

# WJEC Additional English Entry Pathways Resource Guide

This booklet provides an overview of the support, guidance, and resources available to those teaching the WJEC Additional English Entry Pathways specification across our suite of websites.

#### Subject webpage

The WJEC Additional English Entry Pathways <u>subject webpage</u> on the WJEC website is the starting place for anyone teaching the specification and contains a range of official documentation relating to the qualification including the specification, sample assessment materials and past papers.

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## **1. Key Documents** A list of Key Documents is available on the subject webpage of the WJEC website and is available by selecting Key Documents. Key Documents Overview Training Resources Contacts The documents are arranged in categories, and the documents in each category can be viewed by clicking the downward arrow alongside the category name. Specification Guidance for Teaching Examiners' Reports Below are direct links to some of the documents that you will need to get started teaching the qualification. **Entry Pathways Administration** WJEC Entry Pathways Entry Pathways Quick Guide Booklet 2023 - 2024 **Qualifications Specification** wjec wjec EXAMINERS' REPORTS Entry Pathways Additional **Entry Pathways Additional** Entry Pathways Step-By-Step English Interim Examiner's English Principal Examiner's Guide 2019-2020 Report (Summer 2024) Report (January 2024)



## **2.** Additional English Entry Pathways – Units and Guidance

#### Individual Unit Specification

Specific unit information is available on the <u>subject webpage</u> of the WJEC website and is available by selecting <u>Key Documents</u>

Click on the downward arrow alongside the Specification category name.

| Click on the downwa  | ard arrow ald  | ongside the Spe   |   | egory name.  |
|--|--|---|---|--|
| Key Documents  | Overview   | Resources   | Training  | Contacts   |
| Specification  |  |   | *   |  |
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| Additional English L<br>Exploring Shakespe<br>Level)   |  |   | <u>ilish Unit 6350</u><br>Shakespeare<br>vel 1)   | <u>) - Additional English Unit 6351</u><br><u>Communicating Experiences</u><br><u>(Entry level)</u>  |
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| Additional English L<br>Creating Narrative<br>Level)   |  | Additional Eng<br>Creating Narra  |   |  |



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| <u>Additional English Unit 6354 -</u><br>Exploring Narratives (Entry<br>Level)  | Additional English Unit 6354 -<br>Exploring Narratives (Level 1)   | Additional English Unit 6355 -<br>Exploring Poetry (Entry<br>Level)  |  |  |  |  |
| Guidance for Teaching – A   | ssessment Criteria and Unit An   | nnlification   |  |  |  |  |
|   |  | npinioation  |  |  |  |  |
|   | fication can be found on the Subj  | ect Webpage in the Key   |  |  |  |  |
| Documents tab.  |  |  |  |  |  |  |
| Click on the downward arrow alo   | ngside the Guidance for Teaching   | g category name.   |  |  |  |  |
|   |  |  |  |  |  |  |
| Key Documents Overview  | Resources Training Con   | tacts  |  |  |  |  |
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| Guidance for Teaching   | ~  |  |  |  |  |  |
| Additional English Coursework Guide   |  |  |  |  |  |  |
| Additional English Unit Amplification 6   | 350 (Entry Level)  |  |  |  |  |  |
| <ul> <li>Additional English Unit Amplification 6.</li> </ul>  |  |  |  |  |  |  |
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| Additional English Unit Amplification 6.  | Additional English Unit Amplification 6353 (Entry Level)   |  |  |  |  |  |
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| Additional English Unit 6350:<br>Exploring Shakespeare (Entry   | Additional English Unit 6350:<br>Exploring Shakespeare (Level 1)   | Additional English Unit 6351:<br>Communicating Experiences<br>(Entry Level)  |  |  |  |  |

Level)



