by candidates.

The NABs for the Units for the Course on their own do not provide sufficient evidence to support an appeal since they do not provide evidence of a candidate's ability to:

- ◆ respond to questions from across all three Units of the Course on a single occasion
- ◆ apply skills in more demanding situations

NABs may, however, be put together into an assessment that mirrors the format and timing of the Course Assessment to produce robust evidence to support an appeal.

Marking schemes referring to the grade descriptions should be included with **all** evidence submitted in support of an appeal.

## **National Course Specification: course details (cont)**

**COURSE** History (Higher)

### **QUALITY ASSURANCE**

All National Courses are subject to external marking and/or verification. External markers, visiting examiners and verifiers are trained by SQA to apply national standards.

The Units of all Courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by trained markers working in their own time, markers' meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Verifier reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk).

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE**

The learning experience gained by candidates should reflect the aims and rationale of the subject and should build on the good practices developed previously. The learning experience should include a variety of approaches to the acquisition of knowledge and skills, centre around progression and encourage and support independent learning.

The following learning experiences are essential to the Course. Candidates should:

- engage in wide-ranging, independent reading relevant to their historical studies
- interpret and evaluate historical source material
- record systematically information derived from a variety of sources, such as books, notes, lectures and audio-visual materials
- make use of relevant historical terms and concepts
- take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge in order to develop the ability to think independently and make informed judgements
- develop the skills of extended writing or producing an extended response for a variety of purposes including descriptive and analytical essays or equivalent responses, of differing lengths.

It is recommended that at this level candidates should be encouraged, within a clear framework of tasks, to take increasing responsibility for their own learning.

It is important that the candidates should develop an understanding of the historical themes that run through the chosen context, rather than simply learn about a series of discrete historical issues.

## National Course Specification: course details (cont)

### **COURSE** History (Higher)

The three Units may be taught in any order, or in a concurrent or integrated manner. The learning experiences in all three Units reinforce each other: knowledge and understanding of the content, historical themes and general concepts will be developed along with increased competence in the skills listed in the outcomes. The order in which Units or their parts are studied will depend on their specific content. The Course, and each Unit, may be taught chronologically or thematically.

The additional 40 hours allowed for the Course may be used at the discretion of the teacher/lecturer to consolidate and vary the candidates' learning experiences, including those listed above. It also includes time to prepare and produce the Extended Essay. Time may be used near the start of the Course for introduction to concepts, methods and skills, at various points throughout for consolidation and remediation or for preparation for internal assessment, and near the end of the Course, for integration, revision and preparation for Course Assessment.

The methodology used by teachers/lecturers will be built on existing good practice. Teacher/lecturer exposition and note-taking from textbooks, information sheets and a wide variety of other secondary sources are likely to form the basis of class work in Units. Class and group discussion may reinforce this. Extension work, access to primary sources, independent reading and resource-based learning should be made available to individuals and groups as appropriate.

It is anticipated that the skills relating to extended writing or producing an extended response will be built up gradually, founded where relevant on achievements at Intermediate 2 or at Standard Grade. Shorter assignments may be used to develop specific skills. The integration of these skills into a piece of extended writing or an oral response could be built up through practice in planning, paragraphing and the preparation of introductions and conclusions as a means to demonstrate competence in the historical skills assessed in the Unit. Opportunities should be provided for revision and redrafting of extended responses following critical review.

Time should also be allowed for the gathering of information and the planning of the Extended Essay or oral response. The choice of topic, and particularly of question, will require guidance in two important respects: the decision as to whether to develop an issue already covered in coursework or to follow a new issue from the contexts studied; and the actual wording of the question, which should be unambiguous, invite debate and relate clearly to the content of one of the contexts studied. Time may also be used for redrafting the plan and for early drafts of the essay or oral response itself. The skills in writing the Extended Essay are similar to those for essays in the external examination, so time spent preparing for the former will be beneficial to performance in the latter, and vice versa.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

## National Unit Specification: general information

**UNIT** Historical Study: Scottish and British (Higher)

**CODE** D255 12

**COURSE** History (Higher)

### SUMMARY

This is a mandatory Unit in the *Higher History* Course, but it can also be studied as a freestanding Unit.

This Unit seeks to develop knowledge and understanding of a chosen historical context, along with skills of communication and independent thinking. The contexts relate to one of the three broad periods of Scottish and British History: Medieval, Early Modern and Later Modern History. Where a Higher History Course is being followed, choice of contexts across the Scottish and British and European and World Units must relate consistently to the same period.

A successful candidate will be able to explain and comment on historical developments and events, to respond to a historical issue through a reasoned argument, and to support a conclusion with valid historical evidence.

