

Higher History Course Support Notes



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Please refer to the note of changes at the end of this template for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Higher History Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

The purpose of this Course is to open up the world of the past for learners. History provides learners with insights into their own lives and into the society and wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

This purpose will be achieved through the study of the three Units of the Course which will cover Scottish, British, European and world contexts in a variety of time periods. Options cover topics from the Medieval, Early Modern and Later Modern periods and include elements of political, social, economic and cultural history. The approach developed and the understanding gained can be applied to other historical settings and issues.

Progression into this Course

Entry to this Course is at the discretion of the centre. Many learners will benefit from having completed this Course at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Course.

When considering whether this Course is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, and the Outcomes and Assessment Standards of each Unit. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to the Course Specification and *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course follows.

Learners will develop and apply knowledge, understanding and skills across contexts from Scottish, British and European/World history and will gain knowledge and understanding of historical events and themes in Scottish, British, European and world contexts. They will develop skills in researching, evaluating and synthesising information collected from a wide range of historical sources, drawing detailed, well-reasoned conclusions, taking into account their origin, purpose, content and context. Analysing historical themes and events, evaluating the impact of historical developments and the factors contributing to historical developments will help develop a sense of historical perspective.

Progression from this Course

This Course may provide progression to Units or Courses in related social subjects or social science in school, university and further education contexts as well as a range of careers. In particular this Course provides progression to Advanced Higher History.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

History Units and Courses are offered from SCQF level 3 to SCQF level 7. Vertical progression is possible through the levels of History qualifications and lateral progression is possible to other qualifications in the Social Studies suite of Courses.

The Units have been written in a hierarchical format, to, allow for learners to achieve at their highest level and allow for achievement at a lower level, if necessary. This has been accompanied with considerable flexibility in topics and contexts for learning, to facilitate personalisation and choice for learners and centres. Through all of the Units of the Course there are options and choices of contexts for learning to allow for new and stimulating contexts for learning to be built into Courses.

Learning should be progressive and not repetitive as learners progress through the levels. While Course planning may involve returning to concepts or themes developed at a lower level in order to develop knowledge and understanding and skills in greater depth, it is important that any content in a Course at one particular SCQF level is not repeated excessively as a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

The hierarchical nature of History Courses and Units allows the delivery of National 5 and Higher together. The degree of choice within the Course allows for new areas of study for learners who progress from one level to another and ensures that learners are not required to repeat content from one level to the next. Differentiation can be achieved through the use of more complex sources of evidence and greater depth of treatment of common issues or topics.

Different learners develop at different speeds. Hence, it is important that the learner is given the possibility to achieve at the highest level. The hierarchical nature of the Units and Course means that individual learners can be assessed, within the same context, at the appropriate level for them at that time. Learners should be given the opportunity to be assessed at the highest level they are capable of. The profile of an individual learner may consist of Units achieved at more than one level, with some at a level higher than the overall Course.

The History assignment provides the opportunity to apply skills and develop knowledge and understanding in a range of activities in preparation for the production of evidence, in a controlled assessment, which will be externally assessed.

Approaches to learning, teaching and assessment

Detailed advice and exemplification of approaches to generating evidence through teaching and learning and different approaches can be found in the following *Unit Support Notes* for Higher History:

- ◆ Historical Study: Scottish
- ◆ Historical Study: British
- ◆ Historical Study: European and World

The History Course should be seen as a coherent study of historical events/themes across Scottish, British and European and world contexts. There will be opportunities throughout the Course to reinforce and deepen learning by making links between aspects of knowledge and understanding across Units, depending on the particular topics and issues studied.

Each Unit has a specific skills focus for assessment purposes, as well as developing knowledge and understanding of the context studied:

| | |
|--------------------------------------|---|
| Historical Study: Scottish | Evaluating a range of historical sources with reference to their origin, purpose content and context. |
| Historical Study: British | Evaluating the impact of complex historical developments in a well-structured manner. |
| Historical Study: European and World | Analysing the factors contributing towards complex historical developments, drawing well-reasoned conclusions supported by evidence |

The Course overall is intended to develop all the skills outlined in the Course Specification. For assessment purposes these have been allocated to individual Units. However, the skills should be developed and practised across all the Units.

There is no recommended teaching order for the Units in this Course. Course planners may wish to consider the how best to introduce the History assignment. For example, they may choose to wait until learners have covered a range of topics before making a decision about the topic or issue to be studied. However the development of skills should be a part of teaching and learning from the outset and learners will progressively build up the skills and retain evidence of these skills throughout the Course.

There are likely to be opportunities in the day-to-day delivery of the Units in a Course to generate evidence which satisfies completely or partially a Unit or Units. This is naturally occurring evidence and may be recorded as evidence for the Units or parts of the Units.

Teachers and lecturers may wish to design assessments which prepare learners for the Course assessment, considerable flexibility exists in the method and form of Unit assessment. For Unit assessment purposes, a variety of methods of assessment could be used to gather evidence such as extended writing, source evaluation, learner presentations, case studies, role play, research activities and creation of various media that will allow learners and teachers to establish their next steps.

Assessment is an integral part of learning and teaching in Curriculum for Excellence. The Higher History Course should encourage and support independent learning. Learners should have a clear understanding of the requirements of the Course. Learners should be encouraged to set their own learning objectives, assess the extent of their existing knowledge and be encouraged to review their own progress.

It is important to stress that particular skills have been allocated to individual Units for assessment purposes only. This is to avoid over-assessment. The skills, however, are transferable to all three Units and can be assessed in any section of the question paper component of the Course assessment.

Learners learn best when they: understand clearly what they are trying to learn, and what is expected of them; are given feedback about the quality of their work, and what they can do to make it better; are given advice about how to make improvements and are fully involved in deciding what needs to be done next, and know who can give them help if they need it. To this end:

- Teachers and lecturers should share learning/assessment criteria.
- Teachers and lecturers should deliver effective feedback.
- Teachers and lecturers should encourage peer and self-assessment.
- Teachers and lecturers should question effectively using higher order questioning when appropriate.

The use of assessment for formative purposes can provide an important role in raising attainment by:

- giving feedback
- detailing progress
- identifying learner strengths and areas for development

Flexibility in the method of assessment within Unit assessments provides opportunities for learners to demonstrate attainment in a variety of ways and reduce barriers to achievement.

Learning about Scottish history and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work which will help to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond.

Understanding the Assessment Standards and making assessment judgements

The following exemplification aims to provide advice and guidance to centres when developing activities which may be used to generate evidence that learners have achieved the Outcomes and Assessment Standards for the Units. These activities may be ones which allow the identification of naturally occurring evidence as part of teaching and learning to determine whether the learner has achieved the Outcome or more formal occasions when centres use a specific assessment item.

The exemplification aims to provide greater detail and complement the terminology used in the Outcomes and Assessment Standards which are based on the Scottish Credit and Qualifications Framework (SCQF). Centres should note that the Unit Outcomes and Assessment Standards describe a minimum level of competence for the achievement of the Unit and that learners will demonstrate a range of levels of ability within a particular SCQF level.

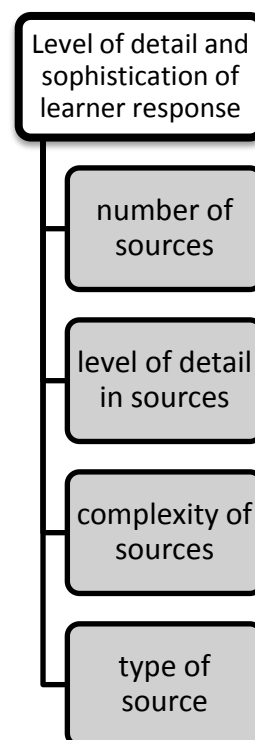
Centres should note that flexibility exists in creating assessment items and that a range of factors need to be considered in determining the level of demand. For example, while in general, increasing the number of sources used in a question may increase the level of demand on the learner; increasing the complexity of a single source will also have the effect of increasing the level of demand.

Greater complexity within a source may be achieved by increasing the amount of information, the level of detail, the method of presentation etc. It should also be noted that a relatively straightforward source may be capable of a range of responses.

A learner operating at a lower SCQF level may be able to draw broad, general, relatively simple conclusions from a given source while another learner is capable of a more sophisticated level of analysis and be able to draw more insightful and detailed conclusions from the same source thereby demonstrating achievement of a higher SCQF level.

It is important that when using this guidance that centres refer to the appropriate Unit Specifications and the Outcomes and Assessment Standards for the Unit.

On making assessment judgements between levels the following guidance aims to provide high level advice on the characteristics of typical learner responses. Further advice and guidance will be provided in the specimen question paper and marking instructions (National 5 and Higher), specimen Coursework and marking instructions (National 5 and Higher), Added Value Unit assessment support (National 4 only) and Unit assessment support (all levels).



| Level | Possible learner responses | Possible question types |
|--------------|---|---|
| Higher | Extended response Explanation and analysis required Clear and structured expression of complex ideas Extensive and sophisticated use of evidence Able to consider different perspectives on an issue Able to make judgements | ... Discuss To what extent ... How successfully/ important/valid ... How fully ... Compare views of ... Evaluate usefulness of ... |
| National 5 | Detailed response Description and explanation required with some analysis Clarity in expression of ideas Insightful use of evidence Use of appropriate exemplification | Describe, in detail, ... Explain, in detail, ... To what extent ... How important ... |
| National 4 | Limited response Brief descriptions and brief explanations Some clarity and structure in response Limited use of evidence Use of obvious exemplification | Describe ... Give reasons ... |
| National 3 | Short response/outline Short descriptions Able to give an obvious reason Ability to make limited use of simple evidence | Outline Give two reasons |

The exemplification below draws on familiar contexts and sources. It is **not** a guide to any future question paper.

Historical Study: Scottish Unit

Source comparison

Source C: from Jock Phillips and Terry Hearn, *Settlers — New Zealand Immigrants from England, Ireland and Scotland, 1800–1945* (2008).

The vast majority of Scots who emigrated to New Zealand came from around Edinburgh or Glasgow, playing important roles in her economic development. Not surprisingly, the Dunedin entrepreneurs, like the clothing magnates John Ross and Robert Glendinning, or the Burt Brothers who established a nationwide plumbing firm, were Scottish. Scots were also over-represented among those noted for their contribution to education and even more strongly among those involved in science and health. Otago saw the first high school for girls open in 1871 thanks to the daughter of an iron-merchant from Angus — the first headmistress was also a Scot! The Scottish education system of 1872 was the model for New Zealand's Education Act of 1877 and the fact that Otago had for a long time the only medical school in the country, and the strong links that school established with Edinburgh, helps to explain the continuing impact of Scots-born people in both the health and scientific fields.

Source D: from James Adam, *Twenty-Five Years of an Emigrant's Life in the South of New Zealand*, (1876).

A gentleman who thirteen years ago was a draper's assistant in Scotland now owns the finest retail business in Dunedin, employs fifty hands and pays £250 weekly in wages. The enterprise of the Dunedin merchants has done much for the commerce and prosperity of Otago. The Scot has certainly made his mark on this land, not only in commerce but also in the field of education, setting up schools throughout the area.