| WJEC ADDIT                              | IONAL ENGLISH A                                   | NPLIFICATION  |   | uper<br>cbac   |   |   |
|---|---|---|---|--|---|---|
| LEARNING                                | Entry 2<br>ASSESSMENT<br>CRITINA                  | ENtry 2<br>AMPLIFICATION  | Entry 3<br>ASSESSMENT<br>CRITERIA                                       | Entry 3<br>AMPLIFICATION   |   |   |
|   | AC1.1<br>Create a storytine                       | Gandidates should produce a namative where<br>something happens. A structured plan or<br>stryboard would be sufficient. | AC1.1<br>Create a storyline to<br>interest an audience /<br>reader      | Candidates should produce a namelive where<br>something happens, including details such as who<br>where and when, is required. Some detail given to<br>see the audience is interest. |   |   |
| LO1: be able to<br>produce<br>namptives | AC1.2<br>Describe a character<br>using adjactives | Acleast three adjectives should be used to<br>describe a character's appearance,<br>behaviour and / or speech.          | AC1.2<br>Use language to engage<br>an audience/reader                   | Deliberate vicabulary choices are made, such as<br>snornatopoela, direct speech and dynamic verbs.   |   |   |
|   | AC1.3<br>Describe a setting<br>using adjectives   | Acleant three adjectives should be used to<br>describe a setting focusing on sights, smells,<br>sounds, etc.            | AC1.3<br>Describe characters using<br>adjectives and edvertes           | At least three adjectives and two advertes should<br>be used to describe a character in detail and his /<br>her appearance, behaviour and / or speech.                               |   |   |
|   | AC2.1<br>Part a nametical that                    | There should be a clear starting point and  | AC1.4<br>Describe a setting using<br>adjectives and adverte             | At least three adjectives and two advertes should<br>be used to describe a setting in detail focusing on<br>sights, smalls, sounds, etc.   |   |   |
| LC2: be able to create                  | has a beginning and<br>an ending                  | end to the namative.  | AC2.1<br>Plan a nantative that has a<br>beginning, middle and<br>enting | There should be a clear beginning, middle and en<br>to the namative. Candidates' namatives will include<br>a resolution.   |   |   |
| characters                              | AC2.2   | Dide what happens, at a basic level, in order   | AC2.2<br>Bequance ideas clearly to<br>help an audience / reader         | Events in the nemative will be ordered, generally<br>temporally. Candidates may use connectives that<br>indicate sequence such as "then", "blar", "heid",<br>"UK, "because"          |   |   |
|   | Sequence ideas                                    | ance ideas of occurrence. The could be a let of what happens or a brief account.  |   | equence kises for decompress in the base as as of anel. Acc2.3<br>Create a nervalue with a   | AC2.3<br>Create a nametive with a<br>consideral month of view | The nametive must be in the first or third person at the way through. |

Additional English Unit 6352: Creating Narratives (Entry Level)

| LEARNING<br>OBJECTIVES   | Entry 2<br>ASSESSMENT<br>CRITERIA  | Every 2<br>AMPLIFICATION   | Einy 3<br>ASSESSMENT CRITERIA   | Entry 3<br>AMPURICATION  |
|--|--|--|---|--|
| LOT: be able to<br>communicate<br>about an event<br>or experience              | AC1.1 identify<br>main components<br>of nervatives   | Candidates should clentify pict,<br>character and setting. This could be<br>set out as a grid or lable.                      | AC1.1<br>Identify components of nematives   | Candidates should identify plot, characters, setting, genre, descriptions, and likely audience.  |
|  | AC1.2<br>Internatives are set<br>internatives are set<br>internatives are set<br>internatives are set<br>internatives are set. Cardisenes could<br>be and a here is are set. Cardisenes could<br>be and a here is are set.<br>plose, as a in O Wos and We action<br>occurs in the burkhouse, the dables<br>and by the new. | AC1.2<br>Describe the genra to which<br>remetives belong with examples   | After olling the genre, candidates need to describe the<br>topical elements of the perios and give examples of<br>those elements from the namplives explored.   |  |
|  |  | Describe the settings for<br>ramatives   | The description should be in some detail, with at least<br>two adjectives and two adverte focusing on sights,<br>angle, sounds, what it's the there. The candidate's<br>immediate at  |  |
| LC2: be able to<br>express<br>different points<br>of view on a<br>topic/invent | AG2.1<br>Isolarly an<br>automotive<br>family splan why splan why   |  | AC2.1<br>Identify an audience for<br>namptives, making reference to<br>the text to succent views  | Candidates understand what sort of audience may<br>like each nametive and use references to explain why<br>a particular audience might be drewn to a nametive.   |
|  |  | ACE 2<br>Option from nematives appeal to<br>an audience  | E.g. a seap opens such as Neighbours appeals to<br>young people as it is monthy about teenages in the<br>present-bay, explaining its appeal would lead the<br>candidate to tak about extensits such and thrangen<br>at the end of each epitexte, modern Australian<br>estimation, burnows, etherations and in an<br>estimation. |  |
| LCO: know<br>events that<br>eccar in<br>namatives                              | AC3.1<br>Identify main<br>events that occur in<br>a tail of what happens, at a basic level,<br>in under of occurrence. This could be<br>a tail of what happens or a brief<br>animutat.   |  | AC3.1<br>Outline main events that soour in<br>neralives   | A full account of what happens in events in each<br>namative, including details such as who, where, when<br>and what, is inspured. Some detail given on the key<br>moments   |
|  | AC3.2<br>Outline what<br>happens in an<br>event that occurs in<br>namphas  | Candidiates should shoose one event<br>from each text, and what happens<br>and to whom should be outlined in<br>some detail. | AC3.2<br>Describe what happens in events<br>that scour in nametyes  | Candidates should choose one event from each text<br>and should describe what faguess, is whon, and<br>when and where it happens in a sequential order. At<br>E3 this may involve details about tow? why each<br>event docreted. |

