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SQA Advanced Unit specification: general information for centres

Unit title: History D: Specialist Study

Unit code: HV73 48

Superclass:	DB
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Unit purpose

This Unit is designed to develop candidates' knowledge and understanding of an event or series of events from the field of history. The Unit involves interpreting and analysing main developments and sources in order to enhance understanding.

It is intended for candidates who have progressed through studies in history and who would use it as the basis for further study.

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

1 Analyse the main developments associated with a specific situation, or a particular event, or series of events.
2 Analyse the contribution of selected sources in enhancing the understanding of that particular event or series of events.

Recommended prior knowledge and skills

Candidates should possess good communication skills. Other knowledge, skills and experience relevant to the unit would also be beneficial.

Candidates would benefit from having achieved Unit *History A: Introducing Topics within a Historical Period* and Unit *History B: Analysing Topics within a Historical Period* and Unit *History C: Evaluating Topics within a Historical Period.*

Ultimately, entry is at the discretion of the centre.

Credit points and level

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

*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.

Core Skills

There are opportunities to develop the Core Skills of *Communication* at SCQF level 6, and *Information and Communication Technology* at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment

This unit will be holistically assessed by a single instrument of assessment covering both Unit Outcomes. The assessment will be open book

An exemplar instrument of assessment and marking guidelines has been produced to indicate the national standard of achievement required at SCQF level 8.

SQA Advanced Unit specification: statement of standards

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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

Analyse the main developments associated with a specific situation, or a particular event, or series of events.

Knowledge and/or Skills

♦ Selection of historical period
♦ Identification of situation or event(s)
♦ Context of situation or event(s)
♦ Analysis of main developments

Outcome 2

Analyse the contribution of selected sources in enhancing understanding of the particular event or series of events.

Knowledge and/or Skills

♦ Sources
♦ Context of sources
♦ Key information/data
♦ Value of sources
♦ Limitation of sources
♦ Analysis of sources

Evidence Requirements for Outcomes 1 and 2

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

♦ Identify the situation or event(s)
♦ Relate the situation or event(s) to the historical period
♦ Explain the main developments of a specific situation or event(s)
♦ Analyse the main developments of a specific situation or event(s)
♦ Identify sources
♦ Relate the sources to context
♦ Describe context
♦ Identify key information/data
♦ Explain the value of sources
♦ Explain the limitations of sources
♦ Analyse the material contained in the sources

This unit will be holistically assessed by a single, open book, instrument of assessment covering Outcomes 1 and 2. The assessment topic should be handed out, or negotiated, at an appropriate point in the delivery of the unit and a submission date set. A feedback session with the candidate should ensure the authenticity of the candidate's work.

In response to the task set, the candidate must convey complex ideas in a well-structured and coherent form.

Regardless of the assessment method chosen, the candidate must submit a bibliography presented in a standard referencing format, such as Harvard.

Assessment Guidelines

The historical study chosen could be based on a topic from a period previously studied in *History A: Introducing Topics within a Historical Period, History B: Analysing Topics within a Historical Period or History C: Evaluating Topics within a Historical Period.* A topic or time period should be negotiated with the tutor.

There is a wide variety of methods of assessment that would allow candidates to meet the evidence requirements. The following are suggestions, though there may be other methods that would be suitable. Centres are reminded that prior verification would help to ensure that the national standard is being met.

This assessment could take the form of an open-book essay *or* divided into a set of structured questions with an expected candidate response of approximately 2,000 words *or* an individual oral presentation *or* a poster exhibition with expected candidate response of 15 minutes in presentation *or* a poster exhibition with expected candidate response of 15 minutes in presentation or explanation of the poster *or* any other method that is appropriate to meet the evidence requirements. Candidates could also provide evidence requirements in the form of an individual blog or creation of a website, with approximately 2,000 words.

Tutors should make candidates aware of the importance of the judicious selection of appropriate academic sources.

NB It is important that the language used in the assessment instrument reflects SCQF level 8 in each type of task.

