

# **National 3 History Course Support Notes**



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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).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 3 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* and the *Unit Specifications* for the Units in the Course.

# General guidance on the Course

## Aims

As stated in the *Course Specification*, the aims of the Course are to enable learners to develop:

- ◆ a conceptual understanding of the past
- ◆ a range of skills including the ability to apply a basic historical perspective and comment on historical sources
- ◆ a basic knowledge and understanding of the factors contributing to historical events
- ◆ a basic knowledge and understanding of the impact of historical events

This Course contributes to general education and the wider curriculum. It will help develop informed and active citizens by helping learners gain a greater understanding of the past. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

## Progression into this Course

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained some relevant skills and knowledge through prior experience. Skills and knowledge developed through any of the following, while not mandatory, are likely to be helpful as a basis for further learning in this Course.

- ◆ National 2 Social Subjects or relevant component Units

### Experiences and Outcomes

Learners who have completed relevant Curriculum for Excellence experiences and Outcomes will find these an appropriate basis for doing the Course.

In this Course the experiences and Outcomes for Social Studies: People, past events and societies may provide an appropriate basis for entry to the Course.

Learners may also have relevant skills and knowledge gained through other education systems or from their own interests and informal learning.

## 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.

The mandatory skills and knowledge will be developed throughout the Course.

These are:

- ♦ commenting on the origin and content of a range of historical sources in a basic way
- ♦ commenting on the impact of historical developments and organising basic information
- ♦ commenting on the factors contributing towards historical developments, and drawing basic conclusions
- ♦ developing a basic factual knowledge and understanding of historical themes and events in Scottish, British, European and World contexts

## Progression from this Course

This Course or its components may provide progression to:

- ♦ National 4 History
- ♦ other social subjects at National 4

## Hierarchies

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

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if 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.

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 facilitate multi-level delivery, 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.

The degree of choice and flexibility 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.

Learning should be progressive, 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 and/or Unit at one particular SCQF level is not repeated excessively as a learner progresses to the next level of the hierarchy.

**Example of differentiating content for multi-level delivery**

Within the *European and World* Unit, the topic of Voyages of Discovery could produce evidence, and learning context, for National 3 and National 4 candidates together. National 3 candidates could show on a map the routes taken by explorers such as Columbus. They could give 2 reasons why Columbus set sail for the Americas.

National 4 candidates would also do this, but would provide longer explanations and could provide more detail of the routes taken, perhaps annotating their map.

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 at more than one level, with some at a level higher than the overall Course achieved.

# Approaches to learning, teaching and assessment

National 3 History has been developed to reflect Curriculum for Excellence values, purposes and principles. The approach to learning and teaching developed by individual centres should reflect these principles.

Centres should design Courses to encourage active and experiential learning. A range of teaching and learning approaches should be adopted to meet the specific needs of individual learners. Individual work, group work and whole class activities should be used as appropriate. A range of assessment methods should be used to best reflect the abilities of learners and centres should use opportunities to collect naturally occurring evidence to demonstrate achievement of Unit Outcomes.

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 practiced across all the Units.

Detailed advice and exemplification of approaches to generating evidence through teaching and learning approaches can be found in the following *Unit Support Notes* for National 3 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:

Historical Study: Scottish	Commenting on historical sources taking into account aspects of their origin and content
Historical Study: British	Commenting on the impact of a historical development, organising information
Historical Study: European and World	Commenting on the factors contributing towards a historical development, drawing a basic conclusion

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 and relevant to all three Units.

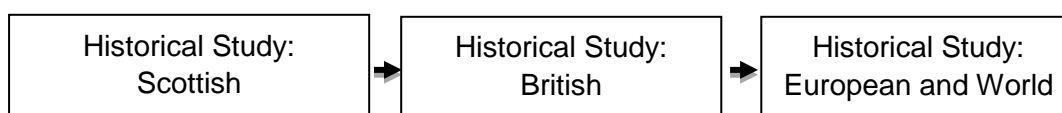


These skills, therefore, should be developed across all the Units of the Course. They should not be taught in a narrow way, within one Unit only. The *Historical Studies: Scottish* Unit will assess the skill of evaluating the content and context of a range of historical sources and thus will possibly involve a more in-depth consideration of sources than the other Units. However, this skill can still be integrated across Units. For example, learners would be encouraged to evaluate historical sources in British, European and World contexts.