### OUTCOMES

- 1 Apply knowledge and demonstrate understanding of historical developments, events and issues.
- 2 Evaluate historical developments, events and issues.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- Standard Grade History or another social subject at Grade 1 or 2 (or possibly 3)
- an Intermediate 2 Course or Unit(s) in History
- a Course or Units at Intermediate 2 in another social subject

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**            Historical Study: Scottish and British (Higher)

### **CREDIT VALUE**

1 credit at Higher (6 SCQF credit points at SCQF level 6\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT**            Historical Study: Scottish and British (Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Apply knowledge and demonstrate understanding of historical developments, events and issues.

##### **Performance criteria**

- (a) The knowledge selected from recall is relevant.
- (b) The knowledge selected demonstrates accurate understanding of the topic and its themes and issues.
- (c) The knowledge is applied to address a given historical issue.

#### **OUTCOME 2**

Evaluate historical developments, events and issues.

##### **Performance criteria**

- (a) The historical development, event or issue is placed in context.
- (b) The explanation is valid in terms of the historical development, event or issue being addressed.
- (c) The response is appropriately structured.
- (d) The evaluation makes use of historical evidence.
- (e) The conclusion is relevant to the development, event or issue and is supported accurately by the evidence presented.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The content for this Unit is specified in the Appendix to this Unit.

To demonstrate satisfactory attainment in these Outcomes the candidate should answer one essay question, assessing both knowledge and understanding (Outcome 1) and evaluation (Outcome 2) during or near the end of the Unit. This will include written or equivalent evidence which satisfies both Outcomes. A maximum time of 1 hour is allowed.

If reassessment is required, it should consist of a fresh assessment instrument.

The assessment of the Outcomes should be based on a holistic approach. Achievement can be determined by a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard. It is recommended that such an instrument of assessment should be submitted to SQA for prior verification.

## **National Unit Specification: support notes**

### **UNIT**            Historical Study: Scottish and British (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The summary content of this Unit is contained in the content of the Course. Expanded descriptions of the content for each context contained in this Unit are detailed in the appendix to this Unit Specification.

Candidates will be required to study one of the specified contexts.

The choice of content for each context within this Unit is based upon a series of historical themes. These are specific to the context studied, for example, nationalism, rights or authority. These themes assist teachers/lecturers in selecting content and assessment. Understanding of these themes may be demonstrated without explicit reference to them.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

While undertaking this Unit, candidates should be provided with the opportunity to:

- engage in wide-ranging, independent reading relevant to their historical studies
- interpret and evaluate historical source material
- record systematically information derived from a variety of sources, such as books, notes, lectures and audio-visual materials
- make use of relevant historical terms and concepts
- take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge in order to develop the ability to think independently and make informed judgements
- develop the skills of extended writing or producing an extended response for a variety of purposes including descriptive and analytical essays or equivalent responses, of differing lengths.

It is recommended that at this level candidates should be encouraged, within a clear framework of tasks, to take responsibility for their own learning.

It is important that the candidates should develop understanding of the historical themes that run through the chosen context, rather than simply learn about a series of discrete historical issues.

The methodology used by teachers/lecturers will be built on existing good practice. The knowledge and understanding of the themes and content delivered in this Unit should be linked to the development of skills of interpretation, evaluation and analysis to provide insight and encourage respect for available evidence.

## **National Unit Specification: support notes (cont)**

### **UNIT**            Historical Study: Scottish and British (Higher)

Teacher/lecturer exposition can provide the basis for class work in this Unit. Opportunities should be provided to develop candidates' powers of note-making and note-taking and time should be made available for class and group discussion. A variety of resources should be used including textbooks, information sheets and a wide range of both secondary and primary source materials. Materials and strategies should be designed for the whole ability range, eg core and extension work, groupwork and individual work.

It is anticipated that the skills relating to extended writing will be built up gradually, founded where relevant on achievements at Intermediate 2 or at Standard Grade. The integration of these skills into a piece of extended writing or an oral response could be built up through practice in planning, paragraphing and the preparing of introductions and conclusions as a means to demonstrate competence in the historical skills assessed in the Unit. Opportunities should be provided for revision and redrafting of extended responses following critical review.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The evidence of attainment of both Outcomes for this Unit should be provided in the form of an essay from one context. The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, ie without collaboration, the assistance of notes or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. A maximum time of 1 hour is allowed for assessment of an item covering both Outcomes.

