Entry 2 and Entry 3 Qualifications in Preparing for work

Units and Assessment Information

(To be read in conjunction with the Entry Pathways Specification)

<table>
<thead>
<tr>
<th>Qualifications available</th>
<th>Cash-in Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry 2 Award in</td>
<td>Preparing for work</td>
</tr>
<tr>
<td>Entry 2 Certificate</td>
<td>Preparing for work</td>
</tr>
<tr>
<td>Entry 3 Award in</td>
<td>Preparing for work</td>
</tr>
<tr>
<td>Entry 3 Certificate</td>
<td>Preparing for work</td>
</tr>
</tbody>
</table>
Introduction

This guidance is to support centres as they prepare for the delivery and assessment of Entry 2 and/or Entry 3 qualifications in Preparing for work in the Qualifications and Credit framework.

The following units are detailed at Entry 2 and 3 although units are also available at Level 1 (see web-site for updates as only some Level 1 units are documented in this version of the specification)

The key differences of these units are in:

(i) The layout
(ii) Credit values
(iii) Rules of combination

The suggestions for each unit give suggestions for how each assessment criteria can be covered either individually or collectively.

Suggestions also cover how units can combine to produce a coherent course for students.

This information should be read in conjunction with the Entry Pathways specification that includes details on administration.
# Units that contribute to qualifications in Preparing for Work

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Unit Level and NDAQ Unit Reference</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6119 Introduction to childcare</td>
<td>A/602/0941</td>
<td>6128 Introduction to the physical care of babies and young children H/602/6314 3 Credits</td>
</tr>
<tr>
<td>6121 Play and learning in the home</td>
<td>n/a</td>
<td>K/601/0129</td>
</tr>
<tr>
<td>6122 Planning for the physical care needs of children aged 0-3 years</td>
<td>n/a</td>
<td>K/502/3372</td>
</tr>
<tr>
<td>6126 Learning about work places</td>
<td>H/503/2782</td>
<td>K/503/2783 n/a</td>
</tr>
<tr>
<td>6127 Preparing for work experience</td>
<td>Y/503/2780</td>
<td>D/503/2781 n/a</td>
</tr>
<tr>
<td>6150 Rules of the road</td>
<td>T/601/5298 A/601/5287</td>
<td></td>
</tr>
<tr>
<td>6151 The road user and the Law</td>
<td>F/601/5286 J/601/5287</td>
<td></td>
</tr>
<tr>
<td>6152 The economics of motoring</td>
<td>L/601/5291 L/601/5304</td>
<td></td>
</tr>
<tr>
<td>6153 Motor Vehicle maintenance</td>
<td>T/601/5284 T/601/5285</td>
<td></td>
</tr>
<tr>
<td>6154 Motor Vehicle road control</td>
<td>L/601/5288 R/601/5289 n/a</td>
<td></td>
</tr>
<tr>
<td>6155 Motor Vehicle chassis systems</td>
<td>n/a</td>
<td>F/601/5269</td>
</tr>
<tr>
<td>6156 Motor Vehicle Power</td>
<td>n/a</td>
<td>K/601/5296</td>
</tr>
<tr>
<td>6157 Motor Vehicle Transmission systems</td>
<td>n/a</td>
<td>M/601/5297</td>
</tr>
<tr>
<td>6159 Maintaining healthy hair</td>
<td>L/602/0149 F/600/8953</td>
<td>6129 Provide basic manicure treatment R/601/3557 3 units</td>
</tr>
<tr>
<td>6160 Maintaining healthy skin and nails</td>
<td>D/600/8944 K/600/8946</td>
<td></td>
</tr>
<tr>
<td>6161 Hairdressing: Intro to assisting a stylist</td>
<td>n/a</td>
<td>K/501/5191</td>
</tr>
<tr>
<td>6162 Handcare</td>
<td>n/a</td>
<td>K/502/3467</td>
</tr>
<tr>
<td>6163 Skincare</td>
<td>n/a</td>
<td>Y/502/3464</td>
</tr>
<tr>
<td>6134 Introduction to the development of children and young people K/602/6315 2 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Unit</td>
<td>Code</td>
</tr>
<tr>
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</tr>
<tr>
<td>6164</td>
<td>Food and Health</td>
<td>A/600/8921</td>
</tr>
<tr>
<td>6165</td>
<td>Food Preparation</td>
<td>n/a</td>
</tr>
<tr>
<td>6166</td>
<td>Basic Cooking</td>
<td>n/a</td>
</tr>
<tr>
<td>6168</td>
<td>Introduction to the Hospitality Industry</td>
<td>n/a</td>
</tr>
<tr>
<td>6169</td>
<td>Serving food and drink</td>
<td>n/a</td>
</tr>
<tr>
<td>6170</td>
<td>Customer service in the Hospitality Industry</td>
<td>n/a</td>
</tr>
<tr>
<td>6172</td>
<td>Health, Safety and Hygiene</td>
<td>K/600/8932</td>
</tr>
<tr>
<td>6200</td>
<td>Introduction to plant care</td>
<td>T/601/3373</td>
</tr>
<tr>
<td>6201</td>
<td>Introduction to land maintenance</td>
<td>H/601/3529</td>
</tr>
<tr>
<td>6202</td>
<td>Introduction to animal care</td>
<td>Y/601/3527</td>
</tr>
<tr>
<td>6220</td>
<td>Design and Technology: Designing and modelling</td>
<td>K/601/3676</td>
</tr>
<tr>
<td>6221</td>
<td>Design and Technology: Making a product</td>
<td>R/601/5308</td>
</tr>
<tr>
<td>6222</td>
<td>Design and Technology: planning</td>
<td>L/602/0944</td>
</tr>
<tr>
<td>6223</td>
<td>Design and Technology: Health and safety</td>
<td>H/602/1291</td>
</tr>
</tbody>
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6130 Encourage children and young people to eat healthily
H/602/6328 2 credits

6132 Basic food preparation and cooking
K/502/5042 3 credits

6140 Introduction to the catering and hospitality industry
J/500/9043 3 credits

The following PSD units may also be used within this qualification

6109 – Preparation for Work
6110 – Working as part of a group
6111 – Working towards goals

(all available in the PSD specification )
# An Introduction to Childcare

<table>
<thead>
<tr>
<th>Title:</th>
<th>An Introduction to Childcare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref No.</td>
<td>A/602/0941</td>
</tr>
<tr>
<td>Entry code</td>
<td>6119/E2</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>The unit aims to enable learners to acquire a knowledge and understanding of the different types of roles within childcare settings.</td>
</tr>
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</table>

## Learning Outcomes

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<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
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<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td><strong>LO1</strong> Understand the need for day care provision.</td>
<td>AC1.1 Outline the need for day care provision. AC1.2 Briefly describe the different types of day care provision available.</td>
</tr>
<tr>
<td><strong>LO2</strong> Know the roles, duties and qualifications needed to work within the childcare industry.</td>
<td>AC2.1 Identify qualifications required to work within the childcare industry at a range of levels. AC2.2 Match the roles and duties of a range of staff within the industry to their correct title. AC2.3 Describe qualities needed to work in childcare settings.</td>
</tr>
<tr>
<td><strong>LO3</strong> Understand the need for acceptable patterns of behaviour and approaches to discipline.</td>
<td>AC3.1 List factors that can make a child demonstrate challenging behaviour. AC3.2 Suggest how to deal with a challenging child.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**An Introduction to Childcare – Delivery guidance**

**Possible ways of demonstrating that the criteria have been met:**
*(this list is by no means exhaustive)*

**LO1**

Learners to visit different types of day care settings and complete a survey on the provision provided. They can produce a /chart/leaflet/power point presentation to show their findings.

**LO2**

Learners to research the qualifications required to work within the childcare sector and produce a poster/chart/leaflet/power point presentation their show knowledge.

**LO3**

Learners could watch a range of clips from television shows, such as SuperNanny and evaluate the different approaches to discipline. They could design a questionnaire and ask a range of parents about their approach to discipline – they can then analyse their findings.

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 of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. *For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.*

Closely related units likely to be delivered along with **Care of a New Baby** are:

- Preparation for Pregnancy and Birth of the Baby.
- Development of the Child
- An introduction to Childcare
- The Family

In developing Individual Learning Plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy Living and Developing Self. As well as course content, it is advisable to think about coverage of associated Assessment Criteria (as illustrated below in some of the examples of tasks).
3.2 **Resources**

Literature from relevant statutory and voluntary agencies

Outside speakers

**Books**

Baldwin D. *All About Health* Oxford 1985 ISBN 0.19.832719.6
Baldwin D. *Investigating Home and Family* Oxford University Press ISBN 0.19.832750.1
BBC Pamphlet *Play It Safe*
Davenport G.C. *An Introduction to Child Development* Unwin Hyman ISBN 0.04.448039.3

Hutchinson G. & Oliver S. *Interlink Home Economics: Child Development* Blackie
Minnett P. *Child Care and Development* J. Murray 4th Ed. 2001 ISBN 0.7195.8610.0
NCT *Your Baby*
(Vol. 1 & 2) ISBN 0.85950.240.6
Reynolds, Valda *Finding Out About Child Development* Stanley Thornes ISBN 0.85950.928.1
Sheridan Mary D. *From Birth to Five Years* Routledge ISBN 0.415.16458.3

**Magazines**

NurseryWorld
Practical Parenting
Mother and Baby
Baby

**Videos and DVDs**

Pre-school Child – Open University
Becoming a Family 0-6 months – Penelope Leach
Becoming a Family 6-18 months – Penelope Leach
Baby *It's You*
From Conception to Birth

**Internet sites** - useful for up-to-date information for teachers

http://www.rospa.co.uk
http://www.parentclub.co.uk (has links to many other useful sites - candidate friendly)
http://www.doh.gov.uk/adoption
http://www.gingerbread.org.uk
http://www.nch.org.uk
http://www.childline.org.uk

WJEC Childcare Resource booklet
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units (e.g. Preparation for Pregnancy and Birth of the Baby.)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

(a) Tasks Specific to Working in Childcare

Task: Produce a guide of the childcare options in your area. Compare the advantages of each.

Task: Create a domino game matching childcare staff with their roles or qualification.

Task: Produce an account on why children need to be disciplined. Explain a positive way of disciplining a child in a nursery situation.
(b) Tasks Providing Evidence for Other Units / extension activities

Care of a New Baby

Task: Produce a PowerPoint presentation on the role of the midwife in the early days after the birth of the baby.

Task: Produce a poster on reasons why some babies are born prematurely, their needs and explain how an incubator helps with their care.

Task: Produce a poster comparing the advantages of breast and bottle feeding.

Task: Produce a leaflet describing the stages involved in preparing a baby’s bottle.

Task: Investigate the types of equipment and products available for bathing a baby. Produce a step by step guide on how to bathe a baby safely.

Task: Carry out an experiment, comparing home made and shop bought baby foods. Produce a leaflet which includes an introduction on weaning.

Task: Invite a health visitor into school to discuss their role. Using the information you have learnt produce a job advertisement on the role of the health visitor.

Preparation for Pregnancy and Birth of the Baby

Task: Produce an advert for the role of a parent/s giving a full job description detailing their roles and responsibilities.

Task: Produce a PowerPoint presentation/leaflet/chart on the different types of contraception, including their efficiency and reliability.

Task: Produce a PowerPoint presentation/leaflet describing the importance of pre-conception care.

Task: Design an informative leaflet showing the importance of ante-natal care for the expectant mother and unborn child.

Task: Working in three groups, research your allocated stage of labour, produce a visual presentation and talk describing what happens. Each group to present to the class.

Task: Produce a chart comparing the advantages and disadvantages of a home versus a hospital birth.

Task: Produce a PowerPoint presentation/leaflet on the different types of pain relief available during labour.

Task: Brainstorm the role of the partner during child-birth.

(see additional units preceding this one)
## AN INTRODUCTION TO CHILDCARE – ENTRY 2

### WJEC ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Outline the need for day care provision.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>AC1.2 Briefly describe the different types of day care provision available.</td>
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<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Identify qualifications required to work within the childcare industry at a range of levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.2 Match the roles and duties of a range of staff within the industry to their correct title.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.3 Describe qualities needed to work in childcare settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 List factors that can make a child demonstrate challenging behaviour.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.2 Suggest how to deal with a challenging child.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Teacher: ________________________________  Date: ________________________

Moderator: ______________________________  Date: ________________________
### Title:
Play and learning in the home

### Unit Ref. No.
Cache – CCW approved May 2010 008

### Entry code:
6121/E3

### Level:
Enter 3

### Credit value:
3

### Unit aim:
The aim of this unit is to enable the learner to provide play activities in the home and understand the adult's role and responsibilities in supporting children's play.

<table>
<thead>
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<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
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</thead>
<tbody>
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<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td><strong>LO1</strong>&lt;br&gt;Know ways to provide play in the home for a young child.</td>
<td><strong>AC1.1</strong>&lt;br&gt;Identify home based play opportunities that are appropriate for the following age ranges:</td>
</tr>
<tr>
<td></td>
<td>(a) baby 0 to 6 months</td>
</tr>
<tr>
<td></td>
<td>(b) baby 6 months to 1 year</td>
</tr>
<tr>
<td></td>
<td>(c) young child age 1 to 2 years</td>
</tr>
<tr>
<td><strong>LO2</strong>&lt;br&gt;Understand the role of the adult during play.</td>
<td><strong>AC2.1</strong>&lt;br&gt;List ways the adult can support a young child’s play in the home.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.2</strong>&lt;br&gt;Identify the responsibilities of the adult during a young child's play in the home.</td>
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2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**Delivery guidance**

Possible ways of demonstrating that the criteria have been met:
(this list is by no means exhaustive)

Candidates need to acquire knowledge on:

home based play opportunities that are appropriate for the following age ranges:
(a) baby 0 to 6 months
(b) baby 6 months to 1 year
(c) young child age 1 to 2 years

ways the adult can support a young child’s play in the home

the responsibilities of the adult during a young child’s play in the home

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 of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.

Closely related units likely to be delivered along with The Family are:

- Preparation for Pregnancy and Birth of the Baby
- Care of a New Baby
- Development of the Child
- An introduction to childcare

In developing Individual Learning Plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy Living and Developing Self. As well as course content, it is advisable to think about coverage of associated Assessment Criteria (as illustrated below in some of the examples of tasks).
3. 2 Resources

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Baby It’s You
From Conception to Birth

**Internet sites** - useful for up-to-date information for teachers

http://ivillage.co.uk
http://www.natural-parenting.com
http://www.netdoctor.co.uk (pregnancy and childbirth information)
http://www.wiredforhealth.gov.uk (information for teachers)
http://www.immunisation.org.uk
http://www.bbc.co.uk/health
http://www.healthpromotion.org.uk
http://www.rospa.co.uk
http://www.parentclub.co.uk (has links to many other useful sites - candidate friendly)
http://www.vegsoc.org
http://www.idfa.org.uk/weaning
http://www.doh.gov.uk/adoption
http://www.gingerbread.org.uk
http://www.nch.org.uk
http://www.childline.org.uk
http://www.fashions.ukretailers.com/mothercare.htm

WJEC Childcare Resource booklet
4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units (e.g. Preparation for Pregnancy and Birth of the Baby)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the Record Form.

(a) **Tasks Specific to Play and learning in the home**

**Task:** In groups produce a PowerPoint on the play opportunities appropriate for one of the following age groups:

a. Baby 0-6 months  
b. Baby 6 months to a year  
c. young child age 1-2 years

**Task:** Produce a poster which explains the roles and responsibilities of an adult during a young child play.

(b) **Tasks Providing Evidence for Other Units**

**Providing a safe environment for a young child**

**Task:** Produce a brainstorm of the different ways of keeping a child clean.

**Task:** Produce a mood board of toiletries and equipment that may be used as part of a child’s personal hygiene routine.

**Task:** Produce a leaflet on childhood illnesses.

**Task:** Produce a tick list for a parent / carer to use when looking after a sick child.

**Task:** Produce a hazard awareness leaflet for: child indoors.

**Task:** Produce a hazard awareness leaflet for: child outdoors.
Preparation for Pregnancy and Birth of the Baby

LO1, LO2, LO3, LO4, LO5, LO6 and LO7 can be assessed by candidates completing set tasks as suggested below:

**Task:** Produce an advert for the role of a parent/s giving a full job description detailing their roles and responsibilities.

**Task:** Produce a PowerPoint presentation/leaflet/chart on the different types of contraception, including their efficiency and reliability.

**Task:** Produce a PowerPoint presentation/leaflet describing the importance of pre-conception care.

**Task:** Design an informative leaflet showing the importance of ante-natal care for the expectant mother and unborn child.

**Task:** Working in three groups, research your allocated stage of labour, producing a visual presentation and talk describing what happens. Each group to present to the class.

**Task:** Produce a chart comparing the advantages and disadvantages of a home versus a hospital birth.

**Task:** Produce a PowerPoint presentation/leaflet on the different types of pain relief available during labour.

**Task:** Brainstorm the role of the partner during child-birth.

The Family

**Task:** Complete an advantages / disadvantages chart on nuclear and extended families.

**Task:** Produce a chart showing the differences between fostering and adoption.

**Task:** Carry out a brainstorm about the challenges faced by single parent families.

**Task:** Complete a matching card game on families using cards with the name of the family type and definitions of each.

**Task:** Produce a poster/chart/leaflet/power point presentation to show knowledge of the different types of family structures.

**Task:** Research the functions of the family and physical and emotional needs of new parents. Produce a poster/chart/leaflet/power point presentation to show your knowledge.
Task: Carry out a survey/questionnaire into the roles of different family members and present your findings. Choose a family from the television (e.g. Eastenders, Coronation Street) and write about the members of the family, their relationships, the functions of the family, roles and support provided etc.

Task: Carry out a research project into the differing customs in child rearing relating to race, religion or chosen lifestyle. Use the internet to find out about family life in other countries – e.g. draw the flag, what is the capital city?, popular landmarks/tourist attractions, find out five important facts about family life in ……. etc.

Task: Carry out research on problems affecting families and how statutory and voluntary agencies can provide support. Discuss each problem and also find out what support is available for families.

Task: Work in groups with each member using the internet to find out about the work of a different voluntary agency. Present your findings as a poster/leaflet or power point presentation.

Task: Find out the most common childhood accidents and find out how they are caused.

Task: Produce a poster/leaflet or power point presentation on safety in a child’s environment including home, garden and road safety.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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.
<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
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<th>Evidence</th>
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<tr>
<td>LO2</td>
<td>AC2.1 List ways the adult can support a young child’s play in the home.</td>
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<td>AC2.2 Identify the responsibilities of the adult during a young child’s play in the home.</td>
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<td></td>
</tr>
</tbody>
</table>

General Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________
Title: Planning for the physical care needs of children aged 0-3 years.

Unit Ref. No. K/502/3372
Entry code: 6122/E3
Level: Entry 3
Credit value: 3

Unit aim: The aim of the unit is to introduce the learner to the importance of providing a safe and hygienic environment for a young child.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td><strong>LO1</strong></td>
<td>AC1.1</td>
</tr>
<tr>
<td>Know the physical care needs of children</td>
<td>Identify the physical care needs of children</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>AC2.1</td>
</tr>
<tr>
<td>Know what is needed to care for the physical needs of children aged 0-3 years</td>
<td>Describe what is needed to care for the physical needs of children aged 0-3 years.</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td>AC3.1</td>
</tr>
<tr>
<td>Know about keeping a young child safe in the home.</td>
<td>With support, plan a physical care routine for a child aged 0-3 years.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**Delivery guidance**

**Possible ways of demonstrating that the criteria have been met:**
*(this list is by no means exhaustive)*

**Candidates need to acquire knowledge on:**

The physical care needs of children aged 0-3 years:

- Diet
- Personal hygiene
- Rest and sleep
- Physical activity / mobility
- Safe environment
- Toilet Training

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 of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with Planning for the physical care of a children aged 0-3 years are:

- Preparation for Pregnancy and Birth of the Baby
- Care of a New Baby
- Development of the Child
- An introduction to childcare

In developing Individual Learning Plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy Living and Developing Self. As well as course content, it is advisable to think about coverage of associated Assessment Criteria (as illustrated below in some of the examples of tasks).
3.2 Resources

Literature from relevant agencies.
Outside speakers e.g. school nurse/health visitor/charity worker/qualified first aider.

Books

Baldwin D. All About Health Oxford 1985 ISBN 0.19.832719.6
Baldwin D. Investigating Home and Family Oxford University Press ISBN 0.19.832750.1
BBC Pamphlet Play It Safe
Davenport G.C. An Introduction to Child Development Unwin Hyman ISBN 0.04.448039.3
Hutchinson G. & Oliver S. Interlink Home Economics: Child Development Blackie
Minnett P. Child Care and Development J. Murray 4th Ed. 2001 ISBN 0.7195.8610.0
NCT Your Baby
(Vol. 1 & 2) ISBN 0.85950.240.6
Reynolds, Valda Finding Out About Child Development Stanley Thornes ISBN 0.85950.928.1
Sheridan Mary D. From Birth to Five Years Routledge ISBN 0.415.16458.3

Magazines

NurseryWorld
Practical Parenting
Mother and Baby
Baby

Videos and DVDs

Pre-school Child – Open University
Becoming a Family 0-6 months – Penelope Leach
Becoming a Family 6-18 months – Penelope Leach
Baby It’s You
From Conception to Birth
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units (e.g. Preparation for Pregnancy and Birth of the Baby)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the Record Form.
4.2 Examples of Tasks

(a) Tasks Specific to Planning for the physical care needs of children aged 0-3 years

Task: Produce a brainstorm of the different ways of keeping a child clean.

Task: Produce a mood board of toiletries and equipment that may be used as part of a child’s personal hygiene routine.

Task: Produce a leaflet on childhood dietary needs.

Task: Produce a handout on how to recognise childhood illnesses.

Task: Produce a tick list for a parent/carer to use when looking after a sick child.

Task: Produce a hazard awareness leaflet for: child indoors/child outdoors.

Task: Research some different ways of a child aged 0-3 years having exercise.

Task: Produce a leaflet on potty training.

Task: Research the effects of poor physical care.

(b) Tasks Providing Evidence for Other Units

Preparation for Pregnancy and Birth of the Baby

LO1, LO2, LO3, LO4, LO5, LO6 and LO7 can be assessed by candidates completing set tasks as suggested below:

Task: Produce an advert for the role of a parent/s giving a full job description detailing their roles and responsibilities.

Task: Produce a PowerPoint presentation/leaflet/chart on the different types of contraception, including their efficiency and reliability.

Task: Produce a PowerPoint presentation/leaflet describing the importance of pre-conception care.

Task: Design an informative leaflet showing the importance of ante-natal care for the expectant mother and unborn child.

Task: Working in three groups, research your allocated stage of labour, producing a visual presentation and talk describing what happens. Each group to present to the class.

Task: Produce a chart comparing the advantages and disadvantages of a home versus a hospital birth.

Task: Produce a PowerPoint presentation/leaflet on the different types of pain relief available during labour.

Task: Brainstorm the role of the partner during child-birth.
The Family

**Task:** Complete an advantages / disadvantages chart on nuclear and extended families.

**Task:** Produce a chart showing the differences between fostering and adoption.

**Task:** Carry out a brainstorm about the challenges faced by single parent families.

**Task:** Complete a matching card game on families using cards with the name of the family type and definitions of each.

**Task:** Produce a poster/chart/leaflet/power point presentation to show knowledge of the different types of family structures.

**Task:** Research the functions of the family and physical and emotional needs of new parents. Produce a poster/chart/leaflet/power point presentation to show your knowledge.

**Task:** Carry out a survey/questionnaire into the roles of different family members and present your findings. Choose a family from the television (e.g. Eastenders, Coronation Street) and write about the members of the family, their relationships, the functions of the family, roles and support provided etc.

**Task:** Carry out a research project into the differing customs in child rearing relating to race, religion or chosen lifestyle. Use the internet to find out about family life in other countries – e.g. draw the flag, what is the capital city?, popular landmarks/tourist attractions, find out five important facts about family life in …… etc.

**Task:** Carry out research on problems affecting families and how statutory and voluntary agencies can provide support. Discuss each problem and also find out what support is available for families.

**Task:** Work in groups with each member using the internet to find out about the work of a different voluntary agency. Present your findings as a poster/leaflet or power point presentation.

**Task:** Find out the most common childhood accidents and find out how they are caused.

**Task:** Produce a poster/leaflet or power point presentation on safety in a child’s environment including home, garden and road safety.

### 4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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.
## WJEC ASSESSMENT RECORD

**Candidate Name _________________________**  
**Candidate No.______________________**  
**Centre Name ____________________________**  
**Centre No.___________________________**

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Identify the physical care needs of children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Describe what is needed to care for the physical needs of children aged 0-3 years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 With support, plan a physical care routine for a child aged 0-3 years.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Comments

_________________________________________________________________________
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Teacher: ________________________________  Date: ________________________  
Moderator: ______________________________  Date: ________________________
## WJEC PATHWAYS ENTRY - QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Learning about Work Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>H/503/2782</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6126/E2</td>
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<tr>
<td>Level</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value</td>
<td>1</td>
</tr>
<tr>
<td>Unit aim</td>
<td>This unit aims to provide learners the opportunity to find out about different types of work and workplaces.</td>
</tr>
</tbody>
</table>

### Learning Outcomes

To be awarded credit for this unit, the learner will:

#### LO1
Know there are different workplaces.

#### LO2
Know there is a range of jobs.

### Assessment Criteria

Assessment of the learning outcome will require a learner to demonstrate that they can:

#### AC1.1
Identify different types of workplaces.

#### AC2.1
Identify job roles in different types of workplaces.
<table>
<thead>
<tr>
<th>Title</th>
<th>Learning about Work Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>K/503/2783</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6126/E3</td>
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<tr>
<td>Level</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value</td>
<td>1</td>
</tr>
<tr>
<td>Unit aim</td>
<td>This unit aims to provide learners the opportunity to find out about different types of work and workplaces.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
</tbody>
</table>

**LO1**

Know about different workplaces and jobs.

AC1.1
Identify different types of workplaces.

AC1.2
Identify different types of jobs.

**LO2**

Know about different skills and personal qualities.

AC2.1
Identify skills related to different jobs.

AC2.2
Identify personal qualities related to different jobs.
2. **Amplification of Content**

The following suggestions should be considered in the context of:
- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

Learners will need to gain an understanding of the range and variety of workplaces and jobs.

This should include:
- An understanding that there are different types of workplaces
- An awareness of the different types of workplace by client and/or by activity
- An understanding that there are different job roles within any given workplace
- An understanding that different job roles involve different activities and responsibilities

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units that are likely to be delivered alongside Learning about Work Places are:

- Looking at Work Places, Work Experience, Health and Safety at work, Choices and Decisions, Planning a journey

In developing individual Learning Plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Preparation for Work and Developing Self. As well as course content, it is advisable to think about coverage of associated Assessment Criteria (as illustrated below in some of the examples tasks).

