

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Historical change over time
Unit Ref. No.	T/617/3303 A/617/3304
Entry Code	6227/E2 6227/E3
Level	Entry 2/3
Credit Value	4
Unit aim	<p>This unit aims to help learners to understand the process of historical change and development over time. This can involve a study of a particular theme or a society that has undergone a period of change. The study can be based on any country but must involve a period of at least 50 years.</p> <p>This unit is co-teachable with aspects of the WJEC and Eduqas GCSE History specifications.</p>

Learning outcomes	Assessment Criteria Entry 2	Assessment Criteria Entry 3
<p>To be awarded credit for this unit, the learner will:</p> <p>LO1</p> <p>Know about major changes which happened in a particular theme or society.</p> <p>LO2</p> <p>Know reasons for major changes in a particular theme or society.</p> <p>LO3</p> <p>Know how major changes in a particular theme or society affected people's lives.</p>	<p>Assessment of the learning outcome will require a learner to demonstrate that they can:</p> <p>AC1.1</p> <p>Identify features of a theme or society at the beginning of the period studied.</p> <p>AC1.2</p> <p>List changes that happened in a theme or society during the period studied.</p> <p>AC2.1</p> <p>Select reasons why changes occurred in a theme or society.</p> <p>AC3.1</p> <p>Indicate how changes in a theme or society affected people's lives.</p>	<p>Assessment of the learning outcome will require a learner to demonstrate that they can:</p> <p>AC1.1</p> <p>Outline features of a theme or society at the beginning of the period studied.</p> <p>AC1.2</p> <p>Outline major changes that happened in a theme or society during the period studied.</p> <p>AC2.1</p> <p>Give reasons why major changes occurred in a theme or society.</p> <p>AC3.1</p> <p>Outline how changes in a theme or society affected people's lives.</p>

2. Suggested Unit Content

The following suggestions should be considered in the context of:

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- 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 theme or society 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 about major changes which happened in a particular theme or society.

Learners must know about the major changes that took place which are connected with a theme or society. The theme or society should be studied in **outline**, not in depth. It is recommended that this period covers more than **50 years**.

Suitable examples of themes to study are suggested below. Centres can choose to focus on change over a longer period or alternatively within a century. They could also focus on a sub-theme such as entertainment or punishment over time.

Changes in Crime and Punishment

How have the causes of crime changed?	C18th C19th C20th	Highway robbery; smuggling Crime in towns and cities; protests Motor crime ; computer crime; terrorism
How have the methods of policing changed?	C18th C19th C20th	Bow Street Runners Metropolitan Police; extension of state police Police specialisation and resources
How have the methods of punishment changed?	C18th C19th C20th	Public punishments Transportation Prisons; community service

For schools in England, this study of change over time can be co-taught with the unit *Changes in Crime and Punishment in Britain, c.500 to the present day* on the Eduqas GCSE specification.

For schools in Wales, this study of change over time can be co-taught with the unit *Changes in Crime and Punishment, c.1500 to the present day* on the WJEC GCSE specification.

Changes in Health and Medicine

How have the causes of disease changed?	C17th C18th/19th C20th	The Great Plague Poor sanitation in towns – cholera Bacterial and viral diseases
How have the methods used to treat disease changed?	C17th C18th/19 th C20th	Traditional and herbal remedies; work of William Harvey Work of James Lister, James Simpson and Louis Pasteur Radiation; antibiotics; transplant surgery; X rays and scanning
How has patient care changed?	C17th C18th/19 th C20th	Role of the church Florence Nightingale and nursing; public health improvements The setting up of the NHS; health campaigns and advertising

For schools in England, this study of change over time can be co-taught with the unit *Changes in Health and Medicine in Britain, c.500 to the present day* on the Eduqas GCSE specification.

For schools in Wales, this study of change over time can be co-taught with the unit *Changes in Health and Medicine, c.1340 to the present day* on the WJEC GCSE specification.

Changes in Entertainment and Leisure

How has popular entertainment changed?	C16th/17 th Early C20th Later C20th	The Elizabethan theatre Cinema and radio Pop music; television; computers
How have holidays and travel changed?	C19th Early C20th Later C20th	Growth of the railways and seaside resorts Holiday pay; holiday camps; day trips Package holidays; air travel; theme parks
How have sport and recreation changed?	C19th Early C20th Later C20th	Growth of spectator sports Growth of professionalism and sponsorship Influence of the media; gyms and leisure centres

For schools in England, this study of change over time can be co-taught with the unit *Changes in Entertainment and Leisure in Britain c.500 to the present day* on the Eduqas GCSE specification.

