

WJEC Entry Level / Level 1 Foundation Humanities

Draft Specification

For teaching from September 2027
First Award 2029

This is a DRAFT specification. Centres should therefore expect some changes in the final version published in September 2026.

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [General Foundation Qualifications Approval Criteria](#) which set out requirements for any new General Foundation Qualification Approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

A strong foundation for future success

Our General Foundation Qualifications are designed to inspire and support learners, offering a two-year programme that is accessible and engaging. These qualifications help learners build confidence, develop essential knowledge, understanding skills, and enjoy meaningful success.

A key feature of our General Foundation Qualifications is their unitised structure, allowing learners to complete some assessments in Year 10 and others in Year 11. This flexible approach supports steady progression, reduces assessment pressure, and gives learners the opportunity to demonstrate achievement throughout the course.

The compensatory nature of our General Foundation Qualifications recognises learners' strengths across different units. Rather than requiring uniform performance in every area, this approach allows high achievement in one unit to offset lower performance in another, promoting an inclusive and supportive assessment experience.

Our General Foundation Qualifications build on the conceptual understanding learners have developed through their Curriculum for Wales learning from ages 3-14, and relate to and support the four purposes and the principles of progression. Although very distinct from GCSEs, we have designed them to provide a broad basis for progression onto our related GCSEs by focussing on similar skills and understanding.

Whether learners continue in the subject or not, they will gain valuable knowledge, understanding and skills, and a sense of accomplishment that prepares them for life, learning, and work.

WJEC Entry Level / Level 1 Foundation Humanities

SUMMARY OF ASSESSMENT

Optional Units:

Unit 1: Business

Portfolio: suggested timing of approximately 8 hours

35% of qualification

**Set by WJEC, marked by the centre and moderated by WJEC.
60 marks**

Summary of assessment

This unit will be assessed by portfolio. Each learner's portfolio will include six completed tasks.

The tasks will be set by WJEC and will remain the same for the lifetime of the qualification. Centres will have flexibility in how they deliver the tasks.

Unit 2: Geography

Portfolio: suggested timing of approximately 8 hours

35% of qualification

**Set by WJEC, marked by the centre and moderated by WJEC.
60 marks**

Summary of assessment

This unit will be assessed by portfolio. Each learner's portfolio will include six completed tasks.

The tasks will be set by WJEC and will remain the same for the lifetime of the qualification. Centres will have flexibility in how they deliver the tasks.

Unit 3: History

Portfolio: suggested timing of approximately 8 hours

35% of qualification

**Set by WJEC, marked by the centre and moderated by WJEC.
60 marks**

Summary of assessment

This unit will be assessed by portfolio. Each learner's portfolio will include six completed tasks.

The tasks will be set by WJEC and will remain the same for the lifetime of the qualification. Centres will have flexibility in how they deliver the tasks.

Unit 4: Religious Studies

Portfolio: suggested timing of approximately 8 hours

35% of qualification

Set by WJEC, marked by the centre and moderated by WJEC.
60 marks

Summary of assessment

This unit will be assessed by portfolio. Each learner's portfolio will include six completed tasks.

The tasks will be set by WJEC and will remain the same for the lifetime of the qualification. Centres will have flexibility in how they deliver the tasks.

Unit 5: Social Studies

Portfolio: suggested timing of approximately 8 hours

35% of qualification

Set by WJEC, marked by the centre and moderated by WJEC.
60 marks

Summary of assessment

This unit will be assessed by portfolio. Each learner's portfolio will include six completed tasks.

The tasks will be set by WJEC and will remain the same for the lifetime of the qualification. Centres will have flexibility in how they deliver the tasks.

Mandatory Unit:

Unit 6: Creating sustainable communities in Wales

Portfolio: suggested timing of approximately 7 hours

30% of qualification

Set by WJEC, marked by the centre and moderated by WJEC.
50 marks

Summary of assessment

This unit will be assessed by portfolio. Each learner's portfolio will include six completed tasks.

The tasks will be set by WJEC and will remain the same for the lifetime of the qualification. Centres will have flexibility in how they deliver the tasks.

This is a unitised qualification.

The qualification is not tiered.

