



**HISTORY**  
**Advanced Higher**

**Sixth Edition – Published August 2012**



**NOTE OF CHANGES TO ARRANGEMENTS  
SIXTH EDITION PUBLISHED AUGUST 2012**

**COURSE TITLE:** History (Advanced Higher)

**COURSE NUMBER:** C259 13

**National Course Specification**

Course Details: Field of Study 10 title amended to “The Spanish Civil War: Causes, Conflict and Consequences 1923-1945”.  
Summary descriptor in Statement of standards Appendix  
For Field of Study 10 replaced.

**National Unit Specification:** N/A



## National Course Specification

### HISTORY (ADVANCED HIGHER)

**COURSE NUMBER** C259 13

#### COURSE STRUCTURE

The Course comprises two mandatory Units:

<i>D259 13</i>	<i>Historical Study (Advanced Higher)</i>	<i>2 credits (80 hours)</i>
<i>F3GA 13</i>	<i>Historical Research (Advanced Higher)</i>	<i>1 credit (40 hours)</i>

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

#### RECOMMENDED ENTRY

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

- ◆ Higher History Course or Units
- ◆ a Course or Units at Higher in another social subject

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ further or higher education courses in History, Law or Social Studies
- ◆ training or employment

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#### Administrative Information

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

**COURSE** History (Advanced Higher)

### **CORE SKILLS**

The Advanced Higher Course in History is allocated 32 SCQF credit points at SCQF level 7\*.

*\*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 Problem Solving at SCQF Level 6

Core Skill component None

## National Course Specification: course details

**COURSE** History (Advanced Higher)

### RATIONALE

The aims of the *Advanced Higher History* Course are to acquire depth in the knowledge and understanding of historical themes and to develop skills of analysing issues, developments and events, drawing conclusions and evaluating sources. These aims will be achieved through the study of a chosen context. Candidates will study one Field of Study from a choice of eleven. The Course will also provide the opportunity to integrate these skills in an extended piece of individual research.

The outcomes of the Units and the criteria for the Course Assessment require candidates to handle detailed information in order to analyse events and their relationships thoroughly, to use this analysis to address complex historical issues, including consideration of alternative interpretations, and to draw a series of judgements together by structured, reasoned argument reaching well-supported conclusions. Candidates will also be expected to interpret a range of complex primary and secondary sources and use them to analyse historical issues. In addition, candidates will be required to undertake the planning, research, preparation and presentation of a dissertation on a defined historical issue relating to their Field of Study.

### COURSE AIMS

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

- ◆ critical analysis of historical research, including evaluating primary and other evidence
- ◆ participating in debate and discussion, through which attitudes of open-mindedness and tolerance are fostered
- ◆ organising and analysing lines of argument
- ◆ adopting a structured approach to the research of a historical issue
- ◆ constructing and sustaining lines of argument which reflect the complexity of the issues they address
- ◆ presenting conclusions in a clear way, while reflecting the complexity of the issue under consideration

### COURSE CONTENT

The Course consists of two Units: *Historical Study* (Advanced Higher), and *Historical Research* (Advanced Higher). Within each Unit there are eleven Fields of Study. In each Field of Study, candidates should be aware of historical interpretations and issues. The content of each Unit is summarised below and will be subject to sampling in the Course Assessment. The mandatory content for each Field of Study in the *Historical Study* (Advanced Higher) Unit is contained in an Appendix to the Unit Specification.

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

**COURSE** History (Advanced Higher)

### **Historical Study Unit (D259 13)**

Candidates study one Field of Study from a choice of eleven.

#### **1. Northern Britain from the Romans to AD 1000**

The study of the nature of Celtic and Germanic tribal societies north of Hadrian's Wall; the relationship between these societies, their changing beliefs and the effects upon them of invaders, focusing on the themes of culture, power, invasion and belief.

#### **2. Scottish Independence 1286 - 1329**

A study of the changing nature of the Scottish nation, threats to the independence of the nation, responses to those threats and the consequences for the Scottish nation, focusing on the themes of authority, conflict and identity.

#### **3. The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries**

A study of the origins and impact of artistic, cultural and political developments in Italy during the years 1400 to 1530, focusing on the themes of culture, authority, belief and conflict.

#### **4. Georgians and Jacobites: Scotland 1715 - 1800**

A study of political integration and economic growth in Scotland in the eighteenth century, of tensions in Scottish society and of the diverse cultural achievements of the period, illustrating the themes of conflict, culture and improvement.

#### **5. 'The House Divided': USA 1850 - 65**

A study of American society and tensions within it, the causes and nature of conflict, the political, social and economic outcomes of that conflict, focusing on the themes of conflict, rights, identity and authority.

#### **6. Japan: From Medieval to Modern state 1850s - 1920**

A study of the changing political identity of Japan, the forces bringing about changes, the effects of those changes within and beyond Japan, focusing on the themes of ideology, identity, authority and culture.

#### **7. Germany: Versailles to the Outbreak of the Second World War**

A study of the changing nature of political authority, the reasons for changes and the consequences of the changing character of political authority, focusing on the themes of ideology, authority and revolution.

#### **8. South Africa 1910 - 84**

A study of race and class conflict in an industrialising society and of international pressures on that society, focusing on the themes of ideology, authority, rights and resistance.

#### **9. Soviet Union 1917 - 53**

A study of political ideology as found in Communist Russia, the changing nature of authority and the policy outcomes of that authority, focusing on the themes of ideology, authority and revolution.

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

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

#### **10. The Spanish Civil War: Causes, Conflict and Consequences 1923-1945**

A study of differing political ideologies, civil conflict and its consequences, foreign intervention and attempts at non-intervention, focusing on the themes of ideology, authority, conflict and identity.

#### **11. Britain at War and Peace 1939 - 51**

A study of political ideology and leadership, military conflict, its effects and responses to those effects, social needs and responses to those needs, and relations with other parts of the world, focusing on the themes of authority, community, ideology and welfare.

#### ***Historical Research Unit (F3GA 13)***

This Unit will allow the candidate to carry out independent research on the content of a Field of Study studied in the *Historical Study* (Advanced Higher) Unit. The candidate will develop the investigative skills of planning, reading, analysing and presenting.

### **ASSESSMENT**

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

#### **Assessment objectives**

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

Unit assessments aim to ensure candidates can describe and analyse historical issues relating to familiar and less familiar situations through the use of extended response questions and source based items, and can undertake and reflect on the production of a dissertation.

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

Candidates will be required to demonstrate the ability to integrate the skills of knowledge and understanding and analysis and communicate these effectively. They should provide relevant exemplification of historical issues, presented in a coherent and logically structured way. Arguments will be supported by evidence and analysis will be balanced and informed, showing a high level of awareness of historical interpretations.

At Advanced Higher level, candidates will be able to produce detailed and in-depth analysis. Sources used will be complex.

## National Course Specification: course details (cont)

### COURSE History (Advanced Higher)

#### Unit assessment

The Unit assessment for the *Historical Study* (Advanced Higher) Unit will be a closed book assessment which should take place at an appropriate time. The maximum time allowed for assessment is 2 hours and 30 minutes. The Unit assessment for the *Historical Research* (Advanced Higher) Unit takes the form of a candidate checklist, with a number of short response items, which should be completed during the historical research process and/or when the research has been completed, along with an evaluation of the process. The maximum time allowed for this assessment is 1 hour.

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

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

#### Course Assessment

The Course Assessment will consist of the following:

- ◆ a question paper with a total allocation of 90 marks
- ◆ a dissertation with a total allocation of 50 marks

#### Question Paper

- ◆ the paper examines knowledge and understanding and analysis and evaluation covering the content of the *Historical Study* (Advanced Higher) Unit
- ◆ some questions will require an extended response; others will require a short response
- ◆ the paper is divided into two parts
- ◆ Part 1 (50 marks)
  - consists of five essay questions for each Field of Study
  - candidates are required to answer two questions
  - each question is worth 25 marks
- ◆ Part 2 (40 marks)
  - there will be a set of four sources and three questions for each Field of Study
  - the sources will relate to the italicised boxed area of the expanded descriptor
  - candidates are required to answer all questions
  - questions will be worth 12, 12 and 16 marks; the 16-mark question will relate to two sources

#### Dissertation

- ◆ titles must be drawn from the content of the Field of Study studied in the *Historical Study* (Advanced Higher) Unit
- ◆ an approved list of titles is available on the SQA website
- ◆ candidates should carry out research, analyse the issues, decide on an approach and plan and organise the structure and content of the dissertation

## National Course Specification: course details (cont)

### COURSE History (Advanced Higher)

- ◆ the dissertation should be more than mere narrative or description and candidates should show familiarity with the views of secondary authorities
- ◆ dissertations should be a maximum of 4,000 words in length, excluding referential footnotes and bibliography
- ◆ a flat penalty of 10% of the total marks available will be deducted once the stated word limit has been exceeded

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

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

Unit assessment requires candidates to:

- ◆ demonstrate knowledge, understanding and skills acquired in the Unit
- ◆ apply critically the knowledge, understanding and skills in one Field of Study
- ◆ plan, research and undertake a complex historical study.

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

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

#### GRADE DESCRIPTIONS AT A AND C

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

The descriptions require that the knowledge and understanding, skills and ability to use concepts which have been acquired over the Units be retained and demonstrated over the duration of the written examination and demonstrated in the answering of unseen questions and in the Dissertation.

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

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

## National Course Specification: course details (cont)

**COURSE** History (Advanced Higher)

GRADE C	GRADE A
A structured, reasoned argument is presented in response to a defined historical issue, leading to a conclusion supported by analysis of evidence taking account of different historical interpretations.	The issue is perceptively defined and the argument sustained and well structured; the conclusion is closely related to the argument; there is clear evidence of understanding of different historical interpretations.
Knowledge and understanding of historical events and their relationships are applied to address complex issues and their relationship to historical themes.	Responses are detailed and well organised and show a coherent explanation of how events are related to each other and to relevant themes.
There is a valid analysis of developments and events in their context which makes use of appropriate evidence and general historical concepts.	Commentary and analysis are valid, clear, coherent and fully developed, and context and concepts are used effectively
Sources are accurately interpreted, analysed and used to explain complex historical events; content and context, including the type and purpose of sources, have been taken into account.	Sources are interpreted and analysed in depth. The evaluation shows accuracy, detail, relevance and thoroughness with respect to all features of the sources.

## National Course Specification: course details (cont)

**COURSE** History (Advanced Higher)

### ESTIMATES AND APPEALS

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

#### Estimates

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

#### Appeals

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

Candidates are required to demonstrate knowledge and understanding of and the ability to analyse and evaluate within the chosen Field of Study.