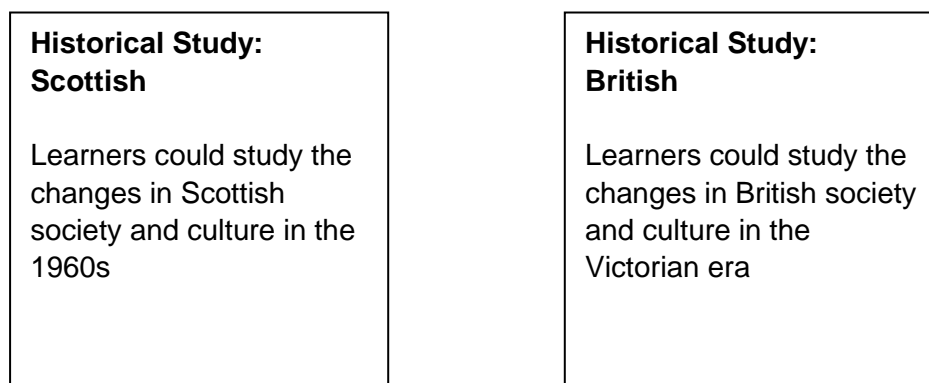
### Sequence of delivery

There is no recommended sequence of delivery of the Units. Delivery is at the discretion of the centre and the models below exemplify possible approaches.

Centres may wish to adopt a sequential approach beginning with more familiar Scottish/British topics and using the knowledge and understanding acquired in Scottish/British contexts to develop knowledge and understanding of international issues later in the Course.



Centres may wish to adopt a thematic approach where a broad topic or theme is developed across two or more of the Units of the Course with knowledge and understanding developed in the context of one Unit being developed and deepened through studies in other Units. Such an approach may provide opportunities for combined assessment. For example, the theme of changes in society and culture.



Learners can be assessed on their knowledge of the reasons for changes in Victorian Britain, through a source evaluation exercise which would demonstrate the skills from the Scottish Unit. If this approach is used, teachers should ensure that evidence of content from the Scottish Unit is also assessed at an appropriate stage.

### Advice on distribution of time

The distribution of time between the various Units is a matter for professional judgement and is entirely at the discretion the centre. Each Unit is likely to require an approximately equal time allocation, although this may depend on the

learners' prior learning in the different topic areas, teaching and learning methods adopted and the design of the Course.

There is no recommended teaching order for the Units in this Course. Course planners may wish to consider how best to introduce the History assignment; for example, 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.

### **Assessment and gathering evidence**

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 National 3 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.

### **Understanding the Assessment Standards and making assessment judgements**

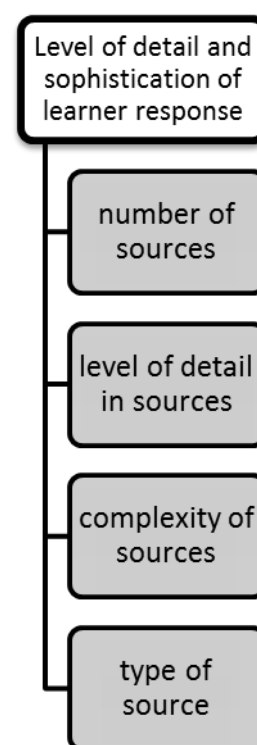
The following exemplification aims to provide advice and guidance to centres when developing activities which may be used to generate evidence that learners have achieved the Outcomes and Assessment Standards for the Units. These activities may be ones which allow the identification of naturally occurring 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 upon the 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 upon 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).

<b>Level</b>	<b>Possible learner responses</b>	<b>Possible question types/command words</b>
Higher	Extended response Explanation and analysis required Clear and structured expression of complex ideas Extensive and detailed use of evidence Able to consider different perspectives on an issue Able to make judgements	... Discuss To what extent ... How far ... Assess ... Critically examine ... Comment on ...
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 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 Ability to make limited use of simple evidence Ability to consider consequences	Outline ... Comment on ...