To be awarded the qualification, learners must complete **three** units:

- **two** optional units (selected from units 1-5)
- **one** mandatory unit (Unit 6).

It would be most appropriate for learners to complete Unit 6 in the final year of the course. This will allow learners to develop an understanding of the separate subjects before building on this learning by making connections between the humanities subjects in the final unit.

There is no hierarchy implied by the order in which the five other units are presented. Therefore, the order does not imply a prescribed teaching order.

Units 1-5 will be available from 2028, with Unit 6 available in 2029.

The first award of the qualification will be 2029.

Qualification Approval Number: [Click here to enter accreditation number.](#)

DRAFT

WJEC Entry Level/Level 1 Humanities

1 INTRODUCTION

1.1 Aims

Entry Level / Level 1 Foundation Humanities supports learners to:

- make connections within, and between, areas of the humanities
- enable Learners to develop investigative and enquiry skills, using digital technology where appropriate
- consider different perspectives and interpretations of contemporary and/or historical issues from local, national and international contexts
- consider evidence to draw conclusions
- develop informed viewpoints based on relevant evidence and recognise the viewpoints of others.

These aims are set out in Qualifications Wales' Approval Criteria.

1.2 Curriculum for Wales

This WJEC Entry Level / Level 1 Foundation Humanities qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](#), along with the [statements of what matters](#) and those [subject specific skills and concepts](#) outlined in the '[Designing your Curriculum](#)' section of the Humanities Area of Learning and Experiences.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted in page 29; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The WJEC Entry Level / Level 1 Foundation Humanities qualification supports the Curriculum for Wales by:

- Supporting the statements of what matters by giving learners the opportunity to:
 - enquire, explore and investigate to inspire curiosity about the world—its past, present and future
 - recognise that events and human experiences are complex, and are perceived, interpreted and represented in different ways
 - understand that our natural world is diverse and dynamic, influenced by processes and human actions
 - appreciate that human societies are complex and diverse, and shaped by human actions and beliefs

- engage as informed, self-aware citizens with the challenges and opportunities that face humanity, and take considered and ethical action.
- Supporting the principles of progression by encouraging learners to:
 - increase effectiveness as a learner
 - increase breadth and depth of knowledge
 - deepen understanding of the ideas and disciplines within Areas
 - refine and growing sophistication in the use and application of skills
 - make connections and transferring learning into new contexts.
- Supporting the subject specific aims set out in the Approval Criteria by enabling learners to:
 - make connections within, and between, areas of the humanities
 - enable Learners to develop investigative and enquiry skills, using digital technology where appropriate
 - consider different perspectives and interpretations of contemporary and/or historical issues from local, national and international contexts
 - consider evidence to draw conclusions
 - develop informed viewpoints based on relevant evidence and recognise the viewpoints of others.

1.3 Prior learning and progression

Although there is no specific requirement for prior learning, the qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3 – 14.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. The qualification provides a broad basis for progression onto GCSEs in the Humanities area and other related qualifications. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4 Guided Learning Hours and Total Qualification Time

WJEC Entry Level / Level 1 Foundation Humanities has been designed to be delivered within 120 guided learning hours (GLH). The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit and its weighting within the qualification provides an indication of the anticipated percentage of GLH required for each unit.

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH and additional time spent in preparation, study and some formative assessment activities. As General Foundation Qualifications are primarily designed for pre-16 entry-level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

1.5 Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Updated terminology better reflects individual identities and fosters respect and accuracy. Language used should be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6 Equality and fair access

This specification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of clear and unbiased language and diverse examples. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2 SUBJECT CONTENT

How to read the amplification

The amplification provided in the right-hand column uses the following four stems:

- 'Learners should be aware of' is used when learners do not need to understand all aspects of the specified content in detail. Teachers should refer to Guidance for Teaching documents for further guidance on the depth and breadth to which this content should be taught.
- 'Learners should know' is used when learners are required to demonstrate basic knowledge and understanding.
- 'Learners should understand' is used when learners are required to demonstrate greater depth of knowledge and understanding, application of knowledge to familiar or unfamiliar contexts and analysis and evaluation of information for a given purpose.
- 'Learners should be able to' is used when learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

The use of the word 'including' indicates that the specified content must be taught and could be subject to assessment.