The marking scheme should reflect the standard embodied in the Performance Criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and, by inference, satisfactory coverage of all Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

**UNIT** Historical Study: Scottish and British (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Option A: Medieval History – Medieval Society**

Descriptor	Coverage
<p>A study of the basic elements of twelfth-century society in England and Scotland illustrating the themes of Church, feudalism and power.</p>	<p>The feudal system and serfdom: what it was and how it worked with reference to nobles and knights; the role of serfdom; strengths and weaknesses of the feudal system.</p> <p>Towns: their importance as providers of manufactures and markets; the king's interest including reference to royal burghs and their place in feudal society; the reasons for urban expansion in the twelfth century.</p> <p>The Church: the regular and secular Church; popular religion including reference to beliefs, relics, saints and pilgrimages; the political and economic roles of the Church; its place in the feudal system.</p> <p>Feudal monarchy: examined through the reigns of David I of Scotland and Henry II of England and concentrating on the growth of royal power and government, the development of law, order, justice and relations with the Church.</p>

UNIT Historical Study: Scottish and British (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.***Option B: Early Modern History – Scotland in the Age of the Reformation 1542 – 1603**

Descriptor	Coverage
A study of religious and political change and conflict in sixteenth-century Scotland, illustrating the themes of crown, Church and authority.	<p>Scottish political and social structure at the death of James V. The Church: faith, organisation, failure of attempts at reform.</p> <p>Relationship with England and France: the ‘rough wooing’; Mary’s move to France.</p> <p>The growth of Protestantism in Scotland: Wishart, Knox and Calvinism. Religious conflict. The Reformation of 1560.</p> <p>Mary Queen of Scots in Scotland: relations with Elizabeth and the Scots nobles; domestic unrest; rebellion against Mary; her capture, abdication and exile. Her imprisonment and execution in England.</p> <p>The confirmation of the Reformation in Scotland: regencies of Moray and Morton; the young James VI; Andrew Melville and the development of Presbyterianism.</p> <p>James VI’s personal rule in Scotland: law and order, finance, relationship of Crown and Church; the Union of the Crowns; contrasts with 1542 in Church and state.</p>

**Option B: Early Modern History – Scotland and England in the Century of Revolutions 1603 – 1702**

Descriptor	Coverage
A study of the nature of political and religious authority in Scotland and England in the seventeenth century, and the challenges to that authority posed by rights claimed on behalf of the individual and of religious and social groups, illustrating the themes of authority, rights and revolution.	<p>State and society in Scotland and England at the beginning of the seventeenth century.</p> <p>The political challenge to royal authority and its causes, with particular reference to the origins of the Covenanter movement in Scotland and to the origins of the Civil War in England.</p> <p>The problems involved in constructing alternative forms of government during the period 1649-60.</p> <p>The Revolution of 1688-9 and its significance for the rights of individuals and social groups (to 1702).</p>

UNIT Historical Study: Scottish and British (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit***Option C: Later Modern History – Britain 1850 – 1979**

Descriptor	Coverage
<p>A study of political and popular attempts to influence the development of democracy and attempts to resolve conflicts arising from economic, political and social pressures in Britain in the period 1850 – 1979, illustrating the themes of ideology, identity and authority.</p>	<p>Democracy and the British people: the growth of democracy, including the major changes which widened the franchise and extended democracy 1867 – 1928; the reasons for these changes and their effects on the political identity of Britain.</p> <p>Political and popular attempts to influence the development of democracy, exemplified by:</p> <ul style="list-style-type: none"> <li>• the growth of the labour movement from 1890 to 1922</li> <li>• the movements for women’s suffrage up to 1928.</li> </ul> <p>Government and people: socio-economic problems in the period and the changing role of central government in addressing them, exemplified by:</p> <ul style="list-style-type: none"> <li>• the Liberal Government, 1906–14, and the problem of poverty</li> <li>• the impact of the Great Depression and the response of the National Government to the problems of the period 1931-39</li> <li>• the post-war Labour Government, 1945 –51, and the establishment of the welfare state.</li> </ul> <p>The changing identity of Scotland in the UK as identified by <b>either</b></p> <p><i>Changing Scottish Society 1880 –1939</i>: the impact of urbanisation on Scotland with reference to:</p> <ul style="list-style-type: none"> <li>• leisure/popular culture</li> <li>• religion</li> <li>• education</li> </ul> <p><b>or</b></p> <p><i>The Rise of Political Nationalism</i></p> <ul style="list-style-type: none"> <li>• changing attitudes to the union, 1880 –1939</li> <li>• issues of devolution and independence, 1930 –79.</li> </ul>

## National Unit Specification: general information

**UNIT** Historical Study: European And World (Higher)

**CODE** D256 12

**COURSE** History (Higher)

### SUMMARY

This is a mandatory Unit in the *Higher History* Course, but it can also be studied as a freestanding Unit.

This Unit seeks to develop knowledge and understanding of a chosen historical context along with skills of communication and independent thinking. The contexts relate to one of the three broad periods of European and World History: Medieval, Early Modern and Later Modern History. Where a Higher History Course is being followed, choice of contexts across the Scottish and British and European and World Units must relate consistently to the same period.

A successful candidate will be able to explain and comment on historical developments and events, to respond to a historical issue through a reasoned argument, and to support a conclusion with valid historical evidence.

