

Comparative document

(Version 1.0 April 2012 compared with Version 1.1 April 2014)

Higher History Course Specification (C737 76)

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

Valid from August 2014

This edition: April ~~2012~~2014, version 1.~~0~~1

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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Course outline

Course title: Higher History

SCQF: level 6 (24 SCQF credit points)

Course code: ~~to be advised~~ C737 76

Mandatory Units

<u>H205 76</u>	Historical Study: Scottish (Higher)	6 SCQF credit points
<u>H20C 76</u>	Historical Study: British (Higher)	6 SCQF credit points
<u>H20D 76</u>	Historical Study: European and World (Higher)	6 SCQF credit points

Course assessment 6 SCQF credit points

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ♦ National 5 History Course or relevant component Units

Progression

This Course or its Units may provide progression to:

- ♦ Advanced Higher History Course or its Units
- ♦ further study, employment and/or training

Further details are provided in the Rationale section.

Equality and inclusion

This Course Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Course Support Notes*.

Rationale

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

This Course builds upon some of the principles and practices of the social studies curriculum area.

In History, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

History contributes to learners' understanding of the society in which they live and work by helping them to develop an appreciation and understanding of the forces which have shaped the world today.

The acquisition of discipline-based knowledge and understanding of historical events is central to helping learners function as effective contributors to society, as well as giving them more individual confidence in their learning and working lives.

History encourages learners to develop the attributes and capabilities of the four capacities in many respects. For example, learners' horizons are extended and they are challenged to look at the world in new ways. Their confidence grows as they begin to understand more about their sense of identity and place in the contemporary world. Learners will build up a framework of historical knowledge and understanding which can help them develop a sense of responsible citizenship.

The investigative and critical thinking activities in this Course give learners important experience in contributing to group work and also working on their own. Learners will acquire attributes which will be important for their life and work.

Through the skills and content of this Course, learners will develop a coherent and balanced understanding of Scottish, British, European and world history. The emphasis on the evaluation of a wide range of sources will progressively develop thinking skills. Learners will also progressively develop skills in literacy through using and synthesising information in a variety of ways.

Purpose and aims of the Course

The purpose of the Course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

The learner will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. Options cover topics from the Medieval, Early Modern and Later Modern periods and include elements of political, social, economic and cultural history. The approach developed and the understanding gained can be applied to other historical settings and issues.

The main aims of the Course are to develop:

- ◆ a conceptual understanding of the past and an ability to think independently
- ◆ a range of skills including the ability to apply a detailed historical perspective in a range of contexts
- ◆ the skills of analysing various interpretations of historical sources and critically evaluating a variety of views
- ◆ an understanding of the relationship between factors contributing to, and the impact of, historical events
- ◆ the skills of analysing, evaluating and synthesising historical information
- ◆ the skills of researching complex historical issues, drawing well-reasoned conclusions

Information about typical learners who might do the Course

History Courses are relevant for a wide range of learners. This Course is appropriate for those who wish to develop an understanding of history or who are seeking to progress and specialise in further historical study.

Entry to this Course is at the discretion of the centre. However, it may be beneficial for the learner to have the skills and knowledge required by National 5 History Course or equivalent qualifications.

Through the successful completion of this Course, important skills for learning, life and work are developed. These skills include: researching and investigating themes and events; analysing, evaluating and synthesising information from a wide range of sources to produce detailed and reasoned lines of argument; and drawing well-reasoned conclusions supported by evidence.

All Courses in this suite will take account of the needs of all learners and provide sufficient flexibility to enable learners to achieve in different ways and at ~~a~~ different ~~pace~~paces.

History Units and Courses are offered from SCQF level 3 to SCQF level 7. Vertical progression is possible through the levels of History qualifications and lateral progression is possible to other Social Studies qualifications.

Higher History provides an entry qualification for further study, employment and training. This Course is a preparation for a diverse range of occupations and careers.

