SCOTTISH QUALIFICATIONS AUTHORITY

HISTORY
Intermediate 2

Third edition – published November 1999

SCOTTISH QUALIFICATIONS AUTHORITY

NOTE OF CHANGES TO ARRANGEMENTS
THIRD EDITION PUBLISHED ON CD-ROM NOVEMBER 1999

COURSE TITLE: History (Intermediate 2)

COURSE NUMBER: C044 11

National Course Specification

Course Details: Core skills statements expanded

National Unit Specification

All Units: Core skills statements expanded

SCOTTISH QUALIFICATIONS AUTHORITY

National Course Specification

HISTORY (INTERMEDIATE 2)

COURSE NUMBER C044 11

COURSE STRUCTURE

The course comprises three mandatory units.

D255 11	***Historical Study - Scottish and British (Int 2)***	***1 credit (40 hours)***
D256 11	***Historical Study - European and World (Int 2)***	***1 credit (40 hours)***
D257 11	***Historical Study - Options (Int 2)***	***1 credit (40 hours)***

Candidates will have the opportunity to achieve the outcomes of these units through the study of a range of historical contexts. The contexts may be chosen from across three period options: Medieval, Early Modern or Later Modern History. The same period option does not have to be chosen for all three units. The choice of content areas is laid out in the syllabus summary below. The units may be taught concurrently or sequentially.

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

Full details of the content options and detailed syllabus are set out below.

RECOMMENDED ENTRY

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

- a grade 3 or 4 at Standard Grade in History or in another Social Subject
- Intermediate 1 History course or component units
- Intermediate 1 or 2 course or component units in another Social Subject
- equivalent qualifications

Administrative Information

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

National Course Specification: general information (cont)

COURSE History (Intermediate 2)

CORE SKILLS

This course gives automatic certification of the following:

Complete core skills for the course	None	
Core skills components for the course	Critical thinking	Int 2
	Planning and Organising	Int 2

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Course Specification: course details

COURSE History (Intermediate 2)

RATIONALE

A general rationale for the study of History by candidates over the age of 16 can be found in the Introduction to the Arrangements Document, along with a list of aims deriving from it. These all apply at all levels of History.

The aims of the Intermediate 2 History course are to acquire breadth and depth in the knowledge and understanding of historical themes and to develop skills of explaining historical developments and events, drawing conclusions and evaluating historical sources. These aims will be achieved through study of a range of contexts. All three units in the course have a common set of outcomes and performance criteria.

The outcomes of the units and the criteria for the course assessment require candidates to select information from recall and from sources. This has to be organised to explain developments and events and thence to address historical questions, drawing a series of comments together to a relevant conclusion. In addition, candidates will be expected to interpret and evaluate a range of primary and secondary sources.

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

COURSE CONTENT

Selection of contexts

Candidates will be required to select three contexts, one from the list of topics for the Scottish and British unit, one from the list of topics for the European and World unit and the context for the third unit should be from either list. Each unit includes specific historical themes.

All of the content in chosen options will be subject to sampling in the external assessment.

Syllabus summary

Historical Study: Scottish and British

Candidates will be required to study one of the following specified contexts. Through these contexts, important themes of Scottish and British History may be studied across the breadth of historical periods, Medieval, Early Modern and Later Modern. Each context constitutes an important area of historical study in its own right as well as providing a progression to further study at Higher level.

1 Murder in the Cathedral: Crown, Church and People 1154 - 73
2 Wallace, Bruce and the Wars of Independence 1286 - 1328
3 Mary Queen of Scots and the Scottish Reformation 1540s - 87
4 The Coming of the Civil War 1603 - 1642
5 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s - 1715
6 Immigrants and Exiles: Scotland 1830s - 1930s
7a From the Cradle to the Grave? Social Welfare in Britain 1890s - 1951, **or**
7b Campaigning for Change: Social Change in Scotland 1900s - 79
8 A Time of Troubles: Ireland 1900 - 23.

Historical Study: European and World

Candidates will be required to study one of the following specified contexts. Through these contexts, important themes of European and World History may be studied across the breadth of historical periods, Medieval, Early Modern and Later Modern. Each context constitutes an important area of historical study in its own right as well as providing a progression to further study at Higher level.

1 The Norman Conquest 1060 - 1153
2 The Cross and the Crescent: The First Crusade 1096 - 1125
3 War, Death and Revolt in Medieval Europe 1328 - 1436
4 New Worlds: Europe in the Age of Expansion 1480s - 1530s
5 Tea and Freedom: The American Revolution 1763 - 83
6 'This Accursed Trade': The British Slave Trade and its Abolition 1770 - 1807
7 Citizens! The French Revolution 1789 - 94
8 Cavour, Garibaldi and the Making of Italy 1815 - 70
9 Iron and Blood? Bismarck and the Creation of the German Empire 1815 - 71
10 The Red Flag: Lenin and the Russian Revolution 1894 - 1921
11 Free at Last? Race Relations in the USA 1918 - 68
12 The Road to War 1933 - 39
13 In the Shadow of the Bomb: The Cold War 1945 - 85

Historical Study: Options

Candidates will be required to study one context chosen from those listed for either the Scottish and British or the European and World unit.

Detailed syllabus: Scottish and British History

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

A study of the circumstances surrounding the conflict between Henry II and Thomas Becket and the inter-relationship of Crown, Church and People in medieval society, illustrating the themes of authority, belief and conflict.

The King and the People: Henry II and the consolidation of royal power; the extent of his Empire; the feudal relationship between king, barons and knights; the importance of barons and knights to the king with reference to war, horses, fighting skills, weapons and castles; legal reforms introduced by Henry II to keep barons in check.

The Archbishop and the People: the place and importance of the Church in the lives of ordinary people; belief in life after death, heaven and hell, purgatory; the monastic ideal and the role of the regular clergy; saints, relics and pilgrimage.

The King and the Archbishop: the place of the Church in the feudal system; the quarrel between Henry and Becket; contrasting views of the relationship between Church and State; the circumstances surrounding the exile of Becket and his behaviour in exile; the coronation of the young King and the return of Becket; the role of personalities in the conflict; Becket's murder by Henry's knights; Becket the martyr, the saint; his relics and the pilgrimage to Canterbury.

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

A study of the development of national identity and consciousness through the Anglo-Scottish wars of the thirteenth and fourteenth centuries, illustrating the themes of authority, conflict and identity.

Scotland 1286-96: the succession problem following the death of Alexander III; the Scottish response - Treaty of Birgham; the death of the Maid of Norway; the Scottish appeal to Edward I - the decision at Norham; Bruce versus Balliol, the Great Cause and Edward's choice; Edward as overlord of Scotland; the Scottish response; the Anglo-French war and the Franco-Scottish Treaty; the subjugation of Scotland.

William Wallace: the reasons for and the progress of his rebellion; his victory at Stirling and its effects on Scots and on Scotland; the battle of Falkirk and the reasons for its failure.

Robert Bruce: the ambitions of the Bruces; Bruce the patriot; his conflict with and victory over Scottish opponents; his victory over the English; reasons for his success; Declaration of Arbroath - the triumph of the nation state in 1328.

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

A study of religious and political change and conflict in sixteenth-century Scotland, illustrating the themes of Crown, Church and Authority.

Scottish society and Church in the 1540s: landowners, burghs, clergy; power of the monarchy and nobility at the death of James V. The Church's faith, organisation, failure of attempts at reform.

Relationship with England and France: the 'rough wooing'; Mary's move to France. Her dynastic position on the accession of Elizabeth I. The growth of Protestantism in Scotland: Wishart and Knox and Calvinism. The Lords of the Congregation. Rebellion against Mary of Guise; English intervention. The Treaty of Edinburgh. Reasons for Catholic persecution.

Mary Queen of Scots in Scotland: return from France; personality, circumstances, policy. Relations with Elizabeth I. Relations with Moray and the Scots nobles. Marriage; murder of Riccio and of Darnley. Rebellion against Mary; her capture, abdication, imprisonment, escape and exile.

The confirmation of the Reformation in Scotland: Regencies of Moray and Morton; the young James VI; Andrew Melville and the development of Presbyterianism in the 1570s.

Mary in England: Elizabeth I's diplomatic circumstances; Mary's involvement in Catholic plots; her execution.

4. The Coming of the Civil War 1603 - 42

A study of the origins of the Civil War between Charles I and Parliament, illustrating the themes of authority, rights and conflict.

The nature of royal authority under James VI and I: his personality; the Divine Right of Kings; how Scotland and England were governed after the Union of the Crowns; arguments with Parliament over revenue and religion.

Challenges to royal authority in England under Charles I: his personality; conflicts with Parliament; Buckingham; Strafford; the 'eleven-years tyranny'; money-raising methods; ship money and Hampden.

Challenges to royal authority in Scotland under Charles I: religious tensions; Laud and the prayer book. Resistance in Scotland: the St. Giles riot; the Covenant; the invasion of England.

The steps to the outbreak of war: the Short Parliament; the Long Parliament; Pym and new laws; execution of Strafford; 'arrest' of the five members; the raising of armies; reasons why people joined each side.

5. 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s - 1715

A study of the reasons for the Treaty of Union between the Scottish and English Parliaments in 1707, the debates over the passing of the Treaty, its terms and immediate impact on Scotland, illustrating the themes of identity, authority and conflict.

The relationship of Scotland and England after 1689: Crown, Church, Parliament, political management.

Causes of tension between Scotland and England: economy, religion, the succession. The Darien Scheme and the Worcester incident; the Act of Security and the Aliens Act. The appointment of Commissioners.

The debate about Scottish identity: reasons for support of the Union; reasons for opposition to the Union. Attitude of Scots to the Union: burghs, clergy, landowners.

The passing of the Treaty: parties and personalities in the Scottish Parliament: Queensberry, Hamilton, Fletcher. Unrest in Edinburgh and elsewhere. The question of corruption.

Impact of the Union: the terms of the Treaty; institutions which were absorbed; institutions which remained distinctive. Reaction of Scots to the Union up to 1715. The causes of the Jacobite rebellion of 1715.

6. Immigrants and Exiles: Scotland 1830s - 1930s

A study of the causes and results of the movement of population into and away from Scotland during the period 1830s - 1930s, focusing on issues of identity and community and on the experiences of migrants in their new countries or communities.

Irish migration to Scotland: reasons for immigration - Irish famine, opportunities for work in Scotland; areas of Irish settlement; the experiences of the migrants - living conditions, employment.

Scots and Irish: religious and cultural forces binding the Irish community in Scotland; relations between immigrants and Scots - myth and reality.

Reasons for emigration: poverty; the Highland Clearances; missionary work; effectiveness of emigration societies and government schemes; the attraction of new lands - economic opportunity and cheap land.

The Scot abroad: areas to which Scots migrated - England, North America, Australasia; the role of Scots migrants in the development of the 'New World' - agriculture, manufacture, engineering and mining; the contribution of individual Scots to their new countries - eg Andrew Carnegie, John Muir, Andrew Fisher.

The following two contexts are alternatives:

7a. From the Cradle to the Grave? Social Welfare in Britain 1890s - 1951

A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government.

The problem of poverty at the turn of the century: belief in self help; the voluntary system; the surveys of Booth and Rowntree; changing attitudes towards poverty and its causes.

The Liberal reforms 1906 - 14: groups at risk - the young, the old, the sick, the unemployed; reforms to help these groups - the 'Children's Charter', old age pensions, health and unemployment insurance, labour exchanges; assessment of the success of the reforms.

The Labour government 1945 - 51: effects of wartime experiences on attitudes to poverty, especially the impact of bombing, rationing and evacuation; the 'Five Giants'; the National Insurance and National Assistance; the National Health Service; housing reform; the idea of a Welfare State; assessment of the government's achievement.

or

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

A study of social change in Scotland, considering the themes of rights, economy and community.

The changing role of women: campaigns for women's suffrage; public and government response to WSPU militancy; impact of the First World War on the campaign and the status of women; votes for women; attitudes to women's social and domestic role in the interwar years.

Changing patterns of employment: the effects of the First World War on industry - the decline of 'old' and the growth of 'new' industries; Red Clydeside, post-war disillusionment and mass unemployment; the Second World War and the impact of conscription and the changing role of women in the workplace; the continued decline of the heavy industries; North Sea oil; assessment of the effects of changing employment patterns.