The most robust evidence will meet the following criteria:

- ◆ there should be evidence of retained knowledge and understanding
- ◆ there should be evidence of the ability to apply the knowledge and understanding in a situation of equivalent demand to the Course Assessment
- ◆ there should be evidence of retained skills of analysis and evaluation of unfamiliar materials and questions
- ◆ the evidence should demonstrate a broad knowledge and understanding of the chosen Field of Study

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

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

The NABs for the *Historical Study* (Advanced Higher) Unit of this Course on their own do not provide sufficient evidence to support an appeal since they do not provide evidence of a candidate's ability to:

- ◆ answer two essay questions from their chosen Field of Study on a single occasion
- ◆ show retention of knowledge and understanding over a longer period of time
- ◆ apply skills in more demanding situations

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

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

**COURSE** History (Advanced Higher)

### **QUALITY ASSURANCE**

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

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

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

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

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

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

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

- ◆ engage in wide-ranging, independent reading relevant to their historical studies
- ◆ interpret and evaluate historical source material, relating it precisely to its context in order to show awareness of the complexity and elusiveness of historical truth
- ◆ become aware of different interpretations of history by different historians and the reasons for these
- ◆ record systematically information derived from a variety of sources, such as books, notes, lectures, audio-visual materials and electronic media
- ◆ make use of historical terms and concepts encountered in the study of complex primary and secondary evidence
- ◆ take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge
- ◆ develop the skills of extended communication for a variety of purposes, including descriptive and analytical essays or oral responses, responses to source-based questions and a dissertation; opportunities should be provided for revision and redrafting of extended writing following critical review
- ◆ develop individual and independent learning skills, especially those relating to the preparation and production of a dissertation

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

## National Course Specification: course details (cont)

### COURSE History (Advanced Higher)

It is important that the candidates should understand the historical themes that run through the chosen Field of Study and not simply learn about a series of discrete historical issues. To that end teachers/lecturers may wish to cover aspects of content that set the issues in context.

One important distinction should be made: the outcomes for the *Historical Research* Unit are not assessed through the completed dissertation but through the process of study leading to it. The dissertation is submitted as part of the Course Assessment of the whole Course and will be assessed against grade descriptions which apply to the whole Course. Skills listed in the outcomes for the *Historical Study* Unit will be revisited in the course of work for the dissertation. The *Historical Research* Unit will deepen knowledge and understanding of historical concepts and skills, both general and specific to the Field of Study chosen, through their application to a deeper area of content chosen by the candidate.

The process of research for the dissertation, and the preparation of drafts, is likely to occupy the 40 hours of the Unit dedicated to it. This process will be assessed internally as defined by the Unit Specification. The completion of the final dissertation may take place outside this time. The preparation of the dissertation for Course Assessment will also have a part to play in reinforcing knowledge and skills in preparation for the other parts of the Course Assessment. A programme of learning and teaching should take these points into account.

The additional 40 hours allowed for the Course may be used at the discretion of the teacher/lecturer to consolidate and vary the candidates' learning experiences. A list of essential learning experiences for the Course can be found above. Time may be used near the start of the Course for introduction to concepts, methods and skills, at various points throughout for extending the range of learning and teaching approaches, for consolidation and remediation or for preparation for internal assessment, and near the end of the Course for integration, revision and preparation for Course Assessment.

It is strongly recommended that candidates should not study content with a considerable overlap over three years. This applies particularly to German and Russian topics at Standard Grade, Intermediate, Higher and Advanced Higher. Candidates are therefore encouraged not to choose the German or Russian Fields of Study at Advanced Higher if they have already studied similar topics previously. A similar consideration may be taken into account in the choice of other Fields of Study.

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

It is anticipated that the skills relating to historical analysis, conceptual understanding, source handling and extended writing or production of oral responses will be founded on achievements at Higher level. The investigation skills needed for historical research at this level should integrate and develop skills learned at Higher level but this will require more explicit assistance from the teacher/lecturer and more practice by the candidate during the *Historical Research* Unit.

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

**COURSE**                      History (Advanced Higher)

Time is allowed through the *Historical Research* Unit for the gathering of information and the planning of the dissertation. The choice of Field of Study, and particularly, of issue will require guidance in two important respects: the decision as to whether to develop an issue already covered in coursework or whether to follow a new issue; and the actual wording of the title, which should not be ambiguous, too complex or obscure. Candidates are urged strongly to choose a title from the approved list, as these have been based on existing good practice and are likely to produce worthwhile dissertations. Work done on preparing the dissertation will be of assistance in preparation for both parts of the Course Assessment. Advice may also be given on the organisation of revision for the Course Assessment. Knowledge and understanding needs to be effectively retained and skills practised with unfamiliar sources or questions.

### **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 (Advanced Higher)

**NUMBER** D259 13

**COURSE** History (Advanced Higher)

### SUMMARY

This is a component unit in the *Advanced Higher History* Course but it can also be studied as a free-standing unit.

This Unit seeks to provide breadth and depth in the knowledge and understanding of historical concepts through study of a chosen Field of Study. It will also develop skills of evaluating historical developments and events and historical sources. Through such activities, it will also develop the ability to think independently and to construct and communicate arguments.

Candidates will gain knowledge and understanding of a complex and extensive historical topic and related concepts and themes. They will be able to analyse and make judgements about historical developments and events, examining their contexts and relationships and using them to explain general historical concepts. They will be able to respond to a historical issue, including consideration of alternative interpretations, and to draw a series of judgements together by structured, reasoned argument leading to a well-supported conclusion. Candidates will also be able to interpret a range of complex primary and secondary sources and use them to analyse historical issues.

### OUTCOMES

- 1 Apply knowledge and demonstrate understanding of historical developments, events and issues.
- 2 Explain, analyse and evaluate historical developments, events and issues.
- 3 Evaluate complex sources with reference to their provenance and content.
- 4 Evaluate complex sources with reference to their wider historical context.

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

**UNIT**                      Historical Study (Advanced Higher)

### **RECOMMENDED ENTRY**

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

- ◆ Higher History Course or Units
- ◆ another social subject at Higher

### **CREDIT VALUE**

2 credits at Advanced Higher. (16 SCQF credit points at SCQF level 7\*).

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

### **CORE SKILLS**

This Unit gives automatic certification of the following:

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF Level 6

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

### **UNIT**                      Historical Study (Advanced Higher)

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

#### **OUTCOME 1**

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

##### **Performance criteria**

- (a) The understanding of historical events and their relationships is relevant.
- (b) The knowledge selected demonstrates accurate understanding of complex historical issues.
- (c) The knowledge is applied to address historical issues.

#### **OUTCOME 2**

Explain, analyse and evaluate historical developments, events and issues.

##### **Performance criteria**

- (a) The elements of historical issues, developments or events are identified and placed in context.
- (b) The explanation is valid in terms of the historical issue being addressed.
- (c) The evaluation is sustained and developed.
- (d) The evaluation makes use of appropriate historical evidence which takes account of historical interpretations.
- (e) The conclusion reflects the complexity of the issue and is supported accurately by the presented evidence.

#### **OUTCOME 3**

Evaluate complex sources with reference to their provenance and content.

##### **Performance criteria**

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

#### **OUTCOME 4**

Evaluate complex sources with reference to their wider context.

##### **Performance criteria**

- (a) The sources are related to historical developments and events through recall.
- (b) The source and/or its context is used to make a balanced response.
- (c) The comparison demonstrates understanding of the wider historical context.
- (d) The evaluation where appropriate takes account of different historical interpretations.

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

**UNIT**                      Historical Study (Advanced Higher)

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

The mandatory content for each Field of Study for this Unit is specified in the Appendices to this Unit. Evidence should be written and/or recorded orally and should cover all outcomes and performance criteria. Evidence should be produced under closed-book, supervised conditions within a time limit of 2 hours and 30 minutes. Alternatively, Parts 1 and 2 could be administered separately – one hour being allocated to Part 1 and one hour and 30 minutes to Part 2.

To demonstrate satisfactory attainment in these outcomes the candidate should produce an extended response to a structured essay question testing the ability to explain and evaluate issues relating to their chosen Field of Study (Part 1). The candidate must also produce shorter responses to the source evaluation items testing the ability to explain, contextualise and evaluate issues relating to their chosen Field of Study (Part 2).

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

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

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

### **UNIT**                      Historical Study (Advanced Higher)

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

While the time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

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

The summary content of this Unit is contained in the content of the Course Specification. Expanded descriptions of the content for each Field of Study contained in this Unit are detailed in the appendices to this Unit Specification. The Sources for Part 2 of the examination will be drawn from the boxed and italicised areas.

Candidates will be required to study one Field of Study.

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

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

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

- ◆ engage in a wide-ranging, independent reading relevant to their historical studies
- ◆ interpret and evaluate historical source material, relating it precisely to its context in order to show awareness of the complexity and elusiveness of historical truth
- ◆ become aware of different interpretations of history by different historians or schools of thought and the reasons for these
- ◆ record systematically information derived from a variety of sources, such as books, notes, lectures and audio-visual materials
- ◆ make use of historical terms and concepts encountered in the study of complex primary and secondary evidence
- ◆ take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge
- ◆ develop the skills of extended communication for a variety of purposes, including descriptive and analytical essays or oral responses, responses to source-based questions and a dissertation; opportunities should be provided for revision and redrafting of extended writing following critical review
- ◆ develop individual and independent learning skills

It is important that the candidates should understand the historical themes that run through the chosen Field of Study and not simply learn about a series of discrete historical issues.

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

### **UNIT**                      Historical Study (Advanced Higher)

The methodology used by teachers/lecturers will be built on existing good practice. Teacher/lecturer exposition and note-taking from textbooks, information sheets and a wide variety of other secondary sources are likely to form the basis of work in this Unit. Individual and group discussion may reinforce this. Extension work, access to primary sources, independent reading and resource-based learning should be made available to individuals and groups as appropriate. This independent learning may form the basis of a considerable part of a candidate's study time at Advanced Higher level.

It is anticipated that the skills relating to historical analysis, conceptual understanding, source handling and extended writing or production of oral responses will be founded on achievements at Higher level. The investigation skills needed for historical research at this level should integrate and develop skills learned at Higher level but this may require more explicit assistance from the teacher/lecturer and more practice by the candidate during the *Historical Research* Unit.

