



Entry Pathways Qualifications in Creative, Media and Performance Arts

UNITS AND GUIDANCE

(To be read in conjunction with the Entry Pathways Specification:
<http://www.wjec.co.uk/uploads/publications/14092.pdf>)

Qualifications available	Cash-in Code
Entry 2 Award in Creative, Media and Performance Studies	6006/A2
Entry 2 Certificate in Creative, Media and Performance Studies	6006/C2
Entry 2 Diploma in Creative, Media and Performance Studies	6006/D2
Entry 3 Award in Creative, Media and Performance Studies	6006/A3
Entry 3 Certificate in Creative, Media and Performance Studies	6006/C3
Entry 3 Diploma in Creative, Media and Performance Studies	6006/D3

*For Entry 1 Qualifications please refer to the [Entry 1 Qualifications in Personal Progress](#)

Entry Pathways Qualifications in Creative, Media and Performance Arts 1

Subject	Unit Code	Credit	Unit title	Unit Level and Unit Reference Code			
				Entry 1	Entry 2	Entry 3	Level 1
Art & Design	6306/E2 6306/E3	4	Ceramics	N/A	K/503/4629	D/503/4630	N/A
Art & Design	6307/E2 6307/E3	4	Graphic Design	N/A	D/503/4627	H/503/4628	N/A
Art & Design	6308/E2 6308/E3	4	Painting & Drawing	N/A	H/503/4631	K/503/4632	N/A
Art & Design	6309/E2 6309/E3	4	Photography	N/A	M/503/4633	T/503/4634	N/A
Art & Design	6310/E2 6310/E3	4	Printmaking	N/A	R/503/4639	J/503/4640	N/A
Art & Design	6311/E2 6311/E3	4	Textiles	N/A	L/503/4641	R/503/4642	N/A
Art & Design	6312/E2 6312/E3	4	Three Dimensional Studies	N/A	Y/503/4643	D/503/4644	N/A
Art & Design	6313/E2 6313/E3	2	Present an Art & Design Evaluation	N/A	J/503/4637	L/503/4638	N/A
Art & Design	6314/E2 6314/E3	2	Plan, Advertise and Present an Exhibition	N/A	A/503/4635	F/503/4636	N/A
Design & Technology	6220/E2 6220/E3	4	Designing & Modelling	N/A	K/601/3676	J/601/5306	N/A
Design & Technology	6221/E2 6221/E3	4	Making a Product	N/A	R/601/5308	Y/601/5309	N/A
Design & Technology	6222/E2 6222/E3	3	Planning	N/A	L/602/0944	R/602/0945	N/A
Design & Technology	6223/E2 6223/E3	3	Health & Safety	N/A	H/602/1291	M/602/1293	N/A
Drama	6320/E2 6320/E3	3	Using the Voice in a Dramatic Context	N/A	R/503/3975	Y/503/3976	N/A
Drama	6321/E2 6321/E3	3	Using the Body in a Dramatic Context	N/A	D/503/3977	H/503/3978	N/A

Entry Pathways Qualifications in Creative, Media and Performance Arts 2

Subject	Unit Code	Credit	Unit title	Unit Level and Unit Reference Code			
				Entry 1	Entry 2	Entry 3	Level 1
Drama	6322/E2 6322/E3	4	Contributing to a Dramatic Improvisation	N/A	K/503/3979	D/503/3980	N/A
Drama	6323/E2 6323/E3	5	Contributing to the Creation of a group Drama presentation	N/A	H/503/3981	K/503/3982	N/A
Media Studies	6300/E2 6300/E3	4	Exploring Film Genres	N/A	Y/503/3203	R/503/3202	N/A
Media Studies	6301/E2 6301/E3	3	Exploring Advertising	N/A	D/503/3204	H/503/3205	N/A
Media Studies	6302/E2 6302/E3	4	Creating a Print Media Product	N/A	T/503/6593	M/503/3207	N/A
Media Studies	6332/E2 6332/E3	3	Designing a Music Website Homepage	N/A	A/503/3999	D/503/4000	N/A
Media Studies	6334/E2 6334/E3	4	Creating an Audio-visual Sequence	N/A	M/503/3997	R/503/8223	N/A
Music	6340/E2 6340/E3	4	Solo Music Performance	N/A	K/503/4002	H/503/4001	N/A
Music	6341/E2 6341/E3	5	Ensemble Music Performance	N/A	H/503/3995	K/503/3996	N/A
Music	6342/E2 6342/E3	4	Composing Music	N/A	Y/503/3993	D/503/3994	N/A
Music	6343/E2 6343/E3	5	Appraising Music	N/A	L/503/3991	R/503/3992	N/A
Generic	6110/E2 6110/E3 6110/L1	2	Working as part of a group	N/A	H/502/0437	K/502/0455	R/502/0465
Generic	6111/E2 6111/E3 6111/L1	2	Working towards goals	N/A	Y/502/0435	D/502/0453	J/502/0463
Generic	6123/E2 6123/E3	1	Choices and decisions	N/A	J/503/2774	L/503/2775	N/A

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Art & Design - Ceramics
Unit Ref. No.	K/503/4629
Entry Code	6306/E2
Level	Entry 2
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of ceramics.

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:
<p>LO1</p> <p>Be able to research information and ideas appropriate to working in ceramics.</p>	<p>AC1.1</p> <p>Select references and resources to support ceramics work.</p> <p>AC1.2</p> <p>Respond to observations and experiences relating to a task or theme.</p> <p>AC1.3</p> <p>Make references to the work of artists, craftpersons and / or designers.</p>
<p>LO2</p> <p>Be able to develop ideas for a ceramic outcome using appropriate materials, techniques and processes.</p>	<p>AC2.1</p> <p>Use materials, tools and basic techniques appropriate to ceramics.</p> <p>AC2.2</p> <p>Use visual elements in practical work, such as:</p> <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. <p>AC2.3</p> <p>Develop ideas for a ceramic outcome.</p>
<p>LO3</p> <p>Be able to produce and present a ceramic outcome in response to a task or theme.</p>	<p>AC3.1</p> <p>Produce an outcome in response to a task or theme using ceramic processes.</p> <p>AC3.2</p> <p>Present a ceramic outcome.</p>

Title	Art & Design - Ceramics
Unit Ref. No.	D/503/4630
Entry Code	6306/E3
Level	Entry 3
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of ceramics.

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:
<p>LO1</p> <p>Be able to research information and ideas appropriate to working in ceramics.</p>	<p>AC1.1</p> <p>Select a range of references and resources to support ceramics work.</p> <p>AC1.2</p> <p>Produce visual and / or tactile records of observations and experiences relating to a task or theme.</p> <p>AC1.3</p> <p>Identify the influence of artists, craftspersons and / or designers on their own practice.</p>
<p>LO2</p> <p>Be able to develop ideas for a ceramic outcome using appropriate materials, techniques and processes.</p>	<p>AC2.1</p> <p>Select and handle materials, tools and techniques appropriate to ceramics.</p> <p>AC2.2</p> <p>Use visual elements in practical work, such as:</p> <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. <p>AC2.3</p> <p>Develop ideas for a ceramic outcome, modifying work as needed.</p>
<p>LO3</p> <p>Be able to produce and present a ceramic outcome in response to a task or theme.</p>	<p>AC3.1</p> <p>Use ceramic processes to produce an outcome in response to a task or theme.</p> <p>AC3.2</p> <p>Present a resolved ceramics outcome with some consideration of refinement.</p>

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 provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources, including where possible references to ceramic artists.

The opportunities to involve local artists and visits to galleries, museums, and potteries would enrich learners' experiences.

Learners should be encouraged to record their research using a variety of different media. The use of sketchbooks, visual diaries, or workbooks are examples of how this research could be organised. Visual links with ceramic processes should be encouraged.

LO2

Although other materials, tools and techniques will be used during the course, particularly during research, the emphasis should be on ceramic processes. A number of these could be taught, such as coiling, slabbing, joining, extruding, and casting. Outcomes could include clay sculptures, decorative tiles, functional containers and jewellery.

N.B. The above lists are not exhaustive.

Learners should be encouraged to develop their skills in using the visual elements through ceramics. Form, space, pattern, texture and colour in particular lend themselves to this medium.

Learners should be taught to develop their work as it progresses; modifying it where necessary in order to refine their ideas. Any trial pieces should be retained by the learner as evidence of this process.

(ICT can be used effectively to record work as it progresses as well as visualising the placement of the ceramic outcome in its surroundings. This presents an opportunity to involve the use of new media.)

LO3

Working from a set task or theme learners should produce one or more ceramic outcomes. The final work should be the culmination of the learners' research and development and should demonstrate the skills and knowledge acquired during the course.

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.**

Closely related units likely to be delivered along with Art & Design – Ceramics are:

Art & Design – Graphic Design
Art & Design – Painting & Drawing
Art & Design - Photography
Art & Design - Printmaking
Art & Design – Textiles
Art & Design – Three Dimensional Studies
Art & Design - Plan, Advertise and Present an Art & Design Exhibition
Art & Design – Present an Art & Design Evaluation.

3.2 Resources

Art, Craft and Design books within the centre.

Local Artists, Art Galleries and Museums.

Text books

Ceramic Source Book - E Manners
The Human Form in Clay - J Waller
The Craft and Art of Clay - Susan Peterson
Paper Clay - Rosette Gault
The Potter's Manual - Kenneth Clarke

Internet web-sites

www.artcyclopedia.com
www.tate.org.uk
www.nationalgallery.org.uk
www.designmuseum.org
www.craftcouncil.org.uk
www.vam.ac.uk
www.britishmuseum.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 (e.g. Textiles).

The following types of evidence are likely to feature:

Visual research, development and outcomes that would include sketchbooks, notebooks, digital media, etc.

Evaluation sheets

Teacher comments

Overall comments will be summarised on the Assessment Record Form.

4.2 Example of a task specific to Art & Design – Ceramics

Using any suitable ceramic method or methods design and make an ornamental tower based on a study of castles.

AC1

The learner's research for the tower should include a range of sources, for example books, web sites, museums, galleries and where possible visits to local castles, as well as architectural features such as gargoyles, battlements, drawbridges, doorways and window openings, etc. The learner may wish to consider the ways in which different artists and cultures use decoration to enhance their structures, for example, Gaudi, Hundertwasser and Egyptian and Islamic cultures.

Imaginative set designs for theatre and film and illustrators producing fantasy or fairytale castles provide other areas of possible research.

The learner could record their experiences in a number of ways, for example, sketch/notebooks, photography and appropriate 3D modelling.

As their work progresses the learner should ensure that they demonstrate how their research into artists, craftspersons and/or designers has influenced their own work.

AC2

When constructing their tower the learner should use a variety of ceramic tools, techniques and materials; for example slabbing, coiling, casting and joining. For decoration they could consider slip trailing, sgraffito, incising, relief work, as well as paint, oxides or glazes.

Work should provide evidence of the development of ideas. This could be achieved using thumbnail sketches, photomontage and / or maquettes, etc.

AC3

The learner's research and development should culminate in the production of an ornamental ceramic tower of their own design.

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

Art & Design - CERAMICS - Entry 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select references and resources to support ceramics work.			
AC1.2 Respond to observations and experiences relating to a task or theme.			
AC1.3 Make references to the work of artists, craftspersons and / or designers.			
AC2.1 Use materials, tools and basic techniques appropriate to ceramics.			
AC2.2 Use visual elements in practical work such as: colour; pattern; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a ceramic outcome.			
AC3.1 Produce an outcome in response to a task or theme using ceramic processes.			
AC3.2 Present a ceramic outcome.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Art & Design - CERAMICS - Entry 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select a range of references and resources to support ceramics work.			
AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme.			
AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.			
AC2.1 Select and handle materials, tools and techniques appropriate to ceramics.			
AC2.2 Use visual elements in practical work, such as: colour; pattern; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a ceramic outcome, modifying work as needed.			
AC3.1 Use ceramic processes to produce an outcome in response to a task or theme.			
AC3.2 Present a resolved ceramics outcome with some consideration of refinement.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Art & Design - Graphic Design
Unit Ref. No.	D/503/4627
Entry Code	6307/E2
Level	Entry 2
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of graphic design.

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:
<p>LO1 Be able to research information and ideas appropriate to graphic design.</p>	<p>AC1.1 Select references and resources to support graphic design work.</p> <p>AC1.2 Respond to observations and experiences relating to a task or theme.</p> <p>AC1.3 Make references to the work of artists, craftspersons and / or designers.</p>
<p>LO2 Be able to develop ideas for a graphic design outcome using appropriate materials, techniques and processes.</p>	<p>AC2.1 Use materials, equipment and basic techniques appropriate to graphic design work.</p> <p>AC2.2 Use visual elements in practical work, such as:</p> <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. <p>AC2.3 Develop ideas for a graphic design outcome.</p>
<p>LO3 Be able to produce and present a graphic outcome in response to a task or theme.</p>	<p>AC3.1 Produce an outcome in response to a task or theme using graphic design processes.</p> <p>AC3.2 Present a graphic design outcome.</p>

Title	Art & Design - Graphic Design
Unit Ref. No.	H/503/4628
Entry Code	6307/E3
Level	Entry 3
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of graphic design.

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:
<p>LO1</p> <p>Be able to research information and ideas appropriate to graphic design.</p>	<p>AC1.1 Select a range of references and resources to support graphic design work.</p> <p>AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme.</p> <p>AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.</p>
<p>LO2</p> <p>Be able to develop ideas for a graphic design outcome using appropriate materials, techniques and processes.</p>	<p>AC2.1 Select and handle materials, equipment and techniques appropriate to graphic design work.</p> <p>AC2.2 Use visual elements in practical work, such as:</p> <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. <p>AC2.3 Develop ideas for a graphic design outcome, modifying work as needed.</p>
<p>LO3</p> <p>Be able to produce and present a graphic outcome in response to a task or theme.</p>	<p>AC3.1 Use graphic design processes to produce an outcome in response to a task or theme.</p> <p>AC3.2 Present a resolved graphic design outcome with some consideration of refinement.</p>

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 provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources, including where possible references to graphic designers.

The opportunities to involve local artists / designers and visits to galleries, museums and design studios would enrich learners' experiences.

Learners should be encouraged to record their research using a variety of different 2-D media. The use of sketchbooks, visual diaries, notebooks and digital media are examples of how this research could be organised. Visual links with design processes should be encouraged.

LO2

Work within this unit should demonstrate a strong response to the design brief. This could include poster, advertising, CD, DVD, package, computer graphic, sign, symbol, logo, animation and / or illustration.

Learners should be encouraged to experiment with a number of materials, techniques and design processes, involving layout, letterform, image simplification and manipulation, and also digital photography and software which lend themselves to the production of graphic images.

N.B. The above lists are not exhaustive.

Learners should be encouraged to develop their skills in using the visual elements through design work. Line, colour, pattern and shape in particular lend themselves to this medium.

Learners should be taught to develop their work as it progresses. Modifying it where necessary in order to refine their ideas.

(ICT can be used effectively to help visualise the development of different design options and present an opportunity to involve the use of new media.)

LO3

Working from a set task or theme learners should produce one or more design outcomes. The final work should be the culmination of the learner's research and development and should demonstrate the skills and knowledge acquired during the course.

(Presentation is an important aspect of design work and learners should be encouraged to be aware of this fact).

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.**

Closely related units likely to be delivered along with Art & Design - Graphic Design are:

Art & Design – Painting & Drawing

Art & Design - Photography

Art & Design - Ceramics

Art & Design - Printmaking

Art & Design – Textiles

Art & Design – Three Dimensional Studies

Art & Design - Plan, Advertise and Present an Art & Design Exhibition

Art & Design – Present an Art & Design Evaluation.

3.2 Resources

Art, Craft and Design books within the centre.

Local Artists, Art Galleries and Museums.

Text books

20th Century Design - Catherine McDermott

Graphic Design for the 21st Century - C & P Fiell

A Century of Poster and Advertising Design - A Weill

Internet web-sites

www.artcyclopedia.com

www.tate.org.uk

www.nationalgallery.org.uk

www.designmuseum.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 (e.g. Textiles).

The following types of evidence are likely to feature:

Visual research, development and outcomes that would include sketchbooks, notebooks, digital media, etc.

Evaluation sheets

Teacher comments

Overall comments will be summarised on the Assessment Record Form.

4.2 Example of a task specific to Art & Design – Graphic Design

Using any suitable graphic method or methods design a logo for a mobile phone company called “Talking Heads” and show your design being used on promotional materials.

LO1

The learner’s research for the logo should include a range of sources, for example, books, magazines, websites, shopping centres and local businesses. The learner may wish to consider the ways in which different mobile phone companies promote their products. They could also investigate the variety of mobile phone shapes and functions and consider the work of illustrators and designers, for example Peter Behrens and Raymond Loewys’ logo designs and Stan Lee and John Buscemas’ illustrations.

The learner could record their experiences in a number of ways, for example sketch/notebooks, photography and ICT.

As their work progresses the learner should ensure that they demonstrate how their research into artists, craftspersons and designers has influenced their own work.

LO2

When producing their logo the learner should experiment with a variety of graphic materials, tools and techniques, for example typography, illustration, layout/paste-up and use of ICT.

Work should provide evidence of the development of ideas. This could be achieved using thumbnail sketches, collage, computer printouts, etc.

LO3

The learner’s research and development should culminate in the production of a logo design together with examples of it being used on promotional materials. These might include carrier bags, flyers, letterheads, etc.

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

Art & Design - GRAPHIC DESIGN: Entry 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select references and resources to support graphic design work.			
AC1.2 Respond to observations and experiences relating to a task or theme.			
AC1.3 Make references to the work of artists, craftspersons and / or designers.			
AC2.1 Use materials, equipment and basic techniques appropriate to graphic design work.			
AC2.2 Use visual elements in practical work, such as: colour; pattern; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a graphic design outcome.			
AC3.1 Produce an outcome in response to a task or theme using graphic design processes.			
AC3.2 Present a graphic design outcome.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Art & Design - GRAPHIC DESIGN: Entry 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select a range of references and resources to support graphic design work.			
AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme.			
AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.			
AC2.1 Select and handle materials, equipment and techniques appropriate to graphic design work.			
AC2.2 Use visual elements in practical work, such as: colour; pattern; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a graphic design outcome, modifying work as needed			
AC3.1 Use graphic design processes to produce an outcome in response to a task or theme.			
AC3.2 Present a resolved graphic design outcome with some consideration of refinement.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	Art & Design - Painting & Drawing
Unit Ref. Nos.	H/503/4631
Entry Codes	6308/E2
Level	Entry 2
Credit value:	4
Unit aim:	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the disciplines of painting and drawing.

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 Be able to research information and ideas appropriate to painting and drawing work.	AC1.1 Select references and resources to support painting and drawing work. AC1.2 Respond to observations and experiences relating to a task or theme. AC1.3 Make references to the work of artists, craftspersons and / or designers.
LO2 Be able to develop ideas for a painting and drawing outcome using appropriate materials, techniques and processes.	AC2.1 Use materials, tools and basic techniques appropriate to painting and drawing. AC2.2 Use visual elements in practical work, such as: <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. AC2.3 Develop ideas for a pictorial composition.
LO3 Be able to produce and present a painting and drawing outcome in response to a task or theme.	AC3.1 Produce an outcome in response to a task or theme using painting and drawing processes. AC3.2 Present a painting and drawing outcome.

Title	Art & Design - Painting & Drawing
Unit Ref. No.	K/503/4632
Entry Code	6308/E3
Level	Entry 3
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of painting and drawing.

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:
<p>LO1</p> <p>Be able to research information and ideas appropriate to painting and drawing work.</p>	<p>AC1.1 Select a range of references and resources to support painting and drawing work.</p> <p>AC1.2 Produce visual and / or tactile records of observations and experiences relating to tasks or a theme.</p> <p>AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.</p>
<p>LO2</p> <p>Be able to develop ideas for a painting and drawing outcome using appropriate materials, techniques and processes.</p>	<p>AC2.1 Select and handle materials, tools and techniques appropriate to painting and drawing.</p> <p>AC2.2 Use visual elements in practical work, such as:</p> <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. <p>AC2.3 Develop ideas for a pictorial composition, modifying work as needed.</p>
<p>LO3</p> <p>Be able to produce and present a painting and drawing outcome in response to a task or theme.</p>	<p>AC3.1 Use painting and drawing processes to produce an outcome in response to a task or theme.</p> <p>AC3.2 Present a resolved painting and drawing outcome with some consideration of refinement.</p>

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 provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources, including where possible references to artists from various times.

The opportunities to involve local artists and visits to galleries and museums would enrich learners' experiences.

