



Entry Pathways Qualifications in Additional English Revised 02 10 2013

UNITS AND GUIDANCE

(To be read in conjunction with the Entry Pathways Specification)

Qualifications available	Cash-in Code
Entry 2 Award in Additional English	6007/A2
Entry 2 Certificate in Additional English	6007/C2
Entry 3 Award in Additional English	6007/A3
Entry 3 Certificate in Additional English	6007/C3

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6301/E2 6301/E3	Exploring Advertising	D/503/3204	H/503/3205	
6302/E2 6302/E3	Creating a Print Media Product	K/503/3206	M/503/3207	
6350/E2 6350/E3 6350/L1	Exploring Shakespeare	K/503/3190	M/503/3191	R/503/4754
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6355/E2 6355/E3	Exploring Poetry	J/503/3200	L/503/3201	

Title:	Exploring Film Genres
Unit Ref. Nos.	Y/503/3203
Entry Codes	6300/E2
Level	Entry 2
Credit value:	4
Unit aim:	This unit aims to enable learners to gain knowledge of film genres and their key features.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know how films are grouped in genres.	AC1.1 Identify film genres. AC1.2 Identify films from genres. AC1.3 Identify similarities between films in genres.
LO2 Know key conventions of film genres.	AC2.1 Identify typical settings of film genres. AC2.2 Identify typical characters of film genres. AC2.3 Identify typical events of film genres.
LO3 Be able to produce an idea for a new film from a genre.	AC3.1 Identify a title for a new film. AC3.2 Identify the setting of the new film. AC3.3 Identify key characters from the new film. AC3.4 Identify main events in the new film's story.

Title:	Exploring Film Genres
Unit Ref. Nos.	R/503/3202
Entry Codes	6300/E3
Level	Entry 3
Credit value:	4
Unit aim:	This unit aims to enable learners to gain knowledge of film genres and their key features.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know how films are grouped in genres.	AC1.1 Outline film genres. AC1.2 Describe films from genres. AC1.3 Outline similarities between films in genres.
LO2 Know key conventions of film genres.	AC2.1 Outline typical settings of film genres. AC2.2 Outline typical characters of film genres. AC2.3 Outline typical events of film genres.
LO3 Be able to produce an idea for a new film from a genre.	AC3.1 Identify a title for a new film. AC3.2 Outline the setting of the new film. AC3.3 Outline key characters from the new film. AC3.4 Outline main events in the new film's story.

2. Amplification of Content

The aim of this unit is for students to explore film genres in a simple way. The following information is designed to assist teachers in determining the content of the unit.

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.

LO1

Learners should study examples of popular film genres and the conventions of these genres. A genre is a type of film with shared typical elements (conventions), such as similarities in settings, characters and stories. Examples of film genres that could be studied include:

- Science Fiction
- Action
- Romantic Comedy
- Superhero films
- Horror films

Learners should be able to identify or outline examples of genres and examples of films from genres. They should also be able to identify or outline similarities between films in the genres chosen for study.

LO2

Learners should be provided with examples of films from a variety of genres to gain an understanding of what genre is. Learners should study the key conventions (typical elements, such as settings, characters and stories) of the genres chosen for study. Genres and their typical elements could include:

- Science Fiction films - set in space and spaceships, set in the future, aliens, robots, hero, aliens attack, aliens killed, hero wins, happy ending
- Action Movies - set in cities, foreign settings, action heroes, villains, villain sets off bomb/kills people, hero and villain fight, chases, villain killed, hero wins, happy ending
- Romantic Comedies - set in cities, houses/flats/restaurants, young men/women, single, unlucky in love, boy meets girl, they break up, they end up together, happy ever after

Learners should be able to identify or outline key conventions of genres, in terms of settings, characters and events.

LO3

Learners should apply their knowledge gained from LO2 and LO3 to come up with an idea for a new film from a particular genre, including:

- the name of the film
- the key characters (i.e. the main/most important characters, e.g. hero, villain etc)
- the main events in the story, (e.g. Horror film – monster attacks innocent victims, deaths, hero chases monster, hero wins, monster revealed, happy ending).

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 completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

This exploratory unit is conceived as one of three introductory units to the media production units. The other introductory units are another exploratory unit (*Exploring Advertising*) and a design unit (*Designing a Music Website Homepage*). Once some exploration and planning skills have been developed in these contexts, learners may continue with *Creating a Print Media Product* and *Creating an Audio-Visual Sequence*.

It is most likely that *Exploring Film Genres* will be linked to *Creating a Print Media Product*, where learners could choose to apply their knowledge of genre by creating a film poster, DVD cover or film magazine cover. Equally, it could relate to *Creating an Audio-Visual Sequence*, where learners produce a sequence from a genre studied previously. However, *Exploring Film Genres* could also be linked to English units such as *Understanding events and characters in audio-visual texts* or *Understanding narrative*.

3.2 Resources

John Ashton (ed.), *GCSE Media Studies for WJEC* (Routledge 2009)
<http://www.teachit.co.uk/index.asp?CurrMenu=132>
<http://media.edusites.co.uk/>
Times Educational Supplement website – Resources and Forum
(www.tes.co.uk)
<http://www.mediaknowall.com/>
<http://www.imdb.com/>
www.filmeducation.org

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment;
- coverage of Assessment Criteria for this unit;
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

- Written work, including spider-diagrams, lists, bullet points
- Examples of film posters (real or created), images of films etc, labelled to indicate the genre, similarities, settings and characters
- Character profiles
- Timelines or flow diagrams showing key events
- Oral presentations
- PowerPoint presentations
- Surveys/questionnaires
- Completed grids/tables

4.2 Examples of Tasks

Tasks specific to Exploring Film Genres

LO1

- Explore examples of film sequences, posters, trailers and DVD covers from different genres
- Label examples of film posters/DVD covers with their genres
- Conduct a class survey of favourite genres and films
- Visit a cinema/DVD shop to explore genres and films available

LO2

- Annotate film posters, identifying typical settings, characters and events
- Watch a trailer for a recent film, identifying the way it uses typical settings, characters and events
- Capture screenshots from the trailer (e.g., using power DVD or print screen command) and annotate genre conventions present
- Complete grids of genres and their key elements

LO3

- Create a film pitch in groups or individually
- Produce a PowerPoint presentation of ideas for a new film
- Produce a plan/mock-up of a DVD cover for a new genre film, showing key settings, characters and events

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 will 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.

**EXPLORING FILM GENRES - ENTRY 2
6300/E2**

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify film genres. AC1.2 Identify films from genres. AC1.3 Identify similarities between films in genres.			
AC2.1 Identify typical settings of film genres. AC2.2 Identify typical characters of film genres. AC2.3 Identify typical events of film genres.			
AC3.1 Identify a title for a new film. AC3.2 Identify the setting of the new film. AC3.3 Identify key characters from the new film. AC3.4 Identify main events in the new film's story.			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____

**EXPLORING FILM GENRES - ENTRY 3
6300/E3**

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Outline film genres. AC1.2 Describe films from genres. AC1.3 Outline similarities between films in genres.			
AC2.1 Outline typical settings of film genres. AC2.2 Outline typical characters of film genres. AC2.3 Outline typical events of film genres.			
AC3.1 Identify a title for a new film. AC3.2 Outline the setting of the new film. AC3.3 Outline key characters from the new film. AC3.4 Outline main events in the new film's story.			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____

Title:	Exploring Advertising
Unit Ref. Nos.	D/503/3204
Entry Codes	6301/E2
Level	Entry 2
Credit value:	3
Unit aim:	This unit aims to enable learners to gain knowledge of purposes, types and techniques of Advertising.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know how advertising promotes products.	AC1.1 Identify purposes of advertising. AC1.2 Identify types of advertising. AC1.3 Identify advertising techniques used in adverts.
LO2 Know how advertising is aimed at audiences.	AC2.1 Identify audiences for adverts.
LO3 Be able to plan adverts.	AC3.1 Suggest ideas for adverts. AC3.2 Include advertising techniques in plans for adverts.

Title:	Exploring Advertising
Unit Ref. Nos.	H/503/3205
Entry Codes	6301/E3
Level	Entry 3
Credit value:	3
Unit aim:	This unit aims to enable learners to gain knowledge of purposes, types and techniques of Advertising.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know how advertising promotes products.	AC1.1 Outline purposes of advertising. AC1.2 Outline types of advertising. AC1.3 Outline advertising techniques used in print and television adverts.
LO2 Know how advertising is aimed at audiences.	AC2.1 Identify audiences for print and television adverts.
LO3 Be able to plan adverts.	AC3.1 Develop ideas for print and television adverts. AC3.2 Include advertising techniques in plans for print and television adverts.

