**WJEC PATHWAYS - ENTRY QUALIFICATIONS**

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| **Title** | **The changing population of the UK** |
| **Unit Ref. No.** | **F/503/3986**  **A/503/3971** |
| **Entry Code** | **6263/E2**  **6263/E3** |
| **Level** | **Entry 2 / 3** |
| **Credit value** | **3** |
| **Unit aim** | This unit aims to enable learners to know how the population of the UK is changing and some of the issues raised by change. |

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| **Learning outcomes**  To be awarded credit for this unit, the learner will: | **Assessment Criteria**  **Entry 2**  Assessment of the learning outcome will require a learner to demonstrate that they can: | **Assessment Criteria**  **Entry 3**  Assessment of the learning outcome will require a learner to demonstrate that they can: |
| **LO1**  Know how population is changing in the UK. | **AC1.1**  Recognise what is meant by population change.  **AC1.2**  Recognise how birth rate and death rate changes population numbers.  **AC 1.3**  Identify ways in which migration alters population numbers. | **AC1.1**  Identify population change.  **AC1.2**  Describe how birth rate and death rate changes population numbers.  **AC 1.3**  Describe how migration alters population numbers. |
| **LO2**  Be able to investigate how population change in the UK affects people. | **AC2.1**  Collect information on the effects of population change on families and individuals.  **AC2.2**  Present information on the effects of population change on families and individuals. | **AC2.1**  Select information on the affects of population change on families and individuals.  **AC2.2**  Present information on the affects of population change on families and individuals. |
| **LO3**  Know how people respond to issues resulting from population changes in the UK. | **AC3.1**  Identify ways in which people respond to changing population issues.  **AC3.2**  Select information on ways in which people respond to changing population issues. | **AC3.1**  Describe ways in which people respond to changing population issues.  **AC3.2**  Select information on ways in which people respond to changing population issues. |

**2. Amplification of Content**

The following suggestions should be considered in the context of:

* the level the learner is working at;
* providing opportunities for progression;
* centre facilities and resources.

The following section is designed to assist teachers in approaching the issue of content. The choice is very much down to the teacher, but **the content and context chosen must be capable of delivering the learning outcomes associated with the unit.**

**LO1: the learner will know how population is changing in the UK**

* stating what is meant by population change, taking into account birth rate, death rate and migration
* stating what is meant by birth and death rate, i.e. giving definitions e.g., number of births / deaths per thousand of the population
* stating how emigration and immigration can change the population, i.e. emigration leads to net population decrease and immigration leads to net population increase
* describing how the population of the UK has changed over time:
  + describe how population figures have changed for the UK up to the present day, noting dates when population increased or decreased
  + note periods when the population decreased, e.g. 14th century (Black Death)
  + note periods when the population increased, e.g. 18th century (industrial revolution) and late 20th century (post World War II)
* describing reasons for changes to:
  + birth rate, e.g. family planning, contraception, changing role of women, education, work practices etc
  + death rate, e.g. advances in medicine, welfare state, etc
* describing how emigration and immigration have changed the UK population over time.
  + emigration, e.g. from Ireland in the 19th century due to famine.
  + immigration, e.g. from the Caribbean to the UK after World War II, from Eastern Europe in the early years of the 21th century etc.

**LO2: the learner will be able to investigate how population change in the UK affects people**

* identifying some consequences of population change for people (in the case of the UK this means population increase):
  + individuals, e.g. less job opportunities, longer waiting times for hospital appointments, more varied food, new cultures etc
  + families, e.g. housing shortages, healthcare, a larger skilled workforce, etc
* giving examples of recent migration into the UK e.g. from the Caribbean, Indian sub-continent, Uganda, Iraq, European Union etc.
* describing the consequences of population change for people (both individuals and families):
  + individuals, e.g. less job opportunities, longer waiting times for hospital appointments, more varied food, new cultures etc
  + families, e.g. housing shortages, healthcare, a larger skilled workforce, etc
* naming areas of the UK most affected by recent migration:
  + urban areas, e.g. London, Cardiff, Belfast and other cities
  + Rural areas, e.g. East Anglia or other areas where agricultural or horticultural work is available
* identifying (and describing) some affects of recent migration on areas of the UK:
  + work, i.e. doing jobs that local people do not want / or are equipped to do, e.g. low skilled jobs (manual labour like cleaning) or high skilled jobs (doctors, dentists, nurses, pharmaceuticals) etc.
  + culture, i.e. local people experience other ways of life, e.g. language, food, clothing, music etc.
  + education, i.e. schools meeting the needs of non-nationals, e.g. teaching English as an additional or second language.

