

National 4 History Course Support Notes



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Contents

Course Support Notes

Introduction	3
General guidance on the Course	4
Approaches to learning, teaching and assessment	7
Equality and inclusion	15
Appendix 1: Reference documents	16
Administrative information	17

Unit Support Notes — Historical Study: Scottish (National 4) 18

General guidance on the Unit	20
Approaches to learning, teaching and assessment	21
Equality and inclusion	25
Appendix 1: Reference documents	26
Administrative information	27

Unit Support Notes — Historical Study: British (National 4) 28

General guidance on the Unit	30
Approaches to learning, teaching and assessment	31
Equality and inclusion	36
Appendix 1: Reference documents	37
Administrative information	38

Unit Support Notes — Historical Study: European and World (National 4) 39

General guidance on the Unit	41
Approaches to learning, teaching and assessment	42
Equality and inclusion	47
Appendix 1: Reference documents	48
Administrative information	49

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 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 Added Value Unit Specification and the Unit Specifications for the Units in the Course.

General guidance on the Course

Aims

The purpose of the Course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the 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 and contemporary settings and issues.

The main aims of the Course are to develop:

- ◆ a conceptual understanding of the past
- ◆ a range of skills including the ability to apply a straightforward historical perspective and comment on historical sources in a range of contexts
- ◆ a straightforward knowledge and understanding of the factors contributing to, and the impact of, historical events
- ◆ the skills of investigating historical events and forming views
- ◆ the skills of explaining historical events, and drawing straightforward conclusions

History contributes to general education and the wider curriculum. It will help develop informed and active citizens by helping learners gain a greater understanding of political and social institutions and processes. 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. 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.

Experiences and outcomes

New National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

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

In terms of prior learning and experience, the social studies principles and practices and relevant aspects of social studies: People in society, economy and business experiences and outcomes may also provide an appropriate basis for entry to this Course.

It should be noted that, although these experiences and outcomes provide a general background which is relevant to this Course, there is no direct match between the experiences and outcomes and the requirements of this Course.

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.

Teachers and lecturers should refer to the National 4 History *Course Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

Within this mandatory specification, Course planners have considerable flexibility to select coherent learning and teaching contexts which will stimulate and challenge their learners, offering both breadth and depth.

Progression from this Course

This Unit may provide progression to the National 5 History Course.

The National 4 History Course may provide lateral or vertical progression to Units or qualifications in related social subjects or social science. This National 4 History Course also develops a range of communication, interpersonal and thinking skills which are directly relevant to the workplace and may increase a learner's employability.

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.

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

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.

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.

Learners will undertake a range of activities in preparation for the History assignment. These activities may be spread across the Units of the Course or undertaken in a more concentrated block of work. Teachers and lecturers should refer to the *Added Value Unit Specification* for full information on the Outcome, Assessment Standards and evidence requirements.

Flexibility exists in how learners can gather evidence for the Added Value Unit and centres may decide on the most appropriate way to demonstrate that learners have achieved the Unit.

The requirements of the National 4 Added Value Unit and the assignment at National 5 have been designed to facilitate flexible delivery. The activities undertaken in preparation for the National 5 Assignment may generate evidence to meet the requirements of the National 4 Added Value Unit. If this approach is used, centres must ensure that the learner's evidence generated within the National 5 Assignment is carefully measured against the standards of the National 4 Added Value Unit. The requirements of the National 5 Assignment and the National 4 Added Value Unit are not differentiated solely by the level of the learner's response.

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 the National 4 History Course:

- ◆ 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 the origin, content and/or context of historical sources
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 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.

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, 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 National 4 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 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.

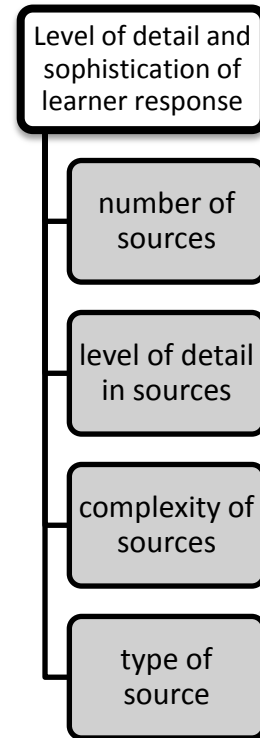
Centres should note that flexibility exists in creating assessment items and that a range of factors need to be considered in determining the level of demand. For example, while in general, increasing the number of sources used in a question may increase the level of demand on the learner; increasing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

Sources at National 4 should be on average between 3-5 lines long. The language should be at an appropriate level.