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

# 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 on 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. 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. For example, a teaching approach based on extensive use of group discussions could provide opportunities to develop the skill of Listening and Talking<sup>1</sup>. 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.

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<sup>1</sup> Further information is provided in the SQA framework of *Skills for Learning, Skills for Life and Skills for Work*

## 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

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 assessment to cover multiple Units, teachers/lecturers must ensure that they track and record where evidence of an individual Unit appears.

The following is an example of a written assessment which combines the skills of the *Scottish* and *British* Units, but uses only the knowledge and understanding from the *British* Unit.

### From the Cradle to the Grave? Social Welfare in Britain 1890s-1951

**Source B** is part of a speech made by Lloyd George in 1908.

#### Source B

After all, this is a rich country and yet in this rich country you have hundreds and thousands of people who are unemployed and cannot afford to feed their families. There are also hundreds of people living in terrible housing conditions. The Liberal government will help these people.

1. Give **two** reasons why **Source B** is useful as evidence of why the Liberals introduced social reforms between 1906 and 1914. (Remember to use more than source content in your answer.)
2. Describe housing conditions for poor people in Britain's towns in the 19<sup>th</sup> Century.
3. Why did the government introduce the Welfare State in 1945?

# Equality and inclusion

The high degree of flexibility within this Course in terms possible approaches to Unit assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. Alternative assessment arrangements and reasonable adjustments can be made to Course assessment requirements in order that this Course is 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 *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](http://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](http://www.sqa.org.uk/sqa/14977.html).
- ♦ *Building the Curriculum 3: A framework for learning and teaching*
- ♦ Course Specifications
- ♦ Design Principles for National Courses
- ♦ Guide to Assessment (June 2008)
- ♦ Overview of Qualification Reports
- ♦ Principles and practice papers for curriculum areas
- ♦ SCQF Handbook: User Guide (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ♦ 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



## Administrative information

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**Published:** April 2012 (version 1.0)

**Superclass:** to be advised

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## History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website (**[www.sqa.org.uk](http://www.sqa.org.uk)**) to ensure you are using the most up-to-date version.

## **Unit Support Notes — Historical Study: Scottish (National 3)**



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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 (National 3) 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 the learner's skills in using historical sources. Learners will apply knowledge and understanding of historical events and themes. Through this study, learners will gain a basic knowledge and understanding of historical events or themes.

Learners who complete this Unit will be able to:

- ◆ comment on historical sources
- ◆ draw on and apply knowledge and understanding of Scottish historical events and themes

## Progression into this Unit

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

- ◆ Social Subjects (National 2) or relevant component Units

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 National 3 History *Course Specification* and *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers/lecturers and lecturers are free to select the content and contexts for learning which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification*, and must enable learners to meet the requirements of the Outcomes and Assessment Standards.

## Progression from this Unit

This Unit may provide progression to:

- ◆ National 4 History
- ◆ other social subjects at National 4

# 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
- ♦ the extent of evidence to retain for quality assurance purposes combining assessment within Units
- ♦ approaches to developing skills for learning, skills for life and skills for work

## General guidance on the Unit

Deep and effective learning about history involves the study of different aspects, including describing the events or developments, explaining why these events or developments came about and the impact they had on Scotland and her people.

There is no prescribed content in National 3 History. 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.

## Potential approaches to learning and teaching

Below are two examples of possible approaches to learning and teaching for this Unit, focussing on a topic and considering activities that will help learners develop their knowledge, understanding and skills.

Each of these examples represents a holistic approach to learning teaching and assessment that can generate a range of evidence covering all the Assessment Standards of the Unit. They are adaptable, flexible approaches that can be used across a range of concepts and contexts in whole, or in part. Elements of these may be used independently to gather evidence of achieving an aspect of the overall Outcome of the Unit, or the Outcome in full.