Changes in the Scottish way of life: education from 1920s – 40s; changes in Scottish popular culture to 1939 – growth of entertainment to 1939, the music hall, cinema and radio; leisure activities and their impact on the community; assessment of the changing influences affecting the ideas and attitudes of the Scottish people.

8. A Time of Troubles: Ireland 1900 - 23

A study of the attempts to resolve the issue of Irish political identity during the period 1900 - 23, considering the themes of ideas, conflict and power.

The issue of Ulster 1912 - 14: Irish Nationalist demands for Home Rule; the Home Rule Bill of 1912; the Unionist response - Sir Edward Carson and the Ulster Volunteers, the 'Curragh Mutiny'; the Nationalist responses - John Redmond, Sinn Fein.

The Easter Rising of 1916: the effect of the First World War on the Home Rule issue; the causes and events of the Rising; effects of the Rising on Anglo-Irish relations and on the Nationalist Movement.

The Anglo-Irish War 1919-21; the Treaty of 1921; divisions in the Republican Movement; the Civil War of 1922 - 23; long-term results of the partition of Ireland.

Detailed syllabus: European and World History

1. The Norman Conquest 1060 - 1153

A study of conquest, aggressive and peaceful, and the changes resulting from it, by examining the Normans' military conquest of England in the eleventh century and the peaceful settlement of Scotland in the twelfth century; the themes illustrated are conflict, conquest and power.

William's Viking ancestry and the circumstances surrounding the settlement in Normandy.

William's claim to the English throne: the reasons for his success - ships, knights, arms and tactics; consolidation of power in the short term; military strength and ruthlessness in putting down rebellion, including the harrying of the North; consolidation of power in the long term: the feudal system, the reasons for the fief and the importance of it; the place of the castle in the maintenance of law and order.

David I's place in the Scottish royal house and in Anglo-Norman society; his succession in Scotland; the accompanying settlement of Scotland by Anglo-Normans; the Bruce lords of Annandale, their fief and their importance; David I's introduction of Anglo-Norman ideas in law, order and government, towns and burghs; the expansion of monasticism.

2. The Cross and the Crescent: The First Crusade 1096 - 1125

A study of aspects of religious warfare in the Middle Ages as seen in the events of the First Crusade; the themes illustrated are belief, conflict and conquest.

The meaning of Holy War, the reasons for the calling of the First Crusade; the religious, military and economic reasons for taking the cross; the leaders and their motives.

Disputes and rivalries between Latins and Greeks; Peter the Hermit and the People's Crusade; the Princes' Crusade and Alexius' fears; the taking of the oaths.

Disputes and rivalries between crusaders, especially Bohemond and Raymond; the events surrounding Edessa, Antioch and Ma'aara to illustrate Christian strengths and weaknesses.

Muslim divisions as a factor contributing to Christian success; Sunni and Shi'ite petty rivalry; openness to bribery as at Antioch and Jerusalem.

The capture of Jerusalem and the massacre of the inhabitants; the securing of the Latin Kingdom through kingship and feudalism, castle building, the military orders and the Italian city-states; reasons for Christian success.

3. War, Death and Revolt in Medieval Europe 1328 - 1436

A study of the impact of war on society by examining the political, social and economic consequences of the Hundred Years' War between England and France and illustrating the themes of conflict, identity and revolt.

The succession problem in France in 1328 and the English claim to the throne; Edward III, the Black Prince and the reasons for going to war; Crécy, Poitiers and the reasons for English success; Treaty of Brétigny.

Socio-economic impact of war in England and France; reasons for discontent, the Peasants' Revolt, the Jacquerie; the contribution of natural disaster [the Black Death] to socio-economic upheaval.

Henry V and the renewal of the war; Agincourt and the Treaty of Troyes; the political weakness of France; the madness of Charles VI; Orleans versus Burgundy; Joan of Arc - her cause and martyrdom; the reawakening of French national pride; French triumph; English defeat and the immediate effect on both countries.

4. New Worlds: Europe in the Age of Expansion 1480s - 1530s

A study of Europe's expanding trade with the East and European influence in the New World, illustrating the themes of authority, belief and innovation.

Reasons for European expansion: the growing strength of European monarchies; economic pressures - population, urbanisation; scientific inventions - developments in navigation and shipbuilding; the lure of the East; missionary zeal.

The expansion of Europe: Portuguese exploration: Africa, India, the East Indies; Columbus and voyages to America, Magellan and the circumnavigation of the world.

The impact of European exploration on indigenous peoples: the Spanish conquest of Mexico 1519 - 20 **or** Peru 1530 - 31; the exploration of North America up to 1540.

5. Tea and Freedom: The American Revolution 1763 - 83

A study of British control of the North American colonies, challenges to it and the reasons for its eventual breakdown, illustrating the themes of authority, rights and revolution.

The authority of King and Parliament in the colonies; the tensions created by the defeat of France in 1763; new ways of raising revenue: Stamp Act, Declaratory Act, Townshend Duties, tea duties.

Colonial resistance: arguments and organisation. Confrontation: non-importation agreements, Boston Massacre; Gaspee incident; Boston Tea Party.

The outbreak of war: the escalation of conflict; Lexington, Concord, Bunker Hill, Ticonderoga. Colonial loyalists such as Flora Macdonald and British sympathisers, with America, such as Burke and Tom Paine.

How the colonies grew closer, militarily and politically. Washington; Continental Congresses; the Declaration of Independence.

Turning points in the war: Saratoga, French intervention, Yorktown. Reasons why Canada remained British. Reasons for American victory and British defeat.

6. 'This Accursed Trade': The British Slave Trade and its Abolition 1770 - 1807

A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

The organisation and nature of the slave trade: its effects on British ports, eg Liverpool, Bristol; its effects on African societies, eg Ashanti, and on West Indian plantations. Slave 'factories' on the African coast; the economics and conditions of the 'Middle Passage'.

Origins of the abolitionist movement and its increased support outside and within Parliament. Role of Wilberforce. Arguments of the abolitionists: Christian, humanitarian, economic. Decision to concentrate on the slave trade.

Methods of the abolitionists: meetings, evidence, eg Clarkson; first-hand accounts by slavers, eg Newton; publicity, eg Wedgwood. Attitudes and evidence of slaves and former slaves, eg Equiano. Resistance to the trade by slaves.

Defenders of the trade: planters, MPs, cities; effect of the French Revolution; reasons for the delay in the abolition of the trade.

The debate over reasons for the eventual success of the abolition campaign: public opinion, Parliamentary debate, economic circumstances.

7. Citizens! The French Revolution 1789 - 94

A study of the collapse of the Ancien Régime in France and the growing extremism of the post-revolutionary governments, illustrating the themes of authority, rights and revolution.

The Ancien Régime on the eve of the revolution: social classes; new ideas; government difficulties; popular grievances.

The Revolution of 1789 - 91: the States-General; claims of the Third Estate; the National Assembly and the Tennis Court Oath; the fall of the Bastille; revolution in the country; the march on Versailles; the Declaration of the Rights of Man; the new government of France.

The end of the monarchy: grievances of peasants and sans-culottes; the flight to Varennes; war with Europe; overthrow of the monarchy; victory at Valmy; the National Convention; the execution of Louis XVI.

The struggle for power: inflation and popular unrest; the Paris Commune; Committees of Public Safety and General Security; strengthening of central government; the Terror; purges of left and right; the guillotine; fall of Robespierre in Thermidor.

8. Cavour, Garibaldi and the Making of Italy 1815 - 70

A study of the process of unification in Italy, illustrating themes of identity, conflict and power.

The reasons for the growth of Italian Nationalism: division into states; the influence of Napoleon Bonaparte; the Vienna Settlement and the rise of nationalist sentiment; the Carbonari; the revolutions of 1820 and 1831 and the reasons for failure; Mazzini and Young Italy; Piedmont and Pope Pius IX.

1848 - the year of revolutions in Italy: the events of 1848 - 49 and their lessons for the nationalist movement.

Cavour and the modernisation of Piedmont: involvement in the Crimean War; the Pact of Plombières; the war of 1859 - 60 and the peace of Villafranca.

Garibaldi and the Thousand; international attitudes towards Italian nationalism as reflected in their actions during the Sicilian campaign; the completion of the kingdom.

Assessment of the contributions of Cavour and Garibaldi to the achievement of unification.

9. Iron and Blood? Bismarck and the Creation of the German Empire 1815 - 71

A study of the process of unification in Germany, illustrating themes of identity, conflict and power.

The reasons for the growth of German Nationalism: the Vienna Settlement and the rise of nationalist sentiment; the Zollverein; growth of Prussian power; Austro-Prussian rivalry.

1848 - the year of revolutions in Germany; the reasons for failure of the Frankfurt Parliament; relations between Austria and Prussia 1849 - 61.

Bismarck's appointment as Minister-President; relations with the parliament and the military; the debate over his aims in foreign policy.

The wars of unification: Bismarck's methods of isolating his opponents and manipulating opportunities; the war with Denmark and its results; the dispute with Austria over the treatment of Holstein; the war of 1866; Bismarck's negotiations with Napoleon III; the Spanish candidature; the Franco-Prussian War and the proclamation of the German Empire.

Assessment of Bismarck and of his contribution to the achievement of unification.

10. The Red Flag: Lenin and the Russian Revolution 1894 - 1921

A study of the collapse of imperial rule in Russia and the establishment of Communist government, illustrating themes of ideas, conflict and power.

Imperial Russia 1894 - 1917: the Tsarist government; the role of the Russian Church; class divisions in Russia; reasons for the backwardness of Russian agriculture and industry; grievances of the peasantry and industrial workers; the Russification of National Minorities.

Challenges to the Tsar's power: challenges from revolutionary groups; the 1905 Revolution; political changes since 1905 - the Dumas and Stolypin's reforms.

Russia and the First World War: effects of military defeat and economic hardship; Rasputin and the growing unpopularity of the regime; the February Revolution of 1917; reasons for the failure of the Provisional Government under Kerensky.

The Bolshevik seizure of power: Lenin's return and the April Theses; reasons for the success of the October Revolution; the Civil War 1917 - 21; explanation of Bolshevik victory; nature of the Soviet state.

11. Free at Last? Race Relations in the USA 1918 - 68

A study of the development of race relations in the USA during the years 1918 - 68, illustrating themes of ideas, identity and power.

The USA at the end of the First World War: the social, political and economic status of different ethnic groups in the USA; the 'Jim Crow' laws; changing attitudes towards immigrants during the 1920s; the attitudes and activities of the Ku Klux Klan.

Growing demand for civil rights after 1945: reasons for this growth; peaceful and violent activities of civil rights and black radical protest movements during the 1950s and 1960s - the roles of Martin Luther King, Stokely Carmichael and Malcolm X; response of state and federal authorities to these campaigns; assessment of the impact of the campaigns on US society.

12. The Road to War 1933 - 39

A study of Nazi foreign policy 1933 - 39 and the steps leading to the outbreak of war, illustrating themes of ideology, aggression, appeasement and power.

The ideas of Nazism: racism and the claim of Aryan supremacy, anger over Versailles, Living Space (Lebensraum).

Foreign policy in practice: rearmament, reoccupation of the Rhineland, the Anschluss, the crisis in Czechoslovakia and the Munich agreement; the Polish crisis and the declaration of war.

Great Power responses to German actions: the policy of appeasement and reasons for its adoption - horror of war, fear of aerial warfare, belief in persuasion, lack of military preparation, distrust between former allies; attempts to deal with German demands, especially over Czechoslovakia; decision to resist further aggression.

Assessment of the responsibility for the war and of the effectiveness of the policy of appeasement.

13. In the Shadow of the Bomb: The Cold War 1945 - 85

A study of relationships between East and West, examining reasons for tension and attempts to resolve areas of conflict, focusing on themes of ideas, confrontation and power.

NATO and the Warsaw Pact: political beliefs, military rivalry and mutual suspicion; effects of the development of nuclear weapons on relationships.

Areas of superpower rivalry 1960 - 70: Berlin - reasons for importance, building of the Berlin Wall, impact on international relations; Cuba - origins and events of the crisis, impact on international relations; Vietnam - reasons for United States involvement and for failure to defeat the Vietcong; changing views on the war in the United States; impact on international relations.

