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National Unit specification: general information

Unit title: Celtic Studies (SCQF level 6)

Unit code: H29A 12

Superclass:	FL
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Source:	Scottish Qualifications Authority
Version:	02

Summary

This Unit introduces candidates to the elements of Celtic culture and civilisation through a study of the origins and migrations of the Celtic peoples, the principal characteristics of their art, literature, religion and mythology and through an investigation of the sources of our knowledge of the Celts, and the nature of Celtic identity to the present day. It will encourage critical and informed understanding of the origins and nature of 'Celticness' and the contemporary issues surrounding Celtic identity and heritage.

This Unit is suitable for school leavers or adult returners to education who wish to develop skills and knowledge in Celtic Studies in order to progress to further study, or to gain entry level to employment in the creative, cultural and heritage industries.

This is a mandatory Unit in the National Certificate in Celtic Studies (SCQF level 6), but can also be taken as a free-standing Unit.

Outcomes

1   Identify and evaluate sources for Celtic studies.
2   Investigate the origins and migrations of early Celtic peoples.
3   Explain the principal characteristics of early Celtic cultures.
4   Explain the concept of Celtic identity.

Recommended entry

While entry is at the discretion of the centre, it would be beneficial for candidates to have attained one of the following, or equivalent:

♦   English at SCQF level 4
♦   Work experience or Volunteering in the creative and cultural industries

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General information (cont)

Credit points and level

2 National Unit credits at SCQF level 6: (12 SCQF credit points at SCQF level 6*).

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill   None

Core Skill component   Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

Unit title: Celtic Studies

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

1   Identify and evaluate sources for Celtic studies.

Performance Criteria

(a)   Identify appropriate sources and locate them in their context.
(b)   Identify the likely origins and purposes of the sources.
(c)   Evaluate the strengths and weaknesses of different types of evidence in explaining the nature of Celtic society and culture.

Outcome 2

Investigate the origins and migrations of early Celtic peoples.

Performance Criteria

(a)   Identify the different interpretations of the origins of the Celts and relate this to the sources.
(b)   Identify the principal migration routes of the Celts and relate this to the sources.
(c)   Analyse the reasons for the migration of Celts and its possible impact on European society.

Outcome 3

Explain the principal characteristics of early Celtic cultures.

Performance Criteria

(a)   Describe the social structure and political institutions of Celtic peoples during the first millennium BCE and the first millennium CE.
(b)   Describe the artistic, literary and mythological motifs of Celtic peoples during the first millennium BCE and the first millennium CE.
(c)   Explain the similarities and differences of Celtic cultures and peoples of the British Isles during the first millennium BCE and the first millennium CE.
(d)   Explain what is meant by 'Celtic' culture in the first millennium BCE and the first millennium CE.

National Unit specification: statement of standards (cont)

Unit title: Celtic Studies

Outcome 4

Explain the concept of Celtic identity.

Performance Criteria

(a)   Explain how the concept of Celtic identity developed during the nineteenth and twentieth centuries.
(b)   Explain why the concept of Celtic identity remains contested to the present day.
(c)   Explain the implications of the debate on Celtic identity for our understanding of Celtic heritage.

Evidence Requirements for this Unit

Written and/or recorded oral evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria. Evidence will be generated under closed-book, supervised conditions and can be gathered during or near the end of the Unit. The Unit may be assessed holistically.

For Outcome 1, at least three contrasting sources must be identified and evaluated, one archaeological, one literary and one ethnographic. At least two strengths and two weaknesses for each source must be evaluated in terms of their ability to explain Celtic society and culture.

For Outcome 2, at least two interpretations of the origins of the Celts should be identified. At least two migration routes should be identified. The analysis of the reasons for migration must cover at least one 'push' and one 'pull' factor. Candidates must explain the difference in meaning by 'Celtic' culture in the first millennium BCE compared with the first millennium CE.

For Outcome 3, at least two examples of each of the principal characteristics; social, political, artistic, literary and mythological should be described. At least two similarities and two differences between different Celtic cultures and peoples during the period should be explained.

