

**TEST ON  
HISTORICAL COMPETENCES**

**Assessment Unit**

**SPANISH EMIGRANTS  
IN THE 1960s AND NOWADAYS (2014)**

**QUESTIONS (Fragment)**

**COMPULSORY SECONDARY EDUCATION  
YEAR FOUR (\*)**

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\*(\*) This test was designed for Spanish students (15-17 years old), at the end of Compulsory Education.

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**COOPERATE:**



**Nebrija**  
*Universidad*



**TEST ON HISTORICAL COMPETENCES**

**YEAR FOURTH  
SECONDARY COMPULSORY EDUCATION**

**CODE ECH** \_\_\_ / \_\_\_ / \_\_\_

**Please, fill in the following details:**

**Your number in the class list:** \_\_\_\_\_

**Sex (mark with an X)**    **Man**     **Woman**

**Year of birth:** \_\_\_\_\_

**Educational level of your father:**

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Without education</b>                          | <input type="checkbox"/> <b>Compulsory Education</b> |
| <input type="checkbox"/> <b>Upper Secondary (Baccalaureate /Technical)</b> | <input type="checkbox"/> <b>University Studies</b>   |


**Educational level of your mother:**

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Without education</b>                          | <input type="checkbox"/> <b>Compulsory Education</b> |
| <input type="checkbox"/> <b>Upper Secondary (Baccalaureate /Technical)</b> | <input type="checkbox"/> <b>University Studies</b>   |

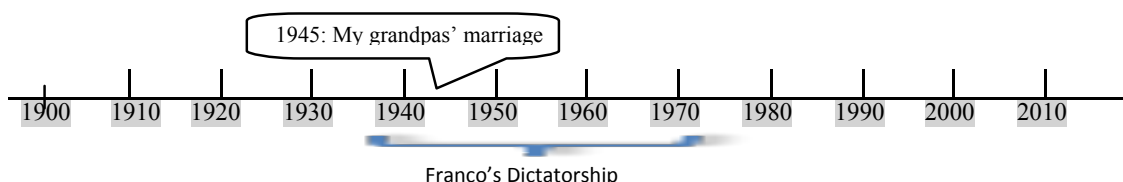
*This assessment unit deals with the Spanish migrations abroad from 1959 to 2014.*

*WITH THE INFORMATION PROVIDED BY THE DOCUMENTS AND YOUR KNOWLEDGE OF THAT PERIOD IN THE HISTORY OF SPAIN, ANSWER THE FOLLOWING QUESTIONS*

**Question 1:**

Complete the timeline below with keys (  ) to establish the chronological limits of the "Civil War" and the "Democratic period", as it has been done with the "Franco Dictatorship":

*(0-1 points)*



**Question 2:** Isabel placed the wedding of her grandparents Paquita and Carmelo in 1945, on the timeline (Doc. 2), but in her story (Doc. 1) she says it was in 1955. One of the two documents is wrong. Based only on the documents, which do you think must be the real date of that wedding? Explain your answer:

*(0-1 points)*

*\_Final del formulario*

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**Question 3:** **Doc. 1 and 2** give very little information about Isabel's great-grandfather, who died in the Civil War, but you may try to answer questions like these:

**3.1.** Did he own a lot of land? Choose only the best option:

- a) Yes, he owned many lands
- b) No, he owned few or very few lands
- c) Yes, he owned enough lands to live comfortably
- d) The documents do not say anything about it.

3.2. Search in the text for two reasons to answer the previous question

(0-1 points)

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**Question 4:** A classmate, who came to Spain with his family a few years ago, tells you he does not understand this sentence in the text: "... some landowners did not hire him, because he was married to the daughter of a red (socialist)". Explain it to him using what you know about the Civil War.

(0-1 points)

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**Question 5: Doc 3** shows a traditional harvest scene in Spain made by a young couple, which could represent Isabel 's grandparents at work.