### OUTCOMES

- 1 Apply knowledge and demonstrate understanding of historical developments, events and issues.
- 2 Evaluate historical developments, events and issues.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- Standard Grade History or another social subject at Grade 1 or 2 (or possibly 3)
- an Intermediate 2 Course or Unit(s) in History
- a Course or Units at Intermediate 2 in another social subject.

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**            Historical Study: European and World (Higher)

### **CREDIT VALUE**

1 credit at Higher. (6 SCQF credit points at SCQF level 6\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT**            Historical Study: European and World (Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Apply knowledge and demonstrate understanding of historical developments, events and issues.

##### **Performance criteria**

- (a) The knowledge selected from recall is relevant.
- (b) The knowledge selected demonstrates accurate understanding of the topic and its themes and issues.
- (c) The knowledge is applied to address a given historical issue.

#### **OUTCOME 2**

Evaluate historical developments, events and issues.

##### **Performance criteria**

- (a) The historical development, event or issue is placed in context.
- (b) The explanation is valid in terms of the historical development, event or issue being addressed.
- (c) The response is appropriately structured.
- (d) The evaluation makes use of historical evidence.
- (e) The conclusion is relevant to the development, event or issue and is supported accurately by the evidence presented.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The content for this Unit is specified in the Appendix to this Unit.

To demonstrate satisfactory attainment in these Outcomes the candidate should answer one essay question, assessing both knowledge and understanding (Outcome 1) and evaluation (Outcome 2) during or near the end of the Unit. This will include written or equivalent evidence which satisfies both Outcomes. A maximum time of 1 hour is allowed.

If reassessment is required, it should consist of a fresh assessment instrument.

The assessment of the Outcomes should be based on a holistic approach. Achievement can be determined by a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard. It is recommended that such an instrument of assessment should be submitted to SQA for prior verification.

## **National Unit Specification: support notes**

### **UNIT**            Historical Study: European and World (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The summary content of this Unit is contained in the content of the Course. Expanded descriptions of the content for each context contained in this Unit are detailed in the appendix to this Unit Specification.

Candidates will be required to study one of the specified contexts.

The choice of content for each context within this Unit is based upon a series of historical themes. These are specific to the context studied, for example, nationalism, rights or authority. These themes assist teachers/lecturers in selecting content and assessment. Understanding of these themes may be demonstrated without explicit reference to them.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

While undertaking this Unit, candidates should be provided with the opportunity to:

- engage in wide-ranging, independent reading relevant to their historical studies
- interpret and evaluate historical source material
- record systematically information derived from a variety of sources, such as books, notes, lectures and audio-visual materials
- make use of relevant historical terms and concepts
- take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge in order to develop the ability to think independently and make informed judgements
- develop the skills of extended writing or producing an extended response for a variety of purposes including descriptive and analytical essays or equivalent responses, of differing lengths.

It is recommended that at this level candidates should be encouraged, within a clear framework of tasks, to take responsibility for their own learning.

It is important that the candidates should develop understanding of the historical themes that run through the chosen context, rather than simply learn about a series of discrete historical issues.

The methodology used by teachers/lecturers will be built on existing good practice. The knowledge and understanding of the themes and content delivered in this Unit should be linked to the development of skills of interpretation, evaluation and analysis to provide insight and encourage respect for available evidence.

## **National Unit Specification: support notes (cont)**

### **UNIT**            Historical Study: European and World (Higher)

Teacher/lecturer exposition can provide the basis for class work in this Unit. Opportunities should be provided to develop candidates' powers of note-making and note-taking and time should be made for class and group discussion. A variety of resources should be used including textbooks, information sheets and a wide range of both secondary and primary source materials. Materials and strategies should be designed for the whole ability range, eg core and extension work, groupwork and individual work.

It is anticipated that the skills relating to extended writing will be built up gradually, founded where relevant on achievements at Intermediate 2 or at Standard Grade. The integration of these skills into a piece of extended writing or an oral response could be built up through practice in planning, paragraphing and the preparing of introductions and conclusions as a means to demonstrate competence in the historical skills assessed in the Unit. Opportunities should be provided for revision and redrafting of extended responses following critical review.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The evidence of attainment of both Outcomes for this Unit should be provided in the form of an essay from one context. The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, ie without collaboration, the assistance of notes, or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. A maximum time of 1 hour is allowed for assessment of an item covering both Outcomes.