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.

LO1

Learners should be introduced to the purposes, types and techniques of advertising.

Purposes of advertising include:

- to sell products and make money
- to create a brand identity
- to create awareness of issues
- to influence views or behaviours
- to persuade audiences to give money/support to charity

Types of advertising include:

- print
- television
- radio
- internet
- billboards
- film trailers and posters

Advertising techniques used in print adverts include:

- language – headlines, memorable, catchy slogans, humour, direct address, exaggeration, alliteration, positive language, emotive language
- still images of products/celebrities/beautiful people
- design features – layout, colour, typography
- product logos
- celebrity endorsement

Advertising techniques used in television adverts include:

- moving images of products/celebrities/beautiful people
- sound – atmospheric/exciting music, dialogue, sound effects
- camerawork and editing – eye-catching/exciting shots, camera movements and editing techniques
- special effects
- product logos
- celebrity endorsement

LO2

The target audience describes the specific audience that an advert is aimed at. Learners should be introduced to different aspects of target audiences for adverts.

- age
- gender
- lifestyle
- fans/consumers of (e.g.) Horror films, computer games, Pop music etc.

LO3

Learners should apply their knowledge of advertising techniques gained from LO1 to planning an advert or adverts of their own. They should be introduced to planning techniques, which include:

- mind-maps
- spider-diagrams
- sketches
- mock-ups
- drafts
- plans using Information Technology
- storyboards
- shot lists

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 completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

This exploratory unit is conceived of as one of two introductory units to the media production/design units – the other introductory unit is an exploration unit (*Exploring Film Genres*). Once some exploration skills have been developed in these contexts, they may lead onto *Creating an Audio-Visual Sequence*, *Creating a Print Media Product* or *Designing a Music Website Homepage*.

It is most likely that *Exploring Advertising* will be combined with other Media units. Learners could choose to plan a film poster (as a form of print advert) for the film idea they produced in *Exploring Film Genres*. The unit could also be combined with English units such as *Understanding narrative*, *Understanding events and characters in audio-visual texts* and *Creating a narrative*.

3.2 Resources

John Ashton (ed), *GCSE Media Studies for WJEC* (Routledge 2009)

www.media.edusites.co.uk

Times Educational Supplement website (www.tes.co.uk) – Resources and Forums

Examples of adverts

TV adverts accessed via www.youtube.com

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment;
- coverage of Assessment Criteria for this unit;
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

- Written work, including spider-diagrams, lists, bullet points
- Examples of adverts (real or created), labelled to indicate key features
- Oral presentations
- PowerPoint presentations
- Plans in a variety of presentational forms (PowerPoint slides, produced using Information Technology, mock-ups, sketches, storyboards, shot lists)

4.2 Examples of Tasks

Tasks specific to Exploring Advertising

LO1

- Annotate the key features of an advert for a product/charity/public awareness issue
- Explore how the different elements of an advert persuade audiences.
- Pick a successful print advert and explore why it works

LO2

- Collect adverts aimed at men/women/teenagers with features that would appeal to them
- Label adverts aimed at men/women/teenagers with features that would appeal to them
- Look at adverts in magazines aimed at men/women/teenagers
- Watch TV adverts and decide on the audience

LO3

- Choose either a product, a charity or a public awareness issue and plan an advert for it.
- Explore different planning techniques: getting ideas from other adverts, asking others what they associate with the product/charity/issue, devising slogans
- Create a storyboard for a TV advert
- Create a shot list for a TV advert

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 will 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.

**EXPLORING ADVERTISING - ENTRY 2
6301/E2**

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify purposes of advertising.			
AC1.2 Identify types of advertising.			
AC1.3 Identify advertising techniques used in adverts.			
AC2.1 Identify audiences for adverts.			
AC3.1 Suggest ideas for adverts.			
AC3.2 Include advertising techniques in plans for adverts.			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____

**EXPLORING ADVERTISING - ENTRY 3
6301/E3**

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Outline purposes of advertising. AC1.2 Outline types of advertising. AC1.3 Outline advertising techniques used in print and television adverts.			
AC2.1 Identify audiences for print and television adverts.			
AC3.1 Develop ideas for print and television adverts. AC3.2 Include advertising techniques in plans for print and television adverts.			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____

Title:	Creating a Print Media Product
Unit Ref. Nos.	K/503/3206
Entry Codes	6302/E2
Level	Entry 2
Credit value:	4
Unit aim:	This unit aims to enable learners to gain the knowledge and skills to develop and create a print media product.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know the key features of print media products.	AC1.1 Identify types of print media products. AC1.2 Identify key visual features of print media products. AC1.3 Identify key language features of print media products.
LO2 Know how print media products are aimed at audiences.	AC2.1 Identify audiences for print media products.
LO3 Be able to plan print media products for audiences.	AC3.1 Suggest ideas for print media products. AC3.2 Include in planning features that will appeal to audiences.
LO4 Be able to produce print media products for audiences.	AC4.1 Show some print production skills. AC4.2 Use key visual and language features of print media products.

Title:	Creating a Print Media Product
Unit Ref. Nos.	M/503/3207
Entry Codes	6302/E3
Level	Entry 3
Credit value:	4
Unit aim:	This unit aims to enable learners to gain the knowledge and skills to develop and create a print media product.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know the key features of print media products.	AC1.1 Outline types of print media products. AC1.2 Outline a range of key visual features of print media products. AC1.3 Outline a range of key language features of print media products.
LO2 Know how print media products are aimed at audiences.	AC2.1 Identify audiences for print media products. AC2.2 Outline how print media products appeal to audiences.
LO3 Be able to plan print media products for audiences.	AC3.1 Develop ideas for print media products. AC3.2 Include in planning a range of features that will appeal to audiences.
LO4 Be able to produce print media products for audiences.	AC4.1 Show a range of print production skills. AC4.2 Use a range of key visual and language features of print media products.

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.

LO1

Learners should be introduced to print media products, which could include:

- film posters
- DVD covers
- CD covers
- magazine front covers
- newspaper front covers
- computer game covers

Learners should be introduced to key visual and language features of print media products.

Key visual features include:

- images
- design
- colour
- layout
- typography

Key language features include:

- headlines
- sell-lines
- titles
- taglines
- captions

LO2

Learners should be introduced to the idea of different audiences for print media products. This could include:

- age
- gender
- lifestyle
- consumers of similar products

For Entry 3, learners should also consider how print media products appeal to audiences, through aspects including:

- attractive layout and design
- attractive or eye-catching images
- images of celebrities
- titles that create brand identity
- interesting sell-lines
- interesting headlines

LO3

Learners should apply their knowledge of key features of print media products gained from LO1 and of audiences for print media products from LO2 to planning a print media product for a specific audience, such as men, women, teenage girls, computer games players. They should use features that would appeal to the audience, such as images, colour, design, title and headlines.

Learners should be introduced to planning techniques, which could include:

- mind-maps
- spider-diagrams
- sketches
- mock-ups
- drafts
- cut and paste

LO4

Learners should be introduced to the skills needed to produce a print media product for an audience. This could include:

- using Information Technology
- using photographs/images
- drawing
- writing
- cut and paste

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 completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

This production unit is one of two media production units. It is anticipated that learners will have completed the exploration and planning units before starting on a production unit. *Creating a Print Media Product* could be combined with *Exploring Advertising*, by learners producing the print advert they previously planned. Equally, learners could produce a film poster, linking to *Exploring Film Genres*.

These production units could also be combined with English units such as *Understanding narrative*, *Understanding events and characters in audio-visual texts* and *Creating a narrative*.

3.2 Resources

For practical production work, actual copies of a range of magazines, film posters, newspapers, DVD covers and CD covers are often the most useful resource in the classroom. This enables learners to refer directly to examples of comparable media products in planning and producing their own work.