SQA Advanced Unit specification: support notes

Unit title: History D: Specialist Study

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

History D is one of four units that cover History within the SQA Advanced Certificate/Diploma in Social Sciences. It builds on knowledge and skills demonstrated in *History A: Introducing Topics within a Historical Period, History B: Analysing Topics within a Historical Period* and *History C: Evaluating Topics within a Historical Period*. History D encourages candidates to further develop their analytical and evaluative skills.

A topic or time period should be negotiated with the tutor.

The aim of this Unit is to provide an opportunity for candidates to acquire an in-depth understanding of an event or series of events in the field of history. This will involve critically analysing and evaluating a particular event or series of events within the field of history. The assessment should allow candidates to see the complexity of historical processes and the inter-connectivity of various causes or the disparate consequences of any major event. This Unit offers candidates the opportunity to independently explore past event/s in a format that is engaging and interesting.

Guidance on the delivery and assessment of this Unit

The delivery of this Unit should be candidate-centred, and the lecturer should ensure that teaching methods are employed that will fully engage all candidates with the topic. Candidates should be encouraged to develop an enquiring mind. Primary and secondary sources should continue to be used, highlighting different explanations/interpretations of a topic, and thereby allowing candidates to develop more fully their analytical and evaluative skills.

Centres should structure the teaching programme to allow time for the development of Core Skills and other transferable skills and for assessment practice within the notional hours suggested.

This unit will be holistically assessed by a single, open book, instrument of assessment covering Outcomes 1 and 2.

Centres should design an appropriate assessment instrument based on a method that is suitable in allowing candidates to meet the evidence requirements. This can be written or oral (depending on the needs of the candidates and the organisational aspects for the Centre in choosing particular methods). If an oral method is chosen, it is recommended that Centres should record this (either by DVD or digital recorder, etc) or provide assessor notes on the presentation for external verification purposes. Oral presentations (or poster exhibitions) must be done individually as each candidate has to show evidence of meeting all evidence requirements, so a group presentation would not be suitable.

If the centre is using a blog or creation of a website as the way to gather evidence, this should not be in the public domain. Rather it should be on an intranet or private area of a VLE to reduce the likelihood of plagiarism. Authenticating a candidate's work is essential. It would be helpful to collect notes or PPT presentation materials from a candidate as further evidence of meeting SCQF level 8 in the presentation.

A centre can choose a mixture of methods across a cohort, as it may be more suitable for some candidates to give a written response and for others to use an oral method.

Centres should make sure they can authenticate a candidate's work. This may be done by questioning a candidate about their work, by seeing drafts of work under construction, by having partial write-up in presence of assessor or by using an anti-plagiarism tool, such as Turnitin or SafeAssign, which checks internet sites.

Remediation should be done by a review of the original work. Candidates should be asked to hand in a complete piece of work, with amendments incorporated in the appropriate context, rather than a large add-on at the end, or asked to fully rewrite their work to a prescribed format if it did not meet requirements. Oral clarification could be used for minor omissions or to clarify minor detail. If it is thought appropriate that a candidate tackle a different topic or question, then that new submission would count as a re-assessment.

In oral work, candidates can be questioned by the assessor at the end of their presentation or explanation, where minor omissions occur, or where clarity is required. This would help to reduce the need for re-assessment. However, where more work is required to meet the evidence requirements (eg where the quality of evidence is poor in a presentation) another presentation of the same duration, on the same topic or question as the original would be required. Only where a different topic or question is attempted would this be classed as re-assessment.

Opportunities for developing Core Skills

The delivery and assessment of this Unit may contribute towards the development of Core Skills of *Communication* and *Information and Communication Technology*. It can also support the development of other transferable skills, such as, essay writing, referencing, citation and bibliography skills and thinking, analytical and critical skills.

It is possible to develop **Communication at SCQF level 6** if the assessment takes the form of an essay or oral presentation. **For written communication at SCQF level 6 the skill is: produce well structured written communication on complex topics**. To develop this skill candidates can be encouraged in both formative and summative assessment to present all essential ideas/information and supporting detail in a logical and effective order; use a structure that is organised and use paragraphing to make distinctions between facts, opinions, arguments and conclusion, use a format, layout, and word choice which are appropriate to the content and context, and use spelling, punctuation, vocabulary and sentence structures which are consistently accurate. It is part of the evidence requirements for the Unit to ensure candidates convey complex ideas in a well-structured and coherent way. This can be stressed in delivery and in formative work, as well as being considered in summative assessment.

