

# National 5 History Course Support Notes



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Course Support Notes* can be downloaded from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

# Contents

## Course Support Notes

Introduction	1
General guidance on the Course	2
Approaches to learning, teaching and assessment	5
Developing skills for learning, skills for life and skills for work	11
Equality and inclusion	14
Appendix 1: Reference documents	15

## Unit Support Notes — Historical Study: Scottish (National 5)Error! Bookmark not defined.

Introduction	18
General guidance on the Unit	19
Approaches to learning, teaching and assessment	20
Equality and inclusion	27
Appendix 1: Reference documents	28

## Unit Support Notes — Historical Study: British (National 5)Error! Bookmark not defined.

Introduction	31
General guidance on the Unit	32
Approaches to learning, teaching and assessment	33
Equality and inclusion	40
Appendix 1: Reference documents	41

## Unit Support Notes — Historical Study: European and World (National 5)Error! Bookmark not defined.

Introduction	44
General guidance on the Unit	45
Approaches to learning, teaching and assessment	46
Equality and inclusion	59
Appendix 1: Reference documents	60

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 5 History Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the Course Specification, the Course Assessment Specification, the Unit Specifications for the Units in the Course, the specimen Question Paper, assessment information for the assignment and the Unit assessment support packs.

# 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:

- ◆ a conceptual understanding of the past and an ability to think independently
- ◆ a range of skills including the ability to apply a detailed historical perspective in a range of contexts
- ◆ a detailed understanding of the factors contributing to, and the impact of, historical events
- ◆ the skills of investigating historical events and on the basis of evidence, forming views
- ◆ the skills of explaining historical events, and drawing reasoned 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 5 History Course Specification and the National 5 History Course Assessment Specification for mandatory information about the skills, knowledge and understanding to be covered in this Course.

Within these mandatory specifications, 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 Course may provide progression to Units or Courses in related social subjects or social science as well as a range of careers. In particular this Course provides progression to Higher History.

## **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. This is for centres to manage.

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, in a controlled assessment, which will be externally assessed.

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. At National 5, the evidence to be submitted to the SQA for external assessment will be produced under controlled assessment conditions. Teachers and lecturers should refer to the National 5 History *Course Assessment Specification* for full information on the Assessment Standards and evidence requirements.

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 5 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	evaluating historical sources taking into account their origin, purpose, content and/or context
Historical Study: British	explaining the impact of a historical development in a structured manner
Historical Study: European and World	analysing the factors contributing towards a historical development, drawing a reasoned 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.

The added value of the Course assessment will expect learners to apply skills in less familiar contexts in the question paper, which may be drawn from across the Units of the Course, and the assignment which will require learners to use a range of skills.

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.

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.

Assessment is an integral part of learning and teaching in Curriculum for Excellence. The National 5 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.

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.

Group work approaches can be used within Units and across Courses where it is helpful to stimulate real-life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that the learner has met the required Assessment Standards for the Unit or Course.

## **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.

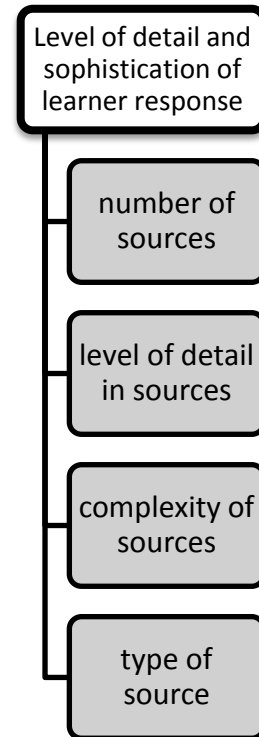
Centres should note that flexibility exists in creating assessment items and that a range of factors need to be considered in determining the level of demand. For example, while in general, increasing the number of sources used in a question may increase the level of demand on the learner; increasing 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 is provided in the Specimen Question paper and marking instructions (National 5 and Higher), Specimen Coursework and marking instructions (National 5 and Higher), Added Value Unit assessment support (National 4 only) and Unit assessment support (all levels).



Level	Possible learner responses	Possible question types
Higher	Extended response Explanation and analysis required Clear and structured expression of complex ideas Extensive and sophisticated use of evidence Able to consider different perspectives on an issue Able to make judgements	Discuss To what extent ... How far ... How important was

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 ...
National 4	Limited response Brief descriptions and brief explanations Some clarity and structure in response Limited use of evidence Use of obvious exemplification	Describe ... Give reasons ...
National 3	Short response/outline Short descriptions Able to give an obvious reason Ability to make limited use of simple evidence	Outline Give two reasons

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

**Type A**

Describe the main changes to Scotland as a result of the Treaty of Union.

**Type B**

Explain the reasons why the Bolsheviks were able to seize power in October 1917.

**Type C**

To what extent was the corruption in the legal system the most important problem facing Henry II?

### Type D

**Source A** is from the memoirs of a Scottish railway engineer who worked during the 1840s.

### Source A

We had to build the line to Perth over Lord Seafield's land. Lady Seafield very decidedly told us that she hated railways. 'Cheap travel', she said, 'brought together such an objectionable variety of people.' Lord Seafield said the railway would frighten away the grouse from his moors. 'Besides', he went on, 'what would become of the men who have for many years been employed to float timber down the River Spey to the sea. Would a railway replace them?'

Evaluate the usefulness of **Source A** as evidence of attitudes to the building of railways in nineteenth century Scotland.

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

### Type E

**Sources A and B** are about the work of the French Resistance.

### Source A

For two years the resistance movements of Europe had found it hard to make much of an impression on the might of the German military. However, they had been useful in gathering intelligence for the Allies. The devastating attacks of 1939 to 1941 had given little time for each country to prepare any kind of a secret army to undermine the invaders. German Army commanders indicated that the resistance movements were a nuisance, but no more than this.

### Source B

Over the course of the war, the French Resistance scored key victories against the German occupations forces. Resistance members discovered French collaborators, killed many ranking Nazi officials, and destroyed trains, convoys, and ships used by the German army. These accomplishments carried a heavy price. The Gestapo occasionally carried out bloody revenge attacks on innocent civilians after sabotage operations.

