



# Entry 2 and Entry 3 Qualifications in Healthy Living and Fitness

## Units and Assessment Information

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

### Qualifications available

### Cash-in Code

Entry 2 Award in Healthy Living and Fitness

6011/A2

Entry 2 Certificate in Healthy Living and Fitness

6011/C2

Entry 3 Award in Healthy Living and Fitness

6011/A3

Entry 3 Certificate in Healthy Living and Fitness

6011/C3

## **Introduction**

This guidance is to support centres as they prepare for the delivery and assessment of Entry 2 and/or Entry 3 qualifications in Healthy Living and Fitness on the Qualifications and Credit Framework.

Units are available at Entry 2, 3 and Level 1 as appropriate. Although some units are available at Level 1, there is no overall qualification at this level at the moment. Please see WJECs website for any updates on future developments which might include a qualification at Level 1.

The suggestions for each unit illustrate how each assessment criteria could be covered either individually or collectively.

Suggestions also cover how units can combine to produce a coherent course for learners.

For further details on administration please read the WJEC Entry Pathways specification.

## Units that contribute to qualifications in Entry Healthy Living and Fitness

Unit Code	Unit title	Unit Level and Unit Reference Code			Credit Value
		Entry 2	Entry 3	Level 1	
6103/E2 6103/E3	Healthy Living	L/502/0450	T/502/0460	F5020476	2
6105/E2 6105/E3	Making the Most of Leisure Time	M/502/0649	H/502/0650	K5020651	2
6110/E2 6110/E3	Working as Part of a Group	H/502/0437	K/502/0455	R5020465	2
6111/E2 6111/E3	Working Towards Goals	Y/502/0435	D/502/0453	J5020463	2
6123/E2 6123/E3	Choices and Decisions	J5032774	L5032775	n/a	1
6164/E2 6164/E3	Food and Health	A/600/8921	Y/600/8926	n/a	4
6172/E2	Health and Hygiene	K6008932	n/a	n/a	3
6430/E2 6430/E3	Adventurous Activities	T/503/4715	A/503/4716	n/a	3
6431/E2 6431/E3	Creative Activities (Dance)	F/503/4717	J/503/4718	n/a	3
6432/E2 6432/E3	Gymnastic Activities	L/503/4719	F/503/4720	n/a	3
6433/E2	Preparing for Sporting Activities	J/503/4721	n/a	n/a	1
6434/E2 6434/E3	Individual or Partner Activities	L/503/4722	R/503/4723	n/a	4
6435/E2 6435/E3	Team Competitive Activities	Y/503/4724	D/503/4725	n/a	4
6436/E2 6436/E3	Frequent and Regular Physical Activity for Health, Fitness and Well-Being	H/503/4726	K/503/4727	n/a	3

## Physical Education within Healthy Living and Fitness

Unit Code	Unit title	Entry 2	Entry 3	Level 1	Credit Value
6430/E2 6430/E3	Adventurous Activities	Y	Y	N	3
6431/E2 6431/E3	Creative Activities (Dance)	Y	Y	N	3
6432/E2 6432/E3	Gymnastic Activities	Y	Y	N	3
6433/E2	Preparing for Sporting Activities	Y	N	N	1
6434/E2 6434/E3	Individual or Partner Activities	Y	Y	N	4
6435/E2 6435/E3	Team Competitive Activities	Y	Y	N	4
6436/E2 6436/E3	Frequent and Regular Physical Activity for Health, Fitness and Well-Being	Y	Y	N	3

### Possible Qualifications

For both Entry 2 and Entry 3, candidates may gain an **award** through achieving 8 – 12 credits or a **certificate** through achieving 13 – 18 credits.

By selecting the appropriate units from those above, centres would be able to deliver a WJEC Entry Physical Education course within the Healthy Living and Fitness qualification.

For example by delivering *Creative Activities (Dance)*, *Individual or Partner Activities*, *Team Competitive Activities* and *Frequent and Regular Physical Activity*, centres would enable their learners to achieve a total of 14 credits i.e. an **Entry Level Certificate**.

However, centres would obviously be free to choose any other units if they felt that these better meet the needs of their learners.

It can be seen therefore that the variety of units gives choice and flexibility to centres so that the individual requirements of candidates can be satisfied.

### External moderation of practical units

As a consequence of their practical nature, moderation procedures for the above units differ from those for the other units in the specification.

For the practical units, WJEC appoints moderators who will visit the centre to see a sample of the practical activities offered. It is envisaged that the majority of moderation visits will take place in the spring preceding the summer entries. **Please note** that if a small number of candidates are entered, it is highly likely that other sources of evidence such as the videoing of candidates would be required and that the centre would not receive a moderator visit. Video evidence must be available for all off-site activities that could not be seen during the moderation visit.

For further detail on the moderation procedures for these and the other units, please see the individual unit guidance.

## WJEC PATHWAYS – ENTRY QUALIFICATIONS

<b>Title</b>	<b>Healthy Living</b>
<b>Unit Ref. No.</b>	<b>L/502/0450</b>
<b>Entry Code</b>	<b>6103/E2</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit value</b>	<b>2</b>
<b>Unit aim</b>	This unit aims to introduce learners to ways in which they can contribute to a healthy lifestyle and encourages them to demonstrate activities which will improve their own lifestyle.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b>  Recognise the steps needed to lead a healthy lifestyle.	<b>AC1.1</b>  Identify what they can do to contribute to a healthy lifestyle.  <b>AC1.2</b>  Identify an activity which will make an improvement to their lifestyle.
<b>LO2</b>  Demonstrate how they contribute to own healthy lifestyle.	<b>AC2.1</b>  Participate in an activity to contribute to a healthy lifestyle.

<b>Title</b>	<b>Healthy Living</b>
<b>Unit Ref. No.</b>	<b>T/502/0460</b>
<b>Entry Code</b>	<b>6103/E3</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit value</b>	<b>2</b>
<b>Unit aim</b>	This unit aims to introduce learners to ways in which they can contribute to a healthy lifestyle and encourages them to demonstrate activities which will improve their own lifestyle.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b> Understand what is needed to lead a healthy lifestyle.	<b>AC1.1</b> Briefly describe what is meant by a healthy lifestyle.  <b>AC1.2</b> Select appropriate activities that can promote a healthy lifestyle.
<b>LO2</b> Be able to demonstrate how they can contribute to a healthy lifestyle.	<b>AC2.1</b> Participate in activities that can contribute towards a healthy lifestyle.  <b>AC2.2</b> Make suggestions how participating in activities can improve health.

## 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 learners will need to gain an insight into what constitutes a healthy lifestyle. This should include:

Healthy diet  
Personal hygiene  
Physical fitness  
Relationships  
The effect of alcohol, smoking and drugs

### LO2

The learners will need to be given the opportunity to demonstrate/participate in activities relating to:

Healthy eating  
Hygiene routines  
Physical activity

## 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

Text books available within the centre relating to healthy eating, hygiene and fitness

Healthy eating literature from government, supermarkets and manufacturers

WJEC Food Studies resource book

PSE literature Smoking, Drugs and Alcohol

Visiting speakers

Visits to leisure centres

Life matters board game ([www.tacade.com](http://www.tacade.com))

Internet web sites:

[www.nhs.co.uk](http://www.nhs.co.uk)

[www.foodafactoflife.co.uk](http://www.foodafactoflife.co.uk)

[www.eatwell.gov.uk](http://www.eatwell.gov.uk)

[www.drinkaware.co.uk](http://www.drinkaware.co.uk)

[www.talktofrank.co.uk](http://www.talktofrank.co.uk)

[www.thesite.org](http://www.thesite.org)

[www.tacade.com](http://www.tacade.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, posters, PowerPoint's, interviews, videos, annotated task sheets, peer and self assessments

### 4.2 Examples of Tasks

**Task 1** Produce a poster showing foods that can contribute towards a healthy diet

**Task 2** Produce a diary of simple daily hygiene routines

**Task 3** Produce a leaflet to illustrate the activities available in a local leisure centre

**Task 4** Produce a PowerPoint presentation on the dangers of smoking, drugs or alcohol

**Task 5** Keep a record of the effects of physical exercise on the body over a given period of time e.g. pulse, weight



### **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

## HEALTHY LIVING - ENTRY 2

### ASSESSMENT RECORD

Candidate Name \_\_\_\_\_

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

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify what they can do to contribute to a healthy lifestyle.			
AC1.2 Identify an activity which will make an improvement to their lifestyle.			
AC2.1 Participate in an activity to contribute to a healthy lifestyle.			

General Comments

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

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

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

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

## HEALTHY LIVING - ENTRY 3

### ASSESSMENT RECORD

Candidate Name \_\_\_\_\_

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

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Briefly describe what meant by a healthy lifestyle.			
AC1.2 Select appropriate activities that can promote a healthy lifestyle.			
AC2.1 Participate in activities that can contribute towards a healthy lifestyle.			
AC2.2 Make suggestions how participating in activities can improve health.			

General Comments

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

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

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

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

## WJEC PATHWAYS – ENTRY QUALIFICATIONS

<b>Title</b>	<b>Making the Most of Leisure Time</b>
<b>Unit Ref. No.</b>	<b>M/502/0649</b>
<b>Entry Code</b>	<b>6105/E2</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit value</b>	<b>2</b>
<b>Unit aim</b>	This unit aims to introduce learners working at Entry 2 to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b> Demonstrate an awareness of how they make use of their own leisure time.	AC1.1 Identify an activity they take part in.  AC1.2 Identify the benefits to themselves of taking part in this activity.
<b>LO2</b> Be able to take part in leisure activities.	AC2.1 Take part in an activity which they find relaxing.  AC2.2 Take part in an activity which they find challenging.
<b>LO3</b> Demonstrate an awareness of their likes and dislikes about different activities.	AC3.1 Identify what they liked about the activities.  AC3.2 Identify what they did not like about the activities.