Attempts at détente: reasons for changing attitudes between the USA and the USSR; SALT and other agreements.

ASSESSMENT

To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment are provided in the paper, *Assessment*, published in May 1996.

DETAILS OF INSTRUMENTS FOR EXTERNAL ASSESSMENT

External course assessment will consist of two parts:

Extended Response Int 2 (1 hour)

Candidates will produce an Extended Response on a question of their choice drawn from any one of the three contexts that they have studied in the three course units.

The question selected must relate to the content of the Int 2 History course and must allow candidates to organise their research and reach their own conclusion. The response will count for 25% of the external assessment.

Prior to producing the Extended Response, students will arrange to research the chosen question by identifying and obtaining sources from a range of familiar and unfamiliar material. These sources may be primary and/or secondary and may cover a variety of types eg texts, video and audio tapes, pictures and photographs.

The research exercise should make efficient use of the time and resources available. Candidates should then prepare a final plan, using the results of the research investigation. This plan should not exceed 150 words and should use the proforma provided. The candidate will take the plan into the classroom and use it to complete the Extended Response within a continuous period of 1 hour under supervision by the teacher/lecturer.

The candidate's plan will be submitted along with the Extended Response. The Extended Response should address the question selected and provide evidence that the research task has been planned and carried out efficiently and that investigation and judgement have been employed.

The Extended Response and the plan will be accompanied by a teacher/lecturer checklist verifying that the planning and researching process was carried out by the candidate.

The Extended Response will be externally marked. The response will be assessed in relation to the course criteria; however, it is not expected that source handling skills should be assessed in this response.

Question Paper (1 hour 30 minutes)

This paper will consist of four parts as follows: Part 1 - Short Essay; Part 2 - source-based questions on one of the Contexts in the Scottish and British Historical Study; Part 3 - source based questions on one of the Contexts in the European and World Historical Study; Part 4: source-based questions on a further context from either Scottish and British or European and World Historical Study. Marks will range from 4-8 per question throughout.

The paper will be worth 47 marks and will account for 75% of the total course assessment.

GRADE DESCRIPTIONS

Success in the course at grade C, B or A will be determined by the sum of performance across all three parts of the question paper and the Extended Response. The grade descriptions for the external assessment are laid out below.

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.

The characteristics of candidates' performance at grade C and at grade A are described below. It should be remembered that almost all candidates' work 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.

National Course Specification: course details (cont)

COURSE History (Intermediate 2)

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

At C	*At A*
Information which demonstrates understanding of the topic and its themes is used, with commentary, to explain historical developments and events and support conclusions on historical questions.	Explanations and commentary are accurate and detailed and they are effectively organised in support of conclusions.
Sources are evaluated taking account of their origin or purpose, content and context.	Evaluations are accurate, detailed and relevant, and take full account of the origin or purpose, content and context of the sources.

Relationship of course to component units

The course consists of three component units plus an additional forty hours' study. An external assessment, including the Extended Response, tests the candidates' knowledge and understanding of the content covered in all three units and their ability to demonstrate and integrate the historical skills acquired throughout the course.

The criteria for a grade C in this course closely reflect the level of competence required for success in its constituent units. However, the external assessment of the course makes specific additional demands on the candidates.

The external assessment grade descriptions require that candidates demonstrate the ability to integrate the competences demonstrated in the component units of the course. The knowledge and understanding, skills and ability to use concepts which have been acquired over the units must be:

- retained and demonstrated over time
- demonstrated in the answering of unseen questions
- integrated in the Extended Response

APPROACHES TO LEARNING AND TEACHING

Learning experiences

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

- interpret and evaluate historical source material
- record systematically information derived from a variety of sources, such as books, notes, lectures, audio-visual materials
- make use of relevant historical terms and concepts
- take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge in order to develop the ability to think independently and make informed judgements
- develop the skills of producing written (or oral) responses for a variety of purposes

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

Teaching programme

The three units may be taught in any order or in an integrated manner. The learning experiences in all three units reinforce each other: knowledge and understanding of the content and of historical themes and general concepts will be developed along with increased competence in the skills listed in the outcomes. The order in which units or their parts are studied will depend on their specific content. The course, and each unit, may be taught chronologically or thematically.

The outcomes for all three units are identical. Where a candidate has failed to achieve the outcomes of the first unit studied, it may be worthwhile for him/her to attempt to achieve them once the second unit has been studied, as by then he/she will have had an opportunity to develop further the required skills. Time should in any case be allowed for remediation and resitting of internal assessments where outcomes have not been achieved.

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, including those listed above. Time may be used near the start of the course for introduction to concepts, methods and skills, at various points throughout for consolidation and remediation or for preparation for internal assessment, and near the end of the course, for integration, revision and preparation for external assessment.

Teaching methodology

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 class work in units. Class and group discussion may reinforce this. Extension work, access to primary sources and resource-based learning should be made available to individuals and groups as appropriate.

Preparation for external assessment

The pieces of work which demonstrate competence in the outcomes for each unit should also demonstrate a level of achievement equivalent to a grade C in the course. The same pieces of work may be assessed against the grade descriptions for the relevant part of the external course assessment to ascertain whether an A or a B can be recorded as a course estimate or as evidence in the case of an appeal.

Additional pieces of work can be used for continuous assessment and as practice for external assessment. These could be grouped and/or timed to develop examination skills. Towards the end of the course, it may be useful to allow candidates to revisit the content covered at the beginning of the year, using skills developed through experience and maturation as the year's work has progressed.

Some time from the additional 40 hours should also be allowed to prepare for the Extended Response, through the gathering of information and planning of the structure of the response. Candidates will require some guidance on the choice of question, which should relate to the course and allow candidates the opportunity to demonstrate attainment in Outcomes 1 and 2 of the units studied.

Advice may also be given on the organisation of revision for the external assessment. Knowledge and understanding needs to be effectively retained and skills practised with unfamiliar sources or questions.

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and the Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

SCOTTISH QUALIFICATIONS AUTHORITY

National Unit Specification: general information

UNIT Historical Study - Scottish and British (Intermediate 2)

NUMBER D255 11

COURSE History (Intermediate 2)

SUMMARY

This is a component unit of Intermediate 2 History. The unit can also be taken as a free-standing unit.

This unit seeks to develop knowledge and understanding of historical themes through study of a chosen topic, along with skills of communication and independent thinking. The topic chosen should relate to one of three broad periods of Scottish and British History. The three period options are: Medieval, Early Modern and Later Modern History.

A successful candidate will be able to explain and analyse historical developments and events using recalled knowledge, to organise information and to draw a conclusion in response to historical questions, and to evaluate historical sources.

The unit is designed to meet the needs of:

- candidates following an Intermediate 2 course in History
- candidates undertaking a Scottish Group Award

OUTCOMES

1 Demonstrate knowledge and understanding of historical developments, events and issues.
2 Explain historical developments and events.
3 Evaluate historical sources with reference to their historical context.

Administrative Information

Superclass: DB

Publication date: November 1999

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National Unit Specification: general information (cont)

UNIT Historical Study - Scottish and British (Intermediate 2)

RECOMMENDED ENTRY

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

- a grade 3 or 4 at Standard Grade History or another Social Subject
- Intermediate 1 History or component units
- Intermediate 1 or 2 course or component units in another Social Subject

CREDIT VALUE

1 credit at Intermediate 2.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills in this unit is published *in Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Historical Study: Scottish and British (Intermediate 2)

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.

NOTE ON RANGE FOR THIS UNIT

There are no specific requirements as to the range of contexts within which the outcomes and performance criteria should be demonstrated. Differentiation between Intermediate 1 and Intermediate 2 is achieved through the amount and level of recall. For further guidance on the range of content to be covered, see the support notes. The level of difficulty of a unit is defined not just by the performance criteria but by their application in the context of a particular area of content and a particular set of themes.

OUTCOME 1

Demonstrate knowledge and understanding of historical developments, events and issues.

Performance criteria

(a) The knowledge selected from recall is relevant to the developments or events addressed.
(b) The knowledge selected demonstrates accurate understanding of the topic and its themes and issues.

OUTCOME 2

Explain historical developments and events.

Performance criteria

(a) The explanation is supported by relevant information selected from recall and sources.
(b) The information presented in the explanation is accurate.
(c) The response is appropriately organised in support of a conclusion.

OUTCOME 3

Evaluate historical sources with reference to their historical context.

Performance criteria

(a) The evaluation of the sources takes account of the origin or purpose and context of the sources.
(b) The evaluation takes account of content in the sources.
(c) An accurate comparison is made between two sources.

National Unit Specification: statement of standards (cont)

UNIT Historical Study - Scottish and British (Intermediate 2)

Evidence requirements

Evidence of attainment for the above outcomes can be provided through responses to short-answer questions based on recall and sources. This evidence must satisfy all of the above outcomes in relation to the chosen historical context. Within each outcome, the evidence must demonstrate or imply satisfaction of all of the performance criteria.

It is also possible to assess Outcomes 1 and 2 by means of an extended piece of writing or oral response. Evidence of competence in Outcome 3 would also be required. This could be demonstrated by short-answer questions based on sources. This approach would help prepare the candidate for the extended response in the external examination as well as providing a bridge to essay writing skills at Higher.

The candidate's work must be completed under supervision, without collaboration, the assistance of notes or teacher/lecturer advice.

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

1 Murder in the Cathedral: Crown, Church and People 1154 - 73.
2 Wallace, Bruce and the Wars of Independence 1286 - 1328
3 Mary Queen of Scots and the Scottish Reformation 1540s - 87
4 The Coming of the Civil War 1603 - 42
5 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s - 1715
6 Immigrants and Exiles: Scotland 1830s - 1930s
7a From the Cradle to the Grave? Social Welfare in Britain 1890s – 1951, **or**
7b Campaigning for Change: Social Change in Scotland 1900s -79
8 A Time of Troubles: Ireland 1900 - 23.

Details of this content may be found in the support notes. The course descriptor also lays out the relationship between this unit and the content of the rest of the Intermediate 2 History course.

Evidence provided will sample the chosen content area. Outcomes and performance criteria must be fulfilled with reference to this sample.

National Unit Specification: support notes

UNIT Historical Study - Scottish and British (Intermediate 2)

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 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The choice of content for each topic within this unit is based upon a number of historical themes. These are specific to the topic studied, for example, belief, community, conflict, power. These themes assist teachers in selecting content and in assessment. Understanding of these themes may be demonstrated without explicit reference to them. A full list of these themes is contained within the Support Notes.

Candidates will be required to study one of the following specified contexts. Through these contexts, important themes of Scottish and British History may be studied across the breadth of historical periods, Medieval, Early Modern and Later Modern. Each context constitutes an important area of historical study in its own right as well as providing progression to further study at Higher level.

Candidates should select **one** context from the following list:

1 Murder in the Cathedral: Crown, Church and People 1154 - 73.
2 Wallace, Bruce and the Wars of Independence 1286 - 1328
3 Mary Queen of Scots and the Scottish Reformation 1540s - 87
4 The Coming of the Civil War 1603 - 42
5 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s - 1715
6 Immigrants and Exiles: Scotland 1830s - 1930s
7a From the Cradle to the Grave? Social Welfare in Britain 1890s – 1951, **or**
7b Campaigning for Change: Social Change in Scotland 1900s - 79
8 A Time of Troubles: Ireland 1900 - 23

The content for each topic is detailed below.

Detailed syllabus

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

A study of the circumstances surrounding the conflict between Henry II and Thomas Becket and the interrelationship of Crown, Church and People in medieval society, illustrating the themes of authority, belief and conflict.

The King and the People: Henry II and the consolidation of royal power; the extent of his Empire; the feudal relationship between king, barons and knights; the importance of barons and knights to the king with reference to war, horses, fighting skills, weapons and castles; legal reforms introduced by Henry to keep barons in check.

The Archbishop and the People: the place and importance of the Church in the lives of ordinary people; belief in life after death, heaven and hell, purgatory; the monastic ideal and the role of the regular clergy; saints, relics and pilgrimage.

The King and the Archbishop: the place of the Church in the feudal system; the quarrel between Henry and Becket; contrasting views of the relationship between Church and State; the circumstances surrounding the exile of Becket and his behaviour in exile; the coronation of the young King and the return of Becket; the role of personalities in the conflict; Becket's murder by Henry's knights; Becket the martyr, the saint; his relics and the pilgrimage to Canterbury.

