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**ENTRY PATHWAYS HUMANITIES**

**Teachers’ Guide ‒ Revised 2018**

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*1. INTRODUCTION*

*What do I need to start the course?*

* Download the specification for Entry Pathways Humanities.
* Download the mini-specifications for the units that you are interested in teaching.
* Download the teacher guide to the course.
* Sign up for a CPD course.
* Sign up for the e-bulletin on Entry Pathways via the subject landing page.

*How can I get more advice?*

* Subject Officer for Humanities Entry Pathways:

Rachel Dodge

Email: [rachel.dodge@wjec.co.uk](mailto:rachel.dodge@wjec.co.uk) Tel: 029 2026 5302

* Subject Support Officer for Humanities Entry Pathways:

Robert Williams

Email: [robert.williams@wjec.co.uk](mailto:robert.williams@wjec.co.uk) robert.williams@wjec.co.ukTel: 029 2026 5313

* General Entry Pathways enquiries:

Katie Norman

Email: [katie.norman@wjec.co.uk](mailto:katie.norman@wjec.co.uk) Tel: 02920 265180

* You should sign up for the e-bulletin which will keep you updated with any developments. Please see link below:-

<http://www.wjec.co.uk/index.php?subject=71&level=6#form>

*2. FREQUENTLY ASKED QUESTIONS - GENERAL*

*What is different about the Entry Pathways Course?*

Entry Pathways is a flexible and personalised course, enabling centres to combine units to create programmes of study suited to individual learners’ needs.

Entry Pathways is also an individualised course, where if a pupil moves to another school or college, that also offers the WJEC Entry Pathway qualification, they are able to take their completed (accredited) units with them and continue to add to them.

Entry Pathways is suitable to use at any key stage. Entry Pathways is particularly suitable for schools working in Professional Learning communities and consortiums.

*What are the main advantages of this new approach?*

* You decide which units best suit your candidates’ interests.
* You decide which level best suits your candidates’ capabilities.
* You decide when you want to enter candidates to get credit for each unit.
* You can enter for units each January or each May. Any credits achieved through the course will be banked until candidates are ready to cash-in.

*How is the course structured?*

When choosing Entry Pathways units to study, there are several options to consider:

1. Units can be all taken from one subject area e.g. they can all ne History units.

2. Units can be mixed with the other subjects within the Humanities areas.

3. A unit from another Pathways qualification can be included in the Award or Certificate for Humanities e.g. Working as Part of a Group.

A Humanities unit, if appropriate, can be included in another Pathway such as Personal and Social Development (PSD).

If option 1, 2 or 3 is chosen the qualification entered and awarded will be titled **Entry Pathways Humanities**.

*What is Credit?*

All units have a credit value attached to them. The credit value of each unit is based on the approximate teaching time recommended to deliver the unit and its assessment. Basically 1 credit is equal to 10 hours teaching time. Candidates can build up credits by following each unit and completing work which fulfils the assessment criteria for that unit.

These credit values for each unit completed then add together to achieve one of three end results:

• Award (8 – 12 credits)

• Certificate (13 – 36 credits)

• Diploma (37 + credits)

*Does the Entry Pathways course earn any points for the school?*

Unfortunately in England Entry Pathways Humanities does not have performance points as there is no element of external assessment linked to the course.

In Wales, the Welsh Government has confirmed that Entry level qualifications will not count towards the Level 1 threshold (Welsh Baccalaureate (Foundation) from 2018) or the Level 2 threshold measures (Welsh Baccalaureate (National) from 2018. They can still contribute towards the Capped Points Score measures. Details of the points allocated to specific Entry Pathway qualifications can be found on the Qualification in Wales database [www.qiw.wales](http://www.qiw.wales/)

*Are there any limits on the combination of units?*

No. Within the Entry Pathways Humanities course, all units are ‘optional’ and the only requirement is to complete units of sufficient value to achieve the Award (8-12 credits), Certificate (13-36 credits), or Diploma (37+ credits) qualification.

For example, units in *Looking at your History* (3 credits), *Places of Worship* (2 credits) and *Sustainable Communities* (3 credits) will lead to an **Award** in Humanities.

The addition of units in *Being a Tourist in a French Speaking Country* (3 credits) and *People and Protest* (4 credits) will lead to a **Certificate** in Humanities.