The use of the words 'for example' or 'such as' indicates that the specified content is for guidance only, and alternative examples could be chosen.

Unit 1

Business

Portfolio

35% of qualification

60 marks

Set by WJEC, marked by the centre, moderated by WJEC

Overview of unit

The purpose of this unit is to:

- develop learners' understanding of what makes a business successful. Learners will explore how businesses operate and how advertising and promotion contribute to success. They will also review and will examine evidence to assess how well businesses communicate.

This unit will focus on:

- the purpose of business activity, including revenue, costs, profit and loss
- the role of advertising and sales promotion in supporting business success.

Areas of content

1.1: The Role of Business

1.2: Business Promotion

1.1 The Role of Business

In this topic learners will gain knowledge and understanding of:

1.1.1 The purpose of business

1.1.2 Revenue, costs, profit and loss

1.1.3 How businesses compete

Section	Amplification
1.1.1 The purpose of business	Learners should know: • the purpose of business and its role in: • providing goods and services • satisfying society's needs and wants • generating income for business owners • the different types of business sectors such as agriculture, construction, hospitality, manufacturing, tourism and retail • examples of businesses in different sectors.

1.1.2 Revenue, costs, profit and loss	Learners should understand what is meant by: • revenue • costs • profit • loss. Learners should know that Revenue - Cost = Profit or Loss. Learners should understand the importance of maximising revenue and controlling costs in order to make a profit.
1.1.3 How businesses compete	Learners should know that businesses operate in a competitive environment. Learners should understand the nature of a: • competitive environment in which businesses operate, such as: • competition on price and non-price factors • local vs global competitors • challenges from new businesses • fast-changing environment in which businesses operate, such as changes in: • consumer tastes • technology • society.

1.2: Business promotion

In this topic learners will gain knowledge and understanding of:

1.2.1 Advertising

1.2.2 Physical and visual aspects

1.2.3 The Marketing mix

Section	Amplification
1.2.1 Advertising	Learners should understand: • what is meant by advertising • why businesses advertise. Learners should know the different advertising media available to businesses, including: • traditional advertising: TV, radio, cinema, in store, print media, billboards, posters, leaflets, transport advertising • digital advertising: social media, websites, pop up ads, search engine advertising, digital adverts, mobile advertising.
1.2.2 Physical and visual aspects	Learners should understand ways that businesses use physical and visual aspects to create an impression for customers, including: • the shop or store environment • how products are packaged and presented • signs and branding • staff uniforms • receipts

	- the look and feel of a website - any other items that show the quality of the product or service.
1.2.3 The Marketing mix	Learners should understand how a business creates a marketing mix to achieve success: - Product - including branding, product portfolio and USP (Unique Selling Point) - Price – including different pricing strategies including cost-plus pricing, competitive pricing and psychological pricing - Promotion – including advertising, sales promotion and sponsorship - Place – how products are distributed to customers, including direct distribution, retail physical outlets, retail websites and apps. Learners should understand how the 4Ps of the marketing mix work together for business success.

Unit 2

Geography

Portfolio

35% of qualification

60 marks

Set by WJEC, marked by the centre, moderated by WJEC

Overview of unit

The purpose of this unit is to:

- develop learners' understanding of how people and the environment interact and change over time. Learners will explore how these changes affect individuals, communities, and places, and will use different types of evidence to assess their impact.

This unit will focus on:

- the causes and impacts of urbanisation in two contrasting global cities
- how Wales's climate varies and how extreme weather can affect people and environments in Wales, the UK and the world.

Areas of content

2.1: Urbanisation

2.2: Weather and Climate

2.1 Urbanisation

In this topic learners will gain knowledge and understanding of:

2.1.1 Urbanisation

2.1.2 Urban land use patterns

2.1.3 Urbanisation in contrasting cities

Section	Amplification
2.1.1 Urbanisation	Learners should know what is meant by the term urbanisation. Learners should understand the causes of urbanisation and how push and pull factors influence the movement of people between places.
2.1.2 Urban land use patterns	Learners should know the distinctive characteristics of the different sectors of a city or town, including: - Central Business District (CBD) - inner city - suburbs - urban-rural fringe. Learners should understand how these change over time and place.
2.1.3 Urbanisation in contrasting cities	Learners should understand how urban areas are similar and different in different cities including: - land use - social, economic and environmental impacts.

