



**HISTORY**  
**Access 3 Level**

**2nd edition — January 2009**

**Valid from August 2009**

**NOTE OF CHANGES TO ARRANGEMENTS  
2nd EDITION PUBLISHED JANUARY 2009**

**COURSE TITLE:** History Access 3

**COURSE NUMBER:** C044 09

**National Course Specification:**

**Course details:** Course content amended as the contexts *From the Cradle to the Grave? Social Welfare in Britain 1890s – 1951* and *Campaigning for Change: Social Change in Scotland 1900s -1979* are no longer mutually exclusive.

Minor amendments to update terminology.

**National Unit Specification:**

D255 09 Historical Study – Scottish and British (Access 3) Evidence requirements amended as the contexts *From the Cradle to the Grave? Social Welfare in Britain 1890s – 1951* and *Campaigning for Change: Social Change in Scotland 1900s -1979* are no longer mutually exclusive. Contexts in the Unit have been re-numbered accordingly.

D257 09 Historical Study – Options (Access 3) Evidence requirements amended as the contexts *From the Cradle to the Grave? Social Welfare in Britain 1890s – 1951* and *Campaigning for Change: Social Change in Scotland 1900s -1979* are no longer mutually exclusive. One of these contexts may be chosen even if the other was chosen in the Unit *Historical Study – Scottish and British (Access 3)* Contexts in the Unit have been re-numbered accordingly.



## National Course Specification

### HISTORY (Access 3)

**COURSE NUMBER**                      **C044 09**

#### COURSE STRUCTURE

This Course has three mandatory Units:

<b>D255 09</b>	<b>Historical Study – Scottish and British (Access 3)</b>	<b>1 Credit (40 hours)</b>
<b>D256 09</b>	<b>Historical Study – European and World (Access 3)</b>	<b>1 Credit (40 hours)</b>
<b>D257 09</b>	<b>Historical Study – Options (Access 3)</b>	<b>1 Credit (40 hours)</b>

This Course includes 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 and integration of learning.

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ History at Intermediate 1
- ◆ History at Standard Grade
- ◆ Another social subject at Intermediate 1

---

#### Administrative Information

**Publication date:** January 2009

**Source:** Scottish Qualifications Authority

**Version:** 02

© Scottish Qualifications Authority 2009

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.

Additional copies of this specification (including Unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

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

**COURSE** History (Access 3)

### **CREDIT VALUE**

The Access 3 Course in History is allocated 18 SCQF credit points at SCQF level 3\*.

*\*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**

Achievement of this Course gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3

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

**COURSE** History (Access 3)

### **RATIONALE**

The aims of the Access 3 History Course are to acquire breadth and depth in the knowledge and understanding of historical topics and to develop skills of explaining developments and events, and of evaluating sources. These aims will be achieved through study of chosen contexts. All three Units have a common set of Outcomes and Performance Criteria.

The Outcomes of the Units require candidates to select information from sources, and from recall as appropriate, to support description and explanation of developments and events in response to historical questions. In addition, candidates are expected to interpret and evaluate primary and secondary sources.

Candidates will have the opportunity to achieve these Outcomes through the study of a range of historical contexts, which cover both Scottish/British history and European/World history and three historical periods; Medieval, Early Modern and Later Modern. At this level, there is freedom to study any or all of these periods and Scottish history may occupy up to two thirds of the Course.

### **COURSE CONTENT**

The content of this Course is defined in the appendices for the three Units as follows:

#### **D255 09 Historical Study – Scottish and British**

One context from:

- 1 Murder in the Cathedral: Crown, Church and People 1154 - 73
- 2 Wallace, Bruce and the Wars of Independence 1286 - 1328
- 3 Mary Queen of Scots and the Scottish Reformation 1540s - 87
- 4 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s - 1715
- 5 Immigrants and Exiles: Scotland 1830s - 1930s
- 6 From the Cradle to the Grave? Social Welfare in Britain 1890s - 1951
- 7 Campaigning for Change: Social Change in Scotland 1900s - 79
- 8 A Time of Troubles: Ireland 1900 - 23

#### **D256 09 Historical Study – European and World**

One context from:

- 1 The Cross and the Crescent: The First Crusade 1096 - 1125
- 2 'This Accursed Trade': The British Slave Trade and its Abolition 1770 - 1807
- 3 The Red Flag: Lenin and the Russian Revolution 1894 - 1921
- 4 Free at Last? Race Relations in the USA 1918 - 68
- 5 The Road to War 1933 - 39
- 6 In the Shadow of the Bomb: The Cold War 1945 - 85

#### **D257 09 Historical Study – Options**

Candidates must study one other context from either of the above Units.

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

**COURSE** History (Access 3)

### **ASSESSMENT**

To gain the Course award candidates must pass the three Units which make up the Course. Access differs from other levels of Courses in History in that there is no Course assessment. However a Course provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete Units.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be encouraged, although a variety of approaches to assessment may be appropriate. The Units that comprise the Course will be assessed internally. Details of the internal assessment are provided in the Unit Specification. Candidates will prepare for the Outcomes of each Unit, which will evolve through learning and activities across the Units.

Assessment instruments may be designed to cover more than one Outcome. Further suggestions concerning this are made in the support notes for individual Units.

### **QUALITY ASSURANCE**

All National Units may be subject to external verification. Verifiers are trained by SQA to apply national standards.

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

To assist centres, Internal Assessment 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**

This Course articulates very closely with the History Course at Intermediate 1 and although it is best taught to a group of candidates who are all studying at Access 3 level, it has been designed to facilitate the teaching of two levels in the same teaching group. The nature of this articulation is such that in many centres the decision to present candidates for certification at a particular level may not need to be taken when the Course commences.

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

- ◆ interpret and evaluate historical source material
- ◆ record information from a variety of sources, such as books, notes, electronic or audio-visual materials
- ◆ take part in discussion to develop the ability to think independently and make informed judgments
- ◆ develop the skills of producing written or oral responses for a variety of purposes

It is important that candidates should be familiar with the historical themes that run through the chosen topic and not simply learn about a series of discrete historical issues.

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

### **COURSE**                      History (Access 3)

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 basic skills of interpretation and analysis to provide insight and encourage respect for available evidence.

Teacher/lecturer exposition will provide a basis for class work in this Unit. Opportunities should be provided to develop candidates' abilities to take notes. Time should be allowed for class and group discussion. A variety of resources should be used including textbooks, information sheets and appropriate primary resource materials. Materials and strategies should be designed to provide for the whole ability range including core/extension, group work and individual work.

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

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for this Course. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* [www.sqa.org.uk](http://www.sqa.org.uk).



## **National Unit Specification: general information**

**UNIT** Historical Study – Scottish and British (Access 3)

**CODE** D255 09

**COURSE** History (Access 3)

### **SUMMARY**

This is a Unit of the Access 3 History Course. This Unit can also be offered as a free-standing Unit.

This Unit seeks to develop knowledge and understanding of a chosen historical topic, along with skills of communication and independent thinking. The topic can be chosen from one of three broad periods of Scottish and British history; Medieval, Early Modern and Later Modern history.

