

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	A British Society in the Past <i>[This can be a society from a period of Welsh, Irish, English or Scottish history]</i>
Unit Ref. No.	A/617/3299 H/617/3300
Entry Code	6225/E2 6225/E3
Level	Entry 2/3
Credit Value	4
Unit Aim	<p>This unit aims to help learners to understand key features that affected people's lives in Britain in the past. This will be through a study of a short period of British history. In particular learners will be taught about similarities and differences between past and present and be encouraged to use historical sources to find out about this society.</p> <p>This unit is co-teachable with aspects of the WJEC and Eduqas GCSE History specifications.</p>

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Entry 2 Assessment of the learning outcome will require a learner to demonstrate that they can:	Assessment Criteria Entry 3 Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know features and characteristics of a particular British society in the past.	AC1.1 Identify features and characteristics connected with a particular British society in the past. AC1.2 Identify people from a particular British society in the past.	AC1.1 Outline features and characteristics of a particular British society in the past. AC1.2 Outline the importance of certain people in a particular British society in the past.
LO2 Know similarities and differences between aspects of a particular British society in the past and their own life.	AC2.1 Show how people's lives in a particular British society in the past were similar to life today. AC2.2 Show how people's lives in a particular British society in the past were different from life today.	AC2.1 Identify similarities between a particular British society in the past and their own times. AC2.2 Outline how people's lives in a particular British society in the past were different from life today.
LO3 Be able to use historical sources to find out about a particular British society in the past.	AC3.1 Identify different types of historical sources from a particular British society in the past. AC3.2 Select information from historical sources about a particular British society in the past.	AC3.1 Categorise different types of historical sources from a particular British society in the past. AC3.2 Use historical sources to make observations about a particular British society in the past.

2. Suggested Unit Content

The following suggestions should be considered in the context of:

- the level the learner is working at – either Entry 2 or Entry 3
- the level is determined not by the amount of work completed but should demonstrate achievement of the specified assessment criteria. Completion should be closely linked to the command words used in the assessment criteria
- centre facilities and resources
- teaching time and curriculum organisation
- opportunities to co-teach with GCSE History
- providing opportunities for progression including studying a Humanities based subject to GCSE level

This unit is open-ended in its coverage. There are a number of different ways of approaching it. The following section is designed to assist teachers in approaching the issue of content. The choice of period studied is very much down to the teacher, but **the content and context chosen must be capable of delivering the learning outcomes associated with the unit.** The learning outcomes do not have to be taught separately but can be integrated and taught as a whole.

LO1: Know features and characteristics of a particular British society in the past.

Learners must know about features and characteristics of a particular British society in the past. This can be a society from Welsh, Irish, English or Scottish history. The choice of period studied is up to the teacher. **It is recommended that the period studied covers no more than 20 years (although this may not always be possible.)** If appropriate, this unit can be linked with the study of a British study in depth at GCSE level. Examples may include:

- **Conflict and Upheaval: England 1337-1381**
What life was like in medieval England
Warfare in medieval England: fighting in the Hundred Years War
The Black Death – causes and effects on people
The Peasants Revolt – causes and events

For schools in England, this depth study can be co-taught with the unit *Conflict and Upheaval: England 1337-1381* on the Edqwas GCSE specification.

- **The Elizabethan Age 1558-1603**
The lifestyles of the rich
Popular entertainments including the theatre
Dealing with beggars and vagrants
The Spanish Armada – causes and events

For schools in Wales, this depth study can be co-taught with the unit *The Elizabethan Age 1558-1603* on the WJEC GCSE specification

For schools in England, this depth study can be co-taught with the unit *The Elizabethan Age 1558-1603* on the Eduqwas GCSE specification

- **The Edwardian Era 1906-1914:**

Home life for the rich and poor
Liberal social reforms – causes and effects
The Suffragettes – aims and activities
Culture and fashion – fashion, music halls, early cinema, sport

For schools in England, this depth study can be co-taught with the unit *Empire, Reform and War 1890-1918* on the Edquas GCSE specification.

