

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	A Non-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.	K/617/3301 M/617/3302
Entry Code	6226/E2 6226/E3
Level	Entry 2/3
Credit Value	4
Unit aim	<p>This unit aims to help learners to understand the key features that affected people's lives in the past. This will be through a study of a short period of non-British history focussing on a specific society. 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>

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

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 non-British society in the past.

Learners must know about features and characteristics of a particular non-British society in the past. 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 non-British study in depth at GCSE level. Examples may include:

- **The Crusades, 1095-1149**
Where did the Crusades happen?
The reasons why many people went on the Crusades
The life of the Crusaders
Why are the Crusades important?

For schools in England, this depth study can be co-taught with the unit *The Crusades 1095-1149* on the Edqwas GCSE specification.

- **The Voyages of Discovery 1492-1522**
The reasons for the voyages of discovery in this period
Famous explorers including Columbus, da Gama and Magellan
Life in the Aztec Empire
Why were the Aztecs conquered?

For schools in England, this depth study can be co-taught with the unit *The Voyages of Discovery and Conquest of the Americas, 1492-1522* on the Eduqas GCSE specification.

- **Germany 1929-1939:**
Reasons for the Nazi rise to power
The key features of the Nazi dictatorship including propaganda and censorship
Changing life in Nazi Germany: work, women, young people, Jews
Why Germany took over other areas up to 1939

For schools in Wales, this depth study can be co-taught with the unit *Germany in Transition 1919-1939* on the WJEC GCSE specification.

For schools in England, this depth study can be co-taught with the unit *Germany in Transition 1919-1939* on the Eduqas GCSE specification.

- **The USA in the 1920s:**
Features of immigration and racial intolerance
Features of prohibition and the gangsters
The rise and fall of the US economy up to the Crash of 1929
Popular culture: cinema, sport, flappers, the jazz age

For schools in Wales, this depth study can be co-taught with the unit *The USA: a Nation of Contrasts 1910-1929* on the WJEC GCSE specification.

For schools in England, this depth study can be co-taught with the unit *The USA: a Nation of Contrasts 1910-1929* on the Eduqas GCSE specification.

- **Russia 1914-1924:**
How Russia was affected by World War I
The Bolshevik Revolution of 1917
The Civil War and the killing of the royal family
Life in the USSR under Lenin

For schools in Wales, this depth study can be co-taught with the unit *Russia in Transition 1905-1924* on the WJEC GCSE specification.

- **South Africa 1960-1994:**
The main features of the apartheid system
Opposition to apartheid – both inside and outside South Africa
Important individuals in this period – Mandela, Tutu, de Klerk
The reasons for the ending of apartheid by 1994

For schools in Wales, this depth study can be co-taught with the unit *Changes in South Africa 1948-1994* on the WJEC GCSE specification.

PLEASE NOTE THAT THE NON-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 simply to show how this qualification can be adapted for learners for whom the assessment demands of GCSE History may be too challenging.

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

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

How the religion followed by many people in medieval times...	<i>was similar or different to</i>	... religion in society today
How sailing vessels used to travel abroad in the later fifteenth century...	<i>were similar or different to</i>	... sailing vessels used to travel abroad today
How school life in Nazi Germany...	<i>was similar or different to</i>	... your school life today
How entertainment in the USA in the 1920s...	<i>was similar or different to</i>	... entertainment in society today
How protest in Russia at this time...	<i>was similar or different to</i>	...how people protest today
How work done at home in the 1930s...	<i>was similar or different to</i>	...how work is done at home today
How campaigns to end apartheid	<i>were similar or different to</i>	... campaigns to change government policy today

These comparisons can be adapted to whatever non-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 non-British society in the past.

Learners must be able to use historical sources to find out about a particular non-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. weapons, ornaments, pots, tools, jewellery, kitchenware, coins, clothes.

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

- **Sites** – museums; castles, churches, battlefields, houses, canals, railways

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. Wherever possible teachers should help learners to understand why certain historical sources are used to find out about a non-British period of 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 non-British Society in the Past** are:

- People and Protest
- Looking at Local History
- A 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 non-British societies in the past, **learners 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 learners and centres. Most of the examples of non-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 non-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.

The Crusades, 1095-1149

King Richard and the Crusaders (1954)
Robin Hood: Prince of Thieves (1991)
Lionheart (1987)
The Crusaders (2001)
Kingdom of Heaven (2005)

The Voyages of Discovery 1492-1522

1492: Conquest of Paradise (1992)
Columbus: the Discovery (1997)
Voyages of Discovery: episode 1 (2006)
In Search of the Aztecs: BBC series (2006)
The Other Conquest (2000)

Germany 1929-1939:

Cabaret (1972)
Christabel (TV series episode 1 – 1988)
The Nazis: a warning from history (TV series- 1997)
Hitler: Rise of Evil (TV series – 2003)

The USA in the 1920s:

Thoroughly Modern Millie (1967)
The Great Gatsby (1974)
Bugsy Malone (1976)
Bullets over Broadway (1999)
Chicago (2002)

Russia 1914-1924:

October 1917 – 10 days that shook history (1928)
Dr Zhivago (1965)
Anastasia (1997)

South Africa 1960-1994:

Cry Freedom (1987)
Invictus (2009)
Long Walk to Freedom (2013)

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 of a particular non-British society in the past

At Entry 2, learners could:

- complete a cloze 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 four events from the period in chronological order
- produce a booklet which outlines key features and characteristics of the period
- use ICT to create a slide presentation with images and writing outlining 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
- produce a short piece for a TV bulletin outlining why a person was important in the period studied

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

At Entry 2, learners could:

- 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
- create their own written statements about how far a specific aspect of life has changed / not changed

LO3: Be able to use historical sources to find out about a particular non-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 learners, ensuring it is signed the teacher, including as much detail as possible on where and how assessment criteria have been met.

A Non-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 non-British society in the past.</p> <p>AC1.2 Identify people from a particular non-British society in the past.</p>		
LO2	<p>AC2.1 Show how people's lives in a particular non-British society in the past were similar to life today.</p> <p>AC2.2 Show how people's lives in a particular non-British society in the past were different from life today.</p>		
LO3	<p>AC3.1 Identify different types of historical sources from a particular non-British society in the past.</p> <p>AC3.2 Select information from historical sources about a particular non-British society in the past.</p>		

General Comments:

Teacher: _____

Date: _____

Moderator: _____

Date: _____

A Non-British Society in the Past – ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

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

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____