



Historical Study (Advanced Higher) Unit

SCQF: level 7 (16 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop the skills of evaluating, analysing and synthesising evidence from a range of historical sources and to produce an in-depth factual and theoretical knowledge and understanding of complex historical issues.

Learners who complete this Unit will be able to:

- 1 Draw on factual and theoretical knowledge and understanding of complex historical issues
- 2 Critically evaluate a range of historical sources
- 3 Critically analyse the causes or impact of complex historical developments

This Unit is a mandatory Unit of the History (Advanced Higher) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course and 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*.

The *Course Assessment Specification* for the History (Advanced Higher) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the History (Advanced Higher) Course.

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:

- ◆ Higher History Course

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 Draw on factual and theoretical knowledge and understanding of complex historical issues by:

1.1 Explaining, in depth, a complex historical issue

Outcome 2

The learner will:

2 Critically evaluate a range of historical sources by:

- 2.1 Identifying the strengths and limitations of one source in terms of its origin, purpose, content and historical and historiographical contexts
- 2.2 Interpreting the content of one source and placing this in the context of historical events and of the historiographical debate
- 2.3 Identifying and explaining the differing perspectives presented by two sources with regard to a complex historical issue

Outcome 3

The learner will:

3 Critically analyse the causes or impact of complex historical developments by:

- 3.1 Analysing the factors involved in a complex historical development
- 3.2 Evaluating the factors involved in a complex historical development
- 3.3 Identifying perspectives from current historiography on a complex historical issue
- 3.4 Synthesising information from primary and secondary sources to produce a sustained and coherent line of argument
- 3.5 Drawing a well-reasoned conclusion supported by detailed evidence

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 are required to demonstrate the skills in each of the Assessment Standards and assessors must gather evidence of the attainment of these skills in appropriate ways.

Evidence for this Unit may be generated through a range of activities, such as:

- ◆ completing checklists/folios/logbooks
- ◆ interviews undertaken by the assessor
- ◆ preparing interim reports while undertaking a piece of research
- ◆ presentations to the assessor or to other learners
- ◆ assessor observation

Not all of the evidence needs to be from one activity, but can be assembled from a variety of tasks and assessments carried out during the Course.

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

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

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

2.1 Reading

2.2 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 as 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 *Course and Unit Support Notes*.

Administrative information

Published: April 2013 (version 1.0)

Superclass: to be advised

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.