

WJEC Entry Pathways in
Humanities

CPD Materials

December 2018

ENTRY PATHWAYS HUMANITIES Agenda

Autumn 2018

Schedule	
9.15am	<i>Arrival</i>
9.30am	Welcome and introductions
10.00am	Planning and running the course
11.00am	<i>Break</i>
11.15am	Using and differentiating between new units
12.15pm	<i>Lunch</i>
1.15pm	Moderation – How does it work?
2.00pm	Good practice examples
2.30pm	Plenary
3.00pm	<i>Close</i>

Humanities Entry Pathways December 2018



Recordio'r Sain / Audio Recording

Mae'n ofynnol i'r cyflwynydd recordio'r sain yn y digwyddiad hwn. Dull rheoli yw hwn i sicrhau y gall CBAC ddangos ei fod yn cydymffurfio ag Amodau Cydnabyddiaeth y rheoleiddwyr; yn benodol yr Amodau hynny sy'n ymwneud â chyfrinachedd deunyddiau asesu.

Bydd y recordiad hwn ar gael i'r rheoleiddiwr cymwysterau os gofynnir amdano, ond ni chaiff ei rannu â thrydydd partïon eraill. Bydd CBAC yn cadw'r recordiad yn ddiogel am gyfnod o dair blynedd, ac yn ei ddinistrio'n barhaol wedi hynny.

Sylwer os gwelwch yn dda **NAD OES HAWL** gan gynrychiolwyr i recordio sain na ffilmio unrhyw agwedd ar y digwyddiad hwn.

The presenter is required to make an audio recording of this event. This is a control designed to ensure that WJEC is able to demonstrate compliance with regulatory Conditions of Recognition; specifically Conditions relating to the confidentiality of assessment materials.

The recording will be made available to the qualifications regulator if required, but it will not be shared with any other third parties. The recording will be stored securely by WJEC for a period of three years and then permanently destroyed.

Please note that delegates are **NOT PERMITTED** to make an audio or video recording of any aspect of this event.

Geography	History	Religious Studies	Humanities	French
<ul style="list-style-type: none"> • Changing Population in the UK OR Changing Population in the UK 2018 • Fragile Environments OR Threatened Ecosystems 2018 • Volcanoes, Earthquakes, Tsunamis OR Responses to Major Tectonic Events 2018 • Renewable Energy OR Climate Change - causes, effects and responses 2018 • Sustainable Communities • Sustainable Tourism OR Changing trends in tourism 2018 	<ul style="list-style-type: none"> • Looking at your history OR Looking at local history 2018 • A British society in the past OR A British society in the past 2018 • A non-British society in the past OR A non-British society in the past 2018 • Historical change over time OR Historical change over time 2018 • People and protest OR People and protest 2018 • History in the Media 	<ul style="list-style-type: none"> • Religious festivals OR Religious Festivals and Celebrations 2018 • Religious initiation rites Religious marriage services OR Important ceremonies in life and death 2018 • Places of worship OR Places of worship 2018 • The work of religious charities • Famous followers of religion • Religious and moral arguments over contentious issues OR Contentious issues in the modern world 2018 • Persecution of people OR Prejudice and discrimination against people 2018 	<ul style="list-style-type: none"> • The ethics of food production and the consumer OR The ethics of food production and the consumer 2018 • The effects of consumerism on today's society OR The effects of consumerism 2018 • Child poverty and exploitation • Responses to conflict in world events OR Responses to conflict in world events 2018 • Taking a role in society in the UK OR Taking a role in society in the UK 2018 	<ul style="list-style-type: none"> • Being a tourist in a French speaking country • Introducing self, family and friends in French • Using French to discuss social issues • Using French to discuss where people live • Using French to discuss work

Co-teachability with GCSE Geography

The changing population of the UK

For schools in **England**, this unit can be co-taught with:

Eduqas Geography A Key Idea 2.2: Population and urban change in the UK
 Eduqas Geography A Key Idea 2.3: Urban Issues in contrasting global cities
 Eduqas Geography B: Key Idea 1.1: Urbanisation in contrasting global cities
 Eduqas Geography B: Key Idea 1.2: Urban and rural processes and change in the UK

For schools in **Wales**, this unit can be co-taught with :

WJEC Geography Key Idea 2.2: Population and urban change in the UK
 WJEC Geography Key Idea 2.3: Urban Issues in contrasting global cities