Several of the Scots' descendants have also become doctors, administering to the health of the local population in a most efficient manner. In 1862, another born Scot from Edinburgh, arrived in Dunedin to conduct a geological survey of Otago and three years later he was appointed to found the Geological Survey of New Zealand, managing New Zealand's premier scientific society. It must be stated, however, that not all of the emigrants have made their presence a wholly welcome one in this land. Thankfully, this type of immigrant is far from commonplace.

Compare the views of **Sources C** and **D** about the contribution of Scots to the economic growth and development of the Empire?

Compare the content overall and in detail.

Source evaluation

Source A: from Angus Nicholson, *Canada's Special Immigration Agent in the Highlands of Scotland*, (1875).

All the competing Emigration Agencies formerly reported on, are still at work as actively as ever. The New Zealand and Australian authorities are particularly alert, the streets of every town and village being always well ornamented with their bills and posters offering free passages and other inducements to emigrants. Not only so, but nearly all newspapers being subsidised by means of their advertisements, are doing their full share in the same direction. It has to be noted that a considerable number of potential recruits have been diverted from Canada to New Zealand as a result of the latter's offer of free passages. It is extremely difficult for us to attract emigrants when these territories are offering free passages while we expect the emigrants to pay their own fares to Canada.

Evaluate the usefulness of **Source A** as evidence of the reasons for Scottish migration and emigration

In making a judgement you should refer to:

- ◆ the origin and possible purpose of the source
- ◆ the content of the source
- ◆ your own knowledge

Source contextualisation

Source B: from Nicholas Morgan, *In War's Wake*, (1984).

During the four years of the war, recruitment to the armed forces from Scotland came to nearly a quarter of the adult male population, a higher percentage than any other country in the UK. Scottish forces suffered disproportionately higher losses than their English counterparts. Wartime, in particular, revolutionised the position of women in the economy, but women's war-work, whether unskilled tasks such as shell-filling or the more skilled jobs, was intended to be temporary. In 1918 women demonstrated in Glasgow, protesting against their enforced removal from the workplace. The slaughter remained to haunt a nation. Grey granite war memorials sprang up in cities, towns and especially villages throughout the country, where lists of names often paid testimony to rural communities that were never to recapture the strength of their pre-war years.

How fully does Source B describe the impact of war on Scottish society and culture?

Use the source and your own knowledge.

Possible questions requiring learners to evaluate the impact of historical developments

'The Liberals' social reforms from 1906 to 1914 failed to deal with the real problems facing the British people.' How valid is this view?

To what extent did David I feudalise Scotland?

Possible questions requiring learners to evaluate the factors contributing towards historical developments

How important was the emergence of effective organisations to the development of the Civil Rights campaigns after 1945?

To what extent did disputes over taxation push American colonists to move towards independence?

Developing skills for learning, skills for life and skills for work

Through the successful completion of this Course important skills for learning, skills for life and skills for work are developed. A full list of these is contained in the Course Specification. Further advice of how these skills may be developed is included in the *Unit Support Notes*.

The skills for learning, skills for life and skills for work will not be formally assessed within the Course assessment. However, Course planners should identify opportunities to enhance these skills throughout the Course. Learners should be aware of the skills they are building and teachers/lecturers can provide advice on opportunities to practice and improve them.

These skills will be developed across all the Units of the Course. The *Unit Support Notes* for each Unit will provide further advice on how Units within the Course may provide opportunities to develop particular skills.

There may also be opportunities for other, additional skills for learning, skills for life and skills for work to be developed in the Course. However, this could vary across centres depending on approaches being used to deliver the Course in a centre and this is for centres to manage.

The History assignment will also provide opportunities for developing skills for learning, skills for life and skills for work. Learners will have the opportunity to develop reading and writing as they research the assignment topic and write up the outcomes of the activity. They will develop information handling skills as they evaluate and analyse a range of historical sources such as newspapers, diaries, memoirs, letters, photographs, cartoons, speeches and historians. They will develop citizenship through deepening their understanding of issues facing contemporary society.

They will apply their knowledge to the issue studied, and use analytical and evaluation skills, both in the research process and in preparing their findings for the write up of the assignment.

Added value

At Higher, the added value will be assessed in the Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

The learner will draw on, extend and apply the skills, knowledge and understanding they have learned during the Course. This will be assessed by a

question paper and a History assignment. Over the Course assessment there will be parity between the assessment of skills and knowledge and understanding.

The **question paper** will require the candidate to demonstrate breadth of skills, knowledge and understanding from across the Units of the Course. The question paper will sample knowledge and understanding from across the Units of the Course and will require application of skills drawn from across the Units of the Course. Teachers and lecturers should refer to the Higher History *Course Assessment Specification* and the specimen question paper for further information.

The **History assignment** will require the candidate to demonstrate challenge and application related to an appropriate Historical issue. It will be sufficiently open and flexible to allow for personalisation and choice. The learner will communicate findings on a chosen appropriate historical issue, with appropriate support and within broad parameters set by SQA. The question must be one which invites debate and argument.

Learners must demonstrate research into a wide range of sources of information. The learner should use the information collected in order to demonstrate knowledge and understanding of the issue, drawing detailed and well-reasoned conclusions, and showing an awareness of different points of view. Teachers and lecturers should refer to the Higher History *Course Assessment Specification* for further information.

The production of evidence will be completed under controlled assessment conditions. Learners will communicate their findings in a form that shows evidence of the skills they have used and clearly communicates the conclusions they arrive at. The aim of the production of evidence is to assess the quality of the learner's research into and analysis of the issue.

Preparation for Course assessment

Each Course has six SCQF credit points to allow additional time for preparation for assessment. This time may be used throughout the Course for consolidation and support, preparation for Unit assessment, for further integration, revision and preparation for Course assessment.

Activities which it may be appropriate to include within this notional time are described below.

- ◆ Preparation for the assignment. This time could be used by candidates for identifying and agreeing a question or scope for the assignment, within the overall guidelines provided by SQA; gathering information and carrying out the research which may include using books, the internet or interviews; analysing and evaluating their findings; preparing their conclusion and revising before the production of evidence.
- ◆ Revising for the question paper. This may be done individually, in small groups or within the class or group as a whole, at the discretion of the teacher or lecturer.
- ◆ Revising and preparing for Unit assessment. This may be done individually, in small groups or within the class or group as a whole, at the discretion of the teacher or lecturer.

Combining assessment across Units

If an integrated or thematic approach to course delivery is used then there may be opportunities for combining assessment across Units.

This can:

- ◆ enrich the assessment process for the learner by linking assessment more closely to teaching and learning
- ◆ make more sense to the learner and avoid duplication of assessment
- ◆ allow for evidence for particular Units to be drawn from a range of activities
- ◆ allow more time for time for learning

Within this Course, combined assessment could bring together aspects of content from across two or more Units. For example, it may help learner's understanding if a thematic approach is adopted such as an approach which links a study of national identity and independence drawn from the content of the 'Wallace, Bruce and the Wars of Independence' topic within the *Historical Study: Scottish* Unit with further content drawn from the 'Tea and Freedom' topic from the *Historical Study: European and World* Unit. The assessment may tackle content from both units, but might only address the skills from one of the units.

A study of the impact of the Treaty of Union within the *Historical Study: Scottish* Unit might be assessed using sources, and might also include questions on the impact of events which would address the skills from the *Historical Study: British* Unit. Evidence may be generated from a single assessment which meets assessment standards from both Units. Evidence retained from an individual presentation and class discussion of the issue could provide evidence for both Units.

Care should be taken when using combined assessment that those aspects of the assessment standard not achieved by the combined assessment are covered by a further assessment. Therefore, when designing an assessments to cover multiple Units, deliverers must ensure that they track and record where evidence of individual Units appears.

Equality and inclusion

The high degree of flexibility within the Units in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. The Units in this Course should be accessible to all learners.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ [Building the Curriculum 3: A framework for learning and teaching](#)
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ [SQA e-assessment web page](#)

Administrative information

Published: May 2015 (version 1.2)

History of changes to Course Support Notes

| Version | Description of change | Authorised by | Date |
|---------|--|------------------------------------|------------|
| 1.1 | Possible question types: grid updated to reflect new command words/question types. References to 'write up' replaced with 'production of evidence'. | Qualifications Development Manager | April 2014 |
| 1.2 | Change of stem in the Higher section of table to reflect recommended stems. Stems of and prompts for the Source comparison and Evaluate the usefulness questions amended to reflect the stems in the Question Paper. Possible source contextualisation question added to Source B. | Qualifications Manager | May 2015 |

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Unit Support Notes — Historical Study: Scottish (Higher)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Historical Study: Scottish* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop a range of analytical and evaluating skills; however the specific skills focus for assessment purposes is the development of skills in detecting and explaining the degree of objectivity in historical contexts. Learners will develop knowledge and understanding of Scottish historical issues within a time period.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, and the Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher History *Course Specification and Course Assessment Specification*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to a range of qualifications in related social subjects and social science and in particular to the Historical Study (Advanced Higher) Unit.

Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ◆ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
- ◆ approaches to added value
- ◆ approaches to developing skills for learning, skills for life and skills for work

In this Unit, teachers can choose from a range of contexts covering Medieval, Early Modern and Modern History. All contexts naturally build on the knowledge already secured at National 5.

There are many approaches which encompass the personalisation and choice that Curriculum for Excellence aims for. It will be important to discuss with learners the requirements of the course.

Learners should be encouraged to set their own learning objectives, assess the extent of their existing knowledge and be encouraged to review their own progress at regular intervals. Learners should be clear of what is expected of them and how to achieve this.

The following tables show the mandatory content and provide illustrations of how these may be interpreted. The illustrative areas are for advice only and should not be regarded as exhaustive.

