

# Humanities Entry Pathways

Using and differentiating between new units

First teaching from September 2018



## Background (1)

WJEC **has** updated the suite of units available for Entry Pathways Humanities. There were several reasons **for this decision**:

1. The **original** units needed updating as they appeared dated
2. The resources links **within the units** were often broken **or obsolete**
3. There was a need to align the content of the Pathways units to allow co-teaching with **aspects of** the new GCSE qualifications

## Background (2)

The units were rewritten by the end of 2017 and reviewed by February 2018. **Permission to use them was given in July 2018.**

Care was taken to:

1. **Retain** the **most** popular units (**some have been renamed with new titles**)
2. **Merge** some of the units which were not as extensive in coverage **or content**
3. **Withdraw** some units that had limited content
4. **Remove** some units that had low entries

## Key points

The revised units **have been** available for teaching from September 2018. **IT IS HIGHLY RECOMMENDED THAT CENTRES PLAN THEIR COURSE USING THESE REVISED UNITS.**

The original units will still be available for teaching alongside the revised units.

**These will be withdrawn in May 2019 (with a final opportunity to enter by May 2020)**

It will not be possible to enter candidates for the original unit and its revised equivalent. The entry system will block this.

### Revised unit titles – history based

- A British Society in the Past (retained)
- A Non British Society in the Past (retained)
- Historical change over time (retained)
- Looking at your history (retained)
- People and protest (retained)

### Revised unit titles Geography

- Threatened ecosystems (retained but renamed)
- Changing Trends in Tourism (retained but renamed)
- Changing Population in the UK (retained)
- Responding to a major tectonic event (retained but renamed)
- Climate Change: causes, effects and human responses (retained but renamed)

### Revised unit titles - RS

- Contentious issues in the modern world  
(retained but renamed)
- Prejudice and discrimination against people (retained but renamed)
- Places of worship (retained)
- Celebrating religious festivals (retained but renamed)
- Important ceremonies in life and death  
(merged)

### Revised unit titles - Humanities

- The effects of consumerism (retained but renamed)
- The ethics of food production and the consumer (retained)
- Responses to conflict in world events (retained)
- Taking a role in society in the UK (retained)

## What has changed in the Units?

The **assessment criteria** have been changed to reflect more consistent use of command words at both E2 and E3

The **content** has been re-organised to align with GCSE content where possible

The **resource lists** have been updated

The **suggested activities** have been updated

## What has changed in the Units?

The assessment criteria:

At Entry 2, the usual command words used are

- Identify (*features*)
- Show / indicate
- Select (**from a limited list**)
- Locate
- State (*orally*)
- Recognise (*visual*)
- List
- Present (*limited*)

## What has changed in the Units?

The assessment criteria:

At Entry 3, the usual command words used are:

- Outline
- Identify (*eg similarity and difference*)
- Give (*reasons*)
- Select (*from a range*)
- Indicate (*wider choice*)
- Categorise (*range of sources*)
- Present (*a range*)

## TASK 1

Consider the two examples of work provided.

One has been submitted for Entry 2

One has been submitted for Entry 3

**Match these up with the command words**

**for E2 and E3**

**Any thoughts / comments?**

## What has changed in the Units?

### The content:

An attempt has made to align content of the units with that of the new GCSE specifications.

*'This unit is co-teachable with aspects of the WJEC and Eduqas GCSE specifications.'*

## What has changed in the Units? (Change over time)

### 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 <sup>th</sup> 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 <sup>th</sup> 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 Edquas 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.

## What has changed in the Units? (Major tectonic events)

**For schools in England**, this unit can be co-taught with:  
Eduqas Geography A Key Idea 3.2: Vulnerability and hazard reduction

**For schools in Wales**, this unit can be co-taught with :  
WJEC Geography **Key Idea 3.2: Vulnerability and hazard reduction**

**LO1: Know that there are a range of tectonic events and that certain areas of the world are vulnerable to these events.**

The factors that learners must know about will include:

- volcanoes, earthquakes and tsunamis are examples of tectonic hazards
- tectonic events are caused by movements of the earth
- the earth's crust is broken up in to large pieces, known as plates
- tectonic events occur on or near plate boundaries
- areas like The Pacific Ring of Fire are particularly vulnerable to tectonic activity
- name / location of a recent tectonic event
- detail (e.g. date, location, what happened etc) on a recent tectonic event

## What has changed in the Units? (Places of worship)

**For schools in England**, this unit can be co-taught with Component 2 Study of Christianity and Component 3 Study of a World Faith on the Eduqas GCSE specification in Religious Studies.

**For schools in Wales**, this unit can be co-taught with Unit 1 Religion and Philosophical Themes on the WJEC GCSE specification in Religious Studies.

**Students will be expected to study TWO places of worship from TWO different religious traditions.**

**LO1: Know what religious features are found in places of worship**

Learners must know about the main religious features found in the places of worship that they are studying. They should select from the following places of worship:

## What has changed in the Units?

### **The resource lists:**

Each unit specification contains references to resources. These are generally split into:

- Written resources
- Visual resource
- Websites

**Remember - there are very few resources specifically written for EP. The best resources are nearly always created by practising teachers.**

## What has changed in the Units?

### **Suggested activities:**

Each unit contains a range of suggested teaching and learning activities.

These are set at both Entry 2 and Entry 3.

Each activity is linked with demonstrating achievement of the assessment criteria.

## What has changed in the Units?

### Suggested activities:

- use ICT to produce a series of small '*top trumps*' cards identifying five important people from the period and what they did
- write an email to the Royal Mint outlining why a person studied in this unit should be on the back of the next £10 note
- use a streaming website to produce a playlist of songs and music from the period studied [*most likely WWII or the 1960s*]

## What has changed in the Units?

### Suggested activities:

- identify the main areas where energy is used in the home, e.g. lighting, heating, provision of hot water, kitchen appliances, computer and other equipment
- outline ways of using less electricity, being more energy efficient, using more energy efficient appliances, turning off appliances, using energy efficient light bulbs, improving insulation
- working in groups, outline possible strategies that could be adopted to promote energy efficiency in the areas of lighting, heating, provision of hot water, kitchen appliances, computer and other equipment
- create a digital presentation on the views of the group for the class

## What has changed in the Units?

### **Suggested activities:**

- make a power point showing a range of causes as to why the individuals/groups they have chosen have experienced prejudice and discrimination
- in a general discussion orally outline a range of causes for the prejudice and discrimination of the individuals/groups they have chosen
- design a poster for some of the individuals/groups they have chosen giving reasons why they experienced prejudice and discrimination

## **TASK 2**

### **LINKING TASKS TO ASSESSMENT CRITERIA**

**Can you work out whether the tasks listed are appropriate for learners working at E2 or E3?**

**How could the E2 activities be enhanced into E3 activities?**