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

The evidence of attainment for all outcomes for this Unit should be provided in the form of an extended response to an essay question which requires explanation and evaluation, and short response questions from the source evaluation items which require explanation, evaluation, and comparison. The evidence can be gathered during or near the end of the Unit and must be completed under controlled conditions, ie without collaboration, the assistance of notes or teacher/lecturer advice. Supervision may be carried out by a teacher/lecturer, invigilator or other responsible person. A maximum time of 2 hours and 30 minutes is allowed for assessment of an item covering all outcomes. Alternatively, Parts 1 and 2 of the assessment instrument could be administered separately – one hour being allocated to Part 1 and one hour and 30 minutes to Part 2.

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

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

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

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 (Advanced Higher)**

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

**Field of Study 1: Northern Britain from the Romans to AD 1000**

The study of the nature of Celtic and Germanic tribal societies north of Hadrian's Wall, the relationship between these societies, their changing beliefs and the effects upon them of invaders, focusing on the themes of culture, power, invasion and belief.

**Summary Descriptor**

The Roman invasions and their effects on the native peoples, including: the main phase of invasion and occupation; the military system of forts, camps and walls; tribal responses to Roman occupation and withdrawal.

Changing beliefs, including: different stages of conversion and the spread of Christianity; the establishment of Columbian monasticism; Norse paganism and the conversion of the Vikings in Scotland; the formation of a Christian society.

Development of post-Roman societies, including the kingdom of the Picts and its relationship with Britons, Angles and the Scots of Dalriada: the impact of the Vikings on the Northern and Western Isles.

The establishment of the Kingdom of Alba and the emergence of the Scottish nation.

**Sources for Part 2 of the assessment will be selected from the following italicised areas:**

- 1. Archaeological and literary evidence for Iron Age/Celtic society*
- 2. Archaeological and literary evidence for the Roman invasions and linear barriers*
- 3. Archaeological and literary evidence for the Viking invasions, settlements and the conversion of the Vikings*
- 4. Pictish symbol stones and Pictish society*
- 5. Emergence and growth of the Kingdom of the Scots in Dal Riata (Dalriada)*
- 6. Kenneth MacAlpin*

**Detailed Descriptor****1. Iron Age/Celtic society****1.1 The evidence**

- *Archaeological.*
- *Literary: Ptolemy, Tacitus, Dio Cassius, Herodian, Strabo.*
- *Remains of settlements and dwellings.*

**1.2 Nature of society**

- *Rural, hierarchical, tribal, familiar.*
- *Importance of power and prestige.*
- *Belief systems: votive offerings, numinous places, cult of the head, sacrifices.*
- *Way of life: clothing, tools, crafts, weapons, diet, farming.*

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

### **UNIT            Historical Study (Advanced Higher)**

#### **2. *The Roman invasions***

##### *2.1 The Flavian period*

- *Pre Agricolan contacts; the Gask Frontier.*
- *Agricola's five campaigns in North Britain.*
- *Tacitus' 'The Agricola'.*
- *The Battle of Mons Graupius.*
- *The Flavian frontier.*

##### *2.2 The Walls*

- *Antonine advance into North Britain.*
- *The Antonine Wall – purposes and effectiveness.*
- *Hadrian's Wall – comparison of it and Antonine Wall.*
- *Garrison life.*

##### *2.3 The Severan invasion*

- *Campaigns of Severus and Caracalla.*
- *Comparative study of the three invasions.*

#### **3. *Changing beliefs***

##### *3.1 The arrival of Christianity*

- *Background to the appearance of Christianity in Britain: Roman roots.*
- *St Ninian at Whithorn.*
- *St Columba at Iona.*
- *Columban monasticism.*
- *Comparison of the work of Ninian and Columba.*

##### *3.2 The obstacles to and effects of conversion*

- *Obstacles to conversion: cultural, social, political, religious, geographical.*
- *Effects of conversion: literacy, numeracy, social, political, cultural.*

##### *3.3 The conversion of the Vikings*

- *The nature of Norse religion.*
- *Conversion of the Vikings.*

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

### UNIT Historical Study (Advanced Higher)

#### 4. Development of post Roman societies

##### 4.1 Changes in the Roman period

- Number and distribution of tribes in Flavian times.
- Emergence of Caledonii and Maeatae.
- Emergence of the Picts and Scots.

##### 4.2 *The Kingdoms of the Picts and Scots*

- *Pictish symbol stones.*
- *The nature of Pictish society.*
- *The emergence and growth of the Kingdom of the Scots – Dal Riata (Dalriada).*

##### 4.3 *The Vikings*

- *Attraction of the Vikings to the North and West.*
- *The pattern of raiding, trading and settlement.*
- *Impact of the Vikings.*
- *The Earldom of Orkney.*

#### 5. The establishment of the Kingdom of Alba and the emergence of the Scottish nation

##### 5.1 Effects of Viking pressure

- Effects on the Picts.
- Effects on the Scots.

##### 5.2 Role of the Scots

- Gradual colonisation of East Pictland.
- Simultaneous Kingship of Picts and Scots.
- *Role of Kenneth MacAlpin and his dynasty.*
- Role of the Church.

##### 5.3 The four peoples

- Picts.
- Scots.
- Britons.
- Angles.
- Extent to which they were united by 1000 AD.

**UNIT**      **Historical Study (Advanced Higher)**

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

**Field of Study 2: Scottish Independence: 1286 to 1329**

A study of the changing nature of the Scottish nation; threats to the independence of the nation; responses to those threats and the consequences for the Scottish nation, focusing on the themes of authority, conflict and identity.

**Summary Descriptor**

The background to the conflict, including: the nature of royal authority under Alexander III; relationships between Scotland and England.

Edward I and Scotland, including: the reasons for the first submission of Scots to Edward I; the Great Cause and the reign of John Balliol; Edward's government in Scotland, the uprising of Wallace and its consequences; Wallace's guardianship; support for Wallace; English invasions and the second submission of the Scots.

Bruce and the war for independence, including: Bruce's seizure of power; support for and opposition to him, his campaigns and tactics, both military and diplomatic.

Bruce in power, including: his government of Scotland; the making of truces and peace; the economic and social impact of the wars.

**Sources for Part 2 of the assessment will be selected from the following italicised areas:**

- 1. The Succession Crisis and the Great Cause*
- 2. The Reign of King John, 1292-1296*
- 3. William Wallace*
- 4. The Ordinance of Scotland and Bruce's seizure of power*
- 5. Bruce and the War for Independence 1306-1328*
- 6. Bruce and the government of Scotland*

**Detailed Descriptor****1. Scottish identity before 1286**

- 1.1 The background to the conflict
- 1.2 The nature of royal authority under Alexander III
- 1.3 Relationships between Scotland and England
- 1.4 The concept of a 'Community of the Realm' during the reign of Alexander III

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

### **UNIT**      **Historical Study (Advanced Higher)**

#### **2. *The Succession Crisis and the Great Cause***

- 2.1 *The crisis in the MacMalcolm dynasty and the responses of the Scottish community and Edward I*
- 2.2 *Bishop Fraser's intervention*
- 2.3 *The reaction of Bruce 'The Competitor'*
- 2.4 *The Treaty of Birgham*
- 2.5 *The 'Process of Norham' and the 'Great Cause'*
- 2.6 *Evaluation of Edward I's role and the choice of John Balliol as king*

#### **3. *The Reign of King John 1292-1296***

- 3.1 *Features of King John's reign*
  - *The development of government.*
  - *His relationship with Edward I.*
  - *The 'test cases'.*
  - *The 'Council of 12'.*
  - *The circumstances of his renunciation of homage.*
  - *The causes of war in 1296.*

#### **4. *Edward's occupation of Scotland 1296-1297***

- 4.1 *Nature of the occupation*
- 4.2 *Removal of Balliol and the symbols of Scottish nationhood*
- 4.3 *The administration of Warenne and Cressingham*

#### **5. *William Wallace***

- 5.1 *Causes of Wallace's rebellion*
- 5.2 *Wallace's political and military achievements 1297-1305*
  - *The importance of his status as a commoner.*
  - *Origins of the rebellion and possible links with the nobility.*
  - *The Battle of Stirling Bridge.*
  - *The role of Andrew Murray.*
  - *Wallace's Guardianship and defeat at Falkirk in 1298.*
  - *Wallace's role after 1298, in diplomacy before 1302 and after his return to Scotland.*
  - *His trial and execution.*
- 5.3 *Wallace's impact on developing a Scottish 'national identity'*
- 5.4 *Wallace's significance in the context of the Wars of Independence*

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

### **UNIT**      Historical Study (Advanced Higher)

#### **6. Scottish resistance and English invasions 1298-1306**

- 6.1 Reasons for continued Scottish resistance after the battle of Falkirk
- 6.2 The nature of the Guardianships
- 6.3 Scottish diplomacy
- 6.4 Bruce's defection to the English
- 6.5 Reasons for the collapse of Scottish resistance in 1304
- 6.6 *The Ordinance of Scotland and Bruce's seizure of power*

#### **7. Bruce and the War for Independence 1306-1328**

- 7.1 *Bruce's motivation*
- 7.2 *Bruce's military tactics and strategy 1306-1328*
- 7.3 *The 'civil war' 1306-1309*
- 7.4 *War against England before and after Bannockburn*
- 7.5 *Analysis of the support and opposition to Bruce within Scotland*
- 7.6 *Bruce's diplomacy and propaganda*
- 7.7 *Bruce's campaign in Ireland*

#### **8. Bruce and the government of Scotland**

- 8.1 *Development of royal authority under Bruce*
  - *The development of the Offices of State.*
  - *The role of Parliament.*
  - *The nature of King Robert's legislation.*
- 8.2 *The role of the Church in both administration and propaganda*
- 8.3 *The Declaration of Arbroath*
- 8.4 *The De Soules Conspiracy*
- 8.5 *The making of truces and the Treaty of Edinburgh*

#### **9. The social and economic impact of the wars**

- 9.1 The economic impact of the wars
- 9.2 The social effects of the wars

**UNIT**      Historical Study (Advanced Higher)

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

**Field of Study 3: The Renaissance in Italy in the Fifteenth and Early Sixteenth Centuries**

A study of the origins and impact of artistic, cultural and political developments in Italy during the years 1400 to 1530, focusing on the themes of culture, authority, belief and conflict.

**Summary Descriptor**

Italian society, including: general economic and political conditions; trade and industry; the rise of the great Italian cities.

The origins of early Renaissance art in Florence, including: the Florentine republic; the Renaissance as the revival of classical values; the relationship of humanism and the visual arts.

Florence and the Medici, including: the rise of the Medici; patronage as a cultural and political phenomenon; the contribution of Lorenzo the Magnificent; art as propaganda for the Medici.

The High Renaissance, including: Rome and the High Renaissance; religion and the Papacy; the place of the artist in society, with a study of the greater artists.