Part One: The Wars of Independence, 1249–1328

| A study of political change and military conflict arising from the Wars of Independence, illustrating the themes of authority, conflict and identity. | |
|---|---|
| Mandatory content | Illustrative areas |
| 1. Alexander III, the succession problem and the Great Cause | <p>The nature of royal authority under Alexander III; the relationship with England before 1286.</p> <p>The succession problem; the Guardians; the 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 decision.</p> |
| 2. John Balliol and Edward I | Balliol’s rule; Edward’s overlordship; the Scottish response; the Anglo-French war and the Franco-Scottish Treaty; the subjugation of Scotland. |
| 3. William Wallace and Scottish resistance | Scottish resistance; roles of William Wallace and Andrew Murray; victory at Stirling and its effects on Scots and on Scotland; defeat at Falkirk and continuing Scottish resistance. |
| 4. The rise and triumph of Robert Bruce | <p>The ambitions of Robert Bruce; his conflict with and victory over Scottish opponents; his victory at Bannockburn; continuing hostilities; the Declaration of Arbroath; the Treaties of Edinburgh/Northampton, 1328.</p> <p>The significance of the Wars of Independence in the development of Scottish identity.</p> |

Part Two: The Age of the Reformation, 1542–1603

| A study of religious and political change in sixteenth century Scotland, illustrating the themes of authority, conflict and identity. | |
|---|---|
| Mandatory content | Illustrative areas |
| 1. The Reformation of 1560 | Scotland's political and social structure at the death of James V; the European Reformation. The nature of the Church in Scotland; attempts at reform; the growth of Protestantism; relationships with France and England; religious conflict; Lords of the Congregation; Treaty of Edinburgh, 1560. |
| 2. The reign of Mary, 1561–67 | Mary's difficulties in ruling Scotland: religion; gender; relations with the nobility; Mary's marriages; her relationship with England; abdication; flight to England. |
| 3. James VI and the relationship between monarch and Kirk | The struggle for control of the Kirk: from regency to personal rule; differing views about the roles of the monarch and Kirk. |
| 4. The impact of the Reformation on Scotland, to 1603 | The social, cultural, educational and economic impact of the Reformation on Scotland, to 1603. The social, cultural, educational and economic impact of the Reformation on Scotland, to 1603. |

Part Three: The Treaty of Union, 1689–1740

| A study of political and economic change in Scotland, 1689–1740, illustrating the themes of identity, conflict and authority. | |
|---|---|
| Mandatory content | Illustrative areas |
| 1. Worsening relations with England | <p>The Revolution Settlement, 1688–89: constitutional and religious dimensions; divisions and tensions in Scottish society; the political management of Scotland.</p> <p>Navigation Acts; England's foreign wars; Scotland's economic problems; famine; Darien Scheme and its failure; Scottish responses; incidents leading to worsening relations with England; the War of the Spanish Succession; the issue of the succession.</p> |
| 2. Arguments for and against Union with England | <p>Religious issues; the Scottish economy: possible advantages of Scots having access to English colonies; the issue of Scottish identity; contrasting attitudes in Scotland towards Union.</p> |
| 3. The passing of the Act of Union | <p>The changing attitude of England; the debate over a Federal or Incorporating Union; the role of the Commissioners; negotiations; the passing of the Union by the Scottish Parliament.</p> |
| 4. The effects of the Union, to 1740 | <p>Economic effects, to 1740: agriculture, manufacture and trade; political effects; the Hanoverian succession and the causes of the Jacobite Rising of 1715.</p> <p>The significance of the Union in the development of Scottish identity.</p> |

Part Five: The Impact of the Great War, 1914–28

| A study of conflict and its political, social, economic and cultural effects, illustrating the themes of conflict, change and identity. | |
|---|--|
| Mandatory content | Illustrative areas |
| 1. Scots on the Western Front | Scotland on the eve of the Great War: political, social and economic conditions; martial traditions. Voluntary recruitment; the experience of Scots on the Western Front, with reference to the battles of Loos and the Somme; the kilted regiments; the role of Scottish military personnel in terms of commitment, casualties, leadership and overall contribution to the military effort. |
| 2. Domestic impact of war: society and culture | Recruitment and conscription; pacifism and conscientious objection; DORA; changing role of women in wartime, including rent strikes; scale and effects of military losses on Scottish society; commemoration and remembrance. |
| 3. Domestic impact of war: industry and economy | Wartime effects of war on industry, agriculture and fishing; price rises and rationing; post-war economic change and difficulties; post-war emigration; the land issue in the Highlands and Islands. |
| 4. Domestic impact of war: politics | The impact of the war on political developments as exemplified by the growth of radicalism, the ILP and Red Clydeside, continuing support for political unionism and the crisis of Scottish identity. The significance of the Great War in the development of Scottish identity. |

Learning and teaching approaches should be learner-focused. The following examples are illustrative of approaches which may be adopted and which will allow opportunities to gather evidence that learners have achieved one or more of the Unit Outcomes.

The exemplification below draws on familiar contexts and sources. It is **not** a guide to any future assessments.

Example 1 — ‘Jigsawing’ an answer

One of the best ways to understand a source is to provide an example to learners that they can break down and analyse. Getting them to consider these basic questions can be a good starting point.

- ◆ When was it written/drawn/said?
- ◆ Why was it written/drawn/said?
- ◆ Who wrote/drew/said it?
- ◆ What information does the source contain?

Learners could be divided into small groups of four or into pairs. They could be asked to divide the above four questions among them, one or two each, and discuss the answers.

This type of strategy is useful when starting source-based work as the nature of working with others in a small group or a pair provides learners with a safety belt to express their opinions in the confines of a small number of people. It also enables communication skills to be encouraged and allows more independent, and perhaps creative, thinking. It allows learners to have time to consolidate their own learning and then to share it with the rest of their group so that a complete picture or analysis can be made.

Once these basic four questions have been discussed, learners could be encouraged to also consider other questions they have about the source as well as what the source may have missed out. This again encourages critical and analytical thinking about sources.

Specific material/preparation required:

Whiteboards are useful for learners to jot points down to share with each other.

Example 2 — Writing templates

Writing templates can often be associated with learners in the lower school and their value can sometimes be forgotten about for Higher. However, structured guides to answering source-based questions can provide a very useful starting point.

This exercise could be done as a group, a pair, or as individuals.

Learners could be issued with a source and the following type of template to guide them into structuring their answer. This example has been structured for the ‘Evaluate the usefulness’ question.

The template provides the basic information needed to form the answer to this question. If this has been done individually then learners could swap their template with a partner and mark the key points against the marking instructions. This is a useful exercise for this type of question as some learners won’t always have picked up on the same detail as others and feedback at this stage is valuable before going on to write a full answer.

However, it’s worth remembering that for peer assessment to be effective learners need to be familiar with the success criteria and know how to give effective feedback. It is therefore essential that the marking instructions have been discussed.

This activity could be followed up by writing a full answer to the question which has been rehearsed. Learners again could swap their answers to have them peer marked against the marking instructions. (See sample template on next page.)

Specific material/preparation required:

- ◆ relevant sources and questions
- ◆ template for learners to write on
- ◆ marking instructions

Template: structuring your answer to a ‘Evaluate the usefulness’ question

When learners evaluate sources they must comment on their origin, purpose and content.

Give comments on the **origin** of this source. (Focus on authorship, date, type of source)

Comment on the **purpose** of this source. Why was it written? Who was it intended for?

What is the source’s message? Give details of its content.

What are the possible limits of this source? Add recalled knowledge which supports its value or points to weaknesses.

Checklist — Tick if you have included:

- ◆ origin and purpose comments?
- ◆ comments on the content?
- ◆ recall points which either support or contradict the message in the source?

Example 3 — Building knowledge of relevant historical terms and concepts

As part of the Course assessment, learners will be expected to make use of relevant historical terms and concepts. These will clearly vary according to the five different topics and will form specialist vocabulary for each one.

It would be useful for learners to keep a glossary of the new terms and concepts as they are exposed to them. Perhaps a dedicated page at the front of their notes would be useful. To promote the use of such specialist vocabulary, teachers could facilitate discussions on some of the concepts such as 'identity' or 'conflict', which can lead to higher-order thinking and a more secure understanding of the various concepts.

Specific material/preparation required:

- ◆ List of the relevant vocabulary for the topic and meanings to share with learners when appropriate

Example 4 — Carousel to compare the sources

Learners are asked to make a judgement on how far sources agree on a particular issue. The carousel technique is useful to use in this instance as it helps learners to find out more about a topic or source in manageable, organised chunks. Learners could be given two sources to examine. For example:

The Age of Reformation, 1542–1603

Source B: from F. Mignet, *The History of Mary, Queen of Scots* (1851).

Mary's actions before and after the murder are quite sufficient to convince us that she was involved in the murder plot. Her journey to Glasgow took place at a time when she was openly expressing her distrust and hatred of Darnley. She showed tenderness towards him and expressed hopes of being reconciled with him in order to persuade him to come with her to Edinburgh. Kirk o' Field was selected as the most convenient place to commit the crime. Mary consented to reside at this house so that Darnley would not refuse to live there. On the evening before the murder she removed from the house all the furniture of any value that it contained.

Source C: from S. Cowan, *Mary Queen of Scots and Who Wrote the Casket Letters?* (1907).

Mary went to Glasgow with nothing in her heart but the most loving devotion to her husband. From that time, until his death, any other interpretation of her actions would be inconsistent with the best historical narratives of her life. She nursed him day and night during her visit, after which he proposed that she should take him with her to Edinburgh. She suggested Craigmillar as it was situated on higher ground and very healthy. Curiously enough, he refused to go there. Mary wrote to Maitland to provide a house. Maitland recommended Kirk o' Field, allegedly after showing Bothwell the letter. We think this is very unlikely as Bothwell was in Liddesdale, seventy miles away. It is clear that Maitland was a member of the conspiracy who wanted to put Darnley into Kirk o' Field.

Compare the views of Sources B and C agree about the involvement of Mary, Queen of Scots, in the death of Darnley? Compare the content overall and in detail.

Learners could be asked in pairs or small groups to colour code the two sources — what do they agree and disagree on and they could be asked to consider overall comparisons.

Each group could be given a whiteboard and a marker. Each group could be given a set time, two minutes for example, to write one comparison on their board with an explanation. The group could then carousel around to the next station's whiteboard where they will check the group's board and write another comparison point on the board in two minutes. This process could be repeated several times until each group has written several different points of comparison on the whiteboards.

Once they have returned to their original stations, learners could be asked to write up their answer using the evidence on the whiteboard to help them.

Specific material/preparation required:

- ◆ coloured pens/highlighters to colour code
- ◆ whiteboards and marker pens plus a timer

Example 5 — True or false, establishing recalled knowledge

The Scottish topic requires learners to draw on and apply factual and analytical knowledge and understanding. The following is a very simple but effective way to aid learners in their ability to recall factual information on their topic.

Various statements are given to learners — either on cards or on the board. Learners have to select which of the statements are true and which are false. This could be used as a whole class revision tool or in pairs.

As a follow up, learners could be asked to write down the true statements and use these as part of their recalled knowledge for the topic. This might also be a good way of establishing what recall is appropriate for particular questions.

Specific material/preparation required:

- ◆ list of various facts from the topic along with some untruths

Example 6 — Match the date cards

Similar to the above, cards could be issued or displayed on the board naming specific events relevant to the topic. Learners could be issued with a separate set of cards with dates and asked to match the event to the correct date.

Specific material/preparation required:

- ◆ cards to issue with specific event details plus cards with the corresponding dates

Example 7 — Discussion starter cards

Much of the techniques suggested rely on discussion and giving learners the opportunity to engage in high quality dialogue. Discussion starter cards can be a useful way of teaching learners about various discussion skills such as listening

to others, posing questions and challenging points of view. It is also a useful technique to prevent group discussions from being dominated by an individual as it involves all learners.

It can take a few attempts at this activity to get good historical discussions so it may be easier to start with a more familiar context at first, such as 'Is the school day too long?' or 'Should we wear school uniform?'

Before beginning this activity practitioners should ensure that all learners understand what the various terms on the cards mean.

| | |
|------------------|---|
| Propose | Suggest an idea to the rest of the group. |
| Question | Pose a related question to the rest of the group. |
| Support | Mention a piece of information that backs up a point that someone else in the group has made (even if you don't agree with it). |
| Challenge | Mention some information that challenges a point that someone else in the group has made (even if you don't agree with it). |
| Expand | Take a point that someone in the group has made and develop it more. |

The practitioner should pose an open question that will allow for discussion and different points of view.

Learners should be organised in groups of around four. Each group is issued an envelope containing about 30 discussion starter cards and each learner should be dealt five random cards face down.