3.2 **Resources**

Careers information, advisers and systems already in the centre

The local Careers Provider of career education, advice and training. Their consultants generally offer a wide range of services across all Key Stages.

Internet web-sites: www.connexions-direct.com [has a section on Job Families] www.direct.gov.uk [has a section on jobs by type of workplace]

Visits to different workplaces

Visiting speakers from different workplaces.

The different job roles within the centre itself
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider
• formative as well as summative assessment
• coverage of assessment criteria for this unit
• coverage of assessment criteria for linked units (e.g. Looking at Work Places)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters,
PowerPoint presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

(a) Tasks specific to Learning about the Work Place

Task 1 Prepare a PowerPoint presentation to show to a Year 9 class, about
different types of work and workplaces.

Task 2 Design and produce a wall poster showing all the different job roles
within your school or college.

Task 3 Design and produce a wall poster showing all the different job roles
in a business or organisation you have studied.

Task 4 Choose one category of work, for example Healthcare or Building
and Construction, and design a poster or PowerPoint presentation
to illustrate the jobs available in that category.

Task 5 Design a poster to show qualities needed for different job roles.

4.3 Recording

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

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
Learning about the Work Place Entry 2

ASSESSMENT RECORD

Candidate Name _____________________________________   Candidate No.____________
Centre Name ________________________________________  Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify different types of workplaces.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify job roles in different types of workplaces.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments

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______________________________________________________________________________

Teacher: ________________________________  Date: _____________________
Moderator: ______________________________  Date: _____________________
### Learning about the Work Place Entry 3

**ASSESSMENT RECORD**

Candidate Name _____________________________________   Candidate No.____________
Centre Name ________________________________________  Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify different types of workplaces.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify different types of jobs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify skills related to different jobs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify personal qualities related to different jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Teacher: ________________________________  Date: ____________________
Moderator: ______________________________  Date: ____________________

6126 - Introduction to Workplaces E2&E3 / LG
**Title** | Preparing for Work Experience  
---|---  
**Unit Ref. No.** | Y/503/2780  
**Entry Code** | 6127/E2  
**Level** | Entry 2  
**Credit value** | 3  
**Unit aim** | This unit aims to enable learners to be accredited for the work experience/work placement undertaken. It aims to help the learner to prepare for the work experience.  

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
</tbody>
</table>
| **LO1**  
Know about work experience. | AC1.1  
Identify the purpose of the work placement  
AC1.2  
Identify the requirements of the work placement.  

| **LO2**  
Be able to set goals for work experience. | AC2.1  
Identify what they hope to achieve from the experience  
AC2.2  
Set targets for themselves. |
<table>
<thead>
<tr>
<th>Title</th>
<th>Preparing for Work Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>D/503/2781</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6127/E3</td>
</tr>
<tr>
<td>Level</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value</td>
<td>3</td>
</tr>
<tr>
<td>Unit aim</td>
<td>This unit aims to enable learners to be accredited for the work experience/work placement undertaken. It aims to help the learner to prepare for the work experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1</td>
<td>Know about work experience.</td>
</tr>
<tr>
<td></td>
<td>AC1.1</td>
</tr>
<tr>
<td></td>
<td>Identify the purpose of the work experience.</td>
</tr>
<tr>
<td>LO2</td>
<td>Know the preparations needed before the work experience.</td>
</tr>
<tr>
<td></td>
<td>AC2.1</td>
</tr>
<tr>
<td></td>
<td>Identify important information about the placement.</td>
</tr>
<tr>
<td></td>
<td>AC2.2</td>
</tr>
<tr>
<td></td>
<td>Identify the requirements of the placement.</td>
</tr>
<tr>
<td>LO3</td>
<td>Be able to undertake work experience at a suitable placement.</td>
</tr>
<tr>
<td></td>
<td>AC3.1</td>
</tr>
<tr>
<td></td>
<td>Provide evidence of tasks undertaken at the work placement.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The learners will be required to express their aspirations regarding the work experience and identify what preparations they are undertaking.

This should include

- Knowledge of the working environment
- Provide personal details required for the work placement
- Identify the work placement expectations regarding behaviour and performance
- Transportation and access issues
- Identifying what they hope to gain from the placement

**LO2**

Learners will need to complete at least one period of work experience at an appropriate placement and keep a detailed record of daily routines and show some individual initiative.

This should include

- The completion of a practical work placement
- Recording the work placement experiences effectively

**LO3**

The learner should respond effectively to other people’s view of their contribution to the work experience.

This could be achieved by a question and answer session or by the learner producing a reasoned consideration of the work experience report produced by the placement.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with Work Experience are:

- Choices and Decisions
- Looking at Workplaces
- Introduction to the Workplace
- Health and Safety at Work

In developing Individual Learning Plans and planning the curriculum as a whole, it is also likely that this unit will link with a number of Preparing for Work (?) units such as Introduction to Animal Care, Motor Vehicle Skills and Providing Hair Services. As well as course content, it is advisable to think about coverage of associated Assessment Criteria (as illustrated below in some of the examples of tasks).

3.2 Resources

These will include a selective list of websites, as well as hard copy resources where appropriate, along with careers’ information available in schools/career libraries/in the Media.

WJEC support materials
“The Right Start”: Work experience for young people: Health and safety basics for employers (HSE)

Internet websites:
www.direct.gov.uk/.../YoungPeople/Workandcareers/Workexperienceandvolunteering/index
www.hse.gov.uk/pubns/indg364
4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In planning assessment opportunities it will be necessary to consider

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units (e.g. Looking at Workplaces)

The following types of evidence are likely to feature:

Wall displays, posters, PowerPoint presentations, annotated task sheets, such as work preparation report, work experience log and diary, employer's checklist and individual reflections on the work experience report plus an oral debrief, photographs and witness statements.

Overall comments will be summarised on the Record Form.

4.2 **Examples of Tasks**

**Task 1** Prepare a talk for your class entitled, “Why do we go on work experience?”

**Task 2** Produce a spider diagram of the preparations you made in advance of your work experience

**Task 3** Produce a PowerPoint presentation, providing information about the placement you attended

**Task 4** Produce a wall display that shows what you learnt / did on work experience

**Task 5** Produce a diary of your work experience

**Task 6** Produce a list of ways in which you could have improved your work experience.

4.3 **Recording**

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

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
# Preparing for Work Experience - Entry 2

## ASSESSMENT RECORD

**Candidate Name** _____________________________________ **Candidate No.**________

**Centre Name** ________________________________________ **Centre No.**____________

<table>
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<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the purpose of the work experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the requirements of the work placement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify what they hope to achieve from the work experience.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set targets for themselves.</td>
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</tr>
</tbody>
</table>

**General Comments**

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Teacher: ________________________________  Date: _____________________

Moderator: ______________________________  Date: _____________________
Preparation for Work Experience - Entry 3

ASSESSMENT RECORD

Candidate Name _____________________________________   Candidate No.____________
Centre Name ________________________________________  Centre No._______________

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>AC1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the purpose of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the work experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify important information about the placement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the requirements of the placement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide evidence of tasks undertaken at the placement.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Teacher: ________________________________  Date: _____________________
Moderator: ______________________________  Date:_____________________

6127 - Work Experience E2&E3  LG
# WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Rules of the Road</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>T/601/5298</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6150/E2</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>This unit aims to enable learners to become safe and competent road users in the 21st century using the Highway Code.</td>
</tr>
</tbody>
</table>

## Learning outcomes

**To be awarded credit for this unit, the learner will:**

<table>
<thead>
<tr>
<th><strong>LO1</strong></th>
<th>Understand traffic signs and road markings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td>Identify the traffic signs commonly used on British roads.</td>
</tr>
<tr>
<td>AC1.2</td>
<td>Identify the road markings commonly used on British roads.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LO2</strong></th>
<th>Understand the rules that apply when using the motorway system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC2.1</td>
<td>Describe the restrictions on the driver when using the motorway system in Britain.</td>
</tr>
<tr>
<td>AC2.2</td>
<td>Describe the restrictions for vehicles when using the motorway system in Britain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LO3</strong></th>
<th>Understand the rules that apply for the road user on wheels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC3.1</td>
<td>List the basic manoeuvres that are required when using a motor vehicle on modern roads.</td>
</tr>
<tr>
<td>AC3.2</td>
<td>Describe the potential dangers involved.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to demonstrate basic knowledge of common road signs and road markings.

- Traffic signs. (Circular, triangular and rectangular.)
- Road markings. (Along and across the carriageway.)

**LO2**

The candidate should be able to demonstrate basic knowledge of using the motorways in Great Britain:

- Use and restrictions - driver
- Use and restrictions - vehicle

**LO3**

The candidate should be able to list the basic manoeuvres that are required when using a motor vehicle on the modern roads and describe the potential dangers involved:

- Signals
- Moving off and stopping (Braking Distances)
- Overtaking
- Turning left
- Turning right
- Road junctions
- Roundabouts

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.
Closely related units likely to be delivered along with Rules of the Road are:

- Motor Vehicle Power
- Motor Vehicle Transmission Systems
- Motor Vehicle Chassis Systems
- Motor Vehicle Maintenance
- Motor Vehicle Road Control
- Road User and the Law
- Economics of Motoring

3.2 Resources

The Highway Code
Online version at:
http://www.direct.gov.uk/en/TravelAndTransport/Highwaycode/DG_070202

Department for Transport (DfT)
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Motoring organisations such as www.theaa.com, www.rac.co.uk

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information. Visits to, or speakers from, some of these may be possible through school contacts.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.
4.2 Examples of Tasks

Tasks specific to understanding laws traffic signs and road markings

Task 1 Create a chart that will show the road markings that are currently being used in Great Britain.

Task 2 Create a matching card game to match traffic signs commonly used on British roads with their meanings.

Task 3 Produce a report outlining why it is important to comply with road signs.

Tasks specific to understanding rules which apply to using motorways

Task 4 Create a presentation describing the restrictions for drivers using British motorways.

Task 5 Produce a poster describing the restrictions on vehicles using motorways in Britain.

Tasks specific to understanding rules for road users on wheels

Task 6 Create a series of wallcharts showing the basic manoeuvres required when using a motor vehicle on modern roads.

Task 7 Create a leaflet describing the potential dangers for a rider/driver of not following the rules of the road.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
## ASSESSMENT RECORD

**Candidate Name __________________________  Candidate No.________**  
**Centre Name _____________________________  Centre No.___________**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify the traffic signs commonly used on British roads.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Identify the road markings commonly used on British roads.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Describe the restrictions on the driver when using the motorway system in Britain.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Describe the restrictions for vehicles when using the motorway system in Britain.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 List the basic manoeuvres that are required when using a motor vehicle on modern roads.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC 3.2 Describe the potential dangers involved.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Teacher: ________________________________  Date: __________________________**

**Moderator: ______________________________  Date: __________________________**
Title: Rules of the Road
Unit Ref. No. A/601/5299
Entry Code: 6150/E3
Level: Entry 3
Credit value: 3
Unit aim: This unit aims to enable learners to become safe and competent road users in the 21st century using the Highway Code.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1 Understand traffic signs and road markings.</td>
<td>AC1.1 Identify the traffic signs commonly used on British roads. AC1.2 Explain the consequences if these signs are ignored. AC1.3 Identify the road markings commonly used on British roads. AC1.4 Explain the consequences if these markings are ignored.</td>
</tr>
<tr>
<td>LO2 Understand the rules that apply when using the motorway system.</td>
<td>AC2.1 Describe the restrictions on the driver when using the motorway system in Britain. AC2.2 Explain the consequences if these restrictions are ignored. AC2.3 Describe the restrictions for vehicles when using the motorway system in Britain. AC2.4 Explain the consequences if these restrictions are ignored.</td>
</tr>
<tr>
<td>LO3 Understand the rules that apply for the road user on wheels.</td>
<td>AC3.1 List the basic manoeuvres that are required when using a motor vehicle on modern roads. AC 3.2 Explain the potential dangers involved. Also recognise the legal consequences of non-compliance.</td>
</tr>
</tbody>
</table>
2 Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to demonstrate basic knowledge of common road signs and road markings.

- Traffic signs. (Circular, triangular and rectangular.)
- Road markings. (Along and across the carriageway.)

In addition to the above the candidates should be able to understand the consequences if these signs and markings are ignored.

LO2

The candidate should be able to demonstrate basic knowledge of using the motorways in Great Britain:

- Use and restrictions - driver
- Use and restrictions - vehicle

In addition to the above the candidates should be able to understand the consequences if these uses and restrictions are ignored.

LO3

The candidate should be able to list the basic manoeuvres that are required when using a motor vehicle on the modern roads and describe the potential dangers involved:

- Signals
- Moving off and stopping (Braking Distances)
- Overtaking
- Turning left
- Turning right
- Road junctions
- Roundabouts

In addition to the above the candidates should be able to recognise the legal consequences of non-compliance.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with Rules of the Road are:

- Motor Vehicle Power
- Motor Vehicle Transmission Systems
- Motor Vehicle Chassis Systems
- Motor Vehicle Maintenance
- Motor Vehicle Road Control
- Road User and the Law
- Economics of Motoring

3.2 Resources

The Highway Code
Online version at: http://www.direct.gov.uk/en/TravelAndTransport/Highwaycode/DG_070202

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4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

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- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.
4.2 Examples of Tasks

Tasks specific to understanding laws traffic signs and road markings

Task 1 Create a chart that will show the road markings that are currently being used in Great Britain and state what could happen if they are not obeyed.

Task 2 Create a matching card game to match traffic signs commonly used on British roads with their meanings.

Task 3 Produce a report outlining the consequences of ignoring road signs.

Tasks specific to understanding rules which apply to using motorways

Task 4 Create a presentation describing the restrictions for drivers using British motorways and the consequences of ignoring them.

Task 5 Produce a poster describing the restrictions on vehicles using motorways in Britain and list the consequences of ignoring them.

Tasks specific to understanding rules for road users on wheels

Task 6 Create a series of wallcharts showing the basic manoeuvres required when using a motor vehicle on modern roads.

Task 7 Create a leaflet describing the potential dangers for a rider/driver of not following the rules of the road.

Task 8 In response to verbal questioning, describe the legal consequences of not following the rules of the road.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
## RULES OF THE ROAD - ENTRY 3

### ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify the traffic signs commonly used on British roads.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Explain the consequences if these signs are ignored.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Identify the road markings commonly used on British roads.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4 Explain the consequences if these markings are ignored.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Describe the restrictions on the driver when using the motorway system in Britain.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Explain the consequences if these restrictions are ignored.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Describe the restrictions for vehicles when using the motorway system in Britain.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.4 Explain the consequences if these restrictions are ignored.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 List the basic manoeuvres that are required when using a motor vehicle on modern roads.</td>
<td></td>
<td></td>
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<td>AC3.2 Explain the potential dangers involved. Also recognise the legal consequences of non-compliance.</td>
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</tr>
</tbody>
</table>

### General Comments

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
**WJEC PATHWAYS - ENTRY QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Title:</th>
<th>The Road User and the Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>F/601/5286</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6151/E2</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>This unit aims to enable learners to gain an understanding of the basic laws which are used every day by the modern car user.</td>
</tr>
</tbody>
</table>

### Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| **LO1** Understand basic laws relating to the vehicle being ridden/driver. | **AC1.1** Identify the laws pertaining to the roadworthiness of a modern motor vehicle.  
**AC1.2** Identify the documentation required for a modern motor vehicle. |
| **LO2** Understand basic laws relating to the rider/driver. | **AC2.1** Identify the laws pertaining to the fitness to drive of the modern motorist.  
**AC2.2** Identify the requirements of the laws pertaining to the documentation required for the rider/driver of a modern motor vehicle. |
| **LO3** Understand basic laws relating to the road user on foot. | **AC3.1** Identify requirements of the laws pertaining to pedestrians. |
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to demonstrate knowledge of the following aspects of riding/driving a vehicle:

- Roadworthiness - lights, brakes, steering, tyres, windscreen (demister, washers and wipers)
- Documentation - Vehicle Excise Licence, registration document, Certificate of Roadworthiness (M.O.T.)

**LO2**

The candidate should be able to demonstrate knowledge of the laws which relate to riding/driving a vehicle including:

- Road safety
- Fitness to drive - alcohol, drugs (including including such things as cold treatments, travel sickness medication, etc), eyesight, physical illness and emotional disturbance
- Documentation - driving licence and insurance
- Enforcement and penalties

**LO3**

The candidate should be able to demonstrate basic knowledge of the following aspects of the road user on foot:

- Correct pedestrian crossing procedure
- Road furniture
- Hazards

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.
Closely related units likely to be delivered along with The Road User and the Law are:

- Motor Vehicle Power
- Motor Vehicle Transmission Systems
- Motor Vehicle Chassis Systems
- Motor Vehicle Maintenance
- Motor Vehicle Road Control
- Rules of the road
- Economics of Motoring

3.2 Resources

Department for Transport (DfT), DVLA
Driving Standards Agency
Highways Agency
http://www.direct.gov.uk/en/Motoring
Motoring organisations such as www.theaa.com, www.rac.co.uk
Motoring Which, What Car, Autocar and similar magazines
Newspaper motoring supplements and websites

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4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.
4.2 Examples of Tasks

Tasks specific to understanding laws relating to vehicles

Task 1  Create a poster highlighting the laws affecting vehicle roadworthiness.

Task 2  Create a presentation describing the laws that affect the use of a motor vehicle.

Tasks specific to understanding laws relating to riders/drivers

Task 3  Research using books, magazines and the internet the laws pertaining to fitness to drive or ride a motor vehicle.

Task 4  Create a display to show the documents that are required for a four year old motor vehicle before it can be driven/ridden on the public roads.

Tasks specific to understanding laws relating to pedestrians

Task 5  Create a leaflet describing the laws that affect pedestrians using the roads.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

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<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify the laws pertaining to the roadworthiness of a modern motor vehicle.</td>
<td></td>
<td></td>
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<tr>
<td>AC1.2 Identify the documentation required for a modern motor vehicle.</td>
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</tr>
<tr>
<td>AC2.1 Identify the laws pertaining to the fitness to drive of the modern motorist.</td>
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</tr>
<tr>
<td>AC2.2 Identify the requirements of the laws pertaining to the documentation required for the rider/driver of a modern motor vehicle.</td>
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<td>AC3.1 Identify requirements of the laws pertaining to pedestrians.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Teacher: ___________________________ Date: ___________________________
Moderator: _________________________ Date: ___________________________
## Title: The Road User and the Law

**Unit Ref. No.** J/601/5287  
**Entry Code:** 6151/E3  
**Level:** Entry 3  
**Credit value:** 2  

### Unit aim:
This unit aims to enable learners to gain an understanding of the basic laws which are used every day by the modern car user.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| **LO1** Understand basic laws relating to the vehicle being ridden/driven. | **AC1.1**  
Describe the laws pertaining to the roadworthiness of a modern motor vehicle.  
**AC1.2**  
Explain the consequences of failure to meet these requirements.  
**AC1.3**  
Describe the documentation required for a modern motor vehicle.  
**AC1.4**  
Explain the consequences of failure to meet these requirements. |
| **LO2** Understand basic laws relating to the rider/driver. | **AC2.1**  
Describe the requirements of the laws pertaining to the fitness to drive of the modern motorist.  
**AC2.2**  
Explain consequences of failure to meet these requirements.  
**AC2.3**  
Describe the requirements of the laws pertaining to the documentation required for the rider/driver of a modern motor vehicle.  
**AC2.4**  
Explain the consequences of failure to meet these requirements. |
| **LO3** Understand basic laws relating to the road user on foot. | **AC3.1**  
Describe the requirements of the laws pertaining to pedestrians.  
**AC3.2**  
Explain the consequences of failure to comply with these laws. |
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to demonstrate knowledge of the following aspects of riding/driving a vehicle:

- Roadworthiness - lights, brakes, steering, tyres, windscreen (demister, washers and wipers)
- Documentation - Vehicle Excise Licence, registration document, Certificate of Roadworthiness (M.O.T.)

In addition to the above the candidates should be able to understand the consequences of failure to meet these requirements.

**LO2**

The candidate should be able to demonstrate knowledge of the laws which relate to riding/driving a vehicle including:

- Road safety
- Fitness to drive - alcohol, drugs (including including such things as cold treatments, travel sickness medication, etc), eyesight, physical illness and emotional disturbance.
- Documentation - driving licence and insurance.
- Enforcement and penalties

In addition to the above the candidates should be able to understand the consequences of failure to meet these requirements.

**LO3**

The candidate should be able to demonstrate basic knowledge of the following aspects of the road user on foot:

- Correct pedestrian crossing procedure.
- Road furniture.
- Hazards.

In addition to the above the candidates should be able to understand the consequences of failure to meet these requirements.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with The Road User and the Law are:

- Motor Vehicle Power
- Motor Vehicle Transmission Systems
- Motor Vehicle Chassis Systems
- Motor Vehicle Maintenance
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- Rules of the road
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4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.
4.2 Examples of Tasks

Tasks specific to understanding laws relating to vehicles

Task 1  Create a poster highlighting the laws affecting vehicle roadworthiness.

Task 2  Create a presentation describing the laws that affect the use of a motor vehicle; include the consequences of not following these laws.

Tasks specific to understanding laws relating to riders/drivers

Task 3  Research using books, magazines and the internet the laws pertaining to fitness to drive or ride a motor vehicle.

Task 4  Create a display to show the documents that are required for a four year old motor vehicle before it can be driven/ridden on the public roads. Give details of what each is used for and how much each document costs.

Tasks specific to understanding laws relating to pedestrians

Task 5  Create a leaflet describing the laws that affect pedestrians using the roads explaining the legal effects and consequences if these laws are ignored.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
# THE ROAD USER AND THE LAW - ENTRY 3

## ASSESSMENT RECORD

Candidate Name __________________________  Candidate No.____________
Centre Name ______________________________  Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Describe the laws pertaining to the roadworthiness of a modern motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Explain the consequences of failure to meet these requirements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Describe the documentation required for a modern motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4 Explain the consequences of failure to meet these requirements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Describe the requirements of the laws pertaining to the fitness to drive of the modern motorist.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Explain consequences of failure to meet these requirements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Describe the requirements of the laws pertaining to the documentation required for the rider/driver of a modern motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.4 Explain the consequences of failure to meet these requirements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Describe the requirements of the laws pertaining to pedestrians.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Explain the consequences of failure to comply with these laws.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ______________________________  Date: __________________________
Moderator: ______________________________  Date: __________________________
<table>
<thead>
<tr>
<th>Title:</th>
<th>Economics of Motoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>L/601/5291</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6152/E2</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>This unit aims to enable learners to gain an understanding of the basic economics that will be met by the motorist in the 21st Century.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1</td>
<td>AC1.1</td>
</tr>
<tr>
<td>Understand the standing costs that the motorist will incur when using a modern road vehicle.</td>
<td>List the standing costs incurred when purchasing a motor vehicle.</td>
</tr>
<tr>
<td></td>
<td>AC1.2</td>
</tr>
<tr>
<td></td>
<td>Describe the standing costs incurred when purchasing a motor vehicle.</td>
</tr>
<tr>
<td></td>
<td>AC1.3</td>
</tr>
<tr>
<td></td>
<td>List the standing costs incurred when using a motor vehicle.</td>
</tr>
<tr>
<td></td>
<td>AC1.4</td>
</tr>
<tr>
<td></td>
<td>Describe the standing costs incurred when using a motor vehicle.</td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1</td>
</tr>
<tr>
<td>Understand the running costs that the motorist will incur when using a modern road vehicle.</td>
<td>List the running costs incurred when using a motor vehicle.</td>
</tr>
<tr>
<td></td>
<td>AC2.2</td>
</tr>
<tr>
<td></td>
<td>Describe the running costs incurred when using a motor vehicle.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

Opportunities should be provided for candidates to learn about the standing costs incurred when owning a modern vehicle:

Standing costs:

- Purchasing
- H.P.
- Special clothing
- Vehicle excise
- Insurance
- Driving licence
- Garaging.

**LO2**

Candidates should be provided with opportunities to learn about the running costs incurred when owning a modern vehicle:

Running costs:

- Fuel
- Oils
- Maintenance
- Accessories
- Cleaning
- Membership of motoring associations.

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.
Closely related units likely to be delivered along with Economics of Motoring are:

- Motor Vehicle Power
- Motor Vehicle Transmission Systems
- Motor Vehicle Chassis Systems
- Motor Vehicle Maintenance
- Motor Vehicle Road Control
- Road User and the Law
- Rules of the road

3.2 Resources

Motoring Which, What Car, Autocar and similar magazines
Newspaper motoring supplements and websites
Manufacturers handbooks and brochures
Local garages and car showrooms
Motoring Accessory shops or websites
Motoring organisations such as www.theaa.com, www.rac.co.uk,
General insurance information
http://www.roadsafetyni.gov.uk/index/education/teenzone/tz-mvrus/tz-mvrus-insurance.htm
Department for Transport (DfT), DVLA
http://www.direct.gov.uk/en/Motoring
Parkers Used, New and Trade Car Price Guide or www.parkers.co.uk

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information. Visits to, or speakers from, some of these may be possible through school contacts.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.
4.2 Examples of Tasks

Tasks specific to understanding standing costs

Task 1 Research using books, magazines and the internet the standing costs that users will incur when using either a car or motorcycle.

Task 2 Make a list of the standing costs that you must consider when buying either a car or motorcycle.

Task 3 Produce a leaflet describing the standing costs that will be incurred when purchasing a car or motorcycle.

Task 4 Produce a poster listing the standing costs that you must consider when using either a car or motorcycle.

Task 5 Create a presentation describing the standing costs that will be incurred when using a car or motorcycle.

Tasks specific to understanding running costs

Task 6 Research using books, magazines and the internet the running costs that users will incur when using either a car or motorcycle.

Task 7 Create a wallchart listing the running costs that users will incur when using either a car or motorcycle.

Task 8 Produce a factsheet describing the running costs incurred when using a car or motorcycle.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
**ECONOMICS OF MOTORING – ENTRY 2**

**ASSESSMENT RECORD**

Candidate Name __________________________  Candidate No. __________

Centre Name _____________________________  Centre No. ______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1  List the standing costs incurred when purchasing a motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2  Describe the standing costs incurred when purchasing a motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3  List the standing costs incurred when using a motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4  Describe the standing costs incurred when using a motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1  List the running costs incurred when using a motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2  Describe the running costs incurred when using a motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments
________________________________________________________________________
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________________________________________________________________________

Teacher: ______________________________  Date: __________________________

Moderator: ____________________________  Date: __________________________

6152 - Economics of Motoring E2 / KB
**Title:** Economics of Motoring  

**Unit Ref. No.:** L/601/5304  
**Entry Code:** 6152/E3  
**Level:** Entry 3  
**Credit value:** 2  
**Unit aim:** This unit aims to enable learners to gain an understanding of the basic economics that will be met by the motorist in the 21st Century.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| **LO1** Understand the standing costs that the motorist will incur when using a modern road vehicle. | AC1.1 List the standing costs incurred when purchasing a motor vehicle.  
AC1.2 Explain the standing costs incurred when purchasing a motor vehicle.  
AC1.3 Give examples of how to calculate these purchasing costs.  
AC1.4 List the standing costs incurred when using a motor vehicle.  
AC1.5 Explain the standing costs incurred when using a motor vehicle.  
AC1.6 Give examples of how to calculate these standing costs. |
| **LO2** Understand the running costs that the motorist will incur when using a modern road vehicle. | AC2.1 List the running costs incurred when using a motor vehicle.  
AC2.2 Explain the running costs incurred when using a motor vehicle.  
AC2.3 Give examples of how to calculate these running costs. |
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

Opportunities should be provided for candidates to learn about the standing costs incurred when owning a modern vehicle:

**Standing costs**

- Purchasing
- H.P.
- Special clothing
- Vehicle excise
- Insurance
- Driving licence
- Garaging.