**Sources for Part 2 of the assessment will be selected from the following italicised areas:**

1. *Florence and the Medici, 1434-1498*
2. *Patronage and the status of the artist*
3. *Humanism*
4. *The Renaissance in the princely courts, specifically Mantau, Urbino and Ferrara*
5. *Women and the family during the Renaissance*
6. *The Renaissance Papacy and High Renaissance*

**Detailed Descriptor****1. The Economic Framework of the Renaissance**

- 1.1 The generation of wealth: Florence, Venice and Rome (after 1450)
  - The role of guilds, banking, trade and trade routes in the commercial and political life of Florence and Venice, and the Papacy in Rome.
- 1.2 The political and cultural impact of trading networks, including links to Northern Europe and the Levant/Byzantium.
- 1.3 The role of guilds in Florence in the arts, in commissioning work for Orsanmichele, the Duomo and its Baptistery.

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

### **UNIT            Historical Study (Advanced Higher)**

#### **2. Artistic and architectural innovation in the early fifteenth century**

2.1 As exemplified by Masaccio, Brunelleschi and Donatello.

#### **3. Florence and the Medici**

3.1 *The emergence of the Medici after 1434*

- *The basis of their wealth.*
- *Their manipulation of the Florentine constitution.*

3.2 *The individual contributions of Cosimo and Lorenzo as patrons of the arts and humanism*

3.3 *The Pazzi Conspiracy*

3.4 *Savonarola: his origins, actions, ideas and downfall*

#### **4. Patronage and the status of the artist**

4.1 *The diversity of patrons; individuals, the Church, the guilds , the state*

4.2 *The use and development of contracts and the implications for the art produced*

4.3 *Developments in the status of the artist*

4.4 *The uses of art: propaganda, prestige, piety*

#### **5. Humanism**

5.1 *The recovery of classical learning and its role in the Italian Renaissances*

- *Lorenzo Valla.*
- *Studia humanitatis.*
- *Civic humanism: Baron's thesis; the influence of Salutati, Bruni and Niccoli.*
- *Neo-Platonism; the influence of Ficino and Pico della Mirandola.*

5.2 *The impact of humanism on the visual arts*

5.3 *Machiavelli's "The Prince"; his ideas on political pragmatism*

#### **6. The Renaissance in Venice**

6.1 The political structures of Venice

6.2 Factors influencing the artistic development of Venice, including the trading links with Byzantium and the Levant

6.3 The distinctiveness of Venetian art, architecture and learning

6.4 The creation of the Venetian "terrafirma"

6.5 Comparison with the Renaissance in Florence

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

### **UNIT**      Historical Study (Advanced Higher)

#### **7. *The Renaissance in the princely courts, specifically Mantua, Urbino and Ferrara***

7.1 *Their contribution to the arts and humanism.*

- *Distinctiveness of their character*
- *Federigo da Montefeltro as a Renaissance prince*

7.2 *Castiglione's "The Courtier":*

- *Its portrayal of court life*

#### **8. Women and the family during the Renaissance**

8.1 *The status and influence of women*

- *Humanist views on the role of women, notably Alberti.*

8.2 *Attitudes towards the family*

- *The experience of different social classes.*

8.3 *Women as patrons, notably Isabella D'Este.*

#### **9. The French invasion of Italy in 1494 by Charles VIII**

9.1 *The aims of the invasion*

9.2 *Reactions to the invasion*

9.3 *The extent to which the invasion achieved its aims*

9.4 *The impact of the invasion*

#### **10. The Renaissance Papacy and the High Renaissance**

10.1 *The political and military priorities of Alexander VI, Julius II and Leo X: the "princes or churchmen" debate*

10.2 *Popes as patrons of the arts*

10.3 *The contribution to the High Renaissance of Michelangelo, Raphael, Bramante and Leonardo*

10.4 *The impact of Vasari's "Lives of the Artists" in defining a view of the period and the development of the arts and artists*

**UNIT**      Historical Study (Advanced Higher)

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

**Field of Study 4: Georgians and Jacobites: Scotland 1715-1800**

A study of political integration and economic growth in Scotland in the eighteenth century, of tensions in Scottish society and of the diverse cultural achievements of the period, focusing on the themes of conflict, culture and improvement.

**Summary Descriptor**

The assimilation of the Highlands; the origins of Jacobitism and the 1715 rebellion; the distinctive features of the Gaeltacht; the course of the 1745-46 Jacobite rising; changes in Highland society after the '45.

Growing wealth: trade after the Union; the tobacco lords; agricultural improvement; urban development; changing standards of living.

Political stability: the government of Scotland after the Union; the nature and importance of the Kirk and other Churches; the 'Dundas despotism'; unrest during the period of the French Revolution.

Cultural achievements of the Enlightenment: education and attitudes towards improvement; history, philosophy, social commentary; contacts with England and Europe; architecture, painting, literature; poetry and the languages of Scotland.

**Sources for Part 2 of the assessment will be selected from the following italicised areas:**

- 1. The 1715 Jacobite rebellion*
- 2. The 1745 Jacobite rebellion*
- 3. The Highlands in the late eighteenth century*
- 4. Agriculture*
- 5. The Dundas despotism*
- 6. Education*

**Detailed Descriptor****1. Jacobitism***1.1 The causes and course of the 1715 rebellion*

- *The extent of support for the rebellion in Scotland.*
- *The reasons why some Scots supported the Jacobites whilst others opposed them.*
- *The reasons for the failure of the rebellion.*

*1.2 The extent of Jacobite decline*

- The 1719 rebellion and the lack of serious Jacobite activity in the two decades that followed it.

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

### UNIT Historical Study (Advanced Higher)

#### 1.3 *The causes and course of the 1745 rebellion*

- *Jacobite victories and defeats.*
- *The personal role of Charles Edward Stuart.*
- *The reasons for the failure of the rebellion.*

### 2. The Highlands

#### 2.1 The nature of the Highlands

- Culture, economy and society at the beginning of this period.
- The clan system; the extent to which historical reality challenges the mythical picture.

#### 2.2 *The impact and consequences of the Forty-Five*

- *The legislation that followed the 1745-1746 rebellion.*
- *Changes in estate management introduced both before and after the 1745- 1746 rebellion.*

#### 2.3 *The condition of the Highlands in the last three decades of the century*

- *Early clearances.*
- *The state of agriculture.*
- *Standards of living.*
- *Attitudes to the Highlands amongst Lowlanders and English.*

### 3. Growing wealth

#### 3.1 The importance of the Treaty of Union

- The short and long term implications of the Treaty of Union for trade.

#### 3.2 The development of Glasgow

- The tobacco lords.
- The impact of the American War of Independence.

#### 3.3 *Agriculture*

- *The ideas of the Improvers and resistance to them.*
- *Regional variations.*
- *The substantial improvement in yields towards the end of the century.*
- *The “Statistical Account”.*

#### 3.4 Industrialisation and urbanisation; their increase in the later decades of the century

#### 3.5 Social issues in Lowland Scotland

- Social progress.
- The social problems caused by economic growth.
- Changing standards of living.

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

### UNIT Historical Study (Advanced Higher)

#### 4. Political Developments

- 4.1 The government of Scotland before and after the Forty-Five
- Measures and methods used before the 1745-1746 rebellion.
  - Strengths and weaknesses of these methods.
  - The age of Islay.
- 4.2 *The Dundas despotism*
- *The methods used by Dundas to control Scottish politics.*
  - *The extent and nature of the “despotism”.*
- 4.3 Unrest during the French Revolution
- Thomas Muir and the treason trials.
  - Popular unrest.

#### 5. The Kirk

- The Patronage Act.
- Moderates and Evangelicals.
- The work of the Scottish Society for the Promotion of Christian Knowledge (SSPCK).
- Secessions.
- Challenges to the Kirk's authority over Scottish life and culture.

#### 6. The Nature of the Scottish Enlightenment

- 6.1 The reasons for Scotland's intellectual and cultural flowering in the eighteenth century
- 6.2 *Educational developments*
- *The reasons for them and their impact.*
  - *Literacy, schools and the academy movement.*
  - *University reform.*
- 6.3 The great thinkers of the age
- The contributions of Philosophers and Scientists.
  - Links with England and Europe.
- 6.4 Literature and the arts
- Painting, architecture and town planning.
  - Historical and social significance of Fergusson, Macpherson's “Ossian” and Robert Burns.
  - The debate about whether to write and speak in Scots or in English.

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

### UNIT Historical Study (Advanced Higher)

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

#### Field Of Study 5: “The House Divided”: Usa 1850-1865

A study of ante-bellum American society and tensions within it; the causes and nature of the conflict; the political, social and economic outcomes of that conflict, focusing on the themes of conflict, rights, identity and authority.

#### Summary Descriptor

American society on the eve of war: political, economic and social questions arising out of the newly acquired territories; centralised Federation in conflict with States’ rights; tension between the Southern slave economy and Northern industrialism.

The coming of war: the civil rights questions; the failure of compromise; the outbreak of war.

The Civil War: military events and developments from Union and Confederate viewpoints; the role of foreign powers in the conflict; the experience of Blacks during the war.

The effects of war, including: the political consequences; social and economic conditions in North and South.

#### Sources for Part 2 of the assessment will be selected from the following italicised areas:

1. *The changing nature of the institution of slavery*
2. *The problem of territorial expansion*
3. *The emergence of Lincoln*
4. *The outbreak of war*
5. *The Emancipation Proclamation and its consequences*
6. *Aspects of the Civil War: its impact on politics and military life; reasons for outcome*

#### Detailed Descriptor

##### 1. American society in 1850

###### 1.1 A study of the US political system

- The Democratic and Whig parties.
- Assessment of American society in 1850.

###### 1.2 *Slavery in the ante-bellum period*

- *The nature, extent and influence of the institution of slavery.*
- *Arguments in defence of and opposition to slavery.*
- *The abolitionist movement and its support in the North.*
- *The impact of the abolitionist movement on the South.*

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

### UNIT Historical Study (Advanced Higher)

#### 2. The problem of territorial expansion

- 2.1 A study of the process whereby territories become states
- The significance of the Mexican War and the Wilmot Proviso.
  - The controversy over the admission of California.
  - The Compromise of 1850 – its terms and consequences; the role of Stephen A Douglas.
  - *Popular sovereignty and the fight over the Kansas-Nebraska Act of 1854 and its effects.*
  - *The political impact of territorial expansion.*
  - The collapse of the Whig Party and the emergence of the Republican Party.
- 2.2 An analysis of the philosophy of the Republican Party
- 2.3 The ‘slave power conspiracy’
- *The 1857 Supreme Court decision on Dred Scott.*
  - The increasing influence of the Southern wing of the Democratic Party.
  - The impact of Southern Democrats’ influence on voting patterns in the North.