As the discussion progresses learners should try to play their cards. For example, if they have a 'QUESTION' card then they should try to pose a question at a suitable point in the discussion and place their card face up in the middle of the table. If they have a 'CHALLENGE' card then they should provide an alternative or opposing point of view or information and place their card in the middle of the table.

The object of the task is to play all your cards. This can be a useful tool for building up confidence with source work and allows for learners to express their thoughts, whether right or wrong, on sources in order to become more familiar with the skills required.

It could be useful for learners to print their explanation on the back of each card.

Specific material/preparation required:

- ◆ discussion cards printed for each group

Using first-hand sources to complement teaching

There are many varied resources available for the five contexts of this Unit, including locally available sources. It is recommended that if practitioners wish to access the many sources available in the national collections, they contact the education services of those bodies who can advise on the suitability of the resources in that collection.

Practitioners may wish to organise field trips to enable learners to access these resources first-hand and again the education contact would be able to advise on how to best access these resources. If distance is an issue, then some archive materials from the national collections have been digitised and are available online.

Sources are available from:

- ◆ [National Archives of Scotland](#)
- ◆ [National Library of Scotland](#)
- ◆ [National Galleries of Scotland](#)
- ◆ [Scottish Archives Network](#)
- ◆ [National Museums Scotland \(NMS\)](#)
- ◆ [Museums Galleries Scotland](#)
- ◆ [SCRAN](#)
- ◆ [Royal Commission on the Ancient and Historical Monuments of Scotland \(RCAHMS\)](#)
- ◆ [Historic Scotland](#)
- ◆ [The National Trust for Scotland](#)
- ◆ [Mitchell Library in Glasgow](#)
- ◆ [Scottish Jewish Archive Centre](#)
- ◆ [Archaeology Scotland](#)
- ◆ [Scottish Natural Heritage](#)
- ◆ [engage Scotland](#)

Added value — History assignment

The content of this Unit may provide many issues in which learners can demonstrate added value for the Course assessment through the History assignment. Learners should choose a historical issue for study which promotes debate; develops an understanding of the issue through using a historical perspective; and allows learners to draw a well-reasoned conclusion.

This Unit will provide rich opportunities for learners to choose a range of possible titles for their History assignment, eg:

How important was the role of William Wallace to the cause of Scottish Independence between 1296 and 1305?

To what extent did the Reformation address the issues facing the Scottish Church in 1559?

‘A parcel o’ rogues’. How valid is this view of the Scottish Parliament in passing the Treaty of Union in 1707?

How important was the impact of Irish immigration on Scotland between 1830 and 1939?

To what extent did the Great War change the role of women in Scottish society?

The titles illustrated above are for guidance only and would draw on knowledge and understanding primarily from the **Historical Study: Scottish** Unit. Further challenge and application could involve a comparative aspect by drawing on knowledge and understanding of **themes or events** developed in the **Historical Study: British Unit** or the **Historical Study: European and World Unit**.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant *Course Support Notes*.

As the specific skills focus of the Unit is the evaluation of historical sources, learners will be expected to analyse a range of sources in order to detect bias, exaggeration and selectivity in the use of facts and come to judgements on the usefulness of sources for historical enquiry.

The Unit lends itself to the development of literacy skills, particularly reading and writing. Learners should be encouraged to read as widely as possible and undertake extended writing where appropriate in order to prepare them for the Course assessment.

Thinking skills will be developed across all Scottish time periods. Through the nature of historical study, learners will develop their understanding of key issues and key events as well as identifiable skills and they will be able to apply them. The learner will work with a variety of sources of varying difficulties that will develop their ability to understand knowledge and apply this knowledge.

Equality and inclusion

The high degree of flexibility within this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ [Building the Curriculum 3: A framework for learning and teaching](#)
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ [SQA e-assessment web page](#)

Administrative information

Published: May 2015 (version 1.2)

History of changes to Unit Support Notes

| Version | Description of change | Authorised by | Date |
|---------|--|------------------------------------|----------|
| 1.1 | Amended to reflect updated Course Assessment Specification ('Scotland 1286 – 96, the Succession problem and the Great Cause' amended to 'Alexander III, the succession problem and the Great Cause') 'How useful' amended to 'evaluate the usefulness' | Qualifications Development Manager | May 2014 |
| 1.2 | Type of source (Origin) added to template for structuring 'evaluate the usefulness' questions. Source comparison question stem changed to 'compare the views of...' to reflect Question Paper stems. Exemplar assignment question stems amended in the 'Added Value assignment' to reflect Question Paper stems. | Qualifications Manager | May 2015 |

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Unit Support Notes — Historical Study: British (Higher)



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Please refer to the note of changes at the end of this document for details of changes from previous versions (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Historical Study: British* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop a range of analytical and evaluating skills; however the specific skills focus for assessment purposes is the development of skills in detecting and explaining the degree of objectivity in historical contexts. Learners will develop knowledge and understanding of British historical issues within a time period.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, and the Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher History *Course Specification* and *Course Assessment Specification*

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to a range of qualifications in related social subjects and social science and in particular to the Historical Study (Advanced Higher) Unit.

Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ◆ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
- ◆ approaches to added value
- ◆ approaches to developing skills for learning, skills for life and skills for work

In this Unit teachers can choose from a range of contexts covering Medieval, Early Modern and Modern History. All contexts naturally build on the knowledge and understanding covered within the National 5 Course.

There are many approaches which encompass the personalisation and choice that Curriculum for Excellence aims for. It will be important to discuss with learners the requirements of the course.

Learners should be encouraged to set their own learning objectives, assess the extent of their existing knowledge and be encouraged to review their own progress at regular intervals. Learners should be clear of what is expected of them and how to achieve this.

The following tables show the mandatory content and provide illustrations of how these may be interpreted. The illustrative areas are for advice only and should not be regarded as exhaustive.

Part One: Church, State and Feudal Society, 1066–1406

| A study of the fundamental elements of society from the twelfth to the fourteenth century in England and Scotland, illustrating the themes of feudalism, Church, authority and conflict. | |
|--|--|
| Mandatory content | Illustrative areas |
| 1. An evaluation of the nature of feudal society | The roles and importance of the landed and peasant classes; social divisions; the changing role of knights — the development of chivalry. |
| 2. An evaluation of the role of the church in medieval society | The importance of the church in everyday life, and within feudal society: saints, relics, crusades, salvation and pilgrimages; the differing roles of the secular and regular church in religion, politics, society and the economy. |
| 3. An assessment of the extent of the increase of central royal power in the reign of David I in Scotland | The successes and failures of David I; the extent of changes within Scotland and the survival of Celtic traditions and institutions. |
| 4. An evaluation of the reasons for the increase of central royal power in the reign of Henry II in England | Impact of the Civil War, growth of the nobility; cost of warfare; need to develop the economy; law and order; effects of foreign influence. |
| 5. An assessment of the attempts to increase royal authority by King John of England | Impact of the loss of Normandy; taxation; John's personality; treatment of the nobility and the church; Magna Carta. |
| 6. An evaluation of the reasons for the decline of feudal society | The Black Death; the Peasants' Revolt; growth of towns; the growth of trade/mercantilism; changing social attitudes. |

Part Two: The Century of Revolutions 1603–1702

| <p>A study of the political, religious, legislative and economic issues which led to the challenge to royal authority posed by rights claimed on behalf of the individual and of social groups during the seventeenth century, illustrating the themes of authority, rights and revolution.</p> | |
|---|--|
| Mandatory content | Illustrative areas |
| <p>1. An evaluation of the reasons for the problems faced by King James after the Union of the Crowns in 1603</p> | <p>Political issues — the difficulties of ruling both countries, the Divine Right of Kings; religious issues; economic issues.</p> |
| <p>2. An assessment of the policies of Charles I in Scotland</p> | <p>The policies of Charles I in Scotland, 1625–42; the imposition of the English Prayer Book; the National Covenant; the Bishops' Wars.</p> |
| <p>3. An evaluation of the reasons for the outbreak of civil war in England</p> | <p>Legacy of James VI/I; character of Charles I; religious issues; political issues; economic/financial issues; impact of events in Scotland and Ireland; Charles' actions after 1640; actions of Parliament after 1640.</p> |
| <p>4. An evaluation of the reasons for the failure to find an alternative form of government, 1649–58</p> | <p>Legacy of Civil War; effects of execution of the king; Cromwell's dominance; role of Army; role of Parliament; foreign policy; unpopular legislation.</p> |
| <p>5. An evaluation of the reasons for the Revolution Settlement of 1688–89</p> | <p>Legacy of Charles II; character of James VII/II; religious issues; political issues — the lack of clear lines of authority; role of Parliament.</p> |
| <p>6. An assessment of the significance of changes brought about by the Revolution Settlement, 1688–1702</p> | <p>Religious, legal, political and financial aspects of the Settlements; differences between England and Scotland; loopholes in the Settlement.</p> |

Part Three: The Atlantic Slave Trade

| <p>A study of the development of the Atlantic Slave Trade in the 18th century, the social and economic consequences of that trade, and its abolition in 1807, illustrating the themes of ideology, rights and conflict.</p> | |
|--|--|
| Mandatory content | Illustrative areas |
| <p>1. An evaluation of the reasons for the development of the slave trade</p> | <p>Military factors; importance of West Indian colonies; shortage of labour; failure of alternative sources; legal position; racist attitudes; religious factors.</p> |
| <p>2. An assessment of the importance of the slave trade to the British economy</p> | <p>The importance of tropical crops and the profits accruing; the role of the trade in terms of navigation, manufacturing, the procurement of raw materials and trading patterns; industrial development; wealth of ports and merchants.</p> |
| <p>3. An evaluation of the factors governing relations between slaves and their owners</p> | <p>Humanitarian concerns; religious concerns; financial considerations; fear of revolt; racism and prejudice.</p> |
| <p>4. An assessment of the implications of the trade for African societies</p> | <p>Effects of the trade on African societies in West Africa; the slave sellers and European ‘factories’ on the West African coast; the development of slave-based states and economies; the destruction of societies; the development of foreign colonies: roles played by leaders of African societies in continuing the trade.</p> |
| <p>5. An evaluation of the obstacles to abolition</p> | <p>Slave rebellion in St Domingue; effects of the French Revolution; importance of the trade to the British economy; fears over national security; the power of vested interests; anti-abolition propaganda; attitudes of British governments.</p> |
| <p>6. An evaluation for the reasons for the success of the abolitionist campaign in 1807</p> | <p>Economic factors – the decline in the economic importance of slavery; effects of slave resistance; military factors; the religious revival; the campaign of the Anti-Slavery Society; the role of Wilberforce.</p> |

