



National 5  
Unit  
Specification



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## Historical Study: European and World (National 5)

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** H20D 75

### Unit outline

The general aim of this Unit is to develop the learner's skills in evaluating the factors contributing to historical developments. Learners will apply knowledge and understanding of European and world historical events and themes.

Learners who complete this Unit will be able to:

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

This Unit is a mandatory Unit of the National 5 History Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *Unit Assessment Support*.

The *Course Assessment Specification* for the History National 5 Course gives further mandatory information on Course coverage for learners taking this Unit as part of the History National 5 Course.

## **Recommended entry**

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

- ◆ National 4 History Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

#### **1 Evaluate the factors contributing to historical developments by:**

- 1.1 Interpreting detailed information about a historical development
- 1.2 Drawing a reasoned conclusion on the factors which contributed to a historical development
- 1.3 Using evidence to support a conclusion

### Outcome 2

The learner will:

#### **2 Draw on and apply knowledge and understanding of European and world historical events and themes by:**

- 2.1 Describing, in detail, and mostly accurately, a European and world historical event or theme
- 2.2 Explaining, in detail, a European and world historical event or theme
- 2.3 Analysing a European and world historical event or theme

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards.

Learners may describe and comment on specific historical events but also historical themes such as heritage, change and continuity, and cause and effect. The sources used may be written, numerical, graphical, audio visual, pictorial or oral. Artefacts may also be used.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, posters, brief written responses to questions, and participation in group tasks. All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and assessments carried out during the Course.

Evidence may be presented for individual Outcomes or gathered for the Unit, Units or Course as a whole by combining assessment holistically.

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

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.1 Reading

1.2 Writing

## **4 Employability, enterprise and citizenship**

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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

**Superclass:** DB

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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

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