John Ashton (ed), *GCSE Media Studies for WJEC* (Routledge 2009)

<http://www.teachit.co.uk/index.asp?CurrMenu=132>

www.media.edusites.co.uk

<http://www.mediaknowall.com/>

Times Educational Supplement website (www.tes.co.uk) – Resources and Forums

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment;
- coverage of Assessment Criteria for this unit;
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

- Collections of examples of print media products
- Annotated copies of print products labelling key features
- Identification and description of key features
- Written evidence, spider-diagrams, lists, bullet points
- Plans in a variety of presentational forms (PowerPoint slides, produced using Information Technology, mock-ups)
- A final version of the print product, produced using Information Technology or by hand

4.2 Examples of Tasks

Tasks specific to Creating a Print Media Product

LO1

- Collect a set of magazine covers/CD covers/DVD covers/newspaper covers.
- Explore the key features of the front cover of a magazine/newspaper, or a DVD cover/CD cover.
- Annotate a magazine/newspaper front cover, or a DVD/CD cover, labelling the key features.

LO2

- Annotate magazine covers/CD covers/DVD covers/newspaper covers with features that appeal to audience.
- Conduct a class survey of magazine/newspaper readership.
- Conduct a class survey of appeal of film posters/DVD covers/CD covers to peers.

LO3

- Produce mastheads/titles/band names in different fonts and explore.
- Work in groups to develop ideas.
- Explore comparable products to what is to be produced.
- Create mock-ups of DVD covers, computer games covers, CD covers, film posters.
- Explore the effect of different design choices: use of different colour ranges, different positions, different graphics.
- Produce different plans of the same print product and choose the most effective.

LO4

- Take photographs for a film poster/the front cover of a magazine/newspaper/CD cover/DVD cover.
- Cut out images for a film poster/the front cover of a magazine/newspaper/CD cover/DVD cover.
- Draw images for a film poster/the front cover of a magazine/newspaper/CD cover/DVD cover.
- Produce titles, headlines, sell-lines using a computer.
- Produce titles, headlines, sell-lines by hand.
- Produce a print media product such as CD cover, a DVD cover, a film poster, a magazine/newspaper front cover.

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 will 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.

**CREATING A PRINT MEDIA PRODUCT - ENTRY 2
6302/E2**

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify types of print media products. AC1.2 Identify key visual features of print media products. AC1.3 Identify key language features of print media products.			
AC2.1 Identify audiences for print media products.			
AC3.1 Suggest ideas for print media products. AC3.2 Include in planning features that will appeal to audiences.			
AC4.1 Show some print production skills. AC4.2 Use key visual and language features of print media products.			

General Comments

Teacher: _____ Date: _____

Evidence of **Internal** Verification: _____ Date: _____

**CREATING A PRINT MEDIA PRODUCT - ENTRY 3
6302/E3**

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Outline types of print media products. AC1.2 Outline a range of key visual features of print media products. AC1.3 Outline a range of key language features of print media products.			
AC2.1 Identify audiences for print media products. AC2.2 Outline how print media products appeal to audiences.			
AC3.1 Develop ideas for print media products. AC3.2 Include in planning a range of features that will appeal to audiences.			
AC4.1 Show a range of print production skills. AC4.2 Use a range of key visual and language features of print media products.			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____

Title:	Exploring Shakespeare	
Unit Ref. Nos.	Entry 2: K/503/3190	Entry 3: M/503/3191
Entry Codes	Entry 2: 6350/E2	Entry 3: 6350/E3
Level	Entry 2 and Entry 3	
Credit value:	3	
Unit aim:	This unit aims to enable learners to demonstrate knowledge of a play by Shakespeare.	
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:
LO1: know events that occur in a play by Shakespeare	AC1.1 Identify main events that occur in a play by Shakespeare AC1.2 Outline what happens in an event chosen from a play by Shakespeare AC1.3 State how Shakespeare makes an audience feel in an event in a play AC1.4 Make simple references to an event in a play by Shakespeare	AC1.1 Outline main events that occur in a play by Shakespeare AC1.2 Describe what happens in chosen events from a play by Shakespeare AC1.3 State how Shakespeare makes an audience feel in events from a play AC1.4 Make references to events in a play by Shakespeare
LO2: know characters that appear in a play by Shakespeare	AC2.1 Name main characters in a play by Shakespeare AC2.2 Describe how a character in a play by Shakespeare behaves AC2.3 State how Shakespeare presents a character in a play	AC2.1 Identify main characters in a play by Shakespeare AC2.2 Identify key differences between main characters in a play by Shakespeare AC2.3 Describe how characters in a play by Shakespeare behave AC2.4 Describe how Shakespeare presents characters in a play

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.

LO1 – know events that occur in a play by Shakespeare

Learners should learn about events in a Shakespeare play by:

- exploring what a play is and how it differs from other media (e.g. TV, film, stories).
- exploring how to identify main events and differentiate from minor events.
- exploring the reaction of audiences to different scenes and how Shakespeare has achieved that effect.
- having opportunities to explore how they react to certain scenes/events and give reasons for their feelings/views.
- introducing the plotline and the key events that occur (this could be introduced orally, through storyboards or by multi-media versions of the play).

LO2 – know characters that appear in a play by Shakespeare

Learners should learn about characters in a Shakespeare play by:

- being introduced to the key character(s) that appear in the text (this could be introduced orally, or through pictorial representations).
- labelling pictures of key character(s) with characteristics.
- exploring stereotypes (e.g. heroes/villains, parents/children, husbands/wives, kings/servants).
- identifying main characteristics shown in key scenes.

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 completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Units most likely to be taught alongside *Exploring Shakespeare*:

Exploring Poetry

Exploring Events and Characters in Audio/Visual Texts

Exploring Narratives

There are also opportunities for personalised curricula offered by the Award and Certificate qualifications and the flexible rules of combination. Other units that could be taught to be included in the learner's Award/Certificate include:

Media Studies Unit 1: Exploring Film Genres

Media Studies Unit 2: Exploring Advertising

Media Studies Unit 3: Creating a Print Media Product

For an Award, up to 50% of the total credit may come from Media Studies Units 1-3.

For a Certificate, up to 50% of the total credit may come from Media Studies Units 1-3.

3.2 Resources

www.wjec.co.uk – engaging resources to support teaching of this unit on the WJEC secure website.

www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml - schools and colleges share their 60 second interpretations of Shakespeare plays/scenes.

www.teach-shakespeare.com/ - some useful ideas for tackling Shakespeare with Entry Level learners.

www.nationalstrategies.standards.dcsf.gov.uk/node/113512 - how to teach Shakespeare through all stages of the National Curriculum.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment;
- coverage of Assessment Criteria for this unit;
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

- cloze passages [E2 only]
- comprehension responses (oral or written)
- presentations
- storyboards
- timelines
- character profiles
- extended responses/essays
- acting out story
- modern English retelling of a scene/scenes [E3 only]

4.2 Examples of Tasks

Teachers/Tutors are reminded that the centre should submit a sufficient number of tasks to demonstrate that each assessment criteria has been met by each candidate. There are no limits to the number of pieces of evidence that may be submitted, but centres need not provide multiple tasks to attest to the completion of each assessment criteria.

(a) Tasks specific to Exploring Shakespeare

Task 1:

Design a storyboard that shows an event from the play and how the characters are involved in the events, e.g. the Capulets' masked ball. In the last frame of the storyboard describe how this part of the story makes you feel. [E2 – all assessment criteria]

Task 2:

What do we learn about Tybalt from *Romeo and Juliet*. What does Tybalt do in the play? How does this make you feel about Tybalt? [E2 – all assessment criteria]

Task 3:

Imagine you are Juliet on the eve of your wedding and then on waking in the tomb. State what happens and how you feel about it. [E2 – all assessment criteria]

Task 4:

Produce a timeline/storyboard for *Macbeth* and state what happens in the chosen event(s). Describe how Duncan and Macbeth behave in the play and identify the key differences between them. How has Shakespeare presented them to the audience? [E3 – all assessment criteria]

Task 5:

Choose two scenes from *Macbeth* (e.g. when he returns to Lady Macbeth from the battle, and the banquet scene). What happens in these scenes? How do these events make you feel? How do Macbeth and Lady Macbeth behave in these scenes? [E3 – all assessment criteria]

Task 6:

How do Banquo and Macbeth react after meeting the witches? How does this make you feel about each of them? [E3 – all assessment criteria]