	Learners should understand: - urbanisation in two contrasting cities, such as a city in the UK and one from another continent - the social, economic and environmental impact of urbanisation.
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2.2: Weather and Climate

In this topic learners will gain knowledge and understanding of:

2.2.1 Weather and climate

2.2.2 High and low pressure

2.2.3 Extreme weather

Section	Amplification
2.2.1 Weather and climate	Learners should know the difference between weather and climate. Learners should understand: - the climate of Wales - how temperature and precipitation vary across two contrasting locations in Wales between places and over time, (for example a coastal area and a mountainous area of Wales, or a location in North Wales and one in South Wales.).
2.2.2 High and low pressure	Learners should understand the effect that: - low pressure systems have on weather in the UK - high pressure systems have on weather in the UK.
2.2.3 Extreme weather	Learners should understand the following for two contrasting extreme weather events such as a drought, heatwave, hurricane, storm or wildfire: - the causes - impacts (social, economic and environmental) - responses.

Unit 3

History

Portfolio

35% of qualification

60 marks

Set by WJEC, marked by the centre, moderated by WJEC

Overview of unit

The purpose of this unit is to:

- develop learners' understanding of important historical events from two different time periods, both in Wales and around the world. Learners will explore the causes, effects and significance of these events, and will use evidence to assess their impact.

This unit will focus on:

- life in Wales during and after the Second World War, including evacuees, development of leisure opportunities, and the experiences of immigrants
- the Black death: its symptoms, how it spread and its impacts around the world.

Areas of content

3.1: Wales in the Twentieth Century

3.2: The Black Death

3.1: Wales in the Twentieth Century

In this topic learners will gain knowledge and understanding of:

3.1.1 Evacuees in Wales during the Second World War

3.1.2 Changes in leisure opportunities and their impact on the lives of people in Wales

3.1.3 Immigration and Wales in the 1950s

Section	Amplification
3.1.1 Evacuees in Wales during the Second World War	Learners should be aware of the reasons for evacuation. Learners should know: - areas evacuees came from and went to - methods of transportation - allocation to the host family - evacuees' communication with their families - positive and negative evacuee experiences - the experience of at least one individual evacuee in Wales.
3.1.2 Changes in leisure opportunities and their impact on the lives of people in Wales	Learners should understand: - the meaning of the term 'leisure activity' with examples - the impact of television on people's lives, including: - entertainment - education programmes and access to the news - advertising - the development of Welsh language television - the impact of tourism on people's lives, including: - job creation in hotels, shops and attractions - growth of seaside resorts and caravan parks

	negative effects on local communities.
3.1.3 Immigration and Wales in the 1950s	Learners should understand: - why people came to Wales - the experiences of immigrants to Wales including - jobs - housing - discrimination - the contributions of the immigrants to Welsh society and culture, such as the Windrush generation.

3.2: The Black Death

In this topic learners will gain knowledge and understanding of:

3.2.1 The symptoms of the Black Death

3.2.2 Attempts to limit the spread of the disease

3.2.3 The impact of the Black Death

Section	Amplification
3.2.1 The symptoms of the Black Death	Learners should be aware of the ways that diseases can spread. Learners should know: - the meaning of the words Black Death and plague - the symptoms of the Black Death including: - buboes - fever - chills - headaches - vomiting - that many people who contracted the disease died.
3.2.2 Attempts to limit the spread of the disease	Learners should understand: - religious and superstitious methods used by individuals to protect themselves from plague including: - the wearing of charms - penance - flagellation - the use of quarantining to stop the spread of the disease.
3.2.3 The impact of the Black Death	Learners should understand: - the short-term impact, for example fear, disruption to daily life - the longer-term impact, for example changes in wages, farming and land use - the impact of the Black Death on communities.