**LO3: the learner will know how people respond to issues resulting from population changes in the UK**

* stating ways in which people can be cared for:
  + by families, e.g. family members becoming carers, extended families living together, family members living close together etc
  + by communities, e.g. neighbourhood watch schemes, meals on wheels, charities (Age Concern), church groups etc
  + by the state, e.g. provision of pensions, medical care, social housing, sheltered accommodation, free bus passes and TV licences, home help, ageism legislation, etc
* describing issues in which people can be cared for:
  + by families, e.g. family members becoming carers, extended families living together, family members living close together etc
  + by communities, e.g. neighbourhood watch schemes, meals on wheels, charities (Age Concern), church groups etc
  + by the state, e.g. provision of pensions, medical care, social housing, sheltered accommodation, free bus passes and TV licences, home help, ageism legislation, etc.

**3. Delivery**

**3.1 Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all of completed work. This unit will contribute to the completion of an Entry Pathways qualification in Humanities. **For full details of the qualifications (Awards and Certificates) and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with **the changing population of the UK** are:

* Fragile environments
* Sustainable communities
* Sustainable tourism
* Volcanoes, earthquakes and tsunamis
* The effects of Consumerism

Choosing a combination of the above units would work towards an Entry Pathways qualification in Humanities, with a particular focus in the discipline of geography. Alternatively, this unit can be studied with other units in the Humanities suite which will give a more cross-curricular approach.

**3.2 Resources**

No specific textbooks have been written for this particular unit. Teachers and learners are advised to gather relevant information using general geography textbooks (Key Stage 3 and Key Stage 4). While the text may be inappropriate for students working at Entry Level, the visual resources (e.g. photographs, maps, graphs, diagrams, cartoons, sketches etc) will be most useful in stimulating the students’ learning. It is advisable to make use of appropriate websites, CD-roms, magazines, television programmes etc.

**Textbooks**

The New Wider World (Foundation), D Waugh (Nelson Thornes), Chapter 1

Geog.gcse, King, Hurst, Edwards, Stevens & Mayhew (OUP), Chapter 8

GCSE Geography for WJEC A, Owen, Pritchard, Lancaster, Owen & Sykes (Hodder), Theme 4 (p.67)

Geography for CCEA GCSE, Henderson, Roulston & Corr (Hodder), Unit 2, Theme A

Geog.2, Gallagher & Parish (OUP), Chapter 4

Geography Matters 1, Hopkin & Brooker (Hodder), Chapter 3

Investigating Geography A (Foundation), Arundale & Hart (Hodder), Chapter 6

Key Geography Connections, Waugh (Nelson Thornes), Chapter 5

Key Geography (Extensions), Waugh (Nelson Thornes), Chapter 5

Pathways Geography for Year 9, Fegan, Corr & Roulston (Hodder), Chapter 4

**Websites**

<http://www.sln.org.uk/geography/7-11population.htm>

Here you can access a whole selection of relevant web sites

**Videos**

Use videos, TV clips etc from mainstream Geography department

BBC News web site (as well as others like CNN) is an excellent source for up-to-date materials

**4. Assessment**

**4.1 Ways of demonstrating that the criteria have been met**

All Entry Pathways units are internally assessed and externally moderated.

The following principles apply to the assessment of each unit:

* all assessment criteria must be met for unit learning outcomes to be achieved
* for units provided for Entry 2 and Entry 3, criteria must be met in full at each level
* tasks may be chosen from examples given by WJEC (see below) or set by the centre

**There are no longer any ‘set tests’ as in the legacy Entry Level course.** Rather, there will be suggestions that can be developed to provide evidence that the assessment criteria for each learning outcome have been met. The practical delivery of these assessment methods in the classroom is likely to vary from centre to centre.

In practice, ways of demonstrating that the criteria have been met will vary according to centre type and the nature of candidates. It may also depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. Further guidance is given in Section 6 on Assessment in the Entry Pathways Specification.