<b>Title</b>	<b>Making the Most of Leisure Time</b>
<b>Unit Ref. No.</b>	<b>H/502/0650</b>
<b>Entry Code</b>	<b>6105/E3</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit value</b>	<b>2</b>
<b>Unit aim</b>	This unit aims to introduce learners working at Entry 3 to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b>  Understand how to make use of their leisure time.	AC1.1  Identify ways in which they can use their leisure time.  AC1.2  Identify the benefits of using their leisure time in different ways.
<b>LO2</b>  Be able to participate in a range of activities.	AC2.1  Take part in an activity which they find relaxing.  AC2.2  Take part in an activity which they find challenging.  AC2.3  Take part in an activity which involves learning a new skill.
<b>LO3</b>  Carry out a review of the activities they have tried.	AC3.1  Identify what they enjoyed and did not enjoy about the activities.  AC3.2  Identify an activity they would like to try again.

## 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

- Identify what is meant by leisure time.
- Identify the range of possible activities including:
  - hobbies/sports/outdoor challenges/community involvement/charity events/parties/ computer games etc.
- Identify the physical and emotional benefits of leisure pursuits.

### LO2

The range of activities is wide quite time consuming; therefore any activity will need to be carefully selected to be both appropriate and achievable for the ability range and context within which teachers and students are working.

### LO3

In the review, consideration should be given to the activity the student enjoyed and the reasons why. Also discussion relating to the activity they would like to repeat again including reasons.

## 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

Apart from resources used by individual centres, the WJEC resources from the legacy specifications PSS/Life skills/Work skills will support 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** Keep a diary/record of their leisure activities over a given period.

**Task 2** Produce a poster identifying the attractions of a range of different leisure activities.

**Task 3** Produce an annotated local map indicating the main leisure facilities.

**Task 4** Produce a simple display of leisure activities that students consider to be relaxing or challenging or those that require new skills.

**Task 5** Select and participate in an activity at your leisure centre that is either relaxing or challenging or one that requires new skills.

**Task 6** Produce a PowerPoint presentation on an activity in which you have been involved.

**Task 7** Compare the costs of two different leisure activities, including travel to and from the venue.

**Task 8** Produce a leaflet to illustrate the activities available in the local leisure centre.

### 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



## MAKING THE MOST OF LEISURE TIME - ENTRY 2

### ASSESSMENT RECORD

Candidate Name \_\_\_\_\_

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

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify an activity they take part in.			
AC1.2 Identify the benefits to themselves of taking part in this activity.			
AC2.1 Take part in an activity which they find relaxing.			
AC2.2 Take part in an activity which they find challenging.			
AC3.1 Identify what they liked about the activities.			
AC3.2 Identify what they did not like about the activities.			

General Comments

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

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

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

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

## MAKING THE MOST OF LEISURE TIME - ENTRY 3

### ASSESSMENT RECORD

Candidate Name \_\_\_\_\_

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

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Assessment Criteria	Met	Evidence	Office Use
AC1.1 Identify ways in which they can use their leisure time.			
AC1.2 Identify the benefits of using their leisure time in different ways.			
AC2.1 Take part in an activity which they find relaxing.			
AC2.2 Take part in an activity which they find challenging.			
AC2.3 Take part in an activity which involves learning a new skill.			
AC3.1 Identify what they enjoyed and did not enjoy about the activities.			
AC3.2 Identify an activity they would like to try again.			

General Comments

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

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

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

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

## WJEC PATHWAYS – ENTRY QUALIFICATIONS

<b>Title</b>	<b>Working as Part of a Group</b>
<b>Unit Ref. No.</b>	<b>H/502/0437</b>
<b>Entry Code</b>	<b>6110/E2</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit value</b>	<b>2</b>
<b>Unit aim</b>	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.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b> Demonstrate an awareness of how to work with others in appropriate ways.	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 role in the group.
<b>LO2</b> Be able to demonstrate working as part of a 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.

<b>Title</b>	<b>Working as Part of a Group</b>
<b>Unit Ref. No.</b>	<b>K/502/0455</b>
<b>Entry Code</b>	<b>6110/E3</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit value</b>	<b>2</b>
<b>Unit aim</b>	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.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b> 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.
<b>LO2</b> 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.
<b>LO3</b> 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.**

## 3.2 Resources

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

Internet websites:

[www.wjec.co.uk](http://www.wjec.co.uk)  
[www.navca.org.uk](http://www.navca.org.uk)  
[www.communityaction.org.uk](http://www.communityaction.org.uk)  
[www.wastewatch.org](http://www.wastewatch.org)  
[www.wcl.org](http://www.wcl.org)  
[www.worldlandtrust.org](http://www.worldlandtrust.org)  
[www.earthdefenders.co.uk](http://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:

- |               |   |
|---------------|---|
| <b>Task 1</b> | Making cakes for a charity stall  |
| <b>Task 2</b> | Organising a tea for local elderly people   |
| <b>Task 3</b> | Planning a day out at a theme park  |
| <b>Task 4</b> | Planning a wildlife garden in the school  |
| <b>Task 5</b> | Organising an anti-litter campaign  |
| <b>Task 6</b> | 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

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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

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

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

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

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

## WJEC PATHWAYS – ENTRY QUALIFICATIONS

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

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b>  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.
<b>LO2</b>  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.
<b>LO3</b>  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.

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

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b> 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.
<b>LO2</b> 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.
<b>LO3</b> 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.**

### 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

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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

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

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



## WJEC PATHWAYS - ENTRY QUALIFICATIONS

<b>Title</b>	<b>Choices and Decisions</b>
<b>Unit Ref. No.</b>	<b>J/503/2774</b>
<b>Entry Code</b>	<b>6123/E2</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit value</b>	<b>1</b>
<b>Unit aim</b>	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.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b> Know that choices can be made.	AC1.1 Suggest where choices can be made.
<b>LO2</b> Be able to take part in decision-making.	AC2.1 Take part in making a decision about an aspect of their life.

<b>Title</b>	<b>Choices and Decisions</b>
<b>Unit Ref. No.</b>	<b>L/503/2775</b>
<b>Entry Code</b>	<b>6123/E3</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit value</b>	<b>1</b>
<b>Unit aim</b>	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.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b> Know that choices can be made in both activities and daily events.	<b>AC1.1</b> Identify activities where choices can be made.  <b>AC1.2</b> Identify daily events where choices can be made.
<b>LO2</b> Be able to make a decision.	<b>AC2.1</b> Identify choices involved in decision making  <b>AC2.2</b> 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.**

#### 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](http://www.nya.org.uk)  
[www.youthwork.com/activitiesinit.html](http://www.youthwork.com/activitiesinit.html)  
[www.theproblemsolvingcompany.co.uk](http://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

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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

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

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

## WJEC PATHWAYS – ENTRY QUALIFICATION

<b>Title:</b>	<b>Food and Health</b>
<b>Unit Ref No.</b>	<b>A/600/8921</b>
<b>Entry Code:</b>	<b>6164/E2</b>
<b>Level:</b>	<b>Entry 2</b>
<b>Credit value:</b>	<b>4</b>
<b>Unit aim:</b>	The unit aims to provide learners with the opportunity to develop an understanding of the link between food and health.

<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b> Understand the principles of a healthy diet.	<b>AC1.1</b> Give a basic explanation of current nutritional guidelines.  <b>AC1.2</b> Identify the main nutrients needed by the body.  <b>AC1.3</b> Illustrate clearly the results of poor food choice.
<b>LO2</b> Be able to apply dietary knowledge to plan meals to meet dietary needs.	<b>AC2.2</b> Identify dishes / meals from a selection that are suitable for a range of different dietary needs.
<b>LO3</b> Be able to use a range of practical skills to make healthy meals / food items.	<b>AC3.1</b> Prepare a number of healthy dishes e.g. salads, soups, fruit dishes, stir fry, kebabs.



<b>Title:</b>	<b>Food and Health</b>
<b>Unit Ref No.</b>	<b>Y/600/8926</b>
<b>Entry Code:</b>	<b>6164/E3</b>
<b>Level:</b>	<b>Entry 3</b>
<b>Credit value:</b>	<b>4</b>
<b>Unit aim:</b>	The unit aims to provide learners with the opportunity to develop an understanding of the link between food and health.

<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b> Understand the principles of a healthy diet.	<b>AC1.1</b> Explain current nutritional guidelines and why they should be followed.  <b>AC1.2</b> Identify the main nutrients needed by the body and give examples of main food sources.  <b>AC1.3</b> Review sample diets and explain the results they could have on health and well being.
<b>LO2</b> Be able to apply dietary knowledge to plan meals to meet dietary needs.	<b>AC2.2</b> Plan a minimum of 2 days meals to meet a range of dietary needs e.g. low fat diet, coeliac, anaemic, pregnant woman.
<b>LO3</b> Be able to use a range of practical skills to make healthy meals / food items.	<b>AC3.1</b> Adapt recipes to make the dishes they produce healthier (use of alternative cooking methods and different ingredients etc.)

## 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 gain an understanding of what constitutes as a Balanced diet.

This should include:

- An understanding of current nutritional guidelines
- Knowledge of the main nutrients required by the body: functions, sources in the diet
- Energy and food balance
- Results of poor food choice: obesity, nutritional deficiencies e.g. Anaemia, tooth decay, skin problems, high cholesterol

Students could produce posters / charts/ leaflets to demonstrate their knowledge.

### LO2

Learners will need to be given the opportunity to plan diets for people with different dietary needs.