Successful candidates will be able to describe and explain historical developments and events using presented sources of information. They will also be able to evaluate historical evidence as presented in given sources.

This Unit has been designed to meet the needs of:

- ◆ candidates undertaking an Access 3 Course in History
- ◆ candidates undertaking a Unit for personal interest

### **OUTCOMES**

- 1 Demonstrate knowledge and understanding of historical developments and events.
- 2 Explain historical developments and events.
- 3 Evaluate historical sources.

---

### **Administrative Information**

**Superclass:** DB

**Publication date:** January 2009

**Source:** Scottish Qualifications Authority

**Version:** 02

© Scottish Qualifications Authority 2009

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.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit specification is £2.50 (minimum order £5).



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

**UNIT**        Historical Study – Scottish and British (Access 3)

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

### **CREDIT VALUE**

1 credit at Access 3 (6 SCQF credit points at SCQF level 3\*)

*\*SCQF credit 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**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3

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

### **UNIT        Historical Study – Scottish and British (Access 3)**

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**

Demonstrate knowledge and understanding of historical developments and events.

##### **Performance criteria**

- (a) With the support of a source, a historical development/event is described using relevant evidence.
- (b) With the support of a source, a historical development/event is described accurately.

#### **OUTCOME 2**

Explain historical developments and events.

##### **Performance criteria**

- (a) With the support of a source, a historical development/event is explained using relevant evidence.
- (b) With the support of a source, a historical development/event is explained accurately.

#### **OUTCOME 3**

Evaluate historical sources.

##### **Performance criteria**

- (a) The evaluation of a source takes account of its origin or purpose.
- (b) The evaluation of a source demonstrates an understanding of its content.

## National Unit Specification: statement of standards (cont)

### UNIT Historical Study – Scottish and British (Access 3)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

The content for this Unit is specified in the Appendix – Statement of Standards.

To demonstrate satisfactory attainment in these Outcomes the candidate should answer a series of structured questions testing knowledge and understanding and evaluating, completed during or near the end of the Unit and under controlled conditions. A maximum time of 30 minutes is allowed.

For each Outcome, a free response and a structured response must be given.

A free response is where the candidate answers an open question in his/her own words; a structured response will require application of presented and recalled evidence and may take the form of a cloze passage, a multiple choice item or similar.

The evidence should relate to the context chosen for study in this Unit. Candidates should select **one** context from the following list:

- 1 Murder in the Cathedral: Crown, Church and People 1154 - 73
- 2 Wallace, Bruce and the Wars of Independence 1286 - 1328
- 3 Mary Queen of Scots and the Scottish Reformation 1540s - 87
- 4 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s - 1715
- 5 Immigrants and Exiles: Scotland 1830s - 1930s
- 6 From the Cradle to the Grave? Social Welfare in Britain 1890s - 1951
- 7 Campaigning for Change: Social Change in Scotland 1900s -79
- 8 A Time of Troubles: Ireland 1900 - 23

Evidence of attainment for the above Outcomes can be provided through responses based on information given in presented sources. This evidence must demonstrate satisfactory attainment of the above Outcomes in relation to the chosen historical context. Within each Outcome, the evidence must demonstrate or imply achievement of all of the Performance Criteria. The candidate's work must be completed under controlled conditions, i.e. completed without collaboration, the assistance of notes or teacher/lecturer advice.

If reassessment is required, it should consist of a different assessment instrument. This should sample other areas of the same context.

While assessment can be made on an Outcome by Outcome basis, a holistic approach is possible. Achievement can be determined by a cut-off score. Tests with an appropriate cut-off score is contained in the National Assessment Bank item for this Unit. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item.

A template is also available to help centres develop alternative appropriate tests. Centres designing their own assessment for this Unit should ensure that they are of a comparable standard to the exemplar National Assessment Bank items. 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 (Access 3)**

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 content of this Unit is specified in the Appendix – Statement of Standards.

At Access 3 level, the detailed content should provide guidance for teachers/lecturers and does not need to be viewed as a checklist. While addressing the broad themes within a context, there is flexibility to give greater focus to particular areas.

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

This Unit articulates very closely with Historical Study – Scottish and British (Intermediate 1) and although it is best taught to a group of candidates who are all studying at Access 3 level, it has been designed to facilitate the teaching of two levels in the same teaching group. The nature of this articulation is such that in many centres the decision to present candidates for certification at a particular level may not need to be taken when the Course commences.

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

- ◆ interpret and evaluate historical source material
- ◆ record information from a variety of sources, such as books, notes, electronic or audio-visual materials
- ◆ take part in discussion to develop the ability to think independently and make informed judgments
- ◆ develop the skills of producing written or oral responses for a variety of purposes

It is important that candidates should be familiar with the historical themes that run through the chosen topic and not 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 basic skills of interpretation and analysis to provide insight and encourage respect for available evidence.

Teacher/lecturer exposition will provide a basis for class work in this Unit. Opportunities should be provided to develop candidates' abilities to take notes. Time should be allowed for class and group discussion. A variety of resources should be used including textbooks, information sheets and appropriate primary resource materials. Materials and strategies should be designed to provide for the whole ability range including core/extension, group work and individual work.

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

### **UNIT        Historical Study – Scottish and British (Access 3)**

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

The National Assessment Bank will provide a limited number of assessment instruments, and an assessment template which will enable teachers/lecturers to develop their own instruments of assessment.

The instrument of assessment for this Unit should be in the form of short answers based on information provided in sources. Various forms of assessment are permissible at Access 3. For example, selection of accurate statements from a range of alternatives can be used successfully to evaluate a source. Cloze passages can be used to demonstrate historical knowledge. Relevant and accurate recall should receive credit. Reference should be made to the appropriate guidelines when preparing assessments.

The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, i.e. completed 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 30 minutes in total is allowed for assessment of the Outcomes. The evidence should sample the different areas of the chosen context.

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 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. If reassessment is required, it should consist of a different assessment instrument. This should sample other areas of the same context.

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

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* [www.sqa.org.uk](http://www.sqa.org.uk)

**UNIT** Historical Study – Scottish and British (Access 3)

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

**1 Murder in the Cathedral: Crown, Church and People 1154 - 73**

Descriptor	Coverage
<p>A study of the circumstances surrounding the conflict between Henry II and Thomas Becket and the interrelationship of Crown, Church and People in medieval society, illustrating the themes of authority, belief and conflict.</p>	<p>The King and the People: Henry II and the consolidation of royal power; the extent of his Empire; the feudal relationship between king, barons and knights; the importance of barons and knights to the king with reference to war, horses, fighting skills, weapons and castles; legal reforms introduced by Henry to keep barons in check.</p> <p>The Archbishop and the People: the place and importance of the Church in the lives of ordinary people; belief in life after death, heaven and hell, purgatory; the monastic ideal and the role of the regular clergy; saints, relics and pilgrimage.</p> <p>The King and the Archbishop: the place of the Church in the feudal system; the quarrel between Henry and Becket; contrasting views of the relationship between Church and State; the circumstances surrounding the exile of Becket and his behaviour in exile; the coronation of the young King and the return of Becket; the role of personalities in the conflict; Becket's murder by Henry's knights; Becket the martyr, the saint; his relics and the pilgrimage to Canterbury.</p>