Unit 4

Religious Studies

Portfolio

35% of qualification

60 marks

Set by WJEC, marked by the centre, moderated by WJEC

Overview of unit

The purpose of this unit is to:

- develop learners' understanding of beliefs and practices about life and death from two religions and one non-religious perspective. Learners will look at evidence to see how different views shape moral and ethical thinking.

This unit will focus on:

- how different beliefs and perspectives influence views on the meaning of life
- different beliefs and perspectives on good, evil and forgiveness.

Areas of content

4.1: Religious and Non-religious Beliefs

4.2: Good and Evil Beliefs

In this unit, learners will cover **two** of the following religions:

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Sikhism (Sikhi)

Supporting suggestions for teaching content for each religion can be found in the Guidance for Teaching documents.

4.1: Religious and Non-religious Beliefs

In this topic learners will gain knowledge and understanding of:

4.1.1 The nature of belief

4.1.2 Beliefs and teachings about the meaning of life

4.1.3 Beliefs and teachings about life after death

Section	Amplification
4.1.1 The nature of belief	Learners should know that: • a belief means accepting that something exists or is true without proof • some people believe in a god or gods and identify as religious believers • some people and groups do not believe in a god or gods and identify as non-religious, such as Humanists.

4.1.2 Beliefs and teachings about the meaning of life	Learners should understand: - the religious teachings and beliefs about the meaning of life from two different religions - how these religious teachings and beliefs affect the life choices of believers.
4.1.3 Beliefs and teachings about life after death	Learners should understand: - beliefs and teachings about life after death in two different religions, including, where relevant: - rebirth - reincarnation - afterlife - the importance of afterlife for believers in two different religions.

4.2: Good and Evil Beliefs

In this topic learners will gain knowledge and understanding of:

4.2.1 Good and evil actions

4.2.2 The nature of good and evil beliefs

4.2.3 Beliefs and teaching about forgiveness

Section	Amplification
4.2.1 Good and evil actions	Learners should know: - what make actions good or evil - examples of good actions, for example: helping, donating to charities, comforting a friend who is upset, recycling, telling the truth - examples of evil actions, for example: stealing, hurting people, greed and jealousy.
4.2.2 The nature of good and evil beliefs	Learners should know the religious beliefs and teachings about good and evil in two different religions.
4.2.3 Beliefs and teaching about forgiveness	Learners should understand: - the religious teachings and beliefs about forgiveness from two different religions - how these religious teachings and beliefs affect the life choices of believers.

Unit 5

Social Studies

Portfolio

35% of qualification

60 marks

Set by WJEC, marked by the centre, moderated by WJEC

Overview of unit

The purpose of this unit is to:

- develop learners' understanding of Wales as a diverse society. They will explore social issues, how these have led to change and how these changes affect their own lives.

This unit will focus on:

- rights, responsibility and equality in today's Wales
- how social movements in Wales bring about change.

Areas of content

5.1: Society and Social issues

5.2: Social Change and Active Citizenship

5.1: Society and Social issues

In this topic learners will gain knowledge and understanding of:

5.1.1 Identity

5.1.2 Rights, responsibilities and equality

5.1.3 Wales, Government and the wider world

Section	Amplification
5.1.1 Identity	Learners should know: • what factors shape an identity • what parts of identity do individuals choose for themselves • what parts of identity are influenced by others.
5.1.2 Rights, responsibilities and equality	Learners should know: • the meaning of the terms rights, responsibilities and equality • that citizens have key rights protected by law in Wales. Learners should understand the following rights and responsibilities: • Right to life: responsibility not to harm or endanger other people's lives • Right to be protected from discrimination: Responsibility not to discriminate against each other • Right to freedom of expression: Responsibility not to use harmful or hateful or derogatory language about an individual/group in society • Right to education: Responsibility to attend school

	Right to privacy: Responsibility not to access or make public, private information.
5.1.3 Wales, Government and the wider world.	Learners should understand how two examples of decisions made by Senedd Cymru have impacted people's lives, such as free school meals policy, free prescriptions, plastic bag charge or recycling initiatives.

