

SQA Advanced Unit Specification

General information for centres

Unit title: Role of History, Culture and Genealogy in Scottish Tourism

Unit code: HT2C 47

Unit purpose: This unit is designed to provide candidates with an underpinning knowledge of Scottish History, culture – including the main legends and myths – and genealogy relevant to Scotland as a tourist destination.

It is primarily intended for candidates working within Scotland, but would also be relevant for candidates outside Scotland who have a requirement to possess a general knowledge of Scottish history, culture and genealogy.

On completion of the unit the candidate should be able to:

1. relate knowledge of selected periods of Scottish history to particular places of interest to the visitor
2. provide knowledge of Scottish cultural and social heritage to the tourist when visiting Scotland
3. analyse traditional links between Scotland and a country where the main groups of visitors to Scotland come from

Credit points and level: 1 SQA Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**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 National 1 to Doctorates.*

Recommended prior knowledge and skills: Candidates should have good communication skills and research skills. This may be evidenced by the achievement of English at National 5, by possession of History at National 5, or by possession of a suitable SQA Advanced Communication Unit (SCQF level 7). Possession of the unit *Providing Information on the Scottish Tourism Product* (HT2E 47) is desirable, but not essential.

Core skills: There may be opportunities for candidates to gather evidence towards core skills within this unit, although there is no automatic certification of core skills or core skills components within this unit.

SQA Advanced Unit Specification

General information for centres

Unit title: Role of History, Culture and Genealogy in Scottish Tourism

Context for delivery: This unit is included in the framework of the SQA Advanced Certificate in Tourism and the SQA Advanced Diploma in Tourism, and the SQA Advanced Diploma in Travel and Tourism group awards. It is recommended that it be taught and assessed within the context of the particular group award to which it contributes.

Assessment: This unit is assessed by separate assessments for each outcome. Assessment should be carried out in controlled conditions to ensure that learners are using their own knowledge and research and not applying the work of other candidates. Candidates must achieve all of the minimum evidence required for each outcome in order to pass the unit.

The breadth of topics is widespread and it is recommended that candidates are assessed by end of outcome testing. Outcome 1 is assessed by an open-book assignment, completed in a controlled environment. Outcome 2 is assessed by short-answer questions. Outcome 3 is assessed by a written project or an oral presentation.

SQA Advanced Unit specification: statement of standards

Unit title: Role of History, Culture and Genealogy in Scottish Tourism

Unit code: HT2C 47

The sections of the unit stating the outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Relate knowledge of selected periods of Scottish history to particular places of interest to the visitor.

Knowledge and/or skills

- ◆ pre-historic Scotland
- ◆ Viking invasions
- ◆ Wars of Independence from the death of Alexander III in 1286 to the return of David II in 1357
- ◆ Stewart dynasty from the late 14th century to early 18th century
- ◆ Jacobite Risings of 18th century
- ◆ Hanoverian succession
- ◆ Victorian Britain
- ◆ 20th and 21st century Scotland

Evidence requirements

Performance evidence to indicate ability to identify, select and analyse the relevance of historical background to a certain place, and ability to use it in written and oral tourism contexts.

Two periods from the items in the knowledge/skills section must be covered. This should include the Stewart dynasty from the late 14th century to early 18th century, and one other period which may be chosen by the candidate.

Assessment guidelines

The assessment for this outcome is distinct from the other outcomes and should be assessed separately. The assessment for this outcome could be an open-book assignment which summarises the chosen period of history and relates it to existing places of interest, and which the visitor(s) can access, eg The Jacobite Risings may be linked with Culloden Visitor Centre or the Glenfinnan monument.

SQA Advanced Unit Specification

Details should be given about the location of the attraction and facilities within the attraction, along with opening times, costs and any other relevant information. The assignment should be a minimum of 800 words on each topic.