Tasks should be straightforward using familiar stems:

- ◆ How useful is Source A in explaining why...
- ◆ How fully does Source B describe...
- ◆ How far do sources C and D agree about...

Tasks which require **knowledge and understanding** should equally be straightforward and sufficiently open to allow for a variety of answers and approaches on the part of learners.

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.

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.

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 talking¹. 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.

History lends itself to the development of literacy skills, particularly reading and writing. For example, they 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.

Thinking skills will be developed across all 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.

Added value and gathering evidence

Courses from National 4 to Advanced Higher include assessment of added value. At National 4 the added value will be assessed in the Added Value Unit.

Information given in the *Course Specification* and the *Added Value Unit 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 History assignment.

Choice of topic

At National 4 there is no mandatory content. Topics should be chosen to reflect the needs and interests of learners. They should make use of available resources which may include the local area.

When selecting a topic, it is important that the focus is appropriate to the Unit. Some topics may sit comfortably in different Units depending on the focus of study. A study of the Home Front in World War II could have either a Scottish or British focus. A study of the Slave Trade could have a British or European and World focus.

The History assignment will require the learner to demonstrate challenge and application related to an appropriate historical theme and question. It will be sufficiently open and flexible to allow for personalisation and choice. The learner will present findings, with appropriate support and within broad parameters set by SQA.

Learners must respond to the question by describing and explaining, in a straightforward way, the key features of the answer. Learners must select and

¹ Further information is provided in the SQA framework of *Skills for Learning, Skills for Life and Skills for Work*.

organise relevant evidence. The learner should use the information collected in order to demonstrate knowledge and understanding of the question.

Mentoring

The teacher/learner should engage in a mentoring process with the learner. This will involve offering advice and guidance on an appropriate choice of question, directing the learner to potential sources of information and helping the learner structuring their work. The teacher/lecturer should offer the learner guidance on an appropriate choice of question that allows the learner potential to extend and apply their knowledge, understanding and skills.

For example, a learner may be interested in the reign of James IV in Scotland, but may need guidance to decide on an appropriate question in the broad topic.

While the learner should choose the question to be researched, the teacher/lecturer will provide guidance on access to available resources. It would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and has resources available to enable the learner to more successfully meet the assessment standards.

The teacher/lecturer may also give learners advice and guidance on how to structure the History assignment. This should involve advice on a range of factors such as possible approaches to research and research questions, possible sections, headings or sub-headings in their response and possible methods of presenting their findings.

It will be important to maintain a balance between directing learners towards valuable sources that allow them to demonstrate and practice their skills, and remembering that the skill of self-direction is itself an integral aspect of the assignment.

Time allocation

The History assignment need not be seen as an end of Course activity. It can be prepared for, carried out and assessed at any point within the National 4 History Course. Learners should be given sufficient time to generate the required evidence to meet the Assessment Standards.

The time for the History assignment is intended to encompass the total learning and teaching activities to develop the skills and knowledge required to meet the assessment standards and the final assessment activity. Time therefore should be allocated in Course planning for the learner to decide on a question, plan the work, with support, research and use information.

Evidence

Candidates will communicate their findings in a form that shows evidence of the skills they have used and clearly communicates the conclusions they arrive at. They may present their findings in a variety of ways. The aim of the presentation of findings is to assess the quality of the learner's research into and analysis of the question.

Authentication

Assessment of the National 4 Added Value Unit may raise particular concerns about authentication of candidate work. However the following advice is relevant to all Unit assessment.

Authenticating learners' evidence is more challenging when the teacher/lecturer does not have the opportunity to observe the learner carrying out activities or producing evidence at first hand. When the teacher/lecturer does not have this *direct evidence*, he/she will need to take steps to confirm that the learner's evidence was genuinely produced by them. This process is often referred to as authentication. A rigorous authentication system can minimise the number of malpractice cases encountered.

Authentication can be achieved by using a range of methods, for example:

- ◆ use of personal logs
- ◆ questioning
- ◆ observation
- ◆ software programmes for detecting plagiarism
- ◆ producing evidence under controlled conditions

Personal logs

Where learners are producing evidence over an extended period of time, a diary or 'log' of the activities they do in the course of the assessment can be maintained. The log can be used to record success and problems, and can provide the teacher/lecturer with a basis for questioning. The log can also be used to authenticate. The log could include dates and times for the events described.