Teachers should also note that some units from other Pathways qualification can be used for the Humanities course. One particularly suitable unit may be ‘Working as part of a Group’ offered in the Personal and Social Development qualification.

*Are there any forbidden combination of units?*

Yes – there are two forbidden combinations of entry

1. A candidate cannot be entered for a **Legacy** and **New** updated version of the same unit e.g. a candidate cannot be entered for *Fragile environments* and *Threatened ecosystems.* For more information of which combinations are forbidden see page 7.
2. A Candidate can only be entered for a unit once per series. E.g. a candidate cannot be entered for A British Society in the Past at Entry 2 and Entry 3 in the same series.

More information on which combinations are forbidden can be seen on pages 7-9.

*What levels to the units cover?*

All units in Entry Pathways Humanities are offered at TWO levels:

• Entry 2

• Entry 3

The Learning Outcomes and the content of the units at each level is the same. This means that the same unit can be taught to a whole class. The difference is that the Assessment Criteria are different for each level. The demands of units at Entry 3 are more challenging than those at Entry 2 and the teacher should decide whether their candidates’ work meets the Assessment Criteria for either an Entry 2 or an Entry 3 credit.

*Do all the units have to be entered at the same level?*

No. in accordance with QCF regulations, Entry Pathways allow some credit to come from units achieved at a lower level that ultimately awarded for the qualification as a whole. The allowance is as follows:

Award Entry 3 (8-12 credits): at the point of cash in 51% of credits attained throughout the qualification must come from Entry 3 units e.g. 10 credits at cash in, up to 4 credits can come from Entry 2 units.

Certificate Entry 3 (13-36 credits): at the point of cash in 51% of credits attained throughout the qualification must come from Entry 3 units e.g. 20 credits at cash in, up to 9 credits can come from Entry 2 units.

Diploma Entry 3 (37+ credits): at the point of cash in 51% of credits attained throughout the qualification must come from Entry 3 units e.g. 40 credits at cash in, up to 19 credits can come from Entry 2 units.

*Can units be re-used?*

Units achieved and cashed-in may be used for re-aggregation for a larger qualification with the same title.

*How do I enter candidates?*

There is more detail on page 9 of the Entry Pathways general specification.

**Unit Entry**

Entry for individual units must be made by submitting the relevant unit and option code as indicated above. Option codes for Entry 2 and Entry 3 are E2 and E3 respectively.

For example, the entry code for the *Religious marriage services* unit at Entry 2 is 6277/E2; the entry code for the *Religious marriage services* unit at Entry 3 is 6277/E3.

**Qualification Entry**

Entry for aggregation (‘cash-in’) for the qualification must be made by submitting the relevant qualification and option code. Option codes indicate the size of the qualification (Award = A, Certificate = C, Diploma = D) and its level.

For example, the cash-in code for an Entry 2 Award in Humanities is 6005/A2; the cash-in code for an Entry 3 Certificate in Humanities is 6005/C3.

N.B. Aggregation does not take place automatically. It is necessary to enter the relevant ‘cash-in’ code for aggregation to take place.

There is more information provided on page 9 of the Entry Pathways general specification.

*When can I enter candidates?*

The course provides an opportunity to enter candidates at different times of the school year. You can enter for units each January or each May.

• **Example 1:**

A centre prefers wants a two-year linear approach. Work for all units is submitted in May of Year 2.

• **Example 2**:

This centre wants to gain credit at the end of Year 1 and at the end of Year 2. Work is submitted for 3 units in May of Year 1 and for 2 more units in May of

Year 2.

• **Example 3:**

This centre wants to gain credits through the course. Work is submitted for completed units in January and May of Year 1 and in January and May in Year 2.

Examples 2 and 3 allow the centre to receive moderator feedback on the work, and also allows candidates to see how they are progressing towards their qualification.

*How old do candidates have to be to follow this course?*

Entry Pathways is suitable for use at any key stage, for example a centre could:

* integrate the units into its KS3 provision
* enter less able groups at KS4
* enter certain candidates from within GCSE groups at KS4
* offer the units to post 16 candidates as part of the learning consortium.