Learners should be encouraged to record their research using a variety of different 2-D media. The use of sketchbooks, visual diaries or notebooks are examples of how this research could be organised. Visual links with painting and drawing processes should be encouraged.

LO2

Work produced within the Painting and Drawing unit could include portraits, still-life, landscape, imaginative compositions, studies of natural and made forms, and murals.

Learners should be encouraged to experiment with a number of materials, techniques and processes including pencil, charcoal, crayon, paints, inks, collage and mixed media.

N.B. The above lists are not exhaustive.

Learners should be encouraged to develop their skills in using the visual elements through painting and drawing. Line, tone, colour, texture and shape in particular lend themselves to this medium.

Learners should be taught to develop their work as it progresses. Modifying it where necessary in order to refine their ideas.

LO3

Working from a set task or theme learners should produce one or more painting and drawing outcomes. The final work should be the culmination of the learners' research and development and should demonstrate the skills and knowledge acquired during the course.

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.**

Closely related units likely to be delivered along with Art & Design - Painting & Drawing are:

Art & Design – Graphic Design

Art & Design - Photography

Art & Design – Ceramics

Art & Design - Printmaking

Art & Design – Textiles

Art & Design – Three Dimensional Studies

Art & Design - Plan, Advertise and Present an Art & Design Exhibition

Art & Design – Present an Art & Design Evaluation

3.2 Resources

Art, Craft and Design books within the centre.

Local Artists, Art Galleries and Museums.

Text books

The Art Book (Phaidon)

The 20th Century Art Book (Phaidon)

Essential History of Art (Parragon)

The Complete Guide to Drawing and Painting Techniques and Materials - Colin Hayes

The Encyclopedia of Drawing Techniques - Ian Simpson

Collage / The Making of Modern Art - B Taylor

Internet web-sites

www.artcyclopedia.com

www.tate.org.uk

www.nationalgallery.org.uk

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 (e.g. Printmaking).

The following types of evidence are likely to feature:

Visual research, development and outcomes that would include sketchbooks, notebooks, etc.

Evaluation sheets

Teacher comments

Overall comments will be summarised on the Assessment Record Form.

4.2 Example of a task specific to Art & Design - Drawing and Painting

Using any suitable drawing and painting method or methods investigate ways in which artists have portrayed themselves and use the results to produce a self portrait.

LO1

The learner's research for the self portrait should include a range of sources, for example: books, web sites, and where possible visits to local museums and galleries. The learner may wish to consider the way other cultures portray the human form, for example Japanese, Native North American, African, etc. Artists through the ages have interpreted portraiture in many ways using a variety of techniques, materials and tools in order to develop their ideas. Examples of such artists include: Picasso, Warhol, Van Gogh, Francis Bacon, Julian Opie, Sarah Lucas and Frida Kahlo.

The learner could record their experiences in a number of ways, for example, sketch/notebooks and photography.

As their work progresses the learner should ensure that they demonstrate how their research into artists, craftspersons and/or designers has influenced their own work.

LO2

When producing their portrait the learner should experiment and demonstrate practical skills with materials, tools and techniques involving drawing and painting processes. These could include pencil, charcoal/conté/crayon, inks, paint, collage and mixed media, including ICT.

Work should provide evidence of the development of ideas. These can be presented in the form of observational and/or imaginary studies.

LO3

The learner's research and development should culminate in the production of their self portrait.

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

**Art & Design - PAINTING & DRAWING: Entry 2
ASSESSMENT RECORD**

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select references and resources to support painting and drawing work.			
AC1.2 Respond to observations and experiences relating to a task or theme.			
AC1.3 Make references to the work of artists, craftspersons and / or designers.			
AC2.1 Use materials, tools and basic techniques appropriate to painting and drawing.			
AC2.2 Use visual elements in practical work, such as: pattern; colour; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a pictorial composition.			
AC3.1 Produce an outcome in response to a task or theme using painting and drawing processes.			
AC3.2 Present a painting and drawing outcome.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Art & Design - PAINTING & DRAWING: Entry 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select a range of references and resources to support painting and drawing work.			
AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme.			
AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.			
AC2.1 Select and handle materials, tools and techniques appropriate to painting and drawing.			
AC2.2 Use visual elements in practical work, such as: colour; pattern; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a pictorial composition, modifying work as needed.			
AC3.1 Use painting and drawing processes to produce an outcome in response to a task or theme.			
AC3.2 Present a resolved painting and drawing outcome with some consideration of refinement.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Art & Design - Photography
Unit Ref. No.	M/503/4633
Entry Code	6309/E2
Level	Entry 2
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of photography.

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:
<p>LO1</p> <p>Be able to research information and ideas appropriate to working with photography.</p>	<p>AC1.1</p> <p>Select references and resources to support photographic work.</p> <p>AC1.2</p> <p>Respond to observations and experiences relating to a task or theme.</p> <p>AC1.3</p> <p>Make references to the work of artists, craftspersons and / or designers.</p>
<p>LO2</p> <p>Be able to develop ideas for a photographic outcome using appropriate equipment, techniques and processes.</p>	<p>AC2.1</p> <p>Use equipment, basic techniques and processes appropriate to photography.</p> <p>AC2.2</p> <p>Use visual elements in practical work, such as:</p> <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. <p>AC2.3</p> <p>Develop ideas for a photographic outcome.</p>
<p>LO3</p> <p>Be able to produce and present a photographic outcome in response to a task or theme.</p>	<p>AC3.1</p> <p>Produce an outcome in response to a task or theme using photographic processes.</p> <p>AC3.2</p> <p>Present a photographic outcome.</p>

Title	Art & Design - Photography
Unit Ref. No.	T/503/4634
Entry Code	6309/E3
Level	Entry 3
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of photography.

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:
<p>LO1 Be able to research information and ideas appropriate to working with photography.</p>	<p>AC1.1 Select a range of references and resources to support photographic work.</p> <p>AC1.2 Produce visual and / or tactile records of observations and experiences relating to tasks or a theme.</p> <p>AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.</p>
<p>LO2 Be able to develop ideas for a photographic outcome using appropriate equipment, techniques and processes.</p>	<p>AC2.1 Select and handle equipment, techniques and processes appropriate to photography.</p> <p>AC2.2 Use visual elements in practical work, such as:</p> <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. <p>AC2.3 Develop ideas for a photographic outcome, modifying work as needed.</p>
<p>LO3 Be able to produce and present a photographic outcome in response to a task or theme.</p>	<p>AC3.1 Use photographic processes to produce an outcome in response to a task or theme.</p> <p>AC3.2 Present a resolved photographic outcome, with some consideration of refinement.</p>

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 provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources including wherever possible references to photographers.

The opportunities to involve local artists/photographers and visits to galleries and museums would enrich learners' experiences.

Learners should be encouraged to record their research using a variety of different 2-D media. The use of sketchbooks, visual diaries or notebooks are examples of how this research could be organised. Visual links with photographic processes should be encouraged.

LO2

Work produced within the Photography unit could include portraits, still-life, landscape, imaginative compositions, documentary photography and video.

Learners should be encouraged to experiment with a number of materials, tools and techniques which could involve orthodox use of camera, film and darkroom and / or digital photography, computers and accessories. Photomontage and use of photocopiers could also be used to good effect.

N.B. The above lists are not exhaustive.

Learners should be encouraged to develop their skills in using the visual elements through photography. Tone, colour, shape, pattern, texture and space (composition), in particular lend themselves to this medium.

Learners should be taught to develop their work as it progresses; modifying it where necessary in order to refine their ideas.

LO3

Working from a set task or theme learners should produce one or more photographic outcomes. The final work should be the culmination of the learner's research and development and should demonstrate the skills and knowledge acquired during the course.

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.**

Closely related units likely to be delivered along with Art & Design - Photography are:

- Art & Design - Graphic Design
- Art & Design - Painting & Drawing
- Art & Design - Ceramics
- Art & Design - Printmaking
- Art & Design - Textiles
- Art & Design - Three Dimensional Studies
- Art & Design - Plan, Advertise and Present an Art & Design Exhibition
- Art & Design – Present an Art & Design Evaluation

3.2 Resources

Art, Craft and Design books within the centre.
Local Artists, Art Galleries and Museums.

Text books

- The Photo Book - Phaidon
- Collins Complete Photo Course - John Garrett & Graeme Harris
- The Digital Photo Book - Scott Kelby
- Photo Art /The New World of Photo - Uta Grosenick & Thomas Seelig
- The Photo as Contemporary Art - Charlotte Cotton

Internet web-sites

- www.artcyclopedia.com
- www.tate.org.uk
- www.nationalgallery.org.uk

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 (e.g. Painting & Drawing).

The following types of evidence are likely to feature:

Visual research, development and outcomes that would include sketchbooks, notebooks, etc.

Evaluation sheets

Teacher comments

Overall comments will be summarised on the Assessment Record Form.

4.2 Example of a task specific to Art & Design – Photography

Using any suitable photographic method or methods produce a photo-story entitled “The Shadow” Your story should contain at least six different photographs together with speech bubbles, storylines, etc.

LO1

The learner's research for the photo-story should include a range of sources, for example books, web sites, and graphic novels. The learner may wish to consider the work of illustrators such as Todd McFarlane, Adam Kubert, Raymond Briggs and Stan Lee, and photographers: Rosie Hardy, Joshua Liberman, Sarah France and Michael McAreavy.

The learner could record their experiences in a number of ways, for example using sketch/notebooks, photography and ICT,

As their work progresses the learner should ensure that they demonstrate how their research into artists, photographers and designers has influenced their own work.

LO2

When producing their photo-story the learner should use a variety of materials and tools, and consider photographic techniques such as composing, cropping, differences in scale, sharp and soft focus and lighting effects.

Work should provide evidence of the development of ideas. This could be achieved using thumbnail sketches, storyboards, photomontage and/or appropriate computer software packages.

LO3

The learner's research and development should culminate in the production of a photo-story entitled “The Shadow”.

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

Art & Design - PHOTOGRAPHY - Entry 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select references and resources to support photographic work.			
AC1.2 Respond to observations and experiences relating to a task or a theme.			
AC1.3 Make references to the work of artists, craftspersons and / or designers.			
AC2.1 Use equipment, basic techniques and processes appropriate to photography.			
AC2.2 Use visual elements in practical work, such as: colour; pattern; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a photographic outcome.			
AC3.1 Produce an outcome in response to a task or theme using photographic processes.			
AC3.2 Present a photographic outcome.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Art & Design - PHOTOGRAPHY - Entry 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select a range of references and resources to support photographic work.			
AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme.			
AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.			
AC2.1 Select and handle equipment, techniques and processes appropriate to photography.			
AC2.2 Use visual elements in practical work, such as: colour; pattern; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a photographic outcome, modifying work as needed.			
AC3.1 Use photographic processes to produce an outcome in response to a task or theme.			
AC3.2 Present a resolved photographic outcome, with some consideration of refinement.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Art & Design - Printmaking
Unit Ref. No.	R/503/4639
Entry Code	6310/E2
Level	Entry 2
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of printmaking.

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:
<p>LO1</p> <p>Be able to research information and ideas appropriate to printmaking.</p>	<p>AC1.1 Select references and resources to support printmaking activities.</p> <p>AC1.2 Respond to observations and experiences relating to a task or theme.</p> <p>AC1.3 Make references to the work of artists, craftspersons and / or designers.</p>
<p>LO2</p> <p>Be able to develop ideas for a printmaking outcome using appropriate materials, techniques and processes.</p>	<p>AC2.1 Use materials, tools and basic techniques appropriate to printmaking.</p> <p>AC2.2 Use visual elements in practical work, such as:</p> <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. <p>AC2.3 Develop ideas for a printmaking outcome.</p>
<p>LO3</p> <p>Be able to produce and present a printmaking outcome in response to a task or theme.</p>	<p>AC3.1 Produce an outcome in response to a task or theme using printmaking processes.</p> <p>AC3.2 Present a printmaking outcome.</p>

Title	Art & Design - Printmaking
Unit Ref. No.	J/503/4640
Entry Code	6310/E3
Level	Entry 3
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of printmaking.

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 Be able to research information and ideas appropriate to printmaking.	AC1.1 Select a range of references and resources to support printmaking activities. AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme. AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.
LO2 Be able to develop ideas for a printmaking outcome using appropriate materials, techniques and processes.	AC2.1 Select and handle materials, tools and techniques appropriate to practical printmaking. AC2.2 Use visual elements in practical work, such as: <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. AC2.3 Develop ideas for a printmaking outcome, modifying work as needed.
LO3 Be able to produce and present a printmaking outcome in response to a task or theme.	AC3.1 Use printmaking processes to produce an outcome in response to a task or theme. AC3.2 Present a resolved printmaking outcome, with some consideration of refinement.

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 provided with opportunities to research, collect and organise a range of art, craft and/or design references and resources, including where possible, references to printmakers.

The opportunities to involve local artists and visits to galleries and museums would enrich learners' experiences.

Learners should be encouraged to record their research using a variety of different 2-D media. The use of sketchbooks, visual diaries or notebooks are examples of how this research could be organised. Visual links with printmaking processes should be encouraged.

LO2

Although other materials, tools and techniques will be used during the course, particularly during research, the emphasis should be on printmaking processes.

A number of these could be taught including:

monoprinting
collograph
press prints
engraving
linocuts
stencil prints

N.B. The above list is not exhaustive.

Learners should be encouraged to develop their skills in using the visual elements through printmaking. Line, colour, texture and shape in particular lend themselves to this medium, and the ability to repeat prints make it ideal for pattern work.

Learners should be taught to develop their work as it progresses. Modifying it where necessary in order to refine their ideas.

(ICT can be used effectively to help visualise the development of pattern or to work out colour ways for printmaking and is an ideal way to involve the use of new media.)

LO3

Working from a set task or theme learners should produce one or more printmaking outcomes. The final work should be the culmination of the learners' research and development and should demonstrate the skills and knowledge acquired during the course.

(Presentation is an important aspect of printmaking and learners should be encouraged to be aware of this fact).

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.**

Closely related units likely to be delivered along with Art & Design - Printmaking are:

Art & Design – Graphic Design
Art & Design – Painting & Drawing
Art & Design – Photography
Art & Design – Ceramics
Art & Design – Textiles
Art & Design – Three Dimensional Studies
Art & Design – Plan, Advertise and Present an Art & Design Exhibition
Art & Design – Present an Art & Design Evaluation

3.2 Resources

Art, Craft and Design books within the centre.

Local Artists, Art Galleries and Museums.

Text books

Relief Printmaking - Ann Westley
The Techniques of Hand Printmaking - Joyce Hargreaves
Handmade prints - Anne Desmet & Jim Anderson
The Art of Japanese Prints - Richard Illing
Printmaking for Beginners - Jane Stobart
Digital Printmaking - George Whale & Narren Barfield

Internet web-sites

www.artcyclopedia.com
www.tate.org.uk
www.nationalgallery.org.uk

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 (e.g. Painting & Drawing).

The following types of evidence are likely to feature:

Visual research, development and outcomes that would include sketchbooks, notebooks, etc.

Evaluation sheets

Teacher comments

Overall comments will be summarised on the Assessment Record Form.

4.2 Example of a task specific to Art & Design - Printmaking

Using any suitable Printmaking method or methods make a print based on your investigations of your own environment.

LO1

The learner's research for the print should include a range of sources, for example local buildings, landscapes, museums, galleries, books and websites. The learner may wish to consider the ways in which different artists respond to their environment, whether natural or manmade, for example The Boyle Family, Richard Long, Andy Goldsworthy, L S Lowry, Hokusai, Anthony Green.

The learner could record their experiences in a number of ways, for example: sketch/notebooks, photography and rubbings.

As their work progresses the learner should ensure that they demonstrate how their research into artists, craftsmen and designers has influenced their own work.

LO2

When producing their print the learner should use a variety of printmaking materials, and tools and consider techniques such as press print, sponge roller, stencil print, monoprint, collograph, dry point and lino.

Work should provide evidence of the development of ideas. This could be achieved using sketches and trial prints.

LO3

The learner's research and development should culminate in the production of a print based on investigations of their own environment.

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

Art & Design - PRINTMAKING: Entry 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select references and resources to support printmaking activities.			
AC1.2 Respond to observations and experiences relating to a task or theme.			
AC1.3 Make references to the work of artists, craftspersons and / or designers.			
AC2.1 Use materials, tools and basic techniques appropriate to printmaking.			
AC2.2 Use visual elements in practical work, such as: colour; pattern; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a printmaking outcome.			
AC3.1 Produce an outcome in response to a task or theme using printmaking processes.			
AC3.2 Present a printmaking outcome.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Art & Design - PRINTMAKING: Entry 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select a range of references and resources to support printmaking activities.			
AC1.2 Produce visual and / or tactile records of observations and experiences relating to tasks or a theme.			
AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.			
AC2.1 Select and handle materials, tools and techniques appropriate to practical printmaking.			
AC2.2 Use visual elements in practical work, such as: colour; pattern; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a printmaking outcome, modifying work as needed.			
AC3.1 Use printmaking processes to produce an outcome in response to a task or theme.			
AC3.2 Present a resolved printmaking outcome, with some consideration of refinement.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Art & Design - Textiles
Unit Ref. No.	L/503/4641
Entry Code	6311/E2
Level	Entry 2
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of textiles.

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:
<p>LO1</p> <p>Be able to research information and ideas appropriate to textile design.</p>	<p>AC1.1</p> <p>Select references and resources to support textiles work.</p> <p>AC1.2</p> <p>Respond to observations and experiences relating to a task or theme.</p> <p>AC1.3</p> <p>Make references to artists, craftspersons and / or designers.</p>
<p>LO2</p> <p>Be able to develop ideas for a textiles outcome using appropriate materials, techniques and processes.</p>	<p>AC2.1</p> <p>Use materials, tools and basic techniques appropriate to textiles.</p> <p>AC2.2</p> <p>Use visual elements in practical work, such as:</p> <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. <p>AC2.3</p> <p>Develop ideas for a textiles outcome.</p>
<p>LO3</p> <p>Be able to produce and present a textiles outcome in response to a task or theme.</p>	<p>AC3.1</p> <p>Produce an outcome in response to a task or theme using textile processes.</p> <p>AC3.2</p> <p>Present a textiles outcome.</p>

Title	Art & Design - Textiles
Unit Ref. No.	R/503/4642
Entry Code	6311/E3
Level	Entry 3
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and /or knowledge required to explore and develop outcomes in the discipline of textiles.

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:
<p>LO1</p> <p>Be able to research information and ideas appropriate to textile design.</p>	<p>AC1.1</p> <p>Select a range of references and resources to support textiles work.</p> <p>AC1.2</p> <p>Produce visual and / or tactile records of observations and experiences relating to a task or theme.</p> <p>AC1.3</p> <p>Identify the influence of artists, craftspersons and / or designers on their own practice.</p>
<p>LO2</p> <p>Be able to develop ideas for a textile outcome using appropriate materials, techniques and processes.</p>	<p>AC2.1</p> <p>Select and use materials, tools and techniques appropriate to textiles.</p> <p>AC2.2</p> <p>Use visual elements in practical work, such as:</p> <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. <p>AC2.3</p> <p>Develop ideas for a textiles outcome, modifying work as needed.</p>
<p>LO3</p> <p>Be able to produce and present a textile outcome in response to a task or theme.</p>	<p>AC3.1</p> <p>Use textile processes to produce an outcome in response to a task or theme.</p> <p>AC3.2</p> <p>Present a resolved textiles outcome with some consideration of refinement.</p>

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 provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources including where possible references to textile designers.

The opportunities to involve local artists/designers and visits to galleries, museums and design studios would enrich learners' experiences.

Learners should be encouraged to record their research using a variety of different media. The use of sketchbooks, visual diaries and workbooks are examples of how this research could be organised. Visual links with textile processes should be encouraged.

LO2

Although other materials, tools and techniques will be used during the course, particularly during research, the emphasis should be on textile processes. A number of these could be taught including macramé, weaving, tie-die, fabric prints, batik, appliqué, embroidery and knitting. Outcomes could include puppets, wall hangings, soft sculptures and fashion design.

N.B. The above lists are not exhaustive.

Learners should be encouraged to develop their skills in using the visual elements through textiles. Colour, texture, shape and form in particular lend themselves to this medium, and the ability to repeat fabric prints make it ideal for pattern work.

Learners should be taught to develop their work as it progresses; modifying it where necessary in order to refine their ideas.

(ICT can be used effectively to help visualise the development of pattern work or to work out different colour ways for fabric printing and presents an opportunity to involve the use of new media).

LO3

Working from a set task or theme learners should produce one or more textiles outcomes. The final work should be the culmination of the learners' research and development and should demonstrate the skills and knowledge acquired during the course.