In addition to the above, candidates should be able to give examples of how the costs may be calculated on a weekly and annual basis.

**LO2**

Candidates should be provided with opportunities to learn about the running costs incurred when owning a modern vehicle:

**Running costs**

- Fuel
- Oils
- Maintenance
- Accessories
- Cleaning
- Membership of motoring associations.

In addition to the above, candidates should be able to give examples of how the costs may be calculated on a weekly and annual basis.

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**
Closely related units likely to be delivered along with Economics of Motoring are:

- Motor Vehicle Power
- Motor Vehicle Transmission Systems
- Motor Vehicle Chassis Systems
- Motor Vehicle Maintenance
- Motor Vehicle Road Control
- The Road User and the Law
- Rules of the road

3.2 Resources

Motoring Which, What Car, Autocar and similar magazines
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Car Insurance web sites such as www.comparethemarket.com,
general insurance information
http://www.roadsafetyni.gov.uk/index/education/teenzone/tz-mvrus/tz-mvrus-
insurance.htm
Department for Transport (DfT), DVLA
http://www.direct.gov.uk/en/Motoring
Parkers Used, New and Trade Car Price Guide or www.parkers.co.uk,

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information. Visits to, or speakers from, some of these may be possible through school contacts.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

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The following types of evidence are likely to feature:

- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.
4.2 Examples of Tasks

Tasks specific to understanding standing costs

Task 1 Research using books, magazines and the internet the standing costs that users will incur when buying and using a modern road vehicle.

Task 2 Make a list of the standing costs that you must consider when buying either a car or motorcycle.

Task 3 Produce a poster listing the standing costs that will be incurred when using a car or motorcycle.

Task 4 a) Produce a leaflet explaining the standing costs that you must consider when buying either a car or motorcycle.

b) Create a wallchart(s) showing calculations involving the actual costs of buying three different cars or motorcycles.

Task 5 a) Create a presentation to explain the standing costs incurred when using either a car or motorcycle.

b) Produce a chart to show calculation of the actual standing costs incurred when using different cars or motorcycles.

Tasks specific to understanding running costs

Task 6 Research using books, magazines and the internet the running costs that users will incur when using a modern road vehicle.

Task 7 Make a list of the running costs that you must consider when using a modern road vehicle.

Task 8 Produce a factsheet to explain the running costs incurred when using a modern road vehicle.

Task 9 Using two contrasting vehicles calculate and compare the running costs incurred when using modern road vehicles.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
## Assessment Record

**Candidate Name __________________________**  **Candidate No.____________**

**Centre Name _____________________________**  **Centre No._______________**

<table>
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<th>Assessment Criteria</th>
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<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 List the standing costs incurred when purchasing a motor vehicle.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AC1.2 Explain the standing costs incurred when purchasing a motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Give examples of how to calculate these purchasing costs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.4 List the standing costs incurred when using a motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.5 Explain the standing costs incurred when using a motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.6 Give examples of how to calculate these standing costs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 List the running costs incurred when using a motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Explain the running costs incurred when using a motor vehicle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Give examples of how to calculate these running costs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
# WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title: Motor Vehicle Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.: T/601/5284</td>
</tr>
<tr>
<td>Entry Code: 6153/E2</td>
</tr>
<tr>
<td>Level: Entry 2</td>
</tr>
<tr>
<td>Credit value: 2</td>
</tr>
<tr>
<td>Unit aim: This unit is designed to enable learners to check and maintain a vehicle so that it may be ridden/driven safely.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1</td>
<td>AC1.1</td>
</tr>
<tr>
<td>Be able to carry out regular checks on a vehicle.</td>
<td>• fuel</td>
</tr>
<tr>
<td></td>
<td>• tyres (visual)</td>
</tr>
<tr>
<td></td>
<td>• lights</td>
</tr>
<tr>
<td></td>
<td>• indicators (function)</td>
</tr>
<tr>
<td></td>
<td>• horn</td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1</td>
</tr>
<tr>
<td>Be able to maintain a vehicle so that it may be ridden/driven safely.</td>
<td>• lubrication</td>
</tr>
<tr>
<td></td>
<td>• brakes</td>
</tr>
<tr>
<td></td>
<td>• tyres</td>
</tr>
<tr>
<td></td>
<td>• wheels</td>
</tr>
<tr>
<td></td>
<td>• horn</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to check the motor vehicle on a daily basis. They must be able to carry out operations and checks in a manner that takes into consideration their own personal safety and the safety of others and their environment.

The areas to be checked on a daily basis are:

- fuel, the type (petrol or diesel) and levels
- tyres (visual) looking at wear, side wall damage, tread depth and inflation
- the function of headlights, sidelights, reversing lights and fog lights
- indicators (function)
- horn, check it works

**LO2**

The candidate should be able to maintain a vehicle so that it may be ridden or driven safely. The candidate should be able to perform a series of routine maintenance operations to include:

- lubrication, check oil level, lubricate door locks, bonnet catch
- brakes, make a visual check of front pads and rear shoes under the observation of the instructor
- tyres, selection of tyres, inflation to correct pressure, look for possible faults and change as necessary
- wheels check the condition of the rims, check the tightness of the wheel nuts ensuring that they are on the correct way
- horn, check that it is fixed properly to the vehicle bodywork and condition of wiring

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**
Closely related units likely to be delivered along with Motor Vehicle Maintenance are:

- Motor Vehicle Power
- Motor Vehicle Transmission Systems
- Economics of Motoring
- Motor Vehicle Chassis Systems
- Motor Vehicle Road Control
- Road User and the Law
- Rules of the road

3.2 Resources

*Centres offering this unit for assessment should be fully equipped for all the practical activities offered.*

The basic requirements are as follows:

- A flat area with a concrete or suitably finished floor
- Correct support equipment e.g. trolley jack, axle stands, engine hoist, etc.
- A set of basic mechanics tools, e.g. various spanners, a socket set, screwdrivers, a torque wrench, etc.
- Any specialist tools required for practical activities

**NOTE**

The above are recommendations only and it is up to individual centres to ensure that resources are made available to run the unit in a safe manner. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

Additionally:

- Manufacturers manuals and handbooks
- Haynes or similar workshop manuals
- Local garages

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.
3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working methods.

The following points concerning safety should form an integral part of all practical units:

- Appreciate the application of relevant regulations to given work situations
- Know hazards associated with lifting gear, electrical and pressurised equipment and the precautions to be taken
- Recognise health and safety hazards in handling, lifting and the use of hand tools, workshop equipment and materials generally
- Appreciate the need for, and the understanding of, the use of personal protection (clothing, jewellery, behaviour, lifting and carrying)
- Appreciate the basic rules for fire protection when working in and around the motor vehicle workshop
- Emergency procedures (use of extinguishers, emergency stop switches, etc.)

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.

4.2 Examples of Tasks

Tasks specific to carrying out regular safety checks on a vehicle

Task 1 Create a wallchart or poster identifying the position of all of the components which should be checked daily on a motor vehicle.

Task 2 Keep a diary or log of the daily checks you make.

Task3 a) Prepare a daily check sheet that can be used to check the fuel, tyres, lights, indicators and horn on a motor vehicle.

b) Use your Check sheet to record your daily checks.
Tasks specific to carrying out routine maintenance on a motor vehicle

Task 4  
a) Prepare a routine maintenance schedule to include lubrication, brakes, tyres, wheels and horn to ensure a motor vehicle can be ridden/driven safely.

b) Present an oral report on the vehicle.

Task 5  
Produce a photographic or video diary showing you carrying out routine maintenance checks on a vehicle.

Task 6  
Create a seasonal calendar to show when maintenance activities should be carried out.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
MOTOR VEHICLE MAINTENANCE - ENTRY 2

ASSESSMENT RECORD

Candidate Name __________________________ Candidate No. ____________
Centre Name _____________________________ Centre No. ________________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
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<td>AC1.1 Check the motor vehicle on a daily basis:</td>
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<td>• indicators (function)</td>
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<td>• horn</td>
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<td>AC2.1 Perform a series of routine maintenance operations to include:</td>
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</tbody>
</table>

General Comments
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Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________
## WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title: Motor Vehicle Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No. A/601/5285</td>
</tr>
<tr>
<td>Entry Code: 6153/E3</td>
</tr>
<tr>
<td>Level: Entry 3</td>
</tr>
<tr>
<td>Credit value: 2</td>
</tr>
</tbody>
</table>

**Unit aim:**
This unit is designed to enable learners to check and maintain a vehicle so that it may be ridden/driven safely.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment Criteria</strong></td>
</tr>
</tbody>
</table>
| LO1 Be able to carry out regular checks on a vehicle. | AC1.1 Check the motor vehicle on a daily basis:  
  • fuel  
  • tyres (visual)  
  • lights  
  • indicators (function)  
  • horn  

AC1.2 Carry out additional detailed checks on a weekly basis on:  
  • tyres  
  • wheels  
  • brakes and clutch |

| LO2 Be able to maintain a vehicle so that it may be ridden/driven safely. | AC2.1 Perform a series of routine maintenance operations to include:  
  • lubrication  
  • brakes  
  • tyres  
  • wheels  
  • steering  
  • suspension  
  • lights  
  • horn |
2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The candidate should be able to check the motor vehicle on a daily basis. They must be able to carry out operations and checks in a manner that takes into consideration their own personal safety and the safety of others and their environment.

The areas to be checked on a daily basis are:

- fuel, the type (petrol or diesel) and levels
- tyres (visual) looking at wear, side wall damage, tread depth and inflation
- the function of headlights, sidelights, reversing lights and fog lights
- indicators (function)
- horn, check it works

In addition to the above, candidates should carry out additional detailed checks on a weekly basis on:

- tyres, condition as above and pressures
- wheels, condition of rims, buckles, dents, condition of spokes if necessary
- brakes and clutch, check level of fluids and condition of cables where and if necessary.

LO2

The candidate should be able to maintain a vehicle so that it may be ridden or driven safely. The candidate should be able to perform a series of routine maintenance operations to include:

- lubrication, check oil level, lubricate door locks, bonnet catch
- brakes, make a visual check of front pads and rear shoes under the observation of the instructor
- tyres, selection of tyres, look for possible faults and change as necessary.
- wheels check the condition of the rims, check the tightness of the wheel nuts ensuring that they are on the correct way.
- horn, check that it is fixed properly to the vehicle bodywork and condition of wiring.
- steering, check lock-to-lock movement and freedom of play, no notching
- suspension, check the function of the suspension dampers and their correct fitting to the vehicle body.
- lights, ensure that all lights are clean and change bulbs if needed with the correct wattage and fitting, check and change fuses.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with Motor Vehicle Maintenance are:

- Motor Vehicle Power
- Motor Vehicle Transmission Systems
- Economics of Motoring
- Motor Vehicle Chassis Systems
- Motor Vehicle Road Control
- The Road User and the Law
- Rules of the road

3.2 **Resources**

*Centres offering this unit for assessment should be fully equipped for all the practical activities offered.*

The basic requirements are as follows:

- A flat area with a concrete or suitably finished floor.
- Correct support equipment e.g. trolley jack, axle stands, engine hoist, etc.
- A set of basic mechanics tools, e.g. various spanners, a socket set, screwdrivers, a torque wrench, etc.
- Any specialist tools required for practical activities.

**NOTE**
The above are recommendations only and it is up to individual centres to ensure that resources are made available to run the unit in a safe manner. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

Additionally:

- Manufacturers manuals and handbooks
- Haynes or similar workshop manuals
- Local garages

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.
3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working methods.

The following points concerning safety should form an integral part of all practical units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with lifting gear, electrical and pressurised equipment and the precautions to be taken.
- Recognise health and safety hazards in handling, lifting and the use of hand tools, workshop equipment and materials generally.
- Appreciate the need for, and the understanding of, the use of personal protection (clothing, jewellery, behaviour, lifting and carrying).
- Appreciate the basic rules for fire protection when working in and around the motor vehicle workshop.
- Emergency procedures (use of extinguishers, emergency stop switches, etc).

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.

4.2 Examples of Tasks

Tasks specific to carrying out regular checks on a motor vehicle

Task 1 Create a wallchart or poster identifying the position of all of the components which should be checked daily on a motor vehicle.

Task 2 Keep a diary or log of the daily checks you make.

Task 3 a) Prepare a weekly check sheet that can be used to check the tyres, wheels, brakes and clutch on a motor vehicle.

b) Use your Check sheet to record your weekly checks.
Tasks specific to carrying out routine maintenance on a motor vehicle

Task 4  
   a) Prepare a routine maintenance schedule to include: lubrication, brakes, tyres, wheels, steering, suspension, lights, horn, to ensure a motor vehicle can be ridden/driven safely.
   b) Present an oral report on the vehicle.

Task 5  
   Produce a photographic or video diary showing you carrying out routine maintenance checks on a vehicle.

Task 6  
   Create a seasonal calendar to show when maintenance activities must be carried out.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
MOTOR VEHICLE MAINTENANCE - ENTRY 3

ASSESSMENT RECORD

Candidate Name __________________________ Candidate No. ____________
Centre Name _____________________________ Centre No. _______________

<table>
<thead>
<tr>
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<th>Evidence</th>
<th>Office Use</th>
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<tbody>
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<tr>
<td>• horn</td>
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<tr>
<td>AC1.2 Carry out additional detailed checks on a weekly basis on:</td>
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<tr>
<td>• tyres</td>
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General Comments
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Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________
Title: Motor Vehicle Road Control

Unit Ref. No.: L/601/5288
Entry Code: 6154/E2
Level: Entry 2
Credit value: 2

Unit aim: This unit is designed to enable the learner to ride/drive a motor vehicle, using a simulated road system, in a manner which will not risk the safety of themselves or others.

Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1</td>
</tr>
<tr>
<td>Be able to operate the controls of a motor vehicle.</td>
<td>Use all the controls of a modern two or four-wheeled motor vehicle including (where applicable): • throttle • brake controls • ignition switch/cut-out control • gear change • fuel supply • clutch controls • light switches • indicators • horn • speedometer • tachometer and mileage recording device • steering lock • warning lights.</td>
</tr>
</tbody>
</table>

| LO2 | AC2.1 |
| Be able to ride/drive a motor vehicle around a simulated road course in a safe and responsible manner. | Drive/ride around a designated road system that will simulate the conditions that the learner can expect on actual roads, including: • starting • engaging gear • moving off and stopping • using controls (indicators, lights, horn and throttle) • turning right and left. |
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to operate and use all of the controls of a modern car or small motorcycle/moped.

The controls to be used are:

- throttle
- brake controls
- ignition switch/cut-out control
- gear change
- fuel supply
- clutch controls
- light switches
- indicators
- horn
- speedometer
- tachometer and mileage recording device
- steering lock
- warning lights.

**LO2**

The candidate should be able to ride/drive a modern motor vehicle around a designated route in a safe manner. The actions to be demonstrated are:

- Starting procedure - cold starting, safety procedure when starting, using controls - indicators, lights, horn and throttle.
- Stopping the engine - engine cut-out, correct parking.
- Moving off and stopping - the clutch - what it does, how to stop the vehicle, engaging gear, moving off and stopping in a straight line.
- Turning right (off major road) - with attention to: basic skill, correct signalling, manoeuvre, position of line, looking and lifesaver.
- Turning right (onto major road) - with attention to: basic skill, correct signalling, manoeuvre, position of line, looking and lifesaver.
- Turning left - with attention to: basic skills, correct signalling, position, looking and lifesaver.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with Motor Vehicle Road Control are:

- Motor Vehicle Maintenance
- Motor Vehicle Transmission Systems
- Economics of Motoring
- Motor Vehicle Chassis Systems
- Motor Vehicle Power
- The Road User and the Law
- Rules of the road

3.2 Resources

Centres offering this unit for assessment should be fully equipped for all the practical activities offered.

The basic requirements are as follows:

- A flat area with a concrete or suitably finished surface
- Suitable vehicle/s
- Any specialist equipment for marking the route

NOTE
The above are recommendations only and it is up to individual centres to ensure that resources are made available to run the unit in a safe manner. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

Additionally:

The Highway Code
http://www.direct.gov.uk/en/Motoring/LearnerAndNewDrivers/index.htm

Learner videos e.g.
http://festivals.thesite.org.uk/audioandvideo/video/travelandfreetime/caressentials

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.
3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe driving/riding.

The following points concerning safety should form an integral part of this practical unit:

- Appreciate the application of relevant driving/riding regulations.
- Know hazards associated with driving/riding.
- Recognise health and safety hazards in driving/riding.
- Emergency procedures (use of extinguishers, etc).

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.

4.2 Examples of Tasks

Tasks specific to operating the controls on a motor vehicle

Task 1 Whilst being observed, operate the controls of a motor vehicle.

Tasks specific to riding/driving a motor vehicle

Task 2 Whilst being observed drive/ride around a designated road system which simulates the conditions on actual roads, showing you can perform the following manoeuvres:
- starting and engaging gear
- moving off and stopping
- using indicators, lights, horn and throttle
- turning right and left.
4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
MOTOR VEHICLE ROAD CONTROL - ENTRY 2

ASSESSMENT RECORD

Candidate Name __________________________  Candidate No. ____________

Centre Name ____________________________  Centre No. ________________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
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<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>AC1.1 Use all the controls of a modern two or four-wheeled motor vehicle including (where applicable): • throttle • brake controls • ignition switch/cut-out control • gear change • fuel supply • clutch controls • light switches • indicators • horn • speedometer • tachometer and mileage recording device • steering lock • warning lights.</td>
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<tr>
<td>AC2.1 Drive/ride around a designated road system that will simulate the conditions that the learner can expect on actual roads, including: • starting • engaging gear • moving off and stopping • using controls (indicators, lights, horn and throttle) • turning right and left</td>
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General Comments
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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
### Unit aim:
This unit is designed to enable the learner to ride/drive a motor vehicle, using a simulated road system, in a manner which will not risk the safety of themselves or others.

### Learning outcomes
To be awarded credit for this unit, the learner will:

<table>
<thead>
<tr>
<th>LO1</th>
<th>Assessment Criteria</th>
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</table>
| Be able to operate the controls of a motor vehicle. | AC1.1 Use all the controls of a modern two or four-wheeled motor vehicle including (where applicable):  
  - throttle  
  - brake controls  
  - ignition switch/cut-out control  
  - gear change  
  - fuel supply  
  - clutch controls  
  - light switches  
  - indicators  
  - horn  
  - speedometer  
  - tachometer and mileage recording device  
  - steering lock  
  - warning lights.  
AC1.2 Provide feedback on their performance. |

<table>
<thead>
<tr>
<th>LO2</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| Be able to ride/drive a motor vehicle around a simulated road course in a safe and responsible manner. | AC2.1 Drive/ride around a designated road system that will simulate the conditions that the learner can expect on actual roads, including:  
  - starting  
  - engaging gear  
  - moving off and stopping  
  - using controls (indicators, lights, horn and throttle)  
  - turning right and left  
  - overtaking stationary object  
  - crossroads and junctions  
  - reversing and parking.  
AC2.2 Provide feedback on their performance. |
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to operate and use all of the controls of a modern car or small motorcycle/moped.

The controls to be used are:

- throttle
- brake controls
- ignition switch/cut-out control
- gear change
- fuel supply
- clutch controls
- light switches
- indicators
- horn
- speedometer
- tachometer and mileage recording device
- steering lock
- warning lights.

In addition to the above the candidates should be able to provide written or verbal feedback at the conclusion of the session.

**LO2**

The candidate should be able to ride/drive a modern motor vehicle around a designated route in a safe manner. The actions to be demonstrated are:

- Starting procedure - cold starting, safety procedure when starting.
- Using controls - indicators, lights, horn and throttle.
- Stopping the engine - engine cut-out, correct parking.
- Moving off and stopping - the clutch – what it does, how to stop the vehicle, engaging gear, moving off and stopping in a straight line.
- Turning right (off major road) - with attention to: basic skill, correct signalling, manoeuvre, position of line, looking and lifesaver.
- Turning right (onto major road) - with attention to: basic skill, correct signalling, manoeuvre, position of line, looking and lifesaver.
- Turning left - with attention to: basic skills, correct signalling, position, looking and lifesaver.
- Overtaking (stationary object) - with attention to: basic skills, positioning, signalling, looking, clearance, correct return to left and lifesaver.
- Crossroads and junctions - with attention to: looking, positioning and speed.
- Reversing and parking.

In addition to the above the candidates should be able to provide written or verbal feedback at the conclusion of the session.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with Motor Vehicle Road Control are:

- Motor Vehicle Maintenance
- Motor Vehicle Transmission Systems
- Economics of Motoring
- Motor Vehicle Chassis Systems
- Motor Vehicle Power
- The Road User and the Law
- Rules of the road

3.2 Resources

Centres offering this unit for assessment should be fully equipped for all the practical activities offered.

The basic requirements are as follows:

- A flat area with a concrete or suitably finished surface.
- Suitable vehicle/s.
- Any specialist equipment for marking the route.

NOTE
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3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe driving/riding.

The following points concerning safety should form an integral part of this practical unit:

- Appreciate the application of relevant driving/riding regulations.
- Know hazards associated with driving/riding.
- Recognise health and safety hazards in driving/riding.
- Emergency procedures (use of extinguishers, etc).

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.

4.2 Examples of Tasks

Tasks specific to operating the controls on a motor vehicle

Task 1 Whilst being observed, operate the controls of a motor vehicle.

Task 2 Provide written or verbal feedback on your performance.

Tasks specific to riding/driving a motor vehicle

Task 3 Whilst being observed drive/ride around a designated road system which simulates the conditions on actual roads, showing you can perform the following manoeuvres:
- starting and engaging gear
- moving off and stopping
- using indicators, lights, horn and throttle
- turning right and left
- overtaking a stationary object
- negotiating crossroads and junctions
- reversing and parking.

Task 4 Provide written or verbal feedback on your driving/riding performance.
4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5 Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
### MOTOR VEHICLE ROAD CONTROL - ENTRY 2

**ASSESSMENT RECORD**

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<td>• ignition switch/cut-out control</td>
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<td>• gear change</td>
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<td></td>
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<tr>
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<td></td>
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<td></td>
<td></td>
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<td>• light switches</td>
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<tr>
<td>• indicators</td>
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<tr>
<td>• horn</td>
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<tr>
<td>• speedometer</td>
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<tr>
<td>• tachometer and mileage recording device</td>
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<tr>
<td>• steering lock</td>
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<td></td>
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<tr>
<td>• warning lights</td>
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<tr>
<td>AC1.2 Provide feedback on their performance.</td>
<td></td>
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</tr>
<tr>
<td>AC2.1 Drive/ride around a designated road system that will simulate the conditions that the learner can expect on actual roads, including:</td>
<td></td>
<td></td>
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<tr>
<td>• starting</td>
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<tr>
<td>• engaging gear</td>
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<tr>
<td>• moving off and stopping</td>
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<tr>
<td>• using controls (indicators, lights, horn and throttle)</td>
<td></td>
<td></td>
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<tr>
<td>• turning right and left</td>
<td></td>
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<td></td>
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<tr>
<td>• overtaking stationary object</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• crossroads and junctions</td>
<td></td>
<td></td>
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<tr>
<td>• reversing and parking</td>
<td></td>
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<td></td>
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<tr>
<td>AC2.2 Provide feedback on their performance.</td>
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</tr>
</tbody>
</table>

**General Comments**

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Teacher: ________________________________ Date: ____________________________

Moderator: ______________________________  Date: ____________________________

6154 - Motor Vehicle Road Control E3 / KB
**WJEC PATHWAYS - ENTRY QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Unit Ref. No.</th>
<th>F/601/5269</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Code:</td>
<td>6155/E3</td>
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<tr>
<td>Level:</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
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</tbody>
</table>

**Unit aim:**

This unit is designed to allow the learner to:
- understand the main mechanical operating principles of motor vehicle chassis systems
- acquire basic skills in dismantling, examining and re-assembling the components of motor vehicle chassis systems

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| LO1 Know about the main units of the modern motor vehicle chassis system. | AC1.1 Identify the main working units and components, of the modern motor vehicle chassis system to include:  
- types of light vehicle body  
- materials and fastenings  
- steering  
- suspension  
- braking  
- mechanical  
- electrical  
- hydraulic  
AC1.2 Interpret data/instructions on a chassis system from workshop manuals and vehicle handbooks. |
| LO2 Be able to work on the basic components and units of a modern motor vehicle chassis system. | AC2.1 Perform basic tasks of dismantling, examining and re-assembling chassis systems to include:  
- steering  
- suspension  
- braking  
- mechanical  
- electrical  
- hydraulic  
AC2.2 Remove and replace components to a given plan of work.  
AC2.3 Check the quality of their work. |
2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

The candidate should be able to identify the layout and purpose of the main chassis components:

Types of light vehicle body

- The shape of vehicles
- The main parts of the vehicle body
- Advantages and disadvantages of chassis and integral construction
- The use of sub-frames with integral bodies
- The use of rubber mountings and the reason for these
- Overall dimensions: track and wheelbase
- Routine maintenance of body and frame
- The safe use of various types of jacks; wheel changing, use of the cone on wheelnuts

Body materials: mild steel, aluminium, die cast alloys, glass reinforced plastic, plastic injection mouldings (trim parts). Advantages and disadvantages of each material.

Identification of body materials. Simple fitting exercises involving the use of files, hacksaws, drills, taps and dies, riveting.

Fastenings

- Temporary: nuts, bolts, set screws, washers, spring clips, self tapping screws, variety of trim clips, wiring, thread adhesives.
- Locking/shake proof devices: star washers, lock tabs, nylon nuts, double lock nuts, slotted nuts/castellated nuts, nut and split pin.
- Semi-permanent: pop rivets, snap head, countersunk and flat head rivets.
- Permanent: soldering and brazing.

Steering

- The reasons for steering the front wheels
- Layout of linkages and the purpose of the parts of a rack and pinion system
- The need for ‘toe-in’ and ‘toe-out’
- The Ackermann principle
- Examine for wear

Wheels and tyres

- Identification of pressed steel and light alloy types of wheel
- Identification and inspection of radial and cross ply tyres
- The correct position of the various types on the vehicle
- Tyre sizes and markings. Identification of abnormal wear patterns.
Brakes

- The layout and the component parts of a simple hydraulic braking system
- Disc and drum brakes
- The advantages and disadvantages of the types.