*3. FREQUENTLY ASKED QUESTIONS - TEACHING*

*What subjects are covered?*

The Entry Pathways Humanities course is based on traditional Humanities subjects including:

• Humanities

• History

• Geography

• Religious Studies

• French

You must enter for an Entry Pathways qualification in Humanities. There is no single qualification in a single subject discipline but with careful choice it is possible to construct a pathway which is solely based on one subject discipline or one which incorporates elements from a range of different subjects

*What units can I choose from?*

There is a wide choice of units. These are the titles:

**Religious Studies**

• Religious festivals (Legacy)

or

* Celebrating religious festivals (From September 2018)

• Religious initiation rites (Legacy)

• Religious marriage services (Legacy)

or

* Important ceremonies in life and death (From September 2018)

• Places of worship (Legacy)

or

* Places of worship (From September 2018)

• Religious and moral arguments over contentious issues (Legacy)

or

* Contentious issues in the modern world (From September 2018)

• Persecution of people (Legacy)

or

* Prejudice and discrimination against people (From September 2018)

• The work of religious charities

• Famous followers of religion

**History**

• Looking at your history (Legacy)

or

* Looking at local history (From September 2018)

• A British society in the past (Legacy)

or

* A British society in the past (From September 2018)

• A non-British society in the past (Legacy)

or

* A non-British society in the past (From September 2018)

• Historical change over time (Legacy)

or

* Historical change over time (From September 2018)

• People and protest (Legacy)

or

* People and Protest (From September 2018)

• History in the media

**Geography**

• The changing population of the UK (Legacy)

or

* The changing population of the UK (From September 2018)

• Fragile environments (Legacy)

or

* Threatened ecosystems (From September 2018)

• Volcanoes, earthquakes and tsunamis (Legacy)

or

* Responding to a major tectonic event (From September 2018)

• Renewable energy (Legacy)

or

* Climate change - causes, effects and human responses (From September 2018)

• Sustainable tourism (Legacy)

or

* Changing trends in tourism (From September 2018)

• Sustainable Communities

**Humanities**

• The ethics of food production and the consumer (Legacy)

or

* The Ethics of Food Production and the consumer (From September 2018)

• The effects of consumerism on today’s society (Legacy)

or

* The effects of Consumerism (From September 2018)

• Responses to conflict in world events

or

* Responses to contemporary conflict in world events (From September 2018)

• Taking a role in society in the UK

or

* Taking a role in society in the UK (From September 2018)

• Child Poverty and exploitation

**French**

• 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

**Optional Units** (from other Pathways courses)

• Choices and decisions (from Independent Living)

• Working as part of a group (from Personal & Social Development)

• Working towards goals (from Personal & Social Development)

* Community Action (from Personal & Social Development)
* Environmental Awareness (from Personal & Social Development)

*What amount of credits does each unit have?*

|  |  |
| --- | --- |
| Title | Credits |
| **Generic** | |
| Environmental Awareness | 2 |
| Working as part of a group | 2 |
| Working towards goals | 2 |
| Community Action | 2 |
| Choices and Decisions | 1 |
| **History** | |
| A British Society in the Past | 4 |
| A Non-British Society in the Past | 4 |
| Historical Change Over Time | 4 |
| History in the Media | 3 |
| Looking at your History | 3 |
| Looking at local history 2018 | 3 |
| People and Protest | 3 |
| **Geography** | |
| Fragile Environments | 4 |
| Threatened Ecosystems 2018 | 4 |
| Sustainable Communities | 3 |
| Sustainable Tourism | 3 |
| Changing Trends in Tourism 2018 | 3 |
| The Changing Population of the UK | 3 |
| Volcanoes, Earthquakes & Tsunamis | 4 |
| Responding to a major tectonic events 2018 | 4 |
| Renewable Energy | 3 |
| Climate Change – causes, effects and human responses 2018 | 3 |
| **Religious Studies** | |
| Religious and Moral Arguments over Contentious Issues | 2 |
| Contentious Issues in the Modern World 2018 | 3 |
| Persecution of People | 3 |
| Prejudice and Discrimination against People 2018 | 3 |
| Places of Worship | 2 |
| Places of Worship 2018 | 3 |
| Famous Followers of Religion | 3 |
| Religious Festivals | 2 |
| Celebrating Religious Festivals 2018 | 3 |
| Religious Initiation Rites | 2 |
| Religious Charities | 3 |
| Religious Marriage Services | 2 |
| Important Ceremonies in Life and Death 2018 | 3 |
| **Humanities** | |
| The Effects of Consumerism on Today's Society | 3 |
| The Effects on Consumerism 2018 | 3 |
| The Ethics of Food Production and the Consumer | 3 |
| Responses to Conflict in World Events | 4 |
| Responses to Contemporary Conflict in World Events 2018 | 4 |
| Taking a Role in Society in the UK | 3 |
| Taking a Role in Society in the UK 2018 | 3 |
| Child Poverty and Exploitation | 3 |
| **French** | |
| Introducing Self, Family and Friends in French | 3 |
| Using French to Discuss where People Live | 3 |
| Using French to Discuss Social Issues | 3 |
| Being a Tourist in a French Speaking Country | 3 |
| Using French to Discuss Work | 3 |

