

# Humanities Entry Pathways December 2018



## Recordio'r Sain / Audio Recording

Mae'n ofynnol i'r cyflwynydd recordio'r sain yn y digwyddiad hwn. Dull rheoli yw hwn i sicrhau y gall CBAC ddangos ei fod yn cydymffurfio ag Amodau Cydnabyddiaeth y rheoleiddwyr; yn benodol yr Amodau hynny sy'n ymwneud â chyfrinachedd deunyddiau asesu.

Bydd y recordiad hwn ar gael i'r rheoleiddiwr cymwysterau os gofynnir amdano, ond ni chaiff ei rannu â thrydydd partïon eraill. Bydd CBAC yn cadw'r recordiad yn ddiogel am gyfnod o dair blynedd, ac yn ei ddinistrio'n barhaol wedi hynny.

Sylwer os gwelwch yn dda **NAD OES HAWL** gan gynrychiolwyr i recordio sain na ffilmio unrhyw agwedd ar y digwyddiad hwn.

The presenter is required to make an audio recording of this event. This is a control designed to ensure that WJEC is able to demonstrate compliance with regulatory Conditions of Recognition; specifically Conditions relating to the confidentiality of assessment materials.

The recording will be made available to the qualifications regulator if required, but it will not be shared with any other third parties. The recording will be stored securely by WJEC for a period of three years and then permanently destroyed.

Please note that delegates are **NOT PERMITTED** to make an audio or video recording of any aspect of this event.

Geography	History	Religious Studies	Humanities	French
<ul style="list-style-type: none"> <li>• Changing Population in the UK <b>OR</b> Changing Population in the UK 2018</li> <li>• Fragile Environments <b>OR</b> Threatened Ecosystems 2018</li> <li>• Volcanoes, Earthquakes, Tsunamis <b>OR</b> Responses to Major Tectonic Events 2018</li> <li>• Renewable Energy <b>OR</b> Climate Change - causes, effects and responses 2018</li> <li>• Sustainable Communities</li> <li>• Sustainable Tourism <b>OR</b> Changing trends in tourism 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at your history <b>OR</b> Looking at local history 2018</li> <li>• A British society in the past <b>OR</b> A British society in the past 2018</li> <li>• A non-British society in the past <b>OR</b> A non-British society in the past 2018</li> <li>• Historical change over time <b>OR</b> Historical change over time 2018</li> <li>• People and protest <b>OR</b> People and protest 2018</li> <li>• History in the Media</li> </ul>	<ul style="list-style-type: none"> <li>• Religious festivals <b>OR</b> Religious Festivals and Celebrations 2018</li> <li>• Religious initiation rites Religious marriage services <b>OR</b> Important ceremonies in life and death 2018</li> <li>• Places of worship <b>OR</b> Places of worship 2018</li> <li>• The work of religious charities</li> <li>• Famous followers of religion</li> <li>• Religious and moral arguments over contentious issues <b>OR</b> Contentious issues in the modern world 2018</li> <li>• Persecution of people <b>OR</b> Prejudice and discrimination against people 2018</li> </ul>	<ul style="list-style-type: none"> <li>• The ethics of food production and the consumer <b>OR</b> The ethics of food production and the consumer 2018</li> <li>• The effects of consumerism on today's society <b>OR</b> The effects of consumerism 2018</li> <li>• Child poverty and exploitation</li> <li>• Responses to conflict in world events <b>OR</b> Responses to conflict in world events 2018</li> <li>• Taking a role in society in the UK <b>OR</b> Taking a role in society in the UK 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Being a tourist in a French speaking country</li> <li>• Introducing self, family and friends in French</li> <li>• Using French to discuss social issues</li> <li>• Using French to discuss where people live</li> <li>• Using French to discuss work</li> </ul>

## Co-teachability with GCSE Geography

### The changing population of the UK

For schools in **England**, this unit can be co-taught with:

Eduqas Geography A Key Idea 2.2: Population and urban change in the UK  
 Eduqas Geography A Key Idea 2.3: Urban Issues in contrasting global cities  
 Eduqas Geography B: Key Idea 1.1: Urbanisation in contrasting global cities  
 Eduqas Geography B: Key Idea 1.2: Urban and rural processes and change in the UK

For schools in **Wales**, this unit can be co-taught with :

WJEC Geography Key Idea 2.2: Population and urban change in the UK  
 WJEC Geography Key Idea 2.3: Urban Issues in contrasting global cities

### Threatened ecosystems

For schools in **England**, this unit can be co-taught with:

Eduqas Geography A Key Idea 3.2: Ecosystems under threat  
 Eduqas Geography A Key Idea 5.4: Human activity and ecosystem processes  
 Eduqas Geography B: Key Idea 8.2: Management of ecosystems

For schools in **Wales**, this unit can be co-taught with :

WJEC Geography Key Idea 5.4: Human activity and ecosystem processes  
 WJEC Geography Key Idea 8.2: Management of ecosystems

### Responding to a major tectonic event

For schools in **England**, this unit can be co-taught with:  
Eduqas Geography A Key Idea 3.2: Vulnerability and hazard reduction

For schools in **Wales**, this unit can be co-taught with :  
WJEC Geography Key Idea 3.2: Vulnerability and hazard reduction

### Climate change - causes, effects and responses

For schools in **England**, this unit can be co-taught with:

Eduqas Geography A Key Idea 5.1: Climate change during the Quaternary period  
Eduqas Geography A Key Idea 2.4: Climate change – cause and effect

For schools in **Wales**, this unit can be co-taught with :  
WJEC Geography Key Idea 5.1: Climate change during the Quaternary period

### Changing trends in tourism

For schools in **England**, this unit can be co-taught with Eduqas Geography A Key Idea 8.2: Management of ecosystems

For schools in **Wales**, this unit can be co-taught with WJEC Geography Key Idea 8.2: Management of ecosystems

### Looking at local history

#### A British Society in the past

For schools in **England**, this depth study can be co-taught with the unit Empire, Reform and War 1890-1918 on the Eduqas GCSE specification.