Compare the views of **Sources A and B** about the work of the French Resistance. (Compare the sources overall and in detail)

## Type F

**Source A** is about why the Scots rebelled against Mary of Guise in 1559.

### Source A

After Mary Queen of Scots married in 1558, her mother, Mary of Guise, continued to rule Scotland on behalf of her daughter who was in France. Guise took strong action against Protestants in Scotland, especially after Elizabeth became Queen of England in November of the same year. She made more use of French officials and used more French soldiers to control key strongholds in Scotland. She also demanded a new tax, but the Scottish nobles were determined not to allow that.

How fully does **Source A** explain why the Protestant Lords rebelled against Mary of Guise in 1559? (Use **Source A** and recall.)

### The assignment

The purpose of the assignment is for learners to demonstrate their ability to apply their skills, knowledge and understanding to answer a historical question of their choice. This may be related to areas they have studied in class if they wish, but they are free to research any historical question. They may wish to use this opportunity to research areas of local history or an area of interest suggested by what they have studied in class.

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 the Course, important skills for learning, skills for life and skills for work are developed. Detailed advice and exemplification of how these skills may be developed will be included in the *Unit Support Notes*.

The skills for learning, skills for life and skills for work listed above may not be formally assessed by SQA. 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.

History lends itself to the development of literacy skills, particularly reading and writing. Learners should be encouraged to read as widely as possible and undertake extended writing where appropriate in order to facilitate progression to the Higher History Course and the world of work.

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

By studying a European and World time period learners will develop a wider and deeper perspective on significant international historical events and themes.

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.

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

## **Reading and writing**

Through completing the Course, learners will have the opportunity to develop many aspects of literacy. For example, they may read a variety of texts about a topic or issue they are studying, including a range of newspapers in print or electronic form. They may study these alongside academic research or government reports at an appropriate level. This means that they will also be able to consider many different types of text and consider their benefits and limitations in terms of providing information to help them complete their assignment.

This Course also allows for considerable scope for the development of writing skills. Although learners need not present the evidence for assessment in written form, it is likely that it will involve at least some written work (although this is not essential). Candidates may describe and summarise the research they have carried out, assess and evaluate the value of different sources, and express opinions and viewpoints, as well as personally reflect on what has been learned. The range of styles of written response to the topic or issue is very wide.

### **Use of historical sources**

In this Course learners will encounter and use a wide range of sources of information. Learners should be able to interpret and evaluate historical source material. They should be able to record and display information in various forms derived from a variety of sources, such as books, notes, lessons and the internet. Source evaluation exercises, creating presentations, movies, role plays, debates, class discussion, extended writing, interviewing members of the public, investigation tasks, the creation of timelines, individual work, and group work will all help develop skills needed for the world of work.

Further exemplification of how skills for learning, skills for life and skills for work may be developed can be found in the National 5 History *Unit Support Notes*.

## **Preparation for Course assessment**

In this Course, added value is assessed in the Course assessment. The Course assessment has two components; a question paper and an assignment.

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

The learner will draw upon, extend and apply the skills, knowledge and understanding they have learned during the Course. Over the Course assessment there will be broad parity between the assessment of skills and knowledge and understanding.

The **question paper** will require the learner to demonstrate breadth of skills, knowledge and understanding drawn from the mandatory content of the Course. The question paper will sample knowledge and understanding from across all three Units of the Course and will require application of skills in any context drawn from across all three Units of the Course. Teachers and lecturers should refer to the *Course Assessment Specification* and the specimen question paper for further information.

The History assignment will require the learner to demonstrate challenge and application related to an appropriate historical question or issue by answering a historical question of their choice. It will be sufficiently open and flexible to allow for personalisation and choice. Learners will reach a reasoned conclusion on the question. The learner will 'write up' the results of their research on the topic or issue under controlled assessment conditions. Teachers and lecturers should refer to the *Course Assessment Specification* for further information.

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

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

- ◆ Preparation for the assignment — this time could be used by candidates for identifying and agreeing a question or scope for the assignment, within the overall guidelines provided by SQA; gathering information and carrying out the research which may include using books, the internet, interviews;

analysing and evaluating their findings; preparing their conclusion and preparing for the production of evidence stage.

- ◆ Revising for the question paper — this may be done individually, in small groups or within the class or group as a whole, at the discretion of the teacher or lecturer.

## **Combining assessment across Units**

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

This can:

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

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

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

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

# 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](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](#)
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ [SQA e-assessment web page](#)

# Administrative information

---

**Published:** August 2013 (version 1.1)

---

## History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date
C737 75	1.1	Advice on assignment added.	Qualifications Development Manager	August 2013

© Scottish Qualifications Authority 2013

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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 5)



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

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 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with the:

- ◆ Unit Specification
- ◆ Course Specification
- ◆ Course Assessment Specification
- ◆ Course Support Notes
- ◆ appropriate assessment support materials:
  - specimen Question Paper and marking instructions
  - assessment information for the assignment
  - Unit assessment support packs

# 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 usefulness of historical sources. Learners will develop a detailed knowledge and understanding of Scottish historical issues within a time period.

## Progression into this Unit

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

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

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 History *Course Specification* and *Course Assessment Specification*.

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

## Progression from this Unit

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

# Approaches to learning, teaching and assessment

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

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

In this Unit teachers can choose from a range of contexts covering Medieval, Early Modern and Modern History. All contexts naturally build on the knowledge already secured at Third and Fourth level experiences and outcomes and in particular:

- ◆ I can evaluate conflicting sources of evidence to sustain a line of argument. **SOC 4-01a**
- ◆ I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others. **SOC 4-02a**
- ◆ By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it. **SOC 4-04a**
- ◆ I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society. **SOC 4-04c**
- ◆ I can evaluate the changes which have taken place in an industry in Scotland's past and can debate their impact. **SOC 4-05b**
- ◆ I have investigated a meeting of cultures in the past and can analyse the impact on the societies involved. **SOC 4-05c**
- ◆ Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event. **SOC 4-06a**
- ◆ I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved. **SOC 4-06b**
- ◆ I can describe attempts to resolve an international conflict and maintain the peace and can present my conclusion about how effective these attempts were. **SOC 4-06c**
- ◆ I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past. **SOC 4-06d**