Outcome 2

Provide knowledge of Scottish cultural and social heritage to the tourist when visiting Scotland

Knowledge and/or skills

- ◆ Scottish architecture, in particular the work of Charles Rennie Mackintosh and one other renowned architect (eg Alexander ‘Greek’ Thomson, William Adam, Sir William Bruce)
- ◆ Scottish tradition, including Highland dress, Ceilidh, Scottish food and Scottish music
- ◆ Scottish literature, in particular the works of Robert Louis Stevenson and one other Scottish author of the candidate’s choice (eg Robert Burns, Sir Walter Scott, Ian Rankin, Arthur Conan Doyle)
- ◆ Scottish sports, in particular golf, football, winter sports and water sports
- ◆ Scottish film industry and the relationship with tourism (eg Braveheart, Mrs Brown, Rob Roy, Trainspotting, Mary Queen of Scots, Harry Potter, Loch Ness)

Evidence requirements

Evidence from each knowledge and skills statement is required.

Assessment guidelines

Candidates must provide a satisfactory response to 10 objective questions, for example short-answer or structured questions, which sample all the knowledge and skills areas covered in the outcome. Sections will correspond to the bullet points listed above, with two questions from each area. Candidates must satisfactorily answer 8 questions correctly, with no more than one error in each section. When answering short questions, candidates may use two sides of A4 paper for their own notes when answering the questions.

Outcome 3

Analyse traditional links between Scotland and a country from where the main groups of visitors to Scotland come from

Knowledge and/or skills

- ◆ historical connections between the two countries
- ◆ commercial links between the two countries
- ◆ sport connections between the two countries
- ◆ genealogical links between the two countries

SQA Advanced Unit Specification

Evidence requirements

The candidate should select any country from VisitScotland's current list of top 10 international visitors.

Provide written or oral evidence of their analysis of the historical, commercial, sporting and genealogical links between their selected country and Scotland.

Assessment guidelines

Candidates will be required to research appropriate information from differing sources such as books, brochures, television or internet. The candidate should be able to show evidence of historical connection in the form of a battle or war, treaty, joint government of the countries or Commonwealth rule. The commercial link should be demonstrated with reference to major companies who produce goods or services within one country which are traded (exported or imported) to the other chosen country. The sport connection can be of the candidate's choice but should be evidenced by reference to international tournaments, recognised sporting bodies (eg SFA, FIFA) and/or individual sportsmen or women who link the two countries. The genealogical link should show how families have either left Scotland to settle in the candidate's choice of country, or how families have moved from the candidate's choice of country to Scotland.

Candidates will be required to present a written or oral presentation which satisfies all the bullet points listed in the knowledge and skills connection. If a written presentation is applied, it should be a minimum of 800 words, whereas an oral presentation should be a minimum of 10 minutes.

SQA Advanced Unit Specification

Administrative Information

Unit code:	HT2C 47
Unit title:	Role of History, Culture and Genealogy in Scottish Tourism
Superclass category:	FL
Date of publication:	August 2017
Version:	01

History of Changes:

Version	Description of change	Date

Source: SQA

© Scottish Qualifications Authority 2004, 2011, 2017

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced qualifications.

For further information, please call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our Centre Feedback Form.

SQA Advanced Unit specification: support notes

Unit title: Role of History, Culture and Genealogy in Scottish Tourism

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.

This unit is intended as part of a group award in Tourism or Travel and Tourism.

Guidance on the content and context for this unit

The content of the unit should reflect the importance that the history of Scotland has played in determining many of the current visitor attractions and providing reasons for several tourist visits through areas such as genealogy. Because of the tourism aspect, the history of Scotland should be presented as interesting, exciting and should concentrate predominately on the areas where mainstream interest lies.

In addition to the essential knowledge and skills outlined in the following may be covered to gain full benefit from the unit.

Knowledge of selected periods of Scottish history in relation to places of interest

Candidates should be aware of the various stages of Scottish national development, leading from the pre-historic traces, through invasion by Romans and Vikings, up to the four main kingdoms and final unification as a single nation. There should be an awareness of the main historical characters: including Kenneth McAlpin, Macbeth and Duncan, Malcolm Canmore, Alexander III, John Baliol, Robert Bruce, James Stewart (I – VI) Mary Stuart, Charles I and II, Cromwell, William of Orange, George I, Bonnie Prince Charlie, or Queen Victoria. Characters should also include non Royals such as St Ninian, St Columba, William Wallace, Rob Roy MacGregor, David Livingstone, John Paul Jones (father of US Navy), Adam Smith, Andrew Carnegie, Captain Kidd, Donald Dewar, Alexander Fleming, James Watt, Thomas Telford, John Logie Baird or Mary Slessor.

