

Next Generation Higher National Unit Specification

History B: Historical Debates (SCQF level 7)

Unit code: J6EP 47
SCQF level: 7 (16 SCQF credit points)
Valid from: session 2024–25

Prototype unit specification for use in pilot delivery only (version 3.0) August 2024

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

The information in this unit specification may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

This edition: August 2024 (version 3.0)

© Scottish Qualifications Authority 2022, 2023, 2024

Unit purpose

This unit develops learners' skills in evaluating and interpreting data from a specified historical period:

- ◆ Scottish Society 1789–1918
- ◆ British Social and Economic History 1850–1939
- ◆ Modern Europe 1870–Present
- ◆ Medieval British History 1189–1485
- ◆ History of the Gaels: Scots Picts to the Lordship of the Isles
- ◆ Modern British History 1603–1715
- ◆ 20th Century Europe 1929–1945
- ◆ Ireland 1850–1923
- ◆ The Middle East 1949–Present
- ◆ USA 1788–1877
- ◆ Age of Revolutions
- ◆ Afghanistan 1997–Present

The unit is aimed at learners who wish to develop their knowledge and understanding of historical topics, as well as those who want to use it as the basis for further study.

Entry to the unit is at your centre's discretion. However, we recommend that learners have one or more of the following:

- ◆ good communication skills
- ◆ previous study of history, for example National Qualifications (NQ) at SCQF levels 5 or 6
- ◆ other knowledge, skills and experience relevant to the unit

Learners normally study the unit as part of Higher National Certificate (HNC) Social Sciences. They can also study it on a stand-alone basis.

Unit outcomes

Learners who complete this unit can:

- 1 analyse the contribution of a selected source in enhancing understanding of a specified topic or period
- 2 analyse different interpretations of, or responses to, an event or topic within a chosen historical period

Evidence requirements

Learners should provide written or oral evidence covering all unit outcomes, produced under open-book conditions. You should give learners the assessment task at an appropriate point of delivering the unit. Learners can produce the assessment over an extended period if required. Learners should submit their work for marking on a date that you have provided or agreed with them.

Learners must produce a written response of approximately 2,000 words, or an oral response that is 12 to 15 minutes in duration.

Learners' responses must include:

- ◆ a description of a source and its historical context
- ◆ key information or data from that source
- ◆ an analysis of the value of the source
- ◆ the historical context of different interpretations, viewpoints, or responses to an event or events
- ◆ key points from different interpretations, viewpoints, or responses to an event or events
- ◆ analysis of key points from the different interpretations, viewpoints, or responses to an event or events

You can choose to use a mix of methods of assessment across a cohort, depending on what is most suitable for each learner; for example, some could give a written response, others could give an oral response and others could respond in the form of a blog.

Learners must fully reference their assessment, using reliable sources appropriate for SCQF level 7. They must list all sources in a bibliography or reference list, in a recognised standard format such as Harvard or APA.

The SCQF level of the unit provides additional context relating to the quality of evidence.

Learners should:

- ◆ contribute information that is complex, accurate and relevant to its purpose and audience
- ◆ present ideas clearly and coherently
- ◆ use a structure that is appropriate to the purpose
- ◆ provide supporting evidence or references

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ how to analyse sources that show different viewpoints, interpretations and responses to, or debates about, a key event ◆ how to evaluate the historical context of different sources that may be used in historical debates ◆ how analysis of a selected source can enhance understanding of a key event ◆ the importance of considering different sources regarding a key event 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ apply analytical skills to understand the value of a selected source related to an historical event ◆ explain how a selected source enhances understanding of a key historical event ◆ explain any problems with a selected source ◆ extract key information or data from a selected source related to a key historical event
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ how to analyse debates, different viewpoints, interpretations and responses to a key event ◆ how to select key points from debates, different viewpoints, interpretations and responses to a key event 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ explain the historical context of different interpretations, viewpoints, or responses to an event or events ◆ analyse key points from debates, different viewpoints, interpretations and responses to a key event

Meta-skills

Throughout this unit, learners develop meta-skills to enhance their employability in the social sciences sector.