Students to collect a bank of recipes for:

- Toddlers
- Pregnant women
- Teenagers
- Vegetarians
- Coeliacs
- Ageing population
- People recovering from illness or at risk of illness e.g. Obesity, heart disease.

Students could produce posters / charts / leaflets covering points to consider when planning meals for the range of clients / people with different dietary needs looked at.

### LO3

Learners will need to know how to make a selection of dishes to suit a variety of needs.

And explore different cooking methods: stir frying, baking, grilling, contact grill, slow cooker etc.

They need to have the opportunity to participate in individual, group or experimental sessions.

The following list of suggested dishes is not exhaustive:

- Dishes containing fruit and vegetables
- Vegetable curry / lasagne, soups, coleslaw, salads, stuffed green peppers, filled jacket potatoes
- Fresh fruit salad, fruit tarts / crumbles, mousses/fools, muffins
- Dishes using wholemeal pasta
- Macaroni cheese, pasta bake, Spaghetti Bolognese
- Use of quorn: chilli con carne, shepherds pie, veggie burgers

Basic recipes adapted e.g.: Use of artificial sweetener in desserts / cakes / buns  
Half fat margarine / butter used in traditional recipes  
Use of wholemeal flour: pizza bases, bread products, cakes  
Gluten free products.

## 3. Delivery

### 3.1 Planning Courses

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

### 3.2 Resources

Recipe books as available in the centre

#### **Text books**

*All about Food* – McGrath H

*Understanding Cookery*

*Food Choice* – Anita Tull

*The Food Magazine*

*BBC Good food magazine*

*BBC Olive magazine*

*Range of women's magazines feature weight reduction menu plans*

WJEC Food Studies Resource booklet

Healthy Eating literature: government, supermarket, manufacturers

#### **Internet web-sites**

[www.nhs.uk](http://www.nhs.uk)

[www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

[www.nhs.uk](http://www.nhs.uk)

[www.patient.co.uk](http://www.patient.co.uk)

[www.eatwell.gov.uk](http://www.eatwell.gov.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. Food and Health)

The following types of evidence are likely to feature:

Photographs, 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 Food and Health

**Task:** Produce a leaflet / poster on what is meant by a “balanced / healthy diet”.

**Task:** Produce a power point on the different nutrients needed by the body.

**Task:** Set up a display of foods and explain to others in the class how they would fit into a daily diet.

**Task:** Design a game to show what happens to people who make poor food choices.

**Task:** In groups plan a range of meals to meet a range of dietary needs. Present your findings to each other.

#### (b) Tasks Providing Evidence for Other Units

##### Food Preparation

**Task:** Keep a diary / photographic evidence / recipe book of the dishes you have made and make a note of important points that need to be considered when preparing and storing the item prior to serving.

##### Basic Cookery

**Task:** Keep a diary / photographic evidence / recipe book of the dishes you have made and record what went well and how you would improve it if you made it again.

## **Food Science**

**Task:** Eggs have many different uses when preparing meals. Prepare and serve two dishes which show different uses of eggs.

**Task:** Many different kinds of cereals are used when preparing meals. Prepare, cook and serve two dishes which show the use of different cereals.

## **Food Preparation, Cooking and Serving**

**Task:** A young married couple have a limited budget. Plan and cook two dishes which would be suitable for their evening meal.

**Task:** You and your four-year-old brother are going out for the day. Prepare and pack a suitable lunch for both of you.

**Task:** Your best friend, who is a vegetarian, is coming to lunch. Prepare and serve two dishes she would enjoy.

**Task:** As a student, you have limited time to prepare meals. Use some convenience foods to help in preparing a healthy two-course evening meal for yourself and a friend.

## **Health, Safety and Hygiene**

**Task:** Many items of modern equipment save time and energy. Show how the use of one item of equipment can help you prepare a 2 course meal more efficiently.

**Task:** Plan and make a selection of dishes which could be served at an end-of-term buffet at your local youth club, include sweet and savoury dishes.

**Task:** Produce a revision booklet for year 11 students on:  
“All there is to know about Food Poisoning“

You will need to include: causes of food poisoning, types of food poisoning, and rules to remember to prevent food poisoning.

## **An Introduction to the hospitality Industry**

**Task:** Produce a portfolio / brochure to show the different types of hospitality and catering establishments in the area where you live or go to school.

You may wish to collect information by:

- Going on a field trip – walk around local town
- Internet research
- Looking in Holiday brochures
- Local newspapers.

**Task:** Produce a booklet or a wall chart which may be used at the Year 9 or Year 11 option evening in your school / college to show the different employment opportunities available within the hospitality and catering industry.

You may wish to collect information by:

- Internet job search
- Visiting local employers or local
- Contacting the careers guidance department.

**Task:** Design a matching game that year 10 class could use to learn about:

- (1) The different types of establishments that offer hospitality or catering services  
Or
- (2) The different roles within the hospitality and catering industry.

**Task:** Imagine you are opening a new hotel in your local area and need to employ staff.

Write an advert for the local paper stating the qualities you would be looking for in:

- (i) A head chef
- (ii) Wait staff
- (iii) Receptionist

(centre to choose staff suitable for the candidates to relate to).

**Task:** Carry out a role play activity to interview a person for a specific job in the new restaurant you own.

List the questions you will need to ask to find out if they are suitable for the post.

### 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.



## FOOD AND HEALTH – ENTRY 2

### ASSESSMENT RECORD

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

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

LO	Assessment Criteria	Met	Evidence
<b>LO1</b>	AC1.1 Give a basic explanation of current nutritional guidelines.  AC1.2 Identify the main nutrients needed by the body.  AC1.3 Illustrate clearly the results of poor food choice.		
<b>LO2</b>	AC2.2 Identify dishes / meals from a selection that are suitable for a range of dietary needs.		
<b>LO3</b>	AC3.1 Produce a number of healthy dishes e.g. salads, soups, fruit dishes, stir fry, kebabs.		

General Comments

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

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

## FOOD AND HEALTH – ENTRY 3

### ASSESSMENT RECORD

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

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

LO	Assessment Criteria	Met	Evidence
<b>LO1</b>	<p>AC1.1 Explain current nutritional guidelines and why they should be followed.</p> <p>AC1.2 Identify the main nutrients needed by the body and give examples of main food sources.</p> <p>AC1.3 Review sample diets and explain the results they could have on health and well being.</p>		
<b>LO2</b>	<p>AC2.2 Plan a minimum of 2 days meals to meet a range of dietary needs e.g. low fat diet, coeliac, anaemic, pregnant woman.</p>		
<b>LO3</b>	<p>AC3.2 Adapt recipes to make the dishes they produce healthier (use of alternative cooking methods and different ingredients).</p>		

General Comments

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

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

## WJEC PATHWAYS – ENTRY QUALIFICATIONS

<b>Title:</b>	<b>Health, Safety and Hygiene</b>
<b>Unit Ref No.</b>	<b>K/600/8932</b>
<b>Entry Code:</b>	<b>6172/E2</b>
<b>Level:</b>	<b>Entry 2</b>
<b>Credit value:</b>	<b>3</b>
<b>Unit aim:</b>	This unit aims to help learners to acquire a knowledge and understanding of safety and hygiene when preparing, cooking and serving food.

<b>Learning outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b> Be able to make informed decisions regarding safe and hygienic working practices.	AC1.1 Work safely and hygienically during practical sessions.  AC1.2 Identify general hygiene and safety points.
<b>LO2</b> Understand the most common causes and types of food poisoning.	AC2 .1 Name the main causes of food poisoning.  AC2.2 State 3 main types of food poisoning.
<b>LO3</b> Understand the main symptoms of food poisoning and be aware of the effects of food poisoning on health.	AC3.1 Describe the main symptoms of food poisoning.  AC3.2 Make simple reference to the effect of food poisoning on a person's health.

## 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

Provide opportunities for candidates to prepare, cook and serve food.

Candidates should demonstrate good personal and food hygiene skills and work safely and have the topic constantly reinforced during practical sessions.

Provide opportunities for candidates to highlight errors, bad practice from staged demonstrations, videos, pictures etc.

Students to produce posters / charts / leaflets to show knowledge of:  
Hygiene and safety rules: personal and kitchen.

### LO2

Students to produce posters / charts/ leaflets to show knowledge of:

Main causes (microbial, physical, chemical)

Common Types of food poisoning: Salmonella, Clostridium perfringens,  
Staphylococcus Aureus

High risk foods: Cooked meats and poultry and meat products  
Dairy products  
Eggs and products made from raw eggs  
Shellfish and seafoods.

### LO3

Students to be provided with the knowledge so they can identify food poisoning symptoms:

e.g. Abdominal pain  
Vomiting  
Diarrohea  
High temperatures

and briefly explain how this may affect a person's short term and long term health.

### 3. Delivery

#### 3.1 Planning Courses

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

#### 3.2 Resources

WJEC Food Studies Resource booklet

##### **Text books**

Food Safety your questions answered – food safety advisory service

The food hygiene handbook – Highfield

Videos e.g. Bad Food live (FSA publication)

##### **Internet websites**

[www.food.gov.uk](http://www.food.gov.uk)

[http://www.e-bug.eu/ebug\\_secret.nsf/England-Primary-Pack/eng\\_eng\\_j\\_wp\\_pk\\_fh\\_\\_-Food-](http://www.e-bug.eu/ebug_secret.nsf/England-Primary-Pack/eng_eng_j_wp_pk_fh__-Food-)

[www.kidsandcooking.co.uk/TeachingKidsFoodHygiene.htm](http://www.kidsandcooking.co.uk/TeachingKidsFoodHygiene.htm)

[www.eatwell.gov.uk/healthissues/foodpoisoning/](http://www.eatwell.gov.uk/healthissues/foodpoisoning/)

[www.nhs.uk/conditions/Food-poisoning](http://www.nhs.uk/conditions/Food-poisoning)

## 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. Food and Health)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning story boards. Portfolios, recordings, videos of role play.