Threatened ecosystems

For schools in **England**, this unit can be co-taught with:

Eduqas Geography A Key Idea 3.2: Ecosystems under threat
 Eduqas Geography A Key Idea 5.4: Human activity and ecosystem processes
 Eduqas Geography B: Key Idea 8.2: Management of ecosystems

For schools in **Wales**, this unit can be co-taught with :

WJEC Geography Key Idea 5.4: Human activity and ecosystem processes
 WJEC Geography Key Idea 8.2: Management of ecosystems

Responding to a major tectonic event

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

Climate change - causes, effects and responses

For schools in **England**, this unit can be co-taught with:

Eduqas Geography A Key Idea 5.1: Climate change during the Quaternary period
Eduqas Geography A Key Idea 2.4: Climate change – cause and effect

For schools in **Wales**, this unit can be co-taught with :
WJEC Geography Key Idea 5.1: Climate change during the Quaternary period

Changing trends in tourism

For schools in **England**, this unit can be co-taught with Eduqas Geography A Key Idea 8.2: Management of ecosystems

For schools in **Wales**, this unit can be co-taught with WJEC Geography Key Idea 8.2: Management of ecosystems

Looking at local history

A British Society in the past

For schools in **England**, this depth study can be co-taught with the unit Empire, Reform and War 1890-1918 on the Eduqas GCSE specification.

- Britain and the First World War 1914-1918:
Recruitment, conscription and propaganda
Life in the trenches
The impact of war on civilian life – work, women, disillusionment

This depth study can also be co-taught with the unit Empire, Reform and War 1890-1918 on the Eduqas GCSE specification

- The Depression 1930-39:
The causes of the depression
Unemployment and life on the dole
The growth of new industries and new technologies
Escapism – the popularity of cinema and radio

This depth study can be co-taught with the unit Austerity, Affluence and Discontent 1951-1979 on the Eduqas GCSE Specification.

***Please note that the British Studies in Depth mentioned above are not exclusive. Many teachers will want to focus learning on other periods of British history.**

A British Society in the past

For schools in **Wales**, this depth study can be co-taught with the unit Depression, War and Recovery 1930-1951 on the WJEC GCSE specification

Britain and the Second World War 1939-1945:

- Evacuation and rationing
- Coping with the Blitz
- The role of women during the war
- Keeping up morale – radio, cinema, posters, role of Churchill

This depth study can also be co-taught with the unit Depression, War and Recovery 1930-1951 on the WJEC GCSE specification

Life in the 1960s:

- Changes in home life including the lives of women
- Changes in work including the impact of new technology
- Fashion and entertainment including the influence of pop music and television
- Immigration – reasons and reaction

This depth study can also be co-taught with the unit Austerity, Affluence and Discontent 1951-1979 on the WJEC GCSE Specification.

*** Please note that the British Studies in Depth mentioned above are not exclusive. Many teachers will want to focus learning on other periods of British history.**

A non- British Society in the past

For schools in **England**, this depth study can be co-taught with the unit:

- The Crusades 1095-1149
- The Voyages of Discovery and Conquest of the Americas, 1492-1522
- Germany in Transition 1919-1939
- The USA: a Nation of Contrasts 1910-1929

For schools in **Wales**, this depth study can be co-taught with the unit:

- Germany in Transition 1919-1939
- The USA: a Nation of Contrasts 1910-1929
- Russia in Transition 1905-1924
- Changes in South Africa 1948-1994

Historical change over time

For schools in **England**, this study of change over time can be co-taught with the unit:

- Changes in Crime and Punishment in Britain, c.500 to the present day
- Changes in Health and Medicine in Britain, c.500 to the present day
- Changes in Entertainment and Leisure in Britain c.500 to the present day
- The development of the USA, 1929-2000

For schools in **Wales**, this study of change over time can be co-taught with the unit:

- Changes in Crime and Punishment in Britain, c.500 to the present day
- Changes in Health and Medicine in Britain, c.500 to the present day
- Changes in Patterns of Migration, c.1500 to the present day

People and Protest

For schools in **England** and **Wales**, this unit can be co-taught with:

- Conflict and Upheaval: England 1337-1381
- Empire, Reform and War: Britain 1890-1918
- The Development of the USA, 1929-2000

Celebrating religious festivals

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 2 Religion and Ethical Themes on the WJEC GCSE specification in Religious Studies.