*What levels do these units cover?*

These units are offered at **Entry 2** and **Entry 3** only.

*Can I teach the same unit twice?*

No. For example, you cannot choose to teach a unit on *A non-British society in the past* covering Nazi Germany and then choose the same unit again to cover the USA since 1945. However, you could adapt the unit on *People and protest* to cover the Civil Rights movement in the USA, or use the *Historical change over time* unit to look at how the USA changed in the time since 1945.

*What do I have to teach in each unit?*

Each unit has its own mini-specification. These are available on the Entry Pathways Humanities website only.

*Are there any resources for the units?*

Nothing has been written specifically, but the unit specifications each contain recommended resources that can be used by teachers.

*Can I co-teach with GCSE?*

With careful planning, the answer is yes.

This is one of the main reasons why the Unit specifications have been updated and revised. In most cases, it is possible to co-teach elements of the Entry Pathways units with an equivalent component or unit at GCSE level. This applies to both Edquas and WJEC GCSE qualifications in History, Geography and Religious Studies.

More detail on how this can be achieved can be seen in each revised Unit specification.

*What do the units look like?*

Each unit follows a consistent pattern.

Each unit covers two levels, Entry 2 and Entry 3.

The learning outcomes are the same, but the Assessment Criteria are different for Entry 2 and Entry 3.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Tells you what aspects of the key area of learning are covered in the unit and will therefore be part of the learning programme. |  | Describes the key area of learning addressed by the unit. |  | Sets out the standard that the learner must meet in order to achieve the unit. |

|  |  |
| --- | --- |
| Unit Title | |
| Learning Outcomes  To be awarded credit for this unit, the learner will ... | Assessment Criteria  Assessment of the learning outcome will require a learner to demonstrate that they can ... |

*What does a unit specification include?*

Each unit specification is introduced by the learning outcomes and the assessment criteria. It then offers the following areas of support:

* Amplification of content
* Delivery advice, including suggested combinations and resources
* Assessment, including suggested activities
* Administrative arrangements.

*4. ASSESSMENT*

*How is the Entry Pathways course assessed?*

One of the attractions of the Entry Pathways course is that there are no examinations or set tasks. WJEC does not set assessments for candidates to complete. WJEC does, however, give examples of tasks and activities that will show evidence of the Assessment Criteria being met. These can be found in the unit specifications. Alternatively, teachers can devise their own tasks which fulfil the assessment criteria.

The objective of the tasks and activities is for the candidates to achieve the Learning Outcomes and demonstrate the Assessment Criteria. This open-ended approach to assessing candidates following the Entry Pathways course gives teachers the opportunity to be more creative with their candidates by devising and setting a variety of assessments for each unit.

The key is that candidates have to demonstrate that they have achieved the Assessment Criteria through a range of activities done in class.

*How are units assessed?*

• All Entry Level Pathway units are internally assessed and externally moderated (through sampling of work by WJEC moderators).

• There are no officially-set assessments or tasks available. The way of approaching assessment is now very much in the hands of the teacher.

• Tasks and activities should be set by the centre. They can be based on the advice given in the unit specifications or come from the teacher’s own expertise.

• Assessment is **criteria-based** and not **mark-based**.

• For credit to be awarded for the unit the Assessment Criteria must be met in full at each level.

• A number of consultative moderators are available to advise schools on the tasks suitable to fulfil the Assessment Criteria. Please contact the Support Officer for advice in the first instance.

*Will WJEC be setting any assessment?*

No. The regulations regarding Entry Pathways qualifications make it clear that candidates working at this level should not be given tests or examinations to complete. The Entry Pathways course does not have specific assessments tied to it. Each unit specification gives advice on the kind of tasks that could be considered to provide evidence of attainment at Entry 2 or Entry 3.