Teachers' comments will be evidence of students working safely and hygienically during practical sessions.

Overall comments will be summarised on the Record Form.

### 4.2 Examples of Tasks

#### (a) Tasks Specific to Health, Safety and Hygiene

**(practical tasks for any unit may be used to assess various aspects of LO1)**

**Task:** Many items of modern equipment save time and energy. Show how the use of one item of equipment can help you prepare a 2 course meal more efficiently.

**Task:** Plan and make a selection of dishes which could be served at an end-of-term buffet at your local youth club, include sweet and savoury dishes.

LO2 and LO3

**Task:** Produce a simple booklet for year 7-9 students on:  
"All there is to know about Food Poisoning "

You will need to include: causes of food poisoning, types of food poisoning, and rules to remember to prevent food poisoning.

**(b) Tasks Providing Evidence for Other Units / extension work**

**Food Preparation, Cooking & Serving**

**Task:** A young married couple have a limited budget. Plan and cook two dishes which would be suitable for their evening meal.

**Task:** You and your four-year-old brother are going out for the day. Prepare and pack a suitable lunch for both of you.

**Task:** Your best friend, who is a vegetarian, is coming to lunch. Prepare and serve two dishes she would enjoy.

**Task:** As a student, you have limited time to prepare meals. Use some convenience foods to help in preparing a healthy two-course evening meal for yourself and a friend.

**Food Preparation**

**Task:** Keep a diary / photographic evidence / recipe book of the dishes you have made and make a note of important points that need to be considered when preparing and storing the item prior to serving.

**Basic Cookery**

**Task:** Keep a diary / photographic evidence / recipe book of the dishes you have made and record what went well and how you would improve it if you made it again it.

**Food Science**

**Task:** Eggs have many different uses when preparing meals. Prepare and serve two dishes which show different uses of eggs.

**Task:** Many different kinds of cereals are used when preparing meals. Prepare, cook and serve two dishes which show the use of different cereals.

**Food and Health**

**Task:** You have invited a friend, who is trying to lose weight, for lunch. Prepare and cook a two-course main meal for both of you.

**Task:** Fruit and vegetables are a good source of vitamins and minerals and help to give variety in the diet. Prepare and serve two dishes using fruit and/or vegetables.

**Task:** To encourage a healthier diet, we are recommended to use foods which are high in dietary fibre. Cook and serve one savoury and one sweet dish which are high in fibre (NSP).

## Introduction to the Hospitality Industry

**Task:** Produce a portfolio / brochure to show the different types of hospitality and catering establishments in the area where you live or go to school.

You may wish to collect information by:

Going on a field trips – walk around local town  
Internet research  
Looking in Holiday brochures  
Local newspapers.

**Task:** Produce a booklet or a wall chart which may be used at the Year 9 or Year 11 option evening in your school / college to show the different employment opportunities available within the hospitality and catering industry.

You may wish to collect information by:

Internet job search  
Visiting local employers or local  
Contacting the careers guidance department.

**Task:** Design a matching game that year 10 class could use to learn about:

- (1) The different types of establishments that offer hospitality or catering services

Or

- (2) The different roles within the hospitality and catering industry.

**Task:** Imagine you are opening a new hotel in your local area and need to employ staff.

Write an advert for the local paper for stating the qualities you would be looking for in:

- (i) Wait staff
- (ii) Receptionist
- (iii) A head chef

(centre to choose staff suitable for the candidates to relate to).

**Task:** Carry out a role play activity to interview a person for a specific job in the new restaurant you own. List the questions you will need to ask to find out if they are suitable for the post.

### 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.

## HEALTH, SAFETY AND HYGIENE – ENTRY 2

### ASSESSMENT RECORD

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

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

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Work safely and hygienically during practical sessions.  AC1.2 Identify common hygiene and safety points.		
LO2	AC2.1 Name the main causes of food poisoning.  AC2.2 State 3 main types of food poisoning.		
LO3	AC3.1 Describe the main symptoms of food poisoning.  AC3.2 Make simple reference to the effect of food poisoning on a person's health.		

General Comments

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

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

## WJEC PATHWAYS – ENTRY QUALIFICATIONS

<b>Title:</b>	<b>Adventurous Activities</b>	
<b>Unit Ref. Nos.</b>	<b>Entry 2: T/503/4715</b>	<b>Entry 3: A/503/4716</b>
<b>Entry Codes</b>	<b>Entry 2: 6430/E2</b>	<b>Entry 3: 6430/E3</b>
<b>Level</b>	<b>Entry 2 and Entry 3</b>	
<b>Credit value:</b>	<b>3</b>	
<b>Unit aim:</b>	<b>This unit aims to enable learners to participate safely and achieve success in adventurous activities</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria Entry 2</b>	<b>Assessment Criteria Entry 3</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1 Be able to prepare safely for an adventurous activity.</b>	AC1.1 Identify basic equipment needed for safe participation in an activity.  AC1.2 Identify some risks associated with the activity.	AC1.1 Select equipment needed for safe participation in an activity.  AC1.2 Identify risks associated with the activity.
<b>LO2 Be able to perform an adventurous activity.</b>	AC2.1 Perform the activity using basic techniques with some control.	AC2.1 Perform the activity using correct techniques with control.
<b>LO3 Be able to make decisions for successful completion of an adventurous activity.</b>	AC3.1 Select and carry out basic strategies for the activity.	AC3.1 Select and carry out appropriate strategies and tactics for the activity.

## **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**

Candidates will need to learn how to identify risks that might be present in the particular activity. For Entry 3, carrying out a simple risk assessment would help prepare the candidates.

### **LO2/3**

The candidates will carry out the activity in an appropriate environment. The more challenging the environment, the greater the opportunities will be to access the Entry 3 criteria.

### 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 the following units:

- Preparing for Sporting Activities (Entry 2)
- Gymnastic Activities(Entry 2/3)
- Individual or Partner Activities (Entry 2/3)
- Frequent and Regular physical Activity for Health, Fitness and Well-Being (Entry 2/3)
- Team Competitive activities (Entry 2/3)
- Creative Activities (Entry 2/3)

#### 3.2 Resources

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers.

Learners should have access to a range of suitable equipment/apparatus.

## 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

In practice, ways of demonstrating that the criteria have been met will depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. However, the following types of evidence are likely to feature:

- Teacher testimony matched to assessment criteria
- Witness testimony matched to assessment criteria from appropriate adults who have worked with the learner
- Video evidence
- Photographic evidence

It is envisaged that in the majority of cases, a declaration by the teacher will be the main way of demonstrating that the criteria has been met. However, centres might chose to use other sources of evidence as suggested above.

There will be ongoing assessment of evidence during the practical sessions undertaken by the candidates.

### 4.2 Acceptable Activities for Assessment

The following is a list of activities that might be acceptable for assessment in this unit. An activity named below could be assessed in a different unit, for example, Cycling and Skiing could be offered for assessment in the unit *Individual or Partner Activities*. An activity can only be offered for assessment in one unit. The following is not intended to be a definitive list but an indication of the type of activities that could be acceptable for assessment.

<b>Adventurous Activities</b>
Skiing
Mountain Walking
Climbing
Canoeing/Kayaking
Cycling/Mountain Biking
Swimming which includes survival techniques
Sailing

## **5. Recording, Moderation and Administration**

### **5.1 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.

### **5.2 Internal assessment and External Moderation**

#### **Internal Assessment**

The teacher must assume responsibility for the assessment of practical activities. If a candidate offers an activity that is not usually offered as part of the Physical Education course, but is followed at a club in the evening for instance, the decision obviously rests with the teacher whether to allow a candidate to offer such an activity. If it is considered to be acceptable it is essential that the teacher liaises with the coach and is able to involve himself/herself in the assessment of the candidate's performance according to the assessment criteria.

#### **External Moderation**

WJEC appoints moderators whose task it is to monitor the standard of work in each of the centres involved. In order to carry out this essential process a moderator will visit the centre to see a representative sample of the practical activities offered.

Prior to the visit by the moderator, the teacher will have completed the attached Centre Assessment Record. These completed records will be handed to the moderator on his/her arrival at the school. It should be noted that where schools have up to 25 candidates moderation may take between 2½ - 3 hours. Schools with candidates in excess of this number should allow a whole day.

The timing of the visit will depend on the series for which the candidates are entered. However, it is envisaged that the majority will take place in the spring preceding the summer entries. Please note that if a small number of candidates are entered, it is highly likely that other evidence such as video evidence would be required and that the centre would not receive a moderator visit at this time.