Important ceremonies in life and death

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.

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.

Contentious issues in the modern world

For schools in **England**, this unit can be co-taught with Component 1 Religious, Philosophical and Ethical Studies in the Modern World on the Eduqas GCSE specification in Religious Studies.

For schools in **Wales**, this unit can be co-taught with Unit 2 Religion and Ethical Themes on the WJEC GCSE specification in Religious Studies.

RESOURCES FOR TEACHERS

Supporting teaching and learning

[Humanities Entry Pathways/](#)

Free subject specific resources available for all to download from our website

resources.wjec.co.uk

Free digital resources to support the teaching and learning of a broad range of subjects



Cwestiynau? | Any Questions?

Cysylltwch â'n Swyddogion
Pwnc arbenigol a thîm
cefnogaeth weinyddol eich
pwnc os oes gennych unrhyw
gwestiynau.

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Officers and administrative
support team for your subject
with any queries.



Humanities Entry Pathways

CPD Autumn 2018

Planning, delivering and assessing the qualification



Aims of this session

1. To address the needs of both current and new centres
2. To offer guidance on:
 - Planning
 - Delivering (teaching)
 - Assessing

Why choose Entry Pathways Humanities?

- Entry Pathways Humanities is a very flexible course with no external assessment
- Entry Pathways Humanities enables teachers to combine units to create interesting programmes of study suited to individual learners' needs and experiences
- Entry Pathways Humanities is suitable to use at any key stage and in any educational institution
- Entry Pathways Humanities can align in many cases with revised GCSE specifications.

Getting started

- Look beyond the title of the unit to be taught
 - It is not a matter of teaching everything you know about tectonic events, such as volcanoes, earthquakes and tsunamis
- Make good use of information provided in individual unit specification
 - Read all sections carefully – pay attention to Learning Outcomes and Assessment Criteria for the unit (must be delivered in FULL to achieve the award)
 - Ascertain what resources you have available to teach the unit
 - If you are a non specialist stick closely to suggested unit content

Unit Specifications – title, code and credits

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Responding to a major tectonic event (volcanic eruption, earthquake or tsunami)
Unit Ref. No.	
Entry Code	
Level	Entry 2 / 3
Credit Value	4
Unit aim	<p>This unit aims to enable learners to identify areas of the world that are affected by tectonic events (earthquakes, volcanoes and tsunamis) and know how people are affected by, and respond to the hazards posed by the tectonic events.</p> <p>This unit is co-teachable with aspects of the WJEC Eduqas GCSE Geography A specification.</p>

Learning outcomes	Assessment Criteria Entry 2	Assessment Criteria Entry 3
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:	Assessment of the learning outcome will require a learner to demonstrate that they can:
L01 Know that there are a range of tectonic events and that certain areas of the world are vulnerable to these events.	AC1.1 Identify a range of tectonic events. AC1.2 Recognise areas of the world vulnerable to tectonic events.	AC1.1 Describe in some detail one tectonic event. AC1.2 Identify and name areas of the world vulnerable to tectonic events.
L02 Know how a tectonic event may impact on people's health and well being, as well as the infrastructure and economy of the area affected.	AC2.1 Identify some effects of a tectonic event on people's health and well being. AC2.2 Identify some effects of a tectonic event on the infrastructure of an affected area. AC2.3 Identify some effects of a tectonic event on the economy of an area affected by a tectonic event.	AC2.1 Describe some effects of a tectonic event on people's health and well being. AC2.2 Describe some effects of a tectonic event on the infrastructure of an affected area. AC2.3 Describe some effects of a tectonic event on the economy of an area affected by a tectonic event.

Learning outcomes	Assessment Criteria Entry 2	Assessment Criteria Entry 3
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:	Assessment of the learning outcome will require a learner to demonstrate that they can:
L.O3 Know how people, organisations and the government in the UK can respond to a tectonic event to help reduce the impact of such hazards.	AC3.1 Identify how an individual in the UK can help people and countries affected by tectonic events. AC3.2 Suggest some types of aid that can be given by the British government. AC3.3 Identify a British charity or NGO that provides aid to people and areas affected by tectonic events. AC3.4 Identify ways in which the risks associated with a tectonic event may be reduced.	AC3.1 Describe how an individual in the UK can help people and countries affected by tectonic events. AC3.2 Describe a range of aid that can be given by the British government. AC3.3 Describe the work of a British charity or NGO that provides aid to people and areas affected by tectonic events. AC3.4 Describe two ways in which the risks associated with a tectonic event may be reduced.