**UNIT** Historical Study – Scottish and British (Access 3)

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

**2 Wallace, Bruce and the Wars of Independence 1286 - 1328**

Descriptor	Coverage
<p>A study of the development of national identity and consciousness through the Anglo-Scottish wars of the thirteenth and fourteenth centuries, illustrating the themes of authority, conflict and identity.</p>	<p>Scotland 1286 - 96: the succession problem following the death of Alexander III; the Scottish response Treaty of Birgham; the death of the Maid of Norway; the Scottish appeal to Edward I the decision at Norham; Bruce versus Balliol, the Great Cause and Edward's choice; Edward as overlord of Scotland; the Scottish response; the Anglo-French war and the Franco-Scottish Treaty; the subjugation of Scotland.</p> <p>William Wallace: the reasons for and the progress of his rebellion; his victory at Stirling and its effects on Scots and on Scotland; the Battle of Falkirk; the reasons for its failure.</p> <p>Robert Bruce: the ambitions of the Bruces; Bruce the patriot; his conflict with and victory over Scottish opponents; his victory over the English; reasons for his success; Declaration of Arbroath; the triumph of the nation state in 1328.</p>

**UNIT** Historical Study – Scottish and British (Access 3)

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

**3 Mary Queen of Scots and the Scottish Reformation 1540s - 87**

Descriptor	Coverage
<p>A study of religious and political change and conflict in sixteenth-century Scotland, illustrating the themes of Crown, Church and Authority.</p>	<p>Scottish society and Church in the 1540s: landowners, burghs, clergy; power of the monarchy and nobility at the death of James V. The Church's faith, organisation, failure of attempts at reform.</p> <p>Relationship with England and France: the 'rough wooing'; Mary's move to France. Her dynastic position on the accession of Elizabeth I.</p> <p>The Scottish Reformation: the growth of Protestantism in Scotland: Wishart and Knox and Calvinism. Religious conflict. The Lords of the Congregation. Rebellion against Mary of Guise; English intervention. The Treaty of Edinburgh.</p> <p>Mary Queen of Scots in Scotland: return from France; personality, circumstances, policy. Relations with Elizabeth. Relations with Moray and the Scots nobles. Marriage; murders of Riccio and of Darnley. Rebellion against Mary; her capture, abdication, imprisonment, escape and exile.</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 in the 1570s.</p> <p>Mary in England: Elizabeth I's diplomatic circumstances; Mary's involvement in Catholic plots; her trial and execution.</p>



## UNIT Historical Study – Scottish and British (Access 3)

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

## 4 ‘Ane End of Ane Auld Sang’: Scotland and the Treaty of Union 1690s - 1715

Descriptor	Coverage
<p>A study of the reasons for the Treaty of Union between the Scottish and English Parliaments in 1707, the debates over the passing of the Treaty, its terms and immediate impact on Scotland, illustrating the themes of identity, authority and conflict.</p>	<p>The relationship of Scotland and England after 1689: Crown, Church, Parliament, political management.</p> <p>Causes of tension between Scotland and England: economy, religion, the succession. The Darien Scheme and the Worcester incident; the Act of Security and the Aliens Act. The appointment of Commissioners.</p> <p>The debate about Scottish identity: reasons for support of the Union; reasons for opposition to the Union. Attitude of Scots to the Union: burghs, clergy, landowners.</p> <p>The passing of the Treaty: parties and personalities in the Scottish Parliament – Queensberry, Hamilton, Fletcher. Unrest in Edinburgh and elsewhere. The question of corruption.</p> <p>Impact of the Union: the terms of the Treaty; institutions which were absorbed; institutions which remained distinctive. Reaction of Scots to the Union up to 1715. The causes of the Jacobite rebellion of 1715.</p>

**UNIT** Historical Study – Scottish and British (Access 3)

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

**5 Immigrants and Exiles: Scotland 1830s - 1930s**

Descriptor	Coverage
<p>A study of the causes and results of the movement of population into and away from Scotland during the period 1830s - 1930s, focusing on issues of identity and community and on the experiences of migrants in their new countries or communities.</p>	<p>Irish migration to Scotland: reasons for immigration Irish famine, opportunities for work in Scotland; areas of Irish settlement; the experiences of the migrants living conditions, employment.</p> <p>Scots and Irish: religious and cultural forces binding the Irish community in Scotland; relations between immigrants and Scots – myth and reality.</p> <p>Reasons for emigration: poverty; the Highland Clearances; missionary work; effectiveness of emigration societies and government schemes; the attraction of the new lands – economic opportunity and cheap land.</p> <p>The Scot abroad: areas to which Scots migrated – England, North America, Australasia; the role of Scots migrants in the development of the ‘New World’ – agriculture, manufacturing, engineering and mining; the contribution of individual Scots to their new countries e.g. Andrew Carnegie, John Muir, Andrew Fisher.</p>

**UNIT** Historical Study – Scottish and British (Access 3)

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

**6 From the Cradle to the Grave? Social Welfare in Britain 1890s - 1951**

Descriptor	Coverage
<p>A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government.</p>	<p>The problem of poverty at the turn of the century: belief in self-help; the voluntary system; the surveys of Booth and Rowntree; changing attitudes towards poverty and its causes.</p> <p>The Liberal reforms 1906 - 14: groups at risk the young, the old, the sick, the unemployed; reforms to help these groups the 'Children's Charter', old age pensions, health and unemployment insurance, labour exchanges; the success of the reforms.</p> <p>The Labour government 1945 - 51: effects of wartime experiences on attitudes to poverty, especially the impact of bombing, rationing and evacuation; the 'Five Giants'; National Insurance and National Assistance; the National Health Service; housing reform; the idea of a Welfare State; the government's achievement.</p>

**UNIT** Historical Study – Scottish and British (Access 3)

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

**7 Campaigning for Change: Social Change in Scotland 1900s - 79**

Descriptor	Coverage
<p>A study of social change in Scotland, considering the themes of rights, economy and community.</p>	<p>The changing role of women: campaigns for women's suffrage; public and government response to WSPU militancy; impact of the First World War on the campaign and the status of women; votes for women; attitudes to women's social and domestic role in the interwar years.</p> <p>Changing patterns of employment: the effects of the First World War on industry – the decline of the 'old' and the growth of the 'new' industries; Red Clydeside, post-war disillusionment and mass unemployment; the Second World War and the impact of conscription and the changing role of women in the workplace; the continued decline of the heavy industries; North Sea oil; the effects of changing employment patterns.</p> <p>Changes in the Scottish way of life: education from 1920s - 40s; changes in Scottish popular culture to 1939 growth of entertainment to 1939, the music hall, cinema and radio; leisure activities and their impact on the community; the changing influences affecting the ideas and attitudes of the Scottish people.</p>

**UNIT** Historical Study – Scottish and British (Access 3)

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

**8 A Time of Troubles: Ireland 1900 - 23**

Descriptor	Coverage
<p>A study of the attempts to resolve the issue of Irish political identity during the period 1900 - 23, considering the themes of ideas, conflict and power.</p>	<p>The issue of Ulster 1912 - 14: Irish Nationalist demands for Home Rule; the Home Rule Bill of 1912; the Unionist response – Sir Edward Carson and the Ulster Volunteers, the ‘Curragh Mutiny’; the Nationalist responses – John Redmond, Sinn Féin.</p> <p>The Easter Rising of 1916: the effect of the First World War on the Home Rule issue; the causes and events of the Rising; effects of the Rising on Anglo-Irish relations and on the Nationalist Movement.</p> <p>The Anglo-Irish War 1919 - 21; the Treaty of 1921; divisions in the Republican Movement; the Civil War of 1922 - 23; results of the partition of Ireland.</p>



## National Unit Specification: general information

**UNIT** Historical Study – European and World (Access 3)

**CODE** D256 09

**COURSE** History (Access 3)

### SUMMARY

This is a Unit of the Access 3 History Course. This Unit can also be offered as a free-standing Unit.

