## SCQF level 6
## Unit Specification

**Historical Study: European and World**

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** J228 76

## Unit outline

The general aim of this Unit is to develop learners' skills in evaluating the factors contributing to historical developments. Learners will apply knowledge and understanding of European and world historical events and themes.

Learners who complete this Unit will be able to:

1 Evaluate the factors contributing to historical developments
2 Draw on and apply knowledge and understanding of complex European and World historical issues

This Unit is available as a free-standing Unit. The *Unit Specification* should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

## Recommended entry

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

♦ National 5 History or relevant Units

## Equality and inclusion

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

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

**1      Evaluate the factors contributing to historical developments by:**

1.1    Interpreting complex factors which have contributed to a historical development
1.2    Drawing a well-reasoned conclusion on the factors contributing to a historical development
1.3    Using detailed evidence to support a conclusion


### Outcome 2

The learner will:

**2      Draw on and apply knowledge and understanding of complex European and world historical issues by:**

2.1    Describing, in detail and with accuracy, the context of a European and world historical issue
2.2    Explaining, with accuracy, a European and world historical issue
2.3    Analysing a European and world historical issue

# Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards.

Learners may describe and comment on specific historical events but also historical themes such as heritage, change and continuity, and cause and effect. The sources used may be written, numerical, graphical, audio visual, pictorial or oral. Artefacts may also be used.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, posters, brief written responses to questions and participation in group tasks. All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and assessments carried out during the Unit.

Evidence may be presented for individual Outcomes or gathered for the Unit.

Exemplification of assessment is provided in *Unit Assessment Support*.
Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Assessment standard thresholds

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

♦ 5 out of 6 Assessment Standards must be achieved.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

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

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

**1      Literacy**

1.1     Reading
1.2     Writing

**4      Employability, enterprise and citizenship**

4.6     Citizenship

**5      Thinking skills**

5.3     Applying
5.4     Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work.* The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes.*

# Administrative information

**Published:**       July 2019 (version 3.0)

**Superclass:**      DB

## History of changes to National Unit Specification

| Version | Description of change | Authorised by | Date |
|---|---|---|---|
| 2.0 | Level changed from Higher to SCQF level 6. Assessment standard threshold added. | Qualifications Manager | September 2018 |
| 3.0 | Unit code updated | Qualifications Manager | July 2019 |
| | | | |
| | | | |