These examples focus on learning, teaching and assessment focussed on the *Scottish* Unit. However, deep, broad and challenging learning and teaching across all the Units of the Course will develop the skills of learners in an effective way. These examples could be easily adapted to incorporate elements of both the *British* and the *European and World* Units.

### Example 1 – The Impact of the Great War on Scotland

Learners could visit a local war memorial and record the names of those who fell during the Great War. Learners could then research these names using internet sites such as the Scottish National War Memorial and Commonwealth War Graves Commission Databases.

This will enable them to find out more about local soldiers. Learners could then produce a document or web page using ICT to present their findings. This will enable an examination of the impact of significant world event on the local

community and develop Learners' transferable research skills. Learners will also be able to comment on usefulness of sources such as memorials or web pages for historical research.

A basic knowledge and understanding of the impact of war on communities will be developed. There are many opportunities to gather a range of assessment evidence such as photos, field notes/sketches of visits to local memorials, screen shots of internet research, as well as the final booklet/web page/document produced by the learner.

### **Example 2 – Mary, Queen of Scots**

Learners could work on a group activity on the murder of Lord Darnley. Each group could examine the evidence regarding a different suspect. Using primary and secondary sources, the group could decide why their person is a suspect before comparing evidence with that of other groups to reach a decision as a class. This will allow learners to examine basic sources and make comparisons between evidence before reaching a final conclusion.

This will develop communication and interpersonal skills as well as provide a basic understanding of events. There are also opportunities to develop presentation skills. There is a wealth of material on, for example, BBC Scotland Education and Learning Teaching Scotland websites which can be adapted for National 3 learners by centres.

Through these approaches learners will have opportunities to generate evidence which can be gathered and retained by teachers and lecturers to demonstrate achievement of both Outcomes of this Unit, either wholly or in part.

## Outcome 1: Comment on historical sources

**Source D** is from a Government Report on the living conditions in Edinburgh, published in 1868.

### Source D

There are many problems with housing in Edinburgh. Overcrowding brings diseases such as typhus. Buildings are often full of rats which encourages the growth of disease. In some tenements there is no water and no sink. Many rooms have no bed, so the family sleeps on straw.

4. Why is **Source D** useful as evidence for investigating housing conditions in Scotland's towns between 1830 and 1930?

Decide which **two** of the following statements are correct.

- A It is a primary source
- B It is a secondary source
- C It tells us that the living conditions for some Scottish people were very poor
- D It tells us that the living conditions for some Scottish people were very good
- E It was written to show that improvements in housing for the poorer classes were being made

Write the **two** correct letters in the boxes.

## Outcome 2: basic knowledge and understanding of an area of Scottish history

1. Describe the ways in which Scottish women campaigned to get the right to vote before 1914.
2. Give three reasons why the Jacobites lost at the Battle of Culloden.
3. Give three reasons why Scotland's population grew between 1830 and 1900.

The overall burden of assessment for the learner may be reduced by using the opportunity to combine assessment within the Unit.

Where centres are using a holistic approach to assessment of the Unit it is advisable to track where evidence of the achievement of individual Outcomes appears so that learners who do not achieve the complete assessment can still

have recognition for the Outcome(s) they have achieved and do not have to be reassessed on all of the Outcomes.

### **Understanding the Assessment Standards and making assessment judgements**

The following information 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 explanations given aim to provide greater detail and complement the terminology used in the Outcomes and Assessment Standards which are based upon the (SCQF). Centres should note that the 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 upon the learner; increasing the complexity of a single source will also have the effect of increasing the level of demand.

The following terms are used within the *Unit Specification* for this Unit:

- ◆ **Outlining** involves a learner communicating their understanding of the main points of, for example, a religious belief. The learner need not provide detail beyond factual or immediate aspects of the belief (ie pointing out the fact that many followers of a particular religion hold it) and they need not define the underlying theoretical or abstract ideas
- ◆ **Providing a basic comment** will involve a learner being able to communicate a point of view in relation to the significance of a religious belief, practice or source to people's lives. The comment need not be an original one, nor need it be the learner's personal view. A comment may be brief, and not include a justification for the viewpoint. In contrast to analysis, or evaluation, the learner need not provide evidence that they have considered other viewpoints, or challenges to the view they are expressing
- ◆ **Basic terms** refers to the amount and quality of information a learner is expected to provide. At this level, basic terms will involve the learner demonstrating knowledge of the factual aspects of a source, belief or practice. They may not show understanding of the interconnectedness of the topic with other issues, and they may not show understanding of the complexities or subtleties within an idea, source etc.