This Unit seeks to develop knowledge and understanding of a chosen historical topic, along with skills of communication and independent thinking. The topic can be chosen from one of three broad periods of European and World history; Medieval, Early Modern and Later Modern history.

Successful candidates will be able to describe and explain historical developments and events using presented sources of information. They will also be able to evaluate historical evidence as presented in given sources.

This Unit has been designed to meet the needs of:

- ◆ candidates undertaking the Access 3 Course in History
- ◆ candidates undertaking a Unit for personal interest

### OUTCOMES

- 1 Demonstrate knowledge and understanding of historical developments and events.
- 2 Explain historical developments and events.
- 3 Evaluate historical sources.

---

### Administrative Information

**Superclass:** DB

**Publication date:** July 2006

**Source:** Scottish Qualifications Authority

**Version:** 01

© Scottish Qualifications Authority 2006

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.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit specification is £2.50 (minimum order £5).

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

**UNIT**        Historical Study – European and World (Access 3)

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

### **CREDIT VALUE**

1 credit at Access 3 (6 SCQF credit points at SCQF level 3\*)

*\*SCQF credit 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**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3

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

### **UNIT**      Historical Study – European and World (Access 3)

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**

Demonstrate knowledge and understanding of historical developments and events.

##### **Performance criteria**

- (a) With the support of a source, a historical development/event is described using relevant evidence.
- (b) With the support of a source, a historical development/event is described accurately.

#### **OUTCOME 2**

Explain historical developments and events.

##### **Performance criteria**

- (a) With the support of a source, a historical development/event is explained using relevant evidence.
- (b) With the support of a source, a historical development/event is explained accurately.

#### **OUTCOME 3**

Evaluate historical sources.

##### **Performance criteria**

- (a) The evaluation of a source takes account of its origin or purpose.
- (b) The evaluation of a source demonstrates a basic understanding of its content.



## National Unit Specification: statement of standards (cont)

### UNIT Historical Study – European and World (Access 3)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

The content for this Unit is specified in the Appendix – Statement of Standards.

To demonstrate satisfactory attainment in these Outcomes the candidate should answer a series of structured questions testing knowledge and understanding and evaluating, completed during or near the end of the Unit and under controlled conditions. A maximum time of 30 minutes is allowed.

For each Outcome, a free response and a structured response must be given.

A free response is where the candidate answers an open question in his/her own words; a structured response will require application of presented and recalled evidence and may take the form of a cloze passage, a multiple choice item or similar.

The evidence should relate to the context chosen for study in this Unit. Candidates should select **one** context from the following list:

- 1 The Cross and the Crescent: The First Crusade 1096 - 1125
- 2 'This Accursed Trade': The British Slave Trade and its Abolition 1770 - 1807
- 3 The Red Flag: Lenin and the Russian Revolution 1894 - 1921
- 4 Free at Last? Race Relations in the USA 1918 - 68
- 5 The Road to War 1933 - 39
- 6 In the Shadow of the Bomb: The Cold War 1945 - 85

Evidence of attainment for the above Outcomes can be provided through responses based on information given in presented sources. This evidence must demonstrate satisfactory attainment of the above Outcomes in relation to the chosen historical context. Within each Outcome, the evidence must demonstrate or imply achievement of all of the Performance Criteria. The candidate's work must be completed under controlled conditions, ie completed without collaboration, the assistance of notes or teacher/lecturer advice.

If reassessment is required, it should consist of a different assessment instrument. This should sample other areas of the same context.

While assessment can be made on an Outcome by Outcome basis, a holistic approach is possible. Achievement can be determined by a cut-off score. A test with an appropriate cut-off score is contained in the National Assessment Bank items for this Unit. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items.

A template is also available to help centres develop alternative appropriate tests. Centres designing their own assessment for this Unit should ensure that they are of a comparable standard to the exemplar National Assessment Bank items. 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 (Access 3)**

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 content of this Unit is specified in the Appendix – Statement of Standards.

At Access 3 level, the detailed content should provide guidance for teachers/lecturers and does not need to be viewed as a checklist. While addressing the broad themes within a context, there is flexibility to give greater focus to particular areas.

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

This Unit articulates very closely with Historical Study – European and World (Intermediate 1) and although it is best taught to a group of candidates who are all studying at Access 3 level, it has been designed to facilitate the teaching of two levels in the same teaching group. The nature of this articulation is such that in many centres the decision to present candidates for certification at a particular level may not need to be taken when the Course commences.

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

- ◆ interpret and evaluate historical source material
- ◆ record information from a variety of sources, such as books, notes, electronic or audio-visual materials
- ◆ take part in discussion to develop the ability to think independently and make informed judgments
- ◆ develop the skills of producing written or oral responses for a variety of purposes

It is important that candidates should be familiar with the historical themes that run through the chosen topic and not 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 basic skills of interpretation and analysis to provide insight and encourage respect for available evidence.

Teacher/lecturer exposition will provide a basis for class work in this Unit. Opportunities should be provided to develop candidates' abilities to take notes. Time should be allowed for class and group discussion. A variety of resources should be used including textbooks, information sheets and appropriate primary resource materials. Materials and strategies should be designed to provide for the whole ability range including core/extension, group work and individual work.

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

### **UNIT        Historical Study – European and World (Access 3)**

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

The National Assessment Bank will provide a limited number of assessment instruments, and an assessment template which will enable teachers/lecturers to develop their own instruments of assessment.

The instrument of assessment for this Unit should be in the form of short answers based on information provided in sources. Various forms of assessment are permissible at Access 3. For example, selection of accurate statements from a range of alternatives can be used successfully to evaluate a source. Cloze passages can be used to demonstrate historical knowledge. Relevant and accurate recall should receive credit. Reference should be made to the appropriate guidelines when preparing assessments.

The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, i.e. completed 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 30 minutes in total is allowed for assessment of the Outcomes. The evidence should sample the different areas of the chosen context.

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 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. If reassessment is required, it should consist of different assessment instrument. This should sample other areas of the same context.