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

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

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

### Part One: The Wars of Independence, 1286–1328

<p>A study of the development of national identity and consciousness through the Anglo-Scottish wars of the thirteenth and fourteenth centuries, illustrating the themes of authority, conflict and identity.</p>	
Mandatory content	Illustrative areas
The succession problem, 1286–1292	Scotland 1286–92: the succession problem following the death of Alexander III; the Scottish response — Treaty of Birgham; the death of the Maid of Norway; the Scottish appeal to Edward I — the decision at Norham; Bruce versus Balliol, the Great Cause and Edward’s choice.
Balliol and Edward I 1292–1296	Edward as overlord of Scotland; the Scottish response; the Anglo-French war and the Franco-Scottish Treaty; the subjugation of Scotland; the sack of Berwick; the defeat of Balliol; the imposition of Edward’s authority.
William Wallace, 1296–1305	William Wallace: the reasons for and the progress of his rebellion; his victory at Stirling and its effects on Scots and on Scotland; Wallace as Guardian; the battle of Falkirk and the reasons for its failure; impact of the defeat.
Robert Bruce, 1306–1328	Robert Bruce: the ambitions of the Bruces; Robert’s conflict with and victory over Scottish opponents; his victory over the English including at Bannockburn; reasons for his success; Declaration of Arbroath — the Treaty of Edinburgh-Northampton, 1328.

## Part Two: Mary Queen of Scots, and the Reformation, 1542–1587

A study of religious and political change and conflict in sixteenth-century Scotland, illustrating the themes of Crown, Church and Authority.	
Mandatory content	Illustrative areas
Mary, from the 'Rough Wooing' to becoming Queen of France, to 1559	Scottish society and Church in the 1540s: landowners, burghs, clergy; power of the monarchy and nobility at the death of James V. The Church's faith, organisation, failure of attempts at reform. Relationship with England and France: the 'rough wooing'; Mary's move to France. Her dynastic position on the accession of Elizabeth I.
The Reformation in Scotland, 1560	The growth of Protestantism in Scotland: Wishart and Knox and Calvinism. The Lords of the Congregation. Rebellion against Mary of Guise; English intervention. The Treaty of Edinburgh. Reasons for Catholic persecution. The confirmation of the Reformation in Scotland: Regencies of Moray and Morton; the young James VI; Andrew Melville and the development of Presbyterianism in the 1570s.
Mary's reign, 1561–1567	Mary Queen of Scots in Scotland: return from France; personality, circumstances, policy. Relations with Elizabeth I. Relations with Moray and the Scots nobles. Marriage; murder of Riccio and of Darnley. Rebellion against Mary; her capture, abdication, imprisonment, escape and exile.
Mary in England, 1567–1587	Elizabeth I's diplomatic circumstances; Mary's involvement in Catholic plots; her execution.



### Part Three: The Treaty of Union, 1689–1715

<p>A study of the reasons for the Treaty of Union between the Scottish and English Parliaments in 1707, the debates over the passing of the Treaty, its terms and immediate impact on Scotland, illustrating the themes of identity, authority and conflict.</p>	
Mandatory content	Illustrative areas
<p>Worsening relations with England, 1689–1707</p> <p>Arguments for and against Union</p> <p>The passing of the Treaty of Union by the Scots Parliament</p> <p>The impact of the Union, to 1715</p>	<p>The relationship of Scotland and England after 1689: Crown, Church, Parliament, political management. Causes of tension between Scotland and England: economy, religion, the succession. The Darien Scheme and the Worcester incident; the Act of Security and the Aliens Act. The appointment of Commissioners.</p> <p>The debate about Scottish identity: reasons for support of the Union; reasons for opposition to the Union. Attitude of Scots to the Union: burghs, clergy, landowners.</p> <p>Parties and personalities in the Scottish Parliament: Queensberry, Hamilton, Fletcher. Role of the Squadrone Volante, Court and Country parties. Unrest in Edinburgh and elsewhere. Reasons why the Scots passed the Treaty: the question of corruption.</p> <p>The terms of the Treaty. Economic, political, religious and legal effects. Reaction of Scots to the Union up to 1715. The causes of the Jacobite rebellion of 1715.</p>

## Part Four: Migration and empire, 1830–1939

<p>A study of the causes and results of the movement of population into and away from Scotland during the period 1830s to 1930s, focusing on issues of identity and community and on the experiences of migrants in their new countries or communities.</p>	
Mandatory content	Illustrative areas
Immigration to Scotland, 1830s–1939	Reasons for immigration of different groups and patterns of settlement including Irish, Lithuanians, Jews and Italians; impact of the Empire on Scotland, including industry and commerce.
Experience of immigrants to Scotland, 1830s–1939	<p>The experiences of the migrants - living conditions, employment. Scots and Irish: religious and cultural forces binding the Irish community in Scotland; relations between immigrants and Scots — stereotype and reality.</p> <p>The economic, social and political impact of immigration.</p>
Scottish emigration, 1830s–1939	Reasons for emigration: poverty; the Highland Clearances; missionary work; effectiveness of emigration societies and government schemes; the attraction of new lands — economic opportunity and cheap land.
Experience of Scots abroad, 1830s–1939	The Scot abroad: areas to which Scots migrated — England, India, North America, Australasia; the role of Scots migrants in the development of the 'New World' - agriculture, manufacture, engineering and mining; education; finance; politics. The contribution of individual Scots to their new countries — eg Andrew Carnegie, John Muir, Andrew Fisher.

## Part Five: The Era of the Great War, 1900–1928

<p>A study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war.</p>	
Mandatory content	Illustrative areas
Scots on the Western Front	Recruitment; experience of life in the trenches; military tactics; technology of war — gas, tanks, machine guns, aircraft, artillery.
Domestic impact of war: society and culture	Defence of the Realm Act Rationing; changing role of women in society; propaganda; conscription and conscientious objectors; casualties and deaths.
Domestic impact of war: industry and economy	War work including women’s war work; reserved occupations; post-war decline of heavy industry; impact on fishing and agriculture; new industries in the 1920s.
Domestic impact of war: politics	Impact of campaigns for women’s suffrage; rent strikes; extension of the franchise; homes fit for heroes.