For Outcome 4, the explanation of the development of the concept of Celtic identity must, identify changes in the concept and relate these to contemporary understanding of Celtic heritage, with examples drawn from at least three Celtic nations or regions. The explanation of the implications for understanding of Celtic heritage must make reference to at least three Celtic regions or nations.

National Unit specification: support notes

Unit title: Celtic Studies

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This is a mandatory Unit in the National Certificate (NC) in Celtic Studies (SCQF level 6). This Unit is intended to form a comprehensive introduction to the National Certificate and may be complemented by delivery of the Unit History of the Celts in Scotland, but can be delivered as a free-standing Unit.

The Unit focusses on the following areas:

♦ The origins and migrations of early Celtic peoples, based on the existing evidence in language, archaeology, place names and classical sources. Origins should focus on the Hallstatt and La Tene cultures and the evidence that they provide of early Celtic societies. Migrations should cover the successive waves of migration of Celtic peoples into Italy, central and eastern Europe, Gaul, Asia Minor, Iberia and Britain. The overall shift of the Celtic peoples from central Europe to the western periphery should also be explored. The principal interpretations of reasons for these movements - overpopulation, pressure on resources, military expansionism, trade, raiding and cultural dynamism - should be related to the archaeological and literary sources.

♦ A comparison of the 'classic' Celtic societies during the first millennium BCE and the first millennium CE. This includes the continental Celtic peoples as viewed by the classical Greek and Roman sources, Irish Gaelic culture and its extension in the western Isles and coast of Britain, the Brythonic culture of Britain, and the Pictish peoples of northern Britain. It will investigate key themes such as social structure, kingship, mythology, religion, art, music and poetry. It will also look at how these societies developed over time, and the key elements that they shared.

♦ The development of Celtic identity. This section will analyse the uses of the concept of 'Celticness' in the modern era, and will investigate the key question of what modern writers understand by 'Celtic' and the debates concerning the question of identity. The implications of this for Celtic heritage will be examined.

♦ Sources for Celtic Studies. This section will look more closely at examples of evidence for Celtic culture, and at the ways in which different types of evidence are used, interpreted and evaluated. Thus, the ways in which archaeologists have reinterpreted material artefacts, and literary scholars have employed the literary traditions, will be compared. Ethnographic approaches will also be considered, including songs, dance, oral history and folk tales. A comparison of one source from each category - archaeological, literary and ethnographic - will form the basis of this section.

National Unit specification: support notes (cont)

Unit title: Celtic Studies

Guidance on learning and teaching approaches for this Unit

This Unit develops the skills and knowledge necessary to progress through the NC in Celtic Studies. As well as encouraging wide reading on the topic and both formal and informal discussion of the debates and issues raised by the Unit, there should be plenty of scope for critical engagement with a range of sources, artistic, literary and archaeological. There should also be opportunity to visit sites associated with the Unit.

Delivery for this Unit should be undertaken in a mixed learning environment, combining classroom delivery with use of digital resources, site visits and independent research.

Candidates should be encouraged to prepare for Outcomes 3 and 4 through independent research and to take responsibility for their own learning, within a clear framework of tasks.

There is scope for this Unit to be integrated with some elements of the other Units within the NC Celtic Studies framework, such as Research Skills and Local Investigation.

Guidance on approaches to assessment for this Unit

It is recommended that the Outcomes are assessed holistically. The marking scheme should reflect the standard embodied in the Performance Criteria and allow the evidence to be considered as a whole.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required.

For Outcome 2, examples of 'push' factors could include pressure on resources, overpopulation, etc. Examples of 'pull' factors could include the military nature of Celtic society, the demand for spoils, the prestige of raiding, etc.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003), SQA Guidelines on e-assessment for Schools (BD2625, June 2005).*

Unit title: Celtic Studies

Opportunities for developing Core Skills

This Unit develops knowledge of the elements of Celtic culture and civilisation. Candidates will investigate and explain various aspects of Celtic culture through study of the Celtic people's origins and migrations, their art, literature, religion and mythology, current perceptions of Celtic identity. As they are doing this Unit, candidates will have opportunities to develop aspects of the Core Skills of *Communication* and *Problem Solving*, particularly the component Critical Thinking.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	09/10/2012