**Question 5.1:** Choose from the following options (all partly true) the one that best helps you understand the motives of those people to emigrate from Spain:

- a) The photo shows their limited resources: they used backward tools, were poorly dressed and had to work hard to get scarce crops from that small plot of poor land.
- b) The photo evidences that traditional agricultural work sometimes required many hours of painful manual work outdoors.
- c) The photo shows that women also worked in the fields especially in times of emergency, such as harvest time, when a sudden storm could destroy completely the crops.
- d) The broad smile of the women in this photo proves that, despite having a hard life, people at that time also knew how to enjoy life.

**Question 5.2:** Explain your answer (0-1 points)

(0-1 points)

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**Question 6:** Suppose you are in 1959, some months before the departure of grandpa Carmelo to France. He and his wife Paquita are talking about whether to migrate together or to do it only him. Try to put yourself in the shoes of Paquita, with the mindset that women had at that time.

**6.1.** Which of these sentences best would express most people thinking at that time? Choose only one:

- a) We have no future here, but in France you will earn a lot of money and you will be able to buy the car you want. I will stay here to save more money.
- b) I want to go with you, the most important thing is to stay together. My mother has her brother Mingo with her and he will look after her.
- c) It is very hard to separate, but you have to bring money home and I cannot leave my mother alone, who is becoming quite old.
- d) I will go with you, in France we can rebuild our lives. Since the death of our son I cannot think of anything than having another child.

**6.2.** Considering what you know about the role and the mentality that women used to had at that time, explain the option you have chosen: *(0-1 points)*

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**Question 7.:** During the 60s and early 70s, about a million and a half Spaniards emigrated to other countries in Europe. Three more millions of people changed residence within Spain.

**Question 7.1:** Which of the following best describes this last migration and change of residence within Spain?

- a) People left the inland of Spain to go live in the coastal regions.
- b) People abandoned agriculture to go to work in the industry.
- c) People abandoned industry to work in tourism and services.
- d) People left rural areas to work in industry and services in cities

**Question 7.2:** During the 1960s, Spain needed to import many more foreign products than it exported. Besides the money sent by emigrants like Carmelo, what other sources of foreign money allowed Spain not to go into debt during that period?

- a) Tourism and investments of foreign companies in Spain.
- b) Exports of agricultural products.
- c) Economic adjustments prevented buying foreign products.
- d) Loans from international banks.

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*The rest of the assessment questions (8 to 14) are referred to two more Documents and deal with time and change, as well as evidence and empathy (See Table of items)*

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**Assessment Unit: *Spanish emigrants in the 1960s and nowadays***  
**Table of items and assessed competences**

Item number	Type of item			Assessed competences and skills			
	Multiple choice	Open ended	Semi-structured	Use historical evidence	Understand (the logic of) historical knowledge		Explain historically
					Contextualised explanation (Empathy)	Time, change and continuity	
1			*			(*) Situate on a timeline	*
2		*		* Interpret + Collate			
3.1	*			* Infer + Analyse			
3.2		*		* Infer + Analyse			
4		*		(*) Interpret + Context.			*
5.1	*			* Infer + Contextualise	(*) Take the historian's perspective		(*)
5.2			*	(*) Infer + Contextualise	(*) Take the historian's perspective		*
6.1	*				* Take the persp. of the past		(*)
6.2		*			* Take the persp. of past agents		(*)
7.1	*						*
7.2	*						*
8.1	*			*Interpret + Analyse			
8.2			*	* Interpret + Analyse			
9.1.		*		(*) Interpret + Analyse		* Process of change: identify stages	
9.2		*		(*) Interpret + Analyse			*
10	*			* Evaluate + Collate			
11.1			*	(*) Interpret + Collate		* Content of change	(*)
11.2		*		(*) Communicate + Collate		* Content of change	(*)
12.1	*				* Take the persp. of past agents		
12.2		*			(*) Compare present and past perspectives	* Content of change	(*)
13	*				(*) Relate perspectives to forms of living		*
14		+				(*) Content of change	*
22	10	8	4	7+ (5)	3 +(3)	4 +(2)	8 +(6)
<b>100%</b>	<b>45,5%</b>	<b>36,3%</b>	<b>18,2%</b>	<b>31,8%</b>	<b>31,8%</b>		<b>36,3%</b>

\*: Competence assessed in first place

(\*): Competence assessed complementarily or in second place