5.2: Social Change and Active Citizenship

In this topic learners will gain knowledge and understanding of:

5.2.1 Understanding social issues

5.2.2 Evaluating a social campaign in Wales

5.2.3 Planning to make a difference

Section	Amplification
5.2.1 Understanding social issues	Learners should know: - the meaning of the term social issue - examples of social issues such as poverty, homelessness, digital exclusion, racism or mental health. Learners should understand the effects of social issues on individuals and communities within Wales.
5.2.2 Evaluating a social campaign in Wales	Learners should know what a social campaign is. Learners should understand: - how and why social campaigns are created - different campaign methods, such as door-to-door canvassing, leafleting, public rallies, media engagement and social media - that different methods have different purposes (e.g., posters raise awareness, collections help others) - one example of a campaign in Wales including its effectiveness, impact and reach from the following list: - Keep Wales Tidy - Show Racism the Red card - Children's commissioner for Wales Campaigns - Plastic bag Charge - Anti-bullying week - Stonewall Cymru-Acceptance without exception. - The Senedd Youth Parliament Campaign - Food bank Awareness - Mental Health Awareness-Hello Yellow/Time to Talk Wales.
5.2.3 Planning to make a difference	Learners should be able to plan a campaign in relation to a specific social issue, including: - selecting a social issue - selecting appropriate campaign methods - explaining how they would measure the success of the campaign.

Unit 6

Creating sustainable communities in Wales

Portfolio

30% of qualification

50 marks

Set by WJEC, marked by the centre, moderated by WJEC

Overview of unit

The purpose of this unit is to:

- help learners make meaningful connections across different areas of the humanities by studying environmental sustainability. Learners will explore sustainability in Wales and develop knowledge to think about the challenges and opportunities facing people today.

This unit will focus on:

- exploring environmental sustainability in Wales through five perspectives—**Geography, History, Business, Religious Studies, and Social Studies**.
- investigating local sustainability initiatives and using evidence to understand the opportunities and challenges of this global issue.

Areas of content

6.1: Defining Environmental Sustainability

6.2: Perspectives on Environmental Sustainability

6.3: Environmental Action

6.1: Defining Environmental Sustainability

In this topic learners will gain knowledge and understanding of:

6.1.1 What is meant by environmental sustainability

Section	Amplification
6.1.1 What is meant by environmental sustainability	Learners should know: • what is meant by environmental sustainability • examples of environmental sustainability.

6.2: Perspectives on Environmental Sustainability

In this topic learners will gain knowledge and understanding of:

6.2.1 Human activities that have harmed the environment

6.2.2 Ethical and religious reasons why we should look after the environment

Section	Amplification
6.2.1 Human activities that have harmed the environment	Learners should know human activities that have contributed to long term environmental challenges, for example: • deforestation • mining • urbanisation.
6.2.2 Ethical and religious reasons why we should look after the environment	Learners should be aware of the meaning of the term ethical. Learners should know: • that being sustainable is an ethical choice, meaning doing what is right for the environment now and in the future • ethical reasons for environmental sustainability, for example: • it is right to protect animals and nature from harm • climate change affects everybody • children have the right to grow up in a safe and healthy world • caring for the planet is seen as a duty in many faiths • religious views on environmental sustainability from one of the following religions: • Buddhism • Christianity • Hinduism • Islam • Judaism • Sikhism (Sikhi).

6.3: Environmental Action

In this topic learners will gain knowledge and understanding of:

6.3.1 The role of individuals in protecting the environment

6.3.2 The role of businesses in protecting the environment

6.3.3 A local environmental initiative

Section	Amplification
6.3.1 The role of individuals in protecting the environment	Learners should understand examples of how people can be more sustainable, such as: • buying locally sourced goods • choosing products with eco-friendly packaging. • improving energy efficiency • recycling • using electric vehicles (EVs) • using renewable energy.

6.3.2 The role of businesses in protecting the environment	Learners should understand: • ways businesses can be more sustainable, for example: • using less packaging • using renewable energy • reducing pollution • why these approaches make businesses more sustainable • ways one specific business is protecting the environment.
6.3.3 A local environmental sustainability initiative	Learners should know local examples of sustainability initiatives, such as tree planting, community gardens, litter picking, beach cleaning. Learners should understand: • the strengths and weaknesses of the initiative • the impact of the initiative • how the initiative could be improved or the next steps required.