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

A study of the development of national identity and consciousness through the Anglo-Scottish wars of the thirteenth and fourteenth centuries, illustrating the themes of authority, conflict and identity.

Scotland 1286 - 96: the succession problem following the death of Alexander III; the Scottish response - Treaty of Birgham; the death of the Maid of Norway; the Scottish appeal to Edward I -the decision at Norham; Bruce versus Balliol, the Great Cause and Edward's choice; Edward as overlord of Scotland; the Scottish response; the Anglo-French war and the Franco-Scottish Treaty; the subjugation of Scotland.

William Wallace: the reasons for and the progress of his rebellion; his victory at Stirling and its effects on Scots and on Scotland; the Battle of Falkirk and the reasons for its failure.

Robert Bruce: the ambitions of the Bruces; Bruce the patriot; his conflict with and victory over Scottish opponents; his victory over the English; reasons for his success; Declaration of Arbroath - the triumph of the nation state in 1328.

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

A study of religious and political change and conflict in sixteenth-century Scotland, illustrating the themes of Crown, Church and Authority.

Scottish society and Church in the 1540s: landowners, burghs, clergy; power of the monarchy and nobility at the death of James V. The Church's faith, organisation, failure of attempts at reform.

Relationship with England and France: the 'rough wooing'; Mary's move to France. Her dynastic position on the accession of Elizabeth I.

The growth of Protestantism in Scotland: Wishart and Knox and Calvinism. The Lords of the Congregation. Rebellion against Mary of Guise; English intervention. The Treaty of Edinburgh. Reasons for the Catholic persecution.

Mary Queen of Scots in Scotland: return from France; personality, circumstances, policy. Relations with Elizabeth I. Relations with Moray and the Scots nobles. Marriage; murder of Riccio and of Darnley. Rebellion against Mary; her capture, abdication, imprisonment, escape and exile.

The confirmation of the Reformation in Scotland: Regencies of Moray and Morton; the young James VI; Andrew Melville and the development of Presbyterianism in the 1570s.

Mary in England: Elizabeth I's diplomatic circumstances; Mary's involvement in Catholic plots; her execution.

4. The Coming of the Civil War 1603 - 42

A study of the origins of the Civil War between Charles I and Parliament, illustrating the themes of authority, rights and conflict.

The nature of royal authority under James VI and I: his personality; the Divine Right of Kings; how Scotland and England were governed after the Union of the Crowns; arguments with Parliament over revenue and religion.

Challenges to royal authority in England under Charles I: his personality; conflicts with Parliament; Buckingham; Strafford; the 'eleven-years tyranny'; money-raising methods; ship money and Hampden.

Challenges to royal authority in Scotland under Charles I: religious tensions; Laud and the prayer book. Resistance in Scotland: the St. Giles riot; the Covenant; the invasion of England.

The steps to the outbreak of war: the Short Parliament; the Long Parliament; Pym and new laws; execution of Strafford; 'arrest' of the five members; the raising of armies; reasons why people joined each side.

5. 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s - 1715

A study of the reasons for the Treaty of Union between the Scottish and English Parliaments in 1707, the debates over the passing of the Treaty, its terms and immediate impact on Scotland, illustrating the themes of identity, authority and conflict.

The relationship of Scotland and England after 1689: Crown, Church, Parliament, political management.

Causes of tension between Scotland and England: economy, religion, the succession. The Darien Scheme and the Worcester incident; the Act of Security and the Aliens Act. The appointment of Commissioners.

The debate about Scottish identity: reasons for support of the Union; reasons for opposition to the Union. Attitude of Scots to the Union: burghs, clergy, landowners.

The passing of the Treaty: parties and personalities in the Scottish Parliament: Queensberry, Hamilton, Fletcher. Unrest in Edinburgh and elsewhere. The question of corruption.

Impact of the Union: the terms of the Treaty; institutions which were absorbed; institutions which remained distinctive. Reaction of Scots to the Union up to 1715. The causes of the Jacobite rebellion of 1715.

6. Immigrants and Exiles: Scotland 1830s - 1930s

A study of the causes and results of the movement of population into and away from Scotland during the period 1830s - 1930s, focusing on issues of identity and community and on the experiences of migrants in their new countries or communities.

Irish migration to Scotland: reasons for immigration - Irish famine, opportunities for work in Scotland; areas of Irish settlement; the experiences of the migrants - living conditions, employment.

Scots and Irish: religious and cultural forces binding the Irish community in Scotland; relations between immigrants and Scots - myth and reality.

Reasons for emigration: poverty; the Highland Clearances; missionary work; effectiveness of emigration societies and government schemes; the attraction of new lands - economic opportunity and cheap land.

The Scot abroad: areas to which Scots migrated - England, North America, Australasia; the role of Scots migrants in the development of the 'New World' - agriculture, manufacture, engineering and mining; the contribution of individual Scots to their new countries - eg Andrew Carnegie, John Muir, Andrew Fisher.

The following two contexts are alternatives:

7a. From the Cradle to the Grave? Social Welfare in Britain 1890s - 1951

A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government.

The problem of poverty at the turn of the century: belief in self-help; the voluntary system; the surveys of Booth and Rowntree; changing attitudes towards poverty and its causes.

The Liberal reforms 1906 - 14: groups at risk - the young, the old, the sick, the unemployed; reforms to help these groups - the 'Children's Charter', old age pensions, health and unemployment insurance, labour exchanges; assessment of the success of their reforms.

The Labour government 1945 - 51: effects of wartime experiences on attitudes to poverty, especially the impact of bombing, rationing and evacuation; the 'Five Giants'; the National Insurance and National Assistance; the National Health Service; housing reform; the idea of a Welfare State; assessment of the government's achievement.

or

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

A study of social change in Scotland, considering the themes of rights, economy and community.

The changing role of women: campaigns for women's suffrage; public and government response to WSPU militancy; impact of the First World War on the campaign and the status of women; votes for women; attitudes to women's social and domestic role in the interwar years.

Changing patterns of employment: the effects of the First World War on industry - the decline of the 'old' and the growth of the 'new' industries; Red Clydeside, post-war disillusionment and mass unemployment; the Second World War and the impact of conscription and the changing role of women in the workplace; the continued decline of the heavy industries; North Sea oil; assessment of the effects of changing employment patterns.

National Unit Specification: support notes (cont)

UNIT Historical Study - Scottish and British (Intermediate 2)

Changes in the Scottish way of life; education from 1920s - 40s; changes in Scottish popular culture to 1939 – growth of entertainment to 1939, the music hall, cinema and radio; leisure activities and their impact on the community; assessment of the changing influences affecting the attitudes of the Scottish people.

8. A Time of Troubles: Ireland 1900 - 23

A study of the attempts to resolve the issue of Irish political identity during the period 1900 - 23, considering the themes of ideas, conflict and power.

The issue of Ulster 1912 - 14: Irish Nationalist demands for Home Rule; the Home Rule Bill of 1912; the Unionist response - Sir Edward Carson and the Ulster Volunteers, the 'Curragh Mutiny'; the Nationalist responses - John Redmond, Sinn Fein.

The Easter Rising of 1916: the effect of the First World War on the Home Rule issue; the causes and events of the Rising; effects of the Rising on Anglo-Irish relations and on the Nationalist Movement.

The Anglo-Irish War 1919 - 21; the Treaty of 1921; divisions in the Republican Movement; the Civil War of 1922 - 23; long term results of the partition of Ireland.

GUIDANCE ON TEACHING AND LEARNING FOR THIS UNIT

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

- interpret and evaluate historical source material
- record systematically information from a variety of sources, such as books, notes, lectures, audio-visual materials
- make use of relevant historical terms and concepts
- take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge in order to develop the ability to think independently and make informed judgements
- develop the skills of written or oral responses for a variety of purposes.

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

Teaching methodology

The methodology used by teachers/lecturers will be built on existing good practice. The knowledge and understanding of the themes and content delivered in this unit should be linked to the development of skills of interpretation and analysis to provide insight and encourage respect for available evidence.

National Unit Specification: support notes (cont)

UNIT Historical Study - Scottish and British (Intermediate 2)

Teacher/lecturer exposition will provide a basis for class work in this unit. Opportunities should be provided to develop candidates' abilities of note-taking and note-making. Time should be allowed for group and class discussion. A variety of resources should be used including textbooks, information sheets and a range of appropriate primary sources. Materials and strategies should be designed to provide for the whole ability range - core/extension, groupwork, individual work. Advice from the Learning Support staff should be drawn upon in designing appropriately differentiated course materials.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The National Assessment Bank will provide exemplar assessment instruments and guidance on implementation. This does not preclude teachers/lecturers from devising their own assessment tasks.

Assessment can be administered at appropriate points throughout the unit or at the end of the unit. Candidates will be required to demonstrate satisfactory attainment of all the learning outcomes and performance criteria. Assessment tasks could be used which relate primarily to each outcome. More extended tasks could be used which would allow candidates to demonstrate competence in more than one learning outcome and associated performance criteria. It would be possible to use similar instruments of assessment to those used in the external assessment.

The instrument of assessment for this unit can be in the form of short answers based on recall and presented sources of information.

It would also be possible to test learning outcomes 1 and 2 by means of an extended piece of writing or oral response. Evidence of competence in learning outcome 3 would also be required. This could be demonstrated by short answers based on sources. This approach would help prepare the candidate for the Extended Response in the external assessment as well as providing practice in the skills required at Higher.

This assessment should be administered under supervision, without collaboration or the assistance of notes or teacher/lecturer advice.

Where a candidate has failed to achieve one or more of the components, a reassessment may be undertaken after appropriate remediation. It is only necessary to reassess competence in the outcomes which the candidate has failed to achieve. In this unit, this may involve revisiting some or all of the candidate's responses under similar conditions to the first attempt. If the candidate remains unsuccessful in all or part of the unit, a different task should be used for a subsequent reassessment.

Where accessible tasks can be set which will allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for internal unit assessment may also be used for grade prediction and for appeals for external course assessment. (For details of the grade descriptions for the external assessment, please refer to the course specification.)

National Unit Specification: support notes (cont)

UNIT Historical Study - Scottish and British (Intermediate 2)

Qualifications to which this unit contributes

This unit is one of three mandatory units which together make up the course in Intermediate 2 History. The other two units are *Historical Study - European and World (Int 2)* and *Historical Study - Options (Int 2)*. Both have the same outcomes as this unit. In order to achieve certification in this course, candidates have to attain the outcomes for all three units which are internally assessed and to attain at least a C in the external assessment.

This unit could also be undertaken as a component of a Scottish Group Award.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SCOTTISH QUALIFICATIONS AUTHORITY

National Unit Specification: general information

UNIT Historical Study - European and World (Intermediate 2)

NUMBER D256 11

COURSE History (Intermediate 2)

SUMMARY

This is a component unit of Intermediate 2 History. The unit can also be taken as a free-standing unit.

This unit seeks to develop knowledge and understanding of historical themes through study of a chosen topic, along with skills of communication and independent thinking. The topic chosen should relate to one of three broad periods of European and World History. The three period options are: Medieval, Early Modern and Later Modern History.

A successful candidate will be able to explain and analyse historical developments and events using recalled knowledge, to organise information and to draw a conclusion in response to historical questions, and to evaluate historical sources.

The unit is designed to meet the needs of:

- candidates following an Intermediate 2 course in History
- candidates undertaking a Scottish Group Award

OUTCOMES

1 Demonstrate knowledge and understanding of historical developments, events and issues.
2 Explain historical developments and events.
3 Evaluate historical sources with reference to their historical context.

Administrative Information

Superclass: DB

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National Unit Specification: general information (cont)

UNIT Historical Study - European and World (Intermediate 2)

RECOMMENDED ENTRY

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

- a grade 3 or 4 at Standard Grade History or another Social Subject
- Intermediate 1 History or component units
- Intermediate 1 or 2 course or component units in another Social Subject

CREDIT VALUE

1 credit at Intermediate 2.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Historical Study - European and World (Intermediate 2)

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.

NOTE ON RANGE FOR THIS UNIT

There are no specific requirements as to the range of contexts within which the outcomes and performance criteria should be demonstrated. Differentiation between Intermediate 1 and Intermediate 2 is achieved through by the amount and level of recall. For further guidance on the range of content to be covered, see the support notes. The level of difficulty of a unit is defined not just by the performance criteria but by their application in the context of a particular area of content and a particular set of themes.