Part Four: Britain 1851–1951

| <p>A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.</p> | |
|---|---|
| Mandatory content | Illustrative areas |
| <p>1. An evaluation of the reasons why Britain became more democratic, 1851–1928</p> | <p>The effects of industrialisation and urbanisation; popular attempts to gain the franchise; pressure groups; changing political attitudes; examples of developments abroad; party advantage; the effects of the First World War.</p> |
| <p>2. An assessment of how democratic Britain became, 1867–1928</p> | <p>The widening of the franchise, 1867–1928; other measures relating to the distribution of seats, corruption and intimidation; widening membership of the House of Commons; the role of the House of Lords.</p> |
| <p>3. An evaluation of the reasons why women won greater political equality by 1928</p> | <p>Changing attitudes to women in society: the women’s suffrage campaigns; the militant Suffragette campaign up to 1914; the part played by women in the war effort, 1914–18; the example of other countries.</p> |
| <p>4. An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906–14</p> | <p>Concerns over poverty — the social surveys of Booth and Rowntree; municipal socialism; foreign examples; national efficiency; fears over national security; the rise of the New Liberalism; party advantage; the rise of Labour.</p> |
| <p>5. An assessment of the effectiveness of the Liberal social welfare reforms</p> | <p>The aims of the Liberal reforms; the extent to which the Liberal reforms met these and the needs of the British people.</p> |
| <p>6. An assessment of the effectiveness of the Labour social welfare reforms, 1945–51</p> | <p>The aims of the welfare state; the extent to which the Labour reforms met these and the needs of the British people.</p> |

Part Five: Britain and Ireland 1900–1985

| A study of the growing divisions in Ireland after 1900 in terms of identity and the development of tension leading to conflict and civil war, attempts to resolve the conflict and the continuation of strife, illustrating the themes of identity, authority and conflict. | |
|---|---|
| Mandatory content | Illustrative areas |
| 1. An evaluation of the reasons for the growth of tension in Ireland to 1914. | The British position — the results of the 1910 elections; the Irish cultural revival and the re-emergence of Irish Republicanism; Redmond and Home Rule; differing economic and religious features; the Home Rule Bill — the responses of Unionists, and of Nationalists. |
| 2. An assessment of the impact of World War I on Ireland. | Irish attitudes to World War I; the Nationalist Movement, 1914–16; the Easter Rising; changing Irish attitudes towards British rule after 1916; anti-conscription campaign; decline of the Nationalist Party; rise of Sinn Fein. |
| 3. An evaluation of the obstacles to peace, up to the Anglo-Irish Treaty, 1918–21. | The legacy of the First World War — 1918 election, and the growth of Sinn Fein; the Declaration of Independence and the establishment of the Dail; the position of the Unionists in the North; policies and actions of the British government; IRA tactics and policies. |
| 4. An evaluation of the reasons for the outbreak of the Irish Civil War. | The Anglo-Irish Treaty — partition, dominion status; divisions in the republican movement; role of Collins; role of De Valera. |
| 5. An evaluation of the reasons for the developing crisis in Northern Ireland, by 1968. | The Unionist ascendancy in Northern Ireland and challenges to it; role of the IRA; cultural and political differences; economic issues; the issue of civil rights. |
| 6. An evaluation of the obstacles to peace, 1968–85. | Religious and communal differences; economic differences; hardening attitudes — the role of terrorism; British government policies — internment, direct rule; the role of the British Army; the role of the Irish government. |

Learning and teaching approaches should be learner-focused. The following examples are illustrative of approaches which may be adopted and which will allow opportunities to gather evidence that learners have achieved one or more of the Unit Outcomes.

The exemplification below draws on familiar contexts and sources. It is **not** a guide to any future assessments.

Example 1 — Critical thinking on why women achieved greater political equality by 1928

Learners will have studied the reasons why women gained greater political equality and will have gained considerable knowledge and understanding of the following factors:

- ◆ changing social and political attitudes to women in society
- ◆ the women's suffrage campaigns
- ◆ the militant Suffragette campaign up to 1914
- ◆ the part played by women in the war effort, 1914–18
- ◆ the example of other countries

As part of the Higher Course, learners should have opportunities to develop and apply their critical thinking skills. The reasons for women achieving greater political equality could be grouped together into three broad categories — changing attitudes; their own campaigns and efforts; and influences and changes in other countries.

Learners could be given option statements to consider such as:

- 1 *Women gained greater political equality through changing attitudes.*
- 2 *Women gained greater political equality through their own campaigns and efforts.*
- 3 *Women gained greater political equality through changes which occurred in other countries.*

Each of these three options could be printed as a label and placed as a signpost in three different corners of the room. Learners could be asked to consider, through discussion with peers, which of the three statements they feel is the most accurate and asked to go to that particular corner of the room. This type of activity directly encourages learners to think critically about the impact that various factors played on women achieving greater political equality.

To further this activity, learners could group together with others who agreed with their decision and asked to discuss the reasons for their choice. Each group could choose a speaker who could put forward their case as to why they feel their particular statement is the most accurate.

Providing opportunities to discuss the accuracy of statements fits nicely into preparing for essay questions. Activities which could be used to generate evidence could include a written summary, following the debate, of why each of the statements could be said to be accurate; or an essay on this topic using similar statements. For example:

- ◆ 'Women proved by their work during World War 1 that they deserved the vote.' How valid is this view that women only received the vote because of their war efforts?

or:

- ◆ ‘Although the Suffragettes gained more news headlines, the Suffragists actually contributed more to the gaining of votes for women.’ How valid is this view?

Encouraging learners to use BBC Bitesize website is a good way for them to test their own knowledge and understanding at the end of a topic. Many topics have ‘Test Bites’ which are short quizzes to test the basic knowledge required.

Specific materials/preparation needed:

- ◆ statements printed as signposts for corners of the room

Example 2 — The spectrum of opinion on how democratic Britain became between 1867–1928

Learners will have studied the ways in which Britain became more democratic between 1867–1928 and will have examined issues such as:

- ◆ the widening of the franchise 1867–1928
- ◆ other measures relating to the distribution of seats
- ◆ corruption and intimidation
- ◆ widening membership of the House of Commons
- ◆ the role of the House of Lords

Many of the essay questions on this topic will require learners to assess/evaluate/judge how much progress had been made towards democracy and how democratic Britain was by a particular time. To aid learners in applying this analytical thinking in an essay, opportunities could be opened up to consider different opinions on this topic as preparation for such essays.

One way of doing this could be to create a spectrum of opinions. This could be done as a line on the board, as shown below for example — further categories could be added.



Learners could be asked to consider Britain’s position at a particular time. For example — How democratic was Britain by 1900?

They could each be issued with a ‘post-it’ note to place on the spectrum with a key reason for their judgment written on it so they can explain why they placed the ‘post-it’ where they did.

This type of learner centred activity opens up the opportunity for high quality dialogue on this topic and brings some critical thinking and analysis to the fore. It enables learners to use the knowledge and understanding they have previously gained and apply it to make an informed judgement — key skills in the Course assessment.

As a follow up learners could construct a table to highlight what features of Britain could be considered to be democratic as opposed to aspects which suggest Britain was undemocratic — this could be taken up to the present day if time allows and be of some relevance to the kind of thinking carried out in the History assignment.

| Democratic features | Undemocratic features |
|---------------------|-----------------------|
| | |

The Test Bite for this particular part of the topic can be found on the Bitesize section of BBC's website.

Early Modern History — The Atlantic Slave Trade

Learners will have studied the development of the Atlantic Slave Trade in the 18th century and the social and economic consequences of that trade. They will also have examined the abolition of the slave trade in 1807 and the themes of ideology, rights and conflict.

To many people who study Higher History, the sheer volume of reading and listening can be very demanding. This is especially so for those learners who are visual learners and learn best from seeing information in pictures, charts, and diagrams. A useful revision tool for some Higher topics can be to create visual records of them.

Example 1 — Visual records

As part of this topic, learners will have evaluated the reasons for the success of the abolitionist campaign in 1807. Learners could be asked to create their own personal visual record of this sub-topic on A4 paper.

| | |
|-------------------------------------|--------------------------------|
| 1. Economic factors | 2. Effects of slave resistance |
| 3. Military factors | 4. The religious revival |
| 5. Campaign of Anti-Slavery Society | 6. Role of Wilberforce |

With no written information, learners can be asked to visualise what each part of the topic represents to them and present the information they 'see' in pictures, cartoons, diagrams, charts or symbols. As this type of activity will appeal more to visual learners, it could be supplemented on the reverse side of the page with a summary of written key points for each section of the topic.

BBC Class Clips are also available on this part of the topic.

Specific materials/preparation needed:

- ◆ A4 paper and coloured pens/pencils and rulers

Example 2 — Question cards

Having studied the Atlantic Slave Trade in depth, like any period of time in History, learners will have come across many facts of knowledge and dates which will be useful and relevant to the topic. In the Course assessment, it will be beneficial to learners if they can recall specific factual knowledge. The following provides some ideas of how to help learners retain factual information:

- ◆ Learners could reflect on their notes for a part of the topic or the whole topic before being asked to construct some questions to ask their peers. Each person could be issued with a piece of A5 card and asked to write down three questions which will test factual knowledge. These should be questions with specific answers, unlike essay-type questions.
- ◆ Learners should know the answers to the questions they construct and write them below each one. This is an active learning activity so learners could be instructed to ask one of their questions to the person next to them, who will then give the answer and ask one of their questions back. This can be repeated until all six questions have been asked and answered.
- ◆ By getting learners to reflect on and construct their own questions you are providing them with a revision exercise and also building their confidence in recalling the key factual information of the topic.
- ◆ This exercise could then be widened out to make it more active and participative. The pair could swap question cards and then move around the room to find another person to ask their new questions to. This process can be repeated several times so that each learner will have asked and answered several different questions.
- ◆ By repeating the sequence many times, it allows all learners to become actively involved in the learning process and also ensures that a wide range of factual knowledge is being revised.
- ◆ A final part to this could be to ask learners to write down ten key facts they can recall from this activity. Recalling factual knowledge is important at Higher in each essay so this type of activity is worthwhile.

Specific materials/preparation required:

- ◆ card to write questions on

Added value — History assignment

The content of this Unit may provide many issues in which learners can demonstrate added value for the Course assessment through the History assignment. Learners should choose a historical issue for study which promotes debate; develops an understanding of the issue through using a historical perspective; and allows learners to draw a well-reasoned conclusion.

This Unit will provide rich opportunities for learners to choose a range of possible titles for their History assignment.

The exemplification below draws on familiar contexts and sources. It is **not** a guide to all appropriate assignment questions.

Example questions drawn from the Britain 1851–1951 topic:

- ◆ ‘Although the Suffragettes gained more news headlines, the Suffragists actually contributed more to the gaining of votes for women.’ How valid is this view?
- ◆ To what extent was Britain a fully democratic country by 1914?

- ◆ 'Changing attitudes in British society towards women was the major reason why some women received the vote in 1918.' How valid is this view?
- ◆ 'The Liberals' social reforms from 1906 to 1914 failed to deal with the real problems facing the British people.' How valid is this view?
- ◆ How successful were the Labour government of 1945–51 in defeating the five 'giant evils' outlined in the Beveridge Report?

Example questions drawn from the Atlantic Slave Trade topic:

- ◆ To what extent were Britain's military victories in the wars of the eighteenth century the main reason for the development of the Atlantic Slave Trade?
- ◆ 'Fear of slave resistance and revolt determined how slaves were treated.' How valid is this view?
- ◆ To what extent has the importance of the slave trade to the development of the British economy in the 18th century been exaggerated?
- ◆ How important were humanitarian concerns in the treatment of slaves?
- ◆ To what extent were the fears generated by the slave revolt on Saint-Domingue the main obstacle to the abolition of the slave trade?