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

Exploring Shakespeare Entry 2 6350/E2

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met (Tick)	Evidence	Office Use
AC1.1 Identify main events that occur in a play by Shakespeare			
AC1.2 Outline what happens in an event chosen from a play by Shakespeare			
AC1.3 State how Shakespeare makes an audience feel in an event in a play			
AC1.4 Make simple references to an event in a play by Shakespeare			
AC2.1 Name main characters in a play by Shakespeare			
AC2.2 Describe how a character in a play by Shakespeare behaves			
AC2.3 State how Shakespeare presents a character in a play			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____

Exploring Shakespeare Entry 3 6350/E3

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met (Tick)	Evidence	Office Use
AC1.1 Outline main events that occur in a play by Shakespeare			
AC1.2 Describe what happens in chosen events from a play by Shakespeare			
AC1.3 State how Shakespeare makes an audience feel in events from a play			
AC1.4 Make references to events in a play by Shakespeare			
AC2 .1 Identify main characters in a play by Shakespeare			
AC2.2 Identify key differences between main characters in a play by Shakespeare			
AC2.3 Describe how characters in a play by Shakespeare behave			
AC2.4 Describe how Shakespeare presents characters in a play			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____

Title:	Exploring Shakespeare
Unit Ref. Nos.	Level 1: R/503/4754
Entry Codes	Level 1: 6350/L1
Level	Level 1
Credit value:	3
Unit aim:	This unit aims to enable learners to demonstrate knowledge and understanding of a play by Shakespeare.
Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Level 1 Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1: understand events that occur in a play by Shakespeare	AC1.1 Describe main events that occur in a play by Shakespeare. AC1.2 Explain how Shakespeare makes an audience feel in chosen events from a play.
LO2: understand characters that appear in a play by Shakespeare	AC2.1 Use textual reference to support views about the function of characters in a play by Shakespeare. AC2.2 Describe different characteristics presented by characters in a play by Shakespeare. AC2.3 Describe, using textual reference, the behaviour of characters in a play by Shakespeare.

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.

LO1 – understand events that occur in a play by Shakespeare

Learners should learn about events in a Shakespeare play by:

:

- exploring how to identify main events in a play as opposed to minor events;
- using inference when looking at events and how characters behave;
- exploring the reaction of audiences to different scenes and looking at how Shakespeare has achieved those reactions;
- developing a knowledge of some of the features of Shakespeare's language;
- understanding the significance of specific events by having an understanding of the play as a whole.

LO2 – understand characters that appear in a play by Shakespeare

Learners should learn about characters in a Shakespeare play by:

- labelling pictures of key characters with characteristics;
- exploring stereotypes (eg. Heroes/villains, lovers/fighters, parents/children, husbands/wives, friends/enemies) and how Shakespeare uses those stereotypes;
- referring to the text or storyline to further their understanding of character;
- showing how characters can have more than one side to their characters and using the play to provide evidence for their points.

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 completed work. However, in planning courses, teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Units most likely to be taught alongside *Exploring Shakespeare*:

Exploring Poetry
Exploring Events and Characters in Audio/Visual Texts
Exploring Narratives
Creating Narratives

There are also opportunities for personalised curricula offered by the Award and Certificate qualifications and the flexible rules of combination. Other units that could be taught to be included in the learner's Award/Certificate include:

Media Studies Unit 1: Exploring Film Genres
Media Studies Unit 2: Exploring Advertising
Media Studies Unit 3: Creating a Print Media Product

For an Award, up to 50% of the total credit may come from Media Studies Units 1-3.

For a Certificate, up to 50% of the total credit may come from Media Studies Units 1-3.

3.2 Resources

<http://www.tes.co.uk/secondary-teaching-resources/> - lots of resources created by practitioners for practitioners, registration is required but is free.

<http://www.teach-shakespeare.com/> - some useful ideas for tackling Shakespeare.

<http://www.ngfl-cymru.org.uk/vtc-home.htm> - a wealth of resources are available here.

<http://www.wjec.co.uk/index.php?subject=198&level=203&list=docs&docCatID=125>

here you will find resources tailored to the different units in the specification.

There are a number of other resources available.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment;
- coverage of Assessment Criteria for this unit;
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

- essays
- power point presentations
- character maps and profiles
- timelines
- oral records
- comprehension questions
- interviews with characters
- Point, Evidence, Explain tables.
- newspaper/magazine articles about the key events
- hotseating or other drama activities (to be recorded or assessed through the use of witness statements)

4.2 Examples of Tasks

Teachers/Tutors are reminded that the centre should submit a sufficient number of tasks to demonstrate that each assessment criteria has been met by each candidate. There are no limits to the number of pieces of evidence that may be submitted, but centres need not provide multiple tasks to attest to the completion of each assessment criteria.

Tasks specific to Exploring Shakespeare

Task 1:

Produce a timeline/tension graph for *Romeo and Juliet* and state what happens in the chosen event(s). Describe how Romeo and Tybalt behave at different points in the play and identify the key differences between them. Using textual reference, show how Shakespeare has presented them to the audience.

Task 2:

Choose three scenes from *Macbeth* (e.g when he returns to Lady Macbeth from the battle, the killing of Duncan and the banquet scene). What happens in these scenes and why does it happen? How do Macbeth and Lady Macbeth behave in these scenes and how does their behaviour change as the play progresses? Use quotations from the text to support your answer and explain how Shakespeare makes an audience feel in each of your chosen scenes.

Task 3:

Produce a newspaper report about key events in the play, for example the fight in *Romeo and Juliet* and then the suicide of the two main characters. Include interviews with other characters and members of the Verona public.

Task 4:

How do Romeo and Juliet behave at their first meeting? How does their behaviour change after the fight scene and how does Shakespeare make us feel about them?

Task 5:

Choose any two characters from the play that you are studying. Hot-seat each of the characters. How does their behaviour change throughout the play and why does it change. Show this with close reference to at least two different events.

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 Entry 2, Entry 3 and Level 1, Learning Outcomes may be similar 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

Exploring Shakespeare Entry 2 6350/E2

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met (tick)	Evidence	Office Use
AC1.1 Describe main events that occur in a play by Shakespeare			
AC1.2 Explain how Shakespeare makes an audience feel in chosen events from a play			
AC2.1 Use textual reference to support views about the function of characters in a play by Shakespeare			
AC2.2 Describe different characteristics presented by characters in a play by Shakespeare			
AC2.3 Describe, using textual reference, the behaviour of characters in a play by Shakespeare.			

General Comments

Teacher: _____ Date: _____

Evidence of **Internal** verification.: _____ Date: _____

Title:	Communicating Experiences	
Unit Ref. Nos.	Entry 2: T/503/3192	Entry 3: A/503/3193
Entry Codes	Entry 2: 6351/E2	Entry 3: 6351/E3
Level	Entry 2 and Entry 3	
Credit value:	2	
Unit aim:	This unit aims to enable learners to communicate experiences from different points of view and demonstrate understanding of different points of view.	
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:
LO1: be able to communicate about an event or experience	AC1.1 Outline an event/experience AC1.2 Communicate information so that meaning is clear	AC1.1 Communicate details of an event/experience AC1.2 Communicate ideas in a logical sequence AC1.3 Use vocabulary that engages an audience/reader
LO2: be able to express different points of view on a topic/event	AC2.1 State different feelings or opinions on a topic/event AC2.2 State opinions about views that are understood	AC2.1 Express different views on the same topic/event AC2.2 Express different views that are clearly understood
LO3: understand different points of view	AC3.1 Respond to simple questions on different points of view	AC3.1 Explain with relevant detail different points of view

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.

LO1 – be able to communicate about an event or experience

Learners should learn about how to give information about an event or experience by:

- planning beginning, middle and endings.
- using temporal connectives and have an understanding of how they work in an account (Next, Firstly, Then, Afterwards, Finally, etc.).
- exploring different vocabulary used for different audiences, e.g. formal/informal, Standard English/slang.
- how to identify key events/main points in an account.
- how to engage/interest an audience/reader with language selection.

LO2 – be able to express different points of view on a topic/event

Learners should learn about how express different points of view by:

- exploring appropriate vocabulary to express a personal point of view.
- identifying verbal and non-verbal cues that reveal views and feelings.
- exploring how different people would express their views differently.

LO3 – understand different points of view

Learners should learn about how to understand different points of view by:

- exploring the concept of empathy and reasons why people may feel the way they do.