- **Britain and the First World War 1914-1918:**

Recruitment, conscription and propaganda
Life in the trenches
The impact of war on civilian life – work, women, disillusionment

For schools in England, this depth study can be co-taught with the unit *Empire, Reform and War 1890-1918* on the Edquas GCSE specification

- **The Depression 1930-39:**

The causes of the depression
Unemployment and life on the dole
The growth of new industries and new technologies
Escapism – the popularity of cinema and radio

For schools in Wales, this depth study can be co-taught with the unit *Depression, War and Recovery 1930-1951* on the WJEC GCSE specification

- **Britain and the Second World War 1939-1945:**

Evacuation and rationing
Coping with the Blitz
The role of women during the war
Keeping up morale – radio, cinema, posters, role of Churchill

For schools in Wales, this depth study can be co-taught with the unit *Depression, War and Recovery 1930-1951* on the WJEC GCSE specification

- **Life in the 1960s:**

Changes in home life including the lives of women
Changes in work including the impact of new technology
Fashion and entertainment including the influence of pop music and television
Immigration – reasons and reaction

For schools in Wales, this depth study can be co-taught with the unit *Austerity, Affluence and Discontent 1951-1979* on the WJEC GCSE specification

For schools in England, this depth study can be co-taught with the unit *Austerity, Affluence and Discontent 1951-1979* on the Eduqas GCSE Specification.

Please note that the British Studies in Depth mentioned above are not exclusive. Many teachers will want to focus learning on other periods of British history.

The examples used above have been chosen to show how this qualification can be adapted for students for whom the assessment demands of GCSE History may be too challenging.

LO2: Know similarities and differences between aspects of a particular British society in the past and their own life.

Learners must recognise similarities and differences between a particular British society in the past and their own society. A variety of aspects may be considered for comparison. Examples may include:

How the diet of an ordinary person in medieval times...	<i>was similar or different to</i>	...your own diet today
How entertainment for people in Elizabethan times...	<i>was similar or different to</i>	...the entertainment enjoyed by you and your family today
How the toys that children played with in Victorian times...	<i>were similar or different to</i>	...the toys that you and your friends played with as children
How the ways in which the government tried to help ordinary people in the Edwardian era...	<i>was similar or different to</i>	...how the government tries to help ordinary people today
How the use of posters during World War I...	<i>was similar or different to</i>	...how posters are used today
How work done at home in the 1930s...	<i>was similar or different to</i>	...how work is done at home today
How evacuating children during World War II...	<i>was similar or different to</i>	...the experience of refugee children today
How getting to work and school in the 1960s...	<i>was similar or different to</i>	...how people get to work or school today

These comparisons can be adapted to whatever British study in depth is chosen. It is recommended that a minimum of **three** aspects are chosen for comparison in order to fulfil the guided learning hours for the unit.

LO3: Be able to use historical sources to find out about a particular British society in the past.

Learners must be able to use historical sources to find out about a particular British society in the past. It is intended that these sources be primary or contemporary to the period studied or be clearly based on such sources. Teachers should ensure that a varied range of sources is available for study. This is a good opportunity to carry out personal research if possible and to organise investigations and fieldwork visits if appropriate and manageable.

- **Written sources:**
e.g. letters, advertisements, diaries, chronicles, newspapers, headstones, war memorials, song lyrics

Learners should consider what can be found out about the society studied by using **written sources**.

- **Oral sources:**
e.g. CDs, radio and television programmes, internet clips, eye witness recordings, memories of families and neighbours, music recordings

Learners should consider what can be found out about the society studied by using **oral sources**.

- **Visual sources:**

e.g. maps, pictures, paintings, engravings, photographs, tapestries, cartoons, posters, films, television programmes, internet clips

Learners should consider what can be found out about the society studied by using **visual sources**.

- **Artefacts:**

e.g. gas masks, weapons, ornaments, pots, tools, badges, medals, kitchenware, coins, clothes, shoes

Learners should consider what can be found out about the society studied by using **artefacts**.

- **Sites:**

Castles, cathedrals, churches, battlefields, houses, Roman villas, canals, railways, factory buildings, museums

Learners should consider what can be found out about the society studied by **visiting sites**. (The visit could be actual or virtual using a website or supplied images)

Note that these are not exclusive lists of sources. Wherever possible teachers should help learners to understand how certain historical sources can be used to find out about a period of British history.

3. Delivery

3.1 Planning Courses

This unit will contribute to the completion of an Entry Pathways qualification in Humanities. **For full details of the qualifications (Awards and Certificates) and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with **A British Society in the past** are:

- People and Protest
- Looking at Local History
- A non-British Society in the Past
- Historical Change over Time

Choosing a combination of the above units would work towards an Entry Pathways qualification in Humanities, **with a particular focus in the discipline of history**. Alternatively, this unit can be studied with other units in the Humanities suite which will give a more cross-curricular approach.

Please note that while it is technically possible to study two British societies in the past, **candidates can only be entered for this unit once** so studying two societies may not be an appropriate use of teaching and learning time.

3.2 Resources

No specific resources have been written for this unit. Teachers and learners are advised to gather relevant information using general textbooks, websites, digital resources, magazines, television programmes and films.