Additional English Unit 6354: Exploring Narratives (Entry Level)

| LEARNING OBJECTIVES                  | Level 1<br>ASSESSMENT CRITERIA   | Level 1<br>AMPLIFICATION  |
|--------------------------------------|--|---|
|                                      | AC1.5<br>Control events in a roanative to interveal an<br>audience/veader. | Conditates should produce a namelye where the content is relevant and<br>there is some control of plot. There is an appropriate beginning, middle<br>and exit. There is an apply begain the mader's interest.<br>Paragraphs should be used to togoldy sequence the mantive. |
| LO1: be able to produce<br>namatives | AC1.2<br>Use namative techniques to engage an<br>autience/reader.          | There is some use of devices to achieve particular effects. The nameties<br>will be in the first or third person throughout (perspective is maintained).<br>Vicabulary tholose mean that meaning is clear and an authence's<br>instead a nainfaired.                        |
|                                      | AC1.3<br>Use-presex conventions to establish a<br>narrative's setting.     | Al least four adjectives and three sylverbs will be used to describe a<br>safety in-datal. Description should house on sights, smalls, sounds etc.<br>Debleware language choices should be evident such as dynamic vertie,<br>shriles and enomanypoid.                      |
|                                      | AC2.5<br>Use language creatively to describe a<br>character's movement.    | A range of description language choices should be evident such as<br>adjustices, advertis and angaging verb choices.  |
| LO2: be able to create<br>characters | ACD-2<br>Dae language creatively to describe a<br>character's appearance.  | A range of descriptive language choices should be associto describe a<br>character's appearance such as adjectives, whivefus and some alternyt b<br>van the conventions of visual imagery.<br>(vismissimategetors)  |
|                                      | AC2.3<br>Dise dialogue to characterise                                     | Direct speech should be used. Where applicable, punchastion of direct<br>speech should be mainly secure. At least times advects should be used<br>to show speech and speech patterns. Distingue should add to an<br>audience's understanding of character red put.          |

#### Additional English Unit 6352: Creating Narratives (Level 1)

| LEARNING OBJECTIVES                               | ASSESSMENT CRITERIA  | Level 1<br>AMPLIFICATION   |
|---|--|--|
|   | ACT.1<br>Cocate components of namatives                                  | Candidates should boate and exemptify the main features of plot, characters, setting and genre.  |
| LO1: know alamants of nametives                   | AC12<br>Chie examples of generic conventions in<br>namatives             | After citing the generals, candidates need to desorbe the typical elements of the<br>general and give exemptes of how those general are represented in the harvalives<br>explored. This should be through testual inference or reference to the pild or<br>structure of the nametive.  |
|   | AC1.5<br>Outline the importance of settings for namatives                | Candidates should show how authors create settings through some inference to<br>the loca and show here effect this has on the reader. A point, evidence, explain<br>table could be used here. Knowledge of some of the conventions of the settings<br>is required.   |
|   | AC2.1<br>Explain why events are sequenced as they are                    | Condicises should have knowledge of the nametive as a whole. They should be<br>able to provide an outline of the key events and explain the effect of the key<br>events on the sudence. This could be evidenced through a behavior graph with an<br>accompanying explanation. Some basic knowledge of nameties conventions suit<br>as while three, substantions and lift homers is executed.   |
| LO2: understand overds that occur<br>in namatives | ACI2 2<br>Describe what happens in events that socur in<br>namatives     | Conditions should should should an informult of two events from the namerous they are<br>studying and should describe what happons, to whon, and when it is<br>happons in sequential order. Concidates should also look at how and why the<br>event accurated by looking at the nameto- as a whole. Linking connectives such<br>as "because and therefore will be used to hom.   |
|   | AC2.3<br>Explain why key events are important                            | Linked with/an extension of AC2.2, candidates should task at the key events they have chosen and decuse the affect they have on the authence and why they have that effect. Candidates should show some awareness of the namely as a whole.  |
| LG3 understand has carolines                      | AC3.1<br>Mently, using testual references, an authorise<br>for namatives | Candidates understand what sort of an audience may like a numeries and use<br>references to explain how their particular numeries tries to explain with its<br>interned audience. Some knowledge of the different convertions of different<br>pannes in wearest here.  |
| appeal to an authence                             | AC3.2<br>Give examples of how namefixes appeal to an                     | Enterd with AC3.2. Explaining a nametive's appeal would lead the candidate to<br>discuss its features and how that would engage an audience. Specific examples<br>of nametive behringes such as language, structures, form and content elivability for<br>the second |