Making the best use of the Unit Specification

1. Suggested Unit Content
2. Delivery
3. Assessment
4. Administration

What do I have to teach?

- Each unit specification has suggested content for each learning outcome built in.
- How much emphasis you place on this is your choice
- You can deliver the areas that you think are appropriate to help candidates to achieve the assessment criteria
- The important element is that **ALL** Assessment Criteria must be achieved.

Suggested Unit Content

2. SUGGESTED UNIT CONTENT

The following suggestions should be considered in the context of:

- the level the learner is working at – either Entry 2 or Entry 3
- the level is determined not by the amount of work completed but should demonstrate achievement of the specified assessment criteria. Completion should be closely linked to the command words used in the assessment criteria
- centre facilities and resources
- teaching time and curriculum organisation
- opportunities to co-teach with GCSE Geography
- providing opportunities for progression including studying a Humanities based subject to GCSE level.

This unit is open-ended in its coverage. There are a number of different ways of approaching it. The following section is designed to assist teachers in approaching the issue of content. **The content and context chosen must be capable of delivering the learning outcomes associated with the unit.** The learning outcomes do not have to be taught separately but can be integrated and taught as a whole.

This unit is co teachable with:

WJEC and Eduqas Geography A: Key Idea 3.2: Vulnerability and hazard reduction

LO1: learners must know that there are a range of tectonic events and that certain areas of the world are vulnerable to these events.

- 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.

LO2: learners must know how a tectonic event may impact on people's lifestyle and health, as well as the infrastructure and economy of the area affected.

Suggested Unit Content

delivering the learning outcomes associated with the unit. The learning outcomes do not have to be taught separately but can be integrated and taught as a whole.

This unit is co teachable with:

WJEC and Eduqas Geography A: Key Idea 3.2: Vulnerability and hazard reduction

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- the earth's crust is broken up into 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.

LO2: learners must know how a tectonic event may impact on people's lifestyle and health, as well as the infrastructure and economy of the area affected.

- casualties, e.g. number of people killed and injured
- destruction of roads, bridges, railways, airports, homes, schools, hospitals, places of work etc
- impact on daily life, e.g. shopping, leisure activities, health care, education etc
- impact on the economy through loss of jobs by places of work being destroyed, loss of business through shop closures etc.

Delivery

3.2 Resources

No specific resources have been written for this unit. Teachers and learners are advised to gather relevant information using general Geography textbooks (Key Stages 2, 3 and 4), websites, digital resources, magazines, television programmes and films. Examples of useful text books include:

GCSE Geography for WJEC A: Core – Andy Owen, Jo Pritchard, Colin Lancaster, Jacqui Owen & Dirk Sykes

GCSE Geography for WJEC A: Option Topics – Andy Owen, Jo Pritchard, Cathie Brooks, Andy Leeder & Dirk Sykes

GCSE Geography for WJEC B: – Andy Owen, Colin Lancaster, Andy Leeder & Dirk Sykes

The New Wider World (Foundation) - D Waugh (Nelson Thornes), Chapter 14

Geography GCSE - King, Hurst, Edwards, Stevens & Mayhew (OUP), Chapter 1

Geography for CCEA GCSE – Henderson, Rouliston & Carr (Hodder), Unit 1, Theme C

Geography 1 - Gallagher, Parish & Williamson (OUP) Chapter 10

Geography Matters 3 - Hopkin & Leeder (Hodder) Chapter 6

Investigating Geography C (Foundation) - Arundale & Hart (Hodder), Chapter 3

Teaching

‘The majority of candidate work demonstrated positive achievement. The Entry Pathways Humanities course, when well-planned, well-resourced and **delivered using a variety of teaching and learning approaches**, offers good learning experiences and positive outcomes for candidates working at Entry Level. It is evident that the course provided many interesting and enjoyable learning experiences for the candidates.’ (Principal Moderator Report, Summer 2018)

Assessment

In practice, ways of demonstrating that the criteria have been met will vary according to centre type, the nature of learners and curriculum organisation. In addition, different learners within the same teaching group can demonstrate achievement of assessment criteria in different ways. However, the following general types of activities are likely to feature as ways of demonstrating that the assessment criteria have been met.