The marking scheme should reflect the standard embodied in the Performance Criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and, by inference, satisfactory coverage of all Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

## UNIT Historical Study: European and World (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Option A: Medieval History – Nation and King**

Descriptor	Coverage
A study of the interaction of crown and magnates and of the development of national identity and consciousness in the twelfth and thirteenth centuries, illustrating the themes of authority and identity.	<p>John and Magna Carta, showing the reasons for the emergence of baronial opposition to the monarch and the ways in which that opposition was expressed.</p> <p>The reigns of Philip II and Louis IX of France showing the expansion of the French monarchy and the reasons for the lack of baronial opposition to the king.</p> <p>The Scottish Wars of Independence 1286 –1328, showing the development of national identity and consciousness in opposition to English claims of overlordship and including reference to the idea of the Community of the Realm.</p>

**Option A: Medieval History – Crisis of Authority**

Descriptor	Coverage
A study of the crisis of authority in Church and state in fourteenth- and fifteenth-century Europe, illustrating the themes of authority, conflict and revolt.	<p>The Hundred Years' War and its economic, social and political effects on France and England.</p> <p>Social upheaval: the Black Death and its effects on continental Europe, England and Scotland; the decline of serfdom; fourteenth-century uprisings, the Jacquerie and the Peasants' Revolt.</p> <p>The Church in crisis 1305–1450: the Avignon Papacy, the Great Schism and the Conciliar Movement.</p>

## National Unit Specification: statement of standards

## Appendix

UNIT Historical Study: European and World (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

### Option B: Early Modern History – Royal Authority in 17th and 18th Century Europe

Descriptor	Coverage
A study of absolutism as a form of royal authority in France, Prussia and Austria, illustrating the themes of authority and ideology.	<p>The changing nature of royal authority in Louis XIV's France: Versailles and the Court as an instrument of government; relationship between central and local government.</p> <p>The nature and limitations of Louis XIV's absolutism in action, with reference to the Huguenot problem, the financial burdens of absolute monarchy and its relationship to French society.</p> <p>Enlightened absolutism in the eighteenth century: case studies of the roles of Frederick the Great in Prussia and of Joseph II within the Hapsburg Empire.</p> <p>The domestic effects of Frederick the Great's reign on Prussia. The social effects of Joseph II's enlightened reforms, with particular reference to religion and serfdom.</p>

### Option B: Early Modern History – The French Revolution: The Emergence of the Citizen State

Descriptor	Coverage
A study of the nature of French government and society in the eighteenth century, of the origins and nature of the challenges to absolutism, and of the differences and similarities between the Ancien Régime and post-revolutionary governments to 1799.	<p>State and society in eighteenth-century France: the Ancien Régime.</p> <p>The challenge to royal authority posed by rights claimed on behalf of the individual and political, religious and social groups, with particular reference to the nobility, parlements, popular unrest and Enlightenment ideas.</p> <p>The difficulties faced by absolute monarchy in the 1780s and the reasons for its collapse in 1788 – 89.</p> <p>The changing nature of government from Republic to Consulate, 1788-99, with reference to the rights claimed on behalf of the individual and of political and social groups.</p>

## National Unit Specification: Statement of standards

## Appendix

**UNIT** Historical Study: European and World (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

### Option C: Later Modern History – The Growth of Nationalism: Germany

Descriptor	Coverage
A study of ideology, identity and authority in Germany from 1815 to 1939 as shown through aspects of nationalism and the growth and changing characteristics of the nation state.	<p>Reasons for the growth of national consciousness in Germany in the early nineteenth century; reasons for the emergence of Germany as a nation state; the process of unification in Germany.</p> <p>A study of the political character of the new nation state, 1871–1914, with particular reference to the exercise of its authority; the impact of nationalism on the international relations of the new state.</p> <p>The nature of Fascism and the reasons for its victory; the nature of fascist authority and the use of power to 1939.</p>

### Option C: Later Modern History – The Growth of Nationalism: Italy

Descriptor	Coverage
A study of ideology, identity and authority in Italy from 1815 to 1939 as shown through aspects of nationalism and the growth and changing characteristics of the nation state.	<p>Reasons for the growth of national consciousness in Italy in the early nineteenth century; reasons for the emergence of Italy as a nation state; the process of unification in Italy.</p> <p>A study of the political character of the new nation state, 1871–1914, with particular reference to the exercise of its authority; the impact of nationalism on the international relations of the new state.</p> <p>The nature of Fascism and the reasons for its victory; the nature of fascist authority and the use of power to 1939.</p>

## UNIT Historical Study: European and World (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**Option C: Later Modern History – The Large Scale State: the USA**

Descriptor	Coverage
<p>A study of ideology, identity and authority in a large multi-ethnic state, as developed through the following aspects of US history during the years 1918–68.</p>	<p>The USA at the end of the First World War: the USA as a multi-ethnic society, including the social, economic and political status of the different ethnic groups; federal and state powers in the US constitution; the US economy and the US state.</p> <p>Capitalism and the state in the USA during the 1920s: the laissez-faire ideology of Republican governments; the economic policies of Republican governments; prosperity and poverty during the 1920s boom: the Wall Street Crash and its impact to 1932.</p> <p>The growth in federal powers from 1918, with particular reference to the New Deal and to civil rights issues.</p> <p>Changing attitudes and measures with regard to immigration during the 1920s; the attitudes and activities of the Ku Klux Klan; reasons for growing pressure for civil rights after 1945; the nature of the civil rights movements of the 1950s and 1960s; the effects of the civil rights movement; black radical protest movements.</p>