OUTCOME 1

Demonstrate knowledge and understanding of historical developments, events and issues.

Performance criteria

(a) The knowledge selected from recall is relevant to the developments or events addressed.
(b) The knowledge selected demonstrates accurate understanding of the topic and its themes and issues.

OUTCOME 2

Explain historical developments and events.

Performance criteria

(a) The explanation is supported by relevant information selected from recall and sources.
(b) The information presented in the explanation is accurate.
(c) The response is appropriately organised in support of a conclusion.

OUTCOME 3

Evaluate historical sources with reference to their historical context.

Performance criteria

(a) The evaluation of the sources takes account of the origin or purpose and context of the sources.
(b) The evaluation takes account of the content in the sources.
(c) An accurate comparison is made between two sources.

National Unit Specification: statement of standards (cont)

UNIT Historical Study - European and World (Intermediate 2)

Evidence requirements

Evidence of attainment for the above outcomes can be provided through responses to short-answer questions based on recall and sources. This evidence must satisfy all of the above outcomes in relation to the chosen historical context. Within each outcome, the evidence must demonstrate or imply satisfaction of all of the performance criteria.

It is also possible to test Outcomes 1 and 2 by means of an extended piece of writing or oral response. Evidence of competence in learning Outcome 3 would also be required. This could be demonstrated by short-answer questions based on sources. This approach would help prepare the candidate for the Extended Response in the external examination as well as providing a bridge to essay writing skills at Higher.

The candidate's work must be completed under supervision, without collaboration, the assistance of notes or teacher/lecturer advice.

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

1 The Norman Conquest 1060 - 1153
2 The Cross and the Crescent: The First Crusade 1096 - 1125
3 War, Death and Revolt in Medieval Europe 1328 - 1436
4 New Worlds: Europe in the Age of Expansion 1480s - 1530s
5 Tea and Freedom: The American Revolution 1763 - 83
6 'This Accursed Trade': The British Slave Trade and its Abolition 1770 - 1807
7 Citizens! The French Revolution 1789 - 94
8 Cavour, Garibaldi and the Making of Italy 1815 - 70
9 Iron and Blood? Bismarck and the Creation of the German Empire 1815 - 71
10 The Red Flag: Lenin and the Russian Revolution 1894 - 1921
11 Free at Last? Race Relations in the USA 1918 - 68
12 The Road to War 1933 - 39
13 In the Shadow of the Bomb: The Cold War 1945 - 85

Details of the content may be found in the support notes, where the sections above are indicated as forming the content/context of this unit. The support notes also lay out the relationship between this and the content of the rest of the Intermediate 2 History course.

Evidence provided will sample the chosen content area. Outcomes and performance criteria must be fulfilled with reference to this sample.

National Unit Specification: support notes

UNIT Historical Study - European and World (Intermediate 2)

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 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The choice of content for each topic within this unit is based upon a number of historical themes. These are specific to the topic studied, for example, belief, community, conflict, power. These themes assist teachers in selecting content and in assessment. Understanding of these themes may be demonstrated without explicit reference to them. A full list of these themes is contained within the Support Notes. Candidates will be required to study one of the following specified contexts. Through these contexts important themes of European and World History may be studied across the breadth of historical periods, Medieval, Early Modern and Later Modern. Each context constitutes an important area of historical study in its own right as well as providing progression to further study at Higher level.

Candidates should select **one** context from the following list:

1 The Norman Conquest 1060 - 1153
2 The Cross and the Crescent: The First Crusade 1096 - 1125
3 War, Death and Revolt in Medieval Europe 1328 - 1436
4 New Worlds: Europe in the Age of Expansion 1480s - 1530s
5 Tea and Freedom: The American Revolution 1763 - 83
6 'This Accursed Trade': The British Slave Trade and its Abolition 1770 - 1807
7 Citizens! The French Revolution 1789 - 94
8 Cavour, Garibaldi and the Making of Italy 1815 - 70
9 Iron and Blood? Bismarck and the Creation of the German Empire 1815 - 71
10 The Red Flag: Lenin and the Russian Revolution 1894 - 1921
11 Free at Last? Race Relations in the USA 1918 - 68
12 The Road to War 1933 - 39
13 In the Shadow of the Bomb: The Cold War 1945 - 85

The content for each topic is detailed below.

Detailed syllabus

1. The Norman Conquest 1060 - 1153

A study of conquest, aggressive and peaceful, and the changes resulting from it, by examining the Normans' military conquest of England in the eleventh century and the peaceful settlement of Scotland in the twelfth century; the themes illustrated are conflict, conquest and power.

William's Viking ancestry and the circumstances surrounding the settlement in Normandy.

William's claim to the English throne: the reasons for his success - ships, knights, arms and tactics; consolidation of power in the short term ; military strength and ruthlessness in putting down rebellion including the harrying of the North; consolidation of power in the long term: the feudal system, the reasons for the fief and its importance; the place of the castle in the maintenance of law and order.

David I's place in the Scottish royal house and in Anglo-Norman society; his succession in Scotland; the accompanying settlement of Scotland by Anglo-Normans; the Bruce lords of Annandale, their fief and importance; David I's introduction of Anglo-Norman ideas in law, order and government, towns and burghs; the expansion of monasticism.

2. The Cross and the Crescent: The First Crusade 1096 - 1125

A study of aspects of religious warfare in the Middle Ages as seen in the events of the First Crusade; the themes illustrated are belief, conflict and conquest.

The meaning of Holy War, the reasons for the calling of the First Crusade; the religious, military and economic reasons for taking the cross; the leaders and their motives.

Disputes and rivalries between Latins and Greeks; Peter the Hermit and the People's Crusade; the Princes' Crusade and Alexius' fears; the taking of the oaths.

Disputes and rivalries between crusaders, especially Bohemond and Raymond; the events surrounding Edessa, Antioch and Ma'aara to illustrate Christian strengths and weaknesses.

Muslim divisions as a factor contributing to Christian success; Sunni and Shi'ite petty rivalry; openness to bribery as at Antioch and Jerusalem.

The capture of Jerusalem and the massacre of the inhabitants; the securing of the Latin Kingdom through kingship and feudalism, castle building, the military orders and the Italian city-states; reasons for Christian success.

3. War, Death and Revolt in Medieval Europe 1328 - 1436

A study of the impact of war on society by examining the political, social and economic consequences of the Hundred Years' War between England and France and illustrating the themes of conflict, identity and revolt.

The succession problem in France in 1328 and the English claim to the throne; Edward III, the Black Prince and the reasons for going to war; Crecy, Poitiers and the reasons for English success; Treaty of Bretigny.

Socio-economic impact of war in England and France; reasons for discontent, the Peasants' Revolt, the Jacquerie; the contribution of natural disaster [Black Death] to socio-economic upheaval.

Henry V and the renewal of the war; Agincourt and the Treaty of Troyes; the political weakness of France; the madness of Charles VI; Orleans versus Burgundy; Joan of Arc - her cause and martyrdom; the reawakening of French national pride; French triumph; English defeat and the immediate effect on both countries.

4. New Worlds: Europe in the Age of Expansion 1480s - 1530s

A study of Europe's expanding trade with the East, and European influences in the New World, illustrating the themes of authority, belief and innovation.

National Unit Specification: support notes (cont)

UNIT Historical Study - European and World (Intermediate 2)

Reasons for European expansion: the growing strength of European monarchies; economic pressures - population , urbanisation; scientific inventions - developments in navigation and shipbuilding; the lure of the East; missionary zeal.

The expansion of Europe: Portuguese exploration: Africa, India, the East Indies; Columbus and voyages to America, Magellan and the circumnavigation of the world.

The impact of European exploration on indigenous peoples: the Spanish conquest of Mexico 1519-1520 **or** Peru 1530-1531; the exploration of North America up to 1540.

5. Tea and Freedom: The American Revolution 1763 - 83

A study of British control of the North American colonies, challenges to it and the reasons for its eventual breakdown, illustrating the themes of authority, rights and revolution.

The authority of King and Parliament in the colonies; the tensions created by the defeat of France in 1763; new ways of raising revenue: Stamp Act, Declaratory Act, Townshend Duties, tea duties.

Colonial resistance: arguments and organisation. Confrontation: non-importation agreements, Boston Massacre; Gaspee incident; Boston Tea Party.

The outbreak of war: the escalation of conflict; Lexington, Concord, Bunker Hill, Ticonderoga. Colonial loyalists such as Flora Macdonald and British sympathisers with America such as Burke and Tom Paine.

How the colonies grew closer, militarily and politically. Washington; Continental Congresses; the Declaration of Independence.

Turning points in the war: Saratoga, French intervention, Yorktown. Reasons why Canada remained British. Reasons for American victory and British defeat.

6. 'This Accursed Trade': The British Slave Trade and its Abolition 1770 - 1807

A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

The organisation and nature of the slave trade: its effects on British ports, eg Liverpool, Bristol; its effects on African societies, eg Ashanti, and on West Indian plantations. Slave 'factories' on the African coast; the economics and conditions of the 'Middle Passage'.

Origins of the abolitionist movement and its increased support outside and within Parliament. Role of Wilberforce. Arguments of the abolitionists: Christian, humanitarian, economic. Decision to concentrate on the slave trade.

Methods of the abolitionists: meetings, evidence, eg Clarkson; first hand accounts by slavers, eg Newton; publicity, eg Wedgwood. Attitudes and evidence of slaves and former slaves, eg Equiano. Resistance to the trade by slaves.

Defenders of the trade: planters, MPs, cities; effect of the French Revolution; reasons for the delay in the abolition of the trade.

The debate over reasons for the eventual success of the abolition campaign: public opinion, Parliamentary debate, economic circumstances.

7. Citizens! The French Revolution 1789 - 94

A study of the collapse of the Ancien Régime in France and the growing extremism of the post-revolutionary governments, illustrating the themes of authority, rights and revolution.

The Ancien Régime on the eve of the revolution: social classes; new ideas; government difficulties; popular grievances.

The Revolution of 1789 - 91: the States-General; claims of the Third Estate; the National Assembly and the Tennis Court Oath; the fall of the Bastille; revolution in the country; the march on Versailles; the Declaration of the Rights of Man; the new government of France.

The end of the monarchy: grievances of peasants and sans-culottes; the flight to Varennes; war with Europe; overthrow of the monarchy; victory at Valmy; the National Convention; the execution of Louis XVI.

The struggle for power: inflation and popular unrest; the Paris Commune; Committees of Public Safety and General Security; strengthening of central government; the Terror; purges of left and right; the guillotine; fall of Robespierre in Thermidor.

8. Cavour, Garibaldi and the Making of Italy 1815 - 70

A study of the process of unification in Italy, illustrating themes of identity, conflict and power.

The reasons for the growth of Italian Nationalism: division into states; the influence of Napoleon Bonaparte; the Vienna Settlement and the rise of nationalist sentiment; the Carbonari; the revolutions of 1820 and 1831 and the reasons for failure; Mazzini and Young Italy; Piedmont and Pope Pius IX.

1848 - the year of revolutions in Italy: the events of 1848-49 and their lessons for the Nationalist Movement.

Cavour and the modernisation of Piedmont: involvement in the Crimean War; the Pact of Plombières; the war of 1859-60 and the peace of Villafranca.

Garibaldi and the Thousand; international attitudes towards Italian nationalism as reflected in their actions during the Sicilian campaign; the completion of the kingdom.

Assessment of the contributions of Cavour and Garibaldi to the achievement of unification.

National Unit Specification: support notes (cont)

UNIT Historical Study - European and World (Intermediate 2)

9. Iron and Blood? Bismarck and the creation of the German Empire 1815 - 71

A study of the process of unification in Germany, illustrating themes of identity, conflict and power.

The reasons for the growth of German Nationalism: the Vienna Settlement and the rise of nationalist sentiment; the Zollverein; growth of Prussian power; Austro- Prussian rivalry.

1848 - the year of revolutions in Germany; the reasons for failure of the Frankfurt Parliament; relations between Austria and Prussia 1849-61.

Bismarck's appointment as Minister-President; relations with the parliament and the military; the debate over his aims in foreign policy.