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

### Example 1 — The Wars of Independence, 1286–1328

There are a range of sources that can be used to help facilitate skills development. Learners could examine the different views of Wallace using sources. They could evaluate these sources and then write a newspaper report, one half of the class could write from a pro-Wallace perspective and the other half from an English perspective. There could also be a re-enactment of Wallace’s trial and execution.

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 — Migration and empire, 1830–1939**

There is excellent scope to examine the reasons for emigration using sources such as posters, adverts and newspaper articles, looking at the impact that Scotland has had on the world. Learners could examine a country such as the USA and investigate the impact that Scottish migrants had on the USA up to 1939. Learners could identify an individual migrant from research and tell their story.

### **Added value — History assignment**

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

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

- ◆ To what extent was anger over the Hanoverian succession the most important reason in explaining the worsening relations between Scotland and England by 1707?

The title illustrated above is for guidance only and would draw on knowledge and understanding primarily from the *Historical Study: Scottish* Unit.

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

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant Course Support Notes. As the specific skills focus of the Unit is the identification and explanation of the degree of objectivity, learners will develop information handling skills. Learners will be expected to use a range of sources in order to detect bias, exaggeration and selectivity in the use of facts and come to judgements on the reliability of the information.

The Unit lends itself to the development of literacy skills, particularly reading and writing. Learners should be encouraged to read as widely as possible and undertake extended writing where appropriate in order to prepare them for the Course assessment. Thinking skills will be developed across all Scottish time periods. Through the nature of historical study, learners will develop their understanding of key issues and key events as well as identifiable skills and they will be able to apply them. The learner will work with a variety of sources of varying difficulties that will develop their ability to understand knowledge and apply this knowledge.

## Combining assessment across Units

Information about combining assessment is given in the *Course Support Notes* and in Unit assessment support packs.

## 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.

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

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

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](#)
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ [SQA e-assessment web page](#)

# Administrative information

---

**Published:** September 2016 (version 1.3)

---

## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
H20B 75	1.1	Clarification of Illustrative areas.	Qualifications Development Manager	August 2013
	1.2	Scottish Part E: The Era of the Great War: The Defence of the Realm Act has been deleted from Illustrative areas 4 and added to Illustrative areas 2.	Qualifications Manager	May 2015
	1.3	Amendments to section 'Added value — History assignment'.	Qualifications Manager	September 2016

© Scottish Qualifications Authority 2016

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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: British (National 5)



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

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 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with the:

- ◆ Unit Specification
- ◆ Course Specification
- ◆ Course Assessment Specification
- ◆ Course Support Notes
- ◆ appropriate assessment support materials:
  - specimen Question Paper and marking instructions
  - assessment information for the assignment
  - Unit assessment support packs

# General guidance on the Unit

## Aims

The 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.

## 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 5 History *Course Specification* and *Course Assessment Specification*.

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

## Progression from this Unit

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

# Approaches to learning, teaching and assessment

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

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

In this Unit teachers can choose from a range of contexts covering Medieval, Early Modern and Modern History. All contexts naturally build on the knowledge already secured at Third and Fourth level experiences and outcomes and in particular:

- ◆ I can evaluate conflicting sources of evidence to sustain a line of argument. **SOC 4-01a**
- ◆ I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others. **SOC 4-02a**
- ◆ By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it. **SOC 4-04a**
- ◆ I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society. **SOC 4-04c**
- ◆ I can present supported conclusions about the social, political and economic impacts of a technological change in the past. **SOC 4-05a**
- ◆ I have investigated a meeting of cultures in the past and can analyse the impact on the societies involved. **SOC 4-05c**
- ◆ I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past. **SOC 4-06d**

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

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

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

## Part One: The Creation of the Medieval Kingdoms, 1066–1406

<p>A study of conquest, aggressive and peaceful, and the changes resulting from it, by examining the Normans' military conquest of England in the eleventh century and their subsequent settlement of Britain in the twelfth to fourteenth centuries; the themes illustrated are conflict, conquest and power</p>	
Mandatory content	Illustrative areas
The Normans and feudal society	<p>William's claim to the English throne: the Battle of Hastings, the reasons for his success — ships, knights, arms and tactics; consolidation of power in the short term, including the harrying of the North and defeat of rebellions in the South; Hereward the Wake. Consolidation of power in the long term including Motte and Bailey castles, the Domesday Book. The Normans in Scotland: the reasons for the Norman influence on David I. The Normanisation of Scotland: the feudal system, government officials, Burghs.</p>
Royal power in the reign of Henry II	<p>The King and the People: Henry II and the consolidation of royal power; the extent of his Empire; the relationship between king, barons and knights; legal and administrative reforms introduced by Henry II. Relationship with the church, quarrel with Archbishop. Thomas Becket. The succession; The Great Rebellion.</p>
The role of the Church in the Medieval Kingdom	<p>The place and importance of the Church in the lives of ordinary people; belief in life after death, heaven and hell, purgatory; the role of the secular church in society: religion, spiritual, economic, political. The role of the regular church; the life of a monk; the religious, spiritual, political and economic impact of the regular church on society. Saints, relics and pilgrimage.</p> <p>The place of the Church in the feudal system; the differing roles of the secular and regular church in religion, politics, society and the economy</p>
The decline of feudal society	<p>The Black Death; Impact of the Black Death on medieval society. Reasons for the Peasants' Revolt; Consequences of the Peasant's Revolt; growth of towns; the growth of trade/mercantilism; changing social attitudes.</p>