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 completed work. However, in planning courses, teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Units most likely to be taught alongside *Communicating Experiences*:

Exploring Poetry

Exploring Events and Characters in Audio/Visual Texts

Creating Narratives

There are also opportunities for personalised curricula offered by the Award and Certificate qualifications and the flexible rules of combination. Other units that could be taught to be included in the learner's Award/Certificate include:

Media Studies Unit 1: Exploring Film Genres

Media Studies Unit 2: Exploring Advertising

Media Studies Unit 3: Creating a Print Media Product

For an Award, up to 50% of the total credit may come from Media Studies Units 1-3.

For a Certificate, up to 50% of the total credit may come from Media Studies Units 1-3.

3.2 Resources

<http://www.teachingideas.co.uk/english/whydoyoulikeit.htm> - a range of different S&L tasks and activities to encourage giving a point of view.

<http://www.teachit.co.uk/index.asp?CurrMenu=23&T=327> - a wide range of group activities.

<http://www.cde.state.co.us/cdeadult/download/pdf/ListeningSpeakingCorrelatedBESTPlusCASAS.pdf> - a thorough file of activities and ideas, aimed at adult ESL learners, but wholly relevant for EL learners.

<http://www.skillsworkshop.org/e1lit.htm> - different ideas for S&L tasks targeting E1 and E2 learners.

<http://www.tes.co.uk/searchResults.aspx?area=resources&keywords=speaking%20and%20listening> - lots of ideas shared by practitioners.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment;
- coverage of Assessment Criteria for this unit;
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

- posters [E2]
- essays
- presentations
- storyboards
- timelines
- oral record

4.2 Examples of Tasks

Teachers/Tutors are reminded that the centre should submit a sufficient number of tasks to demonstrate that each assessment criteria has been met by each candidate. There are no limits to the number of pieces of evidence that may be submitted, but centres need not provide multiple tasks to attest to the completion of each assessment criteria.

(a) Tasks specific to Communicating Experiences

Task 1:

Provide a commentary for part of a sporting event, explaining what is happening. State what each team/player/competitor would think about the results and explain why they would think that. [E2&3 – all assessment criteria]

Task 2:

Give a presentation on 'My First Day At School'. [E2 AC1:1 and AC1:2]

State a) what your form teacher might have been thinking on that day.
b) how your feelings about school have changed. [E2 AC2:1]

Respond appropriately to questions from the audience/teacher about the above. [E2 AC3:1, AC3:2 and AC3:3]

Task 3:

Write an essay on something about which you feel strongly in school/college e.g. that canteen should serve the food which pupils want. [E3 AC1:1 and AC1:2]

Task 4:

Interview the person who enforces a rule with which you disagree e.g. the Head Cook in the canteen. Record your interview. [E3 AC2:1]

Present your personal opinion and your findings to a small group/teacher. [E3 AC3:1]

Answer questions on the above giving full explanations/reasons. [E3 AC3:1 and AC3:2]

(b) Tasks Providing Evidence for Other Units

Give a presentation on 'My First Day at School' [Creating Narratives unit]

Where a task is used to provide evidence in other units, centres must ensure it is assessed independently against the assessment criteria in each of the entered units. Units must be assessed individually, assessing skills, knowledge and/or understanding of all the learning outcomes against the stated assessment criteria.

In such circumstances, it should be clear to the external moderator from the annotation/witness statement where the assessment criteria for each unit have been demonstrated and rewarded.

If the two units that share a common task are entered for in the same assessment series, the common task should be included in the first unit that forms part of the moderated sample. In the later unit that shares this common task, centres should ensure that the assessment record for that unit explicitly states that the task has been included in a previous unit.

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

**Communicating Experiences Entry 2
6351/E2**

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met (tick)	Evidence	Office Use
AC1.1 Outline an event/experience			
AC1.2 Communicate information so that meaning is clear			
AC2.1 State different feelings or opinions on a topic/event			
AC2.2 State opinions about views that are understood			
AC3.1 Respond to simple questions on different points of view			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____

**Communicating Experiences Entry 3
6351/E3**

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met (tick)	Evidence	Office Use
AC1.1 Communicate details of an event/experience			
AC1.2 Communicate ideas in a logical sequence			
AC1.3 Use vocabulary that engages an audience/reader			
AC2.1 Express different views on the same topic/event			
AC2.2 Express different views that are clearly understood			
AC3.1 Explain with relevant detail different points of view			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____

Title:	Creating Narratives	
Unit Ref. Nos.	Entry 2: F/503/3194	Entry 3: J/503/3195
Entry Codes	Entry 2: 6352/E2	Entry 3: 6352/E3
Level	Entry 2 and Entry 3	
Credit value:	3	
Unit aim:	This unit aims to enable learners to be able to produce and structure narratives	
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:
LO1: be able to produce a narrative	AC1.1 Create a storyline AC1.2 Describe a character using adjectives AC1.3 Describe a setting using adjectives	AC1.1 Create a storyline to interest an audience/reader AC1.2 Use language to engage an audience/reader AC1.3 Describe characters using adjectives and adverbs AC1.4 Describe a setting using adjectives and adverbs
LO2: be able to structure a narrative	AC2.1 Plan a narrative that has a beginning and an ending AC2.2 Sequence ideas	AC2.1 Plan a narrative that has a beginning, middle and ending AC2.2 Sequence ideas clearly to help an audience/reader AC2.3 Create a narrative with a consistent point of view

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.

LO1 – be able to produce a narrative

Learners should learn about how to produce a narrative by:

- exploring different formats for producing a narrative, for example, short stories or media texts (e.g. moving image, audio recording, animated PowerPoint presentation).
- learning about different vocabulary used for different audiences, for example, formal, informal, dialogue, description, etc.
- being introduced to concepts such as genre, setting, characters (stereotypes), description, plot (beginning, middle and end), audience.
- how to describe using adjectives.
- how to describe using adverbs [E3].

LO2 – be able to structure a narrative

Learners should learn about how to structure a narrative by:

- exploring the structures of plotlines from other narratives (beginning, middle and ending).
- comparing key events in different narratives and when they are revealed to the audience/reader.
- how to organise events sequentially.

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 completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Units most likely to be taught alongside *Creating Narratives*:

Exploring Events and Characters in Audio/Visual Texts

Exploring Narratives

Exploring Shakespeare

There are also opportunities for personalised curricula offered by the Award and Certificate qualifications and the flexible rules of combination. Other units that could be taught to be included in the learner's Award/Certificate include:

Media Studies Unit 1: Exploring Film Genres

Media Studies Unit 2: Exploring Advertising

Media Studies Unit 3: Creating a Print Media Product

For an Award, up to 50% of the total credit may come from Media Studies Units 1-3.

For a Certificate, up to 50% of the total credit may come from Media Studies Units 1-3.

3.2 Resources

www.skillsworkshop.org/e1lit.htm#General_Resources – lots of resources aimed at E1 and E2 learners.

www.webenglishteacher.com/creative.html - activities focusing on creating the different elements of narratives.

www.teachit.co.uk/index.asp?CurrMenu=searchresults&tag=418 – registration site but plenty of free resources to support creative writing.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment;
- coverage of Assessment Criteria for this unit;
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

- essay
- presentation
- oral record
- storyboard
- timeline
- mindmaps
- PowerPoint presentation

4.2 Examples of Tasks

Teachers/Tutors are reminded that the centre should submit a sufficient number of tasks to demonstrate that each assessment criteria has been met by each candidate. There are no limits to the number of pieces of evidence that may be submitted, but centres need not provide multiple tasks to attest to the completion of each assessment criteria.

(a) Tasks specific to Creating Narratives

Task 1:

An autobiographical account or a short story with the student as the main character. [E2&3 – all assessment criteria]

Task 2:

Using PowerPoint, or any other audio/visual medium, create a story and describe (orally or written) the characters/setting used. [E2&3– all assessment criteria]

(b) Tasks Providing Evidence for Other Units

An autobiographical account or a short story with the student as the main character. [Communicating Experiences unit]

Where a task is used to provide evidence in other units, centres must ensure it is assessed independently against its assessment criteria in each of the entered units. Units must be assessed individually, assessing skills, knowledge and/or understanding of all the learning outcomes against the stated assessment criteria.

In such circumstances, it should be clear to the external moderator from the annotation/witness statement where the assessment criteria for each unit have been demonstrated and rewarded.

If the two units that share a common task are entered for in the same assessment series, the common task should be included in the first unit that forms part of the moderated sample. In the later unit that shares this common task, centres should ensure that the assessment record for that unit explicitly states that the task has been included in a previous unit.