**Option C: Later Modern History – The Large Scale State: Russia**

Descriptor	Coverage
<p>A study of ideology, identity and authority in a large multi-national state, as developed through the following aspects of Russian history during the years 1881–1921.</p>	<p>The character of Tsarist autocracy in Russia 1881–1917: the control of the peasantry and of a growing industrial proletariat; the Russification of National Minorities; the suppression of opposition.</p> <p>Forces which challenged the ideology, identity and authority of the Tsarist state: the influence of revolutionary ideology; the 1905 revolution and the modification of autocracy; the Dumas and the work of Stolypin.</p> <p>The conflicts of ideology, identity and authority in Russia during the period 1917–21: the disintegration of the Tsarist state by 1917; Russia’s experiment with democracy after the February Revolution; the Bolshevik Revolution, the Civil War and the establishment of the Soviet state.</p>

## National Unit Specification: general information

**UNIT** Historical Special Topic (Higher)

**CODE** D258 12

**COURSE** History (Higher)

### SUMMARY

This is a mandatory Unit in the *Higher History* Course, but it can also be studied as a freestanding Unit.

This Unit seeks to develop knowledge and understanding of historical themes through study of a chosen context, along with skills of historical source handling and independent thinking. The context should be chosen from one of three broad periods of either: Scottish and British or European and World History. The three period options are: Medieval, Early Modern and Later Modern History.

Successful candidates will be able to analyse sources by interpreting them, comparing them and placing them in their historical context. They will be able to make use of sources to explain historical developments and events and to evaluate the reliability and usefulness of sources.

### OUTCOMES

- 1 Evaluate sources with reference to their provenance and content.
- 2 Evaluate sources with reference to their wider historical context.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- Standard Grade History or another social subject at Grade 1 or 2 (or possibly 3)
- an Intermediate 2 Course or Unit(s) in History
- a Course or Units at Intermediate 2 in another social subject.

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### Administrative Information

**Superclass:** DB

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## **National Unit Specification: general information (cont)**

**UNIT**            Historical Special Topic (Higher)

### **CREDIT VALUE**

1 credit at Higher. (6 SCQF credit points at SCQF level 6\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT**            Historical Special Topic (Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Evaluate sources with reference to their provenance and content.

##### **Performance criteria**

- (a) The evaluation of a range of primary and secondary sources takes account of their origin and purpose.
- (b) The evaluation accurately interprets the content of the sources.
- (c) The comparison of sources demonstrates understanding of origin, purpose and/or content.

#### **OUTCOME 2**

Evaluate sources with reference to their wider historical context.

##### **Performance criteria**

- (a) Sources are related accurately to historical developments and events through recall.
- (b) The evaluation presents a balanced view of the source or sources.
- (c) The comparison and/or evaluation of the source or sources demonstrates understanding of the wider context.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The content for this Unit is specified in the Appendix to this Unit.

To demonstrate satisfactory attainment in these Outcomes the candidate should answer five questions based on five sources, assessing the skills of evaluation, during or near the end of the Unit. Sources will be drawn from the italicised areas of the content. This will include written or equivalent evidence which satisfies both Outcomes. A maximum time of 1 hour and 30 minutes is allowed.

If reassessment is required, it should consist of a fresh assessment instrument.

The assessment of the Outcomes should be based on a holistic approach. Achievement can be determined by a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard. It is recommended that such an instrument of assessment should be submitted to SQA for prior verification.

## **National Unit Specification: support notes**

### **UNIT            Historical Special Topic (Higher)**

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The summary content of this Unit is contained in the content of the course. Expanded descriptions of the content for each context contained in this Unit are detailed in the appendix to this Unit Specification. The italicised sections indicate the areas from which sources will be drawn.

Candidates will be required to study one of the specified contexts.

The choice of content for each context within this Unit is based upon a series of historical themes. These are specific to the context studied, for example, nationalism, rights or authority. These themes assist teachers/lecturers in selecting content and assessment. Understanding of these themes may be demonstrated without explicit reference to them.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

While undertaking this Unit, candidates should be provided with the opportunity to:

- engage in wide-ranging, independent reading relevant to their historical studies
- interpret and evaluate historical source material and set it in context
- record systematically information derived from a variety of sources, such as books, notes, lectures and audio-visual materials
- make use of relevant historical terms and concepts
- take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge in order to develop the ability to think independently and make informed judgements

It is recommended that at this level candidates should be encouraged, within a clear framework of tasks, to take responsibility for their own learning.

It is important that candidates should develop understanding of the historical themes that run through the chosen topic, rather than simply learn about a series of discrete historical issues.

The methodology used by teachers/lecturers will be built on existing good practice. The knowledge and understanding of the themes and content delivered in this Unit should be linked to the development of skills of interpretation, evaluation and analysis to provide insight and encourage respect for available evidence.