Questioning

When the teacher/lecturer has not been able to see the candidates perform activities at first hand, it will be useful to ask them questions about what they did and why they did it. This will help the teacher/lecturer to confirm that the learner has done the work presented as their own.

Observation

Where learners are producing evidence within a centre, teachers/lecturers can gather evidence and authenticate evidence through direct observation of learners. Check lists can be a helpful resource in doing this. Particularly where learners are producing evidence orally, this methodology can help in the gathering of naturally occurring evidence.

Software programmes for detecting plagiarism

A range of commercially-produced software programmes is available to detect plagiarism.

Producing evidence under controlled conditions

Producing evidence under controlled conditions may provide an appropriate way of authenticating learner evidence.

Re-assessment

Normally learners should be given one, or in exceptional cases, two re-assessment opportunities. Re-assessment should be carried out under the same conditions as the original assessment. It is the centre's responsibility to decide the nature of the re-assessment which is most appropriate for each learner on each occasion

While it is recommended that assessment should take place when the learner is ready, the teacher/lecturer is responsible for monitoring the learner's progress. In the majority of circumstances support should be provided so that the centre is

confident that the learner is secure in their learning before they complete the assessment. It is the centre's responsibility to ensure appropriate learning and teaching, and to provide support for learners, including opportunities for appropriate consolidation and support for learning both before and, if necessary, after the assessment.

Combining assessment across Units

Integrated assessments could be created that cover more than one Unit. Assessments that are created may span work from more than one Unit.

Using an integrated approach to assessment will:

- ◆ enrich the assessment process for the learner and the assessor by bringing together elements of different units
- ◆ make more sense to the learner and avoid duplication of assessment
- ◆ provide a rigorous approach to the assessment process
- ◆ allow for evidence for particular units to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment
- ◆ use assessment opportunities efficiently and reduce over-assessment
- ◆ be cost effective

Integrating assessment will minimise repetition, allow more learning time for the Course as a whole, and allow centres to manage the assessment process more efficiently for all parties involved in the assessment process.

Online logs and self-assessment opportunities could be created to allow learners to be aware of what they have learned and to establish their next step. Learning and assessment may be improved by making explicit and thorough links between Units. For example, it may greatly help learners understanding of the impact and significance of changes in technology on society if their study of Units 1 and 2 is closely integrated. They could study the industrial revolution in the British Unit and then undertake a study of a specific local industry as part of the Scottish Unit.

Equality and inclusion

The high degree of flexibility within this Course in terms of 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 the 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.

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 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
- ◆ 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
- ◆ *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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Superclass: to be advised

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) to ensure you are using the most up-to-date version.

Unit Support Notes — Historical Study: Scottish (National 4)



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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 4) 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 *Added Value Unit Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The general aim of this Unit is to develop a range of historical skills; however the specific skills focus for assessment purposes is the development of skills in commenting on historical sources. Learners will develop a straightforward knowledge and understanding of Scottish historical issues within a time period.

Learners who complete this Unit will be able to:

- 1 Comment on historical sources
- 2 Draw on and apply knowledge and understanding of Scottish historical events and themes

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 National 4 History *Course 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 the Historical Study: Scottish (National 4) 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

The following examples are illustrative of approaches which may be adopted and which will allow opportunities to gather evidence for one or more of the Unit Outcomes:

- ◆ debates and balloon debates, eg 'the reasons for the Highland Clearances'
- ◆ presentations, eg 'the Scots in Canada and America'
- ◆ role play, eg 'moving from the Gorbals to East Kilbride' or 'Wallace and the Battle of Stirling Bridge'
- ◆ giving feedback to their peers — all learning activities
- ◆ responding to developmental feedback from their peers — all learning activities

Through the study of the social, political and economic factors that influenced developments during this period, learners will develop 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. The overall burden of assessment for the learner may be reduced by using the opportunity to combine assessment within the Unit.

If 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.

The following would be examples of '**straightforward**' assessments in the Historical Study: Scottish Unit.

Outcome 1: Comment on historical sources

Source A

In Paisley we worked in the fields for eleven hours a day. After this I went to Lanark and stayed a week hoeing turnips. Next I went north by train and in Stirling I was employed lifting potatoes. They gave me an outhouse to sleep in. I was on this farm for a month then went to Dumfries and later to Perthshire.