The wars of unification: Bismarck's methods of isolating his opponents and manipulating opportunities; the war with Denmark and its results; the dispute with Austria over the treatment of Holstein; the war of 1866; Bismarck's negotiations with Napoleon III; the Spanish candidature; the Franco-Prussian war and the proclamation of the German Empire.

Assessment of Bismarck and of his contribution to the achievement of unification.

10. The Red Flag: Lenin and the Russian Revolution 1894 - 1921

A study of the collapse of imperial rule in Russia and the establishment of Communist government, illustrating themes of ideas, conflict and power.

Imperial Russia 1894-17: The Tsarist government; the role of the Russian Church; class divisions in Russia; reasons for the backwardness of Russian agriculture and industry; grievances of the peasantry and industrial workers; the Russification of National Minorities.

Challenges to the Tsar's power: challenges from revolutionary groups; the 1905 Revolution; political changes since 1905 - the Dumas and Stolypin's reforms.

Russia and the First World War: effects of military defeat and economic hardship; Rasputin and the growing unpopularity of the regime; the February Revolution of 1917; reasons for the failure of the Provisional Government under Kerensky.

The Bolshevik seizure of power: Lenin's return and the April Theses; reasons for the success of the October Revolution; the Civil War 1917 - 21; explanation of Bolshevik victory; nature of the Soviet state.

11. Free at Last? Race Relations in the USA 1918 - 68

A study of the development of race relations in the USA during the years 1918 - 68, illustrating themes of ideas, identity and power.

The USA at the end of the First World War: the social, political and economic status of different ethnic groups in the USA; the 'Jim Crow' laws; changing attitudes towards immigrants during the 1920s; the attitudes and activities of the Ku Klux Klan.

Growing demand for civil rights after 1945: reasons for this growth; peaceful and violent activities of civil rights and black radical protest movements during the 1950s and 1960s - the roles of Martin Luther King, Stokely Carmichael and Malcolm X; response of state and federal authorities to these campaigns; assessment of the impact of the campaigns on US society.

12. The Road to War 1933 - 39

A study of Nazi foreign policy 1933 - 39 and the steps leading to the outbreak of war, illustrating themes of ideology, aggression, appeasement and power.

The ideas of Nazism: racism and the claim of Aryan supremacy, anger over Versailles, Living Space (Lebensraum).

Foreign policy in practice: rearmament, reoccupation of the Rhineland, the Anschluss, the crisis in Czechoslovakia and the Munich agreement; the Polish crisis and the declaration of war.

Great Power responses to German actions: the policy of appeasement and reasons for its adoption - horror of war, fear of aerial warfare, belief in persuasion, lack of military preparation, distrust between former allies; attempts to deal with German demands, especially over Czechoslovakia; decision to resist further aggression.

Assessment of the responsibility for the war and of the effectiveness of the policy of appeasement.

13. In the Shadow of the Bomb: the Cold War 1945 - 85

A study of relationships between East and West, examining reasons for tension and attempts to resolve areas of conflict, focusing on themes of ideas, confrontation and power.

NATO and the Warsaw Pact: political beliefs, military rivalry and mutual suspicion; effects of the development of nuclear weapons on relationships.

Areas of superpower rivalry 1960 - 1970: Berlin - reasons for importance, building of the Berlin Wall, impact on international relations; Cuba - origins and events of the crisis, impact on international relations; Vietnam - reasons for United States involvement and for failure to defeat the Vietcong; changing views on the war in the United States; impact on international relations.

Attempts at détente: reasons for changing attitudes between the USA and the USSR; SALT and other agreements.

GUIDANCE ON TEACHING AND LEARNING APPROACHES FOR THIS UNIT

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

- interpret and evaluate historical source material
- record systematically information from a variety of sources, such as books, notes, lectures, audio-visual materials
- make use of relevant historical terms and concepts

- take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge in order to develop the ability to think independently and make informed judgements
- develop the skills of producing written or oral responses for a variety of purposes

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

Teaching methodology

The methodology used by teachers/lecturers will be built on existing good practice. The knowledge and understanding of the themes and content delivered in this unit should be linked to the development of skills of interpretation and analysis to provide insight and encourage respect for available evidence.

Teacher/lecturer exposition will provide a basis for class work in this unit. Opportunities should be provided to develop candidates' abilities of note-taking and note-making. Time should be allowed for class and group discussions. A variety of resources should be used including textbooks, information sheets and a range of appropriate primary sources. Materials and strategies should be designed to provide for the whole ability range - core/extension, groupwork, individual work. Advice from the Learning Support staff should be drawn upon in designing appropriately differentiated course materials.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The National Assessment Bank will provide exemplar assessment instruments and guidance on implementation. This does not preclude teachers/lecturers from devising their own assessment tasks.

Assessment can be administered at appropriate points throughout the unit or at the end of the unit. Candidates will be required to demonstrate satisfactory attainment of all the learning outcomes and performance criteria. Assessment tasks could be used which relate primarily to each outcome. More extended tasks could be used which would allow candidates to demonstrate competence in more than one learning outcome and associated performance criteria. It would be possible to use similar instruments of assessment to those used in the external assessment.

The instrument of assessment for this unit can be in the form of short answers based on recall and presented sources of information.

It would also be possible to test learning outcomes 1 and 2 by means of an extended piece of writing or oral response. Evidence of competence in learning outcome 3 would also be required. This could be demonstrated by short answers based on sources. This approach would help prepare the candidate for the Extended Response in the external assessment as well as providing practice in the skills required at Higher.

This assessment should be administered under supervision, without collaboration or the assistance of notes or teacher/lecturer advice.

Where a candidate has failed to achieve one or more of the components, a reassessment may be undertaken after appropriate remediation. It is only necessary to reassess competence in the outcomes which the candidate has failed to achieve. In this unit this may involve revisiting some or all of the candidate's responses under similar conditions to the first attempt. If the candidate remains unsuccessful in all or part of the unit, a different task should be used for a subsequent reassessment.

Where accessible tasks can be set which will allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for internal unit assessment may also be used for grade prediction and for appeals for external course assessment. (For details of the grade descriptions for the external assessment, please refer to the course specification.)

Qualifications to which this unit contributes

This unit is one of three mandatory units which together make up the course in Intermediate 2 History. The other two units are *Historical Study - Scottish and British (Int 2)* and *Historical Study - Options (Int 2)*. Both have the same outcomes as this unit. In order to achieve certification in this course, candidates have to attain the outcomes for all three units which are internally assessed and to attain at least a C in the external assessment.

This unit could also be undertaken as a component of a Scottish Group Award.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SCOTTISH QUALIFICATIONS AUTHORITY

National Unit Specification: general information

UNIT Historical Study - Options (Intermediate 2)

NUMBER D257 11

COURSE History (Intermediate 2)

SUMMARY

This is a component unit of Intermediate 2 History. The unit can also be taken as a free-standing unit.

This unit seeks to develop knowledge and understanding of historical themes through study of a chosen topic, along with skills of communication and independent thinking. The topic chosen should relate to one of three broad periods of Scottish and British, or European, or World History. The three period options are: Medieval, Early Modern and Later Modern History.

A successful candidate will be able to explain and analyse historical developments and events using recalled knowledge, to organise information to draw a conclusion in response to historical questions, and to evaluate historical sources.

The unit is designed to meet the needs of:

- candidates following an Intermediate 2 course in History
- candidates undertaking a Scottish Group Award

OUTCOMES

1 Demonstrate knowledge and understanding of historical developments, events and issues.
2 Explain historical developments and events.
3 Evaluate historical sources with reference to their historical context.

Administrative Information

Superclass: DB

Publication date: November 1999

Source: Scottish Qualifications Authority

Version: 03

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

National Unit Specification: general information (cont)

UNIT Historical Study - Options (Intermediate 2)

RECOMMENDED ENTRY

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

- a grade 3 or 4 at Standard Grade History or another Social Subject
- Intermediate 1 History or component units
- Intermediate 1 or 2 course or component units in another Social Subject

CREDIT VALUE

1 credit at Intermediate 2.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Historical Study - Options (Intermediate 2)

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.

NOTES ON RANGE FOR THIS UNIT

There are no specific requirements as to the range of contexts within which the outcomes and performance criteria should be demonstrated. Differentiation between Intermediate 1 and Intermediate 2 is achieved through the amount of recall and the level of detail. For further guidance on the range of content to be covered, see the support notes. The level of difficulty of a unit is defined not just by the performance criteria but by their application in the context of a particular area of content and a particular set of themes.

OUTCOME 1

Demonstrate knowledge and understanding of historical developments, events and issues.

Performance criteria

(a) The knowledge selected from recall is accurate and relevant to the developments or events addressed.
(b) The knowledge selected demonstrates accurate understanding of the topic and its themes and issues.

OUTCOME 2

Explain historical developments and events.

Performance criteria

(a) The explanation is supported by relevant information selected from recall and from sources.
(b) The information presented in the explanation is accurate.
(c) The response is appropriately organised in support of a conclusion.

OUTCOME 3

Evaluate historical sources with reference to their historical context.

Performance criteria

(a) The evaluation of the sources takes account of origin or purpose and context of the sources.
(b) The evaluation takes account of the content in the sources.
(c) An accurate comparison is made between two sources.

National Unit Specification: statement of standards (cont)

UNIT Historical Study - Options (Intermediate 2)

Evidence requirements

Unless candidates have special needs, evidence of attainment for the above outcomes can be provided through the candidate's responses to short-answer test questions based on recall and/or sources. This evidence must satisfy all of the above outcomes in relation to the chosen historical context. Within each outcome, the evidence must demonstrate or imply satisfaction of all of the performance criteria.

It is also possible to test learning outcomes 1 and 2 by means of an extended piece of writing or oral response. Evidence of competence in learning outcome 3 would also be required. This could be demonstrated by short answers based on sources. This approach would help prepare the candidate for the Extended Response in the external assessment as well as providing practice in the skills required at Higher. The candidate's work must be completed under supervision, without collaboration, the assistance of notes or teacher/lecturer advice.

The evidence should relate to the context chosen for study in this unit. Candidates should select **one** context from **either** Historical Study: Scottish and British **or**
Historical Study: European and World.

Historical Study: Scottish and British

1 Murder in the Cathedral: Crown, Church and People 1154 - 73
2 Wallace, Bruce and the Wars of Independence 1286 - 1328
3 Mary Queen of Scots and the Scottish Reformation 1540s - 87
4 The Coming of the Civil War 1603 - 42
5 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s - 1715
6 Immigrants and Exiles: Scotland 1830s - 1930s
7a From the Cradle to the Grave? Social Welfare in Britain 1890s – 1951, **or**
7b Campaigning for Change: Social Change in Scotland 1900s - 79
8 A Time of Troubles: Ireland 1900 - 23

Historical Study: European and World

1 The Norman Conquest 1060 - 1153
2 The Cross and the Crescent: The First Crusade 1096 - 1125
3 War, Death and Revolt in Medieval Europe 1328 - 1436
4 New Worlds: Europe in the Age of Expansion 1480s - 1530s
5 Tea and Freedom: The American Revolution 1763 - 83
6 'This Accursed Trade': The British Slave Trade and its Abolition 1770 - 1807
7 Citizens! The French Revolution 1789 - 94
8 Cavour, Garibaldi and the Making of Italy 1815 - 70
9 Iron and Blood? Bismarck and the Creation of the German Empire 1815 - 71
10 Free at Last? Race Relations in the USA 1918 - 68
11 The Red Flag: Lenin and the Russian Revolution 1894 - 1921
12 The Road to War 1933 - 39
13 In the Shadow of the Bomb: The Cold War 1945 - 85

National Unit Specification: statement of standards (cont)

UNIT Historical Study - Options (Intermediate 2)

Details of the content can be found in the support notes, where the sections above are indicated as forming the content/context of this unit. The support notes also lay out the relationship between this and the content of the rest of the Intermediate 2 History course.

Evidence provided will sample the chosen content area. Outcomes and performance criteria must be fulfilled with reference to this sample.

National Unit Specification: support notes

UNIT Historical Study - Options (Intermediate 2)

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 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The choice of content for each topic within this unit is based upon a number of historical themes. These are specific to the topic studied, for example, belief, community, conflict, power. These themes assist teachers in selecting content and in assessment. Understanding of these themes may be demonstrated without explicit reference to them. A full list of these themes is contained within the support notes.