Course structure and conditions of award

Course structure

This Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of people and society in the past. Learners will acquire and apply relevant knowledge and learn to apply skills of investigating, analysing and evaluating sources in order to understand and explain important historical events and themes.

This Course has three mandatory Units. Within each Unit there is a considerable degree of flexibility in contexts and themes which can be studied to allow personalisation and choice.

By undertaking this Course, learners will develop a wide range of transferable skills, including: researching and investigating themes and events; analysing, evaluating and synthesising information from a wide range of sources to produce detailed and reasoned lines of argument; and drawing well-reasoned conclusions supported by evidence.

The skills listed above will be developed and applied over a range of historical contexts. Each Unit also offers opportunities for learners to focus on particular skills.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

Historical Study: Scottish (Higher)

In this Unit, learners will develop techniques to evaluate a range of historical sources. Complex issues in Scottish history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

Historical Study: British (Higher)

In this Unit, learners will develop techniques to evaluate the impact of historical developments. Complex issues in British history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

Historical Study: European and World (Higher)

In this Unit, learners will develop techniques to evaluate the factors contributing to historical developments. Complex issues in European and world history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

Conditions of award

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Skills, knowledge and understanding

Further information on the assessment of the skills, knowledge and understanding for the Course is given in the *Course Assessment* Specification. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

This covers:

- ◆ developing and applying skills, knowledge and understanding across contexts from Scottish, British and European and world history
- ◆ evaluating the origin, purpose, content and context of historical sources
- ◆ evaluating the impact of historical developments and synthesising information in a well-structured manner
- ◆ evaluating the factors contributing towards historical developments, and drawing well-reasoned conclusions supported by evidence
- ◆ researching and analysing historical information
- ◆ developing a detailed and accurate knowledge and understanding of complex historical issues in Scottish, British, European and world contexts

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Assessment

Information about assessment for the Course is included in the *Course Assessment Specification* which provides full details including advice on how a learner's overall attainment for the Course will be determined.

Unit assessment

All Units are internally assessed against the requirements shown in the *Unit Specification*.

~~They can be assessed on a Unit-by-Unit basis or by combined assessment.~~

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

Historical Study: Scottish (Higher)

The learner will be required to give evidence of:

- ♦ ability to evaluate historical sources, taking into account their origin, purpose, content and context
- ♦ descriptions, explanations and analysis demonstrating detailed and accurate knowledge and understanding of complex issues within an area of Scottish history

Historical Study: British (Higher)

The learner will be required to give evidence of:

- ♦ ability to evaluate the impact of complex historical developments, synthesising information in a well-structured manner
- ♦ descriptions, explanations and analysis demonstrating detailed and accurate knowledge and understanding of complex issues within an area of British history

Historical Study: European and World (Higher)

The learner will be required to give evidence of:

- ♦ ability to evaluate the factors contributing to historical developments, drawing well-reasoned conclusions supported by evidence
- ♦ descriptions, explanations and analysis demonstrating detailed and accurate knowledge and understanding of complex issues within an area of European and world history

~~Exemplification of possible assessment approaches for these Units is provided in the National Assessment Resource.~~

Course assessment

Courses from National 4 to Advanced Higher include assessment of ~~added value~~¹ ~~added value~~². At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher History Course, added value will focus on:

- ◆ breadth
- ◆ challenge
- ◆ application

The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by a ~~question paper~~³ and an ~~assignment~~⁴. The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course. The assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

¹ ~~Definitions can be found here:~~ www.sqa.org.uk/sqa/45528.html

² ~~Definitions can be found here:~~ <http://www.sqa.org.uk/sqa/jargonbuster>

³ See link above for definition.

⁴ See link above for definition.

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

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1 Literacy

1.1 Reading

1.2 Writing

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

Administrative information

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History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
<u>C737</u> <u>76</u>	<u>1.1</u>	<u>Pages 4 and 6: Added 'analysing and evaluating'.</u> <u>Page 8: Deleted reference to Unit-by-Unit or combined UAS.</u>	<u>Qualifications Development Manager</u>	<u>April 2014</u>

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