## Part Two: War of the Three Kingdoms, 1603–1651

<p>A study of the origins of the Civil War between Charles I and Parliament, illustrating the themes of authority, rights and conflict. This will consider difficulties arising from the Union of the Crowns, ideas of the Divine Right of Kings and the role of Parliament in governing Scotland and England.</p>	
Mandatory content	Illustrative areas
<p>Political issues, 1603–1625</p> <p>The rule of Charles I in England and Scotland, 1625–1640</p> <p>Challenges to royal authority</p> <p>War and the role of Cromwell, to 1651</p>	<p>The nature of royal authority under James VI and I: his personality; the Divine Right of Kings; how Scotland and England were governed after the Union of the Crowns; arguments with Parliament over revenue and religion.</p> <p>The policies of Charles I in Scotland, 1625-1642; the imposition of the English Prayer Book; the National Covenant; the Bishops' Wars.</p> <p>Legacy of James VII/I; character of Charles I; religious issues; political issues; economic/ financial issues; impact of events in Scotland and Ireland; Charles' actions after 1640; actions of Parliament after 1640.</p> <p>Challenges to royal authority in England under Charles I: conflicts with Parliament; Buckingham; Strafford; the 'eleven-years tyranny'; money-raising methods; ship money and Hampden.</p> <p>Challenges to royal authority in Scotland under Charles I: religious tensions; Laud and the prayer book. Resistance in Scotland: the St Giles riot; the Covenant; the invasion of England.</p> <p>The steps to the outbreak of war: the Short Parliament; the Long Parliament; Pym and new laws; execution of Strafford; 'arrest' of the five members; the raising of armies; reasons why people joined each side.</p>

### Part Three: The Atlantic Slave Trade, 1770–1807

<p>A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.</p>	
Mandatory content	Illustrative areas
The Triangular Trade	<p>The organisation and nature of the slave trade: its effects on British ports, eg Liverpool, Bristol; its effects on African societies, eg Ashanti, and on West Indian plantations. Slave ‘factories’ on the African coast; the economics and conditions of the ‘Middle Passage’.</p>
Britain and the Caribbean	<p>The importance of tropical crops such as sugar; the influence of the British in the Caribbean and the impact of the Caribbean trade on the British economy; the negative impact of the slave trade on the development of the Caribbean islands.</p>
The captive’s experience and slave resistance	<p>Living and working conditions on the plantations; discipline; other forms of slave labour on the Caribbean islands; resistance on the plantations; fear of revolt.</p>
The abolitionist campaigns	<p>Origins of the abolitionist movement and its increased support outside and within Parliament. Role of Wilberforce. Arguments of the abolitionists: Christian, humanitarian, economic. Decision to concentrate on the slave trade.</p> <p>Methods of the abolitionists: meetings, evidence, eg Clarkson; first-hand accounts by slavers, eg Newton; publicity, eg Wedgwood. Attitudes and evidence of slaves and former slaves, eg Equiano. Resistance to the trade by slaves.</p> <p>Defenders of the trade: planters, MPs, cities; effect of the French Revolution; reasons for the delay in the abolition of the trade.</p> <p>The debate over reasons for the eventual success of the abolition campaign: public opinion, Parliamentary debate, economic circumstances.</p>

## Part Four: Changing Britain, 1760–1914

<p>A study of the reasons for and impact of industrialisation on life in Britain. It will focus on the social, economic and political developments which transformed life across Britain in the late eighteenth and nineteenth centuries.</p>	
Mandatory content	Illustrative areas
Health and housing	Reasons for problems of overcrowding, poor quality housing and subsequent medical problems. Improvements in housing and living conditions including slum clearances. Improvements in health including medical advances, piped water supply and public health.
Industry — textile factories and coal mines	The impact of technology and legislation on textile factories and coal mines. This will include the impact of the factory acts and mines act. Improvements to working conditions.
Transport — canals and railways	Building of railways, the development of a railway network. Reasons for the decline of other forms of transport such as canals and railways. Impact of railways on society and the economy.
Pressure for democratic reform up to 1884	The radical unrest at Peterloo. The 1832 Reform Act. Chartists. Reasons for the 1867 and 1884 Reform Acts and the extent of democratic change they brought.

## Part Five: The Making of Modern Britain, 1880–1951

<p>A study of the changing role of central government in tackling the problem of poverty, considering the themes of ideas and rights and the development of new relationships between the people of Britain and their government. This is a study of the forces which created modern Britain.</p>	
Mandatory content	Illustrative areas
Divided Society: poverty, housing; politics	The problem of poverty at the turn of the century: belief in self-help; the voluntary system; the surveys of Booth and Rowntree; changing attitudes towards poverty and its causes.
Liberal Reforms 1906–14	The Liberal reforms 1906–14: groups at risk - the young, the old, the sick, the unemployed; reforms to help these groups such as the 'Children's Charter', school meals, medical inspections, old age pensions, health and unemployment insurance, labour exchanges; assessment of the success of the reforms.
Social Impact of World War II in Britain	Effects of wartime experiences on attitudes to poverty, especially the impact of bombing, rationing and evacuation; Beveridge Report and the 'Five Giants'; progress on implementing Beveridge during and after the war.
Labour Reforms: the Welfare State 1945–51	The Labour government 1945–51; the National Insurance and National Assistance; the National Health Service; Education Reform; housing reform; the idea of a Welfare State; Nationalisation and employment; assessment of the government's achievement.

Learning and teaching approaches should be learner focussed. 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 Creation of the Medieval Kingdom, 1066–1406

There is a range of sources that can be used for this part. Learners could examine the different views about the impact of the assassination of Thomas Becket. They could then produce a chronicle from the point of view of the Church, or a letter from Henry II to the Pope to explain his side of the events.



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 — The Making of Modern Britain, 1880–1951**

Learners could work in groups to learn about the introduction of the Welfare State. Using a variety of evidence learners could be involved in a co-operative learning exercise to find out the reasons, which explain why the Welfare State came about and the impact this had on British society following WW2.

### **Added value — History assignment**

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

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

- ◆ To what extent was Harold's inferior army the main reason why the Normans won the Battle of Hastings?

The title illustrated above is for guidance only and would draw on knowledge and understanding primarily from the *Historical Study: British Unit*.

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

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

As the specific skills focus of the Unit is the identification and explanation of the degree of objectivity, learners will develop information handling skills. Learners will be expected to use a range of sources in order to detect bias, exaggeration and selectivity in the use of facts and come to judgements on the reliability of the information.

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

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

## **Combining assessment across Units**

Information about combining assessment is given in the *Course Support Notes* and in Unit assessment support packs.