**NO PRACTICAL ACTIVITIES ON VEHICLE BRAKING SYSTEMS ARE TO BE CARRIED OUT BY THE LEARNER.**

Electrical

- General care and maintenance of the battery
- Removal and replacement of the battery
- Mains charging procedure and associated dangers

Lighting

- Layout and wiring of the main lighting components - side, tail, head, stop and direction indicators
- Identification of lighting circuits; tracing the circuit by using colour coding
- Inspection of connections for cleanliness/tightness
- Simple fault finding using a test lamp
- Reasons for correct headlamp alignment
- Correct indicator flash rate

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with Motor Vehicle Chassis Systems are:

- Motor Vehicle Power
- Motor Vehicle Transmission Systems
- Economics of Motoring
- Motor Vehicle Maintenance
- Motor Vehicle Road Control
- The Road User and the Law
- Rules of the road
3.2 Resources

Centres offering this unit for assessment should be fully equipped for all the practical activities offered.

The basic requirements are as follows:

- A flat area with a concrete or suitably finished floor.
- Correct support equipment e.g. trolley jack, axle stands, engine hoist, etc.
- A set of basic mechanics tools, e.g. various spanners, a socket set, screwdrivers, a torque wrench, etc.
- Any specialist tools required for practical activities.

NOTE

The above are recommendations only and it is up to individual centres to ensure that resources are made available to run the unit in a safe manner. WJEC is not responsible for providing any equipment.

If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

Additionally:

Manufacturers manuals and handbooks
Haynes or similar workshop manuals

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working methods.

The following points concerning safety should form an integral part of all practical units:

- Appreciate the application of relevant regulations to given work situations
- Know hazards associated with lifting gear, electrical and pressurised equipment and the precautions to be taken
- Recognise health and safety hazards in handling, lifting and the use of hand tools, workshop equipment and materials generally
- Appreciate the need for, and the understanding of, the use of personal protection (clothing, jewellery, behaviour, lifting and carrying)
- Appreciate the basic rules for fire protection when working in and around the motor vehicle workshop
- Emergency procedures (use of extinguishers, emergency stop switches, etc.)
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.

4.2 Examples of Tasks

Tasks specific to knowing about the main units of car chassis systems

Task 1  Produce a wallchart identifying five different car body shapes and label all of the important parts.

Task 2  Produce a scrapbook of photographs identifying the main working units and components of a modern motor car chassis system.

Task 3  Describe what is meant by ‘track’ and ‘wheelbase’. Obtain these dimensions on a given vehicle and check them from data sources.

Task 4  Cut two pieces of thin steel plate and file them to a given size. Use three different methods to join them together.

Tasks specific to working on the basic components of a chassis system

Task 5  Create a scrapbook with annotated photographs recording you dismantling, examining and re-assembling chassis system components.

Task 6  Produce a photographic or video diary showing you removing and replacing components to a given plan of work.

Task 7  a) Change the wheel on a motor vehicle.
    b) Fill in a quality checklist on completion of the job.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
**ASSESSMENT RECORD**

**Candidate Name __________________________**  
**Candidate No.____________**

**Centre Name _____________________________**  
**Centre No._______________**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
</table>
| AC1.1  Identify the main working units and components, of the modern motor car chassis system to include:  
- types of light vehicle body  
- materials and fastenings  
- steering  
- suspension  
- braking  
- mechanical  
- electrical  
- hydraulic | | | |
| AC1.2  Interpret data/instructions on a chassis system from workshop manuals and vehicle handbooks. | | | |
| AC2.1  Perform basic tasks of dismantling, examining and re-assembling chassis systems, to include:  
- steering  
- suspension  
- braking  
- mechanical  
- electrical  
- hydraulic | | | |
| AC2.2  Remove and replace components to a given plan of work. | | | |
| AC2.3  Check the quality of their work. | | | |

**General Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Teacher: ________________________________  Date: __________________________**

**Moderator: ______________________________  Date: __________________________**

6155 - Motor Vehicle Chassis Systems E3 / KB
<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| LO1 Know about the main units of the modern motor vehicle engine. | AC1.1 Identify the main working mechanical and electrical units of the modern motor vehicle power unit, to include:  
  - engine  
  - cooling system  
  - lubrication  
  - fuel supply  
  - ignition  
  - charging  
  - starting  

AC1.2 Know the purpose and layout of the main working mechanical and electrical units of the modern motor vehicle power unit. |
| LO2 Be able to carry out basic work on the components and units of a modern motor vehicle engine. | AC 2.1 Perform basic tasks of dismantling, examining and re-assembling engine power units (e.g. piston removal, cylinder head removal).  

AC2.2 Remove and replace basic components to a given plan of work and ensure that work is of a high quality (e.g. remove and replace spark plugs, contact points, change oil).  

AC2.3 Interpret data/instructions on power units from workshop manuals and vehicle handbooks. |
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to identify the layout and purpose of the main power components on a modern motor vehicle:

**Engine**
Identification of parts and common terms t.d.c., b.d.c., bore, stroke, engine capacity, spark ignition engines, their principles of operation (four-stroke), two and four-cylinder in-line engines, operation of chain, belt and gear drives.

**Cooling system**
Comparison of air and water systems. Inspection of systems with emphasis on safety.

**Lubrication**
Layout and function of a wet sump system and its components.

**Fuel supply**
Location, construction and safety of fuel tanks. Location of mechanical and electrical fuel pumps. The function of the air cleaner and the silencer. Layout of the exhaust system.

**Ignition**
Identification of the components. Types of spark plug, reach, diameter, seating.

**Charging**
Identification of the layout and purpose of the main system in both dynamo and alternator systems.

**Starting**
Layout and purpose of the starter motor. Identification and inspection of parts of the starter motor. Types of cables and connectors used.

**LO2**

The candidate should be able to maintain a vehicle so that it may be ridden or driven safely. The candidate should be able to perform a series of routine maintenance operations on engine units and components to include:

**Engine**
Removal, inspection and replacement of cylinder head, overhead valve gear, pistons, gaskets, etc. Correct method of tightening the cylinder head. Adjustment of valve clearances.

**Cooling**
Lubrication
Draining and replacing oil to manufacturer’s specification. Replacement of filter.

Ignition
Inspection of the spark plug for engine condition. Removal, cleaning, setting and replacing spark plugs. Simple fault finding.

Charging system
Checking and replacing dynamo and alternator systems (black box treatment only).

Starting
Removal and replacement of starter motor, cables and cleaning of connectors.

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with Motor Vehicle Power are:

- Motor Vehicle Maintenance
- Motor Vehicle Transmission Systems
- Economics of Motoring
- Motor Vehicle Chassis Systems
- Motor Vehicle Road Control
- The Road User and the Law
- Rules of the road

3.2 Resources

Centres offering this unit for assessment should be fully equipped for all the practical activities offered.

The basic requirements are as follows:

- A flat area with a concrete or suitably finished floor.
- Correct support equipment e.g. trolley jack, axle stands, engine hoist, etc.
- A set of basic mechanics tools, e.g. various spanners, a socket set, screwdrivers, a torque wrench, etc.
- Any specialist tools required for practical activities.

NOTE
The above are recommendations only and it is up to individual centres to ensure that resources are made available to run the unit in a safe manner. WJEC is not responsible for providing any equipment.
If centres have any questions or need advice about the resources required for this unit they should contact WJEC.

Additionally:

Manufacturers manuals and handbooks
Haynes or similar workshop manuals
Local garages

This is not an exhaustive list but an indication of sources of information. Teachers may wish to give direct access to these or select from them to present candidates with more focussed information or use other resources.

3.3 Safety

Safety instruction should be a continuous process, developing in the candidate awareness and use of safe working methods.

The following points concerning safety should form an integral part of all practical units:

- Appreciate the application of relevant regulations to given work situations.
- Know hazards associated with lifting gear, electrical and pressurised equipment and the precautions to be taken.
- Recognise health and safety hazards in handling, lifting and the use of hand tools, workshop equipment and materials generally.
- Appreciate the need for, and the understanding of, the use of personal protection (clothing, jewellery, behaviour, lifting and carrying).
- Appreciate the basic rules for fire protection when working in and around the motor vehicle workshop.
- Emergency procedures (use of extinguishers, emergency stop switches, etc).

4 Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for other linked courses.

The following types of evidence are likely to feature:

- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.
4.2 Examples of Tasks

Tasks specific to knowing about the engines on motor vehicles

Task 1  Set up a display identifying the parts of a motor vehicle engine.

Task 2  Create a wallchart or poster identifying the position and purpose of the main mechanical and electrical units of a modern motor vehicle.

Task 3  Produce a factsheet identifying the stages of the four-stroke cycle.

Task 4  Produce a presentation to identify the different components used to cool motor vehicle engines.

Task 5  Produce a chart comparing the advantages and disadvantages of petrol and diesel engines.

Task 6  With the aid of diagrams, describe orally, the different methods by which the petrol/air mixture is moved around an engine until it is in the correct place to be ignited and how the waste gases are expelled.

Tasks specific to carrying out basic maintenance on motor vehicle power units

Task 7  a) Remove an engine thermostat and test it to ensure it opens and closes at the correct temperature.

b) Check the results against the manufacturer’s data.

c) Replace the thermostat using the correct gasket.

Task 8  a) Find the correct clearance data for a particular four-stroke engine.

b) Check and adjust the valve clearances on the engine.

Task 9  Produce a photographic or video diary showing you carrying out basic work on a vehicle cooling system.

Task 10 Create a scrapbook using annotated photographs of you carrying out basic maintenance on motor vehicle power units.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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- Awarding and reporting
- Issue of Results
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- Post-Results Services
### Assessment Record

**Candidate Name** __________________________ **Candidate No.** ____________

**Centre Name** _____________________________ **Centre No.** _____________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
</table>
| AC1.1  Identify the main working mechanical and electrical units of the modern motor vehicle power unit, to include:  
  • engine  
  • cooling system  
  • lubrication  
  • fuel supply  
  • ignition  
  • charging  
  • starting |     |          |            |
| AC1.2  Know the purpose and layout of the main working mechanical and electrical units of the modern motor vehicle power unit. |     |          |            |
| AC 2.1  Perform basic tasks of dismantling, examining and re-assembling engine power units (e.g. piston removal, cylinder head removal). |     |          |            |
| AC2.2  Remove and replace basic components to a given plan of work and ensure that work is of a high quality (e.g. remove and replace spark plugs, contact points, change oil). |     |          |            |
| AC2.3  Interpret data/instructions on power units from workshop manuals and vehicle handbooks. |     |          |            |

**General Comments**

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________________________________________________________________________
________________________________________________________________________

**Teacher:** ______________________________ **Date:** __________________________

**Moderator:** ____________________________ **Date:** __________________________
# WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Motor Vehicle Transmission Systems</th>
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<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>M/601/5297</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6157/E3</td>
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<tr>
<td>Level:</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
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</tbody>
</table>
| Unit aim:      | This unit is designed to allow the learner to:  
|                | • understand the main mechanical operating principles of the motor vehicle transmission system  
|                | • acquire basic skills in dismantling, examining and re-assembling the components of the motor vehicle transmission system |

## Learning outcomes

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1</td>
</tr>
</tbody>
</table>
| Know about the main units of the modern motor car transmission system | Identify the main working mechanical units of the modern motor car transmission system:  
|                    | • clutch  
|                    | • gearbox  
|                    | • hubs and bearings  
|                    | • prop shaft and drive  
|                    | • front wheel drive  
|                    | AC1.2               |
|                    | Perform basic tasks on the main units of the transmission system:  
|                    | • dismantling  
|                    | • examining  
|                    | • reassembling  
| LO2                | AC2.1               |
| Be able to carry out simple maintenance work on the basic components and units of a modern motor car transmission system | Remove and replace components to a given plan of work and ensure that work is of a high quality to include:  
|                    | • clutch  
|                    | • prop shaft  
|                    | • drive/differential oil level  
|                    | • gearbox oil level  
|                    | AC2.2               |
|                    | Demonstrate an ability to interpret data/instructions on transmission systems from workshop manuals and vehicle handbooks. |
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The candidate should be able to identify the layout and purpose of the main transmission components:

**Clutch**
The purpose and operation of the clutch. The linkage to the operating pedal (cable, hydraulic).

**Gearbox**
The purpose of the gearbox. Gearbox lubrication. Methods of sealing.

**Hubs and bearings**

**Propeller Shaft**
The purpose of the propeller shaft. Purpose and location of sliding and universal joints.

**Final Drive**
The purpose of the crown wheel and pinion final drive assembly and the differential unit. The drive through half shafts to the rear hubs.

**Front wheel drive**
The need for CV joints. Remove and replace a CV joint assembly. Examine for leaks.

In addition candidates should be able to dismantle, examine and re-assemble these units.

**LO2**

Candidates should access workshop manuals and vehicle handbooks to plan maintenance work on the basic components listed.

Candidates also should be able to carry out high quality work in the following areas:

**Clutch**
Removal and replacement of the clutch assembly. Inspection for wear and defects of friction plate and associated components including spigot bush and ring gear. Replace using manufacturers data.

**Propeller shaft**
Removing and replacing the propeller shaft using available data sources.

**Drive/differential oil level**
Checking the oil level and topping up with correct lubricant. Check data sources for capacity. Examine for leaks.

**Gearbox oil level**
Checking the oil level and topping up with correct lubricant. Check data sources for capacity. Examine for leaks.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with Motor Vehicle Transmission Systems are:

- Motor Vehicle Maintenance
- Motor Vehicle Power
- Economics of Motoring
- Motor Vehicle Chassis Systems
- Motor Vehicle Road Control
- The Road User and the Law
- Rules of the road

3.2 Resources

Centres offering this unit for assessment should be fully equipped for all the practical activities offered.

The basic requirements are as follows:

- A flat area with a concrete or suitably finished floor.
- Correct support equipment e.g. trolley jack, axle stands, engine hoist, etc.
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- Know hazards associated with lifting gear, electrical and pressurised equipment and the precautions to be taken.
- Recognise health and safety hazards in handling, lifting and the use of hand tools, workshop equipment and materials generally.
- Appreciate the need for, and the understanding of, the use of personal protection (clothing, jewellery, behaviour, lifting and carrying).
- Appreciate the basic rules for fire protection when working in and around the motor vehicle workshop.
- Emergency procedures (use of extinguishers, emergency stop switches, etc).

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

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- candidate workbooks and folders,
- leaflets, posters, diagrams, wallcharts, presentations, etc.
- photographic or written diaries,
- evaluation sheets,
- teacher witness statements,
- teacher comments including records of oral questioning.

4.2 Examples of Tasks

Tasks specific to knowing about the main units of vehicle transmission units

Task 1 Set up a display identifying the main working mechanical units of a modern car transmission system.

Task 2 Produce a factsheet identifying how the clutch works.

Task 3 a) Using an engine already removed from a vehicle remove the clutch assembly.

b) Give an oral report on its state.

c) Replace the clutch assembly using the correct torque setting.
Task 4  Make a model to show how a propeller shaft works.

Task 5  Create a scrapbook using annotated photographs of you performing basic tasks on the main transmission system.

Tasks specific to carrying out simple maintenance on motor vehicle transmission systems

*Working to a high standard* - all work performed on a vehicle must be thorough and inspected afterwards by the teacher/instructor.

*Follow a set plan* - working from manuals and other data sources.

*Checking work* - checking against a given checklist, checking each others work.

Task 6  Produce a diary showing your plan for a given task, a log of the work carried out and a checklist on completion.

Task 7  Create a photographic or video record of your maintenance activities.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which will include information about:

- Entry Procedures
- Internal Assessment and External Moderation
- Awarding and reporting
- Issue of Results
- Access Arrangements
- Post-Results Services
# MOTOR VEHICLE TRANSMISSION SYSTEMS - ENTRY 3

## ASSESSMENT RECORD

Candidate Name __________________________    Candidate No.__________

Centre Name ______________________________    Centre No.___________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AC1.1</strong> Identify the main working mechanical units of the modern motor car transmission system:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clutch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• gearbox</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• hubs and bearings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• prop shaft and drive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• front wheel drive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AC1.2</strong> Perform basic tasks on the main units of the transmission system:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• dismantling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• examining</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• reassembling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AC2.1</strong> Remove and replace components to a given plan of work and ensure that work is of a high quality to include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clutch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• prop shaft</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• drive/differential oil level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• gearbox oil level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AC2.2</strong> Demonstrate an ability to interpret data/instructions on transmission systems from workshop manuals and vehicle handbooks.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teacher: ______________________________    Date: __________________________

Moderator: ____________________________    Date: ____________________________
Title: Maintaining Healthy Hair

Unit Ref. Nos. L/602/0149

Entry Codes 6159/E2

Level Entry 2

Credit value: 3

Unit aim: This unit aims to enable learners to acquire a basic knowledge and understanding of hair care.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td><strong>Entry 2</strong></td>
</tr>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1 Have a basic understanding of the hair structure.</td>
<td>AC1.1 Name the three main parts of a strand of hair.</td>
</tr>
<tr>
<td>L02 Know about different hair types and appropriate care products.</td>
<td>AC2.1 Identify three different hair types. AC2.2 Identify different types of hair products for each identified hair type.</td>
</tr>
<tr>
<td>LO3 Be able to shampoo and condition the hair.</td>
<td>AC3.1 Use three shampooing techniques. AC3.2 Use a basic surface conditioner.</td>
</tr>
<tr>
<td>Title: Maintaining Healthy hair</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Unit Ref. Nos. F/600/8953</td>
<td></td>
</tr>
<tr>
<td>Entry Codes 6159/E3</td>
<td></td>
</tr>
<tr>
<td>Level Entry 3</td>
<td></td>
</tr>
<tr>
<td>Credit value: 3</td>
<td></td>
</tr>
<tr>
<td>Unit aim: This unit aims to enable learners to acquire a basic knowledge and understanding of hair care</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
<td></td>
</tr>
<tr>
<td><strong>LO1</strong> Have a basic understanding of the hair structure.</td>
<td>AC1.1 Identify the three main parts of a hair AC1.2 Describe the different parts of a hair</td>
</tr>
<tr>
<td><strong>LO2</strong> Know about different hair types and appropriate care products.</td>
<td>AC2.1 Describe three hair types. AC2.2 Explain the suitability of products for particular hair types.</td>
</tr>
<tr>
<td><strong>LO3</strong> Be able to shampoo and condition the hair.</td>
<td>AC3.1 Use three shampooing techniques. AC3.2 Use different conditioning treatments.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:
- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

Learners will need to be taught the basic structure of a strand of hair.

Provide candidates with diagrams, images of the hair structure for them to label, colour etc. (like example below)

Provide opportunities for candidates to view strands of hair under a microscope.

Group work should be encouraged.

![Hair Structure Diagram](image)

**LO2**

Provide opportunities for students to learn about different hair types. Also help the students develop the skill of choosing the correct hair products for the type of hair they are working with.

Four different hair types listed below.

**Normal Hair**
- It is shiny yet not greasy and fairly easy to manage.
- It can become fly away a day after the set but it soon settles down and looks good for about a week.

**Oily Hair**
- Looks good for a day or two after shampooing but then quickly becomes lifeless.
- Groups of hair cling together in unattractive strands and the head feels dirty.
- It often has the problem of dandruff.

**Dry Hair**
- It is difficult to control dry hair after shampooing. Looks dull and has ends that are dry and split. Even just before shampooing the ends look dry.
- The head too feels dry and sometimes itchy. Dry hair breaks off very easily.
- Sometimes there are dry flakes of skin around the hair line.
Combination Hair
- It is the combination of both greasy and dry hair.
- It is usually fairly long and the hair nearest the head is greasy while the ends are dry.
- After shampooing, the hair looks good except for the ends.
- Ends look difficult to set smoothly, split and lighter in colour than the roots.
- But by the time hair needs shampooing again, ends look quite good.

LO3

Learners will need to be taught shampooing techniques (listed below) and opportunities provided for students to demonstrate these techniques through group work and practical sessions. Also students will learn about surface conditioners and different conditioning treatments. They will learn of the benefits of conditioners. Treatments can be carried out on each other.

Shampooing techniques

Effleurage:
This is used to spread the shampoo throughout the hair at the start and also when you apply the shampoo again for the second wash. This is a relatively slow but continuous stroking movement using the flat of the hand. Fingers should be held together, whilst each stroke moves continuously into the next. This is the first massage you do before any stimulation movements. This movement is used to apply and distribute products like shampoo. This movement is also used to rinse products out of the hair.

Effleurage will:
- improve the skin functions
- soothe the nerve endings and muscles
- help to make your client feel good and relaxed

Rotary:
This is a deeper and faster movement used during the shampoo. Use your fingertips to create small, fast, circular movements all over the scalp.

Friction:
For this movement use fingertips to create a light rubbing movement that is circular in motion. This will help to lather the shampoo. Do ask your client if your movements are too hard for them, but most clients do like to feel a strong movement. Remember this rotary movement is used to clean the hair and remove all existing products.

Pettrissage:
This is still a circular movement but much slower. Use the pads of the fingers to create a gripping and kneading action. You should be gentle at the start to help loosen the scalp and then start to increase the pressure. Then create friction with a much quicker movement to stimulate the blood circulation. This is normally used to help penetrate the conditioner into the hair.
Petrissage will:
- Break down the fatty congestions
- Help disperse waste products
- Stimulate nerves
- Stimulate muscle
- Stimulate the blood flow
- Stimulate Sebaceous Glands
- Increase the flow of Sebum

Other factors learners should consider
- Make sure the client is comfortable
- Check the temperature of the water on the back of your hand.
- Is it too hot?
- Is it too cold?
- If the water is too cold you will not get the hair clean.
- Turn off the taps between shampoos.
- Always rinse carefully.
- Make sure all the shampoo and conditioner has gone.
- Keep shampoo out of client’s eyes and ears.
- Wrap client’s hair in a clean towel when you have finished.

Conditioners and conditioning treatments

Conditioning treatments come in a variety of basic formulas, and each of these serves to treat specific needs:

**Rinse-through Conditioners / Surface conditioners** are finishing rinses or cream rinses that are rinsed out after they are worked through the hair for detangling. This type of conditioner includes the basic conditioner formulas found with their companion shampoo formula by countless brands and makers. Rinse-through conditioners usually have a one-to-three minute application time and primarily affect the outer layer of the hair shaft, smoothing the cuticle and making the hair feel silkier and easier to comb. They are also used to protect the hair from potential damage during heat-styling processes.

Rinse-through Conditioners are the most commonly found and – being formulated for oily, normal and dry hair types – are great for use in your regular hair care regimen after shampooing for long-term healthy hair maintenance.

**Treatment or Repair Conditioners** are the more deeply penetrating formulas that are left on the hair from ten to twenty minutes (sometimes being capped and placed under the heat of a dryer to speed penetration). These conditioning formulas often include ingredients to restore proteins and moisture to the hair. Hair moisturising masques and protein packs fall into this category. Moisture-rich versions of these deep conditioners are especially good for chronically dry hair because of the full penetration of the moisture agents in the product, as well as ingredients to then smooth the cuticle and seal in the moisture that has been added. The high-protein versions of this product are designed to gently swell the hair, allowing it to pass through the cuticle of the hair shaft and replenish the proteins in the cortex, restoring the strength and elasticity of the hair. Protein packs are especially good for use prior to wet set styling to give better, longer-lasting results.
Hair treatments and repair conditioners are best used to treat specific hair issues. If you have severely dry hair, a deep conditioner can restore softness and moisture. If your problem is brittle, weak hair, then a high-protein repair conditioner can strengthen and revitalise the damaged hair. These deep-care treatments should be used no more than once a week, and are great in conjunction with your normal rinse-through conditioning agent and even leave-in preparations used for added protection.

**Leave-In Conditioners** are designed for just that – to be applied and left in the hair with no rinsing. They are generally light, moisture-rich formulas designed to prevent dryness and smooth tangles without weighing down the hair. These formulas can be designed for application after shampooing, but before towel-drying the hair, or can be found in spray-on formulas to allow more-controlled application or give extra protection as needed.

Leave-in formulas can be particularly useful in situations of combination hair. If you have trouble with dry, fly-away hair caused by daily shampooing, but daily conditioning causes your hair to be flat and appear oily at the scalp, a spray-on leave-in conditioner will allow you to target the ends of the hair where the dryness occurs.

### 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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related units likely to be delivered along with maintaining healthy hair:
- Maintaining healthy skin and nails
- Hand care
- Skin care

#### 3.2 Resources

The following examples are provided merely to indicate the wide range of Resources available:

**Books and magazines**

Hairdressing journal magazine  
Begin Hairdressing: The Official Guide to Level 1  
S/NVQ Level 1 Introducing Hairdressing (S/Nvq Level 1 Hairdressing) (S/NVQ Hairdressing for Levels 1 2 and 3) (Paperback) by Christine McMillan-Bodell  
VTCT Level 1 Foundation Diploma in Hair and Beauty Studies: Student Book by Samantha Taylor (Paperback - 15 Oct 2009)
Web sites

http://www.vtct.org.uk
http://www.follicle.com/hair-structure-life-cycle.html
http://www.hairfinder.com/hairquestions/analyzinghair.htm
http://www.habia.org

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:
- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units (e.g. maintaining healthy skin and nails)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the record form.

4.2 Examples of Tasks

(a) Tasks specific to Maintaining healthy hair

Task 1 Imagine you want to style your hair to look fantastic for a special night out. List the factors which could prevent you achieving the required effect.

Task 2 Complete the chart below on conditions that can affect hair style choices.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Appearance</th>
<th>Cause</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fragilitus crinium (split ends)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Damaged cuticle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trichorrhexis nodosa Seborrhoea (greasy hair and scalp)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 3  Think about three different hair types, (e.g. Dry, Greasy, combination). Produce a poster to show house hold items that can be used in shampoo to help improve these types of hair.

Task 4  Gather information about different hair products. Design a poster listing what each product is, and what use it has. Products should range from budget to more expensive. (Approx 10 products)

Task 5  Find out how hair styles have differed over the years. You could use the internet and text books for research. Create a mood board to show your findings. You could include:
- A variety of pictures
- Male and female styles
- Tool, products and accessories they would have used

Task 6  Take a photograph of yourself before and after shampooing and styling. Produce an account of how you achieved the effect.

(b) Tasks Providing Evidence for Other Units / extension work

Task  Anthea recently moved to the UK, and would like to visit a hairdresser but there are lots of different salons in her town. List what should Anthea look for when looking for a good salon?

Task  Imagine you are going into a hairdressing salon for the first time.
- How do you think the stylist should be dressed?
- What do you think the atmosphere should be like?
- Why do you think the salon and its employees need to follow basic hygiene and health and safety guidelines?

Task  Create a poster or information pamphlet outlining health and safety responsibilities in a hairdressing salon.