*How does this assessment work in practice?*

The key is that candidates have to demonstrate that they have achieved the Assessment Criteria through a range of tasks and activities done in class.

For example, a teacher chooses to teach the unit on *Volcanoes, earthquakes and tsunamis*. The Entry 3 Assessment Criteria for Learning Outcome 1 expects candidates to:

* describe features of tectonic events;
* identify areas of the world affected by tectonic events;

The unit specification then advises that assessment for these criteria can be done by:

* completing / adding labels to a diagram(s) to show how tectonic hazards are caused by movements of the earth;
* selecting examples of tectonic hazards from a long list of natural hazards;
* completing a world map (with an appropriate key) to locate areas of tectonic activity.

Successful completion of tasks like these would demonstrate achievement of this learning outcome at Entry 3.

*Does every criterion need to be attained?*

Yes it does.

*Who assesses the work in school?*

This is an internally assessed course so the answer is you – the teacher. There is information in the specification section 6 regarding the work of the teacher as an assessor. On a more practical level, you have to be convinced that the students are capable of achieving or have clearly achieved the Assessment Criteria. If you are convinced of that potential or achievement and you have sufficient evidence then you should enter that candidate for a unit at a particular level.

*How should the work be annotated?*

Ensure that all candidate work submitted for moderation is fully marked and annotated, indicating whether or not it has been accepted as being correct and/or appropriate.

Annotate completed candidate work 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.

Check that ALL assessment criteria have been met for each unit by each candidate. Internal verification of work to be submitted for moderation by another teacher in the centre would be helpful in this respect. Such a practice is recommended for all centres.

Do not submit candidate work for moderation if all assessment criteria have not been clearly and fully met by the candidate.

Complete in full an Assessment Record Sheet for each unit for individual candidates, ensuring it is signed the teacher.

For non-written work, this should be accompanied by a terminal comment of the quality of the unseen and how it achieves the Assessment Criteria.

For oral work this should be accompanied by a witness statement. The exception to this are the French units, where there must be a recording of the candidate speaking French submitted, as this is a specific Assessment Criteria.

Work for each unit at each level should be accompanied by the Assessment Record form. The general comments section should be used to give details to the moderator of any difficulties or problems the candidate has suffered, e.g. broken arm hence different writing, is handicapped. It should not be used for feedback to the candidate, although this could be on a separate sheet.

Each page should be numbered and referred to on the Assessment Record Sheet to show where the Assessment Criteria has been achieved.

*5. ADVICE ON THE MODERATION PROCESS*

*What is moderation?*

It is a method of checking accuracy of internally assessed work. The consistency of assessments across centres is checked through the external moderation of a sample of work. Samples will be done via postal moderation sent directly to WJEC. A specific address will be supplied by the Entry Pathways Section.

*What evidence has to be submitted for moderation?*

The work can be:

* paper based from class sessions
* visual, including photographic evidence
* computer based
* oral work which is verified by a teacher / adult using the Witness Statement form
* collective – the outcome of group work. In these cases, a witness statement should outline clearly the role played by the individual candidate.

*What work do we send in?*

* Centres should now be only entering candidates who have shown attainment of the Assessment Criteria at that level.
* Moderators will need evidence of work covering all the ACs for the taught unit at the particular level (Entry 2 or 3).
* Moderators will need to see the evidence of work completed for a sample of the cohort entered.

*How much work do we send in for each candidate?*

It is difficult to specify an exact amount. The basic rule of thumb is to submit the work that reflects the Assessment Criteria. Where appropriate the work submitted should also reflect the amount of time spent on each unit.

*How many candidates' work do we send in?*

The method of sampling is by postal moderation to the WJEC and, as detailed in the specification and teacher’s Guide, follows these requirements.

The size of the sample for each unit must be determined in the following way:

|  |  |
| --- | --- |
| ***Total number of candidates*** | ***Work to be submitted*** |
| **1 – 10** | **Sample for 3 for each unit at each level to show evidence of all units covered.** |
| **11 – 20** | **Sample of 5 for each unit at each level to show evidence of all units covered.** |
| **21+** | **Sample of 7 for each unit at each level to show evidence of all units covered.** |

It may be necessary on occasions to call for extra work. Where this is the case WJEC will contact the centre.