The unit helps learners to develop the meta-skills of self-management, social intelligence and innovation meta-skills. Learners should develop meta-skills naturally as you deliver the unit. You should encourage learners to develop a minimum of one area in each of the three categories, but they do not need to cover all suggested subsections. The following suggestions may help shape delivery and assessment, and vary depending on the chosen topic and assessment method.

Self-management

This meta-skill includes:

- ◆ adapting: acquiring new knowledge and skills; using different technologies and digital means of communicating or carrying out assessments; working through a virtual learning environment (VLE); reflecting on their performance
- ◆ initiative: decision making; reading and thinking about sources to decide what could be valuable information and what could be misinformation; using library facilities; sticking to tasks and making sufficient progress; setting their own deadlines during the assessment task

Social intelligence

This meta-skill includes:

- ◆ communicating: listening to information on sources and key events; explaining ideas to produce suitable, understandable assessment responses; sharing ideas and opinions on sources and events, in written or oral form
- ◆ collaborating: working with other learners, for example on formative presentations and project work; taking account of others in planning and carrying out tasks

Innovation

This meta-skill includes:

- ◆ curiosity: seeking knowledge about sources and events; participating in discussions and debates in class; questioning motives, ideas, information and evidence
- ◆ sense-making: understanding, through discussion, why people behaved as they did; blending a range of ideas, and considering and evaluating them
- ◆ critical thinking: making logical connections and reasoned judgements through discussion, debate and drawing conclusions based on evidence; evaluating historical sources

NextGen: HN published prototype unit specification for use in pilot delivery only (version 3.0)
August 2024

There are other meta-skills that learners could develop in the unit, depending on the learning and teaching activities you carry out. These include:

- ◆ self-management: focusing, integrity
- ◆ social intelligence: feeling, leading
- ◆ innovation: creativity

Literacies

Learners develop core skills in the following literacies:

Communication

Learners develop communication skills in formative and summative assessment. It is part of the evidence requirements for the unit to ensure learners convey complex ideas in a well-structured and coherent way, with references where appropriate. You can give learners opportunities to carry out oral presentations and engage in discussions.

Digital

Learners develop digital skills and computer literacy by using digital packages to produce assessments, and internet sources to research information on concepts, structures and ideas. You can give them guidance on appropriate sources. Using a VLE also supports digital skills.

Learning for Sustainability

Learning for Sustainability aims to build the values, attitudes, knowledge, skills and confidence needed to develop practices and make decisions that are compatible with a sustainable and equitable society. In this unit, there are opportunities to develop knowledge and understanding of social sustainability while studying specified periods, looking at specific events that can be compared with society today. This can occur when considering different interpretations and context for events, particularly where context is so different from what we experience today.

The unit fits with the following [UN Sustainable Development Goals](#):

- 3 Good health and wellbeing: through comparing living conditions in a specified historical period to the expectations of today.
- 5 Gender equality: through exploring how gender impacts circumstances in a specified historical period, with comparison to the present day.

Delivery of unit

This unit is in the 'named social sciences' section of HNC Social Sciences. You can deliver it as part of the group award or as a stand-alone unit.

It is one of two units in the HNC Social Sciences group award that cover history. The unit works well if delivered alongside History A: Exploring an Historical Period at SCQF level 7. There should be no unnecessary overlap in content, either within or between units.

The overall unit delivery time is a notional 80 hours of contact time for delivery and assessment, and we expect learners to commit a further 80 hours of self-directed study.

The amount of time you allocate to each outcome is at your centre's discretion. We suggest the following distribution of time:

Outcome 1 — Analyse the contribution of a selected source in enhancing understanding of a specified topic or period (30 hours)

Outcome 2 — Analyse different interpretations of, or responses to, an event or topic within a chosen historical period (50 hrs)

It would be useful for learners to have access to a laptop or other digital device.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

This unit aims to provide an interesting and engaging overview of a specified historical event. It gives a narrative of the context behind the historical event and allows learners to fully analyse related sources, interpretations and viewpoints.