Additional English Unit 6354: Exploring Narratives (Level 1)

| WJEC ADD   | ITIONAL ENGLISH AM   | PLETICATION   | ual leafs must be studied  | e coc   |  |
|--|--|---|--|---|--|
| CEASING OR STORES  | ASSESSMENT CHTERA  | Entry 3<br>AMPLIFICATION  | ABBESSMENT CHITERA   | AND FLATON  |  |
| LOT: More<br>what happens<br>in receive that<br>occur in texts | AC1.1<br>Mently run-events that<br>costs in tests                  | Give tare outlines of at least two stores. These<br>could be settering subtring sectores, including<br>onme not appropriate setting sectores, including<br>depreciations of main exercise, so that<br>depreciations of main exercise is shown. This<br>could be a file of what happens, a birtef account,<br>certain this fitness, and. | AC11<br>Outline main events that<br>occur in taxle                     | A full account of what happens in avents in each<br>samative, instuding delate such as who, where,<br>where and what is required. Some delat given or<br>the key nonients.  |  |
|  | AC1.2<br>Outline what happens in an<br>event that outlans in leads | Candidates should shows one event from each test, and anat happens and to when should be outlined in some detail.   | AC1.3<br>Describe what happens in<br>events that scour in held         | Considering should choose ten energy how and<br>test and should describe what happens, to who<br>and shan and shares it happens in a sequentiar<br>order. At E3 this may mone setails about how<br>why east asset occurred.         |  |
|  | AC1.3<br>Mate simple inferences to<br>events in texts              | Conditions should arrest some straightmeet<br>details from the solts to show and happens in<br>the chosen exert from each test.   | AC1.3<br>Riphe references to events in<br>tests                        | Candidates should select some details hort the<br>texts to show what happens in the chasan exempt<br>e.g. autostance, oting specific examples. The<br>could form and of the description in HC12.                                    |  |
| COE Innee<br>characters<br>That appear in<br>facts             | ACD.1<br>Name main characters                                      | This could be a lot or a satisfying exercise uping<br>pictures of the characteris. If this is undertaken<br>as a sorting exercise them districters need to<br>be provided upon  | AC2.1<br>List nam characters   | The could be a list or a labeling exercise usi<br>potume of the characters. For E3, candidate<br>would be separated to show order of moorten<br>or some order, of thereafters in their late.  |  |
|  | AG22<br>Outrie how characters in<br>work technic                   | For all lead two characters, outine behaviour,<br>by going two or non-adjustives to describe<br>alarm of the manufactories to describe  | AC2.3<br>Userify key offerences<br>between next characters in<br>texts | Dense at least live characters from sach leat<br>who are different e.g. George and Lames in Of<br>Mice and Man. Otherences could be presented a<br>a table, Venn dagram, character profiles,<br>technical officers in developments. |  |
|  | A/2.3  | This multi be stating that the characters are<br>presented as a surrout ( wit / danaetus.)  | AC2.3<br>Describe how characters in<br>tasks behave                    | A read the character period should be chosen.<br>The Beschpton should focus on exemption of the<br>character's behaviour that are hydrox / aligned in<br>effected abusiness.  |  |
|  | tots are presented to an<br>automa                                 | dever person, or expressing their liver opinion<br>of a character   | AC2.4<br>Describe from attanactions in<br>texts are presented to an    | Linked with ACE 3 - the titlet scamples of<br>characteric detaintion encluid describe from this<br>makes the audience field about the Unancteria.   |  |
|  | AC2.4<br>Name simple references to<br>characters in Sada           | Candidates should saled some straightforward<br>details from the locks to allow their local-lock<br>of characters.  | Activities<br>AC2.3<br>Nata references to<br>characters in tests       | Candidates should served none details from the<br>tests to show than knowledge of characters, e.g.<br>solitations, uting specific examples.   |  |