Example questions drawn from the Britain and Ireland topic

- ◆ 'The response of Unionists to the Home Rule Bill was the main reason for the growth of tension in Ireland up to 1914.' How valid is this view?
- ◆ How important was British conduct during the Anglo-Irish War in preventing a peace settlement in Ireland between 1918 and 1921?
- ◆ How important were political differences between the Protestant and Catholic communities in contributing to the developing crisis in Northern Ireland up to 1968?
- ◆ 'The Anglo Irish Treaty of 1921 was the major cause of the outbreak of Civil War.' How valid is this view?
- ◆ 'Unionist fears over their position in Northern Ireland were the main reason for the crisis that developed by 1968.' How valid is this view?

The titles illustrated above are for guidance only and would draw on knowledge and understanding primarily from the **Historical Study: British** Unit. Further challenge and application could involve a comparative aspect by drawing on knowledge and understanding of **themes or events** developed in the **Historical Study: Scottish Unit** or the **Historical Study: European and World Unit**.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work across the Course is given in the relevant *Course Specification* and *Course Assessment Specification*.

The Unit lends itself to the development of literacy skills, particularly reading and writing. Learners should be encouraged to read as widely as possible and undertake extended writing where appropriate in order to prepare them for the Course assessment.

Thinking skills will be developed across all British time periods. Through the nature of historical study, learners will develop their understanding of key issues and key events as well as identifiable skills and they will be able to apply them. The learner will work with a variety of sources of varying difficulties that will develop their ability to understand knowledge and apply this knowledge.

Equality and inclusion

The high degree of flexibility within this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ [Building the Curriculum 3: A framework for learning and teaching](#)
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ [SQA e-assessment web page](#)

Administrative information

Published: May 2015 (version 1.2)

History of changes to Unit Support Notes

| Version | Description of change | Authorised by | Date |
|---------|---|------------------------------------|--------------|
| 1.1 | 'How accurate is...' replaced by 'how valid is...' | Qualifications Development Manager | October 2014 |
| 1.2 | Mandatory content 2: 'An assessment...' replaced by 'An evaluation...' Question stems amended in line with the stems in the Question Paper. Example questions from British topics amended in line with the stems in the Question Paper. | Qualifications Manager | May 2015 |

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Unit Support Notes — Historical Study: European and World (Higher)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Historical Study: European and World* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop a range of analytical and evaluating skills; however the specific skills focus for assessment purposes is the development of skills in evaluating the factors contributing to historical developments. Learners will develop a factual and analytical knowledge and understanding of European and World historical issues within a time period.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, and the Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher History *Course Specification and Course Assessment Specification*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to a range of qualifications in related social subjects and social science and in particular to the Historical Study (Advanced Higher) Unit.

Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ◆ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
- ◆ approaches to added value
- ◆ approaches to developing skills for learning, skills for life and skills for work

In this Unit teachers can choose from a range of contexts covering Medieval, Early Modern and Modern History. All contexts naturally build on the knowledge and understanding covered within the National 5 Course.

There are many approaches which encompass the personalisation and choice that Curriculum for Excellence aims for. It will be important to discuss with learners the requirements of the course.

Learners should be encouraged to set their own learning objectives, assess the extent of their existing knowledge and be encouraged to review their own progress at regular intervals. Learners should be clear of what is expected of them and how to achieve this.

The following tables show the mandatory content and provide illustrations of how these may be interpreted. The illustrative areas are for advice only and should not be regarded as exhaustive.

Part One: The Crusades, 1071–1204

| A study of religious, political and economic factors in the crusading movement between 1071 and 1204, illustrating the themes of ideology, authority and conflict. | |
|--|--|
| Mandatory content | Illustrative areas |
| 1. An evaluation of the reasons for the calling of the First Crusade | The threat to Byzantium; fear of Islamic expansion; the threat to Mediterranean trade; attempts to assert Papal authority: the ongoing struggle between church and state — the Investiture Contest; the emergence of a knightly class — the idea of chivalry; papal desire to channel the aggressive nature of feudal society. |
| 2. An evaluation of the motives of Christians from different classes to take the cross | Religious motives; the desire to acquire territory in the Holy Land; seeking of fame and riches; peer pressure; overpopulation and famine; the sense of adventure. |
| 3. An evaluation of the reasons for the success of the First Crusade | The military power of the Crusader knights; divisions among the Islamic states; misunderstanding of the Crusaders' intent; aid from Byzantium; the religious zeal of the Crusaders. |
| 4. An evaluation of the reasons for the fall of Jerusalem in 1187 | The death of Baldwin IV; divisions among the Crusaders; the lack of resources of the Christian states; the unification of the Islamic states under Saladin; the Christian defeat at Hattin. |
| 5. An assessment of the roles of Richard and Saladin during the Third Crusade | Richard and Saladin: their military and diplomatic strengths and weaknesses. |
| 6. An assessment of the extent of the decline of the crusading ideal, up to the Fourth Crusade, 1204 | Coexistence of Muslim and Christian states; corruption of the crusading movement by the Church and nobles; the effects of trade; the Fourth Crusade; the role of Venice. |

Part Two: The American Revolution, 1763–87

| <p>A study of British colonial control in America, the ideas and attitudes challenging that control, the reasons for its eventual breakdown, and the consequences for America and Britain in terms of conflict and resolution, illustrating the themes of rights, authority and revolution.</p> | |
|---|--|
| Mandatory content | Illustrative areas |
| <p>1. An evaluation of the reasons for colonial resentment towards Britain by 1763</p> | <p>Colonial resentment towards the old colonial system; the Navigation Acts; role of George III; effects of the Seven Years' War — ending of the French threat; the frontier issue — the Proclamation of 1763; grievances of New England, the Middle Colonies, the South.</p> |
| <p>2. An evaluation of the reasons for the colonists' moves towards independence</p> | <p>Disputes over taxation — the Stamp Act, the Townshend Duties; British intransigence; the role of George III; Boston Massacre; punishment of Massachusetts; rejection of Olive Branch petition; influence of Thomas Paine.</p> |
| <p>3. An assessment of British opinion towards the conflict in the colonies</p> | <p>Differing British views of the situation in the colonies; George III and British Parliament; dissenting voices: Edmund Burke; Earl of Chatham; Thomas Paine; economic interests; the press. .</p> |
| <p>4. An assessment of the nature of the war</p> | <p>The global nature of the war; intervention by France, Spain and the Netherlands: the League of Armed Neutrality; the war at sea.</p> |
| <p>5. An evaluation of the reasons for the colonists' victory</p> | <p>British military inefficiency; British political mistakes; distance between Britain and the colonies; role of George Washington; incentive of independence; importance of French entry; control of the seas; role of local people; colonists' advantage of fighting on home ground.</p> |
| <p>6. An assessment of the political impact of the American Revolution</p> | <p>Americans' reflection of their experience under British rule; significance of the Constitution; roles of Presidency, Congress and Supreme Court as executive, legislature and judiciary.</p> |

Part Three: The French Revolution, to 1799

| <p>A study of the nature of government and society in eighteenth century France, of the origins and challenges to absolutism, and of the differences and similarities between the Ancien Regime and the post-revolutionary governments to 1799, illustrating the themes of rights, authority and revolution.</p> | |
|--|---|
| Mandatory content | Illustrative areas |
| <p>1. An evaluation of the threats to the security of the Ancien Regime before 1789</p> | <p>Taxation; corruption; the position of the clergy; the role of the nobility; the complaints of the Third Estate: grievances of the bourgeoisie, the peasantry, the urban workers.</p> |
| <p>2. An evaluation of the reasons for the outbreak of the French Revolution in 1789</p> | <p>Financial problems of the Ancien Regime; the influence of the Enlightenment — the Philosophes; the effects of the American Revolution; the economic crisis of 1788/9; the political crisis of 1788/9; the role of the bourgeoisie; the actions of Louis XVI.</p> |
| <p>3. An evaluation of the reasons for the failure of constitutional monarchy, 1789–92</p> | <p>Character of Louis XVI; his attitudes and actions; the Civil Constitution of the Clergy; the role of Mirabeau; the activities of the émigrés; the flight to Varennes; the outbreak of war.</p> |
| <p>4. An evaluation of the reasons for the Terror, 1792–95</p> | <p>The outbreak of war; the threat of invasion; the threat of counter-revolution; political rivalries; the role of Robespierre; religious and regional differences.</p> |
| <p>5. An evaluation of the reasons for the establishment of the Consulate</p> | <p>The constitution of 1795; political instability; the increasing intervention of the army in politics; the role of Sieyes; the role of Bonaparte — his ambitions and actions.</p> |
| <p>6. An assessment of the impact of the Revolution</p> | <p>The social and political impact of the French Revolution; the degree to which French society and politics changed, 1789–99.</p> |

Part Four: Germany, 1815–1939

| <p>A study of the growth of nationalism in 19th-century Germany leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918, illustrating the themes of nationalism, authority and conflict.</p> | |
|--|---|
| Mandatory content | Illustrative areas |
| <p>1. An evaluation of the reasons for the growth of nationalism in Germany, 1815–50</p> | <p>Economic factors; the Zollverein; cultural factors; military weakness; effects of French Revolution and Napoleonic Wars; role of the Liberals.</p> |
| <p>2. An assessment of the degree of growth of nationalism in Germany, up to 1850</p> | <p>Supporters of nationalism — educated middle class, Liberals; opponents of nationalism; attitudes of peasants; political turmoil in the 1840s; the Frankfurt Parliament, divisions; the collapse of revolution in Germany, 1848–49.</p> |
| <p>3. An evaluation of the obstacles to German unification, 1815–50</p> | <p>Divisions among the nationalists; Austrian strength; German princes; religious differences; economic differences; indifference of the masses; resentment towards Prussia.</p> |
| <p>4. An evaluation of the reasons why unification was achieved in Germany, by 1871</p> | <p>Prussian military strength; Prussian economic strength; the decline of Austria; the role of Bismarck; the attitude of other states; actions of Napoleon III.</p> |
| <p>5. An evaluation of the reasons why the Nazis achieved power, in 1933</p> | <p>Weaknesses of Weimar Republic; resentment towards the Treaty of Versailles; economic difficulties; the appeal of the Nazis after 1928; the role of Hitler; weaknesses and mistakes of opponents.</p> |
| <p>6. An evaluation of the reasons why the Nazis were able to stay in power, 1933–39</p> | <p>Establishment of a totalitarian state; the crushing of opposition; fear and state terrorism; social controls; propaganda; successful foreign policy; economic policies; social policies.</p> |