History is the study of the past, and historical knowledge presents learners with a clearer understanding of the world in which we live. For example, there is an opportunity within the period British Social and Economic History 1850–1939 to present a backdrop to the development of the social sciences by introducing learners to, for example, the reasons for, and the events leading up to World War II, which influenced, among other things, industrial, political and scientific changes. Exploring and identifying the enormous social impact the 1930s had on European society in the period 20th Century Europe 1929–45, also allows learners to link this knowledge to other social science subjects such as sociology, geography, economics and philosophy, and could offer them a clearer understanding of these areas.

The choice of periods allows you to work within your area of specialism. It also offers learners the opportunity to explore past events in a format that is engaging and interesting.

To achieve both outcomes, the skill of analysis is essential. You should introduce learners to current historical views, using both primary and secondary sources.

Approaches to delivery

You should structure the teaching programme to allow time for learners to develop meta-skills. You should also allow for assessment practice within the notional hours suggested.

Learners can benefit from a varied and active learning approach, where learners engage in supported, independent and collaborative learning. You should encourage learners to take a participative and practical approach. Delivery methods you could use include:

- ◆ demonstration
- ◆ tutorial question and answer sessions
- ◆ debate
- ◆ individual and group research tasks
- ◆ presenting findings
- ◆ VLE
- ◆ digital tools and social media
- ◆ film and visual images
- ◆ close reading of sources

The section on meta-skills provides further guidance on incorporating different skills into delivery and evidence.

You can shape delivery and assessment to support learners to develop their academic skills such as time management, multi-tasking ability, digital skills, essay writing skills and questioning ability. You can design formative and summative activities and assessments that encourage learners to practise the skills that they need to progress to the next level of study.

You should deliver the unit in a way that enables learners to understand how to analyse, compare and deconstruct different sources, viewpoints and interpretations to fully analyse an historical event.

You should encourage a questioning approach at all times, as it leads learners to think like social scientists and be analytical and enquiring, rather than passively accepting facts. This empowers learners by building on essential, transferable skills.

Introduce primary and secondary sources to highlight different explanations and interpretations of a topic. This allows learners to develop their analytical and evaluative skills.

Approaches to assessment

You can generate evidence using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable for learners.

We recommend that you assess the unit holistically, as that is best to reduce the learners' assessment burden. You can decide to use a portfolio approach with two or more assessment tasks issued at different times in the unit delivery, if that is better for your learners.

Learners can produce evidence over an extended period if required. Assessment can take the form of an open-book source or historical analysis, an essay, a portfolio, or structured questions. We expect learners to provide a response of approximately 2,000 words, or an individual oral presentation or a poster exhibition 12 to 15 minutes in duration, or any other method that appropriately meets the evidence requirements. For example, learners could provide evidence in the form of an individual blog or website, consisting of approximately 2,000 words.

You can choose to use a mix of methods across a cohort, as it may be more suitable for some learners to give a written response, and for others to use an oral method or create a blog. It is possible to combine the poster exhibition with an oral presentation. The time across all evidence requirements covered would be 12 to 15 minutes in total. For example, if using a poster and an oral presentation, it would be 12 to 15 minutes for both of these together, not 12 to 15 minutes each. They should also be done on the same occasion.

If using an oral method of assessment, we recommend that you record this in some form or provide assessor notes on the presentation for external verification purposes. Learners must show evidence of meeting all evidence requirements. Ideally, they would complete oral presentations or poster exhibitions individually. If a group presentation is used, individual learners must show coverage of all evidence requirements. To do this, they may need to

NextGen: HN published prototype unit specification for use in pilot delivery only (version 3.0)
August 2024

provide additional responses to structured questions or an essay. Learners should submit their work for marking on a date that you have provided or agreed with them.

You could combine the unit with History A: Exploring an Historical Period at SCQF level 7 in an enhanced project combined assessment.

You should make learners aware of the importance of good judgement in selecting appropriate academic sources. You should encourage them to choose academic sources rather than generic search engines, to enable them to be more confident of information and better equipped to progress to SCQF level 8 units.

If learners are creating blogs or websites for assessment evidence, these should not be in the public domain. Rather, they should be on an intranet or private area of your VLE to reduce the likelihood of plagiarism.