The candidates could be tasked with producing a written communication which presents, analyses, and evaluates a substantial body of information. These skills can be developed through formative activities, such as shorter essays, without being formally assessed for

certification of Core Skills. The task of evaluating and interpreting data from a specified period is complex and therefore should easily fit with SCQF level 6.

It is important to develop essay-writing skills for candidates' future progression. In doing this candidates should also be encouraged to use an appropriate referencing method, such as Harvard, for any formative or summative essays. Referencing, citation and bibliography skills are best developed using the vehicle of formative essay writing. It is part of the summative assessment to have an appropriate bibliography submitted in a standard referencing format.

For oral communication at SCQF level 6 the skill is: produce and respond to oral communication on a complex topic. In both formative and summative assessment the candidate could be encouraged to give a detailed oral presentation on evaluating and interpreting data from a specified period, which would be a complex topic. The specific skills of using an appropriate level of vocabulary, consistent spoken language structures and formality, conveying all essential information, opinions, or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate and responding to others, taking account of their contributions would be developed in an oral presentation or in an oral explanation of a poster exhibition. Although a summative assessment would require individual work and individual presentation, a formative assessment could be constructed that would encourage candidates to work in a small group, with a few people contributing to the presentation. This may allow a candidate to experience the demands of oral presentation before choosing this as an option for summative assessment of the Unit (if the centre is able to give that choice).

As it is important that candidates submit a bibliography (or reference section) in a standard format, such as Harvard, for the summative assessment, even oral assessment methods should incorporate an appropriate bibliography.

For the Core Skill of Information and Communication Technology at SCQF level 5 the skills are: 'Accessing Information, use ICT independently, effectively, and responsibly to access information within a range of tasks' and 'Providing/Creating Information, use ICT independently, effectively, and responsibly to carry out a range of processing tasks'. This Unit can help to develop such skills by the use of mini formative presentations using PowerPoint or other ICT presentation tool that will also support the development of oral communication. A summative assessment using ICT presentation methods is also possible. Specific areas of accessing information using internet searches or VLE use and providing and creating information can be developed in such tasks. Creating a blog or a website for the summative assessment is another way in which this Core Skill can be developed. This could be used where candidates (and their lecturer) have particular skills and interest in ICT.

Thinking, analytical and critical skills could be developed by posing questions at appropriate points in the delivery, enabling discussion and promoting the need for candidates to take responsibility for learning by encouraging the development of research skills via the internet or using text books.

Open learning

This Unit could be delivered by open or distance learning; however, it would require planning by the centre to ensure sufficiency and authenticity of candidate evidence.

A written response in the form of an essay or answers to structured questions could be posted or emailed to the assessor or uploaded onto a VLE. An oral presentation could be used that would be recorded on DVD and sent to the assessor, or could be done using video-conferencing or web-link and observed by the assessor.

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.

History of changes to Unit

Version	Description of change	Date

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our Centre Feedback Form.

General information for candidates

Unit title: History D: Specialist Study

This Unit will focus on **one** specified historical period. Within the Unit, you will examine certain developments in human society and in doing so identify major events, provide an explanation as to why these events occurred, and consider the impact these events have had. You will be expected to use historical sources to support an interpretation and also to compare and contrast different approaches/responses to events.

This unit will be holistically assessed by a single, open book, instrument of assessment covering all evidence requirements for Outcomes 1 and 2.

This assessment may be a written essay of approximately 2,000 words, or could be broken down into a set of structured questions with an overall response of approximately 2,000 words, or an oral presentation of approximately 15 minutes or a poster exhibition with oral explanation of approximately 15 minutes, or another method decided by your centre. Candidates could also provide the evidence requirements in the form of an individual blog or creation of a website, with approximately 2,000 words.

Your centre will inform you of the chosen method, which will be open book. This means that you will be allowed access to materials (eg text books, notes, VLE).

As you progress through the Unit material, you will be encouraged to develop the Core Skills of *Communication* at SCQF level 6 and *Information and Communication Technology* at SCQF level 5 by the types of activities you will experience.