Teacher/lecturer exposition can provide the basis for class work in this Unit. Opportunities should be provided to develop candidates' powers of note-making and note-taking. Time should be made for class and group discussion. A variety of resources should be used including textbooks, information sheets and a wide range of both secondary and primary source materials. Materials and strategies should be designed for the whole ability range eg core and extension work, groupwork and individual work.

## **National Unit Specification: support notes (cont)**

**UNIT**            Historical Special Topic (Higher)

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The evidence of attainment of both Outcomes for this Unit should be provided in the form of five structured responses from the chosen Historical Study context. The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, ie without collaboration, the assistance of notes, or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. A maximum time of 1 hour and 30 minutes is allowed for assessment of an item covering both Outcomes.

The marking scheme should reflect the standard embodied in the Performance Criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and, by inference, satisfactory coverage of all Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

## UNIT Historical Special Topic (Higher)

*NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

**1. Norman Conquest and Expansion 1050 – 1153**

Descriptor	Coverage
<p>A study of the political, social and economic change brought about by Norman expansion in Europe during the years 1050–1153.</p>	<p>Reasons for Norman expansion; the advent of Norman influence in southern Italy (to 1085).</p> <p><i>The Norman Conquest of England, 1066.</i></p> <p><i>The impact of Norman rule in England under William I on the power of the crown, on the role of the nobility, on the indigenous population and on the Church.</i></p> <p><i>David I's introduction of the Normans to Scotland.</i></p> <p>The Anglo-Norman monarchy of Henry I; his control of Normandy, development of law and order, the growth of royal power and relations with the Church.</p> <p>An assessment of the Norman achievement.</p>

**2. The Crusades 1096 – 1204**

Descriptor	Coverage
<p>A study of the interaction of religious, political and economic factors in the crusading movement between 1096 and 1204.</p>	<p>The crusading movement: its underlying causes; the attitudes of Church and State to the crusading movement.</p> <p><i>The First Crusade: the popular appeal of the idea of Holy War and the reasons for taking the cross; the People's Crusade; the Princes' Crusade; disputes and rivalries between the crusaders; the capture of Jerusalem and the establishment of the Latin Kingdom; effects on trade and commerce in the Mediterranean.</i></p> <p><i>The fall of Jerusalem and the European reaction to it which led to the Third Crusade; disagreement between crusaders and crusading nations; the differing attitudes and viewpoints of crusaders and Frankish settlers; the effects of personalities, especially Richard I and Saladin; the truce.</i></p> <p>Effects of the Crusades in Palestine and in Europe; the subsequent development of the crusading ideal.</p>

## UNIT Historical Special Topic (Higher)

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## 3. Scotland 1689 – 1715

Descriptor	Coverage
A study of authority, political change and national identity in Scotland 1689–1715.	<p>The constitutional and religious settlement of 1688: the consequences for the position of the Church and for political control in Scotland.</p> <p>The political structure of Scotland after 1688: the nature and powers of monarchy and parliament; the political management of Scotland.</p> <p><i>Issues in Anglo-Scottish relations: disputes concerning the English Navigation Acts; the Darien venture; the dispute over the Succession.</i></p> <p><i>The debate about Scottish identity: reasons for support for the idea of a Union; reasons for opposition to the Union; negotiations leading to the Treaty of Union; the Treaty of Union, its terms and immediate impact in Scotland to 1714.</i></p> <p>The causes of the Jacobite rebellion of 1715.</p>

## 4. The Atlantic Slave Trade

Descriptor	Coverage
A study of the reasons for the development of the slave trade, the economic consequences of that trade, and changing perspectives with regard to its morality.	<p>General introduction to the slave trade before the eighteenth century: the reasons for its introduction and expansion; its importance for Britain in terms of navigation, trade, the procurement of raw materials and industrial development.</p> <p>The implications of the trade for African societies; the slave sellers and the European ‘factories’ on the West African coast. Slave resistance to the slave trade. Slave societies in the New World.</p> <p><i>Attitudes towards the slave trade in eighteenth-century Britain and the reasons for them: the attitude of slaves and former slaves; changing views in Britain and the beginnings of the abolition movement; the arguments and attitudes of abolitionists; the methods of the abolition campaign; the reasons for the eventual abolition of the British slave trade in 1807; the significance of abolition in Britain in the context of the slave trade as a whole.</i></p>

## UNIT Historical Special Topic (Higher)

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**5. The American Revolution**

