

ENTRY PATHWAYS HUMANITIES CPD

LINKING TASKS TO ASSESSMENT CRITERIA FOR E2 OR E3

Here are some tasks suggested in the unit specification for A British Society in the Past.

Can you work out whether the tasks are appropriate for learners working at E2 or E3?

	TASK	E2 OR E3?
1	Complete a true or false activity on key features of the period	
2	Cut and paste images from a website on an important figure	
3	Put a list of events from the period in chronological order	
4	Write an email to the Royal Mint outlining why a person you are studying should be on the back of the next £10 note	
5	Complete a provided table identifying examples of similarities and differences between then and now	
6	Create a slide presentation to show examples of similarity and difference between then and now	
7	from a given list of sources and using the headings: written, oral; visual; artefacts; sites , complete a table of different types of historical sources	
8	Select from a range of historical sources three which best illustrate features of the period studied. Give reasons for your choice.	

How could the E2 activities be enhanced into E3 activities?

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Here are some tasks suggested in the unit specification for Places of Worship.

Can you work out whether the tasks are appropriate for learners working at E2 or E3?

	TASK	E2 OR E3?
1	Mark on a plan the main features found in a place of worship	
2	Contribute to a talk on the features found in places of worship	
3	Use the internet to research places of worship and create a presentation outlining the main features and their location	
4	State some reasons why certain features of places of worship are important to believers	
5	Complete a sorting exercise showing which features are important from incorrect ones	
6	Make a timetable for a week's activities at the place of worship	
7	Visit a place of worship and make a guide showing the main features and their importance to believers	
8	Give some reasons why the wider community make use of the facilities in a place of worship	

How could the E2 activities be enhanced into E3 activities?

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LINKING TASKS TO ASSESSMENT CRITERIA FOR E2 OR E3

Here are some tasks suggested in the unit specification for Responding to a major tectonic event.

Can you work out whether the tasks are appropriate for learners working at E2 or E3?

	TASK	E2 OR E3?
1	Select examples of tectonic hazards from a list of natural hazards	
2	Label a world map showing some plate boundaries	
3	Create a poster presenting a range of detail about a tsunami	
4	Complete a card sort activity to identify how an earthquake has affected people's lives	
5	Outline orally, with some detail, the effects of the an earthquake on the economy of the area	
6	Select appropriate risk reduction strategies from a short list provided	
7	Sort the different types of help that is needed after a hurricane into short term, medium term and long term measures	
8	Produce a 30 second social media appeal asking people in the UK to respond to an humanitarian disaster caused by a tectonic event	

How could the E2 activities be enhanced into E3 activities?