

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Prejudice and discrimination against people
Unit Ref. No.	A/617/3321 F/617/3322
Entry Code	6236/E2 6236/E3
Level	Entry 2/3
Credit Value	3
Unit aim	<p>This unit aims to enable learners to gain knowledge and understanding of how and why people have been discriminated against. This can be through study of historical and/or contemporary events. In this unit learners must also understand why it is important to learn about prejudice and discrimination towards people. <u>Please note that the two examples chosen for study should not overlap in their content or context.</u></p> <p>It is possible to co-teach this unit with aspects of both the WJEC and Eduqas GCSE Religious Studies specifications.</p>

Learning outcomes	Assessment Criteria Entry 2	Assessment Criteria Entry 3
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know causes of prejudice and discrimination against people	AC1.1 List examples of individuals who have experienced prejudice and discrimination AC1.2 List groups of people who have experienced prejudice and discrimination AC1.3 Identify reasons why people experience prejudice and discrimination	AC1.1 State examples of individuals who have experienced prejudice and discrimination AC1.2 State examples of groups of people who have experienced prejudice and discrimination AC1.3 Give reasons why people experience prejudice and discrimination
LO2 Know what happens during prejudice and discrimination against people.	AC2.1 List ways that people can experience prejudice and discrimination	AC2.1 Outline ways in which people can experience prejudice and discrimination
LO3 Know how experience of prejudice and discrimination has affected people and how it might be prevented.	AC3.1 Identify ways in which people's lives have been affected by prejudice and discrimination AC3.2 Identify how prejudice and discrimination against people might be prevented	AC3.1 Outline how people concerned have been affected by prejudice and discrimination AC3.2 Suggest ways in which prejudice and discrimination against people might be prevented

2. Suggested Unit Content

The following suggestions should be considered in the context of:

- the level the learner is working at – either Entry 2 or Entry 3
- the level is determined not by the amount of work completed but should demonstrate achievement of the specified assessment criteria. Completion should be closely linked to the command words used in the assessment criteria
- centre facilities and resources
- teaching time and curriculum organisation
- opportunities to co-teach with GCSE Religious Studies
- providing opportunities for progression including studying a Humanities based subject to GCSE level

This unit is open-ended in its coverage. There are a number of different ways of approaching it. The following section is designed to assist teachers in approaching the issue of content. The examples of prejudice and discrimination studied is very much down to the teacher, but **the content and context chosen must be capable of delivering the learning outcomes associated with the unit.** The learning outcomes do not have to be taught separately but can be integrated and taught as a whole.

For schools in England, this unit can be co-taught with Component 1 Theme 4: Issues of Human Rights on the Eduqas GCSE specification in Religious Studies. It can also be co-taught with Component 1 Germany in Transition 1919-1939 and Component 2 the Development of the USA 1929-2000 on the Eduqas GCSE specification in History.

For schools in Wales, this unit can be co-taught with Unit 1 Religion and Philosophical Themes on the WJEC GCSE specification in Religious Studies. It can also be co-taught with either Unit 2 Germany in Transition 1919-1939 and Changes in South Africa 1948-1994 on the WJEC GCSE specification in History.

LO1: Know causes of prejudice and discrimination against people.

Learners must study at least two individuals or groups who have experienced prejudice and discrimination.

Learners must have knowledge of the background and events surrounding at least two examples of prejudice and discrimination. This can be of either individuals and / or groups. Examples that could be studied include:

Individuals:

Jesus, Gandhi, Nelson Mandela, Galileo, Martin Luther King, Anne Frank, Joan of Arc, Alan Turing, Julian Assange

Groups:

Jews in Nazi Germany, women, African Americans, Aborigines, other minority groups for example the elderly, disabled, LGBT people

Other relevant examples can be studied. These can include historical individuals or groups or contemporary / local examples.

Please note the examples chosen for study should not overlap in their content or context. For example it is not permitted to study both Martin Luther King and African Americans or Anne Frank and Jews in Nazi Germany.

Learners must study the reasons why people have experienced prejudice and discrimination. These will include: ethnicity, gender, beliefs, because they are different or because of their ideas / views.

Learners must also study why those that show prejudice and discrimination to others do so. Reasons will include because they are threatened, they want something the others have or that their beliefs/ideas are different.

LO2: Know what happens during prejudice and discrimination against people

In studying examples of persecution and discrimination, learners must learn what can happen as a result of prejudice and discrimination against people e.g. they suffer physical violence, they are discredited, they are imprisoned, they are segregated, they are treated as inferior, they received less resources, they lose their lives.