#### Additional English Unit 6353: Exploring Events and Characters in Audio/Visual Texts (Entry Level)

ACCENTICAL EXERCICACION CONTROL ENCOLUCIÓN C

Additional English Unit 6355: Exploring Poetry (Entry Level)

|  | The Principal Moderators' Reports provide essential observations and commentary on candidates' performance across the examined series.                      |  |  |  |
|--|---|--|--|--|
| EXAMINERS' REPORTS                                   | They are published on Results day for each series and are available on the <u>subject webpage</u> under <u>Key Documents &gt;</u> <u>Examiners' Reports</u> |  |  |  |
| ADDITIONAL ENGLISH<br>ENTRY PATHWAYS<br>JANUARY 2024 | Key Documents Overview Resources Training Contacts  |  |  |  |
|  | Examiners' Reports  |  |  |  |
|  | Entry Pathways Additional English Examiners' Report<br>January 2024   |  |  |  |
| east decis   | Entry Pathways Additional English Examiners' Report<br>Summer 2023  |  |  |  |
|  | Entry Pathways Additional English Examiners' Report<br>January 2023   |  |  |  |
|  | Entry Pathways Additional English Examiners' Report<br>Summer 2022  |  |  |  |



## 4. Subscribe for Updates

Get the latest subject updates

Click the <u>Subscribe for updates</u> button on the right-hand side of the <u>subject webpage</u> to sign up for email updates about the qualification.

+ Subscribe for updates

## 5. Resources for Teachers

#### **Teaching Resources**

Teaching resources for the Additional English Units are available on the <u>subject webpage</u> under <u>Key Documents > Resource For Teachers</u>.

| ey Documents               | Overview                                    | Resources         | Training      | Contacts     |  |  |  |
|----------------------------|---|-------------------|---------------|--------------|--|--|--|
| Resources for T            | Resources for Teachers                      |                   |               |              |  |  |  |
| Teaching Report PDF        | esource Pack 6350                           | Exploring Shake   | speare        |              |  |  |  |
|                            | ional English Edita<br>hit 6350 Exploring S | 0                 | source        |              |  |  |  |
| Teaching Re<br>Experiences | esource Pack 6351                           | Communicating     |               |              |  |  |  |
| Teaching Re<br>Experiences | esource Pack 6351<br>9 PDF                  | Communicating     |               |              |  |  |  |
| Teaching Re                | esource Pack 6352                           | Creating Narrativ | ves           |              |  |  |  |
| Teaching Re                | esource Pack 6352                           | Creating Narrativ | ves PDF       |              |  |  |  |
| 14846 Addit<br>Creating Na | ional English Extra<br>rratives             | a Resources For U | Jnit 6352     |              |  |  |  |
| Please find sor            | ne examples of                              | the Teaching R    | esources avai | lable below: |  |  |  |

wjec cbac

| NOTE<br>EXA   | DITC<br>COAC   | UTIC<br>CERC   |
|---|--|--|
| WJEC Additional English 6350:<br>Exploring Shakespeare -<br>Teaching Resource Pack                                    | WJEC Additional English 6351:<br>Communicating Experiences -<br>Teaching Resource Pack                               | WJEC Additional English 6352:<br>Creating Narratives -<br>Teaching Resource Pack |
| <u>Teaching Resource Pack</u><br>6350: Exploring Shakespeare  | Teaching Resource Pack<br>6351: Communicating<br>Experiences   | Teaching Resource Pack<br>6352: Creating Narratives                              |
| WJEC Additional English 6353:<br>Exploring Events and Characters in<br>Audio/Visual texts -<br>Teaching Resource Pack | WJEC Additional English 6354:<br>Exploring Narratives -<br>Teaching Resource Pack                                    | WJEC<br>Cbac<br>WJEC Additional English<br>6355 Exploring Poetry E3              |
| <u>Teaching Resource Pack</u><br><u>6353: Exploring Events</u>  | Teaching Resource Pack<br>6354: Exploring Narratives   | <u>Teaching Resource Pack</u><br>6355: Exploring Poetry (E3)                     |
|   | Presentation       Presentation         Match up the definitions to the punctuation most - which is the odd one out? |  |
| Exploring Narratives<br>Teaching Resource   | Literacy Games to Develop<br>Skills  |  |