## **Equality and inclusion**

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

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

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

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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

# Administrative information

---

**Published:** September 2016 (version 1.3)

---

## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
H20C 75	1.1	Clarification of Illustrative areas.	Qualifications Development Manager	August 2013
	1.2	Part D: Changing Britain Illustrative area 3 now reads: 'Building of railways, the development of a railway network. Reasons for the decline of other forms of transport. Impact of railways on society and the economy.'  Illustrative area 4 now reads: 'The radical unrest at Peterloo. The 1832 Reform Act. Chartists. Reasons for the 1867 and 1884 Reform Acts and the extent of democratic change they brought.'	Qualifications Manager	May 2015
	1.3	Amendments to section 'Added value — History assignment'.	Qualifications Manager	September 2016

© Scottish Qualifications Authority 2016

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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: European and World (National 5)



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Historical Study: European and World (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with the:

- ◆ Unit Specification
- ◆ Course Specification
- ◆ Course Assessment Specification
- ◆ Course Support Notes
- ◆ appropriate assessment support materials:
  - specimen Question Paper and marking instructions
  - assessment information for the assignment
  - Unit assessment support packs

# General guidance on the Unit

## Aims

The 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 usefulness of historical sources. Learners will develop a detailed knowledge and understanding of European and World historical issues within a time period.

## Progression into this Unit

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

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

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 History *Course Specification and Course Assessment Specification*.

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

## Progression from this Unit

This Unit may provide progression to a range of qualifications in related social subjects and social science and in particular to the *Historical Study: European and World* (Higher) Unit:

# Approaches to learning, teaching and assessment

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

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

In this Unit teachers can choose from a range of contexts covering Medieval, Early Modern and Modern History. All contexts naturally build on the knowledge already secured at Third and Fourth level experiences and outcomes and in particular:

- ◆ I can evaluate conflicting sources of evidence to sustain a line of argument. **SOC 4-01a**
- ◆ I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others. **SOC 4-02a**
- ◆ By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it. **SOC 4-04a**
- ◆ I can describe the main features of conflicting world belief systems in the past and can present informed views on the consequences of such conflict for societies then and since. **SOC 4-04b**
- ◆ I can make reasoned judgements about how the exercise of power affects the rights and responsibilities of citizens by comparing a more democratic and a less democratic society. **SOC 4-04c**
- ◆ I have investigated a meeting of cultures in the past and can analyse the impact on the societies involved. **SOC 4-05c**
- ◆ Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event. **SOC 4-06a**
- ◆ I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past. **SOC 4-06d**

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

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

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



## Part One: The Cross and the Crescent, the Crusades 1071–1192

A study of aspects of religious warfare in the Middle Ages as seen in the events of the First Crusade; the themes illustrated are belief, conflict and conquest.	
Mandatory content	Illustrative areas
Knights, castles and warfare	The role of knights - the development of chivalry, knights' role in society, knights' weapons and equipment. Castles as defensive and strategic structures, changes in castles. Castles as status symbols, weapons and battle tactics, siege warfare
The First Crusade	The reasons for the calling of the First Crusade; the religious, military and economic reasons for taking the cross; the leaders and their motives. Disputes and rivalries between Latins and Greeks; Peter the Hermit and the People's Crusade; the failure of the People's Crusade, the Princes' Crusade and Alexius' fears; the taking of the oaths. Disputes and rivalries between crusaders, especially Bohemond and Raymond; the events surrounding Nicaea, Edessa, Antioch and Ma'aara to illustrate Christian strengths and weaknesses. Muslim divisions as a factor contributing to Christian success; openness to bribery as at Antioch and Jerusalem. Other factors for the success of the First Crusade, eg The Crusading Ideal, support from the Italian cities, etc. The capture of Jerusalem, the Latin States.
The fall of Jerusalem, 1187	Long-term problems after the First Crusade, Battle of Hattin, weaknesses of the Crusaders, Saladin's success in uniting the Muslims. Capture of Jerusalem and massacre of the inhabitants; divisions among the Crusaders, their success in saving cities such as Tyre. Role of the Italian cities.
The Third Crusade, to 1192	Richard I and Saladin, their military and diplomatic strengths and weaknesses. Richard's military success at the siege of Acre, the Battle of Arsuf and Jaffa. Richard's difficult relationship with Philip Augustus and the French. Saladin's diplomatic strengths, negotiations with the Crusaders.

**Part Two: 'Tea and Freedom', the American Revolution, 1774–83**

<p>A study of British control of the North American colonies, challenges to it and the reasons for its eventual breakdown, illustrating the themes of authority, rights and revolution.</p>	
Mandatory content	Illustrative areas
<p>Growing tension between Britain and the American colonies, to 1774</p>	<p>The authority of King and Parliament in the colonies; the tensions created by the defeat of France in 1763; new ways of raising revenue: Stamp Act, Declaratory Act, Townshend Duties, tea duties.</p> <p>Colonial resistance: arguments and organisation. Confrontation: non-importation agreements, Boston Massacre; Gaspee incident; Boston Tea Party.</p>
<p>Colonists' moves towards independence, 1774–1776</p>	<p>The outbreak of war: the escalation of conflict; Lexington, Concord, Bunker Hill, Ticonderoga. Colonial loyalists such as Flora Macdonald and British sympathisers, with America, such as Burke and Tom Paine.</p>
<p>The spread of the war</p>	<p>The spread of the war; the nature of the fighting; the experience of soldiers in both armies.</p>
<p>American victory</p>	<p>How the colonies grew closer, militarily and politically. George Washington; Continental Congresses; the Declaration of Independence.</p> <p>Turning points in the war: Saratoga, French intervention, Yorktown. Reasons why Canada remained British. Reasons for American victory and British defeat.</p>

**Part Three: USA 1850–80**

<p>A study of the reasons which led American settlers to move west and impact of that westward expansion on the Native American population, the Civil War and attempts at reconstruction in America.</p>	
<p><b>Mandatory content</b></p>	<p><b>Illustrative areas</b></p>
<p>Reasons for Westward Expansion</p>	<p>Manifest Destiny and westward expansion: federal policy.</p> <p>Wagon trains, railways and westward expansion; the reasons for westward expansion by prospectors and Mormons; problems for those traveling West; life of Homesteaders.</p>
<p>Slavery and the Civil War</p>	<p>Attitudes to slavery; slave life on southern plantations; relations between slave and non-slave states</p> <p>The rise of the Republican Party in the 1850s; Abraham Lincoln as President and his idea of the Union; slavery as a cause of the Civil War; Southern secession and the outbreak of the Civil War; The attack on Fort Sumter and the outbreak of the Civil War.</p>
<p>Reconstruction, African-Americans and Southern reaction to defeat 1865–78</p>	<p>Reconstruction, 1865–78, as seen in: the introduction of black rights; the Freedman’s Bureau; the activities of carpetbaggers; reaction in the South to post-war reconstruction; treatment of African-Americans as seen in the ‘Black Codes’.</p>
<p>The defeat and demise of the Native Americans of the Plains</p>	<p>Native American opposition to westward expansion and to federal policy towards it. The movement of the Sioux to reservations.</p>