Changes in Civil Rights in the USA 1941-2000

How did the methods used to protest change?	Rosa Parks and the Montgomery Bus boycott Martin Luther King and peaceful protest Malcolm X and more direct protest
How did laws and rights for black people change?	Changes in education – Brown vs Topeka; Little Rock Changes in segregation Changes in voting rights
How did the lives of black people in the USA change?	Granting of civil rights by 1970 Famous black Americans Life for poorer black people by 2000

For schools in England, this study of change over time can be co-taught with the unit *The development of the USA, 1929-2000* on the Eduqas GCSE specification.

Changes in Immigration

How did reasons for immigration change?	C19th C20th C21st	Employment during the Industrial Revolution The legacy of the British Empire EU policy; refugee crisis
How did the experience of immigrants change?	C19th C20th C21st	Reaction to Irish immigrants Race relations in the 1950s and 1960s Reaction to EU immigrants and refugees
How did the impact of immigration on British society change?	C19th C20th C21st	Integration and contribution of Irish immigrants Impact of Commonwealth immigrants on business, sport, food and music Impact of recent immigrants on society and politics – UKIP and Brexit

For schools in Wales, this study of change over time can be co-taught with the unit *Changes in Patterns of Migration, c.1500 to the present day* on the WJEC GCSE specification.

The Changing Role and Status of Women

How did the experiences of women at home change?	Domestic chores Labour-saving devices from the 1930s Quality of housing after 1945 Family life and contraception from the 1960s
How did the experiences of women at work change?	Domestic service in the 1900s War work in WWI and WWII Jobs in manufacturing and retail in the 1950s and 1960s Equal opportunities after the 1970s
How did the role of women in politics change?	The right to vote - Suffragettes and Suffragists The granting of the vote in 1918 and 1928 The feminist movement and Women's Liberation from the 1960s

LO2: Know reasons for major changes in a particular theme or society

Learners must know some reasons for the major changes in a theme or society. A variety of reasons for change may be considered, but **it is advisable to focus mainly on two specific reasons for change**. The choice is up to the teacher. The discussion of reasons will depend upon which particular theme or issue is chosen. Teaching could be based around these ideas:

Theme	Reason for change	Examples
Crime and Punishment	Individuals	Work of John Howard or Elizabeth Fry
	Government	Government introducing new laws to make roads safer
Health and Medicine	Individuals	Work of Marie Curie and Christian Barnard
	Government	Government introducing the NHS after WWII
Sport and Leisure	Media	Media coverage popularising sport on the radio and the television
	Technology	More aircraft allowing people to take more foreign holidays
Civil Rights	Individuals	Roles of Rosa Parks and Malcom X
	Public opinion	Protest marches and demonstrations put pressure on government to change
Migration	Economy	Attraction of moving for work
	Public opinion	Changing public opinion was important in allowing integration after the 1950s
Role and Status of Women	Technology	Invention of labour saving devices
	Public opinion	Became in favour of giving the vote to women after their role in WWI

LO3: Know how major changes in a particular theme or society affected people's lives.

Learners must know how major changes in a theme or society affected people's lives. This could be during the actual period studied or even up to the present day to provide a clearer element of contrast. The learning outcome could revolve around consideration of **a final big question**. Teachers should ensure that learners are aware that although some aspects of the chosen theme or society did change others did not. Learners should be able to show that different groups of people may have been affected in various ways. **Examples of big questions to consider might include:**

- **Crime and Punishment:**
Are our towns now safer to live in than in the past?
- **Health and medicine:**
Are people in the UK healthier today than in the past?
- **Entertainment and leisure:**
What do people do with their free time today compared to the past?
- **Civil Rights:**
Have the lives of black people in the USA got better since the 1950s?
- **Immigration:**
What role do immigrants play in your community today?
- **The role and status of women:**
Are there greater opportunities for women in your community today than in the past?

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 **Historical Change over Time** are:

- People and Protest
- Looking at Local History
- A non-British Society in the past
- A British Society in the past

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.