Candidates will be required to study one of the following specified contexts. Through these contexts important themes of Scottish and British History or European and World History may be studied across the breadth of historical periods, Medieval, Early Modern and Later Modern History. Each context constitutes an important area of historical study in its own right as well as providing progression to further study at Higher level.

Candidates should select **one** context from the following list:

Historical study: Scottish and British

1 Murder in the Cathedral: Crown, Church and People 1154 - 73.
2 Wallace, Bruce and the Wars of Independence 1286 - 1328
3 Mary Queen of Scots and the Scottish Reformation 1540s - 87
4 The Coming of the Civil War 1603 - 42
5 'Ane End of Ane Auld Sang': Scotland and the Treaty of Union 1690s - 1715
6 Immigrants and Exiles: Scotland 1830s - 1930s
7a From the Cradle to the Grave? Social Welfare in Britain 1890s – 1951, **or**
7b Campaigning for Change: Social Change in Scotland 1900s - 79
8 A Time of Troubles: Ireland 1900 - 23.

Historical Study: European and World

1 The Norman Conquest 1060 - 1153
2 The Cross and the Crescent: The First Crusade 1096 - 1125
3 War, Death and Revolt in Medieval Europe 1328 - 1436
4 New Worlds: Europe in the Age of Expansion 1480s - 1530s
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11 Free at Last? Race Relations in the USA 1918 - 68
12 The Road to War 1933 - 39
13 In the Shadow of the Bomb: The Cold War 1945 - 85

National Unit Specification: support notes (cont)

UNIT Historical Study - Options (Intermediate 2)

The content for each topic is detailed below.

Detailed syllabus: Scottish and British History

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

A study of the circumstances surrounding the conflict between Henry II and Thomas Becket and the interrelationship of Crown, Church and People in medieval society, illustrating the themes of authority, belief and conflict.

The King and the People: Henry II and the consolidation of royal power; the extent of his Empire; the feudal relationship between king, barons and knights; the importance of barons and knights to the king with reference to war, horses, fighting skills, weapons and castles; legal reforms introduced by Henry to keep barons in check.

The Archbishop and the People: the place and importance of the Church in the lives of ordinary people; belief in life after death, heaven and hell, purgatory; the monastic ideal and the role of the regular clergy; saints, relics and pilgrimage.

The King and the Archbishop: the place of the Church in the feudal system; the quarrel between Henry and Becket; contrasting views of the relationship between Church and State; the circumstances surrounding the exile of Becket and his behaviour in exile; the coronation of the young King and the return of Becket; the role of personalities in the conflict; Becket's murder by Henry's knights; Becket the martyr, the saint; his relics and the pilgrimage to Canterbury.

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

A study of the development of national identity and consciousness through the Anglo-Scottish wars of the thirteenth and fourteenth centuries, illustrating the themes of authority, conflict and identity.

Scotland 1286-1296: the succession problem following the death of Alexander III; the Scottish response - Treaty of Birgham; the death of the Maid of Norway; the Scottish appeal to Edward I - the decision at Norham; Bruce versus Balliol, the Great Cause and Edward's choice; Edward as overlord of Scotland; the Scottish response; the Anglo-French war and the Franco-Scottish Treaty; the subjugation of Scotland.

William Wallace: the reasons for and the progress of his rebellion; his victory at Stirling and its effects on Scots and on Scotland; the battle of Falkirk and the reasons for its failure.

Robert Bruce: the ambitions of the Bruces; Bruce the patriot; his conflict with and victory over Scottish opponents; his victory over the English; reasons for his success; Declaration of Arbroath - the triumph of the nation state in 1328.

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

A study of religious and political change and conflict in sixteenth-century Scotland, illustrating the themes of Crown, Church and Authority.

Scottish society and Church in the 1540s: landowners, burghs, clergy; power of the monarchy and nobility at the death of James V. The Church's faith, organisation, failure of attempts at reform.

Relationship with England and France: the 'rough wooing'; Mary's move to France. Her dynastic position on the accession of Elizabeth I.

The growth of Protestantism in Scotland: Wishart and Knox and Calvinism. The Lords of the Congregation. Rebellion against Mary of Guise; English intervention. The Treaty of Edinburgh. Reasons for the fall of Catholicism.

Mary Queen of Scots in Scotland: return from France; personality, circumstances, policy. Relations with Elizabeth I. Relations with Moray and the Scots nobles. Marriage; murder of Riccio and of Darnley. Rebellion against Mary; her capture, abdication, imprisonment, escape and exile.

The confirmation of the Reformation in Scotland: Regencies of Moray and Morton; the young James VI; Andrew Melville and the development of Presbyterianism in the 1570s.

Mary in England: Elizabeth I's diplomatic circumstances; Mary's involvement in Catholic plots; her execution.

4. The Coming of the Civil War 1603 - 42

A study of the origins of the Civil War between Charles I and Parliament, illustrating the themes of authority, rights and conflict.

The nature of royal authority under James VI and I: his personality; the Divine Right of Kings; how Scotland and England were governed after the Union of the Crowns; arguments with Parliament over revenue and religion.

Challenges to royal authority in Scotland under Charles I: his personality; conflicts with Parliament; Buckingham; Strafford; the 'eleven-years tyranny'; money-raising methods; ship money and Hampden.

Challenges to royal authority in Scotland under Charles I: religious tensions; Laud and the prayer book. Resistance in Scotland: the St. Giles riot; the Covenant; the invasion of England.

The steps to the outbreak of war: the Short Parliament; the Long Parliament; Pym and new laws; execution of Strafford; 'arrest' of the five members; the raising of armies; reasons why people joined each side.

5. 'Ane End of Ane Auld Sang': The Treaty of Union 1690s - 15

A study of the reasons for the Treaty of Union between the Scottish and English Parliaments in 1707, the debates over the passing of the Treaty, its terms and immediate impact on Scotland, illustrating the themes of identity, authority and conflict.

The relationship of Scotland and England after 1689: Crown, Church, Parliament, political management.

Causes of tension between Scotland and England: economy, religion, the succession. The Darien Scheme and the Worcester incident; the Act of Security and the Aliens Act. The appointment of Commissioners.

The debate about Scottish identity: reasons for support of the Union; reasons for opposition to the Union. Attitude of Scots to the Union: burghs, clergy, landowners.

The passing of the Treaty: parties and personalities in the Scottish Parliament: Queensberry, Hamilton, Fletcher. Unrest in Edinburgh and elsewhere. The question of corruption.

Impact of the Union: the terms of the Treaty; institutions which were absorbed; institutions which remained distinctive. Reaction of Scots to the Union up to 1715. The causes of the Jacobite rebellion of 1715.

6. Immigrants and Exiles: Scotland 1830s - 1930s

A study of the causes and results of the movement of population into and away from Scotland during the period 1830s-1930s, focusing on issues of identity and community and on the experiences of migrants in their new countries or communities.

Irish migration to Scotland: reasons for immigration - Irish famine, opportunities for work in Scotland; areas of Irish settlement; the experiences of the migrants - living conditions, employment.

Scots and Irish: religious and cultural forces binding the Irish community in Scotland; relations between immigrants and Scots - myth and reality.

Reasons for emigration: poverty; the Highland Clearances; missionary work; effectiveness of emigration societies and government schemes; the attraction of new lands - economic opportunity and cheap land.

The Scot abroad: areas to which Scots migrated - England, North America, Australasia; the role of Scots migrants in the development of the 'New World' - agriculture, manufacture, engineering and mining; the contribution of individual Scots to their new countries - eg Andrew Carnegie, John Muir, Andrew Fisher.

The following two contexts are alternatives:

7a. From the Cradle to the Grave? Social Welfare in Britain 1890s - 1951

A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government.

The problem of poverty at the turn of the century: belief in self-help; the voluntary system; the surveys of Booth and Rowntree; changing attitudes towards poverty and its causes.

The Liberal reforms 1906-14: groups at risk - the young, the old, the sick, the unemployed; reforms to help these groups - the 'Children's Charter', old age pensions, health and unemployment insurance, labour exchanges; assessment of the success of the reforms.

The Labour government 1945-51: effects of wartime experiences on attitudes to poverty, especially the impact of bombing, rationing and evacuation; the 'Five Giants'; the National Insurance and National Assistance; the National Health Service; housing reform; the idea of a Welfare State; assessment of the government's achievement.

or

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

A study of social change in Scotland, considering the themes of rights, economy and community.

The changing role of women: campaigns for women's suffrage; public and government response to WSPU militancy; impact of the First World War on the campaign and the status of women; votes for women; attitudes to women's social and domestic role in the interwar years.

Changing patterns of employment: the effects of the First World War on industry - the decline of the 'old' and the growth of the 'new' industries; Red Clydeside, post-war disillusionment and mass unemployment; the Second World War and the impact of conscription and the changing role of women in the workplace; the continued decline of the heavy industries; North Sea Oil; assessment of the effects of changing employment patterns.

Changes in the Scottish way of life: education - provision in the 1920s and the extension since the 1940s; the growth of popular entertainment in the 1920s - the music hall, the cinema, the radio; changing leisure activities and their impact on the community; the changing media post-1939 - cinema, TV, newspapers and the growth of popular culture; assessment of the changing influences affecting the attitudes of the Scottish people.

8. A Time of Troubles: Ireland 1900 - 23

A study of the attempts to resolve the issue of Irish political identity during the period 1900 - 23, considering the themes of ideas, conflict and power.

The issue of Ulster 1912 - 14: Irish nationalist demands for Home Rule; the Home Rule Bill of 1912; the Unionist response - Sir Edward Carson and the Ulster Volunteers, the 'Curragh Mutiny'; the Nationalist responses - John Redmond, Sinn Fein.

The Easter Rising of 1916: the effect of the First World War on the Home Rule issue; the causes and events of the Rising; effects of the Rising on Anglo-Irish relations and on the Nationalist Movement.

The Anglo-Irish War 1919 - 21; the Treaty of 1921; divisions in the Republican Movement; the Civil War of 1922 - 23; long term results of the partition of Ireland.

Detailed syllabus: European and World History

1. The Norman Conquest 1060 - 1153

A study of conquest, aggressive and peaceful, and the changes resulting from it, by examining the Normans' military conquest of England in the eleventh century and the peaceful settlement of Scotland in the twelfth century; the themes illustrated are conflict, conquest and power.

William's Viking ancestry and the circumstances surrounding the settlement in Normandy.

William's claim to the English throne: the reasons for his success - ships, knights, arms and tactics; consolidation of power in the short term; military strength and ruthlessness in putting down rebellion including the harrying of the North; consolidation of power in the long term: the feudal system, the reasons for the fief and its importance; the place of the castle in the maintenance of law and order.

David I's place in the Scottish royal house and in Anglo-Norman society; his succession in Scotland; the accompanying settlement of Scotland by Anglo-Normans; the Bruce lords of Annandale, their fief and importance; David I's introduction of Anglo-Norman ideas in law, order and government, towns and burghs ; the expansion of monasticism.

2. The Cross and the Crescent: The First Crusade 1096 - 1125

A study of aspects of religious warfare in the Middle Ages as seen in the events of the First Crusade; the themes illustrated are belief, conflict and conquest.

The meaning of Holy War, the reasons for and the calling of the First Crusade; the religious, military and economic reasons for taking the cross; the leaders and their motives.

Disputes and rivalries between Latins and Greeks; Peter the Hermit and the People's Crusade; the Princes' Crusade and Alexius' fears; the taking of the oaths.

Disputes and rivalries between crusaders, especially Bohemond and Raymond; the events surrounding Edessa, Antioch and Ma'aara to illustrate Christian strengths and weaknesses.

Muslim divisions as a factor contributing to Christian success; Sunni and Shi'ite petty rivalry; openness to bribery as at Antioch and Jerusalem.

The capture of Jerusalem and the massacre of the inhabitants; the securing of the Latin Kingdom through kingship and feudalism, castle building, the military orders and the Italian city-states; reasons for Christian success.

3. War, Death and Revolt in Medieval Europe 1328 - 1436

A study of the impact of war on society by examining the political, social and economic consequences of the Hundred Years' War between England and France and illustrating the themes of conflict, identity and revolt.