### **5.3 Administrative Arrangements**

For further 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

## Centre Assessment Record Adventurous Activities Entry 2

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

Candidate Name	Candidate Number	AC 1.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 1.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.1	Met (Y/N) Evidence: E.g. Teacher testimony	Entry 2 Achieved (Y/N)	Office Use Only

General Comments

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

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

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

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



# Centre Assessment Record Adventurous Activities Entry 3

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

Candidate Name	Candidate Number	AC 1.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 1.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.1	Met (Y/N) Evidence: E.g. Teacher testimony	Entry 2 Achieved (Y/N)	Office Use Only

General Comments

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

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

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

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

## WJEC PATHWAYS – ENTRY QUALIFICATIONS

<b>Title:</b>	<b>Creative Activities (Dance)</b>	
<b>Unit Ref. Nos.</b>	<b>Entry 2: F/503/4717</b>	<b>Entry 3: J/503/4718</b>
<b>Entry Codes</b>	<b>Entry 2: 6431/E2</b>	<b>Entry 3: 6431/E3</b>
<b>Level</b>	<b>Entry 2 and Entry 3</b>	
<b>Credit value:</b>	<b>3</b>	
<b>Unit aim:</b>	<b>This unit aims to enable learners to perform and create dances as an individual, with a partner or as a member of a group.</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria Entry 2</b>	<b>Assessment Criteria Entry 3</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b> <b>Be able to create a dance phrase/dance.</b>	AC1.1 Create a dance phrase <ul style="list-style-type: none"> <li>• as an individual</li> <li>• with a partner</li> <li>• with a small group.</li> </ul> AC1.2 Use movements in response to stimuli. <ul style="list-style-type: none"> <li>• as an individual</li> <li>• with a partner</li> <li>• with a small group.</li> </ul>	AC1.1 Create a short dance <ul style="list-style-type: none"> <li>• as an individual</li> <li>• with a partner</li> <li>• with a small group.</li> </ul> AC1.2 Use movements in response to different stimuli <ul style="list-style-type: none"> <li>• as an individual</li> <li>• with a partner</li> <li>• with a small group.</li> </ul>
<b>LO2</b> <b>Be able to perform a dance composition.</b>	AC2.1 Show required qualities with some control <ul style="list-style-type: none"> <li>• Body awareness</li> <li>• Clarity of shape</li> <li>• Changes of speed</li> <li>• Flow.</li> </ul> AC2.2 Use general and personal space.	AC2.1 Show required qualities with consistency and some precision <ul style="list-style-type: none"> <li>• Body awareness</li> <li>• Clarity of shape</li> <li>• Changes of speed,</li> <li>• Flow.</li> </ul> AC2.2 Use general and personal space showing a variety of pathways and directions.
<b>LO3</b> <b>Be able to review performance.</b>	AC3.1 Identify own strengths when participating in a dance.  AC3.2 Identify ways in which own performance could be improved.	AC3.1 Identify own strengths when participating in a dance.  AC3.2 Identify ways in which own performance could be improved.  AC3.3 Identify ways in which performance of others 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**

Candidates should have the opportunities to work as an individual, as a partner and as part of a group. They should be familiar with basic compositional and choreographical ideas and creation activities (dance).

### **LO2**

Candidates should be given every opportunity to develop and demonstrate the qualities of body awareness, clarity of shape, changes of speed and flow in their dance composition.

### **LO3**

Candidates will be able to describe the actions they and others perform. They will be able to identify some of the basic technical points which will help them perform these activities more competently.

Entry 2 candidates should be able to recognise their strengths and make suggestions about how they could improve their performance.

Entry 3 candidates should be able to make suggestions about how they could improve their performance and the performance of others.

Sufficient time should be given for students to practice their skills in order that they can identify any improvements made.

For both Entry 2 and 3, many aspects of reviewing performance will be apparent during their participation in the activity.

### 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 the following units:

- Preparing for Sporting Activities (Entry 2)
- Gymnastic Activities(Entry 2/3)
- Individual or Partner Activities (Entry 2/3)
- Frequent and Regular physical Activity for Health, Fitness and Well-Being (Entry 2/3)
- Team Competitive activities (Entry 2/3)
- Adventurous Activities (Entry 2/3)

#### 3.2 Resources

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers.

Learners should have access to a range of suitable equipment/apparatus.

## 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

In practice, ways of demonstrating that the criteria have been met will depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. However, the following types of evidence are likely to feature:

- Teacher testimony matched to assessment criteria
- Witness testimony matched to assessment criteria from appropriate adults who have worked with the learner
- Video evidence
- Photographic evidence

It is envisaged that in the majority of cases, a declaration by the teacher will be the main way of demonstrating that the criteria has been met. However, centres might chose to use other sources of evidence as suggested above.

There will be ongoing assessment of evidence during the practical sessions undertaken by the candidates. Where candidates are required to make evaluative comments this also relates to the practical work and should be undertaken at the appropriate time during practical sessions.

### 4.2 Acceptable Activities for Assessment

The following is a list of activities that might be acceptable for assessment in this unit. An activity can only be offered for assessment in one unit. The following is not intended to be a definitive list but an indication of the type of activities that could be acceptable for assessment.

<b>Creative Activities (Dance)</b>
Aerobic
Contemporary
Traditional
Creative
Jazz
Street
Latin American
Ballroom
Jive/Hip Hop
Tap
Ice Dance

## **5. Recording, Moderation and Administration**

### **5.1 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.

### **5.2 Internal assessment and External Moderation**

#### **Internal Assessment**

The teacher must assume responsibility for the assessment of practical activities. If a candidate offers an activity that is not usually offered as part of the Physical Education course, but is followed at a club in the evening for instance, the decision obviously rests with the teacher whether to allow a candidate to offer such an activity. If it is considered to be acceptable it is essential that the teacher liaises with the coach and is able to involve himself/herself in the assessment of the candidate's performance according to the assessment criteria.

#### **External Moderation**

WJEC appoints moderators whose task it is to monitor the standard of work in each of the centres involved. In order to carry out this essential process a moderator will visit the centre to see a representative sample of the practical activities offered.

Prior to the visit by the moderator, the teacher will have completed the attached Centre Assessment Record. These completed records will be handed to the moderator on his/her arrival at the school. It should be noted that where schools have up to 25 candidates moderation may take between 2½ - 3 hours. Schools with candidates in excess of this number should allow a whole day.

The timing of the visit will depend on the series for which the candidates are entered. However, it is envisaged that the majority will take place in the spring preceding the summer entries. Please note that if a small number of candidates are entered, it is highly likely that other evidence such as video evidence would be required and that the centre would not receive a moderator visit at this time.

### **5.3 Administrative Arrangements**

For further 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

## Centre Assessment Record Creative Activities (Dance) Entry 2

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

Candidate		AC 1.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 1.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.2	Met (Y/N) Evidence: E.g. Teacher testimony	Entry 2 Achieved (Y/N)	Office Use Only

General Comments

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

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

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

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

# Centre Assessment Record Creative Activities (Dance) Entry 3

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

Candidate		AC 1.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 1.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.3	Met (Y/N) Evidence: E.g. Teacher testimony	Entry 2 Achieved (Y/N)	Office Use Only

General Comments

\_\_\_\_\_

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

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

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

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



## WJEC PATHWAYS – ENTRY QUALIFICATIONS

<b>Title:</b>	<b>Gymnastics Activities</b>	
<b>Unit Ref. No.</b>	<b>Entry 2: L/503/4719</b>	<b>Entry 3: F/503/4720</b>
<b>Entry Code</b>	<b>Entry 2: 6432/E2</b>	<b>Entry 3: 6432/E3</b>
<b>Level</b>	<b>Entry 2 and Entry3</b>	
<b>Credit value:</b>	<b>3</b>	
<b>Unit aim:</b>	<b>This unit aims to enable learners to plan and perform a gymnastic sequence.</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria Level 2</b>	<b>Assessment Criteria Level 3</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>L01 Be able to plan a sequence.</b>	AC1.1 Plan a sequence using e.g. <ul style="list-style-type: none"> <li>• Variety in the use of levels;</li> <li>• Awareness of space</li> <li>• Flow.</li> </ul>	AC1.1 Plan a sequence which includes using e.g. <ul style="list-style-type: none"> <li>• Variety in the use of levels</li> <li>• Awareness of space including a variety of directions</li> <li>• Changes of speed</li> <li>• Resilience</li> <li>• Flow.</li> </ul>
<b>L02 Be able to demonstrate a sequence.</b>	AC2.1 Perform the sequence on: <ul style="list-style-type: none"> <li>• Floor</li> <li>• Apparatus.</li> </ul>	AC2.1 Perform the sequence with consistency on: <ul style="list-style-type: none"> <li>• Floor</li> <li>• Apparatus.</li> </ul>
<b>L03 Be able to review performance.</b>	AC3.1. Identify own strengths when performing a sequence.  AC3.2 Identify ways in which own performance could be improved.	AC3. 1 Identify own strengths when performing a sequence.  AC3.2 Identify ways in which own, performance could be improved.  AC3.3 Identify ways in which performance of others 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

Candidates should have the opportunities to work as an individual, with a partner and as part of a group as appropriate.

### LO2

Candidates should be given every opportunity to develop and demonstrate the awareness, of space, variety and flow on both floor and apparatus if appropriate. For Trampolining and Diving floorwork is obviously not required.

### LO3

Candidates will be able to describe the actions they and others perform. They will be able to identify some of the basic technical points which will help them perform these activities more competently.

Entry 2 candidates will be able to recognise their strengths and make suggestions about how they could improve their performance.

Entry 3 candidates will be able to make suggestions about how they could improve their performance and the performance of others.

Sufficient time should be given for students to practice their skills in order that they can identify any improvements made.

For both Entry 2 and 3, many aspects of reviewing performance will be apparent during their participation in the activity.

### 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 the following units:

- Preparing for Sporting Activities (Entry 2)
- Creative Activities – Dance (Entry 2/3)
- Individual or Partner Activities (Entry 2/3)
- Frequent and Regular physical Activity for Health, Fitness and Well-Being (Entry 2/3)
- Team Competitive activities (Entry 2/3)
- Adventurous Activities (Entry 2/3)

#### 3.2 Resources

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers.

Learners should have access to a range of suitable equipment/apparatus.

## 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

In practice, ways of demonstrating that the criteria have been met will depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. However, the following types of evidence are likely to feature:

- Teacher testimony matched to assessment criteria
- Witness testimony matched to assessment criteria from appropriate adults who have worked with the learner
- Video evidence
- Photographic evidence

It is envisaged that in the majority of cases, a declaration by the teacher will be the main way of demonstrating that the criteria has been met. However, centres might chose to use other sources of evidence as suggested above.