LO3: Know how experience of prejudice and discrimination has affected people and how it might be prevented.

In studying examples of persecution and discrimination, learners must be able to outline the ways in which peoples lives have been affected by prejudice and discrimination e.g. they become ill, they live in worse conditions, they may be separated from their families, they may have to leave their countries, they lose their good name, they have worse life chances.

Learners must also learn how prejudice and discrimination against people can be prevented e.g. governments take action, individuals take action, people act as good citizens, we learn to share things, try to understand those that are different to us, take part in campaigns.

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. This unit will contribute to the completion of an Entry Pathways qualification in Humanities. **For full details of the qualifications (Awards and Certificates) and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with **Prejudice and discrimination against people** are:

- Celebrating Religious Festivals
- Contentious issues in the modern world
- Places of Worship
- Important ceremonies in life and death

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

3.2 Resources

No specific resources have been written for this unit. Teachers and learners are advised to gather relevant information using general textbooks, websites, digital resources, magazines, television programmes and films.

One useful area of resources and support for teachers of Entry Pathways units is available on **the WJEC website**. The site can be found here: <http://resources.wjec.co.uk/> Teachers will find a wide range of supporting materials. Much of this material is intended to be downloaded so that it can be edited by teachers to suit the needs of their own learners and centres.

Several **resource sites** provide links to many relevant sites. For example: <https://www.eteach.com/CMS/1/SecResourcesRE.aspx>

The BBC eclips website is very useful resource. www.bbc.co.uk/wales/eclips

There are many existing **school textbooks** for Key Stages 2, 3 and 4 which cover aspects of the content of this unit. A brief search on any major resource retail site will bring up many books written connected with these contentious issues.

The following books are also relevant:

- Helen Bartley, Laura Burridge, Tanya Hill, Chris Owens: *Religion and Life* (Heinemann)
- Laura Burridge, Tanya Hill, David Sharpe: *Religion and Human Experience* (Heinemann)
- Gavin Craigen, Joy White: *Believing and Living* (Hodder Education)
- Gavin Craigen, Joy White: *Believing and Experiencing* (Hodder Education)
- Ina Taylor: *Religion and Life Issues based on Christianity and Islam* (Folens)
- Ina Taylor: *Religion and Human Experience based on Christianity and Islam* (Folens)

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

All Entry Pathways units are internally assessed and externally moderated. The following principles apply to the assessment of each unit:

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

Entry Pathways Humanities has no set tests or assessments. WJEC will provide some suggestions that can be developed to provide evidence that the assessment criteria for each learning outcome have been met. It is hoped that teachers will build on some of these suggestions and develop activities of their own to provide assessments appropriate for their learners.

In practice, ways of demonstrating that the criteria have been met will vary according to centre type, the nature of learners and curriculum organisation. In addition, different learners within the same teaching group can demonstrate achievement of assessment criteria in different ways. However, the following general types of activities are likely to feature as ways of demonstrating that the assessment criteria have been met:

General activity	Possible purpose
Posters	Identify individuals and groups that have experienced prejudice and discrimination
Written work	Identify and outline views about discrimination
Oral questions and answers	Demonstrate knowledge of prejudice and discrimination
Oral presentations	Outline various aspects of prejudice and discrimination
Contributing to group discussions	Talk about how prejudice and discrimination against people might be prevented
Power point presentations	Outline the background to examples of prejudice
Use of visual images such as photographs	Find images that show prejudice
Storyboards	Show features and characteristics of prejudice or discrimination from history
Case studies	Outline information about particular examples of prejudice and discrimination
Interviews	Ask about experiences of prejudice or discrimination
Surveys and questionnaires	Collect different opinions about prejudice and discrimination

4.2 Examples of tasks:

Examples of tasks that can be used with learners to show evidence of meeting the assessment criteria:

LO1: Know causes of prejudice and discrimination against people

At Entry 2, learners could:

- select visual images showing a range of individuals or groups that have experienced prejudice and discrimination
- use the internet to find examples of individuals or groups that have experienced prejudice and discrimination
- make some Power point slides showing examples of a range of causes of t prejudice and discrimination
- in a general discussion state examples of a range of causes of prejudice and discrimination
- gather and collate a series of visual illustrations to show examples of a range of causes of prejudice and discrimination

At Entry 3, learners could:

- use ICT to produce a presentation which identifies individuals and groups that have experienced prejudice and discrimination
- make a booklet describing individuals and groups who have experienced prejudice and discrimination
- present a power point to the their class giving information about individuals and groups who have experienced prejudice and discrimination
- make a power point showing a range of causes as to why the individuals/groups they have chosen have experienced prejudice and discrimination
- in a general discussion orally outline a range of causes for the prejudice and discrimination of the individuals/groups they have chosen
- design a poster for some of the individuals/groups they have chosen giving reasons why they experienced prejudice and discrimination

LO2: Know what happens during prejudice and discrimination against people

At Entry 2, learners could:

- draw a timeline to show events during the chosen period of prejudice and discrimination
- produce a storyboard to show events during the chosen period of prejudice and discrimination
- select correct events in a period of prejudice and discrimination from a given list
- correctly sequence a series of events/facts relating to the period of prejudice and discrimination
- tell someone else at least two correct facts about this period of prejudice and discrimination

At Entry 3, learners could:

- draw an illustrated storyboard to outline events during this period of prejudice and discrimination
- write a short feature for a school magazine about the main events in this period of prejudice and discrimination
- imagine they are part of this period of prejudice and discrimination and write at least three diary entries describing their experiences
- give an oral presentation to outline the events that happened during this period of prejudice and discrimination

LO3: Know how experience of prejudice and discrimination has affected people and how it might be prevented

At Entry 2, learners could:

- in discussion, orally state how people were affected by the chosen period of prejudice and discrimination
- produce a series of illustrations to show how people were affected by the chosen period of prejudice and discrimination
- answer basic questions about how prejudice and discrimination could be prevented in the future
- in discussion, talk about how prejudice and discrimination could be prevented in future

At Entry 3, learners could:

- in discussion, outline how people were affected by the chosen period of prejudice and discrimination
- write at least three diary entries describing your experiences of prejudice and discrimination and answer questions about it
- produce a poster giving reasons why it is important to learn about prejudice and discrimination today
- make a list of reasons why there should be no prejudice and discrimination against different groups
- design a poster showing why such prejudice and discrimination is bad and how it can be prevented/avoided

Assessment must be recorded on the relevant assessment record by indicating successful completion of each Assessment Criterion. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria are **differentiated** and must be met at the relevant level. All criteria must be met in full for the unit to be achieved and credit awarded.

Copies of the assessment records are on pages 10 and 11.

4.3 Recording

Assessment must be recorded on the relevant assessment record by indicating successful completion of each Assessment Criterion. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria are **differentiated** and must be met at the relevant level. All criteria must be met in full for the unit to be achieved and credit awarded.

Copies of the assessment records are on pages 10 and 11.

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.

Essential points to note with regard to administrative arrangements

- Submit all work **by unit** and not by candidate.
- Ensure that all candidate work submitted for moderation is **fully marked and annotated**.
- **Annotate completed candidate work** with the relevant assessment criteria, e.g. AC 1.3 or AC 3.2, showing where and how the work presented has met the required assessment criteria.
- Check that **ALL assessment criteria have been met for each unit** by each candidate. Do not submit work for moderation if all assessment criteria have not been clearly and fully met.
- **Complete in full the Assessment Record Sheet** for each unit for individual learners, ensuring it is signed the teacher, including as much detail as possible on where and how assessment criteria have been met.

Prejudice and discrimination against people – Entry 2

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 List examples of individuals who have experienced prejudice and discrimination		
	AC1.2 List groups of people who have experienced prejudice and discrimination		
	AC1.3 Identify reasons why people experience prejudice and discrimination		
LO2	AC2.1 List ways that people can experience prejudice and discrimination		
LO3	AC3.1 Identify ways in which people's lives have been affected by prejudice and discrimination		
	AC3.2 Identify how prejudice and discrimination against people might be prevented		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Prejudice and discrimination against people – ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	<p>AC1.1</p> <p>State examples of individuals who have experienced prejudice and discrimination</p> <p>AC1.2</p> <p>State examples of how groups of people who have experienced prejudice and discrimination</p> <p>AC1.3</p> <p>Give reasons why people experience prejudice and discrimination</p>		
LO2	<p>AC2.1</p> <p>Outline ways in which people can experience prejudice and discrimination</p>		
LO3	<p>AC3.1</p> <p>Outline how people concerned have been affected by prejudice and discrimination</p> <p>AC3.2</p> <p>Suggest ways in which prejudice and discrimination against people might be prevented</p>		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____