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

Creating Narratives Entry 2 6352/E2

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met (tick)	Evidence	Office Use
AC1.1 Create a storyline			
AC1.2 Describe a character using adjectives			
AC1.3 Describe a setting using adjectives			
AC2.1 Plan a narrative that has a beginning and an ending			
AC2.2 Sequence ideas			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____

Creating Narratives Entry 3 6352/E3

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Create a storyline to interest an audience/reader			
AC1.2 Use language to engage an audience/reader			
AC1.3 Describe characters using adjectives and adverbs			
AC1.4 Describe a setting using adjectives and adverbs			
AC2.1 Plan a narrative that has a beginning, middle and ending			
AC2.2 Sequence ideas clearly to help an audience/reader			
AC2.3 Create a narrative with a consistent point of view			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____

Title:	Creating Narratives
Unit Ref. Nos.	Level 1: T/503/3208
Entry Codes	Level 1: 6352/L1
Level	Level 1
Credit value:	3
Unit aim:	This unit aims to enable learners to be able to produce narratives and create characters.
Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Level 1
	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1: be able to produce narratives	AC1.1 Control events in a narrative to interest an audience/reader. AC1.2 Use narrative techniques to engage an audience/reader. AC1.3 Use generic conventions to establish a narrative's setting.
LO2: be able to create characters	AC2.1 Use language creatively to describe a character's movement. AC2.2 Use language creatively to describe a character's appearance. AC2.3 Use dialogue to characterise.

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.

LO1 – be able to produce narratives

Learners should learn about how to produce a narrative by:

- exploring different formats for producing a narrative, for example short stories, autobiographies, novels, novellas and biographies;
- being introduced to concepts such as genre, setting, characters and characterisation, description and dialogue;
- looking at how authors use language to create convincing settings and engage the audience;
- creating their own detailed setting;
- exploring the structures of plotlines from other narratives (beginning, middle and ending) and writing a narrative which has all three of these;
- looking at how to write in the first and the third person and how to sustain that point of view.

LO2 – be able to create characters

Learners should learn about how to create characters by:

- exploring a range of descriptive language techniques that authors use and attempt to use these techniques in their own descriptions;
- exploring and using the conventions of direct speech and dialogue;
- learning how authors bring their characters to life and bringing their own characters to life by beginning to use a range of imaginative and descriptive language.

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 completed work. However, in planning courses, teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Units most likely to be taught alongside *Creating Narratives*:

Exploring Poetry
Exploring Events and Characters in Audio/Visual Texts
Exploring Narratives
Exploring Shakespeare

There are also opportunities for personalised curricula offered by the Award and Certificate qualifications and the flexible rules of combination. Other units that could be taught to be included in the learner's Award/Certificate include:

Media Studies Unit 1: Exploring Film Genres
Media Studies Unit 2: Exploring Advertising
Media Studies Unit 3: Creating a Print Media Product

For an Award, up to 50% of the total credit may come from Media Studies Units 1-3.

For a Certificate, up to 50% of the total credit may come from Media Studies Units 1-3.

3.2 Resources

<http://www.teachit.co.uk/index.php?CurrMenu=23&T=1811> – lots of resources for creative writing, you need to register though!

<http://www.tes.co.uk/secondary-teaching-resources/> - lots of resources created by practitioners for practitioners, registration is required but is free!

<http://www.ngfl-cymru.org.uk/vtc-home.htm> - a wealth of resources are available here.

<http://www.wjec.co.uk/index.php?subject=198&level=203&list=docs&docCatID=125>

here you will find resources tailored to the different units in the specification.

There are a number of other resources available.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment;
- coverage of Assessment Criteria for this unit;
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

- storyboards
- descriptive language mind-maps
- narratives from a first person perspective
- narratives from a third person perspective
- autobiographies
 - essays
 - presentations
 - character maps
 - timelines
 - oral records

4.2 Examples of Tasks

Teachers/Tutors are reminded that the centre should submit a sufficient number of tasks to demonstrate that each assessment criteria has been met by each candidate. There are no limits to the number of pieces of evidence that may be submitted, but centres need not provide multiple tasks to attest to the completion of each assessment criteria. At Level 1, there must be some written content so that candidates can show that they understand the use of paragraphs and punctuation.

(a) Tasks specific to Creating Narratives

Task 1:

An autobiographical account or a short story with the student as the main character.

Task 2:

A short story written in the third person. (Titles from the WJEC's controlled assessments, available on the secure website, could be used here.)

Task 3:

Use audio or visual stimuli to create a story and describe the characters and the setting that is used.

(b) Tasks Providing Evidence for Other Units

There is some cross over evident in Creating Narratives and Exploring Narratives.

Where a task is used to provide evidence in other units, centres must ensure it is assessed independently against the assessment criteria in each of the entered units. Units must be assessed individually, assessing skills, knowledge and/or understanding of all the learning outcomes against the stated assessment criteria.

In such circumstances, it should be clear to the external moderator from the annotation/witness statement where the assessment criteria for each unit have been demonstrated and rewarded.

If the two units that share a common task are entered for in the same assessment series, the common task should be photocopied and placed in each assessment folder with clear annotation specific to the relevant assessment criteria.

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 Entry 2, Entry 3 and Level 1, 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

Creating Narratives Level 1

ASSESSMENT RECORD

Candidate Name _____ Candidate
No. _____

Centre Name _____ Centre
No. _____

Assessment Criteria	Met (tick)	Evidence	Office Use
AC1.1 Control events in a narrative to interest an audience/reader			
AC1.2 Use narrative techniques to engage an audience/reader			
AC1.3 Use generic conventions to establish a narrative's setting			
AC2.1 Use language creatively to describe a character's movement			
AC2.2 Use language creatively to describe a character's appearance			
AC2.3 Use dialogue to characterise			

General Comments

Teacher: _____ Date: _____

Evidence of **Internal** verification.: _____ Date: _____

Title:	Exploring events and characters in audio/visual texts	
Unit Ref. Nos.	Entry 2: L/503/3196	Entry 3: R/503/3197
Entry Codes	Entry 2: 6353/E2	Entry 3: 6353/E2
Level	Entry 2 and Entry 3	
Credit value:	3	
Unit aim:	This unit aims to enable learners to demonstrate knowledge of events and characters that they have encountered in audio/visual texts.	
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:
LO1: know what happens in events that occur in texts	AC1.1 Identify main events that occur in texts AC1.2 Outline what happens in an event that occurs in texts AC1.3 Make simple references to events in texts	AC1.1 Outline main events that occur in texts AC1.2 Describe what happens in events that occur in texts AC1.3 Make references to events in texts
LO2: know characters that appear in texts	AC2.1 Name main characters AC2.2 Outline how characters in texts behave AC2.3 State how characters from texts are presented to an audience AC2.4 Make simple references to characters in texts	AC2.1 List main characters AC2.2 Identify key differences between main characters in texts AC2.3 Describe how characters in texts behave AC2.4 Describe how characters in texts are presented to an audience AC2.5 Make references to characters in texts

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.

LO1 – know about events that occur in the texts

Learners should learn about events by:

- studying the plotlines and the key events that occur (this could be introduced orally, or through storyboards of the text).
- being able to identify what makes certain events important through their effect on characters or subsequent events.

LO2 – know about characters that appear in the texts

Learners should learn about characters by:

- being introduced to the key character(s) that appear in the text (this could be introduced orally, or through pictorial representations).
- labelling pictures of key character(s) with characteristics.
- exploring stereotypes.
- identifying main characteristics shown in key scenes.
- selecting key examples from the texts that refer to characters, their behaviour and their presentation.

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 completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Units most likely to be taught alongside *Events and Characters in Audio/Visual Texts*:

Exploring Poetry
Creating Narratives
Exploring Narratives
Exploring Shakespeare

There are also opportunities for personalised curricula offered by the Award and Certificate qualifications and the flexible rules of combination. Other units that could be taught to be included in the learner's Award/Certificate include:

Media Studies Unit 1: Exploring Film Genres
Media Studies Unit 2: Exploring Advertising
Media Studies Unit 3: Creating a Print Media Product

For an Award, up to 50% of the total credit may come from Media Studies Units 1-3.

For a Certificate, up to 50% of the total credit may come from Media Studies Units 1-3.

