-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	0091460	**-Session-** 1989-90
-Superclass-	DB	

-Title-   **PEOPLE AND THE PAST: EUROPEAN/EC SOCIETY**

-DESCRIPTION-

Purpose

A student completing this module will have been introduced to the historical perspective and will be in a position to undertake further modules in this area or to progress to undertake a practical investigation.

This module has been designed as part of a series of modules at different levels of demand which accredit competence in the Social Sciences. The series was designed to facilitate entry to Higher Education. However, the modules in the series may be used in their own right with senior school pupils, adult returners and those whose employment requires them to develop a broad social perspective. Social Science modules may also be useful in adding breadth and ensuring balance in modular programmes.

Preferred
Entry Level

No formal recommendations for entry, but
students may benefit from 91457
An Introduction to People and the Past. Some previous experience of the subject (eg. through a Standard Grade course) would also be beneficial.

Learning
Outcomes

The student should:

1.   explain how key historical concepts contribute to the understanding of a specified period or topic;

2.   evaluate relevant historical sources;

3.   draw a possible conclusion on a historical issue using a range of sources.

Content/
Context

1.   This module contains suggestions of eight topics which may be used. Topics should be negotiated with students. The process of negotiation should identify one topic only which should be studied in detail by the members of the group.

(i)   The decline of Rome
(ii)   The Hundred Years War
(iii)   Reformation and Counter-Reformation
(iv)   The Age of Revolution 1789-1849
(v)   European Socialism 1848-1924
(vi)   The First World War 1910-1919
(vii)   The inter-war period 1919-1939
(viii)   The post-war period 1945-present

It may be appropriate for other topics to be considered depending on the availability of materials, the local environment and the interests of students. The focus of this module is on European Society. The history of local environments should be studied in the Local Investigation series of modules, or the Practical Investigation in the Social Sciences - People and the Past module.

The topics should be considered bearing in mind the following key concepts:

(i)   Economic change
(ii)   Social change
(iii)   Technological change
(iv)   Cultural change

although on occasion it may be useful to consider other concepts which the tutor may identify.

It is the understanding and use of the key concepts which is important rather than the knowledge of the historical data.

I.   Economic Change

The concept of economic change should be developed by considering, (a) changes in the means of production; (b) patterns of demand; (c) the impact of war and natural disaster; (d) the role of government; (e) entrepreneurship; (f) new markets and resources; (g) modes of exchange; (h) economic opportunities.

The tutor should make a judicious selection of those aspects of this concept which are most appropriate to the selected period. No attempt should be made to use all of these aspects.

II.   Technological change

The concept of technological change should be developed by considering, (a) research and development; (b) invention and innovation; (c) changing work patterns; (d) the role of government; (e) military advantage.

The tutor should make a judicious selection of those aspects of this concept which are most appropriate to the selected period. No attempt should be made to use all of these aspects.

III.   Social Change

The concept of social change should be developed by considering, (a) social stratification and mobility; (b) the family; (c) gender; (d) demography; (e) patterns of employment; (f) the role of government; (g) human rights; (h) living and working conditions;

The tutor should make a judicious selection of those aspects of this concept which are most appropriate to the selected period. No attempt should be made to use all of these aspects.

IV.   Cultural Change

The concept of cultural change should be developed by considering, (a) art and science; (b) education; (c) religion; (d) ideology and philosophy; (e) patterns of leisure and recreation.

The tutor should make a judicious selection of those aspects of this concept which are most appropriate to the selected period. No attempt should be made to use all of these aspects.

In all the key concepts, these aspects may not be exclusive lists. Tutors may be able to identify other dimensions which may be more appropriate to the period which has been selected.

These aspects should be considered in an integrated manner with the appropriate emphasis on each of the four key concepts.

2.   As each area is discussed relevant sources and data should be identified and analysed. This evidence should be both primary and secondary and will include eg. documents - including Parliamentary reports, newspapers, letters, diaries, photographs, posters, paintings, contemporary novels, artefacts, political propaganda, contemporary commentaries, audio/visual media, oral history, reminiscence. Problems of interpretation should be discussed and an ability to detect bias encouraged. The limitations of different sources and problems of data gathering should be briefly outlined.

3.   The selected historical period should be examined in the context of the key concepts. For this learning outcome students should produce an analysis of an historical issue using the key concepts in an integrated manner giving appropriate emphasis to each. When the key concepts are applied to the chosen period students should be encouraged to develop an awareness of the relevance and relative importance of each of the key concepts as well as developing a deeper appreciation of the period being studied.

Suggested Learning and Teaching Approaches	The following approaches are recommended: practical work, discussion, case study, teacher exposition etc. These would involve an examination of a wide range of materials, including both primary and secondary sources. Students should be encouraged to reflect historically. Negotiation of issues should be a central feature of this module.

Assessment Procedures	Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO   Learning Outcome
PC   Performance Criteria
IA   Instrument of Assessment

LO1   EXPLAIN HOW KEY HISTORICAL CONCEPTS CONTRIBUTE TO THE UNDERSTANDING OF A SPECIFIED PERIOD OR TOPIC

PC   (a)   Identification of key concepts is accurate.
                (b)   Examples given of the key concepts in operation are relevant to the period.
                (c)   Identification of the effect on society of the chosen examples is accurate.

IA   Restricted Response

The student will be tested on his/her understanding of how key historical concepts contribute to the understanding of a specified period.

Satisfactory performance will be that the student achieves all Performance Criteria correctly in terms of the studied topic.

LO2   EVALUATE RELEVANT HISTORICAL SOURCES

PC   (a)   Identification of primary and secondary sources is accurate for the specified period or topic.
                  (b)   Identification of inaccuracy and bias in the sources is accurate.
                  (c)   The evaluation of the worth of selected sources to specified investigations is based on valid interpretation of the sources.

IA   Structured Question

The student will be tested on his/her ability to evaluate relevant historical sources. There will be one structured question on each Performance Criteria.

Satisfactory performance will be that the student achieves all Performance Criteria correctly in terms of the studied topic.

LO3   DRAW A POSSIBLE CONCLUSION ON A HISTORICAL ISSUE USING A RANGE OF SOURCES

PC   (a)   Identification of a historical problem is clear and correct.
                  (b)   Selection of sources includes both primary and secondary.
                  (c)   Clear account is taken of the selected sources in analysing the problem.
                  (d)   The conclusion is based on a balanced analysis of the problem.
                  (e)   The conclusion is valid in terms of the sources used.

IA   Extended Response

The student will be tested on his/her ability to draw a possible conclusion on a historical issue using a range of sources.

The extended response should cover all aspects of the Performance Criteria and should be presented in a concise manner and be of appropriate length necessary to achieve this.

Satisfactory performance will be that the student achieves all Performance Criteria correctly in terms of the studied topic.

NB: The Learning Outcomes and Performance Criteria in this module are generic to the 'People and the Past' group of modules.