Part Five: Italy, 1815–1939

| <p>A study of the growth of nationalism in 19th-century Italy leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918, illustrating the themes of nationalism, authority and conflict.</p> | |
|--|---|
| Mandatory content | Illustrative areas |
| <p>1. An evaluation of the reasons for the growth of nationalism in Italy, 1815–50.</p> | <p>Cultural factors; economic factors; military weakness; effects of French revolution and Napoleonic wars; resentment of Austria; role of Mazzini; secret societies.</p> |
| <p>2. An assessment of the extent of the growth of nationalism in Italy, up to 1850.</p> | <p>Supporters of nationalism – educated middle class, Liberals; popular sentiment; opponents — Austria and dependent duchies; Italian princes; attitude of the peasants; position of the Papacy; the failures of the revolutions of 1848.</p> |
| <p>3. An evaluation of the obstacles to Italian unification, 1815–50.</p> | <p>Divisions among the nationalists; social, economic and cultural differences; political differences; dominant position of Austria and her dependent duchies; attitude of the Papacy; Italian princes; indifference of the masses.</p> |
| <p>4. An evaluation of the reasons why unification was achieved in Italy, by 1870.</p> | <p>The rise of Piedmont; roles of Cavour, Garibaldi and Victor Emmanuel II; decline of Austria; attitudes and actions of Napoleon III; the importance of foreign intervention.</p> |
| <p>5. An evaluation of the reasons why the Fascists achieved power in Italy, 1919–25.</p> | <p>Weaknesses of Italian governments; resentment against the Peace Settlement; appeal of the Fascists; role of Mussolini; role of the King; economic difficulties; social and economic divisions; weaknesses and mistakes of opponents.</p> |
| <p>6. An evaluation of the reasons why the Fascists were able to stay in power, 1922–39.</p> | <p>Establishment of the fascist state; crushing of opposition; fear and intimidation; social controls; propaganda; foreign policy; relations with the Papacy; economic and social policies.</p> |

Part Six: Russia, 1881–1921

| <p>A study of the development of opposition to autocracy in a large multi-national state, the collapse of the Tsarist regime and the rise of the Bolsheviks during the years 1881–1921, illustrating the themes of ideology, identity and authority.</p> | |
|--|---|
| Mandatory content | Illustrative areas |
| <p>1. An assessment of the security of the Tsarist State before 1905</p> | <p>The structure of society; difficulties in governing the Tsarist state; Tsarist methods of control: Okhrana; Russification; army; censorship; nobility; church; terror and exile.</p> |
| <p>2. An evaluation of the causes of the 1905 revolution</p> | <p>Working class discontent; discontent among the peasantry; political problems — discontent with repressive government and its policies; economic problems; military defeat in the war against Japan; Bloody Sunday.</p> |
| <p>3. An assessment of the attempts to strengthen Tsarism, 1905–14</p> | <p>Nature of events in 1905; measures used by the Tsar: the October Manifesto and the Duma; cancellation of Redemption Payments; repression; peace with Japan; accommodation with the army; relations with the Dumas; Fundamental Laws; Russification; Stolypin — repression, land reforms, industrial reforms.</p> |
| <p>4. An evaluation of the reasons for the February Revolution, 1917</p> | <p>Role of Tsar Nicholas II; role of Tsarina Alexandra; political problems — discontent among the bourgeoisie; discontent among the working class; peasant discontent; the inherent weaknesses of the autocracy: the impact of the First World War — military defeat; economic problems.</p> |
| <p>5. An evaluation of the reasons for the success of October Revolution, 1917</p> | <p>The inherent weaknesses of the Provisional Government; Dual Power — the role of the Petrograd Soviet; the decision to continue the war; economic problems; political discontent; the land issue; the appeal of the Bolsheviks — propaganda, policies; the leadership of Lenin.</p> |
| <p>6. An evaluation of the reasons for the victory of the Reds in the Civil War</p> | <p>Superior Red resources; unity of the Reds; disunity among the Whites; the leadership of Lenin; the role of Trotsky — the organisation of the Red Army; use of terror; propaganda; effects of foreign intervention.</p> |

Part Seven: USA, 1918–68

| <p>A study of the growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.</p> | |
|--|---|
| Mandatory content | Illustrative areas |
| <p>1. An evaluation of the reasons for changing attitudes towards immigration in the 1920s</p> | <p>Isolationism; fear of revolution; prejudice and racism; social fears; economic fears; the effects of the First World War.</p> |
| <p>2. An evaluation of the obstacles to the achievement of civil rights for black people up to 1941</p> | <p>Legal impediments; the ‘separate but equal’ decision of the Supreme Court; popular prejudice; activities of the Ku Klux Klan; lack of political influence; divisions in the black community.</p> |
| <p>3. An evaluation of the reasons for the economic crisis of 1929–33</p> | <p>Republican government policies in the 1920s; overproduction of goods; under-consumption — the saturation of the US market; weaknesses of the US banking system; international economic problems; the Wall Street Crash.</p> |
| <p>4. An assessment of the effectiveness of the New Deal</p> | <p>The first and second New Deals: the role of Roosevelt and ‘confidence building’; the role of the Federal government; the economic effects of the New Deal.</p> |
| <p>5. An evaluation of the reasons for the development of the Civil Rights campaign, after 1945</p> | <p>The continuation of prejudice and discrimination; the experience of black servicemen in the Second World War; the formation of effective black organizations; the emergence of effective black leaders; the role of Martin Luther King.</p> |
| <p>6. An assessment of the effectiveness of the Civil Rights movement in meeting the needs of black Americans, up to 1968</p> | <p>Aims of the Civil Rights movement: roles of NAACP, CORE, SCLC and Martin Luther King in desegregation — methods and tactics; changes in Federal policy; social, economic and political changes; the resultant rise of black radical movements.</p> |

Part Eight: Appeasement and the Road to War, to 1939

| <p>A study of Fascist foreign policy after 1933 and the reactions of the democratic powers to it, the development of the policy of appeasement, its failure and the outbreak of war in Europe in 1939, illustrating the themes of ideology, conflict and diplomacy.</p> | |
|---|--|
| Mandatory content | Illustrative areas |
| <p>1. An evaluation of the reasons for the aggressive nature of the foreign policies of Germany and Italy in the 1930s</p> | <p>The Peace Settlement of 1919; Fascist ideology; economic difficulties after 1929; weakness of the League of Nations; the British policy of appeasement.</p> |
| <p>2. An evaluation of the methods used by Germany and Italy to pursue their foreign policies from 1933</p> | <p>Economic and military diplomacy; pacts and alliances; Fascist strategies employed in the crises between 1933 and 1939.</p> |
| <p>3. An evaluation of the reasons for the British policy of appeasement, 1936–38</p> | <p>Economic difficulties; attitudes to the Paris Peace Settlement; public opinion; pacifism; concern over the Empire; lack of reliable allies; military weakness; fear of spread of Communism; beliefs of Chamberlain.</p> |
| <p>4. An assessment of the success of British foreign policy in containing fascist aggression, 1935 to March 1938</p> | <p>Aims; Abyssinia; Rhineland; Naval Agreement; non-intervention; the Anschluss of March 1938.</p> |
| <p>5. An assessment of the Munich agreement</p> | <p>Arguments for and against the settlement; differing views of the Munich settlement.</p> |
| <p>6. An evaluation of the reasons for the decision to abandon the policy of appeasement and for the outbreak of war in 1939</p> | <p>Changing British attitudes towards appeasement; occupation of Bohemia and the collapse of Czechoslovakia; the developing crisis over Poland: British diplomacy and relations with the Soviet Union; the position of France; the Nazi-Soviet Pact; the invasion of Poland.</p> |

Part Nine: The Cold War, 1945–89

| A study of superpower foreign policy after 1945, the growth of international tension, the development of the policy of detente, and the end of the Cold War Europe in 1989, illustrating the themes of ideology, conflict and diplomacy. | |
|--|---|
| Mandatory content | Illustrative areas |
| 1. An evaluation of the reasons for the emergence of the Cold War, up to 1955 | Tensions within the wartime alliance; the US decision to use the atom bomb; the arms race; ideological differences; disagreements over the future of Germany; the crisis over Korea. |
| 2. An assessment of the effectiveness of Soviet policy in controlling Eastern Europe up to 1961 | The desire for reform in Eastern Europe; differing Soviet reactions to events in Poland (1956), Hungary (1956) and Berlin (1961); domestic pressures; the international context; military and ideological factors. |
| 3. An evaluation of the reasons for the Cuban Crisis of 1962 | Castro's victory in Cuba; US foreign policy; Khrushchev's domestic position; Kennedy's domestic context; Khrushchev's view of Kennedy; ideological differences; the arms race; mistakes by the leaders. |
| 4. An evaluation of the reasons why the US lost the war in Vietnam | Difficulties faced by US military; relative strengths of North and South Vietnam; failure of military methods; changing public opinion in the USA; international isolation of the USA. |
| 5. An evaluation of the reasons why the superpowers attempted to manage the Cold War, 1962–85 | The danger of Mutually Assured Destruction; dangers of military conflict as seen in the Cuban Missile crisis; economic cost of arms race; development of surveillance technology; softening of the ideological conflict through policies of co-existence and détente. |
| 6. An evaluation of the reasons for the end of the Cold War | The defeat of the Soviet Union in Afghanistan; the failure of Communism in Eastern Europe; Soviet economic weakness; the role of Gorbachev; Western economic strength; the role of Reagan. |

Learning and teaching approaches should be learner-focused. The following examples are illustrative of approaches which may be adopted and which will allow opportunities to gather evidence that learners have achieved one or more of the Unit Outcomes.

The exemplification below draws on familiar contexts and sources. It is **not** a guide to future assessment.

Example 1 — The ‘What was the key reason for Germany unifying’ debate

Learners may study the broad issues surrounding the unification of Germany. This would encompass the early growth of nationalism from 1815 through to the role of Bismarck and the wars of unification. In small groups or as individuals learners could be assigned a particular contributory factor to consider in the process of unification. For example:

- ◆ the cultural factors which encouraged a growth of national consciousness
- ◆ Prussian economic strength
- ◆ Prussian military strength
- ◆ the role of Bismarck
- ◆ the actions of Austria and France
- ◆ the decline of Austria

Each group or individual could be asked to debate and justify/argue the importance of their assigned factor to the rest of the class. By taking part in this process, learners will develop knowledge and understanding of why Germany was unified.

Once all of the contributory factors had been presented, individuals could be asked to rank the factors in order of importance; write a summary note on all of the contributory factors; and compile a spider diagram of the factors which led to unity. This type of activity would require learners to demonstrate the analytical skills which are required to meet the Outcomes and Assessment Standards in this Unit.

Example 2 — Group carousel activity on why the Nazis achieved power in Germany by 1933

Learners may study the broad reasons why the Nazis achieved power by 1933. The class could be divided into small groups of varying sizes depending on numbers. Each group could be assigned a white board and all given the same relevant title. For example:

- ◆ ‘Propaganda was of vital importance to the Nazi Party’s rise to power between 1919–33.’ Discuss.
- ◆ How important was Hitler’s leadership in the rise to power of the Nazi Party between 1919–1933?
- ◆ To what extent were economic problems responsible for the rise to power of the Nazi Party between 1919–33?

Given a specific timescale, for example three minutes, each group has to write down on their whiteboard as many points which would be relevant to this title as they can think of before moving onto the next group’s whiteboard. At this point, they will be given a further three minutes, for example, for them to add further relevant information not already on this group’s board. This could be repeated several times before the learners return back to their original whiteboard.

This type of formative activity enables learners to develop knowledge and understanding of the content required for the assessment of the Unit. It also allows learners to consolidate what they have learnt before moving on and

highlights to the teacher if there are areas of concern before any more formal assessment.