Task  Research the potential hazards that can exist in a salon, relating to tools, products and equipment. List the hazards and ways to avoid them. Then select three hazards and create a poster to make others aware of them. Think about making it eye-catching and clear for readers.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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
# MAINTAINING HEALTHY HAIR: ENTRY 2

## ASSESSMENT RECORD

**Candidate Name** _________________________   **Candidate No.** ____________

**Centre Name** ____________________________   **Centre No.** ____________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Name the three main parts of a strand of hair.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Correctly identify three different hair types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Name different types of hair products for each identified hair type.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Use three shampooing techniques.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Use a basic surface conditioner.</td>
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<td></td>
</tr>
</tbody>
</table>

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**General Comments**

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Teacher: ________________________________   Date: ____________________________

Moderator: ______________________________  Date: ____________________________
MAINTAINING HEALTHY HAIR: ENTRY 3

ASSESSMENT RECORD

Candidate Name _________________________   Candidate No.____________

Centre Name_____________________________  Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Name the three main parts of a strand of hair and briefly describe them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Identify and describe three hair types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Briefly explain the suitability of products for particular hair types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Use and explain three shampooing techniques.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Use and name different conditioning treatments.</td>
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</table>

General Comments
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

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<table>
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<th>Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Entry 2</strong></td>
</tr>
<tr>
<td><strong>Unit aim:</strong> This unit aims to enable learners to acquire a basic knowledge and understanding of general skin and nail care.</td>
<td></td>
</tr>
</tbody>
</table>

| LO1 | Know about different skin types and skin care products. | AC1.1 Identify 4 different skin types. |
|     |                                                       | AC1.2 Name different products for cleansing, toning and moisturising different skin types. |

| LO2 | Know about different factors that contribute to the condition skin and nails. | AC2.1 List at least 5 factors that contribute to the condition of skin and nails. |

<p>| LO3 | Be able to use products and equipment as part of a nailcare routine. | AC3.1 Choose the correct products and equipment for nailcare from a given selection. |
|     |                                                                  | AC3.2 Use products and equipment correctly. |</p>
<table>
<thead>
<tr>
<th>Title:</th>
<th>Maintain healthy skin and nails</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. Nos.</td>
<td>K/600/8946</td>
</tr>
<tr>
<td>Entry Codes</td>
<td>6160/E3</td>
</tr>
<tr>
<td>Level</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
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<td>Unit aim:</td>
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<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Entry 3</strong></td>
</tr>
<tr>
<td><strong>LO1</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td>Know about different skin types and skin care products.</td>
<td>AC1.1 Identify and describe 4 different skin types.</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Briefly explain the suitability of products for use when cleansing, toning and moisturising different skin types.</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td></td>
</tr>
<tr>
<td>Know about different factors that contribute to the condition skin and nails.</td>
<td>AC2.1 List at least 5 factors that contribute to the condition of skin and nails and Briefly explain how these factors affect the condition of skin and nails.</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td></td>
</tr>
<tr>
<td>Be able to use products and equipment for a nailcare routine.</td>
<td>AC3.1 Select the correct products and equipment for a nailcare routine.</td>
</tr>
<tr>
<td></td>
<td>AC3.2 Use products and equipment correctly.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:
- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

Opportunities should be provided for students to learn about different skin types and products. Help should be given to the students to develop the skill of choosing the correct product for their type of skin. It is advisable to keep it simple and not to go into too much depth. The four main skin types are:
1. Normal/Combination
2. Dry
3. Greasy/Oily
4. Sensitive

The main features of the four different skin types are listed below:

- **Type 1: Combination/normal** – This skin type has medium pores, a smooth and even texture, good circulation, healthy colour, may tend toward dryness on the cheeks while being oily in the t-zone.

- **Type 2: Dry** – Dry skin feels tight, especially after cleansing. There will be a tendency towards fine wrinkles, flaking and red patches. In women of colour, skin may appear ashy or dull from dead skin build-up.

- **Type 3: Greasy/Oily** – Oily skin tends to shiny with enlarged pores, and is prone to blackheads and blemishes. The client might experience some tightness.

- **Type 4: Sensitive** – Sensitive skin tends to be thin, delicate with fine pores. It flushes easily, is prone to broken capillaries, is frequently allergic and can be rashy.

*Group work – Students could bring in products they use at home, and then analyze each other skin to see if they use the correct products for their skin type*

**LO2**

The students should be provided with opportunities to find out factors that contribute to healthy skin and nails, which could include:

- Stress
- Genetic inheritance
- Ethnicity
- Hormones
- Weather (cold and hot)
- Central heating
- Wrong products used
- Prolonged illness
- Medication or drugs
- Poor nutrition
- Age
- Smoking
- Drinking alcohol
- Allergies.

Students can collect information from books and the internet, or can be provided with work sheets from the tutor.
LO3

Accurate knowledge of products, tools, and equipment is essential. Students could gain knowledge from an organised trip to a supplier or nail bar. Opportunities should be provided for students to learn how to use and evaluate a range of products and equipment.

Suggestions - Emery boards
  Orange sticks
  Nail Buffer
  Cuticle Nipper
  Cuticle cream
  Nail varnish / Enamel
  Varnish remover

Students will need to be aware of rules for safe use and care of the equipment to comply with health and safety regulations.

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related units likely to be delivered along with maintain healthy skin and nails are:
- Maintaining healthy hair
- Nail care
- Skin care
- Introduction to assisting a stylist

3.2 Resources

The following examples are provided merely to indicate the wide range of resources available:

**Books and magazines**
- Beauty therapy fact file second edition
- VTCT Level 1 Foundation Diploma in Hair and Beauty Studies
- The beauty salon and its equipment
- Beauty therapy the basics

**Web sites**
- www.babtac.com (BABTAC – The British Association of Beauty Therapy & Cosmetology)
- http://www.vtct.org.uk
- http://www.habia.org
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:
- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units (Maintain healthy skin and nails)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the record form.

4.2 Examples of Tasks

(a) Tasks specific to Maintaining healthy skin and nails

Task 1  Gather information about different beauty products. Design a poster listing what each product is, and what use it has. Products should range from budget to more expensive. (approx 10 products)

Task 2  Produce a poster / leaflet identifying the 4 different skin types.

Task 3  Research using books and the internet the appearance of these nail conditions:
- A nail infection
- Torn or bit cuticle
- Damaged matrix
- Pressure/ bruising on the nail
- Lifted nail bed
- Bitten nails and skin

Present your findings to your group.

Task 4  Create a survey to find out how healthy / non healthy people are, ask around 10 people questions such as:
- How many fizzy drinks do you drink in a day?
- How much fruit do you eat each day?
- How often do you exercise?
- How many hours do you sleep in a night?
- Do you smoke?
- How would you describe the condition of a. your hair  b. your skin  c. your nails

Gather your answers to find out if looking after yourself helps promote healthy skin nails and hair.

Task 5  Produce a leaflet or write a list of the products and equipment needed for a nailcare treatment.
(b) Tasks Providing Evidence for Other Units / extension work

Nail care / Skin care

Task Jenny recently moved to the UK, and would like to visit a beauty therapist for a manicure or a facial. There are lots of different salons in her town. List what should Jenny look for when looking for a good salon?

Task Imagine you are going into a beauty salon for the first time.
• How do you think the stylist should be dressed?
• What do you think the atmosphere should be like?
• Why do you think the salon and its employees need to follow basic hygiene and health and safety guidelines?

Task Create a poster or information pamphlet outlining health and safety responsibilities in a beauty salon.

Task Research the potential hazards that can exist in a beauty salon, relating to tools, products and equipment. List the hazards and ways to avoid them. Then select three hazards and create a poster to make others aware of them. Think about making it eye catching and clear for readers.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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
# MAINTAINING HEALTHY SKIN AND NAILS: ENTRY 2

## ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify 4 different skin types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Name different products for cleansing, toning and moisturising different skin types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 List at least 5 factors that contribute to the condition of skin and nails.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Choose the correct products and equipment for a nailcare from a given selection.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Use products and equipment appropriately.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### General Comments

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________________________________________________________________________________
________________________________________________________________________________

Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________
# MAINTAINING HEALTHY SKIN AND NAILS: ENTRY 3

## ASSESSMENT RECORD

**Candidate Name _________________________**   **Candidate No.____________**

**Centre Name_____________________________**  **Centre No._______________**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify and describe 5 different skin types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Briefly explain the suitability of products for use when cleansing, toning and moisturising different skin types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 List at least 5 factors that contribute to the condition of skin and nails and Briefly explain how these factors affect the condition of skin and nails.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| AC3.1 Select the correct products and equipment for a nailcare routine.  
AC3.2 Use products and equipment appropriately. |     |          |            |

**General Comments**

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________________________________________________________________________________

________________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
### WJEC PATHWAYS – ENTRY QUALIFICATION

<table>
<thead>
<tr>
<th>Title</th>
<th>Hairdressing: Introduction to assisting a stylist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>K/501/5191</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6161/E3</td>
</tr>
<tr>
<td>Level</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value</td>
<td>3</td>
</tr>
<tr>
<td>Unit aim</td>
<td>This unit enables a learner to assist a stylist and wash a client’s hair.</td>
</tr>
</tbody>
</table>

### Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td><strong>LO1</strong> Assist stylist with technical service. (SLlr/E3; SLc/E3; Rt/E3)</td>
<td>AC1.1 Identify five items for haircare.</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Select clean protective clothing for a client</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Arrange protective clothing securely on client.</td>
</tr>
<tr>
<td></td>
<td>AC1.4 Escort client to a clean and tidy work area</td>
</tr>
<tr>
<td></td>
<td>AC1.5 Maintain unobtrusive position by stylist.</td>
</tr>
<tr>
<td></td>
<td>AC1.6 Pass appropriate equipment to stylist efficiently.</td>
</tr>
<tr>
<td></td>
<td>AC1.7 Clean and store equipment and protect as instructed.</td>
</tr>
<tr>
<td><strong>LO2</strong> Shampoo a client’s hair.</td>
<td>AC2.1 Select appropriate gown and other protective clothing for client.</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Securely arrange protective clothing and towel or similar on client.</td>
</tr>
<tr>
<td></td>
<td>AC2.3 Position client comfortably at basin.</td>
</tr>
<tr>
<td></td>
<td>AC2.4 Test water temperature to meet client’s needs.</td>
</tr>
<tr>
<td></td>
<td>AC2.5 Select appropriate water flow.</td>
</tr>
<tr>
<td></td>
<td>AC2.6 Shampoo client’s hair following laid down procedures.</td>
</tr>
<tr>
<td></td>
<td>AC2.7 Wrap client’s hair in towel.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:
- the level the learner is working at;
- providing opportunities for progression;
- Centre facilities and resources.

**LO1**

Students will learn how to prepare the work area ready for treatments/services. The student will set the area up for a specific treatment, making sure the correct tools and equipment are available for the stylist. Students will then maintain the area for the stylist if anything were to run out, e.g. perm rods, foils, solutions, and cotton wool and so on the student will provide assistance in getting more for the stylist. Work areas should then be cleaned effectively and left in suitable condition for further services.

Students will need to be aware of rules for safe use and care of the equipment to comply with health and safety regulations.

**LO2**

Students will learn how to prepare the client ready for treatments/services, i.e. gowning up, position at the wash basin. They will need to control the water temperature and shampoo the client’s hair using appropriate techniques.

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related units likely to be delivered along with **Introduction to assisting a stylist** are:
- Maintaining healthy hair
- Maintaining healthy skin and nails
- Nail care
- Hair care
3.2 **Resources**

The following examples are provided merely to indicate the wide range of Resources available:

**Books and magazines**
- Hairdressing journal magazine
- Begin Hairdressing: The Official Guide to Level 1
- VTCT Level 1 Foundation Diploma in Hair and Beauty Studies

**Inter web sites**
- [http://www.vtct.org.uk](http://www.vtct.org.uk)
- [http://www.hairfinder.com/hairquestions/analyzinghair.htm](http://www.hairfinder.com/hairquestions/analyzinghair.htm)
- [http://www.habia.org](http://www.habia.org)

4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In planning assessment opportunities it will be necessary to consider:
- Formative as well as summative assessment
- Coverage of Assessment Criteria for this unit
- Coverage of Assessment Criteria for linked units (providing hair services/assisting a stylist)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the record form.

4.2 **Examples of Tasks**

(a) **Tasks specific to Hairdressing: Introduction to assisting a stylist**

**Task 1**  design a leaflet showing the equipment that needs to be prepared for 3 different hair services

**Task 2**  produce a PowerPoint or poster on the different techniques of shampooing hair

**Task 3**  produce a flow diagram to show what happens to a client who comes to the salon for a shampoo and blow dry.

**Extension tasks**

**Task 1**  A relative wants to pay for a hair treatment for you, but they don’t know much about what is on offer.
- Gather information about all the places in your locality that offer hairdressing services
- List three things they all do
- Find out how much each place charges for each thing
Task 2  Your local salon has not been busy recently, you have been asked to design a survey to find out why? Think about the questions you will ask? And who needs to fill in the survey.

Task 3  A client rings the salon wanting to make an appointment to have her hair coloured, what information should you give and take from the client?

Task 4  Research face shapes on the internet and books, find out what hairstyles suit certain face shapes. Make a poster or scrap book with your findings. This will help when you are discussing possible hair styles with clients in the future.

Task 5  In a group, find out how hair styles have differed over the years. You could use the internet and text books for research. Create a mood board to show your findings. You could include:
- A variety of pictures
- Male and female styles
- Tool, products and accessories they would have used

(b) Tasks Providing Evidence for Other Units

Task  Imagine you are going into a salon for the first time
- How do you think the stylist should be dressed?
- What do you think the atmosphere should be like?
- Why do you think the salon and its employees need to follow basic hygiene and health and safety guidelines

Task  Create a poster or information pamphlet outlining health and safety responsibilities in a salon

Task  Research the potential hazards that can exist in a salon, relating to tools, products and equipment. List the hazards and ways to avoid them. Then select three hazards and create a poster to make others aware of them. Think about making it eye catching and clear for readers.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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
**Assessment Criteria**

<table>
<thead>
<tr>
<th>AC1.1 Identify five items for haircare.</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.2 Select clean protective clothing for a client.</td>
<td></td>
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</tr>
<tr>
<td>AC1.3 Arrange protective clothing securely on client.</td>
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<td>AC1.5 Maintain unobtrusive position by stylist.</td>
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<td>AC1.7 Clean and store equipment and protect as instructed.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AC2.1 Select appropriate gown and other protective clothing for client.</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC2.2 Securely arrange protective clothing and towel or similar on client.</td>
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<td>AC2.3 Position client comfortably at basin.</td>
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<td>AC2.7 Wrap client’s hair in towel.</td>
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</table>

**General Comments**

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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

6161 - Hairdressing Introduction to Assisting a Stylist / KB
### WJEC PATHWAYS – ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Hand care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>K/502/3467</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6162/E3</td>
</tr>
<tr>
<td>Level</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value</td>
<td>3</td>
</tr>
<tr>
<td>Unit aim</td>
<td>This unit should enable students to know how to prepare and provide basic hand care treatments under supervision.</td>
</tr>
</tbody>
</table>

### Learning Outcomes

**To be awarded credit for this unit, the learner will:**

#### LO1
Be able to prepare for a basic hand care treatment.

#### LO2
Be able to provide basic hand care.

### Assessment Criteria

**Assessment of the learning outcome will require a learner to demonstrate that they can:**

#### LO1
- Prepare for a basic hand care treatment. (AC1.1)
- State the procedure for client preparation. (AC1.2)
- Select products and tools for a hand care treatment. (AC1.3)

#### LO2
- Identify typical nail shapes and basic nail structure. (AC2.1)
- Carry out a basic hand care treatment. (AC2.2)
- Follow safe and hygienic working practices. (AC2.3)
- Communicate and behave in a professional manner. (AC2.4)
2. **Amplification of Content**

The following suggestions should be considered in the context of:
- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

Students need to learn how to prepare the work area ready for treatments/services; this can be done by demonstrations or hand outs with clear graphics. The student will set the area up for a specific treatment, making sure the correct tools and equipment are available for the Therapist. Students will then maintain the area for the therapist replenishing resources if anything were to run out. Work areas should then be cleaned effectively and left in suitable condition for further services.

Demonstrations and practical sessions will allow the candidates to develop the skill of preparing a work station ready for a treatment/ service. Students should also have the opportunity to develop their skill in selecting appropriate tools and equipment.

**LO2**

Opportunities should be provided for the students to develop skills in hand care treatments. They can develop their techniques through group work and practical sessions.

They will need to learn about typical nail shapes and be able to briefly explain nail structure.

Students should be able describe the benefits of the treatments, and correctly identify products, tools and equipment, ensuring clients’ comfort throughout.

Depending on availability, the following equipment/tools are suggested:

**Manicure:**
- Emery boards
- Orange sticks
- Cuticle knife
- Cuticle nipper
- Nail scissors
- Nail buffer
- Cuticle cream
- Hand cream
- Nail varnish/enamel
- Base and top coats
- Nail varnish remover
- Towels
- Couch roll
Opportunities should be provided for students to learn about verbal and non-verbal communication, and why communication is vital in the beauty industry. This should include helping the students to develop positive body language. Group work can be used; students can demonstrate positive and negative body language through role play. Use flash cards with different facial expressions on them, and let the students decide whether it is a positive or negative expression. Teach the students what effects positive and negative body language could have on a business.

There should be plenty of opportunities made for the student to provide customer care intrinsic to hand care services. This will enable learners to develop the communication skills required to greet and care for clients.

Students will need to be aware of rules for safe use and care of the equipment to comply with health and safety regulations.

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with handcare are:
- Skin care
- Maintaining healthy skin and nails
- Maintaining healthy hair
- Introduction to assisting a stylist

3.2 Resources

The following examples are provided merely to indicate the wide range of Resources available:

Books and magazines:

- Beauty therapy fact file second edition
- VTCT Level 1 Foundation Diploma in Hair and Beauty Studies
- The beauty salon and its equipment
- Beauty therapy the basics

Inter web sites:

www.babtac.com (BABTAC – The British Association of Beauty Therapy & Cosmetology)
http://www.vtct.org.uk
http://www.habia.org
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:
- Formative as well as summative assessment
- Coverage of Assessment Criteria for this unit
- Coverage of Assessment Criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including
records of oral questioning.

Overall comments will be summarised on the record form.

4.2 Examples of Tasks

(a) Tasks specific to handcare

Task 1  Produce a poster to show the procedure for client preparation
before a hand care treatment.

Task 2  Produce a leaflet on the products and tools that are used for a
handcare treatment.

Task 3  A client rings the salon wanting to make an appointment to have a
handcare treatment. What information should you give and take
from the client?

Task 4  Produce a PowerPoint to explain to the rest of the class the different
types of nail shapes.

(b) Tasks Providing Evidence for Other Units / extension tasks

Task  Imagine you are going into a salon for the first time.
  • How do you think the stylist should be dressed?
  • What do you think the atmosphere should be like?
  • Why do you think the salon and its employees need to follow
    basic hygiene and health and safety guidelines?

Task  Create a poster or information pamphlet outlining health and safety
responsibilities in a beauty salon.

Task  Research the potential hazards that can exist in a salon, relating to
tools, products and equipment. List the hazards and ways to avoid
them. Then select three hazards and create a poster to make
others aware of them. Think about making it eye-catching and clear
for readers.
4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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 Service
# HAND CARE: ENTRY 3

## ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Prepare for a basic handcare treatment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 State the procedure for client preparation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Select products and tools for a handcare treatment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Identify typical nail shapes and basic nail structure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Carry out a basic hand care treatment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Follow safe and hygienic working practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.4 Communicate and behave in a professional manner.</td>
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</tbody>
</table>

**General Comments**

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Teacher: ______________________________  Date: ______________________________
Moderator: ____________________________  Date: _____________________________
**Title**: Skin care  

**Unit Ref. No.**: Y/502/3464  

**Entry Code**: 6163/E3  

**Level**: Entry 3  

**Credit value**: 3  

**Unit aim**: This unit should enable students to know how to prepare and provide basic skincare treatments under supervision.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Entry 3</strong></td>
</tr>
<tr>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LO1</strong></td>
<td><strong>AC1.1</strong></td>
</tr>
<tr>
<td><strong>Be able to prepare for a basic skin care treatment.</strong></td>
<td>Prepare for a skincare treatment.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.2</strong></td>
</tr>
<tr>
<td></td>
<td>State the procedure for client preparation.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.3</strong></td>
</tr>
<tr>
<td></td>
<td>Select products and tools for a basic skin care treatment.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.1</strong></td>
</tr>
<tr>
<td></td>
<td>State the main skin types.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.2</strong></td>
</tr>
<tr>
<td></td>
<td>Carry out a basic skin care treatment.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.3</strong></td>
</tr>
<tr>
<td></td>
<td>Follow safe and hygienic working practices.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.4</strong></td>
</tr>
<tr>
<td></td>
<td>Communicate and behave in a professional manner.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:
- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

Students need to learn how to prepare the work area ready for treatments/services; this can be done by demonstrations or hand outs with clear graphics. The student will set the area up for a specific treatment, making sure the correct tools and equipment are available for the Therapist. Students will then maintain the area for the therapist replenishing resources if anything were to run out. Work areas should then be cleaned effectively and left in suitable condition for further services.

Demonstrations and practical sessions will allow the candidates to develop the skill of preparing a work station ready for a treatment/ service. Students should also have the opportunity to develop their skill in selecting appropriate tools and equipment.

**LO2**

Opportunities should be provided for the students to develop skills in skin care treatments. They can develop their techniques through group work and practical sessions. They will need to learn about the main skin types.

Students should be able describe the benefits of the treatments, and correctly identify products, tools and equipment, used for treatments.

Depending on availability, the following equipment/tools are suggested:

**Skin care treatments:**
- Towels
- Cleanser
- Toner
- Moisturiser
- Head band
- Couch roll
- Bowl
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related units likely to be delivered along with skincare are:
- Hand care
- Maintaining healthy skin and nails
- Maintaining healthy hair
- Introduction to assisting a stylist

3.2 Resources

The following examples are provided merely to indicate the wide range of resources available:

**Books and magazines**
- Beauty therapy fact file second edition
- VTCT Level 1 Foundation Diploma in Hair and Beauty Studies
- The beauty salon and its equipment
- Beauty therapy the basics

**Inter web sites**
- [www.babtac.com](http://www.babtac.com) (BABTAC – The British Association of Beauty Therapy & Cosmetology)
- [http://www.vtct.org.uk](http://www.vtct.org.uk)
- [http://www.habia.org](http://www.habia.org)

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:
- Formative as well as summative assessment
- Coverage of Assessment Criteria for this unit
- Coverage of Assessment Criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning, Client consultation cards

Overall comments will be summarised on the record form.
4.2 Examples of Tasks

(a) Tasks specific to Skincare

Task 1 Produce a poster to show the equipment and materials needed to carry out a skincare treatment.

Task 2 Produce a poster to show the different types of skin types.

Task 3 A client rings the salon wanting to make an appointment to have a skincare treatment. What information should you give and take from the client?

(b) Tasks Providing Evidence for Other Units / extension tasks

Task In a group, find out how make-up trends have differed over the years. You could use the internet and text books for research. Create a mood board to show your findings. You could include:
- A variety of pictures
- Tools, products and accessories they would have used

Task Imagine you are going into a beauty salon for the first time.
- How do you think the stylist should be dressed?
- What do you think the atmosphere should be like?
- Why do you think the salon and its employees need to follow basic hygiene and health and safety guidelines

Task Image check – Gather a range of facial images, some you consider attractive and some you consider less attractive. Now ask a selection of people to view the images. Make a note of what other people find attractive and not attractive and see how other people view things differently to you.

Task Create a poster or information pamphlet outlining health and safety responsibilities in a salon.

Task Research the potential hazards that can exist in a salon, relating to tools, products and equipment. List the hazards and ways to avoid them. Then select three hazards and create a poster to make others aware of them. Think about making it eye-catching and clear for readers.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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 Service
# Skin Care: Entry 3

## Assessment Record

**Candidate Name** _________________________   **Candidate No.** __________

**Centre Name** ___________________________   **Centre No.** ______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Prepare for a skincare treatment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 State the procedure for client preparation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3 Select products and tools for a basic skin treatment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 State the main skin types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Carry out a basic skin care treatment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Follow safe and hygienic working practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.4 Communicate and behave in a professional manner.</td>
<td></td>
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</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: __________________________

Moderator: ______________________________  Date: __________________________
### WJEC PATHWAYS – ENTRY QUALIFICATION

<table>
<thead>
<tr>
<th>Title:</th>
<th>Food and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref No.</td>
<td>A/600/8921</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6164/E2</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>The unit aims to provide learners with the opportunity to develop an understanding of the link between food and health.</td>
</tr>
</tbody>
</table>

#### Learning outcomes

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
</tbody>
</table>

**LO1**
Understand the principles of a healthy diet.

- **AC1.1**
  Give a basic explanation of current nutritional guidelines.

- **AC1.2**
  Identify the main nutrients needed by the body.

- **AC1.3**
  Illustrate clearly the results of poor food choice.

**LO2**
Be able to apply dietary knowledge to plan meals to meet dietary needs.

- **AC2.2**
  Identify dishes / meals from a selection that are suitable for a range of different dietary needs.

**LO3**
Be able to use a range of practical skills to make healthy meals / food items.

- **AC3.1**
  Prepare a number of healthy dishes e.g. salads, soups, fruit dishes, stir fry, kebabs.
<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th>Food and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Ref No.:</strong></td>
<td>Y/600/8926</td>
</tr>
<tr>
<td><strong>Entry Code:</strong></td>
<td>6164/E3</td>
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<tr>
<td><strong>Level:</strong></td>
<td>Entry 3</td>
</tr>
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</tr>
<tr>
<td><strong>LO1</strong></td>
<td>AC1.1</td>
</tr>
<tr>
<td>Understand the principles of a healthy diet.</td>
<td>Explain current nutritional guidelines and why they should be followed.</td>
</tr>
<tr>
<td></td>
<td>AC1.2</td>
</tr>
<tr>
<td></td>
<td>Identify the main nutrients needed by the body and give examples of main food sources.</td>
</tr>
<tr>
<td></td>
<td>AC1.3</td>
</tr>
<tr>
<td></td>
<td>Review sample diets and explain the results they could have on health and well being.</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>AC2.2</td>
</tr>
<tr>
<td>Be able to apply dietary knowledge to plan meals to meet dietary needs.</td>
<td>Plan a minimum of 2 days meals to meet a range of dietary needs e.g. low fat diet, coeliac, anaemic, pregnant woman.</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td>AC3.1</td>
</tr>
<tr>
<td>Be able to use a range of practical skills to make healthy meals / food items.</td>
<td>Adapt recipes to make the dishes they produce healthier (use of alternative cooking methods and different ingredients etc.)</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

Learners will need to gain an understanding of what constitutes as a Balanced diet.