### **Holistic assessment**

The overall burden of assessment for the learner may be reduced by using the opportunity to assess holistically within the Unit, allowing achievement of all Assessment Standards at once. Evidence can be gathered in a range of forms, as described above.

If centres are using a holistic approach to assessment of the Unit it is advisable to track where evidence of the achievement of individual Assessment Standards appears so that learners who do not achieve the complete assessment can still have recognition for what they have achieved and do not have to be reassessed on what they have achieved.

It may be helpful to build a record of evidence for each learner. This could be kept electronically/online and could contain scanned copies of any written work (including annotated notes, summaries etc); teacher records of observations, learner interviews, question and answer sessions; videos of discussions, group work, presentations and debates (it may be appropriate to keep only a sample of video evidence to back up the teacher record); learning log; records of visits, interviews, experiences; pictures of posters and/or displays; any other evidence generated by the learner.

## **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*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

Through the successful completion of this Unit, important skills for learning, life and work are developed. These skills include researching, understanding and using a range of sources; explaining information; and communicating, by a variety of means, conclusions based on evidence.

The Unit lends itself to the development of literacy skills, particularly reading and writing. For example, learners may read a variety of texts about historical events/themes they are studying, including primary as well as secondary sources. This means that they will also be able to consider many different types of source and consider their benefits and limitations. Learners should be encouraged to read as widely as possible and undertake extended writing where appropriate in order to facilitate progression to the National 5 History Course and the world of work.

Citizenship will be developed through an examination of Scotland's place within the UK and the wider world, self-awareness and growing identity.

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.

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.

# Equality and inclusion

The high degree of flexibility within this Unit in terms 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 this document 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 where 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 on SQA’s website:  
<http://www.sqa.org.uk/sqa/14976.html>
- ♦ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ♦ [Building the Curriculum 5: A framework for assessment](#)
- ♦ [Course Specifications](#)
- ♦ [Design Principles for National Courses](#)
- ♦ [Guide to Assessment \(June 2008\)](#)
- ♦ [Overview of Qualification Reports](#)
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- ♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
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- ♦ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012):  
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- ♦ [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](#)
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# Administrative information

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**Superclass:** to be advised

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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## **Unit Support Notes — Historical Study: British (National 3)**



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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: British (National 3) 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 the learner's skills in commenting on the impact of a historical development. Learners will apply knowledge and understanding of historical events or themes.

Learners who complete this Unit will be able to:

- ◆ comment on the impact of historical developments
- ◆ draw on and apply knowledge and understanding of British historical events and themes

## Progression into this Unit

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

- ◆ Social Subjects (National 2) or relevant component Units

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 National 3 History *Course Specification* and *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers/lecturers and lecturers are free to select the content and contexts for learning which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification*, and must enable learners to meet the requirements of the Outcomes and Assessment Standards.

## Progression from this Unit

This Unit may provide progression to:

- ◆ National 4 History
- ◆ other social subjects at National 4



# 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
- ♦ the extent of evidence to retain for quality assurance purposes combining assessment within Units
- ♦ approaches to developing skills for learning, skills for life and skills for work

## General guidance on the Unit

Deep and effective learning about history involves the study of different aspects, including describing the events or developments, explaining why these events or developments came about and the impact they had on Scotland and her people.

There is no prescribed content in National 3 History. 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.

## Potential approaches to learning and teaching

Below are two examples of possible approaches to learning and teaching for this Unit, focussing on a topic and considering activities that will help learners develop their knowledge, understanding and skills.

Each of these examples represents a holistic approach to learning teaching and assessment that can generate a range of evidence covering all the Assessment Standards of the Unit. They are adaptable, flexible approaches that can be used across a range of concepts and contexts in whole, or in part. Elements of these may be used independently to gather evidence of achieving an aspect of the overall Outcome of the Unit, or the Outcome in full.