## Part Four: Hitler and Nazi Germany, 1919–39

A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.	
Mandatory content	Illustrative areas
Weimar Germany, 1919–29	The effects on Germany of the end of the First World War and the Peace Settlement; opposition to the Treaty of Versailles; the formation and characteristics of the Weimar Republic.  Attempts to overthrow the Weimar Republic, as seen in the Spartacist Revolt, 1919, and Beer Hall Putsch, 1923; economic problems of the Weimar Republic, 1919–33.
Nazi rise to power, 1929–1933	Discontent against the Weimar Republic, appeal of Hitler and the Nazis, and the coming to power of the National Socialists in 1933–34; the Reichstag fire, 1933; Nazi consolidation of power.
Nazi control of Germany	Formation and characteristics of the National Socialist Government; National Socialism in power: intimidation; treatment of Jews and other minority groups; opposition to National Socialism by socialists, communists, and the churches.
Nazi social and economic policies	Nazi economic policies; militarism; youth movements and education; role of women; Nuremberg rallies.

**Part Five: Red Flag: Lenin and the Russian Revolution, 1894–1921**

<p>A study of the collapse of imperial rule in Russia and the establishment of Communist government, illustrating themes of ideas, conflict and power.</p>	
<p><b>Mandatory content</b></p>	<p><b>Illustrative areas</b></p>
<p>Imperial Russia — government and people</p>	<p>Imperial Russia 1894–1917: the Tsarist government; the role of the Russian Church; class divisions in Russia; reasons for the backwardness of Russian agriculture and industry; grievances of the peasantry and industrial workers; the Russification of National Minorities.</p>
<p>1905 Revolution — causes and events</p>	<p>Challenges to the Tsar’s power: challenges from revolutionary groups; the 1905 Revolution; political changes since 1905 — the Dumas and Stolypin’s reforms.</p>
<p>February Revolution — causes, events and effects</p>	<p>Russia and the First World War: effects of military defeat and economic hardship; Rasputin and the growing unpopularity of the regime; the February Revolution of 1917; reasons for the failure of the Provisional Government under Kerensky.</p>
<p>October Revolution — causes, events, effects</p>	<p>The Bolshevik seizure of power: Lenin’s return and the April Theses; reasons for the success of the October Revolution; the Civil War 1917–21; explanation of Bolshevik victory; nature of the Soviet state.</p>

## Part Six: Mussolini and Fascist Italy, 1919–1939

A study of the rise of Mussolini and the nature of Fascist power in Italy; its social and economic policies; the role of Il Duce and foreign policy.	
Mandatory content	Illustrative areas
Mussolini's seizure of power, to 1925	Weaknesses of Italian governments; resentment against the Peace Settlement; appeal of the Fascists; economic difficulties; social and economic divisions; weaknesses and mistakes of opponents.
Mussolini's social and economic policies	Social controls; propaganda; the cult of Il Duce; role of the King; youth policies; winners and losers in the Fascist economy.
Foreign policy	Aims of Fascist foreign policy; Relations with the Papacy; involvement in the Spanish Civil War; Abyssinia; relations with the League of Nations; relations with UK, France and Germany.
Opposition to Mussolini	Establishment of the Fascist state; crushing of opposition; fear and intimidation.

**Part Seven: Free at Last? Civil Rights in the USA, 1918–1968**

<p>A study of the development of race relations in the USA during the years 1918–68, illustrating themes of ideas, identity and power.</p>	
<p><b>Mandatory content</b></p>	<p><b>Illustrative areas</b></p>
<p>The ‘Open Door’ policy and immigration, to 1928</p>	<p>The USA at the end of the First World War: the social, political and economic status of different ethnic groups in the USA. The attraction of the USA; experience of immigrants – arrival, living and working conditions, political participation. Changing attitudes towards immigrants during the 1920s.</p>
<p>‘Separate but equal’, to 1939</p>	<p>The ‘Jim Crow’ laws; lynching; the attitudes and activities of the Ku Klux Klan; the migration of black Americans to the North.</p>
<p>Civil rights campaigns, 1945–68</p>	<p>Growing demand for civil rights after 1945: reasons for this growth; peaceful protest, role of Martin Luther King, response of state and federal authorities to these campaigns; assessment of the impact of the campaigns on US society.</p>
<p>The ghettos and black American radicalism</p>	<p>The problems faced by blacks in the Northern ghettos; the ghetto riots of the 1960s. Violent activities of civil rights and black radical protest movements during the 1950s and 1960s — the roles of Stokely Carmichael and Malcolm X; response of state and federal authorities to these campaigns; assessment of the impact of the campaigns on US society.</p>

## Part Eight: Appeasement and the Road to War, 1918–1939

<p>A study of Nazi foreign policy 1933–39 and the steps leading to the outbreak of war, illustrating themes of ideology, aggression, appeasement and power.</p>	
<p><b>Mandatory content</b></p>	<p><b>Illustrative areas</b></p>
<p>Paris Peace Treaties and the League of Nations, to 1933</p>	<p>The treaty of Versailles and its impact on Germany. The formation, aims and organisation of the League of Nations; challenges to the League; its strengths and weaknesses; attempts to promote disarmament.</p>
<p>Nazi foreign policy, 1933–38</p>	<p>The ideas of Nazism and aims of Nazi foreign policy: racism and the claim of Aryan supremacy, anger over Versailles, living space (Lebensraum). Foreign policy in practice: rearmament; reoccupation of the Rhineland; the Anschluss; the crisis in Czechoslovakia and the Munich agreement</p>
<p>British and French appeasement, to 1938</p>	<p>British and French responses to German actions: the policy of appeasement and reasons for its adoption; an assessment of the effectiveness of the policy of appeasement.</p>
<p>Final steps to war</p>	<p>German occupation of Czechoslovakia; Anglo-Polish Alliance; Pact of Steel; Nazi-Soviet Non-Aggression Pact; the Polish crisis and the declaration of war; reasons for the abandonment of Appeasement and the decision to resist further aggression.</p>