There will be ongoing assessment of evidence during the practical sessions undertaken by the candidates. Where candidates are required to make evaluative comments this also relates to the practical work and should be undertaken at the appropriate time during practical sessions.

### 4.2 Acceptable Activities for Assessment

The following is a list of activities that might be acceptable for assessment in this unit. An activity named below could be assessed in a different unit, for example, Trampolining could be offered for assessment in the unit *Individual or Partner Activities*. An activity can only be offered for assessment in one unit. The following is not intended to be a definitive but an indication of the type of activities that could be acceptable for assessment.

<b>Gymnastic Activities</b>
Gymnastics (all)
Trampolining
Diving
Synchronised Swimming

## **5. Recording, Moderation and Administration**

### **5.1 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.

### **5.2 Internal assessment and External Moderation**

#### **Internal Assessment**

The teacher must assume responsibility for the assessment of practical activities. If a candidate offers an activity that is not usually offered as part of the Physical Education course, but is followed at a club in the evening for instance, the decision obviously rests with the teacher whether to allow a candidate to offer such an activity. If it is considered to be acceptable it is essential that the teacher liaises with the coach and is able to involve himself/herself in the assessment of the candidate's performance according to the assessment criteria.

#### **External Moderation**

WJEC appoints moderators whose task it is to monitor the standard of work in each of the centres involved. In order to carry out this essential process a moderator will visit the centre to see a representative sample of the practical activities offered.

Prior to the visit by the moderator, the teacher will have completed the attached Centre Assessment Record. These completed records will be handed to the moderator on his/her arrival at the school. It should be noted that where schools have up to 25 candidates moderation may take between 2½ - 3 hours. Schools with candidates in excess of this number should allow a whole day.

The timing of the visit will depend on the series for which the candidates are entered. However, it is envisaged that the majority will take place in the spring preceding the summer entries. Please note that if a small number of candidates are entered, it is highly likely that other evidence such as video evidence would be required and that the centre would not receive a moderator visit at this time.

### **5.3 Administrative Arrangements**

For further 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

# Centre Assessment Record Gymnastic Activities Entry 2

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Candidate Name	Candidate Number	AC 1.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.2	Met (Y/N) Evidence: E.g. Teacher testimony	Entry 2 Achieved (Y/N)	Office Use Only

General Comments

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

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

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

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

# Centre Assessment Record Gymnastic Activities Entry 3

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Candidate Name	Candidate Number	AC 1.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.3	Met (Y/N) Evidence: E.g. Teacher testimony	Entry 2 Achieved (Y/N)	Office Use Only

General Comments

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

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

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

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

## WJEC PATHWAYS – ENTRY QUALIFICATIONS

<b>Title</b>	<b>Preparing for Sporting Activities</b>
<b>Unit Ref. No.</b>	<b>J/503/4721</b>
<b>Entry Code</b>	<b>6433/E2</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit value</b>	<b>1</b>
<b>Unit aim</b>	<b>This unit aims to enable learners to take part safely in physical exercise including the warm-up and cool-down sessions</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1</b> <b>Be able to follow safe practices when participating in sporting activities.</b>	AC1.1 Choose the correct equipment appropriate for sporting activities.  AC1.2 Show safe practice when taking part in sporting activities.
<b>LO2</b> <b>Be able to perform exercises appropriate as a warm up/cool down.</b>	AC2.1 Perform a warm up/cool down <ul style="list-style-type: none"> <li>• Stretching exercises</li> <li>• Aerobic activities.</li> </ul>



## 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.

It is unlikely that this unit would be taught in isolation. It should be integrated with other units so that candidates have experience of developing warm ups appropriate for various activities.

### LO1

Candidates should have some basic knowledge of health and safety issues associated with different sports.

They should understand the need for appropriate dress and the use of body protectors if required by the activity e.g. shin pads for football/hockey.

Candidates should understand the dangers associated with wearing jewellery whilst participating in sport.

Candidates need to know how to demonstrate safe practice when working with others across a range of sporting activities.

### LO2

Candidates should participate in a range of aerobic warm up exercises and a range of stretching exercises. Candidates should be encouraged to gain an understanding and knowledge of which muscles are being warmed up when undertaking specific stretches. They should understand that different sports may require a different range of stretching exercises.

## 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 the following units:

- Adventurous Activities (Entry 2/3)
- Gymnastic Activities(Entry 2/3)
- Individual or Partner Activities (Entry 2/3)
- Frequent and Regular physical Activity for Health, Fitness and Well-Being (Entry 2/3)
- Team Competitive activities (Entry 2/3)
- Creative Activities (Entry 2/3)

### **3.2 Resources**

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers.

Learners should have access to a range of suitable equipment/apparatus.

## **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

In practice, ways of demonstrating that the criteria have been met will depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. However, the following types of evidence are likely to feature:

- Teacher testimony matched to assessment criteria
- Witness testimony matched to assessment criteria from appropriate adults who have worked with the learner
- Video evidence
- Photographic evidence

It is envisaged that in the majority of cases, a declaration by the teacher will be the main way of demonstrating that the criteria has been met. However, centres might chose to use other sources of evidence as suggested above.

There will be ongoing assessment of evidence during the practical sessions undertaken by the candidates.

### **4.2 Acceptable Activities for Assessment**

This unit could be taught in conjunction with any other unit. Candidates should demonstrate that they are able to follow safe practices when participating in sporting activities and are able to perform exercises appropriate as a warm up/cool down.

## 5. Recording, Moderation and Administration

### 5.1 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.

### 5.2 Internal assessment and External Moderation

#### Internal Assessment

The teacher must assume responsibility for the assessment of practical activities. If a candidate offers an activity that is not usually offered as part of the Physical Education course, but is followed at a club in the evening for instance, the decision obviously rests with the teacher whether to allow a candidate to offer such an activity. If it is considered to be acceptable it is essential that the teacher liaises with the coach and is able to involve himself/herself in the assessment of the candidate's performance according to the assessment criteria.

#### External Moderation

WJEC appoints moderators whose task it is to monitor the standard of work in each of the centres involved. In order to carry out this essential process a moderator will visit the centre to see a representative sample of the practical activities offered.

Prior to the visit by the moderator, the teacher will have completed the attached Centre Assessment Record. These completed records will be handed to the moderator on his/her arrival at the school. It should be noted that where schools have up to 25 candidates moderation may take between 2½ - 3 hours. Schools with candidates in excess of this number should allow a whole day.

The timing of the visit will depend on the series for which the candidates are entered. However, it is envisaged that the majority will take place in the spring preceding the summer entries. Please note that if a small number of candidates are entered, it is highly likely that other evidence such as video evidence would be required and that the centre would not receive a moderator visit at this time.

### 5.3 Administrative Arrangements

For further 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

# Centre Assessment Record

## Preparing for Sporting Activities Entry 2

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Candidate Name	Candidate Number	AC 1.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 1.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.1	Met (Y/N) Evidence: E.g. Teacher testimony	Entry 2 Achieved (Y/N)	Office Use Only

General Comments

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

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

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

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

## WJEC PATHWAYS – ENTRY QUALIFICATIONS

<b>Title:</b>	<b>Individual or Partner Activities</b>	
<b>Unit Ref. Nos.</b>	<b>Entry 2: L/503/4722</b>	<b>Entry 3: R/503/4723</b>
<b>Entry Codes</b>	<b>Entry 2: 6434/E2</b>	<b>Entry 3: 6434/E3</b>
<b>Level</b>	<b>Entry 2 and Entry 3</b>	
<b>Credit value:</b>	<b>4</b>	
<b>Unit aim:</b>	<b>This unit aims to enable learners develop a range of physical skills required to play an individual or partner activity.</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria Entry 2</b>	<b>Assessment Criteria Entry 3</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>L01 Be able to play an activity adhering to the rules/conventions.</b>	AC1 .1 Follow rules and conventions of an activity.	AC1 .1 Follow rules and conventions of an activity.  AC1 .2 Take appropriate action when the rules/conventions are broken.
<b>L02 Be able to use appropriate decision-making skills.</b>	AC2 .1 Select the best position/option when participating in an activity.	AC2 .1 Consistently selects the best position/option when participating in an activity.  AC2.2 Show appropriate tactics when participating in an activity.
<b>L03 be able to perform skills of an activity.</b>	AC3.1 Perform skills of an activity with some control.	AC3.1 Perform skills of an activity with control and precision.
<b>L04 Be able to review performance.</b>	AC4.1 Identify own strengths when participating in a chosen activity.  AC4.2 Identify ways in which own performance could be improved.	AC4.1 Identify own strengths when participating in a chosen activity.  AC4.2 Identify ways in which own performance could be improved.  AC4.3 Identify ways in which performance of others 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.

Candidates should be encouraged to participate in a variety of individual/partner activities as well as their own specialist activity.

**LO1** Candidates will need to learn:

- About the main rules of the game/sport.
- How to play within the rules/conventions of the sport

**LO2** Candidates should be taught how to make judgements about what would be the appropriate action to take during a game/competition.

Entry 2 candidates should explore the basic options/decisions associated with the activity/position. Candidates might demonstrate their decision making in passive/modified situations as well as in full versions of the activity.

Entry 3 candidates should be introduced to simple tactical skills e.g. change of pace or identifying opponents' weaknesses. They should show their tactical awareness in full versions of the activity. They should be able to make judgements on appropriate activities to take in different situations.

**LO3** Entry 2 candidates might demonstrate their skills in passive situations as well as adapted/modified situations.

Entry 3 candidates will explore the full range of skills associated with the activity. They will demonstrate these in full-game situations.