1. How useful is **Source A** as evidence of the work done by Irish immigrants?

Outcome 2: Draw on and apply knowledge and understanding of Scottish historical events and themes

Source D describes the ways in which Scots benefited from the Union of 1707.

Source D

The Union brought some immediate benefits to the Scots who had supported it in Parliament. Some were given new titles which allowed them to go to the House of Lords. Others, who were not so important, received money or jobs. Whilst this annoyed some Scots who had opposed the Union, others were happy as it guaranteed their separate Presbyterian church and the Scottish legal system. The real benefits took time to show.

4. In what ways did Scots benefit from the Act of Union? (Use **Source D** and recall.)
1. Give reasons why the Scots were able to defeat the English at Bannockburn.
2. Describe the murder of Riccio.
3. Describe the use of propaganda in the First World War.

Added Value Unit — History assignment

The content of this Unit will provide many issues for which allow learners to demonstrate added value. This Unit will provide rich opportunities for learners to choose a range of possible titles for their History assignment, such as:

- ◆ Why was Bruce successful at Bannockburn?
- ◆ Why did the Reformation happen?
- ◆ What were the arguments for Union?
- ◆ Why did people emigrate from Scotland?
- ◆ Why did the Highland Clearances happen?
- ◆ Why were the New Towns created?

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

Combining assessment within Units

Assessments may span work from more than one Unit. Using an integrated approach to assessment will:

- ◆ enrich the assessment process for the learner and the assessor by bringing together elements of different Units
- ◆ make more sense to the learner and avoid duplication of assessment
- ◆ provide a rigorous approach to the assessment process
- ◆ allow for evidence for particular Units to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment
- ◆ use assessment opportunities efficiently and reduce over-assessment
- ◆ be cost effective

Integrating assessment will minimise repetition, allow more learning time for the Course as a whole, and allow centres to manage the assessment process more efficiently for all parties involved in the assessment process.

Online logs and self-assessment opportunities could be created to allow learners to be aware of what they have learned and to establish their next step.

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 on the Scottish Credit and Qualifications Framework (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 on 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.

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.

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.

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- ◆ *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
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- ◆ 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

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

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 4)



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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 4) 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 *Added Value Unit Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

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 impact of a historical development. Learners will develop a detailed knowledge and understanding of British historical issues within a time period.

Learners who complete this Unit will be able to:

- 1 Comment on the impact of historical developments
- 2 Draw on and apply knowledge and understanding of British historical events and themes

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 National 4 History *Course 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 the Historical Study: British (National 5) 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

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 Great War, 1914–1918

There are a wide range of sources that can be used for this topic. Learners could examine the different views in Europe about the impact of the assassination at Sarajevo. They could then produce a newspaper report from the point of view of the country they have been allocated, or a country chosen by learners.

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

Example 2: Ireland, Identity and Conflict 1914–1968

Learners could work in groups to learn about the 1916 Easter Rising. Using a variety of evidence, learners could take part in a co-operative learning exercise to find out the reasons behind why the Easter rising took place and the impact this had on the struggle for national independence.

Through the study of the social, political and economic factors that influenced developments during this period learners will develop 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. The overall burden of assessment for the learner may be reduced by using the opportunity to combine assessment within the Unit.

If 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.

The following would be examples of ‘**straightforward**’ assessments in the Historical Study: British unit.

Outcome 1: Comment on the impact of historical developments

Source B is about the Suffragettes.

Source B

The years before the war were a time of tension for the Suffragettes. Splits in the WSPU, caused by the Pankhursts expelling anyone who criticised their militant actions, weakened the movement. Some leading Suffragettes also claimed violence undermined their peaceful efforts. They were afraid they would not be seen as mature adults who could be trusted with the vote. However, peaceful methods like marches or petitions to Parliament had had little effect.

2. Explain why the actions of the militant Suffragettes harmed the campaign for votes for women.

3

Source C explains why David I invited Normans to Scotland.

Source C

As a young man, David had lived in England where he owned large estates. He made many Norman friends. He admired the way in which the Normans ruled the country. When he became King of Scots in 1124 he invited many of his Norman friends to Scotland to help him make it into a feudal country. Many took up his offer and were rewarded with land.

3. Why did David I invite Normans to Scotland? (Use Source C and recall.)

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

1. Give reasons why castles were important in feudal society.
2. Describe the middle passage of the Atlantic slave trade.
3. What were the main improvements in public health in Britain in the 19th century?