#### 3. The emergence of Lincoln

- 3.1 *The significance of the 1858 mid-term Congressional elections and the Lincoln-Douglas debates.*
- 3.2 Lincoln’s career between 1858 and 1860
- 3.3 *The election of 1860 and its significance*

#### 4. The outbreak of war

- 4.1 Reasons for the failure to achieve compromise in 1860/61
- The Committee of 13 and the Committee of 33.
- 4.2 *Southern secession after the 1860 presidential election*
- *The establishment of the Confederacy.*
  - *Lincoln’s inauguration.*
  - *The developing crisis over Fort Sumter.*
  - *The outbreak of hostilities.*
  - *The position of the Border States.*
- 4.3 *Assessment of the causes of the war*

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

### UNIT Historical Study (Advanced Higher)

#### 5. The Civil War

##### 5.1 The nature of the conflict and American society

- Attitudes to manpower.
- The impact of technology.
- An assessment of Union/Confederate advantages and weaknesses at the start of the war.

##### 5.2 The soldiers' experience of war, the campaigns and the fighting

- The raising of the armies and the issue of conscription.
- Strategy and tactics.
- Main theatres of war.
- The naval war.
- The indecisive nature of Civil War battles.
- *What the soldiers fought for.*
- *The experience of combat and camp life.*
- Analysis of the conflict as a first modern war.

##### 5.3 Political aspects

- *Relations between Lincoln and his generals and Davis and his generals; their effectiveness as war leaders.*
- The significance of the mid-term elections in both the North and the South.
- *Assessment of Lincoln and Davis as presidents; relations with Cabinet, Congress and the public.*
- Opposition to the war.
- The issue of States' rights in the South.
- The centripetal nature of the Federal government in the North.
- The international dimension.

##### 5.4 Problems created by the Constitution

- The Border Slave States.
- Civil liberties.

##### 5.5 *The Emancipation Proclamation and its consequences*

- *The emergence of Lincoln's policy.*
- *The proclamations of September 1862 and January 1863.*
- *The immediate and long-term consequences of the proclamations.*
- *Presidential justification for the proclamation.*
- *The African-American war effort and the Southern reaction to this.*
- *International reaction.*
- *An assessment of the position of Blacks by the end of the war.*

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

### UNIT Historical Study (Advanced Higher)

#### 5.6 Election of 1864

- Reconstruction as a wartime issue.
- *Significance of military events on the course of the election.*
- Divisions within both the Republican and Democratic parties.
- The platforms of the candidates.
- Analysis of the nature of the 1864 election campaign.
- Significance of the 1864 voting patterns.
- The outcome of the election.

#### 5.7 The economic and social impact of the war

- The effort to finance the war.
- The differing approaches of the North and South.
- The impact of the war on the economies of both sections.
- The social impact of the war – a shared experience of North and South.
- The role of women in the conflict.
- Opposition to conscription and reactions to the Emancipation Proclamation.

### 6. *Victory and defeat*

#### 6.1 *Assessment of the reasons for Northern victory and Southern defeat*

- *Economic: finance; industrial capacity; transport.*
- *Military: manpower; strategy; generalship.*
- *Political: leadership; States' rights.*
- *Social: morale; home front.*

**UNIT**      Historical Study (Advanced Higher)

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

**Field Of Study 6: Japan From Medieval To Modern State 1850-1920**

A study of the changing political identity of Japan, the forces bringing about changes, the effects of those changes within and beyond Japan focusing on the themes of ideology, identity, authority and culture.

**Summary Descriptor**

Japan in the mid nineteenth century: the social structure; religions and political beliefs; economic conditions; the structure of government.

Forces for change: economic troubles and the changing social structure; nationalism; the pressures of foreign powers.

Revolution: the downfall of the shoguns, imperial restoration, changing government and political power; reforms, the end of feudalism, educational reform; military and naval reforms; economic changes and developments.

Japan as an emerging world power: changing relationships with foreign powers; war with China 1894-95; war with Russia 1904-95; Japan in the Great War; the post-war settlement.

**Sources for Part 2 of the assessment will be selected from the following italicised areas:**

1. *Japanese society in the mid nineteenth century*
2. *The pressures of foreign powers*
3. *Changing government and political power*
4. *The nature and impact of the Meiji reforms*
5. *Changing relationships with foreign powers*
6. *The Russo-Japanese war 1904-05*

**Detailed Descriptor****1. Japan in the mid nineteenth century**

## 1.1 Social structure

- *The nature of Japanese society in 1850.*
- *The population c1850 and its unique features; the ruling elite, the samurai, farmers, artisans, merchants.*
- The role of women in society.

## 1.2 Religions and political beliefs

- The hierarchy of beliefs – Bushido and the Samurai code of loyalty, moral code of Confucianism, Buddhism as faith, Shinto and the divine spirit.
- Influence and fear of Christianity.

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

### UNIT Historical Study (Advanced Higher)

#### 1.3 Economic conditions

- The extent of Japan's isolation; a self-sufficient economy.
- Degree of diversity of industry.
- Levels of literacy; economic culture.

#### 1.4 The structure of the government

- Evaluation of the respective roles played by the Emperor, the Tokugawa Shogunate, the Bakufu, the Daimyo and their domains; the clans of Choshu, Satsuma, Hizen and Tosa and the role of the Headman.

### 2. Forces for change

#### 2.1 Economic troubles and changing social structure

- The main areas of internal discontent among the different ranks in society.
- Repercussions of rising Bakufu debts.
- Attempt at reform with Miuno Tadakumi's Tempo Reforms: their limited success and subsequent failure.

#### 2.2 Nationalism

- Revival of Shinto beliefs stressing unique quality and importance of Japan; Sakuma Shozan and the slogan 'Eastern ethics: Western science'.
- The reasons for internal debates on the importance of foreign trade and keeping foreigners out of Japan.
- The importance of the outbreaks of nationalist anger and the role of the 'shishi' in trying to overthrow power.

#### 2.3 Pressures of foreign powers

- Early influences of the Spanish, Dutch and British on Japan before the 150 year isolation.
- *The arrival of Perry and the American 'black ships'.*
- *The demands of the Unequal Treaties and the response to them within Japan.*
- *The role played by the foreign forces in the downfall of the Tokugawa Bakufu.*

### 3. Revolution

#### 3.1 Downfall of the Shogun

- Attempts to reform the Bakufu; the role of the Choshu-Satsuma alliance.

#### 3.2 Imperial restoration

- The Meiji Emperor; the Charter Oath of April 1868.

#### 3.3 *Changing government and political power*

- *The role of the Iwakura Mission in shaping and developing Japanese government and society.*
- *Central government and the role of the Emperor.*
- *The emergence of political parties.*
- *Developments in government: the Constitution of 1889; subsequent changes.*

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

### UNIT Historical Study (Advanced Higher)

#### 3.4 *The nature and impact of the Reforms, as they affected:*

- *Feudalism.*
- *Education.*
- *Living and working conditions.*
- *Legal system.*
- *Military and navy reforms.*

#### 3.5 Economic changes and developments

- The situation prior to 1868; the Meiji government's role of taking over existing industries and developing new ones: ship building, mining, iron and steel, textiles and railway building.
- Post-1880 government selling off of some industries and the role of the Zaibatsu.
- Importance of agriculture.

## 4. Japan as an emerging world power

### 4.1 Changing relationships with foreign powers

- *Reasons for the changes from a position of isolation to international recognition.*
- *Driving desire for Japan to rid itself of the Unequal Treaties; attempts to bring this to fruition.*
- The Korean crisis of 1873: relations between Japan and China regarding Korea; situation leading to Saigo Takamori's calls for action being quashed; subsequent foreign affairs involving Korea.
- Alliance of 1902 with Britain.

### 4.2 War with China 1894-1895

- Reasons for war; the importance of Ryukyu Islands 1873.
- China and Japan seeking alliance with Korea; events leading up to the war with China; the role of Yamagata.
- The Treaty of Shimonoseki; the war indemnity; the role of future foreign trade; the consequences of victory.

### 4.3 *War with Russia 1904-1905*

- *The reasons for conflict between the two powers.*
- *The events of the wars; the role of Admiral Togo.*
- *The reasons for the Japanese victory.*
- *The Treaty of Portsmouth and the consequences of war.*

### 4.4 Japan in the Great War and the post-war settlement

- Japan's role in the war.
- The economic consequences of Japan's participation in the war.
- Japan at Versailles and the League of Nations.
- Japan as an international power.

**UNIT**      Historical Study (Advanced Higher)

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

**Field of Study 7: Germany: Versailles to the Outbreak of the Second World War**

A study of the changing nature of political authority, the reasons for changes and the consequences of the changing character of political authority, focusing on the themes of ideology, authority and revolution.

**Summary Descriptor**

The creation of the Weimar Republic: military defeat; the November Revolution and the Treaty of Versailles; social and political instability; economic crisis and hyper-inflation.

A period of relative stability: currency reform and the Dawes plan; social welfare provision; the Stresemann era in foreign affairs.

The collapse of the Weimar: economic depression and mass unemployment; the weakening of democracy; Brüning to Schleicher; the rise of Nazism; Hitler and the Nazi takeover of power.

The transformation of post-Weimar society: Nazi consolidation of power in Germany; Nazi economic policy; Nazi social and racial policies; the impact of foreign policy on domestic circumstances.

**Sources for Part 2 of the assessment will be selected from the following italicised areas:**

1. *The German Revolution, November 1918 – January 1919*
2. *From hyper-inflation to economic recovery*
3. *The Stresemann Era*
4. *The rise of Nazism and the takeover of power*
5. *The Nazi consolidation of power*
6. *Nazi social and racial policies*

**Detailed Descriptor****1. Creation of the Weimar Republic**

- 1.1 The military defeat of 1918
  - The war in 1918: defeat – myth and reality.
  - Ludendorff and ‘revolution from above’.
- 1.2 The November Revolution: its nature and limitations
  - The bonding of radical and progressive forces within the Reichstag.
  - ‘*Revolution from below*’.
  - *9 November 1918: Proclamation of the Republic.*
  - *The Ebert-Groener ‘Telephone Pact’.*
  - The deal (ZAG) between industrialists and trade union leaders.
  - *The Spartakus Revolt and its suppression.*

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

### UNIT Historical Study (Advanced Higher)

- 19 January 1919: National Assembly elections.
- *The preparation and adoption of the Weimar Constitution.*

1.3 The Versailles Treaty and its significance: political and economic

1.4 The nature and extent of social and political instability: 1919-1923

- National Socialism and its origins.
- Left versus Right.
- The disaffected 'Establishment': hostility to the Republic.
- Political violence and putschism.