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

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* [www.sqa.org.uk](http://www.sqa.org.uk)

**UNIT** Historical Study – European and World (Access 3)

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

**1 The Cross and the Crescent: The First Crusade 1096 - 1125**

Descriptor	Coverage
<p>A study of aspects of religious warfare in the Middle Ages as seen in the events of the First Crusade; the themes illustrated are belief, conflict and conquest.</p>	<p>The meaning of Holy War, the reasons for the calling of the First Crusade; the religious, military and economic reasons for taking the cross; the leaders and their motives.</p> <p>Disputes and rivalries between Latins and Greeks; Peter the Hermit and the People's Crusade; the Princes' Crusade and Alexius' fears; the taking of the oaths.</p> <p>Disputes and rivalries between crusaders, especially Bohemond and Raymond; the events surrounding Edessa, Antioch and Ma'aara to illustrate Christian strengths and weaknesses.</p> <p>Muslim divisions as a factor contributing to Christian success; Sunni and Shi'ite rivalry; openness to bribery as at Antioch and Jerusalem.</p> <p>The capture of Jerusalem and the massacre of the inhabitants; the securing of the Latin Kingdom through kingship and feudalism, castle building, the military orders and the Italian city-states; the reasons for Christian success.</p>

**UNIT** Historical Study – European and World (Access 3)

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

**2 ‘This Accursed Trade’: The British Slave Trade and its Abolition 1770 - 1807**

Descriptor	Coverage
<p>A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.</p>	<p>The organisation and nature of the slave trade: its effects on British ports, eg Liverpool, Bristol; its effects on African societies, eg Ashanti, and on West Indian plantations. Slave ‘factories’ on the African coast; the economics and conditions of the ‘Middle Passage’.</p> <p>Origins of the abolitionist movement and its increased support outside and within Parliament. Role of Wilberforce. Arguments of the abolitionists: Christian, humanitarian, economic. Decision to concentrate on the slave trade.</p> <p>Methods of the abolitionists: meetings, evidence, eg Clarkson; first hand accounts by slavers, eg Newton; publicity, eg Wedgwood. Attitudes and evidence of slaves and former slaves, eg Equiano. Resistance to the trade by slaves.</p> <p>Defenders of the trade: planters, MPs, cities; effect of the French Revolution; reasons for the delay in the abolition of the trade.</p> <p>The debate over reasons for the eventual success of the abolition campaign: public opinion, Parliamentary debate, economic circumstances.</p>

**UNIT** Historical Study – European and World (Access 3)

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

**3 The Red Flag: Lenin and the Russian Revolution 1894 - 1921**

Descriptor	Coverage
<p>A study of the collapse of imperial rule in Russia and the establishment of Communist government, illustrating themes of ideas, conflict and power.</p>	<p>Imperial Russia 1894 - 1917: The Tsarist government; the role of the Russian Church; class divisions in Russia; reasons for the backwardness of Russian agriculture and industry; grievances of the peasantry and the industrial workers; the Russification of national minorities.</p> <p>Challenges to the Tsar's power: challenges from revolutionary groups; the 1905 Revolution; political changes after 1905 – the Dumas and Stolypin's reforms.</p> <p>Russia and the First World War: effects of military defeat and economic hardship; Rasputin and the growing unpopularity of the regime; the February Revolution of 1917; reasons for the failure of the Provisional Government under Kerensky.</p> <p>The Bolshevik seizure of power: Lenin's return and the April Theses; reasons for the success of the October Revolution; the Civil War 1917 - 21; reasons for Bolshevik victory; nature of the Soviet state.</p>

**UNIT** Historical Study – European and World (Access 3)

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

**4 Free at Last? Race Relations in the USA 1918 - 68**

Descriptor	Coverage
<p>A study of the development of race relations in the USA during the years 1918 - 68, illustrating themes of ideas, identity and power.</p>	<p>The USA at the end of the First World War: the social, political and economic status of different ethnic groups in the USA; the 'Jim Crow' laws; changing attitudes towards immigrants during the 1920s; the attitudes and activities of the Ku Klux Klan.</p> <p>Growing demand for civil rights after 1945: reasons for this growth; peaceful and violent activities of civil rights and black radical protest movements during the 1950s and 1960s – the roles of Martin Luther King, Stokely Carmichael and Malcolm X; response of state and federal authorities to these campaigns; the impact of the campaigns on US society.</p>

**UNIT** Historical Study – European and World (Access 3)

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

**5 The Road to War 1933 - 39**

Descriptor	Coverage
<p>A study of Nazi foreign policy 1933 - 39 and the steps leading to the outbreak of war, illustrating themes of ideology, aggression, appeasement and power.</p>	<p>The ideas of Nazism: racism and the claim of Aryan supremacy, anger over Versailles, Living Space (Lebensraum).</p> <p>Foreign policy in practice: rearmament; reoccupation of the Rhineland; the Anschluss; the crisis in Czechoslovakia and the Munich agreement; the Polish crisis and the declaration of war.</p> <p>Great Power responses to German actions: the policy of appeasement and reasons for its adoption – horror of war, fear of aerial warfare, belief in persuasion, lack of military preparation, distrust between former allies; attempts to deal with German demands, especially over Czechoslovakia; decision to resist further aggression.</p> <p>Responsibility for the war; the effectiveness of the policy of appeasement.</p>



**UNIT** Historical Study – European and World (Access 3)

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

**6 In the Shadow of the Bomb: The Cold War 1945 - 85**

Descriptor	Coverage
<p>A study of relationships between East and West, examining reasons for tension and attempts to resolve areas of conflict, focusing on themes of ideas, confrontation and power.</p>	<p>NATO and the Warsaw Pact: political beliefs, military rivalry and mutual suspicion; effects of the development of nuclear weapons on relationships.</p> <p>Areas of superpower rivalry 1960-1970: Berlin – reasons for importance, building of the Berlin Wall, impact on international relations; Cuba – origins and events of the crisis, impact on international relations; Vietnam – reasons for United States involvement and for failure to defeat the Vietcong; changing views on the war in the United States; impact on international relations.</p> <p>Attempts at détente: reasons for changing attitudes between the USA and the USSR; SALT and other agreements.</p>



## National Unit Specification: general information

**UNIT** Historical Study – Options (Access 3)

**CODE** D257 09

**COURSE** History (Access 3)

### SUMMARY

This is a Unit of the Access 3 History Course. This Unit can also be offered as a free-standing Unit.

This Unit seeks to develop knowledge and understanding of a chosen historical topic, along with skills of communication and independent thinking. The topic can be chosen from one of three broad periods of history; Medieval, Early Modern and Later Modern history.

Successful candidates will be able to describe and explain historical developments and events using presented sources of information. They will also be able to evaluate historical evidence as presented in given sources.

This Unit has been designed to meet the needs of:

- ◆ candidates undertaking an Access 3 Course in History
- ◆ candidates undertaking a Unit for personal interest

### OUTCOMES

- 1 Demonstrate knowledge and understanding of historical developments and events.
- 2 Explain historical developments and events.
- 3 Evaluate historical sources.

---

### Administrative Information

**Superclass:** DB

**Publication date:** January 2009

**Source:** Scottish Qualifications Authority

**Version:** 02

© Scottish Qualifications Authority 2009

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.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit specification is £2.50 (minimum order £5).