*What forms have to be filled in?*

For each unit and for each candidate:

* a candidate authentication sheet [Appendix 2].
* the Assessment Record sheet from the back of the unit specification.
* a Witness Statement if applicable [Appendix 3].

*When has the work got to be sent in?*

See the Humanities web page for current details.

*How has the work got to be presented?*

The work should be presented in units with the work of each candidate in order of candidates by number. If there is work for Entry 2 and Entry 3 these should be in separate folders.

If on paper, the work should be presented in an A4 folder/file (e.g. manila folder) which is itself clearly marked with the centre name and number, and unit title. The work for each unit should be secured together e.g. with a staple or treasury tag.

Each candidate’s work must include a signed authentication sheet [see Appendix 2]. These can be in a separate folder rather than filling in a separate sheet for each unit. There must be one sheet, at least, for each candidate.

Ring binders (bulky to post) and poly-pockets /plastic wallets (difficult to gain access to work) should not be used.

Where work consists of a number of assignments these should be referenced and placed in the same order as on the cover sheet.

It is acceptable for the work to be scanned and submitted either on a CD ROM, memory stick or electronically via e-mail.

*How will the work be moderated?*

* Until further notice, Centres must send their Humanities work direct to the WJEC. From this point it is seen by a moderating panel based at WJEC.
* This panel will convene to decide on standards of achievement and consistency among centres.
* The moderating panel will contain subject experts in each of the Humanities areas.
* The key decision will be whether the submitted work represents the standard which matches the assessment criteria for that unit for that particular level.
* There must be evidence that all criteria have been met.
* Centres should ensure that work submitted to the moderator should be worthy of the specified standard.
* If the work is deemed not to have achieved the required standard for that level the credit for that unit will not be given to the candidate.
* Centres will receive feedback via a report form.

*What will candidates get at the end?*

There are two outcomes:

1. A **Statement of Credit** which will provide a cumulative record of the credit value and level of all units achieved whether or not they have been cashed in for a qualification.

2. If the candidates cash-in, there will be a **Qualification Certificate** which will confirm the title, level and size (i.e. Award, Certificate or Diploma) achieved at that series.

*Will centres get any feedback?*

Yes. The outcome of moderation will be to accept a centre’s assessments or to provide guidance on actions needed before re-submission of specified units at a subsequent examination series.

Feedback will be provided through a moderator’s report for each certification title, covering the units entered by the centre. The report will cover Administration, Content/Tasks and Assessments.

An overall report by the Principal Moderator for each certification area will be provided at each series and may be accessed on the WJEC secure website.

It may be that the moderator feels that work submitted is more appropriate at another level, i.e. Entry 2 is really Entry 3 or vice versa. The moderator can only advise the centre on this and cannot change the level in moderation. Therefore an Entry 3 which is deemed to be a 2 will not pass, nor will an Entry 2 deemed to be an Entry 3 be elevated to the higher level.

*APPENDIX 1*

*HOW TO SET UP A LEARNING PROGRAMME*

This guidance provides advice on how to use the units to set a teaching and learning programme which will recognise a learner's achievements.

*Step 1: Selecting units*

Many centres choose units which match up with the interests of their teacher and of their students. This is very common in the Entry Pathways approach.

Many centres will be looking to continue teaching units which emphasise one of the Humanities areas. This is entirely possible in the Entry Pathways approach. .

Many centres will be interested in selecting units which reflect a cross curricular approach. This is also entirely possible in the Entry Pathways approach.

Other centres will look to choose units which match with some of the content at GCSE level. There is a section in each unit specification suggests ways of doing this.

It is likely that most centres will look to cover at least five units over a five term course.

*Step 2: Which Level is best – Entry 2 or Entry 3?*

Each unit is written at two levels – Entry 2 and Entry 3. There is no Entry 1 in the Humanities units. The learning outcomes have been written to be realistic. For these units the learning outcomes mainly focus on knowledge and understanding.

Because the content for each level is identical, it is advised that the unit is taught and that teachers make their assessment regarding the level achieved by the candidate towards the end of the teaching time allotted to the unit. It is important to remember that some learners will appear to miss out some criteria altogether; others may seem to go ‘backwards’ at some point in their learning. Progress may sometimes be rapid; at other times it may be very slow. Invariably learners will be achieving at different stages in their learning. Learners may still be making progress by consolidating or broadening what they have learned at a particular stage.