One useful area of resources and support for teachers of Entry Pathways units is available on the WJEC website. The site can be found here: <http://resources.wjec.co.uk/> Teachers will find a wide range of supporting materials. Much of this material is intended to be downloaded so that it can be edited by teachers to suit the needs of their own candidates and centres. Most of the examples of British Studies in Depth suggested on pages 3-4 have a resource dedicated to its delivery.

Books

There are many existing school textbooks for Key Stages 2, 3 and 4 which cover periods of British history. A brief search on any major resource retail site will bring up many books written especially for specific periods.

Television programmes and films

There are several suitable television programmes and films that can be used to 'set the scene' and establish the historical context. These range from classic films to comedy series set in the historical period. The Amazon website is very useful for finding DVDs of films and television series and many can be accessed on YouTube.

Conflict and Upheaval: England 1337-1381

The Canterbury Tales (1972)

A Knight's Tale (2001)

The Elizabethan Age 1558-1603

The Virgin Queen (2005)

Elizabeth: the Golden Age (2007)

The Edwardian Era

Downton Abbey (2000s)

Upstairs, Downstairs (1970s)

Britain and the First World War

The Trench (1999)

War Horse (2011)

Blackadder Goes Forth (1990s)

The Depression

The Citadel (1983)

The Prime of Miss Jean Brodie (1969)

The Proud Valley (1940)

Britain and the Second World War

Goodnight Mr Tom

Dad's Army

Carrie's War

Channel 4 Learning has a useful series titled Britons at War

Life in the 1960s

Summer Holiday (1963)

A Hard Day's Night (1964)

Internet sites

There is a huge variety of websites that are dedicated to providing resources for all historical periods. Many provide excellent suggestions, information and activities for teachers of this unit. Suggested sites that teachers may wish to visit include:

www.activehistory.co.uk

www.thinkinghistory.co.uk

www.rogershistory.com

www.schoolshistory.org.uk

www.planbee.com/history

www.teachithistory.co.uk

www.historylearningsite.co.uk

www.historyonthenet.com

www.johndclare.net

www.schoolhistory.co.uk

www.teachingideas.co.uk

www.historyinnumbers.com

www.historyresourcecupboard.co.uk

www.squaducation.com

www.bbc.co.uk/history

www.chalkface.com

www.5min.com

www.bbc.co.uk/wales/eclips

www.nationalarchives.gov.uk

www.teachers-media.com

[These sites were all operational and free to use as of 31.3.18]

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

All Entry Pathways units are internally assessed and externally moderated. The following principles apply to the assessment of each unit:

- all assessment criteria must be met for unit learning outcomes to be achieved
- for units provided for Entry 2 and Entry 3, assessment criteria must be met in full at each level
- tasks may be set by the centre or chosen from examples given by WJEC (see below)

Entry Pathways Humanities has no set tests or assessments. WJEC will provide some suggestions that can be developed to provide evidence that the assessment criteria for each learning outcome have been met. It is hoped that teachers will build on some of these suggestions and develop activities of their own to provide assessments appropriate for their learners.

In practice, ways of demonstrating that the criteria have been met will vary according to centre type, the nature of learners and curriculum organisation. In addition, different learners within the same teaching group can demonstrate achievement of assessment criteria in different ways. However, the following general types of activities are likely to feature as ways of demonstrating that the assessment criteria have been met:

General activity	Possible purpose
Posters	Identify features and characteristics of the chosen society
Written work	Select information from historical sources about the chosen society
Oral questions and answers	Answer questions about different types of historical sources
Oral presentations	Outline similarities and differences between the chosen society and today
Contributing to group discussions	Talk about features and characteristics of life in the chosen society
Powerpoint presentations	Outline what life was like for children in the chosen society
Use of visual images such as photographs or cartoons	Identify different types of historical sources from the chosen society
Storyboards	Outline features and characteristics from the chosen society
Case studies	Outline the importance of certain people at the time
Surveys and questionnaires	Draw up some questions that you would like to ask someone who lived during this period of history
Map work	Annotate particular features or events from the chosen society
Audio / visual recordings	Talk about the importance of certain people from the chosen society

4.2 Examples of tasks:

Examples of tasks that can be used with learners to show evidence of meeting the assessment criteria:

LO1: Know features and characteristics of a particular British society in the past.

At Entry 2, learners could:

- complete a closed written exercise on key features of the period. This could be filling in gaps or true or false activities.
- produce a wall poster identifying the most important features of the historical period being studied. The poster could include mostly images and titles if written work is too challenging
- look at a selection of visual images of the chosen period and identify important features shown about the particular period
- watch a video of the chosen period and complete a mind map or spider diagram of important people and features
- use ICT to produce a presentation which identifies important features of the period. This could involve cutting and pasting images from websites
- respond to basic questions about one important person who lived in this period. This can be done orally or through a multiple choice exercise.