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.**

Closely related units likely to be delivered along with Art & Design – Textiles are:

Art & Design – Graphic Design
Art & Design – Painting & Drawing
Art & Design - Photography
Art & Design - Ceramics
Art & Design - Printmaking
Art & Design – Three Dimensional Studies
Art & Design - Plan, Advertise and Present an Art & Design Exhibition
Art & Design – Present an Art & Design Evaluation

3.2 Resources

Art, Craft and Design books within the centre.

Local Artists, Art Galleries and Museums.

Text books

World Textiles/A Visual Guide to Traditional Techniques – J Gillow & B Sentance
Print, Pattern and Colour – Ruth Issett
Experimental Textiles – Kim Thittichai
Stitched Textile Collage – Lucille Toumi
Start to Batik – Rosi Robinson

Internet web-sites

www.artcyclopedia.com
www.tate.org.uk
www.nationalgallery.org.uk
www.designmuseum.org
www.craftcouncil.org.uk
www.vam.ac.uk

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 (e.g. Textiles)

The following types of evidence are likely to feature:

Visual research, development and outcomes that would include sketchbooks, notebooks, digital media, etc.

Evaluation sheets

Teacher comments

Overall comments will be summarised on the Assessment Record Form.

4.2 Example of a task specific to Art & Design – Textiles

Using any suitable Textiles method or methods design and make a shoulder bag based on studies of Native American folk art

LO1

The learner's research for the bag should include a range of sources, for example: books, web sites, and where possible visits to appropriate museums, galleries and fashion outlets. A substantial part of the research will focus on Native American art, including the use of imagery such as animals, birds and geometric patterns. The learner may also consider the work of bag designers such as Pauric Sweeney, Alexander McQueen and Jimmy Choo.

The learner could record experiences in a number of ways, for example sketch/notebooks, photography and ICT,

As work progresses the learner should ensure that they demonstrate how their research into artists, craftspersons and designers has influenced their own work.

LO2

When producing the bag the learner should experiment and demonstrate practical skills with a variety of materials, tools and techniques, for example: weaving, quilting, embroidery, appliqué, beading and braiding. Materials might include leather, cloth, canvas, beads, string, raffia, feathers and wood.

Work should provide evidence of the development of ideas. This could be achieved using sketches, trial pieces and paper cut-outs.

LO3

The learner's research and development should culminate in the production of a shoulder bag influenced by Native American folk art.

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

Art & Design – TEXTILES - Entry 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select references and resources to support textiles work.			
AC1.2 Respond to observations and experiences relating to a task or theme.			
AC1.3 Make references to artists, craftspersons and / or designers.			
AC2.1 Use materials, tools and basic techniques appropriate to textiles.			
AC2.2 Use visual elements in practical work, such as: colour; pattern; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a textiles outcome.			
AC3.1 Produce an outcome in response to a task or theme using textiles processes.			
AC3.2 Present a textiles outcome.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Art & Design – TEXTILES - Entry 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select a range of references and resources to support textiles work.			
AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme.			
AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.			
AC2.1 Select and use materials, tools and techniques appropriate to textiles.			
AC2.2 Use visual elements in practical work, such as: colour; pattern; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a textiles outcome, modifying work as needed.			
AC3.1 Use textile processes to produce an outcome in response to a task or theme.			
AC3.2 Present a resolved textiles outcome with some consideration of refinement.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Art & Design - Three Dimensional Studies
Unit Ref. No.	Y/503/4643
Entry Code	6312/E2
Level	Entry 2
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of three dimensional studies.

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:
<p>LO1</p> <p>Be able to research information and ideas appropriate to three dimensional studies.</p>	<p>AC1.1 Select references and resources to support three dimensional studies.</p> <p>AC1.2 Respond to observations and experiences relating to a task or theme.</p> <p>AC1.3 Make references to the work of artists, craftspersons and / or designers.</p>
<p>LO2</p> <p>Be able to develop ideas for a three dimensional outcome using appropriate materials, techniques and processes.</p>	<p>AC2.1 Use materials, tools and basic techniques appropriate to three dimensional studies.</p> <p>AC2.2 Use visual elements in practical work, such as:</p> <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. <p>AC2.3 Develop ideas for a three dimensional outcome.</p>
<p>LO3</p> <p>Be able to produce and present a three dimensional outcome in response to a task or theme.</p>	<p>AC3.1 Produce an outcome in response to a task or theme using three dimensional design processes.</p> <p>AC3.2 Present a three dimensional outcome.</p>

Title	Art & Design - Three Dimensional Studies
Unit Ref. No.	D/503/4644
Entry Code	6312/E3
Level	Entry 3
Credit value	4
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the discipline of three dimensional studies.

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 Be able to research information and ideas appropriate to three dimensional studies.	AC1.1 Select a range of references and resources to support three dimensional studies. AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme. AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.
LO2 Be able to develop ideas for a three dimensional outcome using appropriate materials, techniques and processes.	AC2.1 Select and handle materials, tools and techniques appropriate to three dimensional studies. AC2.2 Use visual elements in practical work, such as: <ul style="list-style-type: none"> • colour • pattern • texture • line • shape • form • space • tone. AC2.3 Develop ideas for a three dimensional outcome, modifying work as needed.
LO3 Be able to produce and present a three dimensional outcome in response to a task or theme.	AC3.1 Use three dimensional design processes to produce an outcome in response to a task or theme. AC3.2 Present a resolved three dimensional outcome with some consideration of refinement.

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 provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources including where possible references to three dimensional designers.

The opportunities to involve local artists and visits to galleries, museums, potteries and workshops would enrich learners' experiences.

Learners should be encouraged to record their research using a variety of different 3D media. The use of sketchbooks, visual diaries, workbooks are examples of how this research could be organised. Visual links with three dimensional processes should be encouraged.

LO2

Although other materials, tools and techniques will be used during the course, particularly during research, the emphasis should be on three dimensional processes. A number of these could be taught including the ceramic processes of coiling, slabbing, joining, extruding, and casting, as well as construction, plaster work, wood carving, papier-mâché, mixed media. Outcomes could include masks, puppets, mobiles, kites, sculpture, jewellery, set design and model making.

N.B. The above lists are not exhaustive.

Learners should be encouraged to develop their skills in using the visual elements through three dimensional studies. Colour, texture, shape, form and space in particular lend themselves to this medium.

Learners should be taught to develop their work as it progresses, modifying it when necessary in order to refine their ideas. Trial pieces in the form of maquettes should be retained by the learner as evidence of this process.

(ICT can be used effectively to record work as it progresses as well as visualising the placement of the 3D outcome in its surroundings. This presents an opportunity to involve the use of new media.)

LO3

Working from a set task or theme learners should produce one or more three dimensional outcomes. The final work should be the culmination of the learners' research and development and should demonstrate the skills and knowledge acquired during the course.

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.**

Closely related units likely to be delivered along with Art & Design - Three Dimensional Studies are:

Art & Design – Graphic Design
Art & Design – Painting & Drawing
Art & Design – Photography
Art & Design – Ceramics
Art & Design – Printmaking
Art & Design – Textiles
Art & Design – Plan, Advertise and Present an Art & Design Exhibition
Art & Design – Present an Art & Design Evaluation.

3.2 Resources

Art, Craft and Design books within the centre.

Local Artists, Art Galleries and Museums.

Text books

Ceramic Source Book - E Manners
The Human Form in Clay - J Waller

Internet web-sites

www.artcyclopedia.com
www.tate.org.uk
www.nationalgallery.org.uk
www.designmuseum.org
www.craftcouncil.org.uk
www.vam.ac.uk
www.thebritishmuseum.ac.uk

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 (e.g. Textiles)

The following types of evidence are likely to feature:

Visual research, development and outcomes that would include sketchbooks, notebooks, digital media, etc.

Evaluation sheets

Teacher comments

Overall comments will be summarised on the Assessment Record Form.

4.2 Example of a task specific to Art & Design - Three Dimensional Studies

Using any suitable three dimensional method or methods design and make an Alien Mask based on your study of insect heads

LO1

The learner's research for the mask should include a range of sources, for example books, websites, science fiction films, and where possible visits to local museums and galleries. The learner may wish to consider the masks of other cultures, for example Japanese Noh masks, Iroquois false face masks, Nigerian Igbo masks, as well as masks used for protection such as gas masks, armour etc. Use of magnifying glasses and microscopes could enable first hand observational drawings of insects.

The learner could record their experiences in a number of ways, for example sketch/notebooks, photography, ICT and appropriate 3D modelling.

As their work progresses the learner should ensure that they demonstrate how their research into artists, craftspersons and designers has influenced their own work.

LO2

When producing their mask the learner should experiment and demonstrate practical skills with a variety of materials, tools and techniques, including constructing, assembling, carving and / or modelling. Materials might include wire, papier-mâché, wool plastics, polystyrene, wood, metal, cardboard, and/or a variety of recycled materials.

Work should provide evidence of the development of ideas. This could be achieved using thumbnail sketches, photo montage, maquettes and ICT.

LO3

The learner's research and development should culminate in the production of an Alien mask of their own design.

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

Art & Design - THREE DIMENSIONAL STUDIES: Entry 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select references and resources to support three dimensional studies.			
AC1.2 Respond to observations and experiences relating to a task or theme.			
AC1.3 Make references to the work of artists, craftspersons and / or designers.			
AC2.1 Use materials, tools and basic techniques appropriate to three dimensional studies.			
AC2.2 Use visual elements in practical work, such as: colour; pattern; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a three dimensional outcome.			
AC3.1 Produce an outcome in response to a task or theme using three dimensional design processes.			
AC3.2 Present a three dimensional outcome.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Art & Design - THREE DIMENSIONAL STUDIES: Entry 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Select a range of references and resources to support three dimensional studies.			
AC1.2 Produce visual and / or tactile records of observations and experiences relating to a task or theme.			
AC1.3 Identify the influence of artists, craftspersons and / or designers on their own practice.			
AC2.1 Select and handle materials, tools and techniques appropriate to three dimensional studies.			
AC2.2 Use visual elements in practical work, such as: colour; texture; line; shape; form; space; tone.			
AC2.3 Develop ideas for a three dimensional outcome, modifying work as needed.			
AC3.1 Use three dimensional design processes to produce an outcome in response to a task or theme.			
AC3.2 Present a resolved three dimensional outcome with some consideration of refinement.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Present an Art & Design Evaluation
Unit Ref. No.	J/503/4637
Entry Code	6313/E2
Level	Entry 2
Credit value	2
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to prepare and present an evaluation of a piece of personal Art & Design work.

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 Be able to respond to contextual references.	AC1.1 Relate how knowledge of artists, craftpersons and / or designers has impacted on their own work.
LO2 Present information relating to acquired Art & Design skills and practice.	AC2.1 Present evidence of skills and processes experienced.
LO3 Be able to review the effectiveness of a final outcome.	AC3.1 Discuss their final outcome. AC3.2 Make suggestions as to how the final outcome could be improved.

Title	Present an Art & Design Evaluation
Unit Ref. No.	L/503/4638
Entry Code	6313/E3
Level	Entry 3
Credit value	2
Unit aim	This unit aims to enable learners to acquire the skills and / or knowledge required to prepare and present an evaluation of a piece of personal Art & Design work.

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 Be able to respond to contextual references.	AC1.1 Convey ideas and / or information about artists, craftpersons and / or designers. AC1.2 Indicate how knowledge of artists, craftpersons and / or designers has influenced their own work.
LO2 Present information relating to acquired Art & Design skills and practice.	AC2.1 Outline evidence of skills and processes experienced. AC2.2 Evaluate their ideas.
LO3 Be able to review the effectiveness of a final outcome.	AC3.1 Discuss the effectiveness of their final outcome. AC3.2 Make suggestions as to how the final outcome could be improved.

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 select the work to be evaluated and determine the resources/methods needed to enable them to present their evaluation. This could take the form of a book, display, Power point, talk, demonstration or video.

The learners should identify the range of references collected to support their work as well as providing evidence of their responses to these references. They would need to explain how the references had influenced their work.

LO2

Learners should provide evidence of the skills and processes they experienced in the production of their work, as well as explaining how their work developed. This could involve documenting by means of demonstrations, photographic evidence and/or discussion etc.

LO3

Learners should review how well their work satisfied the objectives of the task. Learners need to identify areas for improvement and/or alternative outcomes.

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.**

Closely related units likely to be delivered along with Art & Design - Present an Art & Design Evaluation are:

Art & Design – Graphic Design
Art & Design – Painting & Drawing
Art & Design – Photography
Art & Design – Ceramics
Art & Design – Printmaking
Art & Design – Textiles
Art & Design – Three Dimensional Studies
Art & Design – Plan, Advertise and Present an Art & Design Exhibition

3.2 Resources

Art, Craft and Design books within the centre.

Local Artists, Art Galleries and Museums and appropriate websites

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 (e.g. Painting & Drawing)

The following types of evidence are likely to feature:

Visual research, development and outcomes that would include sketchbooks, notebooks, etc.

Evaluation sheets

Teacher comments

Overall comments will be summarised on the Assessment Record Form.

4.2 Example of a task specific to Present an Art & Design Evaluation

Present an evaluation for a printmaking unit “Using any suitable method or methods make a print based on your investigations of your own environment”.

The learner’s presentation could take many forms, in this example the learner will use an illustrated book format.

LO1

The learner should identify the references used such as Hokusai, Andy Goldsworthy, L S Lowry, and explain how these references had influenced their work. For example, if the learner had used lino-cutting methods and produced work with bold black outlines then they may discuss the link with Hokusai; or perhaps they have experimented with found natural objects and pattern and texture that would link to Goldsworthy; or perhaps the work is figurative, relating to an urban landscape, then Lowry could be discussed.

Evidence of this could be documented by means of photographs, written notes, sketches etc.

LO2

The learner should provide evidence of the skills and processes they have experienced; for example sketchbooks, experimentation with different printmaking media and trial prints. The learner should provide visual evidence together with written comments explaining how their ideas developed.

LO3

The learner should review how well the work satisfied the printmaking brief, for example did the research include the use of appropriate references, both to their chosen artists and their environment. Were the printmaking methods used appropriate for the task and if not can the learner identify alternative methods and/or areas for improvement?

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

Art & Design - PRESENT AN ART & DESIGN EVALUATION - Entry 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Relate how knowledge of artists, craftpersons and / or designers has impacted on their own work.			
AC2.1 Present evidence of skills and processes experienced.			
AC3.1 Discuss their final outcome.			
AC3.2 Make suggestions as to how the final outcome could be improved.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Art & Design - PRESENT AN ART & DESIGN EVALUATION - Entry 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Convey ideas and / or information about artists, craftpersons and / or designers.			
AC1.2 Indicate how knowledge of artists, craftpersons and / or designers has influenced their own work.			
AC2.1 Outline evidence of skills and processes experienced.			
AC2.2 Evaluate their ideas.			
AC3.1 Discuss the effectiveness of their final outcome.			
AC3.2 Make suggestions as to how the final outcome could be improved.			

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Plan, Advertise and Present an Art & Design Exhibition
Unit Ref. No.	A/503/4635
Entry Code	6314/E2
Level	Entry 2
Credit value	2
Unit aim	This unit aims to enable learners to acquire the knowledge and skills required to plan and present an Art & Design exhibition.

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 Be able to plan an Art & Design exhibition.	AC1.1 Find out how exhibitions are organised. AC1.2 Plan an Art & Design exhibition with consideration of: (a) selection of work to be displayed; (b) resources needed; (c) publicity; (d) links with appropriate people; (e) location.
LO2 Be able to promote an Art & Design exhibition.	AC2.1 Produce a poster, flyer, postcard, film clip, animation or advert to promote the exhibition.
LO3 Be able to present an Art & Design exhibition.	AC3.1 Display Art & Design work in an exhibition.

Title	Plan, Advertise and Present an Art & Design Exhibition
Unit Ref. No.	F/503/4636
Entry Code	6314/E3
Level	Entry 3
Credit value	2
Unit aim	This unit aims to enable learners to acquire the knowledge and / or skills required to plan and present an Art & Design exhibition.

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 Be able to plan an Art & Design exhibition.	AC1.1 Identify aspects of exhibition practice. AC1.2 Plan the following components of exhibition organisation: (a) selection of work to be displayed; (b) resources needed; (c) publicity; (d) links with appropriate people; (e) location.
LO2 Be able to promote an Art & Design exhibition.	AC2.1 Produce a piece of promotional material to advertise the exhibition, with some consideration of refinement.
LO3 Be able to present an Art & Design exhibition.	AC3.1 Select and display Art & Design work in an exhibition.

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 provided with opportunities to collect information relevant to organising an exhibition. This could involve visiting a local museum/gallery or interviewing a person with relevant experience at the centre

Learners should be encouraged to use their research to plan an art and design exhibition. This should involve identifying a suitable location, liaising with appropriate personnel, determining the resources needed, selecting work for display and planning suitable publicity.

LO2

The promotional material will allow learners to demonstrate their practical skills in any appropriate discipline.

For example:

Graphic Design - Printmaking, Photography – flyers, posters, invitations, badge designs, etc.

Textiles - promotional tee shirts, hats etc.

Three Dimensional Studies – information stands, pop-ups etc.

LO3

The final event should be the culmination of the learners' research and planning and should demonstrate the skills and knowledge acquired during the course.

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.**

Closely related units likely to be delivered along with Organise, Advertise and Present an Art & Design Exhibition are:

Art & Design – Graphic Design
Art & Design – Painting & Drawing
Art & Design – Photography
Art & Design – Ceramics
Art & Design – Printmaking
Art & Design – Textiles
Art & Design – Three Dimensional Studies
Art & Design – Present an Art & Design Evaluation

3.2 Resources

Art, Craft and Design books within the centre.
Local Artists, Art Galleries and Museums.

Internet web-sites

www.tate.org.uk
www.nationalgallery.org.uk

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 (e.g. Painting & Drawing)

The following types of evidence are likely to feature:

Visual research, development and outcomes that would include sketchbooks, notebooks, etc.

Evaluation sheets

Teacher comments

Overall comments will be summarised on the Assessment Record Form.

4.2 Example of a task specific to Plan, Advertise and Present an Art & Design Exhibition.

Plan, advertise and present an art and design exhibition of their own work.

LO1

The learner's research for the exhibition should include a visit to a local museum/gallery or an interview with an appropriate member of staff from the centre. The learner may choose to use notebooks, questionnaires and/or audio recording to gather information

The learner should demonstrate how their research will be used to plan their exhibition. This will involve the learner selecting the most appropriate pieces of their artwork for exhibition, taking into account the space available at their chosen location. They will need to cooperate with others in order to gain permission for the event and for the use of space and equipment. The learner will need to make informed decisions about publicising the event.

LO2

When producing their promotional material the learner should demonstrate their practical skills using materials and techniques of their choice-

For example the learner could photograph key examples of their work, import these images into a PC, then use a software package to combine images with text to design a suitable promotional flyer.

LO3

The learner's research and planning should culminate in the presentation of their own Art and Design Exhibition.

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

Plan, Advertise and Present an Art & Design Exhibition - Entry 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Find out how exhibitions are organised.			
AC1.2 Plan an Art & Design exhibition with consideration of: (a) selection of work to be displayed; (b) resources needed; (c) publicity; (d) links with appropriate people; (e) location.			
AC2.1 Produce a poster, flyer, postcard, film clip, animation or advert to promote the exhibition.			
AC3.1 Display Art & Design work in an exhibition.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Plan, Advertise and Present an Art & Design Exhibition - Entry 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify aspects of exhibition practice.			
AC1.2 Plan the following components of exhibition organisation: (a) selection of work to be displayed; (b) resources needed; (c) publicity; (d) links with appropriate people; (e) location.			
AC2.1 Produce a piece of promotional material to advertise the exhibition, with some consideration of refinement.			
AC3.1 Select and display Art & Design work in an exhibition.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	Design and Technology – Designing and Modelling <i>(Working within one of the following focus areas: Resistant Materials, Textiles, Systems and Control or Graphic Products)</i>	
Unit Ref. Nos.	Entry 2: K/601/3676	Entry 3: J/601/5306
Entry Codes	Entry 2: 6220/E2	Entry 3: 6220/E3
Level:	2/3	
Credit value:	4	
Unit aim:	This unit aims to help learners to acquire the knowledge and skills to design and model a product of their own choosing.	