These characters should be linked to events (establishment of Edinburgh as a city, wars of independence, Scottish renaissance period, Flodden, rough wooing of Mary Queen of Scots, Mary's execution, covenanters, Glencoe massacre, Culloden, Victoria's retreat to the Highlands, as well as the Scottish historical aspects of World War I and II.

SQA Advanced Unit Specification

Places of interest should be selected from around the country, and not just the Central belt, ranging from Whithorn to Skara Brae and from Coldstream to John O’Groats. Also include the Orkneys, Shetlands, Hebrides and Western Isles. Information on places can be readily obtained through organisations such as VisitScotland (visitscotland.com), Historic Scotland (www.historic-scotland.gov.uk), National Trust of Scotland (<http://www.nts.org.uk>) and Association of Scottish Visitor Attractions (www.asva.co.uk).

Knowledge of Scottish cultural and social heritage

The architecture of Scotland has been affected by the historical aspects of Roman, Viking, Norman, and French styles as well as the huge influences of architects such as Charles Rennie Mackintosh, Alexander ‘Greek’ Thomson and William Adam, and monarchs such as James IV, Victoria and Prince Charles. Reference can be made to the variety of castles, palaces, churches and stately homes, as well as the public buildings such as city chambers, libraries, galleries, museums and the Scottish Parliament.

The culture and tradition of Scotland is widely recognised both at home and in many countries abroad. Such traditions including the wearing of the kilt and Highland dress, the dances, recitations and music associated with Ceilidhs, the various traditional elements associated with Scottish food and drink (cullen skink, traditional broths, roasts, stews, stovies, pies, cranachan and cheeses, as well as drink such as grain and malt whisky, beers, lagers, floral wines and liqueurs. The music of Scotland can range from the traditional harps, bagpipes, fiddles and massed bands to the diverse pop music including groups such as Travis, Runrig, Wet Wet Wet, Texas, Lulu and the Bay City Rollers.

Scottish literature is not only linked to the classic writers such as Scott, Stevenson and Burns, but can include the popular writings from a range of authors such as A J Cronin, J M. Barrie, Arthur Conan Doyle, Molly Weir, Ian Rankin, Irving Welsh, John Buchan, Christine Marion Fraser, Hugh MacDiarmid and William McGonagall. The authors’ works should be based in Scotland, whether factual or fictional.

Scotland has a major role to play in sport, both from the point of view of location as well as our national teams. Our geography gives us a terrific location for sports such as golf, ski-ing, sailing, mountaineering, horse riding and orienteering. Our sporting teams, and fans, are prominent in sports such as football, rugby, boxing, curling and American football.

The film industry has played a vital role in Scottish tourism for many years, but recent blockbusters such as Braveheart, Rob Roy, Mrs Brown, Harry Potter and Loch Ness have all contributed heavily to the attraction of tourists. Films can be explored for the point of view of films set in Scotland (Local Hero, Whisky Galore, Mary Queen of Scots, Trainspotting, Shallow Grave, Greyfriars Bobby, Massacre of Glencoe, Ring of Bright Water, Bonnie Prince Charlie) as well as films starring Scottish actors, such as Sean Connery, Ewan McGregor, Robbie Coltrane, Billy Connelly, Robert Carlyle, Ian Bannen, Emma Thompson, Elaine C Smith, Annette Crosbie or Deborah Kerr.

SQA Advanced Unit Specification

The links between Scotland and one other country

A country should be selected from VisitScotland's current list of top 10 international visitors (http://www.visitscotland.org/research_and_statistics/visitor_research/international_visitors.aspx).

Depending on the country selected by the candidate, the links may be very strong or may be tentatively based on Scottish origin. The main thrust of the outcome is to look at links which would lead to visitors coming to Scotland to follow up a lead, whether based on family, business, history or sport.

The link can be examined from both points of view, i.e., the visitor coming to Scotland or the visitor from Scotland travelling to the selected country.

The historical connection can look at Scottish characters or events which have been influential in the other country's history (eg historic treaties; arranged royal marriages; wealthy landowners in the two countries; Highland Clearances and American independence; Mary Queen of Scots and Queen of France; Auld Alliance; Commonwealth countries which share(d) our monarchy; Carnegie and the building of US railways; Alan Pinkerton and the founding of the detective agency; Alexander Graham Bell and the development of the telephone company.