3.2 Resources

www.filmeducation.org

www.teachit.co.uk – an interesting scheme of work focusing on characters in *The Princess Bride* (the scheme of work may need some editing to make it accessible to Entry Level learners).

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units

The following types of evidence are likely to feature:

- cloze passages [E2]
- comprehension responses (oral or written) [E2&E3]
- presentations [E2&E3]
- storyboards [E2&E3]
- timelines [E2&E3]
- character profiles [E2&E3]
- card sorts [E2]

4.2 Examples of Tasks

Teachers/Tutors are reminded that the centre should submit a sufficient number of tasks to demonstrate that each assessment criteria has been met by each candidate. There are no limits to the number of pieces of evidence that may be submitted, but centres need not provide multiple tasks to attest to the completion of each assessment criteria.

(a) Tasks specific to Exploring events and characters in audio/visual texts

Task 1:

Design a storyboard showing the main character(s) and what happens in a section of the film, *Chicken Run*. [E2: AC1.2, 1.3, 2.1, 2.4. E3: AC1.2, 1.3, 2.1, 2.5.]

Task 2:

Describe how George and Lennie behave in the film, *of Mice and Men*, showing how different they are. Describe how the characters are presented to the audience. [E3: AC2.1, 2.2, 2.3, 2.4, 2.5]

Task 3:

Describe what you learn about Tybalt in Baz Lurhman's *Romeo and Juliet*. Remember to say how you know these things and how he is presented to the audience. [E2: AC2.1, 2.2, 2.3, 2.4]

Task 4:

Design a storyboard showing the main events in an audio-visual version of *Macbeth*. Choose one frame from the storyboard and outline what happens. Describe how a character from this part of *Macbeth* behaves and state how a character is presented to the audience at this point. [E2: AC1.1, 1.2, 1.3, 2.2, 2.3, 2.4]

(b) Tasks Providing Evidence for Other Units

Design a storyboard showing the main character(s) and what happens in a section of the film, *Chicken Run*. [Exploring Narratives units]

Where a task is used to provide evidence in other units, centres must ensure it is assessed independently against its assessment criteria in each of the entered units. Units must be assessed individually, assessing skills, knowledge and/or understanding of all the learning outcomes against the stated assessment criteria.

In such circumstances, it should be clear to the external moderator from the annotation/witness statement where the assessment criteria for each unit have been demonstrated and rewarded.

If the two units that share a common task are entered for in the same assessment series, the common task should be included in the first unit that forms part of the moderated sample. In the later unit that shares this common task, centres should ensure that the assessment record for that unit explicitly states that the task has been included in a previous unit.

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

Creating Narratives Level 1

ASSESSMENT RECORD

Candidate Name _____ Candidate
No. _____

Centre Name _____ Centre
No. _____

Assessment Criteria	Met (tick)	Evidence	Office Use
AC1.1 Control events in a narrative to interest an audience/reader			
AC1.2 Use narrative techniques to engage an audience/reader			
AC1.3 Use generic conventions to establish a narrative's setting			
AC2.1 Use language creatively to describe a character's movement			
AC2.2 Use language creatively to describe a character's appearance			
AC2.3 Use dialogue to characterise			

General Comments

Teacher: _____ Date: _____

Evidence of **Internal** verification.: _____ Date: _____

ASSESSMENT RECORD

6353/E2

Exploring Events and Characters in Audio/Visual Texts Entry 2

A minimum of **two** audio/visual texts must be studied. All assessment criteria must be met in full for **both** texts.

Candidate Name: _____ Candidate No.

4				
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Centre Name: _____ Centre No.

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Assessment Criteria	Met (Tick)		Evidence (please use page numbers to indicate where the evidence can be found)	Office Use
	Text 1 (Title)	Text 2 (Title)		
AC1.1 Identify main events that occur in texts				
AC1.2 Outline what happens in an event that occurs in texts				
AC1.3 Make simple references to events in texts				
AC2.1 Name main characters				
AC2.2 Outline how characters in texts behave				
AC2.3 State how characters from texts are presented to an audience				
AC2.4 Make simple references to characters in texts				

General Comments

Teacher: _____ Date: _____

Evidence of **Internal** Verification: _____ Date: _____

W03

ASSESSMENT RECORD

6353/E3

Exploring Events and Characters in Audio/Visual Texts Entry 2

A minimum of **two** audio/visual texts must be studied. All assessment criteria must be met in full for **both** texts.

Candidate Name: _____ Candidate No.

4				
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Centre Name: _____ Centre No.

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Assessment Criteria	Met (Tick)		Evidence (please use page numbers to indicate where the evidence can be found)	Office Use
	Text 1 (Title)	Text 2 (Title)		
AC1.1 Identify main events that occur in texts				
AC1.2 Outline what happens in an event that occurs in texts				
AC1.3 Make reference to events in texts				
AC2.1 List main characters				
AC2.2 Identify key characters between main characters in texts				
AC2.3 Describe how characters in texts are presented to an audience				
AC2.4 Describe how characters in texts are presented to an audience				
AC2.5 Make reference to characters in texts				

General Comments

Teacher: _____ Date: _____

Evidence of **Internal** Verification: _____ Date: _____

W04

Title:	Exploring Narratives	
Unit Ref. Nos.	Entry 2: Y/503/3198	Entry 3: D/503/3199
Entry Codes	Entry 2: 6354/E2	Entry 3: 6354/E3
Level	Entry 2 and Entry 3	
Credit value:	3	
Unit aim:	This unit aims to enable learners to demonstrate knowledge of narratives taken from a range to include novels, short stories or media texts (e.g. moving image, audio recordings, etc.).	
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:
LO1: know key elements of narratives	AC1.1 Identify main components of narratives AC1.2 Identify where narratives are set	AC1.1 Identify components of narratives AC1.2 Describe the genre to which narratives belong with examples AC1.3 Describe the settings for narratives
LO2: understand how narratives appeal to an audience	AC2.1 Identify an audience for narratives	AC2.1 Identify an audience for narratives, making reference to the text to support views AC2.2 Explain how narratives appeal to an audience
LO3: know events that occur in narratives	AC3.1 Identify main events that occur in narratives AC3.2 Outline what happens in an event that occurs in narratives	AC3.1 Outline main events that occur in narratives AC3.2 Describe what happens in events that occur in narratives

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.

LO1 – know key elements of chosen narratives

Learners should learn about elements of narratives by:

- being introduced to concepts such as genre, setting, characters (stereotypes), description, plot (beginning, middle and end), and audience.
- exploring how the text shows genre and setting using words, symbolism, actions, dialogue, images, etc.
- studying examples from a variety of narratives to gain an understanding of what elements they contain (e.g. settings and genre).
- investigating genre – genre is a type of narrative with shared typical elements (conventions), such as similarities in settings, characters and stories. Examples of narrative genres that could be studied include:
 - Science Fiction
 - Action
 - Romance
 - Comedy
 - Horror

LO2 – know about events that occur in narratives

Learners should learn about elements of narratives by:

- studying the plotlines and the key events that occur (this could be introduced orally, or through storyboards of the text).
- being able to identify what makes certain events important through their effect on characters or subsequent events.

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 completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Units most likely to be taught alongside *Exploring Narratives*:

Exploring Events and Characters in Audio/Visual Texts

Creating Narratives

Exploring Shakespeare

There are also opportunities for personalised curricula offered by the Award and Certificate qualifications and the flexible rules of combination. Other units that could be taught to be included in the learner's Award/Certificate include:

Media Studies Unit 1: Exploring Film Genres

Media Studies Unit 2: Exploring Advertising

Media Studies Unit 3: Creating a Print Media Product

For an Award, up to 50% of the total credit may come from Media Studies Units 1-3.

For a Certificate, up to 50% of the total credit may come from Media Studies Units 1-3.

3.2 Resources

www.learner.org/interactives/story/setting.html - engaging interactive resources exploring different elements of a narrative (Cinderella).

www.teachersdomain.org/resource/vtl07.la.rv.text.lpstoryele - free registration site with detailed lesson plans for encouraging understanding of texts.

www.teachingideas.co.uk/english/contents01readingfiction.htm - resources to support reading and understanding of a number of different texts, including Roald Dahl.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment;
- coverage of Assessment Criteria for this unit;
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

- essay
- presentation
- oral record
- storyboard
- timeline

4.2 Examples of Tasks

Teachers/Tutors are reminded that the centre should submit a sufficient number of tasks to demonstrate that each assessment criteria has been met by each candidate. There are no limits to the number of pieces of evidence that may be submitted, but centres need not provide multiple tasks to attest to the completion of each assessment criteria.