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria – Entry 2 Assessment of the learning outcome will require a learner to demonstrate that they can:	Assessment Criteria – Entry 3 Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know how to research features of a product suitable for design work.	AC 1.1 Find images of a similar product or products to that chosen for design work. AC1.2 Identify the basic features of a chosen product or products chosen for design work.	AC1.1 Find images of a similar product or products to that chosen for design work. AC1.2 Comment on the key features of a chosen product or products chosen for design work.
LO2 Be able to create a design brief and specification.	AC2.1 Create a basic design brief for the planned product. AC2.2 Identify some important points that will need to be considered in the design of the chosen product.	AC2.1 Create a design brief for the planned product. AC2.2 Write a design specification for the chosen product. AC2.3 Explain the purpose of the planned product.
LO3 Be able to present design ideas.	AC3.1 Communicate initial creative ideas. AC3.2 Identify a suitable design for modelling.	AC 3.1 Communicate creative design ideas using, 2D/ 3D sketches or drawings. AC3.2 Produce a working drawing. AC 3.3 Select a design and show how it meets the brief.

2. Amplification of Content

LO1 – Know how to research features of a product suitable for design work.

Amplification; this could be done by group work, question and answer, practical illustrations, exemplar material.

- Discuss the types and forms of research.
- How to present research.
- How to identify key features: weight, shape, colour, material, texture size etc.
- Personal likes and dislikes.

LO2 – Be able to create a design brief and specification.

- Review given briefs. (To allow candidates to understand the purpose of a brief. i.e. To design aetc.)
- How to write and present a design brief for their own product.
- Review and analyse various design specifications from various products.
- Look at simple presentation techniques.
- How to present the key features of a product.

LO3 – Be able to present design ideas.

Amplification; this could be done by group work, question and answer, practical demonstrations, the use of colour to enhance an idea, exemplar material/illustrations.

- Students will need to be taught the drawing skills to be able to draw in 2D/3D form. Use of grids and computer graphics is to be encouraged.
- Colour enhancement to improve the quality of their developing design ideas.
- Annotation- the use of supporting analytical comments.
- Develop designs which are realistic within their time scale and ability.
- Be encouraged to develop a range of ideas using their own creative thought and from their initial research/specifications.
- Size and scale – An awareness of their importance before designing. Use of exemplar projects. How to dimension an idea for manufacture.

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 unit may be delivered along with:

Design and Technology- Making a product
Design and Technology- Health and Safety
Design and Technology- Planning the making of a product

3.2 Resources

- Magazines.
- Internet website.
- Photographs.
- Books related to focus area.
- Discussion with a third party.

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:

Photographs, Design sheets, Video tape recordings, modelling, evaluation sheets, witness statements, teacher comments including records of oral questioning.

4.2 Examples of Tasks

(a) Tasks specific to Designing and Modelling

LO1, L02 and L03 can be assessed by candidates completing either a set task or tasks. (The tasks are left to the centre or teacher)

Possible suggested tasks:

Task A: Design a storage unit for holding an everyday item in the home.

Task B You have been asked to re-design the graphics in the Design and Technology department. You are to focus on signs; symbols and a new logo design for the department.

Task C Design a carrying case for the Olympics in 2012.

Task D Your mother and father often interrupt you when you are working at home. Design a 'Do not disturb' sign for your bedroom. It must have an electric light which runs off a DC supply.

Ultimately, the task is left up to the centre and the candidate to decide upon.

(b) Tasks Providing Evidence for Other Units

As the candidate develops his/her idea, it is advisable for centres to record evidence of good practice. Keeping a diary/photographic evidence/applying safety rules and regulations can be used as evidence for other units.

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

Design and Technology – Designing and Modelling

Entry Level 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC 1.1 Find images of a similar product or products to that chosen for design work. AC1.2 Identify the basic features of a chosen product or products chosen for design work.		
LO2	AC2 .1 Create a basic design brief for the planned product. AC2.2 Identify some important points that will need to be considered in the design of the chosen product.		
LO3	AC3.1 Communicate initial creative ideas. AC3.2 Identify a suitable design for modelling.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Design and Technology – Design and Modelling

Entry Level 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Find images of a similar product or products to that chosen for design work. AC1.2 Comment on the key features of a chosen product or products chosen for design work.		
LO2	AC2.1 Create a design brief for the planned product. AC2.2 Write a design specification for the chosen product. AC2.3 Explain the purpose of the planned product.		
LO3	AC 3.1 Communicate creative design ideas using, 2D/ 3D sketches or drawings. AC3.2 Produce a working drawing. AC 3.3 Select a design and show how it meets the brief.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	Design and Technology – Making a Product (Working within one of the following focus areas: Resistant Materials, Textiles, Systems and Control or Graphic Products)	
Unit Ref. Nos.	Entry 2: R/601/5308	Entry 3: Y/601/5309
Entry Codes	Entry 2: 6221/E2	Entry 3: 6221/E3
Level:	2/3	
Credit value:	4	
Unit aim:	This unit aims to help learners to acquire the knowledge and skills to make a product of their own choosing.	

Learning outcomes The learner will	Assessment Criteria Entry 2 The learner can	Assessment Criteria Entry 3 The learner can
LO1 Be able to choose suitable materials for the chosen product.	AC1.1 Select from a given list appropriate material(s) for the chosen product. AC1.2 Select from a given list appropriate fixing methods for the chosen product.	AC1.1 Select appropriate material(s) for the chosen product. AC1.2 Explain their choice of materials. AC1.3 Choose appropriate fixing methods. AC1.4 Explain their choice of fixing methods.
LO2 Be able to manufacture their chosen design.	AC2.1 Select from a given list appropriate tools for making the product. AC2.2 Use equipment for making the product in a correct manner. AC2.3 Apply an appropriate finish to the product.	AC2.1 Select appropriate tools for making the product. AC2.2 Use equipment for making the product in a correct manner. AC2.3 Apply an appropriate finish to the product.
LO3 Review their manufactured product.	AC 2.1 Identify some strengths and weaknesses of their product design.	AC2.1 Identify the main strengths and weaknesses of their product design. AC2.2 Make suggestions for improvement.

2. Amplification of Content

Further guidance

(Suggested) Amplification of Content

Amplification it is anticipated that this would be done by making a product. The final piece of work could be supported by the use of questions and answers, practical demonstrations/examples the complexity would of course be subject to guidance from the teacher and of course tools/ equipment as available in the centre.

LO1 – Be able to choose suitable materials for the chosen product.

- Materials – evidence of reasons for a single material or range of materials.
- Fixing methods – consideration of the most suitable and applicable materials/methods for the design.

LO2 – Be able to manufacture their chosen design.

- Marking out methods.
- Using basic hand tools and equipment.
- Use of machine tools with some degree of success.
- Prepare and apply a suitable finish.
 - The students will need to analyse the positives and negatives of their products design.
 - Make recommendations for improvement.

LO3 – Review their manufactured product.

- This could be a verbal review of their finished product.
- There could be evidence of simple summative evaluations.
- Testing of the product.
- Identifications of modifications/improvements.
- Reviews of any stated specifications.

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 unit may be delivered along with:

Design and Technology – Designing and Modelling
Design and Technology – Planning the making of a product
Design and Technology – Health and Safety

This unit could also be linked to any other course that has elements related to making/designing a product, i.e. Art, etc.

3.2 Resources

- Various materials suitable for the manufacture of the product.
- Suitable class/workshop environment.
- Hand tools, jigs etc.

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:

Photographs, Design sheets, Test pieces- joints, finishes etc., the finished product, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

(a) Tasks specific to making a Product.

The type of tasks should come from a design and technology background. It is essential that learners do not over stretch themselves, i.e. the task should be achievable by the candidate with respect to their ability and time allowed. The task could be from a set of pre-produced drawings from a text book or teacher. The ideal would be from learners own set task and ideas.

Possible suggested tasks:

Task A: Make a wooden storage unit for holding an everyday item in the home.

Task B Make a rack for the kitchen.

Task C Make a carrying case for an important celebration or event such as the Olympics.

Task D Your mother and father often interrupt you when you are working at home. Make a 'Do not disturb' sign for your bedroom. It must have an electric light which runs off a DC supply.

Ultimately, the making task is left up to the centre and candidate to decide upon.

(b) Tasks Providing Evidence for Other Units

As the candidate makes his/her idea, it is advisable for centres to record evidence of good practice. Keeping a diary/photographic evidence/applying safety rules and regulations can be used as evidence for other units.

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

Design and Technology- Making a Product

Entry Level 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Select from a given list appropriate material(s) for the chosen product. AC1.2 Select from a given list appropriate fixing methods for the chosen product.		
LO2	AC2.1 Select from a given list appropriate tools for making the product. AC2.2 Use equipment for making the product in a correct manner. AC2.3 Apply an appropriate finish to the product.		
LO3	AC2.1 Identify the main strengths and weaknesses of their product design.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Design and Technology- Making a product

Entry Level 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Select appropriate material(s) for the chosen product. AC1.2 Explain their choice of materials. AC1.3 Choose appropriate fixing methods. AC1.4 Explain their choice of fixing methods.		
LO2	AC2.1 Select appropriate tools for making the product. AC2.2 Use equipment for making the product in a correct manner. AC2.3 Apply an appropriate finish to the product.		
LO3	AC2.1 Identify the main strengths and weaknesses of their product design. AC2.2 Make suggestions for improvement.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	Design and Technology – Planning (Working within one of the following focus areas: Resistant Materials, Textiles, Systems and Control or Graphic Products)	
Unit Ref. Nos.	Entry 2: L/602/0944	Entry 3: R/602/0945
Entry Codes	Entry 2: 6222/E2	Entry 3: 6223/E3
Level:	2/3	
Credit value:	3	
Unit aim:	This unit aims to help learners to acquire the knowledge and skills to plan the making of a product of their own choosing.	

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria – Entry 2 Assessment of the learning outcome will require a learner to demonstrate that they can:	Assessment Criteria – Entry 3 Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know the importance of planning the making of a product.	AC 1.1 Identify the key points to be taken into account in manufacturing the chosen product. AC 1.2 Identify the main stages of manufacturing the product. AC1.3 Estimate the length of time required for different stages of manufacturing the product.	AC1.1 Explain the key points to be taken into account in manufacturing the chosen product. AC1.2 Describe the main stages of manufacturing the product. AC1.3 Estimate the length of time required for different stages of manufacturing the product. AC1.4 Give reasons for the estimates of time required.
LO2 Be able to create a plan of manufacture.	AC2 .1 Produce a basic plan of manufacture. AC2.2 Identify some of the tools and processes required to manufacture the product.	AC2.1 Produce a detailed plan of manufacture. AC2.2 Identify the tools and processes required to manufacture the product.
LO3 Be able to review a plan of manufacture.	AC3.1 Make changes to their plan of manufacture where appropriate. AC3.2 Record changes to their plan of manufacture.	AC3.1 Make changes to their plan of manufacture where appropriate. AC3.2 Record changes to their plan of manufacture. AC3.3 Explain the reasons for changing their plan (e.g. more efficient and/or effective production).

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 the importance of planning

Learners will need to be taught the basic planning skills required and these should include:

- The importance of planning.
- How to identify key points in the planning process.
- The main stages in the manufacturing of a product.

LO2 – Be able to create a plan of manufacture

For learners to appreciate the importance of planning, learners should be provided with an opportunity to plan a product or model that they are working on.

Learners will need to be taught:

- How to present a plan for manufacture.
- The main stages in the making of a product.
- How to estimate time for a given stage.

LO3 – Review and change their manufacturing stages.

Learners should understand that a production/manufacturing plan is just a tool for keeping on track and ensuring quality. Learners should also be taught the importance of keeping good records to allow for detailed explanations why changes are needed.

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 unit is likely to be delivered along with:

Design and Technology – Making a product
Design and Technology – Health and Safety
Design and Technology – Designing and Modelling

This unit could also be linked to any other course that has elements related to planning ie. Art & Design, Motor Vehicle Maintenance, etc.

3.2 Resources

- Magazines.
- Internet website.
- Photographs.
- Books related to focus area.
- Discussion with a third party.

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:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

4.2 Examples of Tasks

(a) Tasks specific to Planning

For candidates to fully understand the assessment criteria for this unit, it would be better for them to be working on a product that they are modelling or making.

The production/making plan can be in any format, it could just be a series of short bullet points, a table, Gantt chart, flow diagram, etc.

The plan could include:

- The main stages of making.
- The tools/equipment required.
- Health and Safety issues.
- Estimated lengths of time for the making.
- Actual lengths of time for the making.
- Tracking of quality issues.
- Evaluation statements.

You could also consider doing the plan as a series of tasks, such as those shown below:

Task 1

Brainstorm the key points to be considered before you start to think about planning the making of your product.
i.e. I need working drawings, tools, pillar drill, etc.

Task 2

Do a weekly diary of how and what you are going to make.

Task 3

Produce a Gantt chart for the making your product.

(b) Tasks Providing Evidence for Other Units

Planning is a focused task. However, any issues related to health and safety should be mentioned. If candidates refer to, or make reference to such issues, they should be tracked and used as evidence for the Health and Safety 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

Design and Technology – Planning

Entry Level 2

ASSESSMENT RECORD

Candidate name _____ **Centre** _____

LO	Assessment Criteria	Met	Evidence
LO1	AC 1.1 Identify the key points to be taken into account in manufacturing the chosen product. AC 1.2 Identify the main stages of manufacturing the product. AC1.3 Estimate the length of time required for different stages of manufacturing the product.		
LO2	AC2.1 Produce/write a basic plan of manufacture. AC2.2 Identify some of the tools and processes required to manufacture the product.		
LO3	AC3.1 Make changes to their plan of manufacture where appropriate. AC3.2 Record changes to their plan of manufacture.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Design and Technology – Planning

Entry Level 3

ASSESSMENT RECORD

Candidate name _____ **Centre** _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Explain the key points to be taken into account in manufacturing the chosen product. AC1.2 Describe the main stages for manufacturing the product. AC1.3 Estimate the length of time required for different stages of manufacturing the product. AC1.4 Give reasons for the estimates of time required.		
LO2	AC2.1 Produce/write a detailed plan of manufacture. AC2.2 Identify the tools and processes required to manufacture the product.		
LO3	AC3.1 Make changes to their plan of manufacture where appropriate. AC3.2 Record changes to their plan of manufacture. AC3.3 Explain the reasons for changing their plan (e.g. more efficient and/or effective production).		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	Design and Technology – Health and Safety <i>(Working within one of the following focus areas: Resistant Materials, Textiles, Systems and Control or Graphic Products)</i>	
Unit Ref. Nos.	Entry 2: H/602/1291	Entry 3: M/602/1293
Entry Codes	Entry 2: 6223/E2	Entry 3: 6223/E3
Level:	2/3	
Credit value:	3	
Unit aim:	This unit aims to help learners to acquire and apply Health and Safety working practices in the context of Design and Technology work.	

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria – Entry 2 Assessment of the learning outcome will require a learner to demonstrate that they can:	Assessment Criteria – Entry 3 Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know about hazard or risks in the workshop environment.	AC1.1 Identify workshop areas where there may be hazard or risk. AC1.2 Identify where there may be hazard or risk when using general tools such as hand tools. AC1.3 Identify where there may be hazard or risk when using machines such as pillar drills, lathes etc. AC1.4 Identify Health and Safety symbols and diagrams.	AC1.1 Explain why there may be a hazard or risk in specific workshop areas. AC1.2 Explain why there may be a hazard or risk when using general tools such as hand tools. AC1.3 Explain where there may be a hazard or risk when using machines such as pillar drills, lathes etc. AC1.4 Explain Health and Safety symbols and diagrams.
LO2 Be able to apply health and safety practices.	AC2.1 Select the correct tool(s) for a particular process of making. AC2.2 Use equipment correctly under guidance when making products. AC2.3 Use general workshop machinery under guidance.	AC2.1 Select the correct tool(s) for a particular process of making. AC2.2 Select the correct equipment for making the product in the correct manner. AC2.3 Use general workshop machinery with limited guidance.
LO3 Be able to make a risk assessment.		AC 3.1 Produce a risk assessment for a given situation.

2. Amplification of Content

Further guidance

(Suggested) Amplification of Content

Amplification; this could be done by group work, question and answer, practical illustrations, exemplar material.

LO1 – Be able to assess a hazard or situation.

Learners should be made aware of hazards or situations that they are working in:

- General workshops have rules for everyone. Why?
- Areas where there are dangerous machines or hazards ie. Heat treatment areas.
- Using any tool is a hazard; students should be aware of the safe practice of any tool.
- Being able to understand signs and symbols.

LO2 – Be able to apply Health and Safety practices.

Learners should be able to apply safe working practices when working a workshop or specialist room:

- How to move safely in a workshop.
- Protective clothing.
- How to use various machines safely.
- Know about tool technology and that they can select the correct tool for the job.

LO3 – Be able to make a risk assessment.

Learners should be able to identify and minimise any potential risks when working in a workshop environment.

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 unit is likely to be delivered along with:

Design and Technology – Making a product
Design and Technology – Health and Safety
Design and Technology – Design and Model a Product

This unit could also be linked to any other course that has elements related to Health and safety. i.e. Art, Motor Vehicle Maintenance etc.

3.2 Resources

- Magazines.
- Internet website.
- Photographs.
- Books related to focus area.
- Discussion with a third party.

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:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

4.2 Examples of Tasks

(a) Tasks specific to Health and Safety

- There are no specific tasks required; however the candidate should relate their evidence of work, to the work that they are actually working on. You could also support their evidence by considering the following tasks:
- Draw a simple map of the workshop and indicate any important signs or symbols.
- Produce a general guide for a workshop.
- On the map given of the workshop provided, locate areas that are hazardous.
- Write a simple guide to using a cutting knife or scissors.
- Design a sign to inform fellow students that they must use gloves.
- Make a collage of photos showing good practice.
- Write a list of precautions when using a machine.

This is not a definitive list. You may make up your own tasks to suit the evidence required.

(b) Tasks Providing Evidence for Other Units

Health and Safety is a focussed task. However, if a candidate writes a set of procedures for a process, or the setting up of a particular machine, this work could be used as evidence for the Planning 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 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

Design and Technology – Health & Safety

Entry 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Identify workshop areas where there may be hazard or risk. AC1.2 Identify where there may be hazard or risk when using general tools such as hand tools. AC1.3 Identify where there may be hazard or risk when using machines such as pillar drills, lathes etc. AC1.4 Identify Health and Safety symbols and diagrams.		
LO2	AC2.1 Select the correct tool(s) for the correct process of making. AC2.2 Use equipment for making the product in a correct manner. AC2.3 Be able to use general workshop machinery under guidance.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Design and Technology – Health & Safety

Entry 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Explain why there may be a hazard or risk in specific workshop areas. AC1.2 Explain why there may be a hazard or risk when using general tools such as hand tools. AC1.3 Explain where there may be a hazard or risk when using machines such as pillar drills, lathes etc. AC1.4 Explain Health and Safety symbols and diagrams.		
LO2	AC2.1 Select the correct tool(s) for a particular process of making. AC2.2 Select the correct equipment for making the product in the correct manner. AC2.3 Use general workshop machinery with limited guidance.		
LO3	AC 3.1 Produce a risk assessment for a given situation.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Using the voice in a dramatic context
Unit Ref. No.	R/503/3975
Entry Code	6320/E2
Level	Entry 2
Credit value	3
Unit aim	This unit aims to help the learner to acquire the skills to use the voice across a range of situations, characters and moods in a dramatic context.

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 Be able to use different vocal skills in different situations	AC1.1 Identify different types of vocal skills AC1.2 Use different types of vocal skills in different situations
LO2 Be able to use voice skills to show differing moods/emotions	AC2.1 Identify vocal skills to portray different moods/emotions AC2.2 Use vocal skills to portray different moods/emotions
LO3 Be able to present different roles through the use of voice skills	AC3.1 Identify vocal skills to portray different roles AC3.2 Use vocal skills to portray different roles

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

The learner needs to identify and use **two** different types of vocal skills, appropriate to various situations. These would include either volume or tone.

LO2

The learner needs to identify and use **two** different types of vocal skills appropriate to various moods and emotions. These may include pace, pitch or pause.

LO3

The learner needs to identify and use **two** different types of vocal skills appropriate to various roles. These would include accent, status or age.

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.**

3.2 Resources

- CDs/DVDs of the use of voice in dramatic contexts, e.g. soaps, films, interviews.
- Use of recording/playing equipment.

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:

Evaluation sheets, recordings of the use of voice, diaries of work covered, task sheets.

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

The following suggestions may be produced by working in pairs or small groups:

Task 1

Use appropriate levels of volume or tone for the following situations:

- at the football match;
- making secret plans;
- shouting for help;
- in the library;
- reading the news;
- telling someone off;
- talking to a baby;
- having an argument.

Task 2

Use appropriate levels of pace and/or pitch and/or pause for the following situations:

- an emergency telephone call;
- chat show;
- reporting on a disaster;
- angry with someone;
- in a rush to go out;
- trying to remember an incident;
- being interviewed;
- ordering from the menu.