Added Value Unit — History assignment

The content of this Unit will provide many issues that allow learners to demonstrate added value. This Unit will provide rich opportunities for learners to choose a range of possible titles for their History assignment, such as:

- ◆ Why was the Church so powerful in the medieval kingdom?
- ◆ Was Cromwell a successful leader?
- ◆ Why was the slave trade abolished?
- ◆ Why was the welfare state set up?
- ◆ Why was there conflict in Ireland?

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

Combining assessment within Units

Assessments may span work from more than one Unit. Using an integrated approach to assessment will:

- ◆ enrich the assessment process for the learner and the assessor by bringing together elements of different Units
- ◆ make more sense to the learner and avoid duplication of assessment
- ◆ provide a rigorous approach to the assessment process
- ◆ allow for evidence for particular Units to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment
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Online logs and self-assessment opportunities could be created to allow learners to be aware of what they have learned and to establish their next step.

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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 on the Scottish Credit and Qualifications Framework (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 on 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.

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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.

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.

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- ◆ *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
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- ◆ *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

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

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 4)



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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 4) 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*
- ◆ *Added Value Unit Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

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 impact of a historical development. Learners will develop a straightforward knowledge and understanding of European and World historical issues within a time period.

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 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 National 4 History *Course 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 the Historical Study: European and World (National 5) 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

The following examples are illustrative of approaches which may be adopted and which will allow opportunities to gather evidence for one or more of the Unit Outcomes.

- ◆ debates, eg 'the reasons for the Third Crusade, to 1192'
- ◆ presentations, eg 'the Montgomery bus boycott'
- ◆ role play, eg 'the Boston Tea Party' or 'the Munich Conference, 1938'

Example 1 — The Making of Versailles

Learners can work in groups to take on the roles of the main participants in the negotiations at Versailles in 1919. Each group can research the impact of the First World War on their country, including casualties, financial losses and likely ongoing problems.

They can draw up a list of demands for their country going into the negotiations to meet their military, economic and political needs.

The class can then meet for their own Versailles Conference.

Each group can present a set of written demands and give a presentation to the Conference. They can then debate each of the points put forward with a view to meeting the needs of each country and establishing a basis for peace in the future.

Example 2 — Westward expansion

Pupils can be set the challenge of designing a game to show the journey of the settlers as they drove their wagon trains across America. These can be board games or computer games.

They should show the routes they can take, the risks they run and what preparations they will need to take. The winner of their game should be the first to make it to the Pacific alive.

Through the study of the social, political and economic factors that influenced developments during this period learners will develop 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. The overall burden of assessment for the learner may be reduced by using the opportunity to combine assessment within the Unit.

If 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.

The following would be examples of **'straightforward'** assessments in the Historical Study: European and World unit

Outcome 1: Comment on the factors contributing to historical developments

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

Source B is about events at Fort Sumter in April, 1861.

Source B

Lincoln sent a naval expedition to supply Fort Sumter with food. Unwilling to permit this, the Confederates opened fire on the fort on April 12th, before the ships arrived. After holding out for 34 hours, Major Robert Anderson and his men surrendered. The attack started an outburst of patriotic fever in the North. America's civil war had begun.

2. How important were events at Fort Sumter in causing the outbreak of the Civil War in 1861?

3

1. Explain why the apartheid system in South Africa came to an end?

2. Why was India partitioned in 1947?

3. Why did the Reformation in Europe come about?

4. Describe the treatment of heretics in the Middle Ages in Europe?

Added Value Unit — History assignment

The content of this Unit may provide many issues that allow learners to demonstrate added value. This Unit will provide rich opportunities for learners to choose a range of possible titles for their History assignment, such as:

- ◆ Was Saladin a good military leader?
- ◆ Why were the American colonists successful in the war against the British?
- ◆ Why was the League of Nations set up?
- ◆ Why did African Americans protest about their living conditions?
- ◆ Why did Hitler come to power in Germany?

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

Combining assessment within Units

Assessments may span work from more than one Unit. Using an integrated approach to assessment will:

- ◆ enrich the assessment process for the learner and the assessor by bringing together elements of different Units
- ◆ make more sense to the learner and avoid duplication of assessment
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Holistic assessment

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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.

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.

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- ◆ 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*
- ◆ *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
- ◆ *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

Administrative information

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Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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