The succession problem in France in 1328 and the English claim to the throne; Edward III, the Black Prince and the reasons for going to war; Crécy, Poitiers and the reasons for English success; Treaty of Brétigny.

Socio-economic impact of war in England and France; reasons for discontent, the Peasants' Revolt, the Jacquerie; the contribution of natural disaster [Black Death] to socio-economic upheaval.

Henry V and the renewal of the war; Agincourt and the Treaty of Troyes; the political weakness of France; the madness of Charles VI; Orleans versus Burgundy; Joan of Arc - her cause and martyrdom; the reawakening of French national pride; French triumph; English defeat and the immediate effect on both countries.

4. New Worlds: Europe in the Age of Expansion 1480s - 1530s

A study of Europe's expanding trade with the East, and European influence in the New World, illustrating the themes of authority, belief and innovation.

Reasons for European expansion: the growing strength of European monarchies; economic pressures - population, urbanisation; scientific inventions - developments in navigation and shipbuilding; the lure of the East; missionary zeal.

The expansion of Europe: Portuguese exploration: Africa, India, the East Indies; Columbus and voyages to America, Magellan and the circumnavigation of the world.

The impact of European exploration on indigenous peoples: the Spanish conquest of Mexico 1519-20 **or** Peru 1530-31; the exploration of North America up to 1540.

5. Tea and Freedom: The American Revolution 1763 - 83

A study of British control of the North American colonies, challenges to it and the reasons for its eventual breakdown, illustrating the themes of authority, rights and revolution.

The authority of King and Parliament in the colonies; the tensions created by the defeat of France in 1763; new ways of raising revenue: Stamp Act, Declaratory Act, Townshend Duties, tea duties.

Colonial resistance: arguments and organisation. Confrontation: non-importation agreements, Boston Massacre; Gaspee incident; Boston Tea Party.

The outbreak of war: the escalation of conflict; Lexington, Concord, Bunker Hill, Ticonderoga. Colonial loyalists such as Flora Macdonald and British sympathisers with America such as Burke and Tom Paine.

How the colonies grew closer, militarily and politically. Washington; Continental Congresses; the Declaration of Independence.

Turning points in the war: Saratoga, French intervention, Yorktown. Reasons why Canada remained British. Reasons for American victory and British defeat.

6. 'This Accursed Trade': The British Slave Trade and its Abolition 1770 - 1807

A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

The organisation and nature of the slave trade: its effects on British ports, eg Liverpool, Bristol; its effects on African societies, eg Ashanti, and on West Indian plantations. Slave 'factories' on the African coast; the economics and conditions of the 'Middle Passage'.

Origins of the abolitionist movement and its increased support outside and within Parliament. Role of Wilberforce. Arguments of the abolitionists: Christian, humanitarian, economic. Decision to concentrate on the slave trade.

Methods of the abolitionists: meetings, evidence, eg Clarkson; first hand accounts by slavers, eg Newton; publicity, eg Wedgwood. Attitudes and evidence of slaves and former slaves, eg Equiano. Resistance to the trade by slaves.

Defenders of the trade: planters, MPs, cities; effect of the French Revolution; reasons for the delay in the abolition of the trade.

The debate over reasons for the eventual success of the abolition campaign: public opinion, Parliamentary debate, economic circumstances.

7. Citizens! The French Revolution 1789 - 94

A study of the collapse of the Ancien Régime in France and the growing extremism of the post-revolutionary governments, illustrating the themes of authority, rights and revolution.

The Ancien Régime on the eve of the revolution: social classes; new ideas; government difficulties; popular grievances.

The Revolution of 1789-91: the States-General; claims of the Third Estate; the National Assembly and the Tennis Court Oath; the fall of the Bastille; revolution in the country; the march on Versailles; the Declaration of the Rights of Man; the new government of France.

The end of the monarchy: grievances of peasants and sans-culottes; the flight to Varennes; war with Europe; overthrow of the monarchy; victory at Valmy; the National Convention; the execution of Louis XVI.

The struggle for power: inflation and popular unrest; the Paris Commune; Committees of Public Safety and General Security; strengthening of central government; the Terror; purges of left and right; the guillotine; fall of Robespierre in Thermidor.

8. Cavour, Garibaldi and the Making of Italy 1815 - 70

A study of the process of unification in Italy, illustrating themes of identity, conflict and power.

The reasons for the growth of Italian Nationalism: division into states; the influence of Napoleon Bonaparte; the Vienna Settlement and the rise of nationalist sentiment; the Carbonari; the revolutions of 1820 and 1831 and the reasons for failure; Mazzini and Young Italy; Piedmont and Pope Pius IX.

1848 - the year of revolutions in Italy: the events of 1848-49 and their lessons for the Nationalist Movement.

Cavour and the modernisation of Piedmont: involvement in the Crimean War; the Pact of Plombières; the war of 1859-60 and the peace of Villafranca.

Garibaldi and the Thousand; international attitudes towards Italian Nationalism as reflected in their actions during the Sicilian campaign; the completion of the kingdom.

Assessment of the contributions of Cavour and Garibaldi to the achievement of unification.

National Unit Specification: support notes (cont)

UNIT Historical Study - Options (Intermediate 2)

9. Iron and Blood? Bismarck and the Creation of the German Empire 1815-71

A study of the process of unification in Germany, illustrating themes of identity, conflict and power.

The reasons for the growth of German Nationalism: the Vienna Settlement and the rise of nationalist sentiment; the Zollverein; growth of Prussian power; Austro- Prussian rivalry.

1848 - the year of revolutions in Germany; the reasons for failure of the Frankfurt Parliament; relations between Austria and Prussia 1849-61.

Bismarck's appointment as Minister-President; relations with the parliament and the military; the debate over his aims in foreign policy.

The wars of unification: Bismarck's methods of isolating his opponents and manipulating opportunities; the war with Denmark and its results; the dispute with Austria over the treatment of Holstein; the war of 1866; Bismarck's negotiations with Napoleon III; the Spanish candidature; the Franco-Prussian war and the proclamation of the German Empire.

Assessment of Bismarck and of his contribution to the achievement of unification.

10. The Red Flag: Lenin and the Russian Revolution 1894 - 1921

A study of the collapse of imperial rule in Russia and the establishment of Communist government, illustrating themes of ideas, conflict and power.

Imperial Russia 1894-17: the Tsarist government; the role of the Russian Church; class divisions in Russia; reasons for the backwardness of Russian agriculture and industry; grievances of the peasantry and industrial workers; the Russification of National Minorities.

Challenges to the Tsar's power: challenges from revolutionary groups; the 1905 Revolution; political changes since 1905 - the Dumas and Stolypin's reforms.

Russia and the First World War: effects of military defeat and economic hardship; Rasputin and the growing unpopularity of the regime; the February Revolution of 1917; reasons for the failure of the Provisional Government under Kerensky.

The Bolshevik seizure of power: Lenin's return and the April Theses; reasons for the success of the October Revolution; the Civil War 1917-21; explanation of Bolshevik victory; nature of the Soviet state.

11. Free at Last? Race Relations in the USA 1918 - 68

A study of the development of race relations in the USA during the years 1918 - 68, illustrating themes of ideas, identity and power.

The USA at the end of the First World War: the social, political and economic status of different ethnic groups in the USA; the 'Jim Crow' laws; changing attitudes towards immigrants during the 1920s; the attitudes and activities of the Ku Klux Klan.

National Unit Specification: support notes (cont)

UNIT Historical Study - Options (Intermediate 2)

Growing demand for civil rights after 1945: reasons for this growth; peaceful and violent activities of civil rights and black radical protest movements during the 1950s and 1960s - the roles of Martin Luther King, Stokely Carmichael and Malcolm X; response of state and federal authorities to these campaigns; assessment of the impact of the campaigns on US society.

12. The Road to War 1933 - 39

A study of Nazi foreign policy 1933 - 39 and the steps leading to the outbreak of war, illustrating themes of ideology, aggression, appeasement and power.

The ideas of Nazism: racism and the claim of Aryan supremacy, anger over Versailles, Living Space (Lebensraum).

Foreign policy in practice: rearmament, reoccupation of the Rhineland, the Anschluss, the crisis in Czechoslovakia and the Munich agreement; the Polish crisis and the declaration of war.

Great Power responses to German actions: the policy of appeasement and reasons for its adoption - horror of war, fear of aerial warfare, belief in persuasion, lack of military preparation, distrust between former allies; attempts to deal with German demands, especially over Czechoslovakia; decision to resist further aggression.

Assessment of the responsibility for the war and of the effectiveness of the policy of appeasement.

13. In the Shadow of the Bomb: The Cold War 1945 - 85

A study of relationships between East and West, examining reasons for tension and attempts to resolve areas of conflict, focusing on themes of ideas, confrontation and power.

NATO and the Warsaw Pact: political beliefs, military rivalry and mutual suspicion; effects of the development of nuclear weapons on relationships.

Areas of superpower rivalry 1960-70: Berlin - reasons for importance, building of the Berlin Wall, impact on international relations; Cuba - origins and events of the crisis, impact on international relations; Vietnam - reasons for United States involvement and for failure to defeat the Vietcong; changing views on the war in the United States; impact on international relations.

Attempts at détente: reasons for changing attitudes between the USA and the USSR; SALT and other agreements.

GUIDANCE ON TEACHING AND LEARNING APPROACHES FOR THIS UNIT

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

- interpret and evaluate historical source material
- record systematically information from a variety of sources, such as books, notes, lectures, audio-visual materials
- make use of relevant historical terms and concepts

- take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge in order to develop the ability to think independently and make informed judgements
- develop the skills of written or equivalent responses for a variety of purposes.

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

Teaching methodology

The methodology used by teachers/lecturers will be built on existing good practice. The knowledge and understanding of the themes and content delivered in this unit should be linked to the development of skills of interpretation and analysis to provide insight and encourage respect for available evidence.

Teacher/lecturer exposition will provide a basis for class work in this unit. Opportunities should be provided to develop candidates' abilities of note-taking and note-making. Time should be allowed for group and whole-class discussion. A variety of resources should be used including textbooks, information sheets and a range of appropriate primary sources. Materials and strategies should be designed to provide for the whole ability range - core/extension, groupwork, individual work. Advice from the Learning Support staff should be drawn upon in designing appropriately differentiated course materials.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The National Assessment Bank will provide exemplar assessment instruments and guidance on implementation. This does not preclude teachers/lecturers from devising their own assessment tasks.

Assessment can be administered at appropriate points during the unit or at the end of the unit. Candidates will be required to demonstrate satisfactory attainment of all the learning outcomes and performance criteria. Assessment tasks could be used which relate primarily to each outcome. More extended tasks could be used which would allow candidates to demonstrate competence in more than one learning outcome and associated performance criteria. It would be possible to use similar instruments of assessment to those used in the external assessment. The instrument of assessment for this unit can be in the form of short answers based on recall and presented sources of information.

It is also possible to test Outcomes 1 and 2 by means of an extended piece of writing or oral response. Evidence of competence in Outcome 3 would also be required. This could be demonstrated by short answers based on sources. This approach would help prepare the candidate for the Extended Response in the external assessment as well as providing practice in the skills required at Higher.

This assessment should be administered under supervision, without collaboration or the assistance of notes or teacher/lecturer advice.

Where a candidate has failed to achieve one or more of the components, a reassessment may be undertaken after appropriate remediation. It is only necessary to reassess competence in the outcomes which the candidate has failed to achieve. In this unit this may involve revisiting some or all of the candidate's responses under similar conditions to the first attempt. If the candidate remains unsuccessful in all or part of the unit, a different task should be used for a subsequent reassessment.

Where accessible tasks can be set which will allow candidates to demonstrate competence beyond the minimum standard required, evidence gathered for internal unit assessment may also be used for grade prediction and for appeals for external course assessment. (For details of the grade descriptions for the external assessment, please refer to the course specification.)

Qualifications to which this unit contributes

This unit is one of three mandatory units which together make up the course in Intermediate 2 History. The other two units are *Historical Study - Scottish and British (Int 2)* and *Historical Study - European and World (Int 2).* Both have the same outcomes as this unit. In order to achieve certification in this course, candidates have to attain the outcomes for all three units which are internally assessed and to attain at least a C in the external assessment.

This unit could also be undertaken as a component of a Scottish Group Award.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).