**LO4** Candidates should be able to describe the actions they and others perform. They should be able to identify some of the main points which will help them perform these activities more competently.

Entry 2 candidates should be able to make suggestions about how they could improve their performance.

Entry 3 candidates should be able to make suggestions about how they could improve their performance and the performance of others.

Sufficient time should be given for students to practice their skills in order that they can identify any improvements made.

For both Entry 2 and 3, many aspects of reviewing performance will be apparent during their participation in the activity.

### 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 the following units:

- Preparing for Sporting Activities (Entry 2)
- Gymnastic Activities(Entry 2/3)
- Adventurous Activities (Entry 2/3)
- Frequent and Regular physical Activity for Health, Fitness and Well-Being (Entry 2/3)
- Team Competitive activities (Entry 2/3)
- Creative Activities (Entry 2/3)

#### 3.2 Resources

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers.

Learners should have access to a range of suitable equipment/apparatus.

## 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

In practice, ways of demonstrating that the criteria have been met will depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. However, the following types of evidence are likely to feature:

- Teacher testimony matched to assessment criteria
- Witness testimony matched to assessment criteria from appropriate adults who have worked with the learner
- Video evidence
- Photographic evidence

It is envisaged that in the majority of cases, a declaration by the teacher will be the main way of demonstrating that the criteria has been met. However, centres might chose to use other sources of evidence as suggested above.

There will be ongoing assessment of evidence during the practical sessions undertaken by the candidates. Where candidates are required to make evaluative comments this also relates to the practical work and should be undertaken at the appropriate time during practical sessions.



## 4.2 Acceptable Activities for Assessment

The following is a list of activities that might be acceptable for assessment in this unit. An activity named below could be assessed in a different unit, for example, Trampolining could be offered for assessment in the unit *Gymnastic Activities*. Cycling could be offered for assessment in the unit *Preparing for Sporting Activities* (Entry 2 only) or *Adventurous Activities*. An activity can only be offered for assessment in one unit. The following is not intended to be a definitive list, but an indication of the type of activities that could be acceptable for assessment.

<b>Individual or Partner Activities</b>
Table Tennis
Tennis/Short Tennis
Badminton
Squash
Athletics
Cross Country
Weight Lifting
Cycling
Diving
Swimming
Life Saving
Bowls
Golf
Trampolining
Boccia
New Age Curling

## **5. Recording, Moderation and Administration**

### **5.1 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.

### **5.2 Internal assessment and External Moderation**

#### **Internal Assessment**

The teacher must assume responsibility for the assessment of practical activities. If a candidate offers an activity that is not usually offered as part of the Physical Education course, but is followed at a club in the evening for instance, the decision obviously rests with the teacher whether to allow a candidate to offer such an activity. If it is considered to be acceptable it is essential that the teacher liaises with the coach and is able to involve himself/herself in the assessment of the candidate's performance according to the assessment criteria.

#### **External Moderation**

WJEC appoints moderators whose task it is to monitor the standard of work in each of the centres involved. In order to carry out this essential process a moderator will visit the centre to see a representative sample of the practical activities offered.

Prior to the visit by the moderator, the teacher will have completed the attached Centre Assessment Record. These completed records will be handed to the moderator on his/her arrival at the school. It should be noted that where schools have up to 25 candidates moderation may take between 2½ - 3 hours. Schools with candidates in excess of this number should allow a whole day.

The timing of the visit will depend on the series for which the candidates are entered. However, it is envisaged that the majority will take place in the spring preceding the summer entries. Please note that if a small number of candidates are entered, it is highly likely that other evidence such as video evidence would be required and that the centre would not receive a moderator visit at this time.

### **5.3 Administrative Arrangements**

For further 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

## Centre Assessment Record Individual or Partner Activities Entry 2

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Candidate													
Name	Number		<b>AC1.1</b> <b>Met (Y/N)</b> Evidence: E.g. Teacher testimony		<b>AC2.1</b> <b>Met (Y/N)</b> Evidence: E.g. Teacher testimony		<b>AC3.1</b> <b>Met (Y/N)</b> Evidence: E.g. Teacher testimony		<b>AC4.1</b> <b>Met (Y/N)</b> Evidence: E.g. Teacher testimony		<b>AC4.2</b> <b>Met (Y/N)</b> Evidence: E.g. Teacher testimony	<b>Entry 2 Achieved (Y/N)</b>	<b>Office Use Only</b>

General Comments

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

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

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

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

# Centre Assessment Record Individual or Partner Activities Entry 3

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Candidate																			
Name	Number	AC1.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC1.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC2.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC2.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC3.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC4.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC4.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC4.3	Met (Y/N) Evidence: E.g. Teacher testimony	Entry 2 Achieved (Y/N)	Office Use Only

General Comments

\_\_\_\_\_

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

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

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

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

## WJEC PATHWAYS – ENTRY QUALIFICATIONS

<b>Title:</b>	<b>Team Competitive Activities</b>	
<b>Unit Ref. Nos.</b>	<b>Entry 2: Y/503/4724</b>	<b>Entry 3: D/503/4725</b>
<b>Entry Codes</b>	<b>Entry 2: 6435/E2</b>	<b>Entry 3: 6435/E3</b>
<b>Level</b>	<b>Entry 2 and Entry 3</b>	
<b>Credit value:</b>	<b>4</b>	
<b>Unit aim:</b>	<b>This unit aims to enable learners to develop a range of physical skills required to play competitive team game(s)/sport(s).</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria Entry 2</b>	<b>Assessment Criteria Entry 3</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>LO1 Be able to play game(s)/sport(s) adhering to the rules/conventions.</b>	AC1.1 Play a selected position in chosen team games/sports. AC1.2 Follow the rules/conventions of chosen team games/sports.	AC1.1 Play a selected position in chosen team games/sports. AC1.2 Follow the rules/conventions of chosen team games/sports. AC1.3 Take appropriate action when a rule/convention is broken.
<b>LO2 Be able to perform skills associated with team game(s)/sport(s).</b>	AC2 .1 Perform skills of a chosen team game/sport with some control, in competitive situations.	AC2 .1 Perform skills of chosen team games/sports with some consistency and precision, in competitive situations.
<b>LO3 Be able to use decision-making skills for the chosen team game(s)/sport(s).</b>	AC3.1 Select the best position/option when participating in a chosen team game/sport. AC3.2 Work with others within a team activity.	AC3.1 Consistently select the best position/option when participating in chosen team games/sports. AC3.2 Show appropriate tactics when participating in chosen team games/sports. AC3.3 Work effectively with others within a team activity.
<b>LO4 Be able to review performance.</b>	AC4.1 Identify own strengths when participating in a chosen team game/sport. AC4.2 Identify ways in which own performance could be improved.	AC4.1 Identify own strengths when participating in chosen team games/sports. AC4.2 Identify ways in which own performance could be improved. AC4.3 Identify ways in which performance of others 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.

Candidates should be encouraged to play a variety of team games and a variety of positions, as well as their own specialist position/sport. In order to gain accreditation at Entry 3 it is anticipated that candidates will need to participate in two team games/sports.

**LO1** Candidates will need to learn:

- about the rules of the game/sport.
- about the roles and responsibilities of different team positions.
- how to play in a variety of team positions.

**LO2** Entry 2 candidates might demonstrate their skills in passive situations as well as small-sided competitive situations.

Entry 3 candidates will explore the full range of skills associated with the activity. They will demonstrate these in competitive small-sided and full-game situations.

**LO3** Candidates should be taught how to make judgements about what would be the appropriate action to take during a game/competition. They should be encouraged to have an awareness of others in team situations so they can make appropriate decisions.

Entry 2 candidates should explore the basic options/decisions associated with the activity/position. Candidates might demonstrate their decision making in passive situations as well as small-sided competitive situations.

Entry 3 candidates should be introduced to simple tactical skills e.g. change of pace or identifying opponents' weaknesses. They should show their tactical awareness in small-sided situations and in competitive full-sided games.

**LO4** Candidates will be able to describe the actions they and others perform. They should be able to identify some of the main points which will help them perform these activities more competently.

Entry 2 candidates should be able to make suggestions about how they could improve their performance.

Entry 3 candidates should be able to make suggestions about how they could improve their performance and the performance of others.

Sufficient time should be given for students to practice their skills in order that they can identify any improvements made.

For both Entry 2 and 3, many aspects of reviewing performance will be apparent during their participation in the activity.

### 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 the following units:

- Preparing for Sporting Activities (Entry 2)
- Gymnastic Activities(Entry 2/3)
- Individual or Partner Activities (Entry 2/3)
- Frequent and Regular physical Activity for Health, Fitness and Well-Being (Entry 2/3)
- Adventurous Activities (Entry 2/3)
- Creative Activities (Entry 2/3)

#### 3.2 Resources

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers. Learners should have access to a range of suitable equipment/apparatus.

## 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

In practice, ways of demonstrating that the criteria have been met will depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. However, the following types of evidence are likely to feature:

- Teacher testimony matched to assessment criteria
- Witness testimony matched to assessment criteria from appropriate adults who have worked with the learner
- Video evidence
- Photographic evidence

It is envisaged that in the majority of cases, a declaration by the teacher will be the main way of demonstrating that the criteria has been met. However, centres might chose to use other sources of evidence as suggested above.

There will be ongoing assessment of evidence during the practical sessions undertaken by the candidates. Where candidates are required to make evaluative comments this also relates to the practical work and should be undertaken at the appropriate time during practical sessions.

### 4.2 Acceptable Activities for Assessment

The following is a list of activities that might be acceptable for assessment in this unit. An activity can only be offered for assessment in one unit. The following is not intended to be a definitive list but an indication of the type of activities that could be acceptable for assessment.

