



National Unit specification: general information

Unit title: History of the Celts in Scotland (SCQF level 6)

Unit code: H299 12

Superclass: DB

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Summary

This Unit develops knowledge of the role and influence of Celtic cultures and peoples on Scottish history. Candidates will learn about the development of the Scottish kingdom, the relationship between the Scottish crown and Celtic cultures, the interactions between Celtic and non-Celtic peoples and the impact and importance of Celtic identity on Scottish life and society. It provides useful underpinning knowledge and skills for progression to further study in this area.

This Unit is suitable for candidates with no previous knowledge of Celtic History but who have an interest in history and/or archaeology.

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 Describe and explain the impact of Celtic culture and peoples on early Scottish history.
- 2 Describe and explain the impact of Celtic culture and peoples on the development of modern Scottish history.

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

General information (cont)

Credit points and level

1 National Unit credit at SCQF level 6: (6 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: History of the Celts in Scotland

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

Describe and explain the impact of Celtic culture and peoples on early Scottish history.

Performance Criteria

- (a) Describe the interaction of different Celtic peoples and cultures in the early history of Scotland.
- (b) Explain the influence of the Celtic church on the early development of Scotland.
- (c) Explain the factors leading to the formation of the kingdom of Alba.

Outcome 2

Describe and explain the impact of Celtic culture and peoples on the development of modern Scottish history.

Performance Criteria

- (a) Explain the relationship between Gaelic Scotland and the Scottish Crown between 1100 and 1689.
- (b) Describe the challenges facing Gaelic Scotland in the early modern period (1689–1850) and explain how Gaels adapted to these changes.
- (c) Explain the role that Gaelic culture has played in the creation of Scottish identity in the modern era.

National Unit specification: statement of standards (cont)

Unit title: History of the Celts in Scotland

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.

For Outcome 1, evidence is required to demonstrate that candidates can:

- ◆ Describe the interaction between different Celtic peoples and cultures. This must include reference to the northern and southern Pictish kingdoms, the emergence of the Gaelic kingdom of Dalriada and the kingdom of Strathclyde, and the relations between them in terms of politics, warfare, trade, art and religion.
- ◆ Explain the influence of the Celtic church on the early development of Scotland. This must include reference to its role in the spread of Christianity, the relationship between the Celtic church and the political powers of Dalriada and the Pictish kingdoms and its impact on art, literature and cultural identity.
- ◆ Explain the factors leading to the formation of the kingdom of Alba. This must include reference to the distinction between Alba and earlier kingdoms, the weakening of the Pictish kingdoms by Scandinavian incursions, the dynastic links and interactions between the Picts and Gaels, and the emergence of Gaelic as the dominant culture and language in the new kingdom.

For Outcome 2, evidence is required to demonstrate that candidates can:

- ◆ Explain the relationship between Gaelic Scotland and the Scottish Crown between 1100 and 1689. This must include reference to the conflicts between the Lords of the Isles and the Crown down to 1493, the attempts by sixteenth-century Scottish kings to establish their authority over the Highlands and the clan system, the Statutes of Iona and the influence of Highlanders in the wars of the 1630s to the 1650s.
- ◆ Describe the challenges faced by Gaelic Scotland and explain how Gaels adapted. This must include reference to the government's response to the Jacobite uprisings, the impact of emigration, the struggles over land rights and the threats posed to Gaelic culture and language by both official policies and social and economic change.
- ◆ Explain the role that Gaelic culture has played in the creation of Scottish identity in the modern era. This must include reference to image of Gaeldom in nineteenth-century Scottish literature from Walter Scott to Robert Louis Stevenson, the role of the Highlands in the emergence of nineteenth-century tourism, the role of Gaelic imagery in twentieth-century popular culture and the reinterpretation of Scottish history by the development of 'Celtic studies' in the nineteenth and twentieth centuries.

National Unit specification: support notes

Unit title: History of the Celts in Scotland

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 40 hours.

Guidance on the content and context for this Unit

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

The Unit provides candidates with an understanding of the role of Celtic peoples and cultures in the development of Scottish history and seeks to place the study of 'Celticness' in a specific Scottish context.

The Unit features three themes within which to study the impact of Celtic cultures and peoples, each covering a different period with a specific focus on an aspect of the relationship between Celtic cultures and peoples, and the development of Scottish history. They are:

- ◆ Britons, Picts and Gaels 500–1057. This theme covers the interactions between the early Celtic peoples in Scotland, the nature and influence of Brythonic and Pictish cultures, the spread of Gaelic influence, the origins and development of Celtic Christianity and the emergence of the kingdom of Alba.
- ◆ Gaelic Scotland 1100–1689. This theme looks at the nature of Gaelic culture in Scotland during the medieval and early modern period, focusing on the nature of Gaelic society, interactions of Gaelic culture and people with the Scottish crown and the Lowlands, relations and interactions with the Irish Gaels and the Nordic peoples, the rise and fall of the Lordship of the Isles and the nature of clanship.
- ◆ Conflict, Land, and Migration 1689–present day. This theme covers the 'modernisation' of the Highlands, the impact of the Jacobite uprisings on Gaelic culture and society, migration and the land struggles, the survival and reinvigoration of Celtic culture and its influence on the development of modern Scottish identity.

Guidance on learning and teaching approaches for this Unit

While undertaking this Unit, candidates should be provided with the opportunity to:

- ◆ engage in wide-ranging, independent reading relevant to their historical studies.
- ◆ interpret and evaluate historical source material and set it in context.
- ◆ systematically record information derived from a variety of sources, such as books, notes, lectures, electronic media, audio-visual materials and site visits.
- ◆ make use of relevant historical terms and concepts.
- ◆ take part in formal and informal discussion and debate based on and informed by historical evidence and knowledge in order to develop the ability to think independently and make informed judgements.

National Unit specification: support notes (cont)

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In terms of enhancing an understanding of Celtic influences on aspects of Scottish history, it would be especially useful to incorporate materials relating to landscape, place-names, linguistic evidence, material artefacts, literature, music and folklore. The approach should be interdisciplinary, given the emphasis on 'culture'.

It is recommended that at this level candidates should be encouraged, within a clear framework of tasks, to take responsibility for their own learning.

The methodology used by teachers/lecturers will be built on existing good practice. The knowledge and understanding of the themes and content delivered in this Unit should be linked to the development of skills of interpretation, evaluation and analysis to provide insight and encourage respect for available evidence.

Guidance on approaches to assessment for this Unit

The evidence of attainment of both Outcomes for this Unit should be provided in the form of structured responses.

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.

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)*.

Opportunities for developing Core Skills

This Unit develops knowledge of the role and influence of Celtic cultures and peoples on Scottish history. Candidates will learn about the history of the Celts, and study 'Celticness' in a Scottish context. They will look at a range of historical periods and explain, for example, how Celtic influences have affected the development of early Scotland. As candidates are doing this Unit, they 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.

National Unit specification: support notes (cont)

Unit title: History of the Celts in Scotland

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. | 12/10/2012 |
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