This should include:

- An understanding of current nutritional guidelines
- Knowledge of the main nutrients required by the body: functions, sources in the diet
- Energy and food balance
- Results of poor food choice: obesity, nutritional deficiencies e.g. Anaemia, tooth decay, skin problems, high cholesterol

Students could produce posters / charts / leaflets to demonstrate their knowledge.

**LO2**

Learners will need to be given the opportunity to plan diets for people with different dietary needs.

Students to collect a bank of recipes for:

- Toddlers
- Pregnant women
- Teenagers
- Vegetarians
- Coeliacs
- Ageing population
- People recovering from Illness or at risk of illness e.g. Obesity, heart disease.

Students could produce posters / charts / leaflets covering points to consider when planning meals for the range of clients / people with different dietary needs looked at.
LO3

Learners will need to know how to make a selection of dishes to suit a variety of needs.

And explore different cooking methods: stir frying, baking, grilling, contact grill, slow cooker etc.

They need to have the opportunity to participate in individual, group or experimental sessions.

The following list of suggested dishes is not exhaustive:

- Dishes containing fruit and vegetables
- Vegetable curry / lasagne, soups, coleslaw, salads, stuffed green peppers, filled jacket potatoes
- Fresh fruit salad, fruit tarts / crumbles, mousses/fools, muffins
- Dishes using wholemeal pasta
- Macaroni cheese, pasta bake, Spaghetti Bolognese
- Use of quorn: chilli con carne, shepherds pie, veggie burgers

Basic recipes adapted e.g.:  Use of artificial sweetener in desserts / cakes / buns
Half fat margarine / butter used in traditional recipes
Use of wholemeal flour: pizza bases, bread products, cakes
Gluten free products.
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 of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners.

For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.

Closely related units likely to be delivered along with Food and Health are:

- Food Preparation, cooking and serving
- Health, Safety and Hygiene
- Introduction to the hospitality industry
- Science around the home (2011 start)
- Good Science (2011 start)

In developing Individual Learning Plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy Living and Developing Self. As well as course content, it is advisable to think about coverage of associated Assessment Criteria (as illustrated below in some of the examples of tasks).

3.2 Resources

Recipe books as available in the centre

Text books

All about Food – McGrath H
Understanding Cookery
Food Choice – Anita Tull
The Food Magazine
BBC Good food magazine
BBC Olive magazine
Range of women’s magazines feature weight reduction menu plans

WJEC Food Studies Resource booklet

Healthy Eating literature: government, supermarket, manufacturers

Internet web-sites

www.nhs.uk
www.foodafactoflife.org.uk
www.nhs.uk
www.patient.co.uk
www.eatwell.gov.uk
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units (e.g. Food and Health)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

(a) Tasks specific to Food and Health

Task: Produce a leaflet / poster on what is meant by a “balanced / healthy diet”.

Task: Produce a power point on the different nutrients needed by the body.

Task: Set up a display of foods and explain to others in the class how they would fit into a daily diet.

Task: Design a game to show what happens to people who make poor food choices.

Task: In groups plan a range of meals to meet a range of dietary needs. Present your findings to each other.

(b) Tasks Providing Evidence for Other Units

Food Preparation

Task: Keep a diary / photographic evidence / recipe book of the dishes you have made and make a note of important points that need to be considered when preparing and storing the item prior to serving.

Basic Cookery

Task: Keep a diary / photographic evidence / recipe book of the dishes you have made and record what went well and how you would improve it if you made it again.
Food Science

Task: Eggs have many different uses when preparing meals. Prepare and serve two dishes which show different uses of eggs.

Task: Many different kinds of cereals are used when preparing meals. Prepare, cook and serve two dishes which show the use of different cereals.

Food Preparation, Cooking and Serving

Task: A young married couple have a limited budget. Plan and cook two dishes which would be suitable for their evening meal.

Task: You and your four-year-old brother are going out for the day. Prepare and pack a suitable lunch for both of you.

Task: Your best friend, who is a vegetarian, is coming to lunch. Prepare and serve two dishes she would enjoy.

Task: As a student, you have limited time to prepare meals. Use some convenience foods to help in preparing a healthy two-course evening meal for yourself and a friend.

Health, Safety and Hygiene

Task: Many items of modern equipment save time and energy. Show how the use of one item of equipment can help you prepare a 2 course meal more efficiently.

Task: Plan and make a selection of dishes which could be served at an end-of-term buffet at your local youth club, include sweet and savoury dishes.

Task: Produce a revision booklet for year 11 students on: “All there is to know about Food Poisoning”

You will need to include: causes of food poisoning, types of food poisoning, and rules to remember to prevent food poisoning.

An Introduction to the hospitality Industry

Task: Produce a portfolio / brochure to show the different types of hospitality and catering establishments in the area where you live or go to school.

You may wish to collect information by:

- Going on a field trip – walk around local town
- Internet research
- Looking in Holiday brochures
- Local newspapers.
Task: Produce a booklet or a wall chart which may be used at the Year 9 or Year 11 option evening in your school / college to show the different employment opportunities available within the hospitality and catering industry.

You may wish to collect information by:
- Internet job search
- Visiting local employers or local
- Contacting the careers guidance department.

Task: Design a matching game that year 10 class could use to learn about:

(1) The different types of establishments that offer hospitality or catering services
    Or
(2) The different roles within the hospitality and catering industry.

Task: Imagine you are opening a new hotel in your local area and need to employ staff.

Write an advert for the local paper stating the qualities you would be looking for in:
(i) A head chef
(ii) Wait staff
(iii) Receptionist

(centre to choose staff suitable for the candidates to relate to).

Task: Carry out a role play activity to interview a person for a specific job in the new restaurant you own.

List the questions you will need to ask to find out if they are suitable for the post.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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.
# FOOD AND HEALTH – ENTRY 2

## ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Give a basic explanation of current nutritional guidelines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.2 Identify the main nutrients needed by the body.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.3 Illustrate clearly the results of poor food choice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.2 Identify dishes / meals suitable for a range of occasions and to meet different needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Produce a range of dishes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Teacher: ______________________________ Date: __________________________
Moderator: ____________________________ Date: ____________________________
FOOD AND HEALTH – ENTRY 3
ASSESSMENT RECORD

Candidate Name _______________________  Candidate No. ____________________
Centre Name __________________________  Centre No. ______________________

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Explain current nutritional guidelines and why they should be followed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.2 Identify the main nutrients needed by the body and give examples of main food sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.3 Analyse sample diets explaining the results they could have on health and well being.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.2 Plan a minimum of 2 days meals to meet a range of dietary needs e.g. low fat diet, coeliac, anaemic, pregnant woman.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Prepare a number of healthy dishes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.2 Adapt recipes to make the dishes they produce healthier (use of cooking methods and different ingredients).</td>
<td></td>
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</tr>
</tbody>
</table>

General Comments
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Teacher: ______________________________  Date: __________________________
Moderator: ____________________________  Date: __________________________

6164 - Food and Health - Entry 2&3  JF
## Title:
Basic Food Preparation

### Unit Ref No.
J/600/0711

### Entry Code
6165/E3

### Level:
Entry 3

### Credit value:
2

### Unit aim:
This unit introduces learners to preparing food for cold presentation or for cooking safely and hygienically.

### Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Be able to prepare food for cold presentation or cooking.</td>
<td><strong>AC1.1</strong> Select the correct ingredients for basic dishes.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.2</strong> Choose the correct equipment and handle safely and hygienically.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.3</strong> Prepare food items for cold presentation or cooking safely and hygienically.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.4</strong> Set aside or store prepared food items ready for use according to instructions.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.5</strong> Clean work areas and equipment safely and hygienically during and after preparing food.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**For LO1, LO2 and LO3**

Learners will need to gain experience of preparing food for cold presentation or cooking for customers within the centre and or when on a work placement within the hospitality industry.

Opportunities should be provided for candidates to build up a portfolio / produce notes on:

- Ingredients used for basic dishes.
- Rules for choosing and using various equipment basic hygiene rules for preparing food items for cold presentation or for cooking safely and hygienically.
- Points to remember when setting aside or storing prepared food items ready for use according to instructions.
- The need to clean work areas and equipment safely and hygienically during and after preparing food.

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 of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with this are:

- Food Preparation, Cooking and Serving
- Food and Health
- Health, Safety and Hygiene
- Introduction to the Hospitality Industry
- Customer service in the hospitality Industry
- Basic Cookery

In developing Individual Learning Plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy Living and Developing Self. As well as course content, it is advisable to think about coverage of associated Assessment Criteria (as illustrated below in some of the examples of tasks).
3.2 Resources

Recipe books as available within the centre

Text books

All about Food – McGrath H
Understanding Cookery
Food Choice – Anita Tull
The Food Magazine
BBC Good food magazine
BBC Olive magazine

Internet web-sites

http://www.food.gov.uk/aboutus/aboutsite/fsawebsites/
www.bbc.co.uk/food
www.nutrition.org.uk
www.cookingwithkids.com
www.kidsandcooking.co.uk

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units (e.g. Food and Health)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning story boards. Portfolios, recordings, videos of role play.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

(a) Tasks Specific to Food Preparation

LO1 can be covered by candidates undertaking a range of practical tasks such as those suggested for any of the units stated below

Task: Keep a diary / photographic evidence / recipe book of the dishes you have made and make a note of important points that need to be considered when preparing and storing the item prior to serving.
(b) Tasks providing evidence for Other Units / extension tasks

**Basic Cookery**

**Task:** Keep a diary / photographic evidence / recipe book of the dishes you have made and record what went well and how you would improve it if you made it again.

**Food Preparation, Cooking & Serving**

**Task:** A young married couple have a limited budget. Plan and cook two dishes which would be suitable for their evening meal.

**Task:** You and your four-year-old brother are going out for the day. Prepare and pack a suitable lunch for both of you.

**Task:** Your best friend, who is a vegetarian, is coming to lunch. Prepare and serve two dishes she would enjoy.

**Task:** As a student, you have limited time to prepare meals. Use some convenience foods to help in preparing a healthy two-course evening meal for yourself and a friend.

**Food and Health**

**Task:** You have invited a friend, who is trying to lose weight, for lunch. Prepare and cook a two-course main meal for both of you.

**Task:** Fruit and vegetables are a good source of vitamins and minerals and help to give variety in the diet. Prepare and serve two dishes using fruit and/or vegetables.

**Task:** To encourage a healthier diet, we are recommended to use foods which are high in dietary fibre. Cook and serve one savoury and one sweet dish which are high in fibre (NSP).

**Health, Safety and Hygiene**

**Task:** Many items of modern equipment save time and energy. Show how the use of one item of equipment can help you prepare a 2 course meal more efficiently.

**Task:** Plan and make a selection of dishes which could be served at an end-of-term buffet at your local youth club, include sweet and savoury dishes.

**Task:** Produce a revision booklet for year 7-9 students on: “All there is to know about Food Poisoning “

You will need to include: causes of food poisoning, types of food poisoning, and rules to remember to prevent food poisoning.
Serving Food and Drink

**Task:** Produce a leaflet showing the stages involved in serving food and drinks to a customer.

**Task:** Present food and drinks to customers in a range of ways e.g. Coffee mornings, cake sales, buffet lunches, sit down lunches.

**Task:** Imagine you are opening a new hotel in your local area and need to employ staff.

Write an advert for the local paper for stating the qualities you would be looking for in:

(i) Wait staff

Introduction to the hospitality Industry

**Task:** Produce a portfolio / brochure to show the different types of hospitality outlets in the area where you live or go to school.

You may wish to collect information by:

- Going on a field trip – walk around local town
- Internet research
- Looking in Holiday brochures
- Local newspapers.

**Task:** Produce a booklet or a wall chart which may be used at the Year 9 or Year 11 option evening in your school / college to show the different employment opportunities available within the hospitality industry.

You may wish to collect information by:

- Internet job search
- Visiting local employers or local
- Contacting the careers guidance department.

**Task:** Design a matching game that year 10 class could use to learn about:

1. The different types of establishments that offer hospitality services
2. The different roles within the hospitality industry

**Task:** Carry out a role play activity to interview a person for a specific job in the new restaurant you own. List the questions you will need to ask to find out if they are suitable for the post.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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.
# BASIC FOOD PREPARATION – ENTRY 3

## ASSESSMENT RECORD

**Candidate Name** ________________  **Candidate No.** ________________

**Centre Name** ________________  **Centre No.** ________________

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Select the correct ingredients for basic dishes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.2 Choose the correct equipment and handle safely and hygienically.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.3 Prepare food items for cold presentation or cooking safely and hygienically.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.4 Set aside or store prepared food items ready for use according to instructions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.5 Clean work areas and equipment safely and hygienically during and after preparing food.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

_________________________________________________________________________________

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_________________________________________________________________________________

**Teacher:** ___________________________  **Date:** ___________________________

**Moderator:** ___________________________  **Date:** ___________________________
<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th>Basic cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Ref No.:</strong></td>
<td>Y/502/4808</td>
</tr>
<tr>
<td><strong>Entry Code:</strong></td>
<td>6166/E3</td>
</tr>
<tr>
<td><strong>Level:</strong></td>
<td>Entry 3</td>
</tr>
<tr>
<td><strong>Credit value:</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Unit aim:</strong></td>
<td>This unit introduces learners to cooking basic food items and dishes safely and hygienically under supervision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning outcomes</strong></th>
<th><strong>Assessment Criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td><strong>LO1</strong></td>
<td>AC1.1</td>
</tr>
<tr>
<td>Be able to cook basic food items and dishes.</td>
<td>Select the correct ingredients for basic dishes.</td>
</tr>
<tr>
<td></td>
<td>AC1.2</td>
</tr>
<tr>
<td></td>
<td>Choose the correct equipment and handle safely and hygienically.</td>
</tr>
<tr>
<td></td>
<td>AC1.3</td>
</tr>
<tr>
<td></td>
<td>Cook food items safely and hygienically.</td>
</tr>
<tr>
<td></td>
<td>AC1.4</td>
</tr>
<tr>
<td></td>
<td>Clean work areas and equipment safely and hygienically during and after cooking.</td>
</tr>
<tr>
<td></td>
<td>AC1.5</td>
</tr>
<tr>
<td></td>
<td>Identify what went well and suggest any improvements.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**For LO1, LO2 and LO3**

Learners will need to gain experience of serving food and drink to customers within the centre and or when on a work placement within the hospitality industry.

Opportunities should be provided for candidates to build up a portfolio / produce notes on the stages involved in serving food and drink, the importance of team work within the hospitality industry and how to maintain and prepare a food and drink service area.

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 of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.

Closely related units likely to be delivered along with this are:

- Food Preparation, Cooking and Serving
- Food and Health
- Health, Safety and Hygiene
- Introduction to the Hospitality Industry
- Customer service in the hospitality Industry
- Guest Services
- Basic Food Preparation

In developing Individual Learning Plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy Living and Developing Self. As well as course content, it is advisable to think about coverage of associated Assessment Criteria (as illustrated below in some of the examples of tasks).
3.2 Resources

Recipe books as available within the centre

Text books

All about Food – McGrath H
Understanding Cookery
Food Choice – Anita Tull
The Food Magazine
BBC Good food magazine
BBC Olive magazine

Internet web-sites

http://www.food.gov.uk/aboutus/aboutsite/fsaweb/sites/
www.bbc.co.uk/food
www.nutrition.org.uk
www.cookingwithkids.com
www.kidsandcooking.co.uk

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units (e.g. Food and Health)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning story boards. Portfolios, recordings, videos of role play.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

(a) Tasks Specific to Basic Cookery

LO1 can be covered by candidates undertaking a range of practical tasks such as those suggested for any of the units stated below.

Task: Keep a diary / photographic evidence / recipe book of the dishes you have made and record what went well and how you would improve it if you made it again it.
(b) Tasks Providing Evidence for Other Units / extension tasks.

Food Preparation

Task: Keep a diary / photographic evidence / recipe book of the dishes you have made and make a note of important points that need to be considered when preparing and storing the item prior to serving.

Food Preparation, Cooking & Serving

Task: A young married couple have a limited budget. Plan and cook two dishes which would be suitable for their evening meal.

Task: You and your four-year-old brother are going out for the day. Prepare and pack a suitable lunch for both of you.

Task: Your best friend, who is a vegetarian, is coming to lunch. Prepare and serve two dishes she would enjoy.

Task: As a student, you have limited time to prepare meals. Use some convenience foods to help in preparing a healthy two-course evening meal for yourself and a friend.

Food and Health

Task: You have invited a friend, who is trying to lose weight, for lunch. Prepare and cook a two-course main meal for both of you.

Task: Fruit and vegetables are a good source of vitamins and minerals and help to give variety in the diet. Prepare and serve two dishes using fruit and/or vegetables.

Task: To encourage a healthier diet, we are recommended to use foods which are high in dietary fibre. Cook and serve one savoury and one sweet dish which are high in fibre (NSP).

Health, Safety and Hygiene

Task: Many items of modern equipment save time and energy. Show how the use of one item of equipment can help you prepare a 2 course meal more efficiently.

Task: Plan and make a selection of dishes which could be served at an end-of-term buffet at your local youth club, include sweet and savoury dishes.

Task: Produce a revision booklet for year 7-9 students on: “All there is to know about Food Poisoning.”

You will need to include: causes of food poisoning, types of food poisoning, and rules to remember to prevent food poisoning.
### Serving Food and Drink

**Task:** Produce a leaflet showing the stages involved in serving food and drinks to a customer.

**Task:** Present food and drinks to customers in a range of ways e.g. Coffee mornings, cake sales, buffet lunches, sit down lunches.

**Task:** Imagine you are opening a new hotel in your local area and need to employ staff.

Write an advert for the local paper for stating the qualities you would be looking for in:

(i) Wait staff

### Introduction to the Hospitality Industry

**Task:** Produce a portfolio / brochure to show the different types of hospitality outlets in the area where you live or go to school.

You may wish to collect information by:

- Going on a field trip – walk around local town
- Internet research
- Looking in Holiday brochures
- Local newspapers.

**Task:** Produce a booklet or a wall chart which may be used at the Year 9 or Year 11 option evening in your school / college to show the different employment opportunities available within the hospitality industry.

You may wish to collect information by:

- Internet job search
- Visiting local employers or local
- Contacting the careers guidance department.

**Task:** Design a matching game that year 10 class could use to learn about:

1. The different types of establishments that offer hospitality services
   or
2. The different roles within the hospitality industry.

**Task:** Carry out a role play activity to interview a person for a specific job in the new restaurant you own. List the questions you will need to ask to find out if they are suitable for the post.

### 4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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.
## BASIC COOKING – ENTRY 3

### ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td><strong>AC1.1</strong>&lt;br&gt;Select the correct ingredients for basic dishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AC1.2</strong>&lt;br&gt;Choose the correct equipment and handle safely and hygienically</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AC1.3</strong>&lt;br&gt;Cook food items safely and hygienically</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AC1.4</strong>&lt;br&gt;Clean work areas and equipment safely and hygienically during and after cooking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AC1.5</strong>&lt;br&gt;Identify what went well and suggest any improvements</td>
<td></td>
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</tr>
</tbody>
</table>

### General Comments

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Teacher: ___________________________ Date: ___________________________

Moderator: _________________________ Date: ___________________________
**Title:** Introduction to the Hospitality Industry  

**Unit Ref No.:** A/502/4834  
**Entry Code:** 6168/E3  
**Level:** Entry 3  
**Credit value:** 1  

**Unit aim:** This unit gives learners a general introduction to the hospitality industry including: food preparation and cooking, food and drinks services, accommodation services and guest services.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| LO1 | AC1.1  
Know the main outlets in the hospitality industry.  
Give examples of outlets in the hospitality industry.  
AC1.2  
State different services offered within the hospitality industry. |
| LO2 | AC2.1  
Know the job opportunities within the hospitality industry.  
List job roles in the hospitality industry.  
AC2.2  
List the job opportunities available in the industry. |
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

Learners will need to build up a portfolio showing and / or describing the different types of hospitality outlets within the industry:

e.g. Bed and breakfasts, guest houses, hotels, youth hostels, Cafes, fast food outlets, restaurants, tea rooms, takeaways, school canteens, prisons hospitals, homes for the aged.

**LO2**

Opportunities should be provided for candidates to build up a portfolio / produce notes describing the job opportunities within hospitality and catering.

Catering Roles: e.g. Head chef, pastry chef, sous chef, restaurant manager, wait staff, catering manager, contract caterer.

Hospitality: reception staff, porter, housekeeping, chamber maid, front of house manager, assistant manager, maintenance officer.

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 of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.

Closely related units likely to be delivered along with this are:

- Food Preparation, Cooking and Serving
- Food and Health
- Health, Safety and Hygiene
- Customer service
- Guest Services
- Basic Food Preparation
- Basic Cookery

In developing Individual Learning Plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy Living and Developing Self. As well as course content, it is advisable to think about coverage of associated Assessment Criteria (as illustrated below in some of the examples of tasks).
3.2 Resources

Careers information

Local newspapers

Text books

WJEC Hospitality and Catering – Heinemann
Hospitality and Catering for GCSE – Hodder Education

College prospectus

Internet web-sites

www.careers.ed.ac.uk
www.caterer.com
www.mycateringjobs.com

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units (e.g. Food and Health)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning story boards. Portfolios, recordings, videos of role play.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

(a) Tasks Specific to Working in Hospitality and Catering

LO1, LO2 may be assessed by candidates completing set tasks as suggested below.

This work could be completed individually or in small groups to suit the needs of the students and the centre.

LO1

Task: Produce a portfolio / brochure to show the different types of hospitality outlets in the area where you live or go to school.

You may wish to collect information by:

- Going on a field trip – walk around local town
- Internet research
- Looking in Holiday brochures
- Local newspapers.
LO2

Task: Produce a booklet or a wall chart which may be used at the Year 9 or Year 11 option evening in your school / college to show the different employment opportunities available within the hospitality industry.

You may wish to collect information by:

- Internet job search
- Visiting local employers or local
- Contacting the careers guidance department.

LO1 and LO2

Task: Design a matching game that year 10 class could use to learn about:

(1) The different types of establishments that offer hospitality services
Or
(2) The different roles within the hospitality industry

(b) Tasks Providing Evidence for Other Units / extension tasks

Task: Imagine you are opening a new hotel in your local area and need to employ staff.

Write an advert for the local paper for stating the qualities you would be looking for in:

(i) Wait staff
(ii) Receptionist
(iii) A head chef

(centre to choose staff suitable for the candidates to relate to).

Task: Carry out a role play activity to interview a person for a specific job in the new restaurant you own. List the questions you will need to ask to find out if they are suitable for the post.

Food Preparation, Cooking & Serving

Task: A young married couple have a limited budget. Plan and cook two dishes which would be suitable for their evening meal.

Task: You and your four-year-old brother are going out for the day. Prepare and pack a suitable lunch for both of you.

Task: Your best friend, who is a vegetarian, is coming to lunch. Prepare and serve two dishes she would enjoy.

Task: As a student, you have limited time to prepare meals. Use some convenience foods to help in preparing a healthy two-course evening meal for yourself and a friend.
Food and Health

Task: You have invited a friend, who is trying to lose weight, for lunch. Prepare and cook a two-course main meal for both of you.

Task: Fruit and vegetables are a good source of vitamins and minerals and help to give variety in the diet. Prepare and serve two dishes using fruit and/or vegetables.

Task: To encourage a healthier diet, we are recommended to use foods which are high in dietary fibre. Cook and serve one savoury and one sweet dish which are high in fibre (NSP).

Health, Safety and Hygiene

Task: Many items of modern equipment save time and energy. Show how the use of one item of equipment can help you prepare a 2 course meal more efficiently.

Task: Plan and make a selection of dishes which could be served at an end-of-term buffet at your local youth club, include sweet and savoury dishes.

Task: Produce a revision booklet for year 7-9 students on: “All there is to know about Food Poisoning “
You will need to include: causes of food poisoning, types of food poisoning, and rules to remember to prevent food poisoning.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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.
### INTRODUCTION TO THE HOSPITALITY INDUSTRY – ENTRY 3

**ASSESSMENT RECORD**

<table>
<thead>
<tr>
<th>Candidate Name ____________________</th>
<th>Candidate No. ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre Name ________________________</td>
<td>Centre No. ______________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Give examples of outlets in the hospitality industry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.2 State different services offered within the hospitality industry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 List job roles in the hospitality industry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.2 List the job opportunities available in the industry.</td>
<td></td>
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</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________

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**Teacher:** _____________________________ **Date:** ___________________________

**Moderator:** ___________________________ **Date:** ___________________________
Title: Serving Food and Drink

Unit Ref No. F/502/4835
Entry Code: 6169/E3
Level: Entry 3
Credit value: 2

Unit aim: This unit introduces the learner to food and drink service and involves working with others to serve food and drink, assisting in the preparation/assembly of food and drink and assisting in the safe and hygienic

<table>
<thead>
<tr>
<th>Learning outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| LO1 | AC1.1 List the stages in serving the customer food and drink.  
AC1.2 Serve food and drink to customers, politely, safely and hygienically. |
| Be able to serve food and drink to customers. | |
| LO2 | AC2.1 State how to work well as part of a food and drink service team.  
AC2.2 Work with others to serve food and drink.  
AC2.3 Assist in the preparation/assembly of food and drink.  
AC2.4 Assist in the safe and hygienic preparation, maintenance and cleaning of service areas. |
| Be able to work as part of a food and drink service team. | |
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**For LO1, LO2 and LO3**

Learners will need to gain experience of serving food and drink to customers within the centre and or when on a work placement within the hospitality Industry.

Opportunities should be provided for candidates to build up a portfolio / produce notes on the stages involved in serving food and drink, the importance of team work within the hospitality industry and how to maintain and prepare a food and drink service area.

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 of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with this are:

- Food Preparation, Cooking and Serving
- Food and Health
- Health, Safety and Hygiene
- Introduction to the Hospitality Industry
- Customer service in the hospitality Industry
- Guest Services
- Basic Food Preparation
- Basic Cookery

In developing Individual Learning Plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy Living and Developing Self. As well as course content, it is advisable to think about coverage of associated Assessment Criteria (as illustrated below in some of the examples of tasks).
3.2 Resources

Careers information

Local newspapers

Text books:  WJEC Hospitality and Catering – Heinemann
Hospitality and Catering for GCSE – Hodder Education

College prospectus

Internet web-sites:  www.careers.ed.ac.uk
www.caterer.com
www.mycateringjobs.com

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units (e.g. Food and Health)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning story boards. Portfolios, recordings, videos of role play.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

(a) Tasks Specific to serving food and drink

LO’s can be covered by candidates interacting appropriately with customers within the centre or on work placement and certified via witness statements

Task: Produce a leaflet showing the stages involved in serving food and drinks to a customer

Task: Present food and drinks to customers in a range of ways e.g. Coffee mornings, cake sales, buffet lunches, sit down lunches

Task: Imagine you are opening a new hotel in your local area and need to employ staff.