Task 3

Use appropriate choice of voice to indicate a role, indicating nationality and/or status and/or age for the following situations:

- American Airlines;
- very Welsh / Irish / Scottish / English;
- teacher in charge of a class;
- police officer arresting someone;
- old person reminiscing;
- lost child.

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



USING THE VOICE IN A DRAMATIC CONTEXT

(ENTRY 2)

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify different types of vocal skills AC1.2 Use different types of vocal skills in different situations			
AC2.1 Identify vocal skills to portray different moods/emotions AC2.2 Use vocal skills to portray different moods/emotions			
AC3.1 Identify vocal skills to portray different roles AC3.2 Use vocal skills to portray different roles			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Using the voice in a dramatic context
Unit Ref. No.	Y/503/3976
Entry Code	6320/E3
Level	Entry 3
Credit value	3
Unit aim	This unit aims to help the learner to acquire the skills to use the voice across a range of situations, characters and moods in a dramatic context.

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 Be able to use contrasting vocal skills in contrasting situations	AC1.1 Identify contrasting types of vocal skills AC1.2 Use contrasting types of vocal skills in contrasting situations
LO2 Be able to use voice skills to show contrasting moods/emotions	AC2.1 Identify vocal skills to portray contrasting moods/emotions AC2.2 Use vocal skills to portray contrasting moods/emotions
LO3 Be able to present contrasting roles through the use of voice skills	AC3.1 Identify vocal skills to portray contrasting roles AC3.2 Use vocal skills to portray contrasting roles

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

The learner needs to identify and use **three** contrasting types of vocal skills, appropriate to various situations. These would include volume and tone.

LO2

The learner needs to identify and use **three** contrasting types of vocal skills appropriate to various moods and emotions. These would include pace, pitch and pause.

LO3

The learner needs to identify and use **three** contrasting types of vocal skills appropriate to various roles. These would include accent, status and age.

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.**

3.2 Resources

- CDs/DVDs of the use of voice in dramatic contexts, e.g. soaps, films, interviews.
- Use of recording/playing equipment.

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:

Evaluation sheets, recordings of the use of voice, diaries of work covered, task sheets.

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

The following suggestions may be produced by working in pairs or small groups:

Task 1

Use appropriate levels of volume and tone for the following situations:

- at the football match;
- making secret plans;
- shouting for help;
- in the library;
- reading the news;
- telling someone off;
- talking to a baby;
- having an argument.

Task 2

Use appropriate levels of pace, pitch and pause for the following situations:

- an emergency telephone call;
- chat show;
- reporting on a disaster;
- angry with someone;
- in a rush to go out;
- trying to remember an incident;
- being interviewed;
- ordering from the menu.

Task 3

Use appropriate choices of voice to indicate a role, indicating nationality, status and age for the following situations:

- American Airlines;
- very Welsh / Irish / Scottish / English;
- teacher in charge of a class;
- police officer arresting someone;
- old person reminiscing;
- lost child.

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



USING THE VOICE IN A DRAMATIC CONTEXT

(ENTRY 3)

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify contrasting types of vocal skills AC1.2 Use contrasting types of vocal skills in contrasting situations			
AC2.1 Identify vocal skills to portray contrasting moods/emotions AC2.2 Use vocal skills to portray contrasting moods/emotions			
AC3.1 Identify vocal skills to portray contrasting roles AC3.2 Use vocal skills to portray contrasting roles			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Using the body in a dramatic context
Unit Ref. No.	D/503/3977
Entry Code	6321/E2
Level	Entry 2
Credit value	3
Unit aim	This unit aims to help the learner to acquire the skills to use their physical self/body across a range of situations, characters and moods in a dramatic context.

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 Be able to use the body to show differing moods/emotions	AC1.1 Identify body movements to portray different moods/emotions AC1.2 Use body movements to portray different moods/emotions
LO2 Be able to use the body to show different characters/roles	AC2.1 Identify body movements to portray different characters/roles AC2.2 Use body movements to portray different characters/roles
LO3 Be able to use mime to show different situations	AC3.1 Identify mime skills to portray different situations AC3.2 Perform a mime portraying different situations

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

The learner needs to identify and use at least **two** different types of movement appropriate to various moods/emotions. These may include being happy, tired, relaxed, sad, energetic, tense, etc.

LO2

The learner needs to identify and use at least **two** different types of movement appropriate to various characters/roles. These may include royalty, forces, various professions, etc.

LO3

The learner needs to identify and use at least **two** different types of mime appropriate to various situations. This may include eating a meal, gardening, shopping, etc.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all 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.**

3.2 Resources

- DVDs of the use of body in dramatic contexts, e.g. soaps, films, etc.
- Tables, chairs, rostra, props.

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:

Evaluation sheets, recordings of the use of body, diaries of work covered, task sheets.

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

The following suggestions may be produced by working as a whole class, in pairs or in small groups:

Task 1

Use appropriate movement, including gestures and facial expressions, to indicate mood/emotion in the following situations:

- surprise present;
- bad exam results;
- winning a competition;
- break-up with a friend;
- bad accident;
- teenage moods.

Task 2

Use appropriate movement, including gestures and facial expressions, to indicate character/role in the following roles:

- doctor;
- airline steward;
- traffic control;
- teacher at the black/white board;
- weather person;
- royalty.

Task 3

Use appropriate mime movements to indicate the following situations:

- fairground stalls;
- getting dressed;
- driving a car;
- day to day business, e.g. gardening, cooking, cleaning, decorating;
- various hobbies.

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



USING THE BODY IN A DRAMATIC CONTEXT

(ENTRY 2)

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify body movements to portray different moods/emotions AC1.2 Use body movements to portray different moods/emotions			
AC2.1 Identify body movements to portray different characters/roles AC2.2 Use body movements to portray different characters/roles			
AC3.1 Identify mime skills to portray different situations AC3.2 Perform a mime portraying different situations			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Using the body in a dramatic context
Unit Ref. No.	H/503/3978
Entry Code	6321/E3
Level	Entry 3
Credit value	3
Unit aim	This unit aims to help the learner to acquire the skills to use their physical self/body across a range of situations, characters and moods in a dramatic context.

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 Be able to use the body to show contrasting moods/emotions	AC1.1 Identify body movements to portray contrasting moods/emotions AC1.2 Use body movements to portray contrasting moods/emotions
LO2 Be able to use the body to show contrasting characters/roles	AC2.1 Identify body movements to portray contrasting characters/roles AC2.2 Use body movements to portray contrasting characters/roles
LO3 Be able to use mime to show contrasting situations	AC3.1 Identify mime skills to portray contrasting situations AC3.2 Perform a mime portraying contrasting situations

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

The learner needs to identify and use at least **three contrasting** types of movement appropriate to various moods/emotions. This may include happiness/sadness, tired/energetic, relaxed/tense, etc.

LO2

The learner needs to identify and use at least **three contrasting** types of movement appropriate to various characters/roles. This may include royalty, forces, various professions, etc.

LO3

The learner needs to identify and use at least **three contrasting** types of mime appropriate to various situations. This may include eating a meal, gardening, shopping, etc.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all 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.**

3.2 Resources

- DVDs of the use of body in dramatic contexts, e.g. soaps, films, etc.
- Tables, chairs, rostra, props.

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:

Evaluation sheets, recordings of the use of body, diaries of work covered, task sheets.

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

The following suggestions may be produced by working as a whole class, in pairs or in small groups:

Task 1

Use appropriate movement, including gestures and facial expressions, to indicate mood/emotion in the following situations:

- surprise present;
- bad exam results;
- winning a competition;
- break-up with a friend;
- bad accident;
- teenage moods.

Task 2

Use appropriate movement, including gestures and facial expressions, to indicate character/role in the following roles:

- doctor;
- airline steward;
- traffic control;
- teacher at the black/white board;
- weather person;
- royalty.

Task 3

Use appropriate mime movements to indicate the following situations:

- fairground stalls;
- getting dressed;
- driving a car;
- day to day business, e.g. gardening, cooking, cleaning, decorating;
- various hobbies.

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



USING THE BODY IN A DRAMATIC CONTEXT

(ENTRY 3)

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify body movements to portray contrasting moods/emotions AC1.2 Use body movements to portray contrasting moods/emotions			
AC2.1 Identify body movements to portray contrasting characters/roles AC2.2 Use body movements to portray contrasting characters/roles			
AC3.1 Identify mime skills to portray contrasting situations AC3.2 Perform a mime portraying contrasting situations			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Contributing to a dramatic improvisation
Unit Ref. No.	K/503/3979
Entry Code	6322/E2
Level	Entry 2
Credit value	4
Unit aim	This unit aims to help the learner to acquire the skills to contribute to an improvised or devised piece of drama based on a variety of stimuli.

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 Be able to use the body and voice to portray character	AC1.1 Identify and use body movements to portray different characters AC1.2 Identify and use different vocal skills to portray different characters
LO2 Be able to use starter lines to create an improvised scene	AC2.1 Respond to different starter lines AC2.2 Develop short scenes and/or characters from different starter lines
LO3 Be able to structure an improvised drama based on a stimulus	AC3.1 Include a beginning and an ending to an improvised drama in response to a stimulus AC3.2 Sequence ideas within an improvised drama
LO4 Be able to work with others to structure an improvised drama based on a stimulus	AC4.1 Work collaboratively with others to allocate roles AC4.2 Work collaboratively with others to include a beginning and an ending to an improvised drama AC4.3 Work collaboratively with others to sequence the ideas within an improvised drama

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

The learner needs to identify and use body movements and vocal skills to portray at least **two** characters. These may include gesture, facial expressions, volume, tone, pace, pitch.

LO2

The learner needs to use at least **two** starter lines to create an improvised scene based on character and situation. This may include discussion and planning.

LO3

The learner needs to use at least **two** stimuli to structure an improvised scene which has a clear beginning and ending. This may include planning and rehearsing.

LO4

The learner needs to be able to work with others to decide on roles, plot and development of an improvised drama, which is stimulus based. This may include responding to a picture, a poem, a song, etc.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all 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.**

3.2 Resources

Recording equipment, photographs, costumes, props, newspaper stimuli, TV programmes, songs, poems.

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:

Recordings of improvisations, evaluation sheets, diaries of work covered, task sheets.

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

The following suggestions may be produced by working as a whole class, in pairs or in small groups:

Task 1

Use appropriate body movements and vocal skills to indicate various characters in the following situations:

- parent/child interaction;
- peer/sibling conflict;
- at school;
- at work;
- on holiday;
- “stock” characters.

Task 2

Use given starter lines to produce an improvised piece of drama:

- ‘Why are you so late?’
- ‘Don’t use my stuff!’
- ‘Why weren’t you in school yesterday?’
- ‘You’re sacked!’
- ‘What drinks would you like?’
- ‘Hello, hello, hello! ‘

Task 3

Use a photograph, a poem, a song or a news event as a stimulus to produce an improvised piece of drama which has a structured beginning and end. This may cover:

- social issues such as drinking, smoking, vandalism, bullying, shoplifting, etc.;
- history such as the past, the present, the future;
- war.

Task 4

Work collaboratively with others to devise and design an improvised drama. This may include:

- casting roles;
- devising a storyline;
- discussing, planning and rehearsing the piece.
-

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



**CONTRIBUTING TO A DRAMATIC IMPROVISATION
(ENTRY 2)**

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify and use body movements to portray different characters AC1.2 Identify and use different vocal skills to portray different characters			
AC2.1 Respond to different starter lines AC2.2 Develop short scenes and/or characters from different starter lines			
AC3.1 Include a beginning and an ending to an improvised drama in response to a stimulus AC3.2 Sequence ideas within an improvised drama			
AC4.1 Work collaboratively with others to allocate roles AC4.2 Work collaboratively with others to include a beginning and an ending to an improvised drama AC4.3 Work collaboratively with others to sequence the ideas within an improvised drama			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Contributing to a dramatic improvisation
Unit Ref. No.	D/503/3980
Entry Code	6322/E3
Level	Entry 3
Credit value	4
Unit aim	This unit aims to help the learner to acquire the skills to contribute to an improvised or devised piece of drama based on a variety of stimuli.

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 Be able to use the body and voice to portray character	AC1.1 Identify and use body movements to portray contrasting characters AC1.2 Identify and use different vocal skills to portray contrasting characters
LO2 Be able to use starter lines to create an improvised scene	AC2.1 Respond to contrasting starter lines AC2.2 Develop short scenes and/or characters from contrasting starter lines
LO3 Be able to structure an improvised drama based on a stimulus	AC3.1 Include a beginning, middle and an ending to an improvised drama in response to a stimulus AC3.2 Sequence the ideas logically within an improvised drama
LO4 Be able to work with others to structure an improvised drama based on a stimulus	AC4.1 Work collaboratively with others to allocate roles within the group AC4.2 Work collaboratively with others to include a beginning, middle and an ending to an improvised drama AC4.3 Work collaboratively with others to sequence ideas logically within an improvised drama

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

The learner needs to identify and use body movements and vocal skills to portray at least **two contrasting** characters. These may include gesture, facial expressions, volume, tone, pace, pitch.

LO2

The learner needs to use at least **two contrasting** starter lines to create an improvised scene based on contrasting characters and situations. This may include discussion and planning.

LO3

The learner needs to use at least **two** stimuli to structure an improvised scene which has a clear beginning, middle and ending. This may include planning and rehearsing.

LO4

The learner needs to be able to work with others to decide on roles, plot and development of an improvised drama, which is stimulus based. This may include responding to a picture, a poem, a song, etc.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all 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.**

3.2 Resources

Recording equipment, photographs, costumes, props, newspaper stimuli, TV programmes, songs, poems.

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:

Recordings of improvisations, evaluation sheets, diaries of work covered, task sheets.

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

The following suggestions may be produced by working as a whole class, in pairs or in small groups:

Task 1

Use appropriate body movements and vocal skills to indicate various characters in the following situations:

- parent/child interaction;
- peer/sibling conflict;
- at school;
- at work;
- on holiday;
- “stock” characters.

Task 2

Use given starter lines to produce an improvised piece of drama:

- ‘Why are you so late?’
- ‘Don’t use my stuff!’
- ‘Why weren’t you in school yesterday?’
- ‘You’re sacked!’
- ‘What drinks would you like?’
- ‘Hello, hello, hello! ‘

Task 3

Use a photograph, a poem, a song or a news event as a stimulus to produce an improvised piece of drama which has a structured beginning, middle and end. This may cover:

- social issues such as drinking, smoking, vandalism, bullying, shoplifting, etc.;
- history such as the past, the present, the future;
- war.

Task 4

Work collaboratively with others to devise and design an improvised drama. This may include:

- casting roles;
- devising a storyline;
- discussing, planning and rehearsing the piece.

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



**CONTRIBUTING TO A DRAMATIC IMPROVISATION
(ENTRY 3)
ASSESSMENT RECORD**

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify and use body movements to portray contrasting characters AC1.2 Identify and use different vocal skills to portray contrasting characters			
AC2.1 Respond to contrasting starter lines AC2.2 Develop short scenes and/or characters from contrasting starter lines			
AC3.1 Include a beginning, middle and an ending to an improvised drama in response to a stimulus AC3.2 Sequence the ideas logically within an improvised drama			
AC4.1 Work collaboratively with others to allocate roles within the group AC4.2 Work collaboratively with others to include a beginning, middle and an ending to an improvised drama AC4.3 Work collaboratively with others to sequence ideas logically within an improvised drama			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Contribute to the creation of a group drama presentation
Unit Ref. No.	H/503/3981
Entry Code	6323/E2
Level	Entry 2
Credit value	5
Unit aim	This unit aims to help the learner to acquire the skills and understanding to contribute to the creation and presentation of drama performances as part of a group.

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 Be able to contribute to the planning of a drama presentation	AC1.1 Make contributions to group discussions AC1.2 Contribute to the development of a storyline or plot AC1.3 Work collaboratively with others to allocate roles AC1.4 Work collaboratively to sequence ideas showing a clear start and ending to a drama
LO2 Be able to use costume and props to enhance character and performance	AC2.1 Select a costume for an individual role to be performed AC2.2 Select personal props for an individual role to be performed
LO3 Be able to rehearse in preparation for performance as part of a group	AC3.1 Work on skills to perform a role AC3.2 Rehearse collaboratively with others within a group
LO4 Be able to perform to an audience as part of a group	AC4.1 Perform a role as planned, in front of an audience AC4.2 Work collaboratively with others within a performance

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

The learner needs to contribute to the planning of the structure of the group presentation including a clear start and ending. This includes suggesting and deciding upon characters, plot and development of the piece.

LO2

The learner needs to select and use appropriate costumes and props, in order to enhance the overall performance of their own character.

LO3

The learner needs to work on the development of a character, incorporating speech and movement, in conjunction with others in the group, i.e. rehearse, respond and interact.

LO4

The learner needs to perform their role as part of a group, offering support to others, in front of an audience.

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.**

3.2 Resources

Recording equipment, sound/lighting, costumes, props, scenery, rehearsal/performance space.

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:

Recordings of the final polished piece, evaluation sheets, diaries of the process, task sheets, programme listing cast and scenes.

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

The following suggestions should be produced by working in groups of 2 -5 allocating approximately 2 minutes per candidate in the final performance:

Task 1

Discuss and choose **one** title per group, to be used as a stimulus for the group performance:

1. What a Laugh!
2. The Adventure.
3. Disaster Strikes.
4. Home at Last!

Task 2

Discuss and decide on how the storyline could develop. Give ideas on how the plot begins and how it has a definite ending. Make a storyboard.

Discuss and decide on the characters involved and who would play them. Write a cast list.

Task 3

Discuss and decide on the use of your costumes, props, scenery, sound and lighting. Make lists and/or draw ideas.

Task 4

Present your character, incorporating selected speech and movement.

Task 5

Rehearse the planned piece with others in the group. Make changes and/or adaptations as the work progresses.

Task 6

Participate co-operatively in a dress rehearsal in front of peers.

Task 7

Perform and record a polished group piece of drama in front of an invited audience.

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



**CONTRIBUTE TO THE CREATION OF
A GROUP DRAMA PRESENTATION
(ENTRY 2)**

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Make contributions to group discussions AC1.2 Contribute to the development of a storyline or plot AC1.3 Work collaboratively with others to allocate roles AC1.4 Work collaboratively to sequence ideas showing a clear start and ending to a drama			
AC2.1 Select a costume for an individual role to be performed AC2.2 Select personal props for an individual role to be performed			
AC3.1 Work on skills to perform a role AC3.2 Rehearse collaboratively with others within a group			
AC4.1 Perform a role as planned, in front of an audience AC4.2 Work collaboratively with others within a performance			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Contribute to the creation of a group drama presentation
Unit Ref. No.	K/503/3982
Entry Code	6323/E3
Level	Entry 3
Credit value	5
Unit aim	This unit aims to help the learner to acquire the skills and understanding to contribute to the creation and presentation of a drama performance as part of a group.

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 Be able to contribute to the planning of a drama presentation	AC1.1 Make contributions to group discussions AC1.2 Contribute to the development of a storyline or plot AC1.3 Work collaboratively with others to allocate roles within a group AC1.4 Work collaboratively to sequence ideas showing a clear start, middle and ending to a drama
LO2 Be able to use costume and props to enhance character and performance	AC2.1 Select a costume for an individual role to be performed AC2.2 Suggest costumes for other roles to be performed AC2.3 Select personal props for an individual role to be performed AC2.4 Suggest props for other roles to be performed
LO3 Be able to rehearse in preparation for performance as part of a group	AC3.1 Work on skills to perform a role expressively AC3.2 Rehearse collaboratively with others within a group
LO4 Be able to perform to an audience as a part of a group	AC4.1 Produce a focused performance of a role as planned, in front of an audience AC4.2 Work collaboratively with others within a performance

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

The learner needs to contribute to the planning of the structure of the group presentation including a clear start, middle and ending. This includes suggesting and deciding upon characters, plot and development of the piece.

LO2

The learner needs to select and use appropriate costumes and props, in order to enhance the overall performance of their own character and other characters.

LO3

The learner needs to work on the development of a character, incorporating speech and movement, in conjunction with others in the group, i.e. rehearse, respond and interact.

LO4

The learner needs to perform their role as part of a group, offering support to others, in front of an audience.

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.**

3.2 Resources

Recording equipment, sound/lighting, costumes, props, scenery, rehearsal/performance space.

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:

Recordings of the final polished piece, evaluation sheets, diaries of the process, task sheets, programme listing cast and scenes.

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

The following suggestions should be produced by working in groups of 2 - 5 allocating approximately 2 minutes per candidate in the final performance:

Task 1

Discuss and choose **one** title per group, to be used as a stimulus for the group performance:

1. What a Laugh!
2. The Adventure.
3. Disaster Strikes.
4. Home at Last!

Task 2

Discuss and decide on how the storyline could develop. Give ideas on how the plot begins and what happens next, finishing with a definite ending. Make a storyboard.