Opportunities for integration of learning experiences

WJEC Entry Level / Level 1 Foundation Humanities generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- develop empathy, tolerance, and compassion through the study of different and diverse contexts and perspectives
- engage in collaborative working
- make appropriate use of digital technology when completing the qualification
- develop confidence to think independently and reflect on how their views might grow or change.

Further amplification of the opportunities to develop cross-cutting themes, cross-curricular skills and integral skills can be found in Appendix A. The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences into delivery.

3 ASSESSMENT

The Assessment Pack will include all detailed information relating to assessment.

3.1 Assessment Objectives and Weightings

Below are the assessment objectives for this specification. Learners must:

AO1

Demonstrate knowledge and understanding of issues and ideas relating to the humanities

AO2

Apply knowledge and understanding to make connections between issues and ideas relating to the humanities

AO3

Explore issues, events or ideas relating to the humanities

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	Total
Units 1 – 5 (learners will complete 2 units)	14%	10.5%	10.5%	35%
Unit 6 (compulsory unit)	12%	9%	9%	30%
Overall weighting	40%	30%	30%	100%

3.2 Assessment Overview

All units will be assessed by portfolio.
Each learner's portfolio will include six completed tasks.

The tasks for each portfolio will be set by WJEC, and will remain the same for the lifetime of the qualification. There will be opportunities to use local or other self-selected examples when responding to certain tasks.

The portfolios will be marked by the centre and moderated by WJEC.

The first assessment for Units 1-5 will be in Summer 2028. The first assessment for Unit 6 will be in Summer 2029.

3.3 Assessment duration

Assessment activities should normally fall within the indicative time suggested for each unit. This is intended to support comparability across centres while allowing for reasonable adjustments based on learner needs.

Centres must ensure that the time allowed is appropriate and consistent with the qualification's aims and learning outcomes.

Centres must record the approximate time spent on assessment activities for each learner and each unit. These records must be retained for moderation and quality assurance purposes.

3.4 Managing the assessment

All units of this qualification are assessed through non-examination assessment. Non-examination assessment is structured across three key stages: task setting, task taking, and task marking.

All non-examined assessment (NEA) must adhere to the instructions included in *JCQ's Instructions for Conducting Non-Examination Assessments (Vocational and Technical Qualifications)*. Please note that the JCQ guidance for *GCE and GCSE Specifications* is **not** applicable to this qualification.

Task Setting

Assessment packs are provided for each unit in line with the arrangements set out in 3.2.

Task Taking

The completion of non-examined assessment is guided by controls in five areas: time, resources, supervision, authentication, and collaboration.

- Time: Each assessment pack will state that there is no time restriction; a suggested time per task is provided although candidates may allocate this time across tasks as appropriate.
- Resources: Any specific resource requirements will be outlined in the assessment pack.

- Supervision and authentication: Learners should normally be supervised by a teacher while completing assessment tasks. Teachers may clarify task requirements but must not provide feedback on the evidence being produced.
- Collaboration: Group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner. Authentication sheets must be signed by both the teacher and the learner.

Task Marking for internally assessed non-examination assessment

All marking must be carried out by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where required, performance evidence (e.g. presentations) must be documented using observation records that include descriptive and summative comments.

Teachers are responsible for ensuring that:

- both learners and teachers sign declarations confirming the authenticity of submitted work
- assessment is conducted in line with the expectations of the assessment pack and JCQ guidance
- judgements are made solely against the performance band statements
- evidence is authentic, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

3.5 Resubmission of internally assessed non-examination assessments

In all units where the portfolio is assessed by the centre, teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking before the final marks are submitted for moderation. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been marked.

Learners are not required to produce an entirely new set of evidence for a resubmission. They should focus only on the areas where they did not achieve the desired mark. As a result, they may not need the full time indicated in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack indicates the approximate amount of time that learners should spend completing each task. Where learners are focusing on specific tasks for resubmission, the time allowed should not exceed the total suggested time allocated to those tasks.

There is no need to create a separate candidate mark submission sheet for resubmission; the original sheet can be updated with revised marks and additional comments. Centres should maintain internal records of resubmissions to provide a clear audit trail, which will be helpful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment brief released for that series. (see Section 5.4).