Write an advert for the local paper for stating the qualities you would be looking for in:

(i) Wait staff
(b) Tasks Providing Evidence for Other Units / extension tasks

Introduction to the hospitality Industry

Task: Produce a portfolio / brochure to show the different types of hospitality outlets in the area where you live or go to school.

You may wish to collect information by:

Going on a field trip – walk around local town
Internet research
Looking in Holiday brochures
Local newspapers.

Task: Produce a booklet or a wall chart which may be used at the Year 9 or Year 11 option evening in your school / college to show the different employment opportunities available within the hospitality industry.

You may wish to collect information by:

Internet job search
Visiting local employers or local
Contacting the careers guidance department.

Task: Design a matching game that year 10 class could use to learn about:

(1) The different types of establishments that offer hospitality services
Or
(2) The different roles within the hospitality industry

Task: Carry out a role play activity to interview a person for a specific job in the new restaurant you own. List the questions you will need to ask to find out if they are suitable for the post.

Food Preparation, Cooking & Serving

Task: A young married couple have a limited budget. Plan and cook two dishes which would be suitable for their evening meal.

Task: You and your four-year-old brother are going out for the day. Prepare and pack a suitable lunch for both of you.

Task: Your best friend, who is a vegetarian, is coming to lunch. Prepare and serve two dishes she would enjoy.

Task: As a student, you have limited time to prepare meals. Use some convenience foods to help in preparing a healthy two-course evening meal for yourself and a friend.
Food and Health

Task: You have invited a friend, who is trying to lose weight, for lunch. Prepare and cook a two-course main meal for both of you.

Task: Fruit and vegetables are a good source of vitamins and minerals and help to give variety in the diet. Prepare and serve two dishes using fruit and/or vegetables.

Task: To encourage a healthier diet, we are recommended to use foods which are high in dietary fibre. Cook and serve one savoury and one sweet dish which are high in fibre (NSP).

Health, Safety and Hygiene

Task: Many items of modern equipment save time and energy. Show how the use of one item of equipment can help you prepare a 2 course meal more efficiently.

Task: Plan and make a selection of dishes which could be served at an end-of-term buffet at your local youth club, include sweet and savoury dishes.

Task: Produce a revision booklet for year 7-9 students on: “All there is to know about Food Poisoning “ You will need to include: causes of food poisoning, types of food poisoning, and rules to remember to prevent food poisoning.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

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- Internal Assessment and External Moderation
- Awarding and Reporting
- Issue of Results
- Access Arrangements
- Post-Results Services.
# SERVING FOOD AND DRINK – ENTRY 3

**ASSESSMENT RECORD**

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 List the stages in serving the customer food and drink.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.2 Serve food and drink to customers, politely, safely and hygienically.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 State how to work well as part of a food and drink service team.</td>
<td></td>
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<tr>
<td></td>
<td>AC2.2 Work with others to serve food and drink.</td>
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<td></td>
<td>AC2.3 Assist in the preparation/assembly of food and drink.</td>
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<tr>
<td></td>
<td>AC2.4 Assist in the safe and hygienic preparation, maintenance and cleaning of service areas.</td>
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</tr>
</tbody>
</table>

**General Comments**

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Teacher: _____________________________ Date: _____________________________

Moderator: ___________________________ Date: _____________________________
**Title:** Customer Service in the Hospitality Industry  
**Unit Ref No.:** D/502/4874  
**Entry Code:** 6170/E3  
**Level:** Entry 3  
**Credit value:** 1  

**Unit aim:** Learners will learn the importance of good customer service and methods of communicating positively in routine situations. They will be required to present themselves appropriately in order to serve customers.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
</tbody>
</table>
| LO1 Know the importance of good customer service. | AC1.1  
State why good customer service is important. |
| LO2 Be able to communicate with customers. | AC2.1  
Communicate positively in routine situations (to include verbal and non-verbal). |
| LO3 Know the importance of good personal presentation. | AC3.1  
Give examples of good personal presentation.  
AC3.2  
Present self appropriately to serve customers. |
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**For LO1, LO2 and LO3**

Learners will need to gain experience of working with customers within the centre and or when on a work placement within the hospitality Industry

Opportunities should be provided for candidates to build up a portfolio / produce notes on the importance of good customer service, communication skills used within the hospitality industry and skills needed to offer a good service.

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 of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners.

For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.

Closely related units likely to be delivered along with this are:

- Food Preparation, Cooking and Serving
- Food and Health
- Health, Safety and Hygiene
- Introduction to the Hospitality Industry
- Guest Services
- Basic Food Preparation
- Basic Cookery

In developing Individual Learning Plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy Living and Developing Self. As well as course content, it is advisable to think about coverage of associated Assessment Criteria (as illustrated below in some of the examples of tasks).
3.2 **Resources**

Careers information

Local newspapers

**Text books**

WJEC Hospitality and Catering – Heinemann

Hospitality and Catering for GCSE – Hodder Education

College prospectus

**Internet web-sites**

www.careers.ed.ac.uk

www.caterer.com

www.mycateringjobs.com

4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units (e.g. Food and Health)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning story boards. Portfolios, recordings, videos of role play.

Overall comments will be summarised on the Record Form.
4.2 Examples of Tasks

(a) Tasks Specific to Customer Service in the Hospitality Industry

LO’s can be covered by candidates interacting appropriately with customers within the centre or on work placement and certified via witness statements.

Task: Produce a leaflet on the importance of good customer service

Task: In groups / pairs write a short sketch showing good and bad customer service skills which you could present to the class.

Task: Imagine you are opening a new hotel in your local area and need to employ staff.

Write an advert for the local paper for stating the qualities you would be looking for in:

(i) Wait staff
(ii) Receptionist
(iii) A head chef

(centre to choose staff suitable for the candidates to relate to).

(b) Tasks Providing Evidence for Other Units / extension tasks

Introduction to the hospitality Industry

Task: Produce a portfolio / brochure to show the different types of hospitality outlets in the area where you live or go to school.

You may wish to collect information by:

• Going on a field trip – walk around local town
• Internet research
• Looking in Holiday brochures
• Local newspapers.

Task: Produce a booklet or a wall chart which may be used at the Year 9 or Year 11 option evening in your school / college to show the different employment opportunities available within the hospitality industry.

You may wish to collect information by:

• Internet job search
• Visiting local employers or local
• Contacting the careers guidance department.
Task: Design a matching game that year 10 class could use to learn about:

(1) The different types of establishments that offer hospitality services
Or
(2) The different roles within the hospitality industry

Task: Carry out a role play activity to interview a person for a specific job in the new restaurant you own. List the questions you will need to ask to find out if they are suitable for the post.

Food Preparation, Cooking & Serving

Task: A young married couple have a limited budget. Plan and cook two dishes which would be suitable for their evening meal.

Task: You and your four-year-old brother are going out for the day. Prepare and pack a suitable lunch for both of you.

Task: Your best friend, who is a vegetarian, is coming to lunch. Prepare and serve two dishes she would enjoy.

Task: As a student, you have limited time to prepare meals. Use some convenience foods to help in preparing a healthy two-course evening meal for yourself and a friend.

Food and Health

Task: You have invited a friend, who is trying to lose weight, for lunch. Prepare and cook a two-course main meal for both of you.

Task: Fruit and vegetables are a good source of vitamins and minerals and help to give variety in the diet. Prepare and serve two dishes using fruit and/or vegetables.

Task: To encourage a healthier diet, we are recommended to use foods which are high in dietary fibre. Cook and serve one savoury and one sweet dish which are high in fibre (NSP).

Health, Safety and Hygiene

Task: Many items of modern equipment save time and energy. Show how the use of one item of equipment can help you prepare a 2 course meal more efficiently.

Task: Plan and make a selection of dishes which could be served at an end-of-term buffet at your local youth club, include sweet and savoury dishes.
**Task:** Produce a revision booklet for year 7-9 students on: "All there is to know about Food Poisoning"

You will need to include: causes of food poisoning, types of food poisoning, and rules to remember to prevent food poisoning.

4.3 **Recording**

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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.
<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| LO1| AC1.1  
State why good customer service is important                                      |     |          |
| LO2| AC2.1  
Communicate positively in routine situations (to include verbal and non-verbal). |     |          |
|    | AC3.1  
Give examples of good personal presentation.                                       |     |          |
|    | AC3.2  
Present self appropriately to serve customers.                                    |     |          |

General Comments

_________________________________________________________________________
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Teacher: ___________________________ Date: ___________________________

Moderator: ___________________________ Date: ___________________________
<table>
<thead>
<tr>
<th>Title: Health, Safety and Hygiene</th>
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<tbody>
<tr>
<td>Unit Ref No.: K/600/8932</td>
</tr>
<tr>
<td>Entry Code: 6172/E2</td>
</tr>
<tr>
<td>Level: Entry 2</td>
</tr>
<tr>
<td>Credit value: 3</td>
</tr>
<tr>
<td>Unit aim: This unit aims to help learners to acquire a knowledge and understanding of safety and hygiene when preparing, cooking and serving food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
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</tr>
<tr>
<td>LO1</td>
<td>AC1.1</td>
</tr>
<tr>
<td>Be able to make informed decisions regarding safe and hygienic working practices.</td>
<td>Work safely and hygienically during practical sessions.</td>
</tr>
<tr>
<td></td>
<td>AC1.2</td>
</tr>
<tr>
<td>Identify general hygiene and safety points.</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1</td>
</tr>
<tr>
<td>Understand the most common causes and types of food poisoning.</td>
<td>Name the main causes of food poisoning.</td>
</tr>
<tr>
<td></td>
<td>AC2.2</td>
</tr>
<tr>
<td>State 3 main types of food poisoning.</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1</td>
</tr>
<tr>
<td>Understand the main symptoms of food poisoning and be aware of the effects of food poisoning on health.</td>
<td>Describe the main symptoms of food poisoning.</td>
</tr>
<tr>
<td></td>
<td>AC3.2</td>
</tr>
<tr>
<td>Make simple reference to the effect of food poisoning on a person’s health.</td>
<td></td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

Provide opportunities for candidates to prepare, cook and serve food.

Candidates should demonstrate good personal and food hygiene skills and work safely and have the topic constantly reinforced during practical sessions.

Provide opportunities for candidates to highlight errors, bad practice from staged demonstrations, videos, pictures etc.

Students to produce posters / charts / leaflets to show knowledge of:

Hygiene and safety rules: personal and kitchen.

**LO2**

Students to produce posters / charts / leaflets to show knowledge of:

Main causes (microbial, physical, chemical)

Common Types of food poisoning: Salmonella, Clostridium perfringents, Staphylococcus Aureus

High risk foods: Cooked meats and poultry and meat products
Dairy products
Eggs and products made from raw eggs
Shellfish and seafoods.

**LO3**

Students to be provided with the knowledge so they can identify food poisoning symptoms:

- e.g. Abdominal pain
  - Vomiting
  - Diarrohea
  - High temperatures

and briefly explain how this may affect a person's short term and long term health.
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 of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.

Closely related units likely to be delivered along with Health, Safety and Hygiene:

- Working in Hospitality and Catering
- Food Preparation, Cooking and Serving
- Food and Health
- Science around the home (2011 start)
- Food Science (2011 start)

In developing Individual Learning Plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy Living and Developing Self. As well as course content, it is advisable to think about coverage of associated Assessment Criteria (as illustrated below in some of the examples of tasks).

3.2 Resources

WJEC Food Studies Resource booklet

**Text books**

Food Safety your questions answered – food safety advisory service

The food hygiene handbook – Highfield

Videos e.g. Bad Food live (FSA publication)

**Internet websites**

www.food.gov.uk

http://www.e-bug.eu/ebug_secret.nsf/England-Primary-Pack/eng_eng_j_wp_pk_fh__-Food-

www.kidsandcooking.co.uk/TeachingKidsFoodHygiene.htm

www.eatwell.gov.uk/healthissues/foodpoisoning/

www.nhs.uk/conditions/Food-poisoning

4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units (e.g. Food and Health)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning story boards. Portfolios, recordings, videos of role play.

Teachers' comments will be evidence of students working safely and hygienically during practical sessions.

Overall comments will be summarised on the Record Form.

4.2 **Examples of Tasks**

(a) **Tasks Specific to Health, Safety and Hygiene**

*(practical tasks for any unit may be used to assess various aspects of LO1)*

**Task:** Many items of modern equipment save time and energy. Show how the use of one item of equipment can help you prepare a 2 course meal more efficiently.

**Task:** Plan and make a selection of dishes which could be served at an end-of-term buffet at your local youth club, include sweet and savoury dishes.

LO2 and LO3

**Task:** Produce a simple booklet for year 7-9 students on: “All there is to know about Food Poisoning “

You will need to include: causes of food poisoning, types of food poisoning, and rules to remember to prevent food poisoning.
(b) Tasks Providing Evidence for Other Units / extension work

**Food Preparation, Cooking & Serving**

**Task:** A young married couple have a limited budget. Plan and cook two dishes which would be suitable for their evening meal.

**Task:** You and your four-year-old brother are going out for the day. Prepare and pack a suitable lunch for both of you.

**Task:** Your best friend, who is a vegetarian, is coming to lunch. Prepare and serve two dishes she would enjoy.

**Task:** As a student, you have limited time to prepare meals. Use some convenience foods to help in preparing a healthy two-course evening meal for yourself and a friend.

**Food Preparation**

**Task:** Keep a diary / photographic evidence / recipe book of the dishes you have made and make a note of important points that need to be considered when preparing and storing the item prior to serving.

**Basic Cookery**

**Task:** Keep a diary / photographic evidence / recipe book of the dishes you have made and record what went well and how you would improve it if you made it again.

**Food Science**

**Task:** Eggs have many different uses when preparing meals. Prepare and serve two dishes which show different uses of eggs.

**Task:** Many different kinds of cereals are used when preparing meals. Prepare, cook and serve two dishes which show the use of different cereals.

**Food and Health**

**Task:** You have invited a friend, who is trying to lose weight, for lunch. Prepare and cook a two-course main meal for both of you.

**Task:** Fruit and vegetables are a good source of vitamins and minerals and help to give variety in the diet. Prepare and serve two dishes using fruit and/or vegetables.

**Task:** To encourage a healthier diet, we are recommended to use foods which are high in dietary fibre. Cook and serve one savoury and one sweet dish which are high in fibre (NSP).
Introduction to the Hospitality Industry

**Task:** Produce a portfolio / brochure to show the different types of hospitality and catering establishments in the area where you live or go to school.

You may wish to collect information by:

- Going on a field trips – walk around local town
- Internet research
- Looking in Holiday brochures
- Local newspapers.

**Task:** Produce a booklet or a wall chart which may be used at the Year 9 or Year 11 option evening in your school / college to show the different employment opportunities available within the hospitality and catering industry.

You may wish to collect information by:

- Internet job search
- Visiting local employers or local
- Contacting the careers guidance department.

**Task:** Design a matching game that year 10 class could use to learn about:

1. The different types of establishments that offer hospitality or catering services
2. The different roles within the hospitality and catering industry.

**Task:** Imagine you are opening a new hotel in your local area and need to employ staff.

Write an advert for the local paper for stating the qualities you would be looking for in:

1. Wait staff
2. Receptionist
3. A head chef

(centre to choose staff suitable for the candidates to relate to).

**Task:** Carry out a role play activity to interview a person for a specific job in the new restaurant you own. List the questions you will need to ask to find out if they are suitable for the post.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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.
### HEALTH, SAFETY AND HYGIENE – ENTRY 2

**ASSESSMENT RECORD**

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Work safely and hygienically during practical sessions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.2 Identify common hygiene and safety points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Name the main causes of food poisoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.2 State 3 main types of food poisoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Describe the main symptoms of food poisoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.2 Make simple reference to the effect of food poisoning on a person’s health.</td>
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</tbody>
</table>

**General Comments**

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Teacher: ___________________________ Date: ___________________________

Moderator: ___________________________ Date: ___________________________
<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria Entry 2</th>
<th>Assessment Criteria Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit the learner will</strong></td>
<td>Assessment of the learning outcome will require the learner to demonstrate that they can:</td>
<td>Assessment of the learning outcome will require the learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1</td>
<td>AC1.1 List the requirements of plants for healthy growth.</td>
<td>AC1.1 State the requirements of plants to maintain healthy growth.</td>
</tr>
<tr>
<td>Know the requirements of plants for healthy growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Assist in the preparation of a seed bed.</td>
<td>AC2.1 Select appropriate tools to prepare a seed bed.</td>
</tr>
<tr>
<td>Be able to propagate a plant.</td>
<td>AC2.2 Follow instructions to sow seeds for one type of plant.</td>
<td>AC2.2 Select an appropriate sowing technique to sow two different types of seed.</td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Assist in the care of seedlings.</td>
<td>AC3.1 Use appropriate techniques to care for seedlings.</td>
</tr>
<tr>
<td>Be able to care for a plant, maintaining healthy growth.</td>
<td>AC3.2 Follow instructions to maintain the healthy growth of a plant.</td>
<td>AC3.2 Care for a plant to maintain healthy growth.</td>
</tr>
<tr>
<td>LO4</td>
<td>AC4.1 Produce a food or flower crop from seed.</td>
<td>AC4.1 Harvest a food or flower crop from seed or from cuttings.</td>
</tr>
<tr>
<td>Be able to produce a food/flower crop.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:
- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

Requirements of a plant for healthy growth (to include requirement for germination)
- Water
- Warmth
- Light
- Plant food
- Control weeds/pests

*Learners should demonstrate their knowledge by examining the requirements of a particular plant.*

**LO2**

- Positioning and preparation of seed beds/seed trays;
- Use of propagators to germinate seeds;
- Spacing of seeds;
- Seed depth.

*Learners should demonstrate their skills by propagating a particular plant.*

**LO3**

- Repot;
- Thin out;
- Plant food/fertilisers;
- Water requirements;
- Identify common plant pests/diseases of plants (e.g. greenfly, 'rust');
- Control common pests;
- Identify common weeds/Control weeds

*Learners should demonstrate their skills by propagating and maintaining healthy growth in one plant/crop.*

**LO4**

- Produce one or more food/flower crops to show basic principles of control and management;
- Harvesting.

(This list is by no means exhaustive)
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with Introduction to Plant care are:

- Introduction to Land Maintenance
- Introduction to Animal Care
- Science and the Plant World*
- Habitat and Adaption*

*Available from September 2011

3.2 Resources

Resources

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers.

Books

Gardening Books.
e.g. RHS Gardening Through the Year ISBN-13: 978-1405308922

Websites

http://www.garden.org/plantguide/
http://www.plantcare.com/gardening-guides/
http://www.flowers.org.uk/plants/plants-index.htm
http://www.complete-gardens.co.uk/online/online-gardening-videos.php
NGFL resources: http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-land_studies
4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In practice, ways of demonstrating that the criteria have been met will depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. Further guidance is given in the section ‘Delivery and Assessment’. However, the following types of evidence are likely to feature:

- photographic history of learners carrying out work;
- diary of work;
- witness statements;
- Presentations/ Posters produced by the learners
- written work;
- story boards;
- evaluation sheets;
- records of oral questions;

4.2 **Examples of Tasks**

(a) **Tasks specific to Introduction to Plant Care**

Task 1: Produce a poster showing a flowering plant and provide information on what the plant needs for healthy growth.

Task 2: Design a leaflet, showing a variety of garden tools and the functions of each.

Task 3: Design a flow diagram to show the stages in the preparation of a seed bed.

Task 4: Your school / college entrance would like you to provide a display of plants. On a plan of the area, show which plants you would choose and where you would position them.

Task 5: Complete a weekly (photographic) diary, recording all the work you have done to produce a food or flower crop, from seed (or cutting) to harvesting. Make sure that your diary contains photographs of you:

- Preparing a seed bed
- Sowing seeds
- Caring for seedlings (e.g. watering)
- ‘Feeding’ plants
- Weeding or checking for pests
- Harvesting a food crop or flowers
(b) Extension Tasks/ Tasks Providing Evidence for Other Units:

Task 1: Design an area for planting (Land Maintenance E3 AC3.1).

Task 2: The school/college grounds has a problem with a particular weed or pest. Using books or the internet, gather information on how the weed / pest may be controlled. Display your findings on a poster or leaflet. (Land Maintenance AC1.1 Describe how to carry out maintenance of planted areas.)

Task 3: Visit your local garden centre. Look at the fertilizers, weed killers and pesticides that they sell. Choose one from each category and find out:
- What it does
- The type of plants it is suitable for
- How it is to be applied
- The cost of the product
- Safety instructions.

Task 4: Set up a plant display in an area of your school / college which shows how you care for plants at different times during the season. (Land maintenance E3, AC2.1 Describe a calendar of maintenance for planted areas).

Task 5: Using seed catalogues, books and the internet, research food or flower crops. Make a booklet of the varieties that you would like to grow. You could include for each type:
- When to sow seeds
- How to care for the seedlings
- Requirements for healthy growth (Science and the Plant World AC2.1 factors affecting plant growth)
- Harvesting time.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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
## PLANT CARE – ENTRY 2
### ASSESSMENT RECORD

<table>
<thead>
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</tr>
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<tbody>
<tr>
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<td>AC1.1 List the requirements of plants for healthy growth</td>
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<td>LO2</td>
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<td>AC3.1 Assist in the care of seedlings.</td>
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</tr>
<tr>
<td>LO4</td>
<td>AC4.1 Produce a food or flower crop from seed.</td>
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</tbody>
</table>

**General Comments**

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**Teacher:** ________________________________  **Date:** ________________________

**Moderator:** ______________________________  **Date:** ________________________
### PLANT CARE – ENTRY 3

#### ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment</th>
<th>Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1</td>
<td>State the requirements of plants to maintain healthy growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1</td>
<td>Select appropriate tools and prepare a seed bed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.2</td>
<td>Select an appropriate sowing technique to sow two different types of seed.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>AC2.3</td>
<td>Correctly position a plant for healthy growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1</td>
<td>Select and use appropriate techniques to care for seedlings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.2</td>
<td>Care for a plant to maintain healthy growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.3</td>
<td>Control a common weed or pest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>AC4.1</td>
<td>Harvest a food or flower crop from seed or from cuttings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### General Comments

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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

6200 - Introduction to Plant Care E2&3/ED
**Title:** Introduction to Land Maintenance

**Unit Ref. No.:**
- Entry 2: H/601/3529
- Entry 3: Y/601/3530

**Entry Code:** 6201/E2/E3

**Level:** Entry 2 / 3

**Credit value:** 3

**Unit aim:** This unit aims to help develop learners’ skills and knowledge of maintaining planted areas.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria Entry 2</th>
<th>Assessment Criteria Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td><strong>Know how to maintain a planted area.</strong></td>
<td><strong>AC1.1</strong> Identify the tools required to carry out maintenance of planted areas.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.1</strong> State the best time to carry out maintenance activities in the garden.</td>
<td><strong>AC1.1</strong> State the best time to carry out maintenance activities in the garden.</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td><strong>Know when to carry out maintenance of planted areas.</strong></td>
<td><strong>AC1.1</strong> State the best time to carry out maintenance activities in the garden.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.1</strong> State the best time to carry out maintenance activities in the garden.</td>
<td><strong>AC2.1</strong> Describe a calendar of maintenance for planted areas.</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td><strong>Be able to plant an area for a purpose.</strong></td>
<td><strong>AC3.1</strong> Design an area for planting.</td>
</tr>
<tr>
<td></td>
<td><strong>AC3.1</strong> Suggest plants for a design.</td>
<td><strong>AC3.2</strong> Follow a design to plant an area.</td>
</tr>
<tr>
<td></td>
<td><strong>AC3.2</strong> Assist in the planting of an area.</td>
<td><strong>AC3.2</strong> Follow a design to plant an area.</td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td><strong>Be able to maintain planted areas.</strong></td>
<td><strong>AC4.1</strong> Select and use appropriate tools for the maintenance of planted areas.</td>
</tr>
<tr>
<td></td>
<td><strong>AC4.1</strong> Use tools to assist in the maintenance of planted areas.</td>
<td><strong>AC4.2</strong> Carry out maintenance of planted areas.</td>
</tr>
<tr>
<td></td>
<td><strong>AC4.2</strong> Carry out maintenance of planted areas.</td>
<td><strong>AC4.3</strong> Perform tests on soil.</td>
</tr>
</tbody>
</table>
2. Amplification of Content

The following suggestions should be considered in the context of:
- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

Learners should know how to carry out maintenance activities for at least one planted area.

Planted areas

Planted areas may include:

- indoor garden, paved areas, formal, cottage gardens rock gardens, window box, hanging basket, grassland, parkland and lawns.

Tools

Learners must be able to recognise appropriate tools for at least one type of land maintenance.

Maintenance Activities

Learners should carry know about at least two maintenance activities. Examples of maintenance include:

- Weed control;
- Use of fertilises;
- Repairing damaged areas;
- Pruning of shrubs/trees;
- Lawn care (e.g. moss control, repairing damaged edges, aerating lawn)
- Soil care (e.g. drainage, acidity)

LO2

Calendar for the care for planted area

- Learners must cover at least one aspect of the gardening calendar. Examples may include:
  - Calendar for the care of grassed areas
  - Calendar for the care of shrubs/trees (e.g. pruning, topiary, removing a branch)
  - Calendar for the care of flower beds/vegetable garden
LO3

Creating a design

- Learners need to identify suitable plants for at least one type of planted area
- Design requires consideration of:
  - Height;
  - Colour;
  - Flowering time.

Planting an area

Learners should have opportunity to plant two different areas. Suggested planting areas can be found under LO1.

LO4

Planted areas

Examples are given in LO1

Maintenance of planted areas

Routine maintenance for planted areas involves:

- Weed control (e.g. moss control in a lawn)
- Use of fertilisers;
- Repairing damaged areas (e.g. damaged edges to lawns, removing dead plants)
- Soil care (e.g. drainage, acidity)
- Plant care (e.g. pruning of shrubs/trees)

Learners must maintain at least one type of planted area

Tools for maintenance

Learners will need to use appropriate tools for carrying out two maintenance activities different planted areas.

Soil Tests

Learners who are working towards Entry Level 3 must also be able to carry out simple soil tests.

Learners must cover two tests from:

- pH of soil;
- NPK test;
- Water content;

(This list is by no means exhaustive)
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with Introduction to Animal care are:

Introduction to Animal Care
Introduction to Plant Care
Habitat and Adaption*
Science and the Plant World*

*These units will be available from September 2011

3.2 Resources

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers.

Books

Websites
http://www.complete-gardens.co.uk/online/online-gardening-videos.php
NGFL resources: http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-land_studies
http://www.dgsgardening.btinternet.co.uk/index.htm
http://www.rhs.org.uk/advice/profiles0401/lawn_care_spring_summer.asp
http://www.bbc.co.uk/gardening/basics/techniques/pruning_index.shtml
http://www.bbc.co.uk/gardening/design/
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In practice, ways of demonstrating that the criteria have been met will depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. Further guidance is given in the section ‘Delivery and Assessment’. However, the following types of evidence are likely to feature:

- photographic history/diary of learners carrying out work;
- witness statements;
- written work;
- story boards;
- presentations/posters produced by the learners
- evaluation sheets;
- records of oral questions.