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

**UNIT**        Historical Study – Options (Access 3)

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

### **CREDIT VALUE**

1 credit at Access 3 (6 SCQF credit points at SCQF level 3\*)

*\*SCQF credit 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**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3

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

### **UNIT        Historical Study – Options (Access 3)**

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**

Demonstrate knowledge and understanding of historical developments and events.

##### **Performance criteria**

- (a) With the support of a source, a historical development/event is described using relevant evidence.
- (b) With the support of a source, a historical development/event is described accurately.

#### **OUTCOME 2**

Explain historical developments and events.

##### **Performance criteria**

- (a) With the support of a source, a historical development/event is explained using relevant evidence.
- (b) With the support of a source, a historical development/event is explained accurately.

#### **OUTCOME 3**

Evaluate historical sources.

##### **Performance criteria**

- (a) The evaluation of a source takes account of its origin or purpose.
- (b) The evaluation of a source demonstrates a basic understanding of its content.

## National Unit Specification: statement of standards (cont)

### UNIT Historical Study – Options (Access 3)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

The content for this Unit is specified in the Appendix – Statement of Standards.

To demonstrate satisfactory attainment in these Outcomes the candidate should answer a series of structured questions testing knowledge and understanding and evaluating completed during or near the end of the Unit and under controlled conditions. A maximum time of 30 minutes is allowed.

For each Outcome, a free response and a structured response must be given.

A free response is where the candidate answers an open question in his/her own words; a structured response will require application of presented and recalled evidence and may take the form of a cloze passage, a multiple choice item or similar.

The evidence should relate to the context chosen for study in this Unit. Candidates should select **one** context from the following list(s):

#### *Historical Study – Scottish and British*

- 1 Murder in the Cathedral: Crown, Church and People 1154 - 73
- 2 Wallace, Bruce and the Wars of Independence 1286 - 1328
- 3 Mary Queen of Scots and the Scottish Reformation 1540s - 87
- 4 ‘Ane End of Ane Auld Sang’: Scotland and the Treaty of Union 1690s - 1715
- 5 Immigrants and Exiles: Scotland 1830s - 1930s
- 6 From the Cradle to the Grave? Social Welfare in Britain 1890s - 1951
- 7 Campaigning for Change: Social Change in Scotland 1900s - 79
- 8 A Time of Troubles: Ireland 1900 - 23

**Or**

#### *Historical Study – European and World*

- 1 The Cross and the Crescent: The First Crusade 1096 - 1125
- 2 ‘This Accursed Trade’: The British Slave Trade and its Abolition 1770 - 1807
- 3 The Red Flag: Lenin and the Russian Revolution 1894 - 1921
- 4 Free at Last? Race Relations in the USA 1918 - 68
- 5 The Road to War 1933 - 39
- 6 In the Shadow of the Bomb: The Cold War 1945 - 85

Evidence of attainment for the above Outcomes can be provided through responses based on information given in presented sources. This evidence must demonstrate satisfactory attainment of the above Outcomes in relation to the chosen historical context. Within each Outcome, the evidence must demonstrate or imply achievement of all of the Performance Criteria. The candidate’s work must be completed under controlled conditions, i.e. completed without collaboration, the assistance of notes or teacher/lecturer advice.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Historical Study – Options (Access 3)

If reassessment is required, it should consist of a different assessment instrument. This should sample other areas of the same context.

While assessment can be made on an Outcome by Outcome basis, a holistic approach is possible. Achievement can be determined by a cut-off score. A test with an appropriate cut-off score is contained in the National Assessment Bank items for this Unit. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items.

A template is also available to help centres develop alternative appropriate tests. Centres designing their own assessment for this Unit should ensure that they are of a comparable standard to the exemplar National Assessment Bank items. 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 – Options (Access 3)**

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 content of this Unit is specified in the Appendix – Statement of Standards.

At Access 3 level, the detailed content should provide guidance for teachers/lecturers and does not need to be viewed as a checklist. While addressing the broad themes within a context, there is flexibility to give greater focus to particular areas.

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

This Unit articulates very closely with Historical Study — Options (Intermediate 1) and although it is best taught to a group of candidates who are all studying at Access 3 level, it has been designed to facilitate the teaching of two levels in the same teaching group. The nature of this articulation is such that in many centres the decision to present candidates for certification at a particular level may not need to be taken when the Course commences.

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

- ◆ interpret and evaluate historical source material
- ◆ record information from a variety of sources, such as books, notes, electronic or audio-visual materials
- ◆ take part in discussion to develop the ability to think independently and make informed judgements
- ◆ develop the skills of producing written or oral responses for a variety of purposes

It is important that candidates should be familiar with the historical themes that run through the chosen topic and not 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 basic skills of interpretation and analysis to provide insight and encourage respect for available evidence.

Teacher/lecturer exposition will provide a basis for class work in this Unit. Opportunities should be provided to develop candidates' abilities to take notes. Time should be allowed for class and group discussion. A variety of resources should be used including textbooks, information sheets and appropriate primary resource materials. Materials and strategies should be designed to provide for the whole ability range including core/extension, group work and individual work.

## National Unit Specification: support notes (cont)

### UNIT Historical Study – Options (Access 3)

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

The National Assessment Bank will provide a limited number of assessment instruments, and an assessment template which will enable teachers/lecturers to develop their own instruments of assessment.

The instrument of assessment for this Unit should be in the form of short answers based on information provided in sources. Various forms of assessment are permissible at Access 3. For example, selection of accurate statements from a range of alternatives can be used successfully to evaluate a source. Cloze passages can be used to demonstrate historical knowledge. Relevant and accurate recall should receive credit. Reference should be made to the appropriate guidelines when preparing assessments.

The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, i.e. completed 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 30 minutes in total is allowed for assessment of the Outcomes. The evidence should sample the different areas of the chosen context.

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 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. If reassessment is required, it should consist of a different assessment instrument. This should sample other areas of the same context.

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

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* [www.sqa.org.uk](http://www.sqa.org.uk)



**UNIT** Historical Study – Options – Scottish and British (Access 3)

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

**1 Murder in the Cathedral: Crown, Church and People 1154 - 73**

Descriptor	Coverage
<p>A study of the circumstances surrounding the conflict between Henry II and Thomas Becket and the interrelationship of Crown, Church and People in medieval society, illustrating the themes of authority, belief and conflict.</p>	<p>The King and the People: Henry II and the consolidation of royal power; the extent of his Empire; the feudal relationship between king, barons and knights; the importance of barons and knights to the king with reference to war, horses, fighting skills, weapons and castles; legal reforms introduced by Henry to keep barons in check.</p> <p>The Archbishop and the People: the place and importance of the Church in the lives of ordinary people; belief in life after death, heaven and hell, purgatory; the monastic ideal and the role of the regular clergy; saints, relics and pilgrimage.</p> <p>The King and the Archbishop: the place of the Church in the feudal system; the quarrel between Henry and Becket; contrasting views of the relationship between Church and State; the circumstances surrounding the exile of Becket and his behaviour in exile; the coronation of the young King and the return of Becket; the role of personalities in the conflict; Becket's murder by Henry's knights; Becket the martyr, the saint; his relics and the pilgrimage to Canterbury.</p>