General activity	Possible purpose
Posters	Identify features and characteristics of volcanoes and earthquakes
Written work	Describe the impact of a tectonic event on human life
Oral questions and answers	Identify different types of data
Oral presentations	Describe one major tectonic event
Contributing to group discussions	Discuss ways of helping people and communities after such tectonic events
Digital presentations, e.g. power point	Describe work of aid agencies
Use of visual images such as photographs or cartoons	Identify different tectonic events
Storyboards	Describe features and characteristics
Case studies	Describe the importance of certain aid organisations
Interviews	Ask about people's awareness of tectonic hazards
Surveys and questionnaires	Use data to gather evidence
Map work	Annotate world map to show areas effected by tectonic events; link to plate boundaries
Audio/visual recordings	Talk about the impact of human assistance

How do I assess any work?

- All work has to be assessed against assessment criteria and not against a numerical mark scheme
- The key is to identify and set specific pieces of work that match the criteria
- The units specifications give examples of work that should be appropriate for assessment criteria at each level

Examples of tasks

LO3: Know how people, organisations and the government in the UK can respond to a tectonic event to help reduce the impact of such hazards.

At Entry 2, learners could:

- select from a bundle of cards the different types of help that is needed after a tectonic event
- create a display of digital photographs, sourced from the internet, to identify ways in which individuals in the UK can respond to a tectonic event, e.g. organise fund raising events, send money, clothes, volunteer their own services etc
- create a poster outlining ways in which UK government can respond to the humanitarian disaster resulting from a tectonic event
- collect a selection of photos/magazine articles on the work of British charities and/or NGOs helping after a tectonic event
- select appropriate risk reduction strategies from a longer list provided
- make a collage showing buildings constructed using new technologies to withstand the impact of tectonic events.

At Entry 3, learners could:

- sort the different types of help that is needed after a tectonic event into short term, medium term and long term measures
- create characters/talking heads/people from different backgrounds living in the UK to say how they can respond to such disasters e.g. participate in rescue work, provide comfort and care to injured and bereaved, uphold law and order, clear damage, distribute aid, reunite families etc
- produce a 30 second radio or TV appeal asking people in the UK to respond to humanitarian disaster caused by a tectonic event
- write a diary account for an aid worker from a UK charity or NGO
- describe what UK government did in response to one tectonic event elsewhere in the world
- research why fewer people are killed in tectonic events in Developed countries, e.g. USA and write a short paragraph on findings.

Exemplar

LO2: Know how a tectonic event may impact on people's health and well being ...

- Entry Level 2: AC2.1 **Identify** some effects of a tectonic event on people's health and well being.
- Entry Level 3: AC2.1 **Describe** some effects of a tectonic event on people's health and well being
 - learners must know how a tectonic event may impact on people's lifestyle and health...
 - casualties, e.g. number of people killed and injured
 - impact on daily life, e.g. shopping, leisure activities, health care, education etc.
 - impact on the economy through loss of jobs by places of work being destroyed, loss of business through shop closures etc.

Exemplar tasks

At Entry 2, learners could:

- define the terms health and well being ...
- complete a card sort activity to identify how the chosen tectonic event has impacted on people's health and well being ...
- collect a selection of photos/magazine articles on how the chosen tectonic event has impacted on people's health and well being ...

At Entry 3, learners could:

- complete a Diamond Nine activity to rank the level of impact of different things
- write a diary account over a week outlining how the tectonic event has impacted on you and your family
- create a power point presentation to show how the lives of people were affected after the event by identifying and explaining the effects on aspects of people's lives, e.g. employment, housing, education, health care etc.

Teaching students working at Entry Level

- In pairs, think about how you might teach your students
 - Length of lesson
 - Classroom layout
 - Resources
 - Internet
 - Teaching, learning and assessment activities
 - Active learning
 - Group work, project work
 - Engaging the learners & keeping them interested
 - Supporting the learners
- Feedback ideas

Challenges in delivering this course

With your partner:

1. Note down what you consider to be the key challenges in delivering this course?

How do we overcome these challenges?

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 th 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 th 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?

ENTRY PATHWAYS HUMANITIES CPD

LINKING TASKS TO ASSESSMENT CRITERIA FOR E2 OR E3

Here are some tasks suggested in the unit specification for A British Society in the Past.

