

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These will be withdrawn in May 2019 (with a final opportunity to enter by May 2020)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