<b>Team Competitive Activities</b>
Football
Rugby
Netball
Basketball
Hockey/Ice Hockey
Lacrosse
Cricket
Volleyball
Gaelic Football
Hurling
Camogie
Baseball/Rounders/Softball
Ultimate Frisby
Handball



## **5. Recording, Moderation and Administration**

### **5.1 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.

### **5.2 Internal assessment and External Moderation**

#### **Internal Assessment**

The teacher must assume responsibility for the assessment of practical activities. If a candidate offers an activity that is not usually offered as part of the Physical Education course, but is followed at a club in the evening for instance, the decision obviously rests with the teacher whether to allow a candidate to offer such an activity. If it is considered to be acceptable it is essential that the teacher liaises with the coach and is able to involve himself/herself in the assessment of the candidate's performance according to the assessment criteria.

#### **External Moderation**

WJEC appoints moderators whose task it is to monitor the standard of work in each of the centres involved. In order to carry out this essential process a moderator will visit the centre to see a representative sample of the practical activities offered.

Prior to the visit by the moderator, the teacher will have completed the attached Centre Assessment Record. These completed records will be handed to the moderator on his/her arrival at the school. It should be noted that where schools have up to 25 candidates moderation may take between 2½ - 3 hours. Schools with candidates in excess of this number should allow a whole day.

The timing of the visit will depend on the series for which the candidates are entered. However, it is envisaged that the majority will take place in the spring preceding the summer entries. Please note that if a small number of candidates are entered, it is highly likely that other evidence such as video evidence would be required and that the centre would not receive a moderator visit at this time.

### **5.3 Administrative Arrangements**

For further 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

# Centre Assessment Record

## Team Competitive Activities Entry 2

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Candidate Name	Candidate Number	AC1.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC1.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC2.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC3.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC3.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC4.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC4.2	Met (Y/N) Evidence: E.g. Teacher testimony	Entry 2 Achieved (Y/N)	Office Use Only

General Comments

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

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

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

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

# Centre Assessment Record

## Team Competitive Activities Entry 3

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Candidate Name	Candidate Number	AC1.1	<b>Met (Y/N) Evidence:</b> E.g. Teacher testimony	AC1.2	<b>Met (Y/N) Evidence:</b> E.g. Teacher testimony	AC1.3	<b>Met (Y/N) Evidence:</b> E.g. Teacher testimony	AC2.1	<b>Met (Y/N) Evidence:</b> E.g. Teacher testimony	AC3.1	<b>Met (Y/N) Evidence:</b> E.g. Teacher testimony	AC3.2	<b>Met (Y/N) Evidence:</b> E.g. Teacher testimony	AC3.3	<b>Met (Y/N) Evidence:</b> E.g. Teacher testimony	AC4.1	<b>Met (Y/N) Evidence:</b> E.g. Teacher testimony	AC4.2	<b>Met (Y/N) Evidence:</b> E.g. Teacher testimony	AC4.3	<b>Met (Y/N) Evidence:</b> E.g. Teacher testimony	Entry 2 Achieved (Y/N)	Office Use Only

General Comments

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

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

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

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

## WJEC PATHWAYS – ENTRY QUALIFICATIONS

<b>Title:</b>	<b>Frequent and Regular Physical Activity for Health, Fitness and Well-Being</b>	
<b>Unit Ref. No.</b>	<b>Entry 2: H/503/4726</b>	<b>Entry 3: K/503/4727</b>
<b>Entry Code</b>	<b>Entry 2: 6436E2</b>	<b>Entry 3: 6436E3</b>
<b>Level</b>	<b>Entry 2 and Entry3</b>	
<b>Credit value:</b>	<b>3 credits</b>	
<b>Unit aim:</b>	<b>The aim of this unit is to enable learners to engage in a variety of physical fitness activities which have a direct affect on their health, fitness and well-being.</b>	
<b>Learning Outcomes</b>	<b>Assessment Criteria Level 2</b>	<b>Assessment Criteria Level 3</b>
<b>To be awarded credit for this unit, the learner will:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>	<b>Assessment of the learning outcome will require a learner to demonstrate that they can:</b>
<b>L01 Be able to perform regular exercise.</b>	AC1.1 Take part in physical activity on a regular basis.	AC1.1 Take part in physical activity on a regular basis over a period of time.
<b>L02 Be able to set up a fitness circuit.</b>	AC2.1 Set up a basic fitness circuit.  AC2.2 Perform a basic fitness circuit.	AC2.1 1 Set up an extended fitness circuit that develops whole body fitness.  AC2.2 Perform an extended fitness circuit.
<b>L03 Be able to perform a method of fitness training.</b>	AC3.1 Perform a basic fitness session using an appropriate method of training.	AC3.1 Perform an extended fitness session using an appropriate method of training.

## 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

Candidates will learn about how regular exercise improves their physical and mental well-being.

They will need to become involved in physical activity on a regular basis and consider the range of opportunities for physical activity in everyday life.

### LO2

Candidates will need to experience a wide range of activities which are designed to improve:

- Strength
- Stamina
- Power
- Speed
- Agility

They will need to understand why it is necessary to complete a 'balanced' circuit.

Candidates should experience circuits which are designed for specific purposes. They should select appropriate activities when planning their own circuit.

Candidates should understand how they can improve performance by increasing the difficulty of their circuit eg. Increasing the workload, increasing the number of sets completed.

### LO3

Candidates will need to experience a variety of methods of training and could for example be assessed in aerobic routines which include;

- Low impact exercises
- High impact exercises
- Strength exercises.

In this instance, candidates should learn to work with music and to develop rhythmic patterns of movement.

They could also be assessed in weight training and if so they would need to understand:

- The risks involved in using weights
- Why safe practice has to be observed
- The correct technique for different exercises
- How performance can be improved

Any appropriate method of training, **other than circuit training** which is covered in LO2, is acceptable.

### 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 the following units:

- Preparing for Sporting Activities (Entry 2)
- Gymnastic Activities(Entry 2/3)
- Individual or Partner Activities (Entry 2/3)
- Adventurous Activities (Entry 2/3)
- Team Competitive activities (Entry 2/3)
- Creative Activities (Entry 2/3)

#### 3.2 Resources

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers.

Learners should have access to a range of suitable equipment/apparatus.

## 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

In practice, ways of demonstrating that the criteria have been met will depend upon the ways in which this unit has been integrated with other units in the delivery of the course as a whole. However, the following types of evidence are likely to feature:

- Teacher testimony matched to assessment criteria
- Witness testimony matched to assessment criteria from appropriate adults who have worked with the learner
- Video evidence
- Photographic evidence

It is envisaged that in the majority of cases, a declaration by the teacher will be the main way of demonstrating that the criteria has been met. However, centres might chose to use other sources of evidence as suggested above.

There will be ongoing assessment of evidence during the practical sessions undertaken by the candidates.

### 4.2 Acceptable Activities for Assessment

The following is a list of activities that might be acceptable for assessment in this unit. An activity named below could be assessed in a different unit, for example Cycling could be offered for assessment in the unit *Preparing for Sporting Activities* (Entry 2 only) or *Adventurous Activities*. Swimming could be offered for assessment in the unit *Individual or Partner Activities*. An activity can only be offered for assessment in one unit. The following is not intended to be a definitive list but an indication of the type of activities that could be acceptable for assessment.

<b>Frequent and Regular Physical Activity for Health, Fitness and Well-Being</b>
Weight Training
Cycling
Circuit Training
Aerobics
Swimming
Running
Cross Country

## **5. Recording, Moderation and Administration**

### **5.1 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.

### **5.2 Internal assessment and External Moderation**

#### **Internal Assessment**

The teacher must assume responsibility for the assessment of practical activities. If a candidate offers an activity that is not usually offered as part of the Physical Education course, but is followed at a club in the evening for instance, the decision obviously rests with the teacher whether to allow a candidate to offer such an activity. If it is considered to be acceptable it is essential that the teacher liaises with the coach and is able to involve himself/herself in the assessment of the candidate's performance according to the assessment criteria.

#### **External Moderation**

WJEC appoints moderators whose task it is to monitor the standard of work in each of the centres involved. In order to carry out this essential process a moderator will visit the centre to see a representative sample of the practical activities offered.

Prior to the visit by the moderator, the teacher will have completed the attached Centre Assessment Record. These completed records will be handed to the moderator on his/her arrival at the school. It should be noted that where schools have up to 25 candidates moderation may take between 2½ - 3 hours. Schools with candidates in excess of this number should allow a whole day.

The timing of the visit will depend on the series for which the candidates are entered. However, it is envisaged that the majority will take place in the spring preceding the summer entries. Please note that if a small number of candidates are entered, it is highly likely that other evidence such as video evidence would be required and that the centre would not receive a moderator visit at this time.

### **5.3 Administrative Arrangements**

For further 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



# Centre Assessment Record

## Frequent and Regular Physical Activity Entry 2

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Candidate											
Name	Number	AC 1.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.1	Met (Y/N) Evidence: E.g. Teacher testimony	Entry 2 Achieved (Y/N)	Office Use Only

General Comments

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

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

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

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

# Centre Assessment Record

## Frequent and Regular Physical Activity Entry 3

Centre Name \_\_\_\_\_

Centre No \_\_\_\_\_

Candidate											
Name	Number	AC 1.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.1	Met (Y/N) Evidence: E.g. Teacher testimony	AC 2.2	Met (Y/N) Evidence: E.g. Teacher testimony	AC 3.1	Met (Y/N) Evidence: E.g. Teacher testimony	Entry 2 Achieved (Y/N)	Office Use Only

General Comments

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

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

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

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