Authenticating learners' work is essential. It is helpful to collect notes or visual presentation materials from learners as further evidence of meeting SCQF level 7 in the presentation. You should monitor learners' progress throughout to authenticate submitted work. Where possible, you should use plagiarism detection software. Regardless of the assessment method chosen, the learner must submit a bibliography citing appropriate sources, presented in a standard referencing format, such as Harvard or APA.

It is important that learners' responses to the assessment are at SCQF level 7.

Opportunities for e-assessment

Assessment that is supported by information and communication technology (ICT), such as e-testing or the use of e-portfolios or social software, may be appropriate for some assessments in this unit.

If your centre wants to use e-assessment, you must ensure that you apply the national standard to all evidence and that conditions of assessment (as specified in the evidence requirements) are met, regardless of the mode of gathering evidence.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

www.sqa.org.uk/assessmentarrangements.

Information for learners

History B: Historical Debates (SCQF level 7)

This information explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

Unit information

This unit develops your skills in evaluating and interpreting data from a specified historical period.

Before you start the unit, you should have good communication skills and an interest in history. It is also helpful to have some basic digital skills.

In the unit, you consider different sources, viewpoints and interpretations of a given event. You learn about the event and place it in its historical context. You can understand how to thoroughly analyse sources, viewpoints, and interpretations to fully comprehend the event and the impact it had. Throughout the unit, you develop an enquiring mind and skills of evaluation.

On completing the unit, you will be able to:

- 1 analyse the contribution of a selected source in enhancing understanding of a specified topic or period
- 2 analyse different interpretations of, or responses to, an event or topic within a chosen historical period

You are assessed using an open-book assessment covering both unit outcomes. This means that you have access to materials such as textbooks, notes and your virtual learning environment (VLE). You can give your assessment response in writing or orally. If your assessment response is written, it must be approximately 2,000 words long, and if it is oral, it must be between 12 and 15 minutes long.

During the unit you develop academic skills, such as time management, multi-tasking ability, digital skills, essay writing skills and questioning ability, based on the formative and summative activities and assessments.

You also develop key literacies such as communication, developed in formative and summative assessment. You learn to convey complex ideas in a well-structured and coherent way, with references where appropriate. Your lecturer may also use oral presentations and discussions to help you improve your communication skills. You develop digital skills and computer literacy by using digital packages to produce assessment

NextGen: HN published prototype unit specification for use in pilot delivery only (version 3.0)
August 2024

evidence and using internet sources to research information on theorists, psychological concepts and other psychological ideas.

During the teaching and learning for the unit, you are introduced to Learning for Sustainability ideas, with links made to UN Sustainable Development Goals, particularly looking at specific events that may allow comparison to society today.

The unit can support learning in other related units, such as History A: Exploring an Historical Period at SCQF level 7. You may be able to study HND Social Sciences or a degree programme in a related subject if you study the unit as part of HNC Social Sciences group award.

Meta-skills

Throughout the unit, you can develop meta-skills to enhance your employability in the social sciences sector.

Meta-skills include self-management, social intelligence and innovation.

You develop these naturally as you take part in the range of learning and teaching activities and produce assessment responses. Improving meta-skills such as organising your time (self-management) and communicating ideas clearly (social intelligence) is useful for future study and employment, as well as during the unit.

Administrative information

Published: August 2024 (version 3.0)

Superclass: DB

History of changes

Version	Description of change	Date
2.0	<ul style="list-style-type: none">◆ Change to suggested time of delivery of the outcomes in 'Delivery of unit'.◆ In 'Approaches to assessment', additional information allowing group presentations was added.◆ Rewording or additional sentences to standardise statements across HNC Social Sciences units in 'Evidence Requirements', 'Meta-skills', Learning for Sustainability', 'Approaches to delivery' and 'Information for learners'.	June 2023
3.0	<ul style="list-style-type: none">◆ Removed reference to holistic assessment in 'Evidence Requirements' and 'Information for learners'.◆ In 'Knowledge and skills', deletion of bullet point 'describe the historical context...' from outcome 1 skills, another bullet point from outcome 1 skills on the importance of considering different sources moved to outcome 1 knowledge, and addition of a bullet point to outcome 2 skills to explain the historical context of different interpretations, etc.◆ In 'Approaches to assessment', additional words that a holistic or a portfolio approach can be used were added.	April 2024

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.