*Step 3: Building up a learning programme*

The learner’s needs will be broader than the Learning Outcomes of the selected unit(s). You should identify activities which can be incorporated into this broad programme to provide the learner with opportunities to develop the knowledge, understanding and skills described in the learning outcomes. One activity may well cover several learning outcomes, either from within a single unit or across several units, as well as learning outside the units altogether.

You should remember that the units are not strict units of teaching nor of learning and that you do not need to cover all the Learning Outcomes at once. Nor do you need to approach them in the order that they appear in the unit. However, wherever possible the work should be submitted in Assessment criteria order. Sometimes it may make sense to address learning outcomes from several units at the same time. For example, you may find it helpful to tackle some aspects of Looking at your history alongside aspects of A British society in the past.

*Step 4: Gathering evidence of achievement*

Once the learner is beginning to reach the levels for which they are aiming, then you should start to gather evidence of their achievement. The credit values (1 credit for 10 hours of learning) for each unit gives you an idea of how long a learner might spend on each unit but these are typical or average lengths of time. Your learners may take more or less time in practice to show evidence of achievement.

You will probably be collecting evidence routinely as part of your on-going record-keeping and reporting of progress and achievement. It is absolutely appropriate that you use this routinely-kept evidence as evidence for the achievement of the unit. Often Assessment Criteria may be achieved in class or one-to one discussions. This is when the Witness Statement can be used to record any achievement linked to the assessment criteria. If you have recorded and identified this achievement, you do not need to collect anything additional or duplicate the evidence.

You do not need to provide WJEC with any records of progress. The only evidence needed is that which indicates that each Assessment Criterion has been met for the unit for which the centre is claiming attainment for its candidates.

The guidance accompanying each unit specification gives you some ideas about the tasks and activities you might use to generate that evidence. Do remember that these are just suggestions and not requirements. Learners are certainly not expected to engage in all the activities suggested. They should only be involved in activities relevant to them and to their circumstances

The activities should be part of a coherent learning programme, structured around the learner’s targets. Activities should not be undertaken simply as a way of ‘picking off’ the qualification requirements. In the best case these activities should arise out of normal teaching activities.

*Step 5: Completing the Assessment Record*

Once you have evidence for each assessment criterion, you should complete the unit Assessment Record sheet at the back of each unit specification. This is the document which must accompany the portfolio of evidence to show that the learners entered by the centre have met each assessment criterion and deserves the credit for that unit at either Entry 2 or Entry 3.

*APPENDIX 2*

|  |  |
| --- | --- |
| English Logo | **ENTRY PATHWAYS (QCF)**  **LLWYBRAU COFRESTRU (FfCCh)** |
|

**CANDIDATE AUTHENTICATION SHEET**

***This sheet MUST be included with each candidate's folder submitted for moderation***

|  |  |  |  |
| --- | --- | --- | --- |
| UNIT TITLE: |  | | |
|  |  |  |  |
| Centre Name: |  | Centre No: |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Candidate's Name: |  | Candidate's No: |  |

|  |
| --- |
| **NOTICE TO CANDIDATE**  The work you submit for assessment must be your own.  If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Declaration by candidate**:  I have read and understood the Notice to Candidate (above).  I have produced the attached work without any help other than that which my teacher has explained is acceptable within the specification. | | | |
| Candidate's signature: |  | Date: |  | |
|  |  |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Declaration by teacher**:  I confirm that the candidate's work was conducted under the conditions laid out by the specification.  I have authenticated the candidate's work and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate. | | | |
| Teacher's signature: |  | Date: |  | |
|  |  |  |  | |

*APPENDIX 3*



**ENTRY PATHWAYS**

**WITNESS STATEMENT**

|  |  |
| --- | --- |
| **Qualification:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Candidate's Name:** |  | **Candidate's Number:** |  |

|  |
| --- |
| **Assessment Criteria Achieved:**  **Task:** |

|  |
| --- |
| **Assessment Criteria Achieved:**  **Task:** |

|  |
| --- |
| **Assessment Criteria Achieved:**  **Task:** |

|  |
| --- |
| **Assessment Criteria Achieved:**  **Task:** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **I can confirm that the candidate has demonstrated achievement of assessment criteria as documented above.**   |  |  |  | | --- | --- | --- | | **Signed (Centre):** |  |  |  |  |  |  |  | | --- | --- | --- | --- | | **Position:** |  | **Date:** |  | |

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