However, the following types of approach are likely to feature as ways of demonstrating that the assessment criteria have been met:

* Posters
* Written work
* Oral questions and answers
* Oral presentations
* Contributing to group discussions
* Powerpoint presentations
* Use of visual images such as photographs or cartoons
* Storyboards
* Case studies
* Interviews
* Surveys and questionnaires
* Action plans
* Map work
* Podcasts
* Learning logs

**4.2 Examples of tasks:**

Examples of tasks that can be used to demonstrate assessment:

**LO1: the leaner will know how population is changing in the UK**

**At Entry 2, learners could:**

* write definitions of the terms *birth rate*, *death rate* and *population change*, e.g. using word banks, heads and tails exercise, selecting appropriate definitions from lists etc
* select relevant statistical information from a range of sources, e.g. tables, graphs, diagrams etc
* complete graphs showing population figures, trends etc.

**At Entry 3, learners could:**

* describe what graphs show, e.g. by adding appropriate labels, completing living graphs exercises
* describe, orally or in writing, three reasons for changes in the birth rate and the death rate
* use the internet to find out relevant information on how emigration and immigration have changed the UK population over time. Produce a large poster to show findings.

**LO2: the learner will be able to investigate how population change in the UK affects people**

**At Entry 2, learners could:**

* create a display of digital photographs, sourced from the internet, to tell the story of a post WW2 migration flow into the UK
* create a story-board to tell the story of this group of migrants
* complete a map of the UK locating areas (both urban centres and rural areas) where most migrants have settled.

**At Entry 3, learners could:**

* sort from a list the consequences of population change for individuals and families
* explain in some detail, orally or in writing, two consequences of population change for individuals and families
* Use the internet to find out about a recent (post WW2) migration flow into the UK
* Create a Powerpoint presentation describing how migrants have affected different aspects of everyday life (e.g. food, music, culture, fashion, education, work etc) in the areas of the UK where they have come to live.

**LO3: the learner will know how people respond to issues resulting from population changes in the UK**

**At Entry 2, learners could:**

* complete a table stating ways in which people can be cared for by their families, their communities and the state.

**At Entry 3, learners could:**

• create a poster or leaflet describing issues which may arise in caring for people

• conduct and record an interview with a speaker from a charitable or other related organisation e.g. Age Concern, disability organisations, playgroups.

**4.3 Recording**

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be **differentiated** and must be met at the relevant level.

**5. Administrative Arrangements**

For details of administrative arrangements, please refer to the **WJEC Entry Pathways specification,** which includes information about:

* Entry Procedures
* Internal Assessment and External Moderation
* Awarding and Reporting
* Issue of Results
* Access Arrangements
* Post-Results Services.

**The changing population of the UK – ENTRY 2**

**WJEC ASSESSMENT RECORD**

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Candidate No.\_\_\_\_\_\_\_\_\_\_\_\_

Centre Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Centre No.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **LO** | **Assessment Criteria** | **Met** | **Evidence** |
| **LO1** | **AC1.1**  Recognise what is meant by population change.  **AC1.2**  Recognise how birth rate and death rate changes population numbers.  **AC 1.3**  Identify ways in which migration alters population numbers. |  |  |
| **LO2** | **AC2.1**  Collect information on the effects of population change on families and individuals.  **AC2.2**  Present information on the effects of population change on families and individuals. |  |  |
| **LO3** | **AC3.1**  Identify ways in which people respond to changing population issues.  **AC3.2**  Select information on ways in which people respond to changing population issues. |  |  |

General Comments

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Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Moderator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The changing population of the UK – ENTRY 3**

**WJEC ASSESSMENT RECORD**

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Candidate No.\_\_\_\_\_\_\_\_\_\_\_\_

Centre Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Centre No.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **LO** | **Assessment Criteria** | **Met** | **Evidence** |
| **LO1** | **AC1.1**  Identify population change.  **AC1.2**  Describe how birth rate and death rate changes population numbers.  **AC 1.3**  Describe how migration alters population numbers. |  |  |
| **LO2** | **AC2.1**  Select information on the affects of population change on families and individuals.  **AC2.2**  Present information on the affects of population change on families and individuals. |  |  |
| **LO3** | **AC3.1**  Describe ways in which people respond to changing population issues.  **AC3.2**  Select information on ways in which people respond to changing population issues. |  |  |

General Comments

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Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Moderator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_