At Entry 3, learners could:

- answer short open ended written questions about key features of the period
- put a list of events from the period in chronological order
- produce a booklet which outlines key features and characteristics of the period. *[All entries not to be less than 40 words]*
- use ICT to create a slide presentation with images and writing describing the key features and characteristics of the historical period
- use ICT to produce a series of small 'top trumps' cards identifying five important people from the period and what they did
- write an email to the Royal Mint outlining why a person studied in this unit should be on the back of the next £10 note
- use a streaming website to produce a playlist of songs and music from the period studied *[most likely WWII or the 1960s]*

LO2: the learner will recognise similarities and differences between a particular British society in the past and their own society

At Entry 2, learners could:

- select one type of person (*child, woman, man*) from within the chosen period and carry out a case study of how his/her life was similar and different to that of a similar person in Britain today
- select from a range of sources examples of similarity and difference between the chosen period and today's Britain
- complete a provided table identifying examples of similarities and differences between then and now
- indicate orally or select by ticking three examples of similarity and three examples of difference between then and now

At Entry 3, learners could:

- give an oral presentation to show how specific aspects of life have changed since the period studied (*the table on page 5 can help focus on a specific aspect*)
- create a slide presentation to show examples of similarity and difference between then and now
- produce a short script (around 100 words) for a radio bulletin about how far a specific aspect of life has changed / not changed

LO3: The learner will be able to use historical sources to find out about a particular British society in the past

At Entry 2, learners could:

- identify from a given list or a school collection different types of historical sources connected with the period studied
- use the content of historical sources from the period to answer cloze questions
- sort objects or images of objects in relation to their origin eg then and now, posters and newspapers, tools and weapons, photographs and cartoons
- from a selection of sources and using the headings: **written, oral; visual; artefacts; sites**; make a table of different types of historical sources
- visit a museum or historical site and recognise different types of sources about the period studied (*the visit could be actual or virtual using a website or supplied images*)

At Entry 3, learners could:

- answer short open-ended questions using historical sources or artefacts as stimulus
- make simple deductions about the period studied from different types of historical sources
- select from a range of historical sources those which illustrate features of the period studied
- give an oral presentation using a range of sources and / or artefacts about the period studied
- take digital photographs of different sources relevant to the period studied and make simple deductions about the period from them
- visit a museum or historical site and gather some information about the period studied from different types of sources (*the visit could be actual or virtual using a website or supplied images*)

4.3 Recording

Assessment must be recorded on the relevant assessment record by indicating successful completion of each Assessment Criterion. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria are **differentiated** and must be met at the relevant level. All criteria must be met in full for the unit to be achieved and credit awarded.

Copies of the assessment records are on pages 13 and 14.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the **WJEC Entry Pathways specification**, which includes information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and Reporting
- Issue of Results
- Access Arrangements
- Post-Results Services.

Essential points to note with regard to administrative arrangements

- Submit all work **by unit** and not by candidate.
- Ensure that all candidate work submitted for moderation is **fully marked and annotated**.
- **Annotate completed candidate work** with the relevant assessment criteria, e.g. AC 1.3 or AC 3.2, showing where and how the work presented has met the required assessment criteria.
- Check that **ALL assessment criteria have been met for each unit** by each candidate. Do not submit work for moderation if all assessment criteria have not been clearly and fully met.
- **Complete in full the Assessment Record Sheet** for each unit for individual candidates, ensuring it is signed the teacher, including as much detail as possible on where and how assessment criteria have been met.

A British Society in the Past – ENTRY 2

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

	Assessment Criteria	Met	Evidence
LO1	<p>AC1.1 Identify features and characteristics connected with a particular British society in the past.</p> <p>AC1.2 Identify people from a particular British society in the past.</p>		
LO2	<p>AC2.1 Show how people's lives in a particular British society in the past were similar to life today.</p> <p>AC2.2 Show how people's lives in a particular British society in the past were different from life today.</p>		
LO3	<p>AC3.1 Identify different types of historical sources from a particular British society in the past.</p> <p>AC3.2 Select information from historical sources about a particular British society in the past.</p>		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

A British Society in the Past – ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

	<i>Assessment Criteria</i>	<i>Met</i>	<i>Evidence</i>
LO1	AC1.1 Outline features and characteristics of a particular British society in the past. AC1.2 Outline the importance of certain people in a particular British society in the past.		
LO2	AC2.1 Identify similarities between a particular British society in the past and their own times. AC2.2 Outline how people's lives in a particular British society in the past were different from life today.		
LO3	AC3.1 Categorise different types of historical sources from a particular British society in the past. AC3.2 Use historical sources to make observations about a particular British society in the past.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____