## Part Nine: World War II, 1939–45

<p>A study of how Germany was able to expand its territory in Europe and the impact of German occupation on the lives of people in occupied Europe. It will also consider the Pacific Theatre and the American involvement in the war through to the Allied victories in Europe and Japan.</p>	
<b>Mandatory content</b>	<b>Illustrative areas</b>
German territorial expansion 1939–43	The strategy of Blitzkrieg; invasions of Belgium; Holland and France; the advance into Russia up to Stalingrad.
War with Japan, 1941–45	Pearl Harbour; American attacks on Japan.
Life in occupied Europe	Nature of Nazi Control; life for ordinary citizens; forced Labour; treatment of Jews and other minorities; resistance; collaboration.
Allied victories in Europe and Japan, 1944–45	Normandy landings, the Soviet offensive and the advance on Berlin; Hiroshima, Nagasaki and Japanese surrender.

## Part Ten: The Cold War 1945–89

A study of relationships between East and West, examining reasons for tension and attempts to resolve areas of conflict, focusing on themes of ideas, confrontation and power.	
Mandatory content	Illustrative areas
Reasons for the emergence of the Cold War, up to 1955	NATO and the Warsaw Pact: political beliefs, military rivalry and mutual suspicion; effects of the development of nuclear weapons on relationships.
Flashpoints — Hungary, Berlin, and Cuba	Areas of superpower rivalry 1950s–70:  Hungarian revolution, 1956 – reasons for revolution; Soviet response; wider significance.  Berlin — reasons for importance, building of the Berlin Wall, impact on international relations.  Cuba — origins and events of the crisis, impact on international relations.
The Vietnam War	Vietnam — reasons for United States involvement and for failure to defeat the Vietcong; changing views on the war in the United States; impact on international relations.
Changing relations between the Superpowers, 1968–89	Attempts at détente: reasons for changing attitudes between the USA and the USSR; SALT and other agreements, Glasnost and Perestroika.

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

### Example 1: The Cross and the Crescent, 1071–1192

There are a range of sources that can be used to help facilitate skills development. Learners could examine the different views of going on the Crusades. They could evaluate relevant sources and then write a newspaper report or produce a podcast about the departure of Crusaders for the First or Third Crusade.

### Example 2: Tea and Freedom, 1774–83

Learners could create a presentation on the Boston Tea Party. They could research the event using appropriate sources and then choose a method of

presentation that suits them. This could be presented to the class for peer assessment.

**Example 3: USA 1850–80**

Individual or small groups of learners could create an annotated timetable for the events which led to the outbreak of the Civil War that highlights the social, political and economic factors that influenced developments during that period. Each timeline could be peer assessed using a criteria agreed at the beginning of the task.

**Example 4: Mussolini and Fascist Italy, 1919–39**

There are a range of sources that can be used to help facilitate skills development. Learners could examine the different views on the effectiveness of Mussolini's social and economic policies. They could evaluate relevant sources and then write a newspaper report or produce a podcast about the results of these policies from a British perspective.

**Example 5: Hitler and Nazi Germany, 1919–39**

Learners could debate the reasons why Hitler became German Chancellor in 1933. Appropriate sources would be used and background knowledge would be established. Learners would decide what they would choose as the most important factor. They could then compare their decisions and discuss why they made their individual choices.

**Example 6: Red Flag: Lenin and the Russian Revolution, 1894–21**

Learners could create a presentation on the problems facing the Provisional Government in 1917. They could research the events in Russia from February to October, using appropriate sources, and then choose a method of presentation that suits them. This could be presented to the class and peer assessed.

**Example 7: Free at Last? Civil Rights in the USA, 1918–68**

Learners could debate the strengths and weaknesses of Martin Luther King and Malcolm X as Black American leaders. Appropriate sources would be used and background knowledge would be established. Learners would decide who they would choose as the more effective leader. They could then compare their decisions and discuss why they made their individual choices.

**Example 8: The Road to War, 1918–39**

A debate could be encouraged on a number of issues, eg the reasons for the British policy of Appeasement and this could be developed using appropriate sources. Learners could also re-enact the main stages of the Munich Conference, 1938 and discuss the relative importance of each character or country portrayed.

**Example 9: The Cold War 1945–89**

Learners could write two articles for a newspaper on US involvement in the Vietnam War; one from a pro-US perspective, and one from an anti-US perspective. Learners could be encouraged to develop their extended writing and use of language. This task would lead to genuine debate and discussion.

**Added value — History assignment**

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

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

- ◆ To what extent was the passing of the Stamp Act the most important reason for the growing tension between Britain and the American colonies?

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

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

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

As the specific skills focus of the Unit is the identification and explanation of the degree of objectivity, learners will develop information handling skills. Learners will be expected to use a range of sources in order to detect bias, exaggeration and selectivity in the use of facts and come to judgements on the reliability of the information.

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

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

## **Combining assessment across Units**

Information about combining assessment is given in the Course Support Notes and in Unit assessment support packs.

# Equality and inclusion

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

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

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

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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

# Administrative information

---

**Published:** September 2016 (version 1.3)

---

## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
H20D 75	1.1	Clarification of illustrative areas.	Qualifications Development Manager	August 2013
	1.2	Part Two: Tea and Freedom — illustrative area 4: 'George Washington' added instead of just 'Washington'.  Part Three: USA — illustrative area 1 now reads 'reasons for westward expansion' instead of 'effects of westward expansion'. Part Seven: Free at Last? — illustrative area 2 now reads 'the migration of black Americans' instead of 'the migration of blacks'.	Qualifications Manager	May 2015
	1.3	Amendments to section 'Added value — History assignment'.	Qualifications Manager	September 2016

© Scottish Qualifications Authority 2016

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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.