Descriptor	Coverage
<p>A study of colonial control, the political ideas and attitudes challenging that control, and the reasons for its eventual breakdown.</p>	<p>Colonial control in the early 1760s: the mercantilist system in theory and practice; the authority of Crown and Parliament in the colonies.</p> <p>Challenges to control, 1763 to early 1770s: significance of the defeat of France, 1763; Britain's search for more efficient administration and methods of raising revenue in the colonies; the attempt to control colonial expansion and to reorganise Canada; colonial resistance to British revenue-raising efforts, including the constitutional arguments used, the methods employed and the organisations developed.</p> <p><i>The breakdown of colonial control and its consequences: Burke and British sympathisers with colonial protest; the Declaration of Rights and Grievances; the outbreak of war; the failure of negotiations; Tom Paine and the Declaration of Independence; the military, administrative and geographical problems facing Britain; foreign intervention; the development of American forces; British defeat; British attempts to alter its colonial policies in Canada; the 1787 American Constitution.</i></p>

## UNIT Historical Special Topic (Higher)

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**6. Patterns of Migration: Scotland 1830 – 1939**

Descriptor	Coverage
<p>A study of the causes and results of the movement of population into, within and away from Scotland during the period 1830 –1939, focusing on issues of identity and assimilation and on the experience of migrants in their new countries or communities.</p>	<p>Reasons for internal migration and immigration into Scotland during the period 1830–1939, with particular reference to Irish immigration during these years.</p> <p><i>The effects of internal migration and immigration during the period 1830–1889, with reference to issues of law and order, religion, education, housing and employment; issues of identity and assimilation relating to Irish immigrants to Scotland during the period 1830–1939.</i></p> <p><i>Reasons for emigration from Scotland during the period 1830–1939; the experiences of Scots abroad, especially in North America and Australasia, with reference to employment and identity.</i></p> <p>Issues of assimilation and identity among European immigrant groups to Scotland during the period 1830–1939.</p> <p>Effects of emigration on Scotland during these years.</p>

**7. Appeasement and the Road to War, to 1939**

Descriptor	Coverage
<p>A study of the nature of Fascist foreign policy in Europe and the reactions of the democratic powers to its threat.</p>	<p>Fascist ideology and its application to the foreign policies of Germany and Italy from 1933; the European repercussions of Italian ambitions in Abyssinia; the failure of the League of Nations sanctions; the Hoare-Laval Pact (1935). Attitudes to German re-armament and expansion.</p> <p><i>The policy of appeasement and reaction to it, as seen through the reoccupation of the Rhineland, intervention in the Spanish Civil War, the annexation of Austria and the developing crises in Czechoslovakia up to Munich.</i></p> <p>The fate of Czechoslovakia, the Polish crisis and events leading to the outbreak of war in September 1939.</p>

## UNIT Historical Special Topic (Higher)

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**8. The Origins and Development of the Cold War 1945 – 85**

Descriptor	Coverage
<p>A study of ideology and regional conflicts and of attempts to achieve détente in the context of relationships between the USA and the Soviet Union.</p>	<p>The origins of conflict to 1955: an outline of ideological differences and military rivalry including competing military alliances, the Berlin Blockade, intervention in Eastern Europe and Korea, and rivalry in conventional and nuclear weaponry.</p> <p><i>Issues of superpower conflict 1955-75, including rivalry in military technology, Soviet intervention in Hungary, the problem of Berlin, the Cuban Crises, Czechoslovakia, US intervention in South East Asia; attempts to resolve these issues during the years 1955-75; the changing character of superpower political leadership.</i></p> <p>Continuing issues of confrontation and efforts at co-operation 1975-85, including the nature and cost of the arms race, potential areas of conflict in the developing world, negotiations and agreements.</p>

## UNIT Historical Special Topic (Higher)

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**9. Ireland 1900 – 1985: a Divided Identity**

Descriptor	Coverage
<p>A study of the issues of Irish identity; political, religious and cultural divisions within Ireland; challenges to authority; conflicts and attempts to resolve conflicts.</p>	<p>The British position in Ireland; the Irish cultural revival and the re-emergence of Irish Republicanism; Redmond and Home Rule; the distinctive economic and religious features of the Northern Counties.</p> <p><i>The crisis of identity and authority 1912-23: Nationalist and Unionist responses to the Home Rule Bill; Irish participation in the First World War and its consequences.</i></p> <p><i>The Nationalist Movement 1914-16; the Easter Rising; its effects in Ireland and on Britain.</i></p> <p><i>The General Election of 1918 in Ireland; Declaration of Independence; the Anglo-Irish war 1919-21.</i></p> <p><i>The Government of Ireland Act 1920; establishment of Stormont; the Treaty of 1921 and the creation of the Free State.</i></p> <p><i>The Civil War in the Free State 1922-23; Special Powers Act 1922.</i></p> <p>Unionist ascendancy in the North after 1923 and challenges to it; from the Irish Free State to the Irish Republic; Civil Rights campaign in Ulster and its consequences after 1968; direct rule by Britain; economic problems in Ulster since 1968; the Ulster Workers' Strike 1974; Irish Government's responses to troubles in the North; the Anglo-Irish accord, 1985.</p>