Activities which could be used to generate evidence could include an essay on the title; a PowerPoint presentation either by individuals or as a group on the title; a spider diagram of the relevant information for the title; or a summary/conclusion on the accuracy of the statement.

This type of learner centred activity encourages individuals to participate in informal discussion. It also allows them to develop an ability to think independently before making informed judgements and thus developing their critical thinking skills.

Specific materials/preparation needed:

- ◆ whiteboards or A3 paper
- ◆ marker pens
- ◆ timer/stop watch

USA 1918–68

Example 1 — Class research task: What were the reasons behind the development of the civil rights campaign after 1945?

This task is a learner-led research task which is designed to enable learners to take greater responsibility for their own learning and undertake some of their own historical research. Without previous in-depth study of this part of the topic, individual learners can be assigned a particular factor to investigate in the development of the civil rights campaign.

For example:

- ◆ the continuation of prejudice and discrimination
- ◆ the experience of black servicemen in the Second World War
- ◆ the formation of effective black organisations
- ◆ the emergence of effective black leaders
- ◆ the role of Martin Luther King

Individuals could be asked to research the role that their particular factor played in the development of the Civil Rights campaign. Alternatively, individuals could be grouped together with those who also had been assigned the same factor to work collegiately.

Some teacher input could be given and suggested websites for learners to use could include:

- ◆ [BBC class clips](#)
- ◆ [Spartacus](#)
- ◆ [school history website](#)
- ◆ SCRAN
- ◆ [BBC Bitesize](#)
- ◆ BBC History
- ◆ Textbooks/articles

Learners could be asked to produce a chapter on their particular factor which will be collated to form the basis of a set of class notes. The length of the piece of research could vary according to the ability of the class, access to the internet, and time constraints.

This learner-led activity could be followed up by teacher-led consolidation of the knowledge and understanding which should have been gained. Tasks could be set based on the learner-generated class notes to allow the teacher to assess how well the topic has been understood.

Activities which could be used to generate evidence could include an essay on the topic. For example:

- ◆ How important was the experience of black servicemen during Second World War in provoking demands from black Americans for civil rights after 1945?
- ◆ To what extent was the growth of the civil rights movement after 1945 the result of continuing racial discrimination?
- ◆ How important was the role of Martin Luther King in the growth of the civil rights movement after 1945?

This type of learner-centred activity encourages individuals to take greater responsibility for their own learning while giving them a taste of carrying out independent historical research. It also encourages them to work with their peers and produce high quality work for each other. The follow up essay activity allows them to use their knowledge and understanding of the topic and apply that to making an informed judgement and thus developing their critical thinking skills.

Specific materials/preparation needed:

- ◆ access to internet
- ◆ facility to print learner's work
- ◆ time to collate the learner's work into class booklet
- ◆ facility to copy class booklet produced for each individual to have a copy

Example 2 — Group discussion to evaluate the obstacles to the achievement of civil rights for black people up to 1941

Having studied the obstacles to the achievement of civil rights for black people up to 1941, learners will have an awareness of many contributory factors. Possible obstacles may include:

- ◆ legal impediments
- ◆ the 'separate but equal' decision of the Supreme Court
- ◆ popular prejudice
- ◆ activities of the Ku Klux Klan
- ◆ lack of political influence
- ◆ divisions in the black community

Learners could be divided into small groups and issued a set of cards which name the various obstacles to black people achieving civil rights. They could also be issued with a large whiteboard or an A3 piece of paper with the title: **What was the most significant obstacle to black people achieving civil rights up to 1941?**

As a group they could be asked to discuss the significance of each obstacle. As each one is discussed, a judgement could be made on its importance — the more significant the obstacle the closer to the title it goes, while the less significant obstacles could be placed further out from the centre.

This type of activity encourages critical thinking and high quality dialogue among peers. It also allows for learners to develop the ability to evaluate the factors contributing to a particular historical development. By drawing on prior knowledge they should be able to develop the ability to apply this in a critical way to make a reasoned judgement. These skills could be transferred and deepened by follow up written activities.

Activities which could be used to generate evidence could include an essay on the topic. For example:

- ◆ To what extent can the slow pace of civil rights reforms up to 1941 be explained by the activities of the Ku Klux Klan?

or:

- ◆ To what extent were divisions within the black community up to 1941 an obstacle to black people achieving civil rights?

Learners could alternatively produce a news report on the obstacles to black people achieving civil rights.

- ◆ A summary of the key obstacles to black people achieving civil rights with a reasoned judgement on the relative importance of each.

Specific materials/preparation needed:

- ◆ cards printed naming the obstacles to black people achieving civil rights
- ◆ A3 paper
- ◆ marker pens

The French Revolution to 1799

The following activity could be used to enable learners to evaluate the reasons for the failure of constitutional monarchy, 1789–92.

Example 1 — Mock trial of Louis XVI

An assessment of the difficulties of forming a stable government, 1789–92

Before learners look at the actual trial of Louis XVI they could participate in a mock trial. Learners could play the following parts:

- ◆ one person takes the part of Louis XVI
- ◆ one person takes the part of Raymond de Séze, Louis' counsel
- ◆ one person takes the part of de Séze's assistant
- ◆ one person takes the part of Jacques Défermons, President of the Convention

The rest of the class are either Jacobins or Girondins. Each role could have a role-play card with more detailed information to help learners prepare for their part in the trial. The individual playing the role of Jacques Défermons is also

given a possible trial plan which they can follow if they wish or create their own. Learners are given time to prepare their role which includes the Jacobins and the Girondins asking Louis two questions and Louis being allowed to reply. At the end each member of the Jacobins, Girondins and Jacques Défermons give their verdict to the charges against Louis justifying their answer.

This activity allows learners to critically analyse a topic. It also allows them to participate as part of a wider group but maintain a specific responsibility within that group. This type of activity will help to develop critical thinking on the difficulties of forming a stable government during this time.

Specific materials/preparation required:

Role-play cards with detailed information about each role:

- ◆ Louis XVI
- ◆ Raymond de Séze, Louis' counsel
- ◆ de Séze's assistant
- ◆ Jacques Défermons, President of the Convention

Example 2 — The White Terror, 'Where Am I' activity?

The following is an example of a revision exercise which could be used to help learners evaluate the reasons for the establishment of the Consulate.

Learners are given some time to reflect on and revise information on the White Terror. Each individual is given three cards — one with 'Paris' on it; one with 'Vendee' on it, and one with 'South' on it. 10 clues are read out by the teacher to describe and give information about where specific events during the White Terror took place. Learners then have to decide whether it was 'Paris', 'Vendee' or 'South' and hold up the appropriate card. This can be turned into a competitive game with score cards issued for them to keep a note of their marks. At the end, each tick is converted to 1 mark and marks totalled up. Highest score wins.

The purpose of this activity is to aid learners in their recall of factual knowledge and understanding. This type of activity can be adapted and specific people or events could be asked about instead.

Specific materials/preparation required:

- ◆ clues made up
- ◆ place name cards made up
- ◆ score cards

These strategies could be adapted and used to suit the other topics in this Unit.

Added value — History assignment

The content of this Unit may provide many issues in which learners can demonstrate added value for the Course assessment through the History assignment. Learners should choose a historical issue for study which promotes debate; develops an understanding of the issue through using a historical perspective; and allows learners to draw a well-reasoned conclusion.

This Unit will provide rich opportunities for learners to choose a range of possible titles for their History assignment, eg:

Example questions drawn from the Germany 1815–1939 topic:

- ◆ How important were cultural factors in the growth of a German national consciousness between 1815–50?
- ◆ To what extent was the strength of Austria an important obstacle to German unity between 1815–50?
- ◆ How important was Prussian military strength in the unification of Germany by 1871?
- ◆ To what extent was Bismarck the crucial reason for German unification occurring by 1871?
- ◆ ‘The leadership of Adolf Hitler was vital in the rise to power of the Nazis by 1933’. How valid is this view?

Example questions drawn from the Italy 1815–1939 topic:

- ◆ How important were cultural factors in the growth of Italian nationalism between 1815 and 1850?
- ◆ To what extent was the lack of unity among Italian nationalists the major obstacle to Italian unification up to 1850?
- ◆ To what extent did the Fascist regime depend on the use of force and terror to remain in power, 1924–39?
- ◆ ‘By 1850 Italian nationalists had made significant progress in their aims.’ How valid is this view?
- ◆ ‘Austrian strength was the greatest obstacle to Italian unification between 1815 and 1850.’ How valid is this view?

Example questions drawn from the USA 1918–68 topic:

- ◆ How important was the experience of black servicemen during Second World War in provoking demands from black Americans for civil rights after 1945?
- ◆ To what extent was the growth of the Civil Rights movement after 1945 the result of continuing racial discrimination?
- ◆ How important was the role of Martin Luther King in the growth of the Civil Rights movement after 1945?
- ◆ To what extent can the slow pace of civil rights reforms up to 1941 be explained by the activities of the Ku Klux Klan?
- ◆ ‘The overproduction of goods by American manufacturers was the key factor in causing the depression of the 1930s.’ How valid is this view?

Example questions drawn from the French Revolution to 1799 topic:

- ◆ To what extent did the Third Estate have the greatest cause for complaint under the Ancien Régime?
- ◆ To what extent was Louis XVI responsible for the failure of constitutional monarchy in 1792?
- ◆ ‘The constitution of 1795 was the main reason for Napoleon’s coup of 1799.’ How valid is this view?
- ◆ How important was the influence of the Philosophes in undermining the Ancien Régime in the years before 1789?
- ◆ To what extent can the failure to establish constitutional monarchy in France between 1789 and 1792 be blamed on Louis XVI himself?

The titles illustrated above are for guidance only and would draw on knowledge and understanding primarily from the *Historical Study: European and World* Unit. Further challenge and application could involve a comparative aspect by

drawing on knowledge and understanding of **themes or events** developed in the *Historical Study: Scottish Unit or the Historical Study: Scottish Unit*.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work across the Course is given in the relevant *Course Specification* and *Course Assessment Specification*.

The Unit lends itself to the development of literacy skills, particularly reading and writing. Learners should be encouraged to read as widely as possible and undertake extended writing where appropriate in order to prepare them for the Course assessment.

Thinking skills will be developed across all European and World time periods. Through the nature of historical study, learners will develop their understanding of key issues and key events as well as identifiable skills and they will be able to apply them. The learner will work with a variety of sources of varying difficulties that will develop their ability to understand knowledge and apply this knowledge.

Equality and inclusion

The high degree of flexibility within this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ [Building the Curriculum 3: A framework for learning and teaching](#)
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ [SQA e-assessment web page](#)

Administrative information

Published: May 2015 (version 1.2)

History of changes to Unit Support Notes

| Version | Description of change | Authorised by | Date |
|---------|---|------------------------------------|--------------|
| 1.1 | Minor changes to description of mandatory content, to reflect changes made in the updated Course Assessment Specification (version 1.1). Mandatory content 3: 'in the colonies' added. Illustrative area 3: 'in England and Scotland' removed. Illustrative area 3: 'the arms race' added. | Qualifications Development Manager | October 2014 |
| 1.2 | Question stems updated in the Added Value assignment to reflect the stems used in the Question Paper. | Qualifications Manager | May 2015 |

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