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

	TASK	E2 OR E3?
1	Complete a true or false activity on key features of the period	
2	Cut and paste images from a website on an important figure	
3	Put a list of events from the period in chronological order	
4	Write an email to the Royal Mint outlining why a person you are studying should be on the back of the next £10 note	
5	Complete a provided table identifying examples of similarities and differences between then and now	
6	Create a slide presentation to show examples of similarity and difference between then and now	
7	from a given list of sources and using the headings: written, oral; visual; artefacts; sites , complete a table of different types of historical sources	
8	Select from a range of historical sources three which best illustrate features of the period studied. Give reasons for your choice.	

How could the E2 activities be enhanced into E3 activities?

ENTRY PATHWAYS HUMANITIES CPD

LINKING TASKS TO ASSESSMENT CRITERIA FOR E2 OR E3

Here are some tasks suggested in the unit specification for Places of Worship.

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

	TASK	E2 OR E3?
1	Mark on a plan the main features found in a place of worship	
2	Contribute to a talk on the features found in places of worship	
3	Use the internet to research places of worship and create a presentation outlining the main features and their location	
4	State some reasons why certain features of places of worship are important to believers	
5	Complete a sorting exercise showing which features are important from incorrect ones	
6	Make a timetable for a week's activities at the place of worship	
7	Visit a place of worship and make a guide showing the main features and their importance to believers	
8	Give some reasons why the wider community make use of the facilities in a place of worship	

How could the E2 activities be enhanced into E3 activities?

ENTRY PATHWAYS HUMANITIES CPD

LINKING TASKS TO ASSESSMENT CRITERIA FOR E2 OR E3

Here are some tasks suggested in the unit specification for Responding to a major tectonic event.

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

	TASK	E2 OR E3?
1	Select examples of tectonic hazards from a list of natural hazards	
2	Label a world map showing some plate boundaries	
3	Create a poster presenting a range of detail about a tsunami	
4	Complete a card sort activity to identify how an earthquake has affected people's lives	
5	Outline orally, with some detail, the effects of the an earthquake on the economy of the area	
6	Select appropriate risk reduction strategies from a short list provided	
7	Sort the different types of help that is needed after a hurricane into short term, medium term and long term measures	
8	Produce a 30 second social media appeal asking people in the UK to respond to an humanitarian disaster caused by a tectonic event	

How could the E2 activities be enhanced into E3 activities?

Preparing for moderation



Some general points

- All Entry Level Pathways units are internally assessed (by the school) and externally moderated through sampling of candidate work (by WJEC moderating team)
- Assessment is criteria based and not mark based
- For credit to be awarded for the unit ALL the Assessment Criteria must be met in full at each level
- Candidates have to demonstrate that they have achieved the ACs through a range of activities completed in school
- Successful completion of tasks demonstrate achievement of Learning Outcomes at Entry Level 2/3

Purpose of Moderation

- To **validate** teachers' judgement of assessment
- To ensure standards are aligned ***within*** and ***across*** centres i.e. consistency and application of standards
- To provide ***guidance*** for schools in improving assessment processes, procedures and practices (individual Centre Reports & Principal Moderator Reports)

All these should develop professional confidence

Internal standardisation

- Process by which centres (schools) ensure all candidates are judged to the same standard across different teachers, teaching groups and from year to year
- All centres are encouraged to internally standardise candidate work
- Internal standardisation assists moderating team

Role of Internal verifier

- Ensure that all units entered are completed in full
- Ensure that all ACs for each LO in each unit are met in full
- Ensure that ACs are correctly and consistently applied across all teaching groups
- Ensure that all necessary documentation is completed for individual candidates
 - Candidate Authentication Sheet
 - WJEC Assessment Record
 - WJEC Witness Statement (where applicable)

Sample for moderation

- Following WJEC guidance, select the number of candidates required based on the size of the cohort
 - 1 – 10 candidates: **3**
 - 11 – 20 candidates: **5**
 - 21+ candidates: **10**
- Provide candidate work for all **units** entered
- Ensure it is sent to WJEC on time –deadlines are set out on WJEC website: Humanities Entry Pathways
- **Submit work by unit** and not by candidate

Preparing folders of candidate work

- Ensure that all candidate work submitted for moderation is **fully marked**, indicating whether or not it has been accepted as being correct and/or appropriate.
- Ensure that completed candidate work is **annotated with the relevant assessment criteria**, e.g. AC 1.3 or AC 3.2, showing where and how the work presented has met the required assessment criteria.
- Ensure that all **supporting documentation** has been completed and are included with sample
 - Authentication form
 - Assessment Record sheet
 - Witness Statement (where appropriate)

Annotations

‘ In the majority of centers, candidate work was clearly labeled to show where and how the candidates successfully met specific Assessment Criteria across individual units. In cases of best practice, candidate work was annotated with supportive comments from the teacher and some centers used these comments to justify their judgments. This approach facilitates the moderation process and is to be commended and encouraged.’ (Principal Moderator Report, Summer 2017).