These examples focus on learning, teaching and assessment focussed on the *Scottish* Unit. However, deep, broad and challenging learning and teaching across all the Units of the Course will develop the skills of learners in an effective way. These examples could be easily adapted to incorporate elements of both the *Scottish* and the *European and World* Units.

There is no prescribed content in Historical Study: British (National 3). 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.

## Example 1 - The Suffragettes

- ♦ position of women in the 19th century
- ♦ early attempts to gain the vote for women
- ♦ actions of the Suffragettes

- ◆ reaction of the public
- ◆ reaction of the government

Using a wide range of sources, learners could study the aims, methods and government reaction to the Suffragettes.

Task: A stations task where at four areas in the room there is information on: aims/important people, peaceful methods, militant methods and government reaction. In groups, learners would rotate to each station where they would carry out a specific task in a set time. Examples of tasks could be: short answer questions, fill in the blanks paragraph, heads and tails, draw a poster showing one of the militant methods used. A visual timer on the smart board should be used to keep learners on task.

Once each group has completed each station task they will have covered the content to develop the knowledge and understanding which will meet the Outcomes of the Unit. Learners will also be developing their communication skills via group work and their timekeeping skills.

This task can easily be adapted to other issues, just ensure each station has a different focus and a different task.

## **Example 2 - Railways (Industrial Revolution)**

- ◆ early railways
- ◆ Stephenson's *Rocket* and the first steam locomotives
- ◆ building the railways
- ◆ developing technology of railways
- ◆ impact of the railways

Task: create an Issues Tree (Critical Skills).

This can be carried out as a class to produce one large tree, or in groups to create a forest of small trees. It can be done either to introduce the topic giving learners the responsibility to investigate the knowledge required or as a conclusion to the Unit to consolidate learning.

The tree has to have:

- ◆ trunk — why railways were needed
- ◆ branches — social and economic effects of the railways
- ◆ leaves — improvements in the railways

Learners will agree on the design of their tree.

This task can be adapted to any technological change during the industrial revolution, eg: trunk — coal mining — why coal was needed; leaves — dangers in the mines — improvements in mining.

This can easily be turned into a festive activity, where learners create a self-standing 3D Christmas tree. Tinsel and decorations can be used instead of branches and leaves.

Photographs of completed trees can be taken as evidence of meeting the required Outcomes for the Unit. Learners will develop knowledge and understanding as well as developing literacy and thinking skills for life and work.

### Example 3 - Liberal Reforms 1906-1914

Task: create a television documentary which informs people of the Liberal Reforms.

Learners to work in groups with each group responsible for creating a 2- or 3-minute programme on one of the Liberal Reforms, eg 1906 Free School Meals, 1911 Old Age Pension. When put together, a short documentary on all the reforms will have been produced. This can be done either with Movie Maker, or you could allow learners to participate in role play and film their programmes. The finished product will provide evidence of meeting the required Outcomes.

To assess, learners would then watch the class documentary and have to write a review, commenting on the content of the Reforms. They could also self/peer assess in terms of delivery of content and working as part of a group.

This task can easily be adapted to any issue, just ensure each group has a different focus so there is no repetition in the final documentary.

Through these approaches learners will have opportunities to generate evidence which can be gathered and retained by teachers and lecturers to demonstrate achievement of both Outcomes of this Unit, either wholly or in part.

### Outcome 1: Comment on the impact of historical developments

**Source C** describes working conditions for women after the First World War.

#### Source C

The war helped to change working life for women. Many could now find better jobs such as nurses. Changes in offices meant there were more jobs for women as secretaries. Women's wages were always less than men's. Even so, women's wages were more than before the war.

3. How did working conditions improve for women after the First World War? Give **two** examples.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

## **Outcome 2: Draw on and apply knowledge and understanding of British historical events and themes**

Source D is from the Ambassador from Venice to England.

