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## Historical Study

**SCQF:** level 7 (16 SCQF credit points)

**Unit code:** J29M 77

### Unit outline

The general aim of this Unit is to develop the skills of evaluating, analysing and synthesising evidence from a range of historical sources and to produce an in-depth factual and theoretical knowledge and understanding of complex historical issues.

Learners who complete this Unit will be able to:

- 1 Draw on factual and theoretical knowledge and understanding of complex historical issues
- 2 Critically evaluate a range of historical sources
- 3 Critically analyse the causes or impact of complex historical developments

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course/ 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 *Unit Assessment Support*.

## **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:

- ◆ Higher History Course or relevant Units

## **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 Draw on factual and theoretical knowledge and understanding of complex historical issues by:**

1.1 Explaining, in depth, a complex historical issue

### Outcome 2

The learner will:

**2 Critically evaluate a range of historical sources by:**

2.1 Evaluating a source in terms of its origin, purpose and content

2.2 Interpreting and contextualising the content of a source

2.3 Explaining the differing perspectives of two sources on a complex historical issue

2.4 Identifying two historiographical perspectives on a complex historical issue

### Outcome 3

The learner will:

**3 Critically analyse the causes or impact of complex historical developments by:**

3.1 Analysing the factors involved in a complex historical development

3.2 Evaluating the factors involved in a complex historical development

3.3 Identifying perspectives from current historiography on a complex historical issue

3.4 Synthesising information from primary and secondary sources to produce a sustained and coherent line of argument

3.5 Drawing a well-reasoned conclusion supported by detailed evidence

## 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 are required to demonstrate the skills in each of the Assessment Standards and assessors must gather evidence of the attainment of these skills in appropriate ways.

Evidence for this Unit may be generated through a range of activities, such as:

- ◆ completing checklists/folios/logbooks
- ◆ interviews undertaken by the assessor
- ◆ preparing interim reports while undertaking a piece of research
- ◆ presentations to the assessor or to other learners
- ◆ assessor observation

Not all of the evidence needs to be from 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 as a whole.

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

2.1 Reading

2.2 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 as 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 *Course/ Unit Support Notes*.

# Administrative information

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**Published:** July 2019 (version 3.0)

**Superclass:** DB

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Assessment Standards 2.1-2.4 amended to improve clarity. Headers/footers updated.	Qualifications Development Manager	April 2015
3.0	Level changed from Advanced Higher to SCQF level 7  Unit code updated	Qualifications Manager	July 2019

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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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