- Britain and the First World War 1914-1918:  
Recruitment, conscription and propaganda  
Life in the trenches  
The impact of war on civilian life – work, women, disillusionment

This depth study can also be co-taught with the unit Empire, Reform and War 1890-1918 on the Eduqas GCSE specification

- The Depression 1930-39:  
The causes of the depression  
Unemployment and life on the dole  
The growth of new industries and new technologies  
Escapism – the popularity of cinema and radio

This depth study can be co-taught with the unit Austerity, Affluence and Discontent 1951-1979 on the Eduqas GCSE Specification.

**\*Please note that the British Studies in Depth mentioned above are not exclusive. Many teachers will want to focus learning on other periods of British history.**

### A British Society in the past

For schools in **Wales**, this depth study can be co-taught with the unit Depression, War and Recovery 1930-1951 on the WJEC GCSE specification

Britain and the Second World War 1939-1945:

- Evacuation and rationing
- Coping with the Blitz
- The role of women during the war
- Keeping up morale – radio, cinema, posters, role of Churchill

This depth study can also be co-taught with the unit Depression, War and Recovery 1930-1951 on the WJEC GCSE specification

Life in the 1960s:

- Changes in home life including the lives of women
- Changes in work including the impact of new technology
- Fashion and entertainment including the influence of pop music and television
- Immigration – reasons and reaction

This depth study can also be co-taught with the unit Austerity, Affluence and Discontent 1951-1979 on the WJEC GCSE Specification.

**\* Please note that the British Studies in Depth mentioned above are not exclusive. Many teachers will want to focus learning on other periods of British history.**

### A non- British Society in the past

For schools in **England**, this depth study can be co-taught with the unit:

- The Crusades 1095-1149
- The Voyages of Discovery and Conquest of the Americas, 1492-1522
- Germany in Transition 1919-1939
- The USA: a Nation of Contrasts 1910-1929

For schools in **Wales**, this depth study can be co-taught with the unit:

- Germany in Transition 1919-1939
- The USA: a Nation of Contrasts 1910-1929
- Russia in Transition 1905-1924
- Changes in South Africa 1948-1994

### Historical change over time

For schools in **England**, this study of change over time can be co-taught with the unit:

- Changes in Crime and Punishment in Britain, c.500 to the present day
- Changes in Health and Medicine in Britain, c.500 to the present day
- Changes in Entertainment and Leisure in Britain c.500 to the present day
- The development of the USA, 1929-2000

For schools in **Wales**, this study of change over time can be co-taught with the unit:

- Changes in Crime and Punishment in Britain, c.500 to the present day
- Changes in Health and Medicine in Britain, c.500 to the present day
- Changes in Patterns of Migration, c.1500 to the present day

### People and Protest

For schools in **England** and **Wales**, this unit can be co-taught with:

- Conflict and Upheaval: England 1337-1381
- Empire, Reform and War: Britain 1890-1918
- The Development of the USA, 1929-2000

### Celebrating religious festivals

For schools in **England**, this unit can be co-taught with Component 2 Study of Christianity and Component 3 Study of a World Faith on the Eduqas GCSE specification in Religious Studies.

For schools in **Wales**, this unit can be co-taught with Unit 2 Religion and Ethical Themes on the WJEC GCSE specification in Religious Studies.

### Important ceremonies in life and death

For schools in **England**, this unit can be co-taught with Component 2 Study of Christianity and Component 3 Study of a World Faith on the Eduqas GCSE specification in Religious Studies.

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.

### Places of worship

For schools in **England**, this unit can be co-taught with Component 2 Study of Christianity and Component 3 Study of a World Faith on the Eduqas GCSE specification in Religious Studies.

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.

### Contentious issues in the modern world

For schools in **England**, this unit can be co-taught with Component 1 Religious, Philosophical and Ethical Studies in the Modern World on the Eduqas GCSE specification in Religious Studies.

For schools in **Wales**, this unit can be co-taught with Unit 2 Religion and Ethical Themes on the WJEC GCSE specification in Religious Studies.

## RESOURCES FOR TEACHERS

Supporting teaching and learning

[Humanities Entry Pathways/](#)

Free subject specific resources available for all to download from our website

[resources.wjec.co.uk](https://resources.wjec.co.uk)

Free digital resources to support the teaching and learning of a broad range of subjects



## Cwestiynau? | Any Questions?

Cysylltwch â'n Swyddogion  
Pwnc arbenigol a thîm  
cefnogaeth weinyddol eich  
pwnc os oes gennych unrhyw  
gwestiynau.

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Contact our specialist Subject  
Officers and administrative  
support team for your subject  
with any queries.