4 MALPRACTICE

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for Entry Level / Level 1 Foundation Humanities.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

5 TECHNICAL INFORMATION

5.1 Making entries

This is a unitised qualification. Candidates are entered for each unit separately.

Assessment opportunities will be available in the summer series until the end of the life of this specification.

Units 1-5 will be available for submission in Summer 2028 (and every Summer thereafter). Unit 6 will be available for submission in Summer 2029 (and every Summer thereafter).

Entry for individual units must be made by submitting the relevant unit shown below:

		Entry Codes	
		English medium	Welsh medium
Unit 1	Business: Portfolio		
Unit 2	Geography: Portfolio		
Unit 3	History: Portfolio		
Unit 4	Religious Studies: Portfolio		
Unit 5	Social Studies: Portfolio		
Unit 6	Creating sustainable communities in Wales: Portfolio		

5.2 Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates will be entered for the qualification when entering for aggregation (cash-in).

Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

	English medium	Welsh medium
Cash-in code		

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

5.3 Grading, awarding and reporting

WJEC Entry Level / Level 1 Foundation Humanities is reported on a 4 point scale: Entry 1 Pass, Entry 2 Pass, Entry 3 Pass and Level 1 Pass (where Level 1 Pass is the highest grade). Candidates who do not achieve the uniform marks required to achieve an Entry 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

	Raw marks	Weighting	MAX. UMS	Level 1	Entry 3	Entry 2	Entry 1
Unit 1	60	35%	105	84	63	42	21
Unit 2	60	35%	105	84	63	42	21
Unit 3	60	35%	105	84	63	42	21
Unit 4	60	35%	105	84	63	42	21
Unit 5	60	35%	105	84	63	42	21
Unit 6	50	30%	90	72	54	36	18

The uniform marks obtained for each unit are added up and the qualification grade is based on this total.

	Raw marks	Weighting	MAX. UMS	Level 1	Entry 3	Entry 2	Entry 1
Subject Award	170	100%	300	240	180	120	60

5.4 Resitting assessments

Candidates may resit each centre marked assessment once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

When resitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

If a candidate has been entered for an assessment but is marked absent (a), the absence does not count as an attempt.

If a candidate is recorded as being awarded '0' marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.

If a candidate exceeds the number of attempts for any of the assessments, they will be required to retake the qualification.

5.5 Retaking the qualification

If a candidate enters a centre marked assessment for a third time, they must re-enter and retake all assessments.

When retaking a qualification, a candidate may have up to two attempts at each centre marked non-examination assessment. However, no results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Cross-cutting Themes						
Local, National & International Contexts	✓	✓	✓	✓	✓	✓
Sustainability	✓	✓	✓	✓	✓	✓
Relationships and Sexuality Education			✓	✓	✓	✓
Human Rights Education			✓	✓	✓	✓
Careers and Work-Related Experiences	✓	✓	✓	✓	✓	✓
Cross-curricular Skills - Literacy						
Listening	✓	✓	✓	✓	✓	✓
Reading	✓	✓	✓	✓	✓	✓
Speaking	✓	✓	✓	✓	✓	✓
Writing	✓	✓	✓	✓	✓	✓

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Cross-curricular Skills - Numeracy						
Developing Mathematical Proficiency	✓	✓	✓		✓	✓
Understanding the number system helps us to represent and compare relationships between numbers and quantities	✓	✓	✓	✓	✓	✓
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world		✓	✓		✓	✓
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	✓	✓	✓	✓	✓	✓
Digital Competence						
Citizenship	✓	✓	✓	✓	✓	✓
Interacting and Collaborating	✓	✓	✓	✓	✓	✓
Producing	✓	✓	✓	✓	✓	✓
Data and Computational Thinking		✓	✓	✓	✓	✓

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Integral Skills						
Creativity and Innovation	✓	✓	✓	✓	✓	✓
Critical Thinking and Problem Solving	✓	✓	✓	✓	✓	✓
Planning and Organisation	✓	✓	✓	✓	✓	✓
Personal Effectiveness	✓	✓	✓	✓	✓	✓