The commercial links could focus on many of the Scottish industries and our trading partners over the centuries. Examples could be taken from shipbuilding, coal mining, whisky production, sugar trading, car manufacturing, the electronics industry, service industry, airline and shipping companies, and the television and film industry.

Sport connections could be both outbound and inward bound. There are many companies who specialise in providing accommodation and access to sports such as ski-ing packages, golf packages, sailing and cruising. Also, there are many worldwide fan clubs of sports organisations, such as football teams like Glasgow Celtic, Glasgow Rangers, Heart of Midlothian or Aberdeen; rugby teams, in particular the Borders teams such as Hawick, Galashiels, Selkirk or Jedburgh; boxing heroes such as Benny Lynch or Jim Watt, racing drivers such as Jim Clark or Jackie Stewart.

Genealogical links have become so important to Scottish tourism that Visit Scotland raised it as an area for niche marketing. The increase in usage of internet searching and the ready availability of records, such as parish records and national records of births, marriages and deaths has caused a big upsurge in visitors. More and more people are travelling to Scotland to trace family members and to see the land of their forefathers. There are now several existing and planned genealogical centres around Scotland.

Guidance on the delivery and assessment of this unit

The delivery of the unit should maximise the marketing materials of visitor attractions, both in terms of brochures and websites. The candidate should be able to recall important dates and events, but may make reference to suitable material to elaborate on details.

SQA Advanced Unit Specification

A sound overview of the main people and events in Scottish history takes time to develop and a suggested approach would be to introduce this topic at the beginning of the unit. The candidates may then construct a timeline to which notable people, places and events can be added on a regular basis. Formal tutor input can be supported, and class-based learning consolidated, by visits to historic sites, by video, by investigation, extensive use of the internet and presentation.

Open learning

The subject nature of the unit generally lends itself to a flexible delivery through paper-based open learning or online delivery. The evidence requirements would remain unchanged and the assessment guidelines could be tailored to include a video recorded presentation for Outcome 3 or the alternative written presentation. Where an assessment is required to be carried out in controlled conditions (e.g. closed book), a suitable mentor should be appointed to supervise the candidate and ensure authentication of the evidence produced.

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.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

General information for candidates

Unit title: Role of History, Culture and Genealogy in Scottish Tourism

This unit is designed to raise the awareness of Scottish history, culture and genealogy in the field of tourism. Attractions such as Edinburgh Castle, Culloden, New Lanark Heritage Centre and Burns' Cottage are all very big attractions because of their links with history and culture. Actors, authors and singers from this country have created interest in Scotland all around the world, bringing visitors to this country. You will be able to explore a number of these characters as you work your way through this unit. It is impossible to cover all the aspects of the unit, but you will be able to study the basic information and take your own interests further through additional research.

This single credit unit has three outcomes, with each of the title topics being covered. The first outcome explores Scottish history from pre-historic times to the present day. It will give you a brief insight into some of the more interesting aspects of our history, looking at characters such as Macbeth, William Wallace, Robert the Bruce, Mary Queen of Scots and Bonnie Prince Charlie. This outcome is assessed by two short open-book assignments.

The second outcome looks at some of the cultural issues which help to make Scotland unique. You will get the opportunity to look at elements such as food and drink, Highland dress, music, literature, architecture and sport. You will also be able to discuss some of the popular films which have helped raise awareness about Scotland. Did you know that James Bond was from Edinburgh and that Harry Potter's school Hogwarts is set in Scotland? This outcome is assessed by short-answer questions.

The final outcome explores the interesting subject of genealogy. This outcome traces the links between Scotland and any country of your choice from VisitScotland's current list of top 10 international visitors (http://www.visitscotland.org/research_and_statistics/visitor_research/international_visitors.aspx), subject to agreement with your tutor. You can then research the historical, commercial and sporting links between Scotland and your choice, and look at why people from that country may wish to trace their roots back to Scotland. Famous people with Scottish links have included astronauts Neil Armstrong and John Glen, actors David Duchovny, Clint Eastwood, Elizabeth Taylor and Robert Redford, ex-president Ronald Reagan and business executives such as Donald Trump and Tommy Hilfiger. It is fascinating to look back through family history and see where your ancestors originated. This outcome is assessed by means of a short written or oral presentation.