1.5 *Economic crisis: towards hyperinflation, 1919-1923*

- *The impact of hyperinflation on German life.*
- *The political consequences of the crisis.*

### 2. A Period of Relative Stability: 1924-1929

2.1 From hyperinflation to economic recovery

- Gustav Stresemann and the 'Grand Coalition'.
- Currency reform.
- *The Dawes Plans.*

2.2 Social welfare provision

2.3 *The Stresemann Era*

- *Stresemann's motives and political development.*
- *Political and economic stabilisation.*
- *Stresemann's foreign policy: fulfilment.*
- *Hindenburg election as President.*
- *Evaluation of Stresemann's significance.*

### 3. Collapse of the Weimar Republic: 1929-1933

3.1 Economic depression and mass unemployment

3.2 The weakening and collapse of democracy

- Müller's coalition and the reasons for its collapse.
- The Young Plan and the Anti-Young Plan campaign – the strengthening of nationalism.
- Brüning as Chancellor: his economic policies.
- Brüning's dismissal: the role of President Hindenburg.
- Von Papen, von Schleicher and the politics of intrigue.

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

### UNIT Historical Study (Advanced Higher)

#### 3.3 The rise of Nazism and the take-over of power

- The Nazis, 1923-1928.
- *Emergence of the Nazis as a mass movement and major political force.*
- March 1932: Presidential Election.
- July 1932 Election: Nazis position as Germany's largest political party.
- Evaluation of the nature of support for the Nazis.
- *The Nazis' opponents: their mistakes and weaknesses.*
- November 1932 Election.
- *Hitler and the politics of intrigue: Hitler's appointment as Chancellor, 30 January 1933.*

#### 4. Nazi Germany

##### 4.1 The Nazi consolidation of power

- *The Reichstag Fire.*
- *Ministry of Propaganda.*
- Concentration camps for political prisoners.
- *The significance of the Enabling Law.*
- The development of a one-party state.
- Concordat with the Vatican.
- *The 'Night of the Long Knives'.*
- Death of President Hindenburg.
- *'Gleichschaltung' (Co-ordination) – fronts and Party organisations - DAF: German Labour Front, National Socialists Teachers' Alliance and NSF (National Socialist Women's Organisation).*
- Control of the judiciary.
- *Reorganisation of the police: creation of the Gestapo; role of the S.S.*

##### 4.2 Nazi economic policy

- The German economy in 1933: the priority of economic recovery.
- Schacht: his role and significance.
- Pressures on Schacht's strategies.
- Göring and the Four Year Plan.

##### 4.3 Nazi social and racial policies

- *Nazi racial doctrine.*
- *The goal of 'Volksgemeinschaft' (the racial community).*
- *Social groups targeted by the Nazis for integration.*
- *The road towards the creation of the 'national community'.*
- Hostility to 'outsiders'/'non Aryans'.
- 'Purification' of the racial community through persecution.

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

### **UNIT            Historical Study (Advanced Higher)**

- 4.4 The nature of Nazi foreign policy and its impact on the German economy and society, 1933-1939
- The goals of Nazi foreign policy.
  - The creation of an economy geared to the needs of future war.
  - The Hossbach Memorandum: economic motives and racial goals.
  - Foreign policy triumphs and their significance in the creation and growth of the Hitler Myth.
- 4.5 The Hitler Myth: its origins, nature and significance
- The Führer: his leadership qualities.
  - The cult of personality: popular loyalty.
  - Propaganda.
  - The debate over the 'Hitler Myth'.
- 4.6 Resistance to Nazism: the survival of civic values
- Political resistance.
  - Resistance from the churches.
  - The Nazi regime's persecution of opponents.

**UNIT**      Historical Study (Advanced Higher)

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

**Field of Study 8: South Africa 1910-1984**

A study of race and class conflict in an industrialising society and of international pressures on that society, focusing on the themes of ideology, authority, rights and resistance.

**Summary Descriptor**

Economic developments and their consequences.; the white labour force and the strikes of 1913 and 1922; migrant black workers, compounds and townships.

Political developments from 1910 to the 1948 election, the 1910 constitutional settlement, differing approaches of Hertzog and Smuts and political developments among Whites; the emergence of the United Party and the Nationalists; non-white communities and their politics; the founding of the African National Congress.

Nationalist rule up to and including the 1984 constitution: the theoretical basis of apartheid; the Broederbond and the advance of Afrikanerdom; apartheid policies and their effects; Bantustans and independent homelands; opposition from within white society; non-white resistance, especially the African National Congress; splits in the ANC and the forming of the Pan-Africanist Congress; responses to opposition, the Treason Trial, the Sharpeville Massacre, the formation of Umkonto wa Sizwa and violence, the Rivonia Trial and the imprisonment of Nelson Mandela; Soweto 1976.

International pressures: South Africa's position in the British Empire and Commonwealth 1910-61; the ending of Commonwealth membership; United Nations pressures; the 'front-line' states and South African foreign policy, the question of sporting links.

**Sources for Part 2 of the assessment will be selected from the following italicised areas:**

- 1. The nature of the South African workforce*
- 2. White politics, 1910-1948*
- 3. The growth of Afrikaner nationalism, 1910-1948*
- 4. The non-white communities and their response, 1910-1948*
- 5. The nature of the apartheid state, 1948-1984*
- 6. Resisting apartheid, 1948-1984*

**Detailed Descriptor****1. Economic developments and their consequences, 1910-1984****1.1 The economic structure of South Africa**

- Diamond and gold mining.
- Agriculture.
- The development of manufacturing industry.
- The relationship between mine owners, agriculturists and manufacturing industry and those with political power.

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

### UNIT Historical Study (Advanced Higher)

- 1.2 The nature of the South African workforce
  - *The white labour force and the strikes of 1913 and 1922.*
  - *The colour bar in employment.*
  - *The continuing problem of the 'poor Whites'.*
  - *The significance of migrant labour.*
  - *Organised black labour; the mineworkers' strike of 1946 and strikes in the 1970s.*
  - *The Wiehahn Report of 1979 and its consequences.*
- 1.3 Living and working conditions
  - *Living and working conditions for black workers.*
  - *The development of African urban communities and African urban culture.*
  - *Changes in African rural life.*

## 2. Political developments in South Africa 1910-1948

- 2.1 White politics 1910-1939
  - *The 1910 constitutional settlement and its significance.*
  - *The domestic policies of Botha and Smuts.*
  - *Hertzog's split from the South Africa Party and its consequences.*
  - *The nature of segregationist policies.*
  - *Relations between Afrikaners and British.*
  - *The extent of differences between Smuts and Hertzog.*
  - *The election of 1924 and the formation of the Pact government.*
  - *Domestic policies 1924-1933.*
  - *Fusion and the formation of the United Party in 1934.*
  - *The 'native' legislation introduced by the United Party 1936-1937.*
  - *The resignation of Hertzog over South African entry to the Second World War.*
- 2.2. *The growth of Afrikaner nationalism*
  - *The roots of Afrikaner nationalism.*
  - *Hertzog's 'two stream' approach.*
  - *Malan and the Purified – later Reunited – Nationalist Party.*
  - *Creating and mobilising an Afrikaner identity.*
- 2.3. South Africa and the Second World War
  - *The social and economic consequences of the Second World War.*
  - *The Sauer Report and the Fagan Commission.*
  - *The reasons for the National Party victory in 1948.*

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

### UNIT Historical Study (Advanced Higher)

#### 2.4. *Non-white communities and their response to government policies 1910-1948*

- *The formation of the SANNC/ANC and its subsequent development.*
- *The significance of the ICU.*
- *The involvement of the CPSA.*
- *The nature of rural resistance.*
- *'African Claims', the ANC Youth League and the Programme of Action.*

### 3. The Apartheid state in Southern Africa

#### 3.1 *The nature of the Apartheid state*

- *The theoretical and ideological origins of Apartheid.*
- *Blueprint for action or pragmatic response.*
- *Apartheid policies in the 1950s and their effects.*
- *'Separate development' and the creation of 'independent homelands' in the 1960s.*

#### 3.2 White control of South Africa 1948-1984

- *Government attempts to silence opposition.*
- *Verwoerd's 'granite response'.*
- *State repression under Vorster and Botha.*
- *Social and economic changes and their impact on NP policies.*
- *The total strategy of PW Botha, 1978-1984.*

### 4. Resisting Apartheid 1948-1984

#### 4.1 Opposition from within white society

- *Political opposition to the NP.*
- *The role of the Congress of Democrats.*
- *White involvement in the SACP.*
- *The significance of the media and of the Christian churches.*

#### 4.2. *Non-white resistance to Apartheid 1948-1984*

- *The role of the ANC.*
- *Defiance and the Freedom Charter.*
- *The growth of African Nationalism.*
- *The ANC/PAC split.*
- *The formation of Umkhonto we Sizwe and Poqo.*
- *The significance of the ANC in exile.*
- *Steve Biko and the Black Consciousness movement.*
- *The growth of African discontent 1970-1984, including the Soweto Uprising.*
- *The issue of links between internal resistance and opposition movements outside South Africa.*

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

### **UNIT            Historical Study (Advanced Higher)**

#### **5. South Africa and the International community**

- South Africa's links with the British Empire and Commonwealth 1910-1961
- The impact of 'the winds of change' in Africa
- United Nations' pressures on South Africa
- The impact of the end of Portuguese rule in Angola and Mozambique
- The consequences of the end of white minority rule in Zimbabwe
- The implications of the Cold War for South Africa
- The front-line states and South African foreign policy
- The impact of the anti-apartheid movement.

**UNIT**      Historical Study (Advanced Higher)

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

**Field Of Study 9: Soviet Union 1917-1953**

A study of political ideology as found in the Communist state, the changing nature of authority and the policy outcomes of that authority, focusing on the themes of ideology, authority and revolution.

**Summary Descriptor**

The Bolshevik rise to power: the condition of society in the years immediately before Revolution; the February Revolution and Bolshevik reactions to it; the nature and immediate consequences of the October Revolution.

Lenin and the consolidation of power: the withdrawal from the First World War; the Civil War and the reasons for Bolshevik victory; changing economic policy from War Communism to the New Economic Policy; policies towards national minorities and foreign states.

The making of the Stalinist system, including: Stalin's struggle for power with his rivals; the policies of industrialisation and collectivisation; the Purges.

The spread of Stalinist authority: Stalin's policies in the Second World War; Stalinism and post-war Eastern Europe.