Discuss and decide on the characters involved and who would play them. Write a cast list.

Task 3

Discuss and decide on the use of costumes, props, scenery, sound and lighting. Make lists and/or draw ideas.

Task 4

Present your character, incorporating selected speech and movement.

Task 5

Rehearse the planned piece with others in the group. Make changes and/or adaptations as the work progresses.

Task 6

Participate co-operatively in a dress rehearsal in front of peers.

Task 7

Perform and record a polished group piece of drama in front of an invited audience.

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



**CONTRIBUTE TO THE CREATION OF
A GROUP DRAMA PRESENTATION
(ENTRY 3)**

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Make contributions to group discussions AC1.2 Contribute to the development of a storyline or plot AC1.3 Work collaboratively with others to allocate roles within a group AC1.4 Work collaboratively to sequence ideas showing a clear start, middle and ending to a drama			
AC2.1 Select a costume for an individual role to be performed AC2.2 Suggest costumes for other roles to be performed AC2.3 Select personal props for an individual role to be performed AC2.4 Suggest props for other roles to be performed			
AC3.1 Work on skills to perform a role expressively AC3.2 Rehearse collaboratively with others within a group			
AC4.1 Produce a focused performance of a role as planned, in front of an audience AC4.2 Work collaboratively with others within a performance			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

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

WJEC 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: _____

Moderator: _____ Date: _____

EXPLORING FILM GENRES - ENTRY 3

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: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

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

WJEC ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identity purposes of advertising. AC1.2 Identity 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: _____

Moderator: _____ Date: _____

EXPLORING ADVERTISING - ENTRY 3

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: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	Creating a Print Media Product
Unit Ref. Nos.	T/503/6593
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
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: _____

Moderator: _____ Date: _____

CREATING A PRINT MEDIA PRODUCT - ENTRY 3

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: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	Designing a Music Website Homepage
Unit Ref. Nos.	A/503/3999
Entry Codes	6332/E2
Level	Entry 2
Credit value:	3
Unit aim:	This unit aims to enable learners to develop the knowledge and skills to design the homepage for a music website.

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 conventions of music website homepages.	AC1.1 Identify key visual elements of a music website homepage. AC1.2 Identify interactive features of a music website homepage.
LO2 Be able to plan the content of a music website homepage.	AC2.1 Suggest ideas for the content of a music website homepage. AC2.2 Identify content to be included in a music website homepage.
LO3 Be able to design a music website homepage.	AC3.1 Suggest ideas for a music website homepage design. AC3.2 Include key visual elements of a music website homepage. AC3.3 Include key interactive features of a music website homepage.

Title:	Designing a Music Website Homepage
Unit Ref. Nos.	D/503/4000
Entry Codes	6332/E3
Level	Entry 3
Credit value:	3
Unit aim:	This unit aims to enable learners to develop the knowledge and skills to design the homepage for a music website.

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 conventions of music website homepages.	AC1.1 Outline a range of key visual elements of a music website homepage. AC1.2 Outline a range of interactive features of a music website homepage.
LO2 Be able to plan the content of a music website homepage.	AC2.1 Suggest a range of ideas for the content of a music website homepage. AC2.2 Outline a range of content to be included in a music website homepage.
LO3 Be able to design a music website homepage.	AC3.1 Suggest a range of ideas for a music website homepage design. AC3.2 Include a range of key visual elements of a music website homepage. AC3.3 Include a range of key interactive features of a music website homepage.

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 key features of music website homepages; that is, the landing pages of websites promoting bands or solo artists.

The key visual features could include:

- use of colour
- layout
- typography
- banners
- design
- use of images

The key interactive features are those features that allow the user to participate, which could include:

- links
- navigation bars
- thumbnails
- image tags
- forums
- blogs
- hotspots
- video clips
- chatrooms
- user generated content

LO2

Learners should be able to plan the content of a music website homepage, which could include:

- news
- biographies
- competitions
- merchandise
- advertising
- lyrics
- tickets and tour dates

LO3

Learners should be able to design a music website homepage, conceiving of and planning an idea. They should include conventional visual elements and interactive features as outlined in LO1.

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 design unit is one of three exploration and planning units. It is anticipated that learners will have completed the exploration and planning units before starting on a production unit.

3.2 Resources

John Ashton (ed), *GCSE Media Studies for WJEC* (Routledge 2009)
Times Educational Supplement website (www.tes.co.uk) – Resources and –Forums
<http://media.edusites.co.uk/>
Examples of music websites

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:

- Annotated screen print or PowerPoint or equivalent of a homepage of a webpage labelling main conventions.
- Annotated screen print or PowerPoint or equivalent of a homepage labelling visual conventions, language conventions, typical modes of address, design/layout conventions, interactive links or image and sound conventions.
- Annotated screen print or PowerPoint or equivalent of a planned homepage to show how visual images (moving or still) appeal to the primary audience of the chosen website through mode of address, camera angles or lighting.
- Spider diagrams or other similar planning techniques.
- Hand-drawn layouts, appropriately labelled.
- An electronically produced final version of a homepage of a media website. There is no requirement for the website to be 'live'. However, it is likely to incorporate ideas from drafts which encourage audience interaction most successfully through a variety of features.

4.2 Examples of Tasks

Tasks specific to Designing a Music Website Homepage

LO1

- Explore a range of music websites.
- Annotate the homepage of a music website, identifying key elements.
- Explore the main audience(s) of a relevant music website. Identify what suggests that a specific audience has been targeted.
- Explore how the design/layout appeal to the main audience.
- Annotate the images on a music website, suggesting how/why they have been used.
- Explore the conventions of music websites (in terms of visual images, moving and still, interactive features, animation, audio-visual features, language, mode of address and design/layout).

LO2

- Produce mastheads/titles/banners in different fonts and explore opportunities for animation.
- Work in groups to develop ideas.
- Explore comparable products to what is to be produced.
- Create mock-ups for homepages for music websites. Explore the effect of different design choices: use of different colour ranges, different interactive features, animation features, graphics or advertising.
- Produce a plan of the same homepage in two contrasting ways.

LO3

- Produce a music website homepage for a band or performer.

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.

DESIGNING A MUSIC WEBSITE HOMEPAGE - ENTRY 2

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify key visual elements of a music website homepage. AC1.2 Identify interactive features of a music website homepage.			
AC2.1 Suggest ideas for the content of a music website homepage. AC2.2 Identify content to be included in a music website homepage.			
AC3.1 Suggest ideas for a music website homepage design. AC3.2 Include key visual elements of a music website homepage. AC3.3 Include key interactive features of a music website homepage.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

DESIGNING A MUSIC WEBSITE HOMEPAGE - ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Outline a range of key visual elements of a music website homepage. AC1.2 Outline a range of interactive features of a music website homepage.			
AC2.1 Suggest a range of ideas for the content of a music website homepage. AC2.2 Outline a range of content to be included in a music website homepage.			
AC3.1 Suggest a range of ideas for a music website homepage design. AC3.2 Include a range of key visual elements of a music website homepage. AC3.3 Include a range of key interactive features of a music website homepage.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	Creating an Audio-Visual Sequence
Unit Ref. Nos.	M/503/3997
Entry Codes	6334/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 an audio-visual media sequence

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:
<p>LO1</p> <p>Know the key features of audio-visual sequences.</p>	<p>AC1.1</p> <p>Identify common camera shot types in audio-visual sequences.</p> <p>AC1.2</p> <p>Identify an example of sound used in audio-visual sequences.</p>
<p>LO2</p> <p>Be able to plan an audio-visual sequence.</p>	<p>AC2.1</p> <p>Develop ideas for an audio-visual sequence.</p> <p>AC2.2</p> <p>Identify camera shots to be used in the sequence.</p> <p>AC2.3</p> <p>Suggest an order for the camera shots to be used in the sequence.</p> <p>AC2.4</p> <p>Identify an example of sound to be used in the sequence.</p>
<p>LO3</p> <p>Be able to produce, as part of a group, an audio-visual sequence.</p>	<p>AC3.1</p> <p>Use some common camera shots.</p> <p>AC3.2</p> <p>Order camera shots in a sequence.</p> <p>AC3.3</p> <p>Use natural sound.</p>

Title:	Creating an Audio-Visual Sequence
Unit Ref. Nos.	R/503/8223
Entry Codes	6334/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 an audio-visual media sequence

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 audio-visual sequences.	AC1.1 Outline a range of common camera shot types in audio-visual sequences. AC1.2 Identify examples of sound used in audio-visual sequences.
LO2 Be able to plan an audio-visual sequence.	AC2.1 Develop a range of ideas for an audio-visual sequence. AC2.2 Identify a range of camera shots to be used in the sequence. AC2.3 Identify a clear order for the camera shots to be used in the sequence. AC2.4 Identify examples of sound to be used in the sequence.
LO3 Be able to produce, as part of a group, an audio-visual sequence.	AC3.1 Use a range of common camera shots. AC3.2 Order camera shots in a clear sequence. AC3.3 Use added sound.

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 key features of audio-visual sequences. A sequence is a short series of connected camera shots. Sequences could be taken from a range of audio-visual products, including:

- Science Fiction films
- Horror films
- Romantic Comedy films
- TV Soap Operas
- Situation Comedies
- Pop videos
- TV adverts

Learners should be introduced to the key features of audio-visual sequences, including:

- shot types: e.g. close up, extreme close up, mid shot, long shot, extreme long shot, wide shot, high angle shot, low angle shot
- sound: music, dialogue, sound effects, added sound, live sound.

LO2

Learners should be able to plan an audio-visual sequence, which could include:

- a suspense sequence
- a chase sequence
- a comedy sequence
- an action sequence
- an opening sequence

Learners should be introduced to planning techniques, including:

- storyboards
- mood boards
- shot lists
- scripts
- treatments
- sketches
- spider-diagrams

LO3

Learners should be introduced to the basic technologies involved in creating an audio-visual sequence, such as using a camera or a mobile phone to record images and natural sound. Sound, such as music or sound effects, can be added to sequences using basic editing techniques and equipment.

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, although units may be completed in any order. *Creating an Audio-Visual Sequence* could be linked with *Exploring Film Genres*. Learners could produce a sequence from a genre previously explored.

3.2 Resources

John Ashton (ed), *GCSE Media Studies for WJEC* (Routledge 2009)
Times Educational Supplement website (www.tes.co.uk) – Resources and Forums
www.filmeducation.org
www.mediaedu.com
Jackie Newman et al, *GCSE Film Studies* (Routledge 2008; 2nd edition forthcoming 2011)
Auteur publications

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:

- Annotated stills from audio-visual products
- An annotated 'storyboard' of a short sequence from a film or tv programme
- Identification and description of shot types and types of sound
- Written evidence, spider-diagrams, lists, bullet points
- Plans in a variety of presentational forms (storyboards, shot lists, sketches, spider-diagrams, sketches, scripts, treatments)
- A final version of the audio-visual product, with images and sound

4.2 Examples of Tasks

Tasks specific to Creating an Audio-Visual Production

LO1

- Explore the shot types in a sequence from a TV Talent Show/Horror film/Soap Opera/Action Movie
- Produce a shot list for a sequence from a TV Talent Show/Horror film/Soap Opera/Action Movie
- Produce a storyboard for a sequence from a TV Talent Show/Horror film/Soap Opera/Action Movie showing shot types and type of sound
- Experiment with sound effects in an editing package

LO2

- Produce treatments (character profiles, dress, sets/setting, narrative idea) for short audio-visual sequence.
- Script a short sequence from a film or TV programme.
- Storyboard a short sequence form a film or TV programme.

LO3

- Produce a short sequence such as the opening sequence of a new Soap Opera or TV Talent Show, the title sequence of a new Science Fiction film or a short sequence from a new Horror film.
- Produce two different versions of the same sequence.

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 AN AUDIO-VISUAL SEQUENCE - ENTRY 2

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify common camera shot types in audio-visual sequences. AC1.2 Identify an example of sound used in audio-visual sequences.			
AC2.1 Develop ideas for an audio-visual sequence. AC2.2 Identify camera shots to be used in the sequence. AC2.3 Suggest an order for the camera shots to be used in the sequence. AC2.4 Identify an example of sound to be used in the sequence.			
AC3.1 Use some common camera shots. AC3.2 Order camera shots in a sequence. AC3.3 Use natural sound.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

CREATING AN AUDIO-VISUAL SEQUENCE - ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Outline a range of common camera shot types in audio-visual sequences. AC1.2 Identify examples of sound used in audio-visual sequences.			
AC2.1 Develop a range of ideas for an audio-visual sequence. AC2.2 Identify a range of camera shots to be used in the sequence. AC2.3 Identify a clear order for the camera shots to be used in the sequence. AC2.4 Identify examples of sound to be used in the sequence.			
AC3.1 Use a range of common camera shots. AC3.2 Order camera shots in a clear sequence. AC3.3. Use added sound.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Solo Music Performance
Unit Ref. No.	K/503/4002
Entry Code	6340/E2
Level	Entry 2
Credit value	4
Unit aim	This unit aims to equip the learner with the skills required to perform a variety of solo pieces.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
<p>LO1</p> <p>Be able to perform solo pieces on an instrument/voice</p>	<p>AC1.1</p> <p>Sing or play short, simple solo pieces</p> <p>AC1.2</p> <p>Show some technical control of the chosen instrument/voice</p> <p>AC1.3</p> <p>Show some sense of expression in the performances</p>
<p>LO2</p> <p>Be able to appraise the solo performances</p>	<p>AC2.1</p> <p>Identify the strength(s) and weakness(es) of the solo performances</p> <p>AC2.2</p> <p>Identify how to address weakness(es)</p> <p>AC2.3</p> <p>Show an attempt to improve the solo performances</p>

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

The learner can perform a range of simple pieces but for assessment should play or sing a **minimum of two pieces**. These pieces can either be melodic or rhythmic pieces. It is expected that a learner would perform on one instrument or voice. It is acceptable for learners to perform on different instruments if they so wish. At this level it is expected that the pieces selected will:

- be a minimum of 8 bars and maximum of 16 bars long;
- have a range of up to 5 different notes;
- contain simple rhythms made up mainly of semibreves, minims and/or crotchets if a melodic piece;
- contain more varied rhythms such as dotted and quaver rhythms if played on an unturned percussion instrument.

The learner should be able to show some technical control over the selected instrument. For a singer this would involve tuning, breath control, diction and projection. It is expected that at this level the learner will add some dynamic contrast (loud and quiet passages) when performing.

LO2

The learner needs to carry out a review of their work during the rehearsal period and consider what they are doing well and what could be improved. They should make some attempt to work on any weakness(es) identified.

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.

3.2 Resources

- Music scores for various instruments
- Recordings of pieces selected
- Video of performances of pieces including clips available on YouTube
- WJEC Entry Level Pathways Music Resource Booklet

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

The following types of evidence are likely to feature:

Recordings of the two solo pieces, evaluation sheets or records of oral discussion on the appraisal

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

Task 1

Perform *When The Saints Go Marching In* in straight (not swung) rhythms made up of crotchets, minims and semibreves. Play the first 8 bars softly and the second 8 bars loudly. The teacher can enhance the performance by accompanying the learner. The piece could be played on a melodic instrument or sung.

Task 2

Perform the first eight bars of *Ode To Joy* without dotted rhythms (using just crotchets and minims). Play the 8 bars twice, the first time softly and the second time loudly. The teacher can enhance the performance by accompanying the learner.

Task 3

Complete an evaluation sheet during the rehearsal and preparation of the above pieces, ticking **at least one area** of strength and **one area** of weakness. The learner could show how he/she has attempted to overcome the weakness(es) identified.

Task 4

Record a question and answer session during the rehearsal and preparation of the above pieces where the learner identifies **at least one area** of strength and **one area** of weakness. The learner and teacher could discuss how the learner will overcome the weakness(es) identified.

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



**SOLO MUSIC PERFORMANCE (ENTRY 2)
ASSESSMENT RECORD**

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Sing or play short, simple solo pieces AC1.2 Show some technical control of the chosen instrument/voice AC1.3 Show some sense of expression in the performances			
AC2.1 Identify the strength(s) and weakness(es) of the solo performances AC2.2 Identify how to address weakness(es) AC2.3 Show an attempt to improve the solo performances			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Solo Music Performance
Unit Ref. No.	H/503/4001
Entry Code	6340/E3
Level	Entry 3
Credit value	4
Unit aim	This unit aims to equip the learner with the skills required to perform a variety of solo pieces.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
<p>LO1</p> <p>Be able to perform solo pieces on an instrument/voice</p>	<p>AC1.1</p> <p>Sing or play short, simple solo pieces</p> <p>AC1.2</p> <p>Show technical control of the chosen instrument/voice in a fluent and mainly accurate performance</p> <p>AC1.3</p> <p>Perform with appropriate expression</p>
<p>LO2</p> <p>Be able to appraise the solo performances</p>	<p>AC2.1</p> <p>Identify the strengths and weaknesses of the solo performances</p> <p>AC2.2</p> <p>Identify how to address weaknesses</p> <p>AC2.3</p> <p>Show an attempt to improve the solo performances</p>

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

The learner can perform a range of simple pieces but for assessment should play or sing a **minimum of two pieces**. These pieces can either be melodic or rhythmic pieces. It is expected that a learner would perform on one instrument or voice. It is acceptable for learners to perform on different instruments if they so wish. At this level it is expected that the pieces selected will:

- be a minimum of 16 bars and maximum of 32 bars long;
- have a range of at least 5 different notes;
- contain quavers and/or dotted notes in the rhythm.

The learner should be able to show some technical control over the selected instrument. For a singer this would involve tuning, breath control, diction and projection. It is expected that at this level the learner will add some dynamic contrast (loud and quiet passages) when performing.

LO2

The learner needs to carry out a review of their work during the rehearsal period and consider what they are doing well and what could be improved. They should make some attempt to work on any weaknesses identified.

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.

3.2 Resources

- Music scores for various instruments
- Recordings of pieces selected
- Video of performances of pieces including clips available on YouTube
- WJEC Entry Level Music Pathways Resource Booklet

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

The following types of evidence are likely to feature:

Recordings of the two solo pieces, evaluation sheets or records of oral discussion on the appraisal

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

Task 1

Perform *Kumbaya*. Play the 16 bars twice, the first time loudly and the second time softly. The teacher can enhance the performance by accompanying the learner. The piece could be played on a melodic instrument or sung.

Task 2

Perform *Largo* from *New World Symphony* playing the first section softly, the middle section with a crescendo and a diminuendo for the final section, which is played softly. The teacher can enhance the performance by accompanying the learner.

Task 3

Complete an evaluation sheet during the rehearsal and preparation of the above pieces, ticking **at least two areas** of strength and **two areas** of weakness. The learner could show how he/she has attempted to overcome the weaknesses identified.

Task 4

Record a question and answer session during the rehearsal and preparation of the above pieces where the learner identifies **at least two areas** of strength and **two areas** of weakness. The learner and teacher could discuss how the learner will overcome the weaknesses identified.

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



**SOLO MUSIC PERFORMANCE (ENTRY 3)
ASSESSMENT RECORD**

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Sing or play short, simple solo pieces AC1.2 Show technical control of the chosen instrument/voice in a fluent and mainly accurate performance AC1.3 Perform with appropriate expression			
AC2.1 Identify the strengths and weaknesses of the solo performances AC2.2 Identify how to address weaknesses AC2.3 Show an attempt to improve the solo performances			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Ensemble Music Performance
Unit Ref. No.	H/503/3995
Entry Code	6341/E2
Level	Entry 2
Credit value	5
Unit aim	This unit aims to equip the learner with the skills required to perform a variety of pieces as part of an ensemble.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
<p>LO1</p> <p>Be able to perform pieces as part of an ensemble on an instrument/voice</p>	<p>AC1.1</p> <p>Sing or play short, simple pieces as part of an ensemble</p> <p>AC1.2</p> <p>Show some technical control of the chosen instrument/voice</p> <p>AC1.3</p> <p>Show some sense of expression in the performances</p>
<p>LO2</p> <p>Be able to appraise the ensemble performances</p>	<p>AC2.1</p> <p>Identify the strength(s) and weakness(es) of the individual performances</p> <p>AC2.2</p> <p>Identify the strength(s) and weakness(es) of others in the ensemble performances</p> <p>AC2.3</p> <p>Identify how to address individual weakness(es)</p> <p>AC2.4</p> <p>Show an attempt to improve the ensemble performances</p>

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

The learner can perform a range of simple pieces but for assessment should play or sing a **minimum of two pieces**. These pieces can either be melodic or rhythmic pieces. It is expected that a learner would perform on one instrument or voice. It is acceptable for learners to perform on different instruments if they so wish. The other members of the ensemble do not have to be assessed. There should be a minimum of one other part in the ensemble in addition to the learner being assessed. There is no upper limit to the number of parts permitted. At this level it is expected that the pieces selected will:

- be a minimum of 8 bars and maximum of 16 bars long;
- have a range of up to 5 different notes;
- contain simple rhythms made up mainly of semibreves, minims and/or crotchets if a melodic piece;
- contain more varied rhythms such as dotted and quaver rhythms if played on an unturned percussion instrument.