### **Source D**

His Majesty is the handsomest king I ever set eyes on; above the usual height, with a very fine calf to his leg. His face very fair and bright, with red hair combed straight and short. His throat is long and thick. He will be 25 next month. He speaks French, English, and Latin, and a little Italian, He plays well on the lute and harpsichord and sings. He draws the bow with greater strength than any man in England, and jousts marvellously.

1. Why did people admire King Henry VIII? Give 3 reasons.

Reason 1 \_\_\_\_\_  
\_\_\_\_\_

Reason 2 \_\_\_\_\_  
\_\_\_\_\_

Reason 3 \_\_\_\_\_  
\_\_\_\_\_

The overall burden of assessment for the learner may be reduced by using the opportunity to combine assessment within the Unit.

Where centres are using a holistic approach to assessment of the Unit it is advisable to track where evidence of the achievement of individual Outcomes appears so that learners who do not achieve the complete assessment can still have recognition for the Outcome(s) they have achieved and do not have to be reassessed on all of the Outcomes.

### **Understanding the Assessment Standards and making assessment judgements**

The following information 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 explanations given aim to provide greater detail and complement the terminology used in the Outcomes and Assessment Standards which are based upon the SCQF. Centres should note that the 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 upon the learner; increasing the complexity of a single source will also have the effect of increasing the level of demand.

### **Holistic assessment**

The overall burden of assessment for the learner may be reduced by using the opportunity to assess holistically within the Unit, allowing achievement of all Assessment Standards at once. Evidence can be gathered in a range of forms, as described above.

If centres are using a holistic approach to assessment of the Unit it is advisable to track where evidence of the achievement of individual Assessment Standards appears so that learners who do not achieve the complete assessment can still have recognition for what they have achieved and do not have to be reassessed on what they have achieved.

It may be helpful to build a record of evidence for each learner. This could be kept electronically/online and could contain scanned copies of any written work (including annotated notes, summaries etc); teacher records of observations, learner interviews, question and answer sessions; videos of discussions, group work, presentations and debates (it may be appropriate to keep only a sample of video evidence to back up the teacher record); learning log; records of visits, interviews, experiences; pictures of posters and/or displays; any other evidence generated by the learner.

## **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*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

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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.

# Equality and inclusion

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# Appendix 1: Reference documents

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# Administrative information

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**Published:** April 2012 (version 1.0)

**Superclass:** to be advised

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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## Unit Support Notes — Historical Study: European and World (National 3)



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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Historical Study: European and World (National 3) 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 the learner's skills in commenting on the factors contributing to historical developments. Learners will apply knowledge and understanding of historical events or themes.

Learners who complete this Unit will be able to:

- 1 Comment on the factors contributing to historical developments
- 2 Draw on and apply knowledge and understanding of European and World historical events and themes

## Progression into this Unit

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

- ◆ Social Subjects (National 2) or relevant component Units

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 National 3 History *Course Specification* and *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers/lecturers and lecturers are free to select the content and contexts for learning which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification*, and must enable learners to meet the requirements of the Outcomes and Assessment Standards.

## Progression from this Unit

This Unit may provide progression to:

- ◆ National 4 History Course
- ◆ other social subjects at National 4

# 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
- ♦ the extent of evidence to retain for quality assurance purposes combining assessment within Units
- ♦ approaches to developing skills for learning, skills for life and skills for work

## General guidance on the Unit

Deep and effective learning about history involves the study of different aspects, including describing the events or developments, explaining why these events or developments came about and the impact they had on Scotland and her people.

There is no prescribed content in National 3 History. 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.

## Potential approaches to learning and teaching

Below are two examples of possible approaches to learning and teaching for this Unit, focussing on a topic and considering activities that will help learners develop their knowledge, understanding and skills.

Each of these examples represents a holistic approach to learning teaching and assessment that can generate a range of evidence covering all the Assessment Standards of the Unit. They are adaptable, flexible approaches that can be used across a range of concepts and contexts in whole, or in part. Elements of these may be used independently to gather evidence of achieving an aspect of the overall Outcome of the Unit, or the Outcome in full.