## 6. Key Dates

A list of key dates for WJEC Additional English Entry Pathways is available on the <u>subject webpage</u> under <u>Key</u> <u>Documents > Key Information</u>.

|              |  | ricy bocarrier |
|--------------|--|----------------|
|              |  | Contacts       |
| Important Da | tes for 2023-2024  |                |
| 21 October   | January 2024 Series: Last date for receipt of entries                      | Key Inform     |
| 11 November  | January 2024 Series: Last date for entry amendments without late fees      |                |
| 12 December  | January 2024 Series: Deadline to upload sample of candidate work to IAMIS. | 🔲 Entry P      |
| 21 February  | Summer 2024 Series: Last date for receipt of entries                       | Entry P        |
| 7 March      | January 2024 Series: Results published                                     |                |
| 18 March     | Summer 2024 Series: Last date for entry amendments without late fees       | 🗋 Additio      |
| 5 May        | Summer 2024 Series: Submission deadline for sample upload                  | Entry P        |
| твс          | Summer 2024 Series: Results published                                      | Units A        |

| ey Documents<br>ontacts   | Overview         | Past Papers / Mark Schemes | s Resources | Training |  |  |  |  |
|---|------------------|----------------------------|-------------|----------|--|--|--|--|
| Key Informatic  | n                | ,                          | <b>`</b>    |          |  |  |  |  |
| Entry Pathways Contact List   |                  |                            |             |          |  |  |  |  |
| Entry Pathways Step-by-Step Guide 2019-2020                               |                  |                            |             |          |  |  |  |  |
| Additional English Frequently Asked Questions                             |                  |                            |             |          |  |  |  |  |
| Entry Pathways Qualifications In Additional English<br>Units And Guidance |                  |                            |             |          |  |  |  |  |
| Additional  | English Entry Pa | thways Key Dates 2023-24   |             |          |  |  |  |  |

Published at the start of each academic year, this document gives you all the important dates you need to plan for the year ahead.

## 7. Administration Documents

| WJEC<br>CBAC<br>wer muse   | CLUWYBRAU MYNEDIAD (FICCh)<br>CANDIDATE AUTHENTICATION SHEET | Addi | mber o<br>tions E<br><u>page</u> u |
|--|--|------|------------------------------------|
| CENTRE NAME<br>CANDENTE NO<br>III you copy fit<br>In any other   |  | Ke   | y Docum                            |
| I have read and<br>any help other 1<br>CANCEARE SI<br>DECLARATION<br>I confirm that the<br>1 have address in set |  | Nor  | n-Exam A                           |
| TEACHER SIZ  | NATURE: DATE:  |      | Addition                           |
| I  |  |      | Addition<br>Entry 2                |
|  |  |      | Addition<br>Entry 3                |
|  |  |      | Addition<br>Level 1                |
|  |  |      |                                    |
|  |  |      |                                    |
|  |  |      |                                    |
|  |  |      |                                    |

A number of documents to aid centres in administering the Additions English Assessment is available on the <u>subject</u> <u>webpage</u> under <u>Key Documents > Non-Exam Assessment</u>.

| Key Documents   | Overview | Resources | Training | Contacts |  |  |  |  |
|---|----------|-----------|----------|----------|--|--|--|--|
|   |          |           |          |          |  |  |  |  |
| Non-Exam Assessment   |          |           |          |          |  |  |  |  |
| Additional English Authentication Sheet                     |          |           |          |          |  |  |  |  |
| Additional English Assessment Record - Unit 6350<br>Entry 2 |          |           |          |          |  |  |  |  |
| Additional English<br>Entry 3                               |          |           |          |          |  |  |  |  |
| Additional English Assessment Record - Unit 6350<br>Level 1 |          |           |          |          |  |  |  |  |
|   |          |           |          |          |  |  |  |  |
|   |          |           |          |          |  |  |  |  |
|   |          |           |          |          |  |  |  |  |
|   |          |           |          |          |  |  |  |  |



These documents include:

- Additional English Authentication Sheet must be completed for <u>EACH</u> candidate and included with <u>EACH</u> candidate's folder submitted for moderation.
- Additional English Assessment Record A specific record sheet should be completed for every unit the candidate completes.
- Additional English Witness Statement Should be completed and added to EACH candidate's folder submitted for moderation.

#### **Contact us**

© 029 2240 4293
 Our subject team is happy to help you with all your queries related to the teaching and learning of WJEC Additional English Entry Pathways. Our Subject Officers are experienced teachers and are here to support you with delivering our qualifications. Get in touch with us via e-mail or telephone.