**UNIT** Historical Study – Options – Scottish and British (Access 3)

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

**2 Wallace, Bruce and the Wars of Independence 1286 - 1328**

Descriptor	Coverage
<p>A study of the development of national identity and consciousness through the Anglo-Scottish wars of the thirteenth and fourteenth centuries, illustrating the themes of authority, conflict and identity.</p>	<p>Scotland 1286 - 96: the succession problem following the death of Alexander III; the Scottish response Treaty of Birgham; the death of the Maid of Norway; the Scottish appeal to Edward I the decision at Norham; Bruce versus Balliol, the Great Cause and Edward's choice; Edward as overlord of Scotland; the Scottish response; the Anglo-French war and the Franco-Scottish Treaty; the subjugation of Scotland.</p> <p>William Wallace: the reasons for and the progress of his rebellion; his victory at Stirling and its effects on Scots and on Scotland; the Battle of Falkirk; the reasons for its failure.</p> <p>Robert Bruce: the ambitions of the Bruces; Bruce the patriot; his conflict with and victory over Scottish opponents; his victory over the English; reasons for his success; Declaration of Arbroath; the triumph of the nation state in 1328.</p>

**UNIT** Historical Study – Options – Scottish and British (Access 3)

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

**3. Mary Queen of Scots and the Scottish Reformation 1540s - 87**

Descriptor	Coverage
<p>A study of religious and political change and conflict in sixteenth-century Scotland, illustrating the themes of Crown, Church and Authority.</p>	<p>Scottish society and Church in the 1540s: landowners, burghs, clergy; power of the monarchy and nobility at the death of James V. The Church's faith, organisation, failure of attempts at reform.</p> <p>Relationship with England and France: the 'rough wooing'; Mary's move to France. Her dynastic position on the accession of Elizabeth I.</p> <p>The Scottish Reformation: the growth of Protestantism in Scotland: Wishart and Knox and Calvinism. Religious conflict. The Lords of the Congregation. Rebellion against Mary of Guise; English intervention. The Treaty of Edinburgh.</p> <p>Mary Queen of Scots in Scotland: return from France; personality, circumstances, policy. Relations with Elizabeth. Relations with Moray and the Scots nobles. Marriage; murders of Riccio and of Darnley. Rebellion against Mary; her capture, abdication, imprisonment, escape and exile.</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 in the 1570s.</p> <p>Mary in England: Elizabeth I's diplomatic circumstances; Mary's involvement in Catholic plots; her trial and execution.</p>

**UNIT** Historical Study – Options – Scottish and British (Access 3)

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

**4 ‘Ane End of Ane Auld Sang’: Scotland and the Treaty of Union 1690s - 1715**

Descriptor	Coverage
<p>A study of the reasons for the Treaty of Union between the Scottish and English Parliaments in 1707, the debates over the passing of the Treaty, its terms and immediate impact on Scotland, illustrating the themes of identity, authority and conflict.</p>	<p>The relationship of Scotland and England after 1689: Crown, Church, Parliament, political management.</p> <p>Causes of tension between Scotland and England: economy, religion, the succession. The Darien Scheme and the Worcester incident; the Act of Security and the Aliens Act. The appointment of Commissioners.</p> <p>The debate about Scottish identity: reasons for support of the Union; reasons for opposition to the Union. Attitude of Scots to the Union: burghs, clergy, landowners.</p> <p>The passing of the Treaty: parties and personalities in the Scottish Parliament – Queensberry, Hamilton, Fletcher. Unrest in Edinburgh and elsewhere. The question of corruption.</p> <p>Impact of the Union: the terms of the Treaty; institutions which were absorbed; institutions which remained distinctive. Reaction of Scots to the Union up to 1715. The causes of the Jacobite rebellion of 1715.</p>

**UNIT** Historical Study – Options – Scottish and British (Access 3)

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

**5 Immigrants and Exiles: Scotland 1830s - 1930s**

Descriptor	Coverage
<p>A study of the causes and results of the movement of population into and away from Scotland during the period 1830s - 1930s, focusing on issues of identity and community and on the experiences of migrants in their new countries or communities.</p>	<p>Irish migration to Scotland: reasons for immigration Irish famine, opportunities for work in Scotland; areas of Irish settlement; the experiences of the migrants living conditions, employment.</p> <p>Scots and Irish: religious and cultural forces binding the Irish community in Scotland; relations between immigrants and Scots – myth and reality.</p> <p>Reasons for emigration: poverty; the Highland Clearances; missionary work; effectiveness of emigration societies and government schemes; the attraction of the new lands – economic opportunity and cheap land.</p> <p>The Scot abroad: areas to which Scots migrated – England, North America, Australasia; the role of Scots migrants in the development of the ‘New World’ – agriculture, manufacturing, engineering and mining; the contribution of individual Scots to their new countries e.g. Andrew Carnegie, John Muir, Andrew Fisher.</p>

**UNIT** Historical Study – Options – Scottish and British (Access 3)

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

**6 From the Cradle to the Grave? Social Welfare in Britain 1890s - 1951**

Descriptor	Coverage
<p>A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government.</p>	<p>The problem of poverty at the turn of the century: belief in self-help; the voluntary system; the surveys of Booth and Rowntree; changing attitudes towards poverty and its causes.</p> <p>The Liberal reforms 1906 - 14: groups at risk the young, the old, the sick, the unemployed; reforms to help these groups the ‘Children’s Charter’, old age pensions, health and unemployment insurance, labour exchanges; the success of the reforms.</p> <p>The Labour government 1945 - 51: effects of wartime experiences on attitudes to poverty, especially the impact of bombing, rationing and evacuation; the ‘Five Giants’; National Insurance and National Assistance; the National Health Service; housing reform; the idea of a Welfare State; the government’s achievement.</p>

**UNIT** Historical Study – Options – Scottish and British (Access 3)

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

**7 Campaigning for Change: Social Change in Scotland 1900s - 79**

Descriptor	Coverage
<p>A study of social change in Scotland, considering the themes of rights, economy and community.</p>	<p>The changing role of women: campaigns for women’s suffrage; public and government response to WSPU militancy; impact of the First World War on the campaign and the status of women; votes for women; attitudes to women’s social and domestic role in the interwar years.</p> <p>Changing patterns of employment: the effects of the First World War on industry – the decline of the ‘old’ and the growth of the ‘new’ industries; Red Clydeside, post-war disillusionment and mass unemployment; the Second World War and the impact of conscription and the changing role of women in the workplace; the continued decline of the heavy industries; North Sea oil; the effects of changing employment patterns.</p> <p>Changes in the Scottish way of life: education from 1920s - 40s; changes in Scottish popular culture to 1939 growth of entertainment to 1939, the music hall, cinema and radio; leisure activities and their impact on the community; the changing influences affecting the ideas and attitudes of the Scottish people.</p>