**Sources for Part 2 of the assessment will be selected from the following italicised areas:**

1. *The February Revolution*
2. *The October Revolution*
3. *The Civil War*
4. *Stalin's rise to power*
5. *Collectivisation and industrialisation*
6. *The Stalinist State*

**Detailed Descriptor****1. February – October 1917**

- 1.1 The causes of the February Revolution including:
  - The condition of society in the years immediately before Revolution.
  - *The breakdown of society and government during the years of the First World War; role of economic, financial, social, military and political factors in the collapse of autocracy.*
  - *Role of workers and revolutionary parties in the February Revolution.*
  - *The immediate events surrounding abdication of Tsar.*
  - *Revolutionary reactions: Bolsheviks, Mensheviks, Kadets, Social Revolutionaries.*
- 1.2 *The background to the creation of the Provisional Government and the Petrograd Soviet*
  - *Dual power: its operation, achievements and consequences.*
  - *Lenin's return and the April Theses*

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

### UNIT Historical Study (Advanced Higher)

#### 2. *The October Revolution*

##### 2.1 *Background to the October Revolution including:*

- *Problems faced by the Provisional Government: war, land, unrest, national minorities and economy.*
- *The Provisional Government's decline from April to September: impact and consequences of July Days and Kornilov affair.*
- *Development of revolutionary support: Bolsheviks, Mensheviks, Social Revolutionaries and Kadets.*
- *Immediate background to October Revolution.*

##### 2.2 *The nature and immediate consequences of the October Revolution*

- *The events of October; role of Lenin and Trotsky; role of workers.*
- *The first steps towards a Bolshevik state: early decrees/social reforms; attitudes towards press/censorship; the Constituent Assembly; other political parties; creation of Cheka; role of Sovnarkom.*

#### 3. **The consolidation of power, 1917-1924**

##### 3.1 The withdrawal from the First World War; peace decree and Treaty of Brest Litovsk: role of Lenin and Trotsky; the cost; its position within wider Bolshevik foreign policy.

##### 3.2 *The Civil War and the reasons for Bolshevik victory*

- *The different types of war that were fought.*
- *Motivations for support.*
- *Strengths and weaknesses of White and Reds.*
- *Factors influencing outcome.*

##### 3.3 Economic policy from War Communism to New Economic Policy

- Features of War Communism; industrial and agricultural aspects of War Communism in practice.
- Kronstadt Rising; Lenin and the 10th Party Congress.
- The ending of War Communism; the introduction of the NEP.
- Evaluation of the NEP.

##### 3.4 The development of the centralised state to 1924

- Ban on factions.
- Nomenklatura.
- RSFSR to USSR.
- Relationship of the government to the Communist Party.
- Democratic centralism/party dictatorship.
- Policies towards national minorities.

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

### UNIT Historical Study (Advanced Higher)

#### 4. The International Revolution, 1917-1924

- Policies towards foreign states.
- Bolshevik position during Civil War.
- Activities/role of Comintern 1917-1924.

#### 5. *The making of the Stalinist system:*

##### 5.1 *Stalin's struggle for power with his rivals*

- *Lenin's last years 1917-1924.*
- *Cult of Lenin.*
- *The contenders – Trotsky, Zinoviev, Kamenev, Stalin, Rykov, Tomsky and Bukharin.*
- *The issues – leadership, economy, nature of the revolution.*
- *The reasons for Stalin's triumph.*

##### 5.2 *The policies of industrialisation and collectivisation*

- *The Great Turn – 5 Year Plans: rationale; priorities and development: the economic, political and social effects of implementation.*
- *Collectivisation: rationale and development: the economic, political and social effects of implementation.*
- *The debate over 'revolution from above or below?'*

#### 6. *The creation and development of the Stalinist State*

- *Models for totalitarianism*
- *The cult of the leader*
- *The Purges: their evolving nature; Kirov's assassination; the Show Trials; the ending of the Purges; an evaluation of their origins and significance*
- *Instruments of control: terror, secret police, labour camps*
- *The Cultural Revolution; role of women and family, education, religion, youth movements, artists and film-makers in the making and reaction to 'homo sovieticus'*

#### 7. Stalin's policies in the Second World War

- Policies at the start of the war; the 1939 Russo-German Pact
- Stalin's role in the Soviet victory: military, economic, diplomatic, social/religious
- Other factors that contributed to Soviet victory

#### 8. Stalinism and post-war Eastern Europe

##### 8.1 Factors influencing the development of Stalin's policies

- The shaping of Stalin's attitudes from the different conferences.
- Views of Stalin towards the other great powers.
- Role of foreign states in shaping Stalin's policy – responses to Truman Doctrine, Marshall Plan.

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

### **UNIT**      Historical Study (Advanced Higher)

#### 8.2      Stalin's role in the development the Cold War

- Control of Eastern Europe.
- Comecon.
- Superpower tensions.

**UNIT**      Historical Study (Advanced Higher)

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

**Field of Study 10: The Spanish Civil War: Causes, Conflict and Consequences 1923-1945**

A study of differing political ideologies, civil conflict, its causes and consequences, foreign intervention and attempts at non-intervention, focusing on the themes of ideology, authority, conflict and identity.

**Summary Descriptor**

Long-term political, economic and social problems in Spain: church, army, regions and the agrarian system in Spanish society and politics.

The Dictadura and the fall of the Monarchy in 1931: evaluation of attempts by Primo di Rivera to create stability through dictatorship and the effect of this on Spanish society and politics, reasons for the departure of Alfonso.

The Second Republic to 1936: the formation of the Spanish Republic, its constitution, supporters and opponents. The policies and effects of the 'Bienio Reformista' of Azaña and the 'Bienio Negro'; the policies and effects of the administration of Lerroux and Gil Robles.

Rebellion and War: the transition from rebellion to Civil War; the reasons for and course of the rebellion and Civil War. The Rise of Franco: reasons for Franco attaining unified control of the Nationalists. The Civil War: domestic and international contributory factors to the eventual Nationalist victory. The political and social consequences of Franco's victory to 1945.

**Sources for Part 2 of the assessment will be selected from the following italicised areas:**

- 1. Reasons for the fall of the Monarchy*
- 2. Extent of comparative rifts within the new Republic*
- 3. Azaña's reforms 1931-1933*
- 4. The military rising and the early phases of civil war*
- 5. Foreign aid and non-intervention*
- 6. Reasons for Nationalists' victory and the defeat of the Republic*

**Detailed Descriptor****1. Condition of Spain in the 1920s**

- Decline and alienation of the church.
- Effect of loss of empire on the army and its increasing unpopularity.
- Antipathy of the regions towards centralist authority and effect of industrialisation within these areas.
- Nature of the Spanish agricultural system, the reasons for and effects of its failure on Spanish society.
- The condition of Spain in 1923- problems of modernisation.

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

### UNIT Historical Study (Advanced Higher)

- The pronunciamiento of Primo de Rivera.
- Social and economic reform.
- Fall of Primo de Rivera.

#### 2. The Fall of the Monarchy

- *The position of the monarchy in 1930.*
- *The Character and actions of Alfonso XIII.*
- *The pact of San Sebastian.*
- *The departure of Alfonso.*

#### 3. The New Republic

##### 3.1 The Constitution

- Separation of church and State.
- Articles 26 and 27.

##### 3.2 *The importance of political ideologies on Left and Right*

##### 3.3 *Regional identities*

- *The Basques.*
- *The Catalans.*

##### 3.4 *The position and influence of the Roman Catholic church*

##### 3.5 *The condition of the army*

#### 4. Azaña's Reforms

##### 4.1 *The Reforms:*

- *The Roman Catholic Church.*
- *Agriculture.*
- *The army.*

##### 4.2 *Reactions to reform*

- *Resistance of the landowners.*
- *Reaction of the Army.*
- *Resistance of the church.*
- *Attitude of the CNT/FAI.*

##### 4.3 Resistance to Azana

- The Sanjurada.
- Founding of the CEDA.

##### 4.4 The election of 1934

- Reasons for the victory of the Right.

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

### UNIT Historical Study (Advanced Higher)

#### 5. The Bienio Negro – a period of reaction

##### 5.1 The reversal of reform

- The recovery of the landowners.
- Regrouping of the Army.
- Strengthening of the Right – the Falange and the return of Calvo Sotelo.
- The role of Gil Robles

##### 5.2 Resistance to reaction

- *Revolt in Asturias.*
- The creation of the Popular Front.

##### 5.3 The election of 1936

#### 6. The Military Rising of 1936

##### 6.1 *The plans for a military rising*

- *The plans of the Army.*
- *The role of the CEDA.*
- *The Carlists and others on the Right.*
- *The Roman Catholic Church.*

##### 6.2 *The coup of 1936*

- *The early successes.*
- *The failure to secure victory in 1936.*
- *The position of Franco.*

##### 6.3 *The situation in the regions*

- *The Basque territories.*
- *Catalonia.*
- *Madrid.*
- *The Republic's mobilisation of its resources*

##### 6.4 *Revolution in Republican Spain*

- *The militias, Left and Right.*
- *Collectivisation.*
- *The use of terror.*

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

### UNIT Historical Study (Advanced Higher)

#### 7. The Rise of Franco

##### 7.1 Franco's personal role

- Franco's past and reputation.
- Negotiations with Axis Powers.
- Generalship.
- Management of potential rivals.

##### 7.2 Good fortune.

- Death of prominent right wing leaders.
- Weakness of remaining opponents for leadership on the right.

##### 7.3 Role of others

- Carlists and Falange.
- Suñer.
- Other plotters and allies.

#### 8. The Civil War

##### 8.1 The changing course of the war including key conflicts

##### 8.2 Republican position and forces

- Position at outbreak.
- Early response.
- Peninsular army, navy and air-force.
- *The International Brigades.*
- Divisions within the government.
- The position of the Communists.
- The POUM.
- The role of the CNT/FAI.

##### 8.3 Rebel position and forces

- Position at outbreak.
- Army of Africa.
- Experience of officer corps.

##### 8.4 *The role of Germany and Italy*

- *The effect of German aid.*
- *The effect of Italian aid..*

##### 8.5 *The involvement of the USSR*

- *The effect of aid from the USSR..*
- *Stalin's motives.*

**UNIT**      **Historical Study (Advanced Higher)**

8.6 *Non-Intervention*

- *Attitudes of United Kingdom and France.*
- *The Non-Intervention Committee.*
- *The Nyon Conference.*

8.7 *Defeat of the Republic*

- *Reasons for Nationalists' victory and the defeat of the Republic.*

**9. The consequences of the Civil War for Spain**

- Franco's political system.
- The physical and human impact.
- Spain's international position.