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 **changes in time** suggested on pages 3-6 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 times e.g.:

Ripper Street	<i>(Crime and Punishment)</i>
Heartbeat	<i>(Crime and Punishment)</i>
Made in Dagenham	<i>(Role and status of women)</i>
Pride	<i>(Role and status of women)</i>
Chariots of Fire	<i>(Entertainment and leisure)</i>
Hi-di-hi	<i>(Entertainment and leisure)</i>
Mississippi Burning	<i>(Civil Rights)</i>
Selma	<i>(Civil Rights)</i>
Quacks	<i>(Health and Medicine)</i>
Till Death Us Do Part	<i>(Immigration)</i>
Rising Damp	<i>(Immigration)</i>

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 31.8.18]

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 change over time
Written work	Select information that shows change over time from historical sources
Oral questions and answers	Answer questions about different types of historical sources
Oral presentations	Talk about similarities and differences between lives then and now
Contributing to group discussions	Talk about features and characteristics of the society or theme studied
Powerpoint presentations	Outline similarities and differences over the period studied
Use of visual images such as photographs or cartoons	Place the events depicted on a timeline
Storyboards	Outline features and characteristics of change over time
Case studies	Outline the importance of certain people from the theme or society studied
Surveys and interviews	Ask people about changes in their lives
Audio / visual recordings	Make a recording about the importance of certain people from the theme or society studied
Posters	Identify features and characteristics of change over time

4.2 Examples of tasks:

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

LO1: Know about major changes that happened in a particular theme or society

At Entry 2, learners could:

- complete a closed written exercise on the major changes such as true or false
- look at visual images, before and after major changes, and point out some differences between them
- sort visual images into 'then and now' categories
- produce a wall poster identifying two major changes within the historical theme or society being studied. The poster could include mostly images and titles if written work is too challenging
- use ICT to produce a presentation which identifies important features of the theme or society. This could involve cutting and pasting images from websites

At Entry 3, learners could:

- answer written open ended short questions about the major changes that happened in the theme or society
- create a timeline of the period studied and put a number of events / changes / people on it in chronological order
- use ICT to create a slide presentation with images and writing describing some aspects of life that changed
- draw up a series of 5-10 questions to ask someone who lived through or during this period of change. (*If they are alive – ask them!*)

LO2: Know reasons for major changes in a particular theme or society

At Entry 2, learners could:

- select from a list reasons for the major changes within the chosen theme or issue
- indicate whether these reasons were long-term or short-term
- answer basic oral questions about the reasons for the major changes within the chosen theme or issue.

At Entry 3, learners could:

- select two people and give reasons why they were important in bringing about major changes within the chosen theme or issue
- produce a slide presentation to show why there were changes within the chosen theme or issue
- produce a poster which puts causes of change into short and long term causes

LO3: Know how major changes in a particular theme or society affected people's lives

At Entry 2, learners could:

- complete a chart exercise on how much effect the changes had on the lives of different groups of people
- categorise from a list different effects of the changes eg serious, minor, long-lasting, short term.
- think of 3 questions that you could ask a person who lived at this time about how their life had changed

At Entry 3, learners could:

- make a table of different types of people (children, women, black people etc) within the chosen theme or issue and explain how their lives may have changed between start and end of the period chosen
- create a poster or presentation which addresses a big question on the chosen theme or issue:
Are our towns now safer to live in than in the past?
Are people in the UK healthier today than in the past?
Are there greater opportunities for women today than in the past?
What do people do with their free time today compared to the past?
Have the lives of black people in the USA got better since the 1950s?

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 14 and 15.

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.

Historical Change over Time - ENTRY 2

WJEC ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Identify features of a theme or society at the beginning of the period studied.		
	AC1.2 List changes that happened in a theme or society during the period studied.		
LO2	AC2.1 Select reasons why changes occurred in a theme or society.		
LO3	AC3.1 Indicate how changes in a theme or society affected people's lives.		

General Comments:

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Historical Change over Time – ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Outline features of a theme or society at the beginning of the period studied.		
	AC1.2 Outline major changes that happened in a theme or society during the period studied.		
LO2	AC2.1 Give reasons why major changes occurred in a theme or society.		
LO3	AC3.1 Outline how changes in a theme or society affected people's lives.		

General Comments:

Teacher: _____

Date: _____

Moderator: _____

Date: _____