The learner should be able to show some technical control over the selected instrument. For a singer this would involve tuning, breath control, diction and projection. It is expected that at this level the learner will add some dynamic contrast (loud and quiet passages) when performing.

LO2

The learner needs to carry out a review of their work during the rehearsal period and consider what they are doing well and what could be improved. They should make some attempt to work on any weakness(es) identified.

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.

3.2 Resources

- Music scores for various instruments
- Recordings of pieces selected
- Video of performances of pieces including clips available on YouTube
- WJEC Entry Level Music Pathways Resource Booklet

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

The following types of evidence are likely to feature:

Recordings of the two solo pieces, evaluation sheets or records of oral discussion on the appraisal

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

Task 1

Perform the ground bass part in a classroom arrangement of *Pachelbel's Canon*, including dynamic contrast.

Task 2

Play or sing the melodic line of *Blowing in the Wind* without any dotted rhythms (using just crotchets and minims), including dynamics. The other member of the ensemble could play or sing a harmonised melodic line in parallel motion. The teacher can enhance the performance by accompanying the ensemble.

Task 3

Complete an evaluation sheet during the rehearsal and preparation of the above pieces, ticking **at least one area** of strength and **one area** of weakness. The learner could show how he/she has attempted to overcome the weakness(es) identified.

Task 4

Record a question and answer session during the rehearsal and preparation of the above pieces where the learner identifies **at least one area** of strength and **one area** of weakness. The learner and teacher could discuss how the learner will overcome the weakness(es) identified.

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



**ENSEMBLE MUSIC PERFORMANCE
(ENTRY 2)
ASSESSMENT RECORD**

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
<p>AC1.1 Sing or play short, simple pieces as part of an ensemble</p> <p>AC1.2 Show some technical control of the chosen instrument/voice</p> <p>AC1.3 Show some sense of expression in the performances</p>			
<p>AC2.1 Identify the strength(s) and weakness(es) of the individual performances</p> <p>AC2.2 Identify the strength(s) and weakness(es) of others in the ensemble performances</p> <p>AC2.3 Identify how to address individual weakness(es)</p> <p>AC2.4 Show an attempt to improve the ensemble performances</p>			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Ensemble Music Performance
Unit Ref. No.	K/503/3996
Entry Code	6341/E3
Level	Entry 3
Credit value	5
Unit aim	This unit aims to equip the learner with the skills required to perform a variety of pieces as part of an ensemble.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
<p>LO1</p> <p>Be able to perform pieces as part of an ensemble on an instrument/voice</p>	<p>AC1.1</p> <p>Sing or play short, simple pieces as part of an ensemble</p> <p>AC1.2</p> <p>Show technical control of the chosen instrument/voice in a fluent and mainly accurate performance</p> <p>AC1.3</p> <p>Perform with appropriate expression</p> <p>AC1.4</p> <p>Show a sense of ensemble performing</p>
<p>LO2</p> <p>Be able to appraise the ensemble performances</p>	<p>AC2.1</p> <p>Identify the strengths and weaknesses of the individual performances</p> <p>AC2.2</p> <p>Identify the strengths and weaknesses of others in the ensemble performances</p> <p>AC2.3</p> <p>Identify how to address individual weaknesses</p> <p>AC2.4</p> <p>Show an attempt to improve the ensemble performances</p>

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

The learner can perform a range of simple pieces but for assessment should play or sing a **minimum of two pieces**. These pieces can either be melodic or rhythmic pieces. It is expected that a learner would perform on one instrument or voice. It is acceptable for learners to perform on different instruments if they so wish. The other members of the ensemble do not have to be assessed. There should be a minimum of one other part in the ensemble in addition to the learner being assessed. There is no upper limit to the number of parts permitted. At this level it is expected that the pieces selected will:

- be a minimum of 16 bars and maximum of 32 bars long;
- have a range of at least 5 different notes;
- contain quavers and/or dotted notes in the rhythm.

The learner should be able to show some technical control over the selected instrument. For a singer this would involve tuning, breath control, diction and projection. It is expected that at this level the learner will add some dynamic contrast (loud and quiet passages) when performing.

LO2

The learner needs to carry out a review of their work during the rehearsal period and consider what they are doing well and what could be improved. They should make some attempt to work on any weaknesses identified.

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.

3.2 Resources

- Music scores for various instruments
- Recordings of pieces selected
- Video of performances of pieces including clips available on YouTube
- WJEC Entry Level Music Pathways Resource Booklet

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

The following types of evidence are likely to feature:

Recordings of the two solo pieces, evaluation sheets or records of oral discussion on the appraisal

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

Task 1

Perform a part that moves in crotchets and quavers in a classroom arrangement of *Pachelbel's Canon*. Include dynamic contrast and be aware of balance in relation to other members of the ensemble.

Task 2

Play or sing the melodic line of *Make You Feel My Love*. The other member of the ensemble could play or sing a harmonised melodic line in parallel motion. Include dynamic contrast and be aware of balance in relation to other members of the ensemble.

The teacher can enhance the performance by accompanying the ensemble.

Task 3

Complete an evaluation sheet during the rehearsal and preparation of the above pieces, ticking **at least two areas** of strength and **two areas** of weakness for the learner and for one other member of the ensemble. The learner could show how he/she has attempted to overcome the individual weaknesses identified.

Task 4

Record a question and answer session during the rehearsal and preparation of the above pieces where the learner identifies **at least two areas** of strength and **two areas** of weakness for both the individual performance and for one other in the ensemble. The learner and teacher could discuss how the learner will overcome the weaknesses identified.

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



**ENSEMBLE MUSIC PERFORMANCE
(ENTRY 3)
ASSESSMENT RECORD**

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Sing or play short, simple pieces as part of an ensemble AC1.2 Show technical control of the chosen instrument/voice in a fluent and mainly accurate performance AC1.3 Perform with appropriate expression AC1.4 Show a sense of ensemble performing			
AC2.1 Identify the strengths and weaknesses of the individual performances AC2.2 Identify the strengths and weaknesses of others in the ensemble performances AC2.3 Identify how to address individual weaknesses AC2.4 Show an attempt to improve the ensemble performances			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Composing Music
Unit Ref. No.	Y/503/3993
Entry Code	6342/E2
Level	Entry 2
Credit value	4
Unit aim	This unit aims to equip the learner with the skills required to compose a variety of pieces in different styles.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
<p>LO1</p> <p>Be able to create and organise musical ideas to produce compositions</p>	<p>AC1.1</p> <p>Create simple ideas making use of some musical elements</p> <p>AC1.2</p> <p>Organise musical ideas</p> <p>AC1.3</p> <p>Use resources (instruments/software) in keeping with chosen genres</p> <p>AC1.4</p> <p>Store the final compositions (either in writing or recording)</p>
<p>LO2</p> <p>Be able to appraise their own compositions</p>	<p>AC2.1</p> <p>Identify the strength(s) and weakness(es) of the compositions with reference to the musical elements and selected genres</p> <p>AC2.2</p> <p>Identify how to address weakness(es)</p> <p>AC2.3</p> <p>Show an attempt to improve the compositions</p>

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

The learner can compose a range of pieces but for assessment should compose a **minimum of two pieces** in two contrasting genres (e.g. 'Popular' music and 'World' music). These pieces should use some of the musical elements such as timbre, texture, etc. It is important that the musical ideas are organised into some phrases and that they have a coherent structure, for example based on the 12-bar blues, or ternary forms. The compositions can be recorded as 'live' pieces stored in some form of notation (letter names or graphic notation, etc.) or can be recorded and stored on a computer. It is expected that the compositions would last between 30 seconds to 1 minute.

LO2

The learner needs to carry out a review of their work during the creation of the compositions, considering what they are doing well and what could be improved. They should make some attempt to work on any weakness(es) identified.

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.

3.2 Resources

- Recordings of pieces composed in the selected genres
- WJEC Entry Level Pathways Music Resource Booklet

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

The following types of evidence are likely to feature:

Recordings of the two compositions, evaluation sheets or records of oral discussion on the appraisal

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

Task 1

Compose a 12-bar blues melody over a given pre-recorded backing track using the blues scale in A (A C D D# E G). The learner should start and end on either A or E. The ideas should be simple with use of repetition as in the blues pieces listened to in class. The melodic line should be recorded over the backing track using Cubase and saved on the computer.

Task 2

Compose a piece of music to match a film clip. In the film the learner should watch out for the following features and represent them musically:

- the dark deserted street
- the woman walking
- the lights flickering on
- the wind blowing
- some creepy noises
- the woman screaming

The final version should be recorded using the CD recorder and the musical ideas captured on paper using graphic notation.

Task 3

Complete an evaluation sheet during the composition process, ticking **at least one area** of strength and **one area** of weakness. The learner could show how he/she has attempted to overcome the weakness(es) identified.

Task 4

Record a question and answer session during the composition process where the learner identifies **at least one area** of strength and **one area** of weakness. The learner and teacher could discuss how the learner will overcome the weakness(es) identified.

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



COMPOSING MUSIC (ENTRY 2)
ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Create simple ideas making use of some musical elements AC1.2 Organise musical ideas AC1.3 Use resources (instruments/software) in keeping with chosen genres AC1.4 Store the final compositions (either in writing or recording)			
AC2.1 Identify the strength(s) and weakness(es) of the compositions with reference to the musical elements and selected genres AC2.2 Identify how to address weakness(es) AC2.3 Show an attempt to improve the compositions			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Composing Music
Unit Ref. No.	D/503/3994
Entry Code	6342/E3
Level	Entry 3
Credit value	4
Unit aim	This unit aims to equip the learner with the skills required to compose a variety of pieces in different styles.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
<p>LO1</p> <p>Be able to create and organise musical ideas to produce compositions</p>	<p>AC1.1</p> <p>Create imaginative ideas making use of musical elements</p> <p>AC1.2</p> <p>Organise musical ideas</p> <p>AC1.3</p> <p>Use resources (instruments/software) in keeping with chosen genres</p> <p>AC1.4</p> <p>Store the final compositions (either in writing or recording)</p>
<p>LO2</p> <p>Be able to appraise their own compositions</p>	<p>AC2.1</p> <p>Identify the strengths and weaknesses of the compositions with reference to the musical elements and selected genres</p> <p>AC2.2</p> <p>Identify how to address weaknesses</p> <p>AC2.3</p> <p>Show an attempt to improve the compositions</p>

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

The learner can compose a range of pieces but for assessment should compose a **minimum of two pieces** in two contrasting genres (e.g. 'Popular' music and 'World' music). These pieces should use most of the musical elements such as timbre, texture, dynamics, etc. It is important that the musical ideas are organised into phrases and that they have a coherent structure, for example based on the 12-bar blues, or ternary forms. The compositions can be recorded as 'live' pieces stored in some form of notation (letter names or graphic notation, etc.) or can be recorded and stored on a computer. It is expected that the compositions would last between 40 seconds to 1 minute 20 seconds.

LO2

The learner needs to carry out a review of their work during the creation of the compositions, considering what they are doing well and what could be improved. They should make some attempt to work on any weaknesses identified.

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.

3.2 Resources

- Recordings of pieces composed in the selected genres
- WJEC Entry Level Pathways Music Resource Booklet

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

The following types of evidence are likely to feature:

Recordings of the two compositions, evaluation sheets or records of oral discussion on the appraisal

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

Task 1

Compose a melody in ternary form (ABA). The melody should be diatonic with each section lasting 8 bars. A variety of rhythms should be used to create interest. The learner should select an appropriate instrument (voice) on which the composition should be played, using pre-programmed sounds on a keyboard. The final version should be recorded using the CD recorder and the musical ideas captured on paper using letter names.

Task 2

Compose a piece of 'Chinese' music using the pentatonic scale based on C (CDEGA). The piece should consist of an ostinato bass line with four other question and answer phrases composed over it. The ostinato should start and end on C. The question phrases should be the same length as the answer phrases. The piece could be structured in the following way:

- ostinato only
- first q and a phrase over ostinato
- ostinato only
- second q and a phrase over ostinato
- third q and a phrase over ostinato
- ostinato only
- fourth q and a phrase over ostinato
- ostinato only twice

The ostinato should be recorded on Cubase and looped with the other question and answer phrases recorded on top of this.

Task 3

Complete an evaluation sheet during the composition process, ticking **at least two areas** of strength and two areas of weakness. The learner could show how he/she has attempted to overcome the weaknesses identified.

Task 4

Record a question and answer session during the composition process where the learner identifies **at least two areas** of strength and **two areas** of weakness. The learner and teacher could discuss how the learner will overcome the weaknesses identified.

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



COMPOSING MUSIC (ENTRY 3)

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
<p>AC1.1 Create imaginative ideas making use of musical elements</p> <p>AC1.2 Organise musical ideas</p> <p>AC1.3 Use resources (instruments/software) in keeping with chosen genres</p> <p>AC1.4 Store the final compositions (either in writing or recording)</p>			
<p>AC2.1 Identify the strengths and weaknesses of the compositions with reference to the musical elements and selected genres</p> <p>AC2.2 Identify how to address weaknesses</p> <p>AC2.3 Show an attempt to improve the compositions</p>			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Appraising Music
Unit Ref. No.	L/503/3991
Entry Code	6343/E2
Level	Entry 2
Credit value	5
Unit aim	This unit aims to equip the learner with the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and/or traditions.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
<p>LO1</p> <p>Know the 'building blocks' of music</p>	<p>AC1.1</p> <p>Identify different tempi in contrasting genres of music</p> <p>AC1.2</p> <p>Identify different melodic features in contrasting genres of music</p> <p>AC1.3</p> <p>Identify simple aspects of structure in contrasting genres of music</p>
<p>LO2</p> <p>Know the expressive elements of music</p>	<p>AC2.1</p> <p>Identify changes in timbre in contrasting genres of music</p> <p>AC2.2</p> <p>Identify changes in dynamics (loud and quiet) in contrasting genres of music</p> <p>AC2.3</p> <p>Identify simple changes in texture (thick and thin) in contrasting genres of music</p>
<p>LO3</p> <p>Know the stylistic features of different genres of music</p>	<p>AC3.1</p> <p>Identify distinctive musical features of contrasting genres of music</p>

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

The learner should have some knowledge of the musical elements and should listen to a variety of genres but for assessment should appraise **two genres of music** (e.g. 'Popular' music and 'World' music). The learner should be able to identify tempi as being slow, moderate or fast and should be able to recognise some simple features in a melody such as changes in pitch (high/low) and movement by step or leap. The learner should also be able to recognise different aspects of structure such as repetition and contrast.

LO2

The learner should have some knowledge of the musical elements and should listen to a variety of genres, but for assessment should appraise **two genres of music** (e.g. 'Popular' music and 'World' music). The learner should be able to identify the sounds of some different instruments (e.g. violin and piano), and should be able to recognise the difference between loud and quiet dynamics. The learner should also be able to recognise changes in texture (thick and thin).

LO3

The learner should be able to identify **at least two** different musical features of both genres of music appraised above. For example, use of pentatonic scale and tuned percussion in Gamelan music and use of twelve-bar blues structure and drum kit in Blues music.

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.

3.2 Resources

- Background information on the genres of music selected (various books and websites)
- Recordings of music
- WJEC Entry Level Pathways Music Resource Booklet

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

The following types of evidence are likely to feature:

Worksheets showing the learners' appraisal of the musical genres selected including multiple choice questions and some open-ended questions. Alternatively a recording of a question and answer session with a learner could be submitted.

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

Task 1

Listen to *Green Onions*, a piece based on the 12-bar blues, asking learners to identify the tempo as being slow, moderate or fast. The learners could identify how many times the pattern was repeated and could choose which one of the three graphic representations of the melodic line was correct. They could identify two different instruments playing in the recording, stating where and how the dynamics and texture change. Finally the learners should be able to identify the 12 bar blues pattern they hear, the use of guitar and/or improvisation or the use of the drum kit as features of this genre of music.

Task 2

Listen to a piece of traditional Indian music, asking learners to identify the tempo as being slow, moderate or fast. The learners could identify how many times the drum pattern was repeated and could choose which one of the three graphic representations of the melodic line was correct. They could identify two different instruments playing in the recording, stating where and how the dynamics and texture change. Finally the learners should be able to identify the pentatonic scale being used, the use of the sitar and/or tabla or the use of a drone as features of this genre of music.

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



APPRAISING MUSIC (ENTRY 2)

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify different tempi in contrasting genres of music AC1.2 Identify different melodic features in contrasting genres of music AC1.3 Identify simple aspects of structure in contrasting genres of music			
AC2.1 Identify changes in timbre in contrasting genres of music AC2.2 Identify changes in dynamics (loud and quiet) in contrasting genres of music AC2.3 Identify simple changes in texture (thick and thin) in contrasting genres of music			
AC3.1 Identify distinctive musical features of contrasting genres of music			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Appraising Music
Unit Ref. No.	R/503/3992
Entry Code	6343/E3
Level	Entry 3
Credit value	5
Unit aim	This unit aims to equip the learner with the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and/or traditions.

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
<p>LO1 Know the 'building blocks' of music</p>	<p>AC1.1 Identify different rhythms and tempi in contrasting genres of music</p> <p>AC1.2 Identify different melodic features in contrasting genres of music</p> <p>AC1.3 Identify aspects of structure in contrasting genres of music</p>
<p>LO2 Know the expressive elements of music</p>	<p>AC2.1 Identify changes in timbre in contrasting genres of music</p> <p>AC2.2 Identify changes in dynamics (loud and quiet) in contrasting genres of music</p> <p>AC2.3 Identify changes in texture (thick and thin) in contrasting genres of music</p>
<p>LO3 Know the stylistic features of different genres of music</p>	<p>AC3.1 Identify distinctive musical features of contrasting genres of music</p>

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

The learner should have some knowledge of the musical elements and should listen to a variety of genres but for assessment should appraise **three genres of music** (e.g. 'Classical', 'Popular' music and 'World' music). The learner should be able to identify tempi as being slow, moderate or fast (including number of beats per bar) and should be able to recognise some features in a melody such as changes in pitch (high/low) and movement by step or leap. The learner should also be able to recognise different aspects of structure such as repetition and contrast.

LO2

The learner should have some knowledge of the musical elements and should listen to a variety of genres but for assessment should appraise **three genres of music** (e.g. 'Classical', Popular music and 'World' music). The learner should be able to identify the sounds of some different instruments (e.g. violin, drum kit and piano), and should be able to recognise the difference between loud and quiet dynamics. The learner should also be able to recognise changes in texture (thick and thin).

LO3

The learner should be able to identify **at least two** different musical features of the three genres of music appraised above. For example, use of pentatonic scale and tuned percussion in Gamelan music, use of harpsichord and repetition in Baroque music and use of twelve-bar blues structure and drum kit in Blues music.

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.

3.2 Resources

- Background information on the genres of music selected (various books and websites)
- Recordings of the music
- WJEC Entry Level Pathways Music Resource Booklet

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

The following types of evidence are likely to feature:

Worksheets showing the learners' appraisal of the musical genres selected including multiple choice questions and some open-ended questions. Alternatively a recording of a question and answer session with a learner could be submitted

Overall comments will be summarised on the Assessment Record Form.

4.2 Examples of Tasks

Task 1

Listen to *Green Onions*, a piece based on the 12-bar blues, asking learners to identify the tempo as being slow, moderate or fast and whether there are 3 or 4 beats per bar. The learners could identify how many times the pattern was repeated and could identify whether the instrument harmonising was at a higher or lower pitch. They could identify two different instruments playing in the recording, stating where and how the dynamics and texture change. Finally the learners should be able to identify the 12 bar blues pattern they hear, the use of guitar and/or improvisation or the use of the drum kit as features of this genre of music.

Task 2

Listen to a piece of traditional Indian music, asking learners to identify the tempo as being slow, moderate or fast and whether it remains constant throughout the extract. The learners could identify how many times the drum pattern was repeated and could identify if the melody moved mainly by step or leap. They could identify two different instruments playing in the recording, stating where and how the dynamics and texture change. Finally the learners should be able to identify the pentatonic scale being used, the use of the sitar and/or tabla or the use of a drone as features of this genre of music.