(a) Tasks specific to Exploring Narratives

Task 1:

What happens in Roald Dahl's story, *Lamb to the Slaughter*? What elements of a narrative does it have? [E2&3 – all assessment criteria]

Task 2:

Produce a storyboard or timeline for the events in Nigel Hinton's story, *Buddy*. Describe one of the events and how you felt about it. What elements of a narrative does *Buddy* have? [E2 – all assessment criteria]

Task 3:

Produce a storyboard or timeline for the events in Nigel Hinton's story, *Buddy*. Describe two of the events and how you felt about them. What elements of a narrative does *Buddy* have? [E3 – all assessment criteria]

Task 4:

Watch an episode of *Doctor Who*. List what happens at the beginning, middle and end of the episode. Which was your favourite part? What happened? Why did you like it? What elements of a narrative does the episode of *Doctor Who* have? [E2&3 – all assessment criteria]

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

ASSESSMENT RECORD
6354/E2
Exploring Narratives Entry 2

A minimum of **two** narratives must be studied. All Assessment Criteria must be met in full for **both** texts.

Candidate Name: _____ Candidate No.

4				
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Centre Name: _____ Centre No.

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Assessment Criteria	Met (Tick)		Evidence (please use page numbers to indicate where the evidence can be found)	Office Use
	Text 1 (Title)	Text 2 (Title)		
AC1.1 Identify main components of narratives				
AC1.2 Identify where narratives are set				
AC2.1 Identify an audience for narratives				
AC3.1 Identify main events that occur in narratives				
AC3.2 Outline what happens in an event that occurs in narratives				

General Comments

Teacher: _____ Date: _____

Evidence of **Internal** Verification: _____ Date: _____

W05

ASSESSMENT RECORD
6354/E3
Exploring Narratives Entry3

A minimum of **two** narratives must be studied. All Assessment Criteria must be met in full for **both** texts.

Candidate Name: _____ Candidate No.

4				
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Centre Name: _____ Centre No.

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Assessment Criteria	Met (Tick)		Evidence (please use page numbers to indicate where the evidence can be found)	Office Use
	Text 1 (Title)	Text 2 (Title)		
AC1.1 Identify components of narratives				
AC1.2 Describe the genre to which narratives belong with examples				
AC1.3 Describe the settings for narratives				
AC2.1 Identify an audience for narratives, making reference to the text to support views				
AC2.2 Explain how narratives appeal to an audience				
AC3.1 Outline main events that occur in narratives				
AC3.2 Describe what happens in events that occur in narratives				

General Comments

Teacher: _____ Date: _____

Evidence of **Internal** Verification: _____ Date: _____

W06

Title:	Exploring Poetry	
Unit Ref. Nos.	Entry 2: J/503/3200	Entry 3: L/503/3201
Entry Codes	Entry 2: 6355/E2	Entry 3: 6355/E2
Level	Entry 2 and Entry 3	
Credit value:	2	
Unit aim:	This unit aims to enable learners to develop knowledge of the features of poetry, the ability to interpret poetry and respond to the language in poetry.	
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:
LO1: be able to interpret the subject matter of a poem	AC1.1 Outline what a poem is about AC1.2 State why a poet has chosen to write about the subject matter AC1.3 Make simple references to a poem to support interpretation	AC1.1 Describe what a poem is about AC1.2 Describe how a poet has presented the subject matter to a reader AC1.3 Make references to a poem to support interpretation of a poem's subject matter
LO2: know the features of a poem	AC2.1 Identify features of a poem	AC2.1 Describe key features of a poem
LO3: be able to respond to the language used by a poet	AC3.1 Identify descriptive words used in a poem AC3.2 State how a poet uses descriptive words to affect a reader	AC3.1 Identify expressive words used in a poem AC3.2 Describe how a poet uses language to affect a reader

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.

LO1 – be able to interpret the subject matter of a poem

Learners should learn about a poem's subject matter by:

- being introduced to how a poet can present a topic, e.g. through feelings, colour, metaphor.
- identifying the point of view established in the poem.
- exploring the theme and the key events that occur (this could be introduced orally, through storyboards or by multi-media versions of the poem).

LO2 – know the features of a poem

Learners should learn about features of poetry by:

- exploring onomatopoeia, similes, metaphors, personification, rhyme, alliteration, repetition, etc.
- introducing function and examples of adjectives, adverbs, comparisons, dynamic verbs, etc.
- highlighting words from the poem that help create an image/describe.
- exploring the poet's choice of words (e.g. constructing a mood-board).
- identifying key words/phrases that provide details about key events/characters/theme.

LO3 – be able to respond to the language used by a poet

Learners should learn about features of poetry by:

- being introduced to adjectives and adverbs and how they add to a description.
- exploring how language creates mood/atmosphere.

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 completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Units most likely to be taught alongside *Exploring Poetry*:

Exploring Shakespeare

Exploring Events and Characters in Audio/Visual Texts

Creating Narratives

Exploring Narratives

There are also opportunities for personalised curricula offered by the Award and Certificate qualifications and the flexible rules of combination. Other units that could be taught to be included in the learner's Award/Certificate include:

Media Studies Unit 1: Exploring Film Genres

Media Studies Unit 2: Exploring Advertising

Media Studies Unit 3: Creating a Print Media Product

For an Award, up to 50% of the total qualification credit may come from Media Studies Units 1-3.

For a Certificate, up to 50% of the total qualification credit may come from Media Studies Units 1-3.

3.2 Resources

www.wjec.co.uk – differentiated tasks on the WJEC secure website.

http://www.learninglive.co.uk/teachers/ema/turkish/ks3_poe_TKC09_part1.pdf
- culturally inclusive poetry anthology with teaching ideas.

<http://www.morelearning.net/KS3/Poetry/Poetry.asp> - a straightforward PowerPoint presentation exploring Scannell's *A Case of Murder*.

<http://www.poetryarchive.org/poetryarchive/teachersClassroomMaterials.do> - a wide selection of poems, readings and lesson plans.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment;
- coverage of Assessment Criteria for this unit;
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

- cloze passages [E2 only]
- comprehension responses (oral or written) [E2 only]
- presentations [E2&3]
- storyboards [E2&3]
- card sorts [E2 only]
- acting out the poem/role-play [E2&3]
- extended responses/essays [E3 only]

4.2 Examples of Tasks

Teachers/Tutors are reminded that the centre should submit a sufficient number of tasks to demonstrate that each assessment criteria has been met by each candidate. There are no limits to the number of pieces of evidence that may be submitted, but centres need not provide multiple tasks to attest to the completion of each assessment criteria.

(a) Tasks specific to Exploring Poetry

Task 1:

What is Richard Edwards' poem *Stevie Scared* about? What do we learn about Stevie in the poem? How does the poem make you feel? Why is this? [E2 – all assessment criteria]

Task 2:

Storyboard what happens in John Walsh's poem *The Bully Asleep*? How are Bill and the other children in the class described? What poetic features does the poet use? [E2&3 – all assessment criteria]

Task 3:

Give a presentation outlining what Alfred Noyes' poem *The Highwayman* is about? What do we learn about the Highwayman from the way he is described in the poem? What poetic features does the poet use? [E3 – all assessment criteria]

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

Exploring Poetry Entry 2 6355/E2

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met (Tick)	Evidence	Office Use
AC1.1 Outline what a poem is about			
AC1.2 State why a poet has chosen to write about the subject matter			
AC1.3 Make simple references to a poem to support interpretation			
AC2.1 Identify features of a poem			
AC3.1 Identify descriptive words used in a poem			
AC3.2 State how a poet uses descriptive words to affect a reader			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____

Exploring Poetry Entry 3 6355/E3

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No _____

Assessment Criteria	Met (Tick)	Evidence	Office Use
AC1.1 Describe what a poem is about			
AC1.2 Describe how a poet has presented the subject matter to a reader			
AC1.3 Make references to a poem to support interpretation of a poem's subject matter			
AC2.1 Describe key features of a poem			
AC3.1 Identify expressive words used in a poem			
AC3.2 Describe how a poet uses language to affect a reader			

General Comments

Teacher: _____

Date: _____

Evidence of **Internal** Verification: _____

Date: _____