These examples focus on learning, teaching and assessment focussed on the *Scottish* Unit. However, deep, broad and challenging learning and teaching across all the Units of the Course will develop the skills of learners in an effective way. These examples could be easily adapted to incorporate elements of both the *Scottish* and the *British* Units.

There is no prescribed content in History National 3 European and World. 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.

### **Example 1 – The Cross and the Crescent 1095-1125**

- ◆ causes of the First Crusade
- ◆ motives of those who joined the Crusade
- ◆ experience of peasants on the Crusade
- ◆ military tactics used by Crusaders
- ◆ success in Jerusalem
- ◆ aftermath, life in the Latin States.

There are a wide range of sources that can be used for this topic. Learners could examine the different motives Crusaders had for joining the First Crusade. They could then produce a poster advertising the First Crusade and highlight a particular motive allocated to, or one chosen by learners. For example, one such poster could encourage knights to join the Crusade in order to gain land and could include points such as inheritance and land shortage in Europe as factors.

On a map, learners could chart the progress of the Crusaders from across Europe to the Holy Land.

Through the study of the religious, military and economic factors that influenced developments during this period, learners will develop their knowledge and understanding which will meet the Outcomes and Assessment Standards of the Unit.

### **Example 2 – Hitler and Nazi Germany 1923-1939**

- ◆ the events of the Munich Putsch 1923
- ◆ Nazi rise to power in January 1933
- ◆ tactics used by Hitler to make himself supreme ruler of Germany 1933-1934
- ◆ Hitler's control over the German people
- ◆ the persecution of the Jews
- ◆ opposition to Nazi rule

Learners could work in groups to learn about the persecution of the Jews. Using a number of 'fact' cards either created by the group or with information already printed on them, learners could be involved in a co-operative learning exercise to determine the chronological order of the persecution of the Jews. For example, each group would design their own time line and stick the cards to the timeline at the point they occurred. Learners could then draw a conclusion on when and how the persecution of the Jews increased between 1933-1939.

Through the study of the social, political and economic factors that influenced developments during this period learners will develop their knowledge and understanding which will meet the Outcomes and Assessment Standards of the Unit.

Through these approaches learners will have opportunities to generate evidence which can be gathered and retained by teachers and lecturers to demonstrate achievement of both Outcomes of this Unit, either wholly or in part.

**Outcome 1: Comment on the factors contributing to historical developments**

In **Source E** Charles Young talks about his family's experiences of the First World War.

**Source E**

After the First World War, relatives told me of the suffering caused by food shortages. German U-boats made sure of that. Due to the lack of other food, my family lived on bones from the butcher made into soup. Some people, especially children, died of starvation.

5. What evidence is there that food shortages were an important problem during the First World War? Give **two** pieces of evidence.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

**Outcome 2: Draw on and apply knowledge and understanding of European and World historical events and themes**

Source A is from Captain Johnston's General History of Pirates written in 1724.

## Source A

...so our Hero, Captain *Thatch*, took the name of *Black-beard*, from that large amount of Hair which covered his whole Face. This Beard was black, which he allowed to grow to a great length. He liked to twist it with Ribbons, in small Tails, and turn them about his Ears. When in action, he wore a sling over his shoulders, with three pairs of Pistols. He wore a fur cap, and stuck a lighted match on each side under it, which made his eyes look fierce and wild.

1. Why were people afraid of Blackbeard the pirate? Give two reasons.

Reason 1 \_\_\_\_\_  
\_\_\_\_\_

Reason 2 \_\_\_\_\_  
\_\_\_\_\_

The overall burden of assessment for the learner may be reduced by using the opportunity to combine assessment within the Unit.

Where centres are using a holistic approach to assessment of the Unit it is advisable to track where evidence of the achievement of individual Outcomes appears so that learners who do not achieve the complete assessment can still have recognition for the Outcome(s) they have achieved and do not have to be reassessed on all of the Outcomes.

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It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document 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 where 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 on SQA's website:  
<http://www.sqa.org.uk/sqa/14976.html>
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012):  
[www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [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](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

# Administrative information

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**Published:** April 2012 (version 1.0)

**Superclass:** to be advised

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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