Task 3

Listen to a recording of an extract from *Pachelbel's Canon*, asking learners to identify if the tempo stays the same throughout the piece or if it changes. The learners could identify how many times the ground bass pattern was repeated and whether it moved mainly by step or leap. They could identify the family of instruments playing in the recording stating where and how the dynamics and texture change. Finally the learners should be able to identify the ostinato patterns, the use of repetition or the family of instruments used as features of this genre of music.

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



APPRAISING MUSIC (ENTRY 3)

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify different rhythms and tempi in contrasting genres of music AC1.2 Identify different melodic features in contrasting genres of music AC1.3 Identify aspects of structure in contrasting genres of music			
AC2.1 Identify changes in timbre in contrasting genres of music AC2.2 Identify changes in dynamics (loud and quiet) in contrasting genres of music AC2.3 Identify changes in texture (thick and thin) in contrasting genres of music			
AC3.1 Identify distinctive musical features of contrasting genres of music			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – ENTRY QUALIFICATIONS

Title	Working as Part of a Group
Unit Ref. No.	H/502/0437
Entry Code	6110/E2
Level	Entry 2
Credit value	2
Unit aim	This unit aims to enable learners to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.

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:
<p>LO1</p> <p>Demonstrate an awareness of how to work with others in appropriate ways.</p>	<p>AC1.1</p> <p>Participate in setting ground rules for working with others.</p> <p>AC1.2</p> <p>Relate basic information about the work to be carried out.</p> <p>AC1.3</p> <p>Identify their role in the group.</p>
<p>LO2</p> <p>Be able to demonstrate working as part of a group.</p>	<p>AC2.1</p> <p>Carry out given tasks when working with others.</p> <p>AC2.2</p> <p>Ask for or offer help when required.</p> <p>AC2.3</p> <p>Identify what went well and what went less well.</p>

Title	Working as Part of a Group
Unit Ref. No.	K/502/0455
Entry Code	6110/E3
Level	Entry 3
Credit value	2
Unit aim	This unit aims to enable learners to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know how to work with others in appropriate ways.	AC1.1 Contribute to setting ground rules for working with others. AC1.2 Make suggestions about the role they should play in the group.
LO2 Be able to play an active role in working as part of a group.	AC2.1 Carry out agreed activities when working with others on a group task. AC2.2 Make suggestions and receive feedback appropriately. AC2.3 Ask for or offer help when required.
LO3 Review their role in the group.	AC3.1 Review their work with others. AC3.2 Identify how they contributed to the group. AC3.3 Identify what went well and areas they could improve in working with others.

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.

This unit could be undertaken to support any group activity, such as an enterprise activity or one of the companion units such as Environmental Awareness, Community Action etc or even a unit from another pathway such as Investigating your History, Introduction to Animal Care etc.

LO1

The learner will need to appreciate the value of working as a member of a team and identify requirements such as:

- Being honest
- Speaking for themselves, but not dominating
- Taking responsibility for their own actions
- Ensuring all group members contribute to final outcome
- Listen to other's point of view

LO2

The learner will need to be actively involved in a group activity that includes:

- Defining a task
- Making a plan
- Allocating work
- Checking performance
- Identifying help required
- Completing tasks

LO3

The learner will need to review the part they played within the group in terms of negative as well as positive aspects of the experience.

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.**

Working towards goals, Community action, Environmental awareness, Managing social relationships plus various appropriate units across the Entry Level Pathways that lend themselves to group activities.

3.2 Resources

WJEC support materials (legacy first skills/PSS)
Appropriate PSE texts within the centre

Internet websites:

www.wjec.co.uk
www.navca.org.uk
www.communityaction.org.uk
www.wastewatch.org
www.wcl.org
www.worldlandtrust.org
www.earthdefenders.co.uk

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

The following types of evidence are likely to feature:

Photographs, evaluation sheets, Witness Statements, wall displays, posters, Power point presentations, videos, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

The requirements of the Assessment Criteria may be satisfied whilst the learners are involved in a group activity as part of other units, although some such activities could be created specifically for this unit, such as:

- | | |
|---------------|---|
| Task 1 | Making cakes for a charity stall |
| Task 2 | Organising a tea for local elderly people |
| Task 3 | Planning a day out at a theme park |
| Task 4 | Planning a wildlife garden in the school |
| Task 5 | Organising an anti-litter campaign |
| Task 6 | Setting up a mini-business/enterprise, e.g. car-wash; cake stall; plant sales; tuck shop etc. |

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

WORKING AS PART OF A GROUP - ENTRY 2

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Participate in setting ground rules for working with others.			
AC1.2 Relate basic information about the work to be carried out.			
AC1.3 Identify their job role in the group.			
AC2.1 Carry out given tasks when working with others.			
AC2.2 Ask for or offer help when required.			
AC2.3 Identify what went well and what went less well.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WORKING AS PART OF A GROUP - ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Contribute to setting ground rules for working with others.			
AC1.2 Make suggestions about the role they should play in the group.			
AC2.1 Carry out agreed activities when working with others on a group task.			
AC2.2 Make suggestions and receive feedback appropriately.			
AC2.3 Ask for or offer help when required.			
AC3.1 Review their work with others.			
AC3.2 Identify how they contributed to the group.			
AC3.3 Identify what went well and areas they could improve in working with others.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - LEVEL 1 QUALIFICATIONS

Title	Working as Part of a Group
Unit Ref. No.	R/502/0465
Entry Code	6110/L1
Level	Level 1
Credit value	2
Unit aim	This unit aims to enable learners to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.

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 Understand how to work with others as part of a group in appropriate ways.	AC1.1 Suggest appropriate ground rules for working with others. AC1.2 Contribute to the planning of group and individual activities.
LO2 Demonstrate how to work as an effective group member.	AC2.1 Work with others in a positive way to carry out individual and group activities. AC2.2 Make suggestions appropriately. AC2.3 Deal with instructions appropriately. AC2.4 Deal with feedback appropriately.
LO3 Review the group's progress and their contribution to it.	AC3.1 Review the progress the group has made in working with others. AC3.2 Describe how they contributed to the work of the group. AC3.3 Describe what went well and what went less well. AC3.4 Suggest how they could improve their skills in working with others.

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

The learner will need to appreciate the value of working as a member of a team and be able to suggest general ground rules such as

- Being honest
- Speaking for themselves
- Taking responsibility for their own actions
- Ensuring all group members including themselves contribute to planning and the activities
- Listening to other's point of view
- Having a positive approach

The learner should be able follow these rules when contributing to the planning of a specific group activity and the initial allocation of individual tasks.

LO2

The learner will need to be fully involved in the group activity, and at all times act appropriately when

- Making suggestions
- Defining a task
- Making a plan
- Allocating work
- Checking performance
- Identifying support for themselves and supporting others
- Completing group and individual tasks

LO3

The learner will need to review the success of the group activity and the part they played within the group in terms of negative as well as positive aspects of the experience. The learner will also need to use this experience to suggest how to develop their interpersonal skills in future group activities.

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.**

3.2 Resources

WJEC support materials
Appropriate PSE texts within the centre

Internet websites:

www.wjec.co.uk
www.navca.org.uk
www.communityaction.org.uk
www.wastewatch.org
www.wcl.org
www.worldlandtrust.org
www.earthdefenders.co.uk

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:

Photographs, evaluation sheets, witness statements, wall displays, posters, PowerPoint presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

The requirements of the assessment criteria may be satisfied whilst the learners are involved in a group activity as part of other units, although some such activities could be created specifically for this unit, such as

Task 1 Making cakes for a charity stall or coffee morning.

Task 2 Organising a tea for local elderly people.

Task 3 Planning a day out at a theme park/outdoor activity centre or any visit of interest.

Task 4 Planning a wildlife garden in the school.

Task 5 Organising an anti-litter campaign.

Task 6 Setting up a mini-business/enterprise, e.g. car-wash, cake stall, plant sales, tuck shop.

Task 7 Planning and participating in a residential experience.

Task 8 Planning and producing a school newsletter/assembly etc.

Task 9 Planning and participating in a visit to a leisure centre/ten-pin bowling.

Task 10 Organising and producing a display at the school.

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.

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

**WORKING AS PART OF A GROUP - LEVEL 1
ASSESSMENT RECORD**

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Suggest appropriate ground rules for working with others.			
AC1.2 Contribute to the planning of group and individual activities.			
AC2.1 Work with others in a positive way to carry out individual and group activities .			
AC2.2 Make suggestions appropriately.			
AC2.3 Deal with instructions appropriately.			
AC2.4 Deal with feedback appropriately.			
AC3.1 Review the progress the group has made in working with others.			
AC3.2 Describe how they contributed to the work of the group.			
AC3.3 Describe what went well and what went less well.			
AC3.4 Suggest hoe they could improve their skills in working with others.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – ENTRY QUALIFICATIONS

Title	Working towards Goals
Unit Ref. No.	Y/502/0435
Entry Code	6111/E2
Level	Entry 2
Credit value	2
Unit aim	This unit aims to enable learners working at Entry 2 to understand how to identify and work towards goals appropriately.

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 Demonstrate an awareness of the skills and qualities needed for success in work and life.	AC1.1 Recognise their skills, qualities and interests. AC1.2 Identify their strengths. AC1.3 Say what they could improve.
LO2 Demonstrate an awareness of how to identify goals.	AC2.1 Identify some short-term goals they would like to work towards. AC2.2 Agree a goal with an appropriate person.
LO3 Follow steps to achieve a personal goal.	AC3.1 Say who will support them to work towards the agreed goal. AC3.2 Carry out given activities to work towards the agreed goal. AC3.3 Identify what has been achieved.

Title	Working towards Goals
Unit Ref. No.	D/502/0453
Entry Code	6111/E3
Level	Entry 3
Credit value	2
Unit aim	This unit aims to enable learners working at Entry 3 to understand how to identify and work towards goals appropriately.

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 Be able to identify goals.	AC1.1 State their strengths and what they need to improve. AC1.2 Identify an appropriate short-term goal to work towards. AC1.3 Agree the goal with an appropriate person.
LO2 Be able to plan how to meet their agreed goal.	AC2.1 Identify what needs to be done to work towards the goal. AC2.2 Identify sources of support to help achieve their goal. AC2.3 Say what the deadlines are for achieving the goal.
LO3 Follow a plan to achieve an agreed goal.	AC3.1 Carry out activities to achieve the goal. AC3.2 Review their progress towards achieving the goal. AC3.3 Identify whether the goal has been achieved.

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 will need to identify what their personal strengths and weaknesses are. What are their ideas for the future? What they need to develop in order to achieve their ambitions. Consider various options. Decide on a short-term goal in the context of the centre.

LO2

Identify an action plan which includes:

- What they will need to do to achieve the goal?
- The people who can help them.
- Any other support they will need
- A time-scale for completing it.

LO3

Follow the plan by:

- Carrying out the agreed processes
- Reviewing what they have achieved
- Reflecting on the outcomes
- Suggesting ways to improve

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.**

Managing own money
Making the most of leisure time
Dealing with problems in daily life
Working as part of a group

Developing self
Managing social relationship
Community action
Individual rights and responsibilities

3.2 Resources

Apart from resources used by individual centres, the WJEC has provided a range of materials to supplement other resources to support the work of this unit.

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:

Photographs, evaluation sheets, Witness Statements, wall displays, posters, Power point presentations, videos, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

Task 1 Produce a leaflet about a job that interests you.

Task 2 Keep a record of the activities that led to you reaching your agreed goal.

Task 3 Produce a simple display of the various skills required for at least four different jobs.

Task 4 Produce a PowerPoint presentation describing the steps taken to reach the goals you have identified.

Task 5 Decide on a new skill you may wish to learn e.g. playing chess, fishing, new IT skills such as PowerPoint, swimming etc.

Task 6 Decide one thing in your life you would like to change, such as starting to exercise, cycling to school, eating healthier food, etc

Task 7 Produce a plan on how to achieve a specific personal goal:

- Losing weight
- Increasing fitness levels
- Eating 5 portions of fruit and vegetables a day

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

WORKING TOWARDS GOALS - ENTRY 2

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Recognise their skills, qualities and interests.			
AC1.2 Identify their strengths.			
AC1.3 Say what they could improve.			
AC2.1 Identify some short-term goals they would like to work towards.			
AC2.2 Agree a goal with an appropriate person.			
AC3.1 Say who will support them to work towards the agreed goal.			
AC3.2 Carry out given activities to work towards the agreed goal.			
AC3.3 Identify what has been achieved.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WORKING TOWARDS GOALS - ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 State their strengths and what they need to improve.			
AC1.2 Identify an appropriate short-term goal to work towards.			
AC1.3 Agree the goal with an appropriate person.			
AC2.1 Identify what needs to be done to work towards the goal.			
AC2.2 Identify sources of support to help achieve their goal.			
AC2.3 Say what the deadlines are for achieving the goal.			
AC3.1 Carry out activities to achieve the goal.			
AC3.2 Review their progress towards achieving the goal.			
AC3.3 Identify whether the goal has been achieved.			

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

WJEC PATHWAYS - LEVEL 1 QUALIFICATIONS

Title	Working Towards Goals
Unit Ref. No.	6111/L1
Entry Code	J/502/0463
Level	Level 1
Credit value	2
Unit aim	This unit aims to enable learners to understand how to identify and work towards goals appropriately.

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:
<p>LO1</p> <p>Be able to identify and explain their goals.</p>	<p>AC1.1 Describe own strengths and what they need to improve.</p> <p>AC1.2 Identify at least one goal which is important to their development.</p> <p>AC1.3 Explain why achieving this goal is important.</p> <p>AC1.4 Agree the goal with an appropriate person.</p>
<p>LO2</p> <p>Prepare an action plan to meet their goal.</p>	<p>AC2.1 Identify the activities needed to work towards the goal.</p> <p>AC2.2 Identify time scales and deadlines for the achievement of the goal.</p> <p>AC2.3 Identify the resources needed to support them in achieving the goal.</p>
<p>LO3</p> <p>Follow a plan to achieve an agreed goal.</p>	<p>AC3.1 Follow the activities in the action plan.</p> <p>AC3.2 Regularly review the activities and outcomes with an appropriate person.</p> <p>AC3.3 Identify what has been achieved and still needs to be done.</p> <p>AC3.4 Amend the action plan to reflect progress.</p>

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

In this unit the learner could identify short-term goals such as:

- passing an exam/completing a set assessment
- playing for a team
- saving for a particular item

or a long-term goal such as

- a career
- further education
- purchasing a car/bike
- growing their hair/nails

The goal chosen should be challenging but also SMART – specific, measurable, attainable, realistic and time-sensitive; and may be a positive goal e.g. 'I want to learn.....' or a negative goal e.g. 'I want to stop smoking'.

Learners will need to explain what is meant by 'strengths' and identify their personal strengths and accomplishments to date. What are their ideas for the future? What do they need to develop or change in order to achieve their ambitions?

Learners will need to decide on a goal that is personally important to them, after discussion with an appropriate person, such as a teacher, parent, carer, counsellor, careers adviser, etc.

LO2

The learner will need to develop an action plan which includes:

- What they will need to do to achieve the goal.
- Whether the activities can be broken down into small manageable steps
- Possible obstacles to achieving the goal
- The resources and people who can help them
- Any other support they will need
- A time-scale and deadline for completing it

LO3

The learner will need to follow the plan by:

- Carrying out the agreed processes
- Reviewing what they have achieved with an appropriate person
- Reflecting on the outcomes and on what still needs to be done
- Modify the action plan in the light of progress that may have been made
- Identifying new skills they would like to develop

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.

3.2 Resources

There are a number of internet sites that offer free goal setting worksheets and lesson plans

www.worksheetplace.com

www.about.com

www.goals2go.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:

Photographs, evaluation sheets, witness statements, wall displays, posters, PowerPoint presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

- Task 1** Produce a leaflet or display about a job/career that might interest you.
- Task 2** Make a list of all your goals in school for the next term.
- Task 3** Make a list of goals under the following headings: academic; friends; family; health; money.
- Task 4** Produce a PowerPoint presentation describing the steps taken to reach the goals you have identified, and how you overcame any obstacles.
- Task 5** Decide on a new skill you may wish to learn e.g. playing chess, fishing, new ICT skills, swimming and show the steps you could take to achieve it.
- Task 6** Decide at least one thing in your life you would like to change, such as starting to exercise, cycling to school, eating healthier food, working harder etc. and show the steps you could take to achieve it.
- Task 7** Produce a plan on how to achieve a specific personal goal:
- Losing weight
 - Increasing fitness levels
 - Eating 5 portions of fruit and vegetables a day
 - Giving up smoking
- Task 8** Produce an action plan to show how you would achieve the goal of purchasing an expensive item such as a car.

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

**WORKING TOWARDS GOALS - LEVEL 1
ASSESSMENT RECORD**

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Describe own strengths and what they need to improve.			
AC1.2 Identify at least one goal which is important to their development.			
AC1.3 Explain why achieving this goal is important.			
AC1.4 Agree the goal with an appropriate person.			
AC2.1 Identify the activities needed to work towards the goal.			
AC2.2 Identify timescales and deadlines for the achievement of the goal.			
AC2.3 Identify the resources needed to support them in achieving the goal.			
AC3.1 Follow the activities in the action plan.			
AC3.2 Regularly review the activities and outcomes with an appropriate person.			
AC3.3 Identify what has been achieved and still needs to be done.			
AC3.4 Amend the action plan to reflect progress.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Choices and Decisions
Unit Ref. No.	J/503/2774
Entry Code	6123/E2
Level	Entry 2
Credit value	1
Unit aim	This unit aims to provide learners with the opportunity to develop decision-making skills which will enable them to make appropriate choices in their own lives.

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 that choices can be made.	AC1.1 Suggest where choices can be made.
LO2 Be able to take part in decision-making.	AC2.1 Take part in making a decision about an aspect of their life.

Title	Choices and Decisions
Unit Ref. No.	L/503/2775
Entry Code	6123/E3
Level	Entry 3
Credit value	1
Unit aim	This unit aims to provide learners with the opportunity to develop some decision-making skills which will enable them to make appropriate choices in their own lives.

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 that choices can be made in both activities and daily events.	AC1.1 Identify activities where choices can be made. AC1.2 Identify daily events where choices can be made.
LO2 Be able to make a decision.	AC2.1 Identify choices involved in decision making AC2.2 State choices made.

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

The learner needs to appreciate that they are making choices on a regular basis, at home, in school, in the community, particularly in terms of:

- Food - what to eat, how is it cooked, eating a healthy diet
- Fashion - what to wear on particular occasions, keeping up with trends
- Transport - how to get to a particular place - walk or catch a bus
- Entertainment - how shall we spend our time - cinema, bowling, leisure centre, disco etc
- Schoolwork - choosing to do homework or going out
- Careers - what do I want to do, what qualifications will I need etc.
- Relationships - Who are my best friends? Who do I like being with? etc.

LO2

The learner needs to appreciate that the choices they make will have a variety of consequences.

That some will have an immediate effect and others are more long-term.

The choices should relate as far as possible to their lifestyle and should range from the simple to the more complex (e.g. who they socialise with, who they may confide in, about where to live, who to live with, how much support they need, how to spend their money).

The learner should also be afforded the opportunity to make a variety of choices from given options such as:

- Passive or active involvement in sport
- What type of TV programme to watch
- How to get to a particular destination

The learner should also be able to justify their decisions.

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.**

Working towards goals, Working as part of a group, Developing self, Making the most of leisure time, Community Action, Personal Identity, Preparing for Work, Myself within the Community, Planning a Journey.

3.2 Resources

"Low Cost, No Cost Youth Work:101 Positive Activities for Young People": Vanessa Rogers
WJEC Support Materials (legacy specifications)

Internet websites:

www.nya.org.uk
www.youthwork.com/activitiesinit.html
www.theproblemsolvingcompany.co.uk

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:

Photographs, evaluation sheets, Witness Statements, wall displays, posters, Power point presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

- Task 1** Produce a spider diagram that identifies a variety of routines where you make choices and which are related to school or work, or home.
- Task 2** Produce a wall chart that identifies activities that have to be done and activities that you can choose to do.
- Task 3** Prepare a presentation for your group, identifying your choice between a number of options you have been given, demonstrating that your understanding that by making a choice, you cause something to happen.
- Task 4** Prepare a presentation for your group in which you identify two options that you might take in a given situation (e.g. share a room/have own room; take the bus/walk etc.).

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

CHOICES AND DECISIONS - ENTRY 2

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Suggest where choices can be made.			
AC2.1 Take part in making a decision about an aspect of their life.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

CHOICES AND DECISIONS - ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify activities where choices can be made. AC1.2 Identify daily events where choices can be made.			
AC2.1 Identify choices involved in decision making AC2.2 State choices made.			

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____