**UNIT**      Historical Study (Advanced Higher)

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

**Field of Study 11: Britain at War and Peace 1939-1951**

A study of political ideology and leadership, military conflict, its effects and responses to those effects, social needs and response to those needs, and relations with other parts of the world, focusing on the themes of authority, community, ideology and welfare.

**Summary Descriptor**

Britain on the eve of war: political leadership and political parties; military preparedness for war; social and economic conditions.

Britain at war: political leadership and the war-time government; military, naval and air strategies; diplomacy, war aims and alliances.

The domestic impact of war: the military impact, emergency and defensive services, conscription; the effect on industry, agriculture, government finance and investment; social effects: evacuation, recruitment of women workers, social reforms and planned reforms; the reasons for the Labour victory in 1945.

Britain in the post-war world: Labour social and economic policies; Labour imperial, foreign and military policies; Conservative recovery and factors causing the Labour defeat.

**Sources for Part 2 of the assessment will be selected from the following italicised areas:**

- 1. Military preparedness for war*
- 2. Political leadership and the wartime government*
- 3. Military, naval and air strategies*
- 4. Social effects: evacuation, the impact of the Blitz, recruitment of women workers, social reforms and planned reforms*
- 5. Labour social and economic policies*
- 6. Factors causing Labour's defeat in 1951*

**Detailed Descriptor****1. Britain on the eve of war****1.1 Political leadership and political parties**

- The condition of the Labour Party in 1939; the extent of its revival under Attlee; its major foreign and domestic policies and attitude to war.
- The Conservative Party under Chamberlain; Chamberlain as a leader and the appropriateness of his foreign and domestic policies on the eve of war.

**1.2 *Military preparedness for war***

- *The extent to which Britain was fully prepared for war in 1939: planning: developments in the army, navy and air force and in civil defence; industrial capacity.*

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

### UNIT Historical Study (Advanced Higher)

#### 1.3 Social and economic conditions

- Social equality.
- The north-south divide.
- Class divisions.
- Welfare/healthcare provision.
- Educational opportunities.
- Employment/unemployment.
- Housing, diet, living standards.
- Availability of leisure time and facilities.

### 2. Britain at War

#### 2.1 Political leadership and the wartime government

- *Chamberlain and the Phoney War. Government war strategy.*
- *Reasons for the fall of Chamberlain.*
- *The creation of the Coalition Government.*
- *The role and impact of Labour Ministers in the Coalition Government.*
- *Churchill as a wartime leader.*
- The main social and economic policies of the Coalition Government.

#### 2.2 Military, Naval and Air strategies

- *The respective parts played by the army, navy and air force in securing victory: the Battle of Britain, the Battle of the Atlantic and the major theatres of land war.*
- *The importance and effectiveness of Bomber Command's campaign against Germany.*

#### 2.3 Diplomacy, war aims and alliances

- The role of the Empire
- Churchill, Roosevelt and Stalin.
- The Atlantic Charter.
- The extent to which Britain had achieved its war aims by 1945.
- Churchill's imperial policies.

### 3. The domestic impact of war

#### 3.1 Emergency services, conscription

- The extent to which civil defence measures coped with the German military threat.
- Conscription of men and women and the allocation of manpower during the war.

#### 3.2 The effect on industry, agriculture, government finance and investment

- Government wartime economic policies.
- The financing of the British war effort.
- State control and management of key sectors of the economy.
- Industrial relations in wartime.
- The effects on the economy by 1945.

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

### UNIT Historical Study (Advanced Higher)

#### 3.3 *Social effects: evacuation, recruitment of women workers, social reforms and planned reforms*

- *The Blitz and its impact.*
- *The evacuation scheme – its organisation, degree of success and its impact on society.*
- *The extent to which wartime work had a profound and lasting impact on women's lives.*
- *Social/welfare reforms of the Coalition Government. Their extent and impact.*
- *The importance of the Beveridge Report and subsequent 'White Paper chase' in stimulating post-war social reform.*
- *War as a catalyst for social change/reform.*
- *Diminution of class division.*

### 4. Britain in the post-war world

#### 4.1 The 1945 election

- Decline in the fortunes of the Conservative Party, 1939-1945.
- *The reasons for Labour's electoral victory in 1945.*

#### 4.2 Labour social and economic policies

- *The management of the economy by the Labour Governments 1945-1951.*
- The extent to which the policies of Labour Governments, 1945-1951, may be described as socialist.
- The role of individual Ministers.
- *The creation of the welfare state and social policy achievements by 1951.*

#### 4.3 Labour imperial, foreign and military policies

- Bevin as Foreign Secretary.
- Britain between the superpowers.
- The process of decolonisation; Indian independence; the extent to which the war hastened imperial decline.
- Retreat from power in Greece, Turkey and the Middle East.
- Britain's role in the UN and NATO, participation in the Korean War.

#### 4.4 Conservative recovery and factors causing Labour's defeat in 1951

- Work of Butler and Woolton in reforming and regenerating the Conservative Party.
- The extent to which political consensus had been achieved by 1951.
- *Labour's domestic difficulties 1950-1951.*
- *Reasons for Labour's defeat in 1951.*



## National Unit Specification: general information

<b>UNIT</b>	Historical Research (Advanced Higher)
<b>CODE</b>	F3GA 13
<b>COURSE</b>	History (Advanced Higher)

### SUMMARY

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

The Unit will allow the candidate to carry out independent research based on the *Historical Study* (Advanced Higher) Unit in History. The candidate will develop further investigative skills of planning, research, analysis and presenting evidence that form an integral part of the *Advanced Higher History* Course.

### OUTCOMES

- 1 Plan and organise Historical research into a complex issue in History.
- 2 Evaluate the learning gained through the process of Historical research.

### RECOMMENDED ENTRY

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

- ◆ Higher History Course or Units
- ◆ another social subject at Higher

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### Administrative Information

<b>Superclass:</b>	DB
<b>Publication date:</b>	May 2008
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<b>Version:</b>	05

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

**UNIT**        Historical Research (Advanced Higher)

### **CREDIT VALUE**

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7\*).

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

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill                      Problem Solving at SCQF Level 6

Core Skill component                    None

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

### **UNIT            Historical Research (Advanced Higher)**

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

#### **OUTCOME 1**

Plan and organise Historical research into a complex issue in History.

##### ***Performance criteria***

- (a) The plan identifies an issue, appropriate aims and methodology, having taken into account a number of variables and factors
- (b) A wide range of sources are identified and used
- (c) The information obtained is organised to carry out the task and evaluate the factors relating to the issue.

#### **OUTCOME 2**

Evaluate the learning gained through the process of Historical research.

##### ***Performance criteria***

- (a) The information gathered is analysed accurately and the conclusions drawn are valid, relevant and supported with evidence in terms of the aims of the investigation.
- (b) Alternative methodologies are considered and the strategy modified as necessary.
- (c) The process of researching is reviewed and appropriateness, validity and reliability of the methodology used are accurately assessed.
- (d) Recommendations are made on the process of Historical research.

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

UNIT            Historical Research (Advanced Higher)

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

Evidence should be written and/or recorded orally and should cover all outcomes and performance criteria.

To demonstrate satisfactory attainment of all Outcomes and performance criteria, the candidate should complete a checklist and a set of restricted response items, which the assessor confirms by observation and discussion, drawing on evidence of the process held within the portfolio. These should cover:

- ◆ Planning
- ◆ Researching
- ◆ Organising
- ◆ Analysing
- ◆ Reviewing
- ◆ Evaluating
- ◆ Making recommendations

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard.

Satisfactory evidence will demonstrate that the issue is complex with a number of factors and/or variables taken into account when the strategy is developed and the approach justified. Relationships and causation may be indirect and compromise several concurrent strands. Conclusions should be taken into account not only the range of evidence obtained, but also its validity and reliability.

The candidate's review of the process of Historical research will take into account the lessons learned for undertaking a similar piece of research on another occasion.

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

### **UNIT            Historical Research (Advanced Higher)**

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

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

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

The candidate should choose a topic from the Field of Study undertaken in the *Advanced Higher History* Course as the basis for their historical research. A full description of the content for each Field of Study is set out in the Appendices to the *Historical Study* (Advanced Higher) Unit.

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

Candidates should ensure that the issue chosen for undertaking Historical research is within the content of the *Historical Study* (Advanced Higher) Unit. This may require teacher/lecturer guidance. Within that framework, the candidate is responsible for defining the scope of the historical research in terms of aims, methodology and resources and developing and justifying an approach to deal with the issue. Candidates may need to review and modify their strategy as they carry out the process. Resources should be appropriate to the task. The candidate should research and select data from a variety of primary and secondary sources. Relevant historical theories may be considered and, where employed, be integrated into the subsequent stages of the research. It is good practice to research primary sources, but this should be appropriate to the issue investigated. Both quantitative and qualitative data may be used as appropriate. In all instances candidate should manage their research prudently in terms of time and resources. This may involve the common planning and allocation of tasks with others but in all instances the research is the responsibility of the individual candidate. The role of teacher/lecture is to act as a mentor, and to monitor the work of each candidate.

Towards the end of the research process, candidates should organise evidence gathered to date to address their issue. The completeness of the evidence should be identified and any gaps addressed. Alongside this process candidates should draft their conclusions taking into account evidence which supports their line of argument and also that which does not. As part of the re-drafting process, conclusions may be modified to accommodate evidence researched subsequently as part of the reviewing process.

As part of the process of carrying out Historical research, candidates should review progress regularly and adjust their plan as necessary. This may involve adjusting aims as well as methodology, and considering alternative strategies. These should be discussed with the teacher/lecturer and recorded. As part of these discussions on the learning gained on the research process, candidates and teachers/lecturers should agree on recommendations for undertaking research in the future.

Knowledge and skills acquired in the *Historical Study* (Advanced Higher) Unit will prove useful to candidates undertaking this Unit.

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

UNIT            Historical Research (Advanced Higher)

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

This Unit requires the candidate to undertake a piece of historical research. This will lead to the production of a dissertation which is not itself assessed in the Unit assessment, but forms part of the Course Assessment. The Unit assessment focuses on the processes involved in planning, undertaking and reviewing a major piece of research such as a dissertation. Outcome 2 requires that the candidate uses evidence from the process of investigating to support their review of the process with a view to making recommendations about undertaking such a piece of Historical research. This will be based typically on an annotated bibliography.

Evidence for this Unit will be collated in the form of candidate checklists, which will be based on discussions which will confirm to the assessor that each part of the process has been undertaken successfully. These will be supported by restricted response items.

### **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)