Presentation of candidate work for moderation

- Take note of comments from previous PM Reports
 - Polly pockets
 - Treasury tags
 - Present by unit in folders – easy access for moderator
 - Ensure CD / DVD is included if French units have been entered
 - Check that candidate work can be accessed by moderator
- Present candidate work for each unit in order of ACs

Authentication form

The image shows a sample of the WJEC CBAC Candidate Authentication Sheet. The form is titled "ENTRY PATHWAYS (QCF) CANDIDATE AUTHENTICATION SHEET". It includes fields for "Candidate Name", "Candidate Number", and "Candidate's Name". There is a section for "Candidate's Signature" and a section for "Moderator's Signature". The form also contains a "NOTICE TO CANDIDATE" section and a "DECLARATION BY CANDIDATE" section. The form is designed to be filled out by the candidate and the moderator.

Assessment Record Sheet

Responding to a major historic event (volcano, earthquake or tsunami) – ENTRY 2

Y11/UC ASSESSMENT RECORD

Candidate Name: _____ Candidate No: _____
 Centre Name: _____ Centre No: _____

S.O.	Assessment Criteria	Met	Evidence
LO1	AC1.1 Identify a range of historic events.		
	AC1.2 Recognise a range of the world's vulnerable to historic events.		
LO2	AC2.1 Identify some effects of a volcanic eruption on people's health and wellbeing.		
	AC2.2 Identify some effects of a volcanic eruption on the infrastructure of an affected area.		
	AC2.3 Identify some effects of a volcanic eruption on the economy of an area affected by a volcanic event.		
	AC2.4 Identify how an individual in the UK can help people and countries affected by volcanic events.		
LO3	AC3.1 Recognise some types of aid that can be given by the British government.		
	AC3.2 Identify the British government's role in aid to people and areas affected by historic events.		
	AC3.3 Identify the role of the United Nations in aid to people and areas affected by historic events.		
	AC3.4 Identify the role of the United Nations in aid to people and areas affected by historic events.		

General Comments

Teacher: _____ Date: _____
 Moderator: _____ Date: _____

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Assessment Record Sheet

- Complete in full the **appropriate** Assessment Record Sheet for each unit for individual candidates, ensuring it is signed the teacher (found at the end of unit specifications).
- Include as much detail as possible on the Assessment Record Sheet on where (e.g. page nos. or sub titles) and how assessment criteria have been met by the candidate.
- Use the 'General Comments' section of the Assessment Record Sheet to give useful background information about individual candidates (Such comments are for the moderator and not the candidate).

Witness Statement

APPENDIX 2
ENTRY PATHWAYS
WITNESS STATEMENT

Qualification:

Candidate's Name: Candidate's Number:

Assessment of Candidate to Standard:

Assessment of Candidate to Standard:

Assessment of Candidate to Standard:

Assessment of Candidate to Standard:

I can confirm that the candidate has demonstrated evidence of all assessment criteria to standard for a pass

Signature: Date:

WJEC CBAC

Witness Statement sheets

- Read the 2 exemplar witness statements
1. Why is one witness statement more useful than the other?

Witness Statement

'There was some inconsistency in the use of Witness Statements by centres. It is not sufficient to say that an individual candidate took part in a class discussion or activity. A Witness Statement should be used to outline the specific response of a candidate or describe precisely what the candidate contributed to a group or class activity. One Witness Statement for the whole class is not sufficient. Witness statements need to be specific to individual candidates.' (Principal Moderator Report, Summer 2018)

Moderating

1. Read through the sample of candidate work provided.
2. Moderate this piece of work using the Assessment Record Sheet for the unit
 - have all the Assessment Criteria for the unit been met
 - complete Assessment Record Sheet
3. How easy / difficult was the task?