**UNIT** Historical Study – Options – Scottish and British (Access 3)

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

**8 A Time of Troubles: Ireland 1900 - 23**

Descriptor	Coverage
<p>A study of the attempts to resolve the issue of Irish political identity during the period 1900 - 23, considering the themes of ideas, conflict and power.</p>	<p>The issue of Ulster 1912 - 14: Irish Nationalist demands for Home Rule; the Home Rule Bill of 1912; the Unionist response – Sir Edward Carson and the Ulster Volunteers, the ‘Curragh Mutiny’; the Nationalist responses – John Redmond, Sinn Féin.</p> <p>The Easter Rising of 1916: the effect of the First World War on the Home Rule issue; the causes and events of the Rising; effects of the Rising on Anglo-Irish relations and on the Nationalist Movement.</p> <p>The Anglo-Irish War 1919 - 21; the Treaty of 1921; divisions in the Republican Movement; the Civil War of 1922 - 23; results of the partition of Ireland.</p>



**UNIT** Historical Study – Options – European and World (Access 3)

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

**1 The Cross and the Crescent: The First Crusade 1096 - 1125**

Descriptor	Coverage
<p>A study of aspects of religious warfare in the Middle Ages as seen in the events of the First Crusade; the themes illustrated are belief, conflict and conquest.</p>	<p>The meaning of Holy War, the reasons for the calling of the First Crusade; the religious, military and economic reasons for taking the cross; the leaders and their motives.</p> <p>Disputes and rivalries between Latins and Greeks; Peter the Hermit and the People's Crusade; the Princes' Crusade and Alexius' fears; the taking of the oaths.</p> <p>Disputes and rivalries between crusaders, especially Bohemond and Raymond; the events surrounding Edessa, Antioch and Ma'aara to illustrate Christian strengths and weaknesses.</p> <p>Muslim divisions as a factor contributing to Christian success; Sunni and Shi'ite rivalry; openness to bribery as at Antioch and Jerusalem.</p> <p>The capture of Jerusalem and the massacre of the inhabitants; the securing of the Latin Kingdom through kingship and feudalism, castle building, the military orders and the Italian city-states; the reasons for Christian success.</p>

**UNIT** Historical Study – Options – European and World (Access 3)

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

**2 ‘This Accursed Trade’: The British Slave Trade and its Abolition 1770 - 1807**

Descriptor	Coverage
<p>A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.</p>	<p>The organisation and nature of the slave trade: its effects on British ports, e.g. Liverpool, Bristol; its effects on African societies, e.g. Ashanti, and on West Indian plantations. Slave ‘factories’ on the African coast; the economics and conditions of the ‘Middle Passage’.</p> <p>Origins of the abolitionist movement and its increased support outside and within Parliament. Role of Wilberforce. Arguments of the abolitionists: Christian, humanitarian, economic. Decision to concentrate on the slave trade.</p> <p>Methods of the abolitionists: meetings, evidence, e.g. Clarkson; first hand accounts by slavers, e.g. Newton; publicity, e.g. Wedgwood. Attitudes and evidence of slaves and former slaves, e.g. Equiano. Resistance to the trade by slaves.</p> <p>Defenders of the trade: planters, MPs, cities; effect of the French Revolution; reasons for the delay in the abolition of the trade.</p> <p>The debate over reasons for the eventual success of the abolition campaign: public opinion, Parliamentary debate, economic circumstances.</p>

**UNIT** Historical Study – Options – European and World (Access 3)

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

**3 The Red Flag: Lenin and the Russian Revolution 1894 - 1921**

Descriptor	Coverage
<p>A study of the collapse of imperial rule in Russia and the establishment of Communist government, illustrating themes of ideas, conflict and power.</p>	<p>Imperial Russia 1894 - 1917: The Tsarist government; the role of the Russian Church; class divisions in Russia; reasons for the backwardness of Russian agriculture and industry; grievances of the peasantry and the industrial workers; the Russification of national minorities.</p> <p>Challenges to the Tsar's power: challenges from revolutionary groups; the 1905 Revolution; political changes after 1905 – the Dumas and Stolypin's reforms.</p> <p>Russia and the First World War: effects of military defeat and economic hardship; Rasputin and the growing unpopularity of the regime; the February Revolution of 1917; reasons for the failure of the Provisional Government under Kerensky.</p> <p>The Bolshevik seizure of power: Lenin's return and the April Theses; reasons for the success of the October Revolution; the Civil War 1917 - 21; reasons for Bolshevik victory; nature of the Soviet state.</p>

**UNIT** Historical Study – Options – European and World (Access 3)

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

**4 Free at Last? Race Relations in the USA 1918 - 68**

Descriptor	Coverage
<p>A study of the development of race relations in the USA during the years 1918 - 68, illustrating themes of ideas, identity and power.</p>	<p>The USA at the end of the First World War: the social, political and economic status of different ethnic groups in the USA; the ‘Jim Crow’ laws; changing attitudes towards immigrants during the 1920s; the attitudes and activities of the Ku Klux Klan.</p> <p>Growing demand for civil rights after 1945: reasons for this growth; peaceful and violent activities of civil rights and black radical protest movements during the 1950s and 1960s – the roles of Martin Luther King, Stokely Carmichael and Malcolm X; response of state and federal authorities to these campaigns; the impact of the campaigns on US society.</p>

**UNIT** Historical Study – Options – European and World (Access 3)

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

**5 The Road to War 1933 - 39**

Descriptor	Coverage
<p>A study of Nazi foreign policy 1933 - 39 and the steps leading to the outbreak of war, illustrating themes of ideology, aggression, appeasement and power.</p>	<p>The ideas of Nazism: racism and the claim of Aryan supremacy, anger over Versailles, Living Space (Lebensraum).</p> <p>Foreign policy in practice: rearmament, reoccupation of the Rhineland, the Anschluss, the crisis in Czechoslovakia and the Munich agreement; the Polish crisis and the declaration of war.</p> <p>Great Power responses to German actions: the policy of appeasement and reasons for its adoption – horror of war, fear of aerial warfare, belief in persuasion, lack of military preparation, distrust between former allies; attempts to deal with German demands, especially over Czechoslovakia; decision to resist further aggression.</p> <p>Responsibility for the war; the effectiveness of the policy of appeasement.</p>

**UNIT**      Historical Study – Options – European and World (Access 3)

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

**6      In the Shadow of the Bomb: The Cold War 1945 - 85**

Descriptor	Coverage
<p>A study of relationships between East and West, examining reasons for tension and attempts to resolve areas of conflict, focusing on themes of ideas, confrontation and power.</p>	<p>NATO and the Warsaw Pact: political beliefs, military rivalry and mutual suspicion; effects of the development of nuclear weapons on relationships.</p> <p>Areas of superpower rivalry 1960 - 1970: Berlin – reasons for importance, building of the Berlin Wall, impact on international relations; Cuba – origins and events of the crisis, impact on international relations; Vietnam – reasons for United States involvement and for failure to defeat the Vietcong; changing views on the war in the United States; impact on international relations.</p> <p>Attempts at détente: reasons for changing attitudes between the USA and the USSR; SALT and other agreements.</p>