4.2 Examples of Tasks

(a) Tasks specific to Land Maintenance

Task 1: Design a leaflet showing the tools that are needed to maintain a planted area.

Task 2: Complete a seasonal calendar to show when maintenance activities for your planted area must be carried out.

Task 3: Using seed catalogues, choose a variety of plants for your planted area. Make a scrap book of pictures of your chosen plants, include notes on height, colour and flowering time of your plants and any other information you think is important.

Task 4: Design and plant an area (e.g. small garden, organising pots on a paved area, large pot, hanging basket) for planting. On your design show which plants you would use and where you would position them (your scrap book will be useful for this task).

Task 5: Produce a poster to show how at least two maintenance activities on a lawn/grassed area. Have a photographic record of yourself made carrying out maintenance of a lawn. (Maintenance could be carried out on a variety of different planted areas other than lawns. Maintenance activities could include pruning a shrub; weeding an area, dead heading flowers etc).

Task 6: Use a soil testing kit to measure the pH of soil. Keep a record of the results.
(b) Extension Tasks/Tasks Providing Evidence for Other Units

Task 1: Design a leaflet, showing a variety of garden tools that are used to plant an area (Introduction to Plant Care. AC2.1 Select appropriate tools and prepare a seed bed).

Task 2: Design a poster showing the requirements a planted area has for healthy growth (AC1.1 State the requirements of plants to maintain healthy growth).

Task 3: Research different methods of controlling weeds. Choose the method suitable for your area and make a poster about the product / method. (Introduction to Plant Care. AC3.3 Control a common weed or pest).

Task 4: A relative has moved into a brand new house and is keen to develop the garden. She needs to carry out soil tests, but is unsure of the procedure. Test the garden soil for N, P and K and find out the pH. Write them a letter or e-mail them with your findings.

Task 5: Your local council is planning a new park in your area. The park needs to have areas for dog walkers, a children's playground, ball games, seating, picnic benches and flower beds. In a group, produce a design which would satisfy the needs of all the people who would use the park.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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
## Land Maintenance – Entry 2

### Assessment Record

Candidate Name _____________________________________   Candidate No._________

Centre Name ________________________________________  Centre No.____________

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC 1.1 Identify the tools required to carry out maintenance of planted areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 State the best time to carry out maintenance activities in the garden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Suggest plants for a design</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>AC3.2 To assist in the planting of an area.</td>
<td></td>
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</tr>
<tr>
<td>LO4</td>
<td>AC4.1 Use tools assist in the maintenance of planted areas.</td>
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</tr>
</tbody>
</table>

### General Comments

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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
**LAND MAINTENANCE – ENTRY 3**

**ASSESSMENT RECORD**

Candidate Name _____________________________________   Candidate No._________

Centre Name ________________________________________  Centre No.____________

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Describe how to carry out maintenance of planted areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Describe a calendar of maintenance for planted areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Design an area for planning</td>
<td></td>
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<td>AC3.2 Follow a design to plant an area</td>
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<tr>
<td>LO4</td>
<td>AC4.1 Select and use appropriate tools for the maintenance of planted areas</td>
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**General Comments**

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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

6201 - Introduction to Land Maintenance - E2&3/ED
# Introduction to Animal Care

## Unit Ref. No.: Entry 2: Y/601/3527  
Entry 3: D/601/3528  
Entry Code: 6202/E2/E3  
Level: Entry 2 / 3  
Credit value: 3

### Unit aim:
This unit aims to enable learners to gain skills and understanding of the basic requirements of caring for an animal.

## Learning outcomes

<table>
<thead>
<tr>
<th>To be awarded credit for this unit the learner will</th>
<th>Assessment Criteria Entry 2</th>
<th>Assessment Criteria Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 Know basic animal requirements.</td>
<td>AC1.2 List a minimum of three basic ‘animal needs’ for survival.</td>
<td>AC1.1 Describe a minimum of three basic ‘animal needs’ for survival.</td>
</tr>
<tr>
<td>LO2 Know how to care for animals.</td>
<td>AC2.1 State how often an animal need feeding.</td>
<td>AC2.2 Describe the food and watering requirements of an animal.</td>
</tr>
<tr>
<td></td>
<td>AC2.2 List symptoms of ill health in an animal.</td>
<td>AC2.3 Identify the typical symptoms of disease or parasitic infection in animals.</td>
</tr>
<tr>
<td></td>
<td>AC2.3 List ways to prevent ill health in an animal.</td>
<td>AC2.4 Describe how to prevent disease or parasitic infection in an animal.</td>
</tr>
<tr>
<td>LO3 Know the purpose in breeding animals.</td>
<td>AC3.1 State a purpose in the selective breeding of an animal.</td>
<td>AC3.1 Describe the purpose in the selective breeding of an animal.</td>
</tr>
<tr>
<td>LO4 Be able to care for animals.</td>
<td>AC4.1 Assist in the care of an animal.</td>
<td>AC4.1 Demonstrate care for an animal.</td>
</tr>
</tbody>
</table>
2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

Basic needs to include:

- Food (energy, health, growth, survival);
- Water (health, growth, survival, good health);
- Housing (shelter, safety, comfort, rest);
- Good environmental conditions (freedom, temperature, light, shelter, social groups).

LO2

Animal care

- Watering;
- Feeding (balanced diet),
- Types of food, methods of feeding;
- How to maintain good environmental conditions (temperature, light, space, ventilation, housing including the placement of housing and bedding);
- Healthcare (Recognising ill health, common diseases and parasites)
- Caring for a sick animal.
- Importance of good hygiene and work practise when caring for animals.
- Duty of care.

*In order to achieve LO2 learners must provide evidence that they have met the criteria by describing the care for a particular animal. The particular animal can be any animal (e.g. locusts, hamsters, cats, guinea pigs, farm animals).*

LO3

- Reproduction in animals;
- Breeding;
- Reasons for selective breeding (e.g. cows – improve milk production, chickens for egg production or meat, cattle for meat production, dog breeding for variety of characteristics);
- Characteristics of different breeds of selected animals.

*In order to achieve LO3 learners must provide evidence that they have met the criteria by describing the care for a particular animal. The particular animal can be any animal (e.g. locusts, hamsters, cats, guinea pigs, farm animals). Ideally this is the animal they used to achieve LO2.*
LO4

Demonstrates care for any type of animal

- Feeding
- Watering
- Monitoring for ill health
- Maintaining suitable environmental conditions
- Good hygiene when caring

_In order to achieve LO4 learners must provide evidence that they have met the criteria by describing the care for a particular animal. The particular animal can be any animal (e.g. locusts, hamsters, cats, guinea pigs, farm animals). Ideally this is the animal they used to achieve LO2 and LO3. The care should extend over a minimum of five days._

_(This list is by no means exhaustive)_
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

Closely related units likely to be delivered along with Introduction to Animal care are:

- Introduction to Plant Care
- Introduction to Land Maintenance
- Habitat and Adaption*
- Science and the Plant World*

*These units will be available from September 2011

3.2 Resources

Resources

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers.

Learners should have access to a range of biology resources that supports the themes covered in this unit.

Websites

http://www.rspca.org.uk/servlet/Satellite?pagename=RSPCA/RSPCARedirect&pg=animalcare
http://www.rspca.org.uk/servlet/Satellite?pagename=RSPCA/AnimalCare/Animals
http://www.colchester-zoo.co.uk/index.cfm?fa=education.secondary (also see other ‘zoo sites’).
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

Ways of demonstrating that the criteria have been met

In practice, ways of demonstrating that the criteria have been met will depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. Further guidance is given in the section ‘Delivery and Assessment’. However, the following types of evidence are likely to feature:

- Photographic record/diary of learners carrying out work;
- Presentations/Posters produced by the learners
- Witness statements,
- Diary of animal care
- Written work;
- Story boards;
- Evaluation sheets;
- Records of oral questions.

4.2 Examples of Tasks

(a) Tasks specific to Introduction to Animal Care.

Task 1: Design a poster to list (and describe) three or more animal needs for survival.

Task 2: For a named animal produce and complete a daily record sheet to track the feeding, watering and daily care needs for that animal.

Task 3: Design a leaflet showing the cause, symptoms, treatment and prevention of a disease or parasitic infection of a named animal.

Task 4: Using books and/or the internet, research selective breeding. Produce a power point presentation to show what you have found out.

Task 5: Complete a daily diary to show that you have successfully looked after a named animal for a period of one week.

(b) Extension Tasks

Task 1: A friend is thinking of buying a pet, but can't decide what breed to choose. Using pictures of two breeds of the chosen animal, label the different characteristics of each breed.

Task 2: Your local primary school is thinking of buying an animal for the children to care for. In a group, discuss suitable animals. Using books and the internet, research and produce a poster of 3 animals, saying why you think each animal is suitable for school children.

Task 3: Your local vet has asked you to make an information leaflet about your favourite animal. The leaflet will be displayed in the surgery for his customers. You will need to include information on housing, feeding, grooming, exercise, health etc.
Task 4: A relative has just had a new pet. They need to register with a local vet, and they ask you for advice:
- Find out the name, address and telephone number of vets in your area.
- Make a list of the services that the veterinary practice offers, and what the charges for these services are.

Task 5: Visit your local farm or small animal centre. Find out the daily care programme for three animals. Write a report on your findings.

Task 6: In a group, design a complete housing, feeding and exercise area for a named animal. Present your ideas to the rest of your class.

Task 7: Carry out a survey to find out which pets are the most popular. Present your findings in a graph.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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
# INTRODUCTION TO ANIMAL CARE – ENTRY 2

## ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 List a minimum of three basic ‘animal needs’ for survival.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 State how often an animal need feeding</td>
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<tr>
<td></td>
<td>AC2.2 List symptoms of ill health in an animal</td>
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<td></td>
<td>AC2.3 List ways to prevent ill health in an animal.</td>
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<tr>
<td>LO3</td>
<td>AC3 .1 State a purpose in the selective breeding of an animal.</td>
<td></td>
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</tr>
<tr>
<td>LO4</td>
<td>AC4.1 Assist in the care of an animal.</td>
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</tbody>
</table>

### General Comments

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**Teacher:** ______________________________  **Date:** __________________________

**Moderator:** ______________________________  **Date:** __________________________


**INTRODUCTION TO ANIMAL CARE – ENTRY 3**

**ASSESSMENT RECORD**

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td>AC1.1 Describe a minimum of three basic 'animal needs' for survival.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>AC2.1 Describe the food and watering requirements of an animal.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>AC2.2 Identify the typical symptoms of disease or parasitic infection in an animal.</td>
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<tr>
<td></td>
<td>AC2.4 Describe how to care for sick animals</td>
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</tr>
<tr>
<td><strong>LO3</strong></td>
<td>AC3.1 Describe the purpose in the selective breeding of an animal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.2 Describe the different characteristics of two different breeds of an animal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td>AC4.1 Demonstrate care for an animal.</td>
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</tbody>
</table>

**General Comments**

________________________________________________________________________
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Teacher: ________________________________  Date: ____________________________
Moderator: ______________________________  Date: ____________________________

6202 - Introduction to Animal Care E2&3/ED
Title: Design and Technology – Designing and Modelling
(Working within one of the following focus areas: Resistant Materials, Textiles, Systems and Control or Graphic Products)

Unit Ref. Nos. Entry 2: K/601/3676 Entry 3: J/601/5306
Entry Codes Entry 2: 6220/E2 Entry 3: 6220/E3
Level: 2/3
Credit value: 4

Unit aim: This unit aims to help learners to acquire the knowledge and skills to design and model a product of their own choosing.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria – Entry 2</th>
<th>Assessment Criteria – Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 Know how to research features of a product suitable for design work.</td>
<td>AC 1.1 Find images of a similar product or products to that chosen for design work. AC1.2 Identify the basic features of a chosen product or products chosen for design work.</td>
<td>AC1.1 Find images of a similar product or products to that chosen for design work. AC1.2 Comment on the key features of a chosen product or products chosen for design work.</td>
</tr>
<tr>
<td>LO2 Be able to create a design brief and specification.</td>
<td>AC2.1 Create a basic design brief for the planned product. AC2.2 Identify some important points that will need to be considered in the design of the chosen product.</td>
<td>AC2.1 Create a design brief for the planned product. AC2.2 Write a design specification for the chosen product. AC2.3 Explain the purpose of the planned product.</td>
</tr>
<tr>
<td>LO3 Be able to present design ideas.</td>
<td>AC3.1 Communicate initial creative ideas. AC3.2 Identify a suitable design for modelling.</td>
<td>AC 3.1 Communicate creative design ideas using, 2D/ 3D sketches or drawings. AC3.2 Produce a working drawing. AC 3.3 Select a design and show how it meets the brief.</td>
</tr>
</tbody>
</table>
2. Amplification of Content

**LO1** – Know how to research features of a product suitable for design work.

Amplification; this could be done by group work, question and answer, practical illustrations, exemplar material.

- Discuss the types and forms of research.
- How to present research.
- How to identify key features: weight, shape, colour, material, texture size etc.
- Personal likes and dislikes.

**LO2** – Be able to create a design brief and specification.

- Review given briefs. (To allow candidates to understand the purpose of a brief. i.e. To design a …………etc.)
- How to write and present a design brief for their own product.
- Review and analyse various design specifications from various products.
- Look at simple presentation techniques.
- How to present the key features of a product.

**LO3** – Be able to present design ideas.

Amplification; this could be done by group work, question and answer, practical demonstrations, the use of colour to enhance an idea, exemplar material/illustrations.

- Students will need to be taught the drawing skills to be able to draw in 2D/3D form. Use of grids and computer graphics is to be encouraged.
- Colour enhancement to improve the quality of their developing design ideas.
- Annotation- the use of supporting analytical comments.
- Develop designs which are realistic within their time scale and ability.
- Be encouraged to develop a range of ideas using their own creative thought and from their initial research/specifications.
- Size and scale – An awareness of their importance before designing. Use of exemplar projects. How to dimension an idea for manufacture.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

This unit may be delivered along with:

- Design and Technology- Making a product
- Design and Technology- Health and Safety
- Design and Technology- Planning the making of a product

3.2 Resources

- Magazines.
- Internet website.
- Photographs.
- Books related to focus area.
- Discussion with a third party.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment;
- coverage of Assessment Criteria for this unit;
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

Photographs, Design sheets, Video tape recordings, modelling, evaluation sheets, witness statements, teacher comments including records of oral questioning.
4.2 Examples of Tasks

(a) Tasks specific to Designing and Modelling

LO1, L02 and L03 can be assessed by candidates completing either a set task or tasks. (The tasks are left to the centre or teacher)

Possible suggested tasks:

Task A: Design a storage unit for holding an everyday item in the home.

Task B: You have been asked to re-design the graphics in the Design and Technology department. You are to focus on signs; symbols and a new logo design for the department.

Task C: Design a carrying case for the Olympics in 2012.

Task D: Your mother and father often interrupt you when you are working at home. Design a 'Do not disturb' sign for your bedroom. It must have an electric light which runs off a DC supply.

Ultimately, the task is left up to the centre and the candidate to decide upon.

(b) Tasks Providing Evidence for Other Units

As the candidate develops his/her idea, it is advisable for centres to record evidence of good practice. Keeping a diary/photographic evidence/applying safety rules and regulations can be used as evidence for other units.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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
## Design and Technology – Designing and Modelling

**Entry Level 2**

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Teacher: ________________________________  Date: ________________________

Moderator: ______________________________  Date: ________________________
## Design and Technology – Design and Modelling
### Entry Level 3
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Teacher: ______________________________  Date: ________________________

Moderator: ______________________________  Date: ________________________
### WJEC PATHWAYS - ENTRY QUALIFICATIONS

#### Title:
Design and Technology – Making a Product  
 *(Working within one of the following focus areas: Resistant Materials, Textiles, Systems and Control or Graphic Products)*

#### Unit Ref. Nos. 
Entry 2: R/601/5308  
Entry 3: Y/601/5309

#### Entry Codes 
Entry 2: 6221/E2  
Entry 3: 6221/E3

#### Level:
2/3

#### Credit value:
4

#### Unit aim:
This unit aims to help learners to acquire the knowledge and skills to make a product of their own choosing.

<table>
<thead>
<tr>
<th>Learning outcomes The learner will</th>
<th>Assessment Criteria Entry 2 The learner can</th>
<th>Assessment Criteria Entry 3 The learner can</th>
</tr>
</thead>
</table>
| **LO1** Be able to choose suitable materials for the chosen product. | AC1.1 Select from a given list appropriate material(s) for the chosen product.  
AC1.2 Select from a given list appropriate fixing methods for the chosen product. | AC1.1 Select appropriate material(s) for the chosen product.  
AC1.2 Explain their choice of materials.  
AC1.2 Choose appropriate fixing methods.  
AC1.3 Explains their choice of fixing methods. |
| **LO2** Be able to manufacture their chosen design. | AC2.1 Select from a given list appropriate tools for making the product.  
AC2.2 Use equipment for making the product in a correct manner.  
AC2.3 Apply an appropriate finish to the product. | AC2.1 Select appropriate tools for making the product.  
AC2.2 Use equipment for making the product in a correct manner.  
AC2.3 Apply an appropriate finish to the product. |
| **LO3** Review their manufactured product. | AC2.1 Identify some strengths and weaknesses of their product design. | AC2.1 Identify the main strengths and weaknesses of their product design.  
AC2.2 Makes suggestions for improvement. |
2. **Amplification of Content**

Further guidance

**(Suggested) Amplification of Content**

Amplification it is anticipated that this would be done by making a product. The final piece of work could be supported by the use of questions and answers, practical demonstrations/examples the complexity would of course be subject to guidance from the teacher and of course tools/equipment as available in the centre.

**LO1 –** Be able to choose suitable materials for the chosen product.

- Materials – evidence of reasons for a single material or range of materials.
- Fixing methods – consideration of the most suitable and applicable materials/methods for the design.

**LO2 –** Be able to manufacture their chosen design.

- Marking out methods.
- Using basic hand tools and equipment.
- Use of machine tools with some degree of success.
- Prepare and apply a suitable finish.
- The students will need to analyse the positives and negatives of their products design.
- Make recommendations for improvement.

**LO3 –** Review their manufactured product.

- This could be a verbal review of their finished product.
- There could be evidence of simple summative evaluations.
- Testing of the product.
- Identifications of modifications/improvements.
- Reviews of any stated specifications.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

This unit may be delivered along with:

*Design and Technology – Designing and Modelling*
*Design and Technology – Planning the making of a product*
*Design and Technology – Health and Safety*

This unit could also be linked to any other course that has elements related to making/designing a product, i.e. Art, etc.

3.2 **Resources**

- Various materials suitable for the manufacture of the product.
- Suitable class/workshop environment.
- Hand tools, jigs etc.

4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

Photographs, Design sheets, Test pieces- joints, finishes etc., the finished product, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the Record Form.
4.2 Examples of Tasks

(a) Tasks specific to making a Product.

The type of tasks should come from a design and technology background. It is essential that learners do not overstretch themselves; i.e., the task should be achievable by the candidate with respect to their ability and time allowed. The task could be from a set of pre-produced drawings from a text book or teacher. The ideal would be from learners own set task and ideas.

Possible suggested tasks:

Task A: Make a wooden storage unit for holding an everyday item in the home.

Task B: Make a rack for the kitchen.

Task C: Make a carrying case for an important celebration or event such as the Olympics.

Task D: Your mother and father often interrupt you when you are working at home. Make a 'Do not disturb' sign for your bedroom. It must have an electric light which runs off a DC supply.

Ultimately, the making task is left up to the centre and candidate to decide upon.

(b) Tasks Providing Evidence for Other Units

As the candidate makes his/her idea, it is advisable for centres to record evidence of good practice. Keeping a diary/photographic evidence/applying safety rules and regulations can be used as evidence for other units.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

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
## Design and Technology - Making a Product

### Entry Level 2

**ASSESSMENT RECORD**

Candidate Name _____________________________________   Candidate No._________

Centre Name ________________________________________  Centre No.____________

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<tr>
<td>LO3</td>
<td>AC2.1 Identify the main strengths and weaknesses of their product design.</td>
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**General Comments**

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Teacher: ________________________________ Date: ___________________________

Moderator: ______________________________ Date: ___________________________
# Design and Technology- Making a product

## Entry Level 3

### ASSESSMENT RECORD

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</table>

**LO Assessment Criteria Met Evidence**

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**General Comments**

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Teacher: ________________________________ Date: __________________________

Moderator: ______________________________ Date: __________________________
Title: Design and Technology – Planning
(Working within one of the following focus areas: Resistant Materials, Textiles, Systems and Control or Graphic Products)

Unit Ref. Nos. | Entry 2: L/602/0944 | Entry 3: R/602/0945
--- | --- | ---
Entry Codes | Entry 2: 6222/E2 | Entry 3: 6223/E3
Level: | 2/3 |
Credit value: | 3 |
Unit aim: | This unit aims to help learners to acquire the knowledge and skills to plan the making of a product of their own choosing.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria – Entry 2</th>
<th>Assessment Criteria – Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td><strong>LO1</strong> Know the importance of planning the making of a product.</td>
<td>AC 1.1 Identify the key points to be taken into account in manufacturing the chosen product.</td>
<td>AC1.1 Explain the key points to be taken into account in manufacturing the chosen product.</td>
</tr>
<tr>
<td></td>
<td>AC 1.2 Identify the main stages of manufacturing the product.</td>
<td>AC1.2 Describe the main stages of manufacturing the product.</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Estimate the length of time required for different stages of manufacturing the product.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>AC1.4 Give reasons for the estimates of time required.</td>
</tr>
<tr>
<td><strong>LO2</strong> Be able to create a plan of manufacture.</td>
<td>AC2.1 Produce a basic plan of manufacture.</td>
<td>AC2.1 Produce a detailed plan of manufacture.</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Identify some of the tools and processes required to manufacture the product.</td>
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<tr>
<td><strong>LO3</strong> Be able to review a plan of manufacture.</td>
<td>AC3.1 Make changes to their plan of manufacture where appropriate.</td>
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<tr>
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<td>AC3.2 Record changes to their plan of manufacture.</td>
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<tr>
<td></td>
<td>AC3.3 Explain the reasons for changing their plan (e.g. more efficient and/or effective production).</td>
<td></td>
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</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1 – Know the importance of planning**

Learners will need to be taught the basic planning skills required and these should include:

- The importance of planning.
- How to identify key points in the planning process.
- The main stages in the manufacturing of a product.

**LO2 – Be able to create plan of manufacture**

For learners to appreciate the importance of planning, learners should be provided with opportunity to plan a product or model that they are working on.

Learners will need to be taught:

- How to present a plan for manufacture.
- The main stages in the making of a product.
- How to estimate time for a given stage.

**LO3 – Review and change their manufacturing stages.**

Learners should understand that a production/manufacturing plan is just a tool for keeping on track and ensuring quality. Learners should also be taught the importance of keeping good records to allow for detailed explanations why changes are needed.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

This unit is likely to be delivered along with:

- Design and Technology – Making a product
- Design and Technology – Health and Safety
- Design and Technology – Designing and Modelling

This unit could also be linked to any other course that has elements related to planning ie. Art, Motor Vehicle Maintenance etc.

3.2 Resources

- Magazines.
- Internet website.
- Photographs.
- Books related to focus area.
- Discussion with a third party.
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:
- formative as well as summative assessment;
- coverage of Assessment Criteria for this unit;
- coverage of Assessment Criteria for linked units.

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

4.2 Examples of Tasks

(a) Tasks specific to Planning

For candidates to fully understand the assessment criteria for this unit, it would be better for them to be working on a product that they are modelling or making.

The production/making plan can be in any format, it could just be a series of short bullet points, a table, Gantt chart, flow diagram, etc.

The plan could include:

- The main stages of making.
- The tools/equipment required.
- Health and Safety issues.
- Estimated lengths of time for the making.
- Actual lengths of time for the making.
- Tracking of quality issues.
- Evaluation statements.

You could also consider doing the plan as a series of tasks, such as those shown below:

Task 1

Brainstorm the key points to be considered before you start to think about planning the making of your product. i.e. I need working drawings, tools, pillar drill etc.

Task 2

Do a weekly diary of how and what you are going to make.

Task 3

Produce a Gantt chart for the making your product.

(b) Tasks Providing Evidence for Other Units

Planning is a focused task. However, any issues related to health and safety should be mentioned. If candidates refer to, or make reference to such issues, they should be tracked and used as evidence for the Health and Safety unit.
4.3  Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.

5.  Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

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Design and Technology – Planning
Entry Level 2
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Teacher: ______________________ Date: ______________________
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## Design and Technology – Planning
### Entry Level 3

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<tr>
<td></td>
<td>AC1.3</td>
<td>Estimate the length of time required for different stages of manufacturing the product.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.4</td>
<td>Give reasons for the estimates of time required.</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1</td>
<td>Produce/write a detailed plan of manufacture.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.2</td>
<td>Identify the tools and processes required to manufacture the product.</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1</td>
<td>Make changes to their plan of manufacture where appropriate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.2</td>
<td>Record changes to their plan of manufacture.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.3</td>
<td>Explain the reasons for changing their plan (e.g. more efficient and/or effective production).</td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: _________________________

Moderator: ______________________________  Date: _________________________

6222 - D&T Planning/KB
### Title:
Design and Technology – Health and Safety  
*Working within one of the following focus areas: Resistant Materials, Textiles, Systems and Control or Graphic Products*

### Unit Ref. Nos.
- **Entry 2:** H/602/1291  
  - **Entry Codes:** 6223/E2
- **Entry 3:** M/602/1293  
  - **Entry Codes:** 6223/E3

### Level:
- 2/3

### Credit value:
- 3

### Unit aim:
This unit aims to help learners to acquire and apply Health and Safety working practices in the context of Design and Technology work.

### Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria – Entry 2</th>
<th>Assessment Criteria – Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| **LO1**  
Know about hazard or risks in the workshop environment. | AC1.1 Identify workshop areas where there may be hazard or risk.  
AC1.2 Identify where there may be hazard or risk when using general tools such as hand tools.  
AC1.3 Identify where there may be hazard or risk when using machines such as pillar drills, lathes etc.  
AC1.4 Identify Health and Safety symbols and diagrams. | AC1.1 Explain why there may be a hazard or risk in specific workshop areas.  
AC1.2 Explain why there may be a hazard or risk when using general tools such as hand tools.  
AC1.3 Explain where there may be a hazard or risk when using machines such as pillar drills, lathes etc.  
AC1.4 Explain Health and Safety symbols and diagrams. |
| **LO2**  
Be able to apply health and safety practices. | AC2.1 Select the correct tool(s) for a particular process of making.  
AC2.2 Use equipment correctly under guidance when making products.  
AC2.3 Use general workshop machinery under guidance. | AC2.1 Select the correct tool(s) for a particular process of making.  
AC2.2 Select the correct equipment for making the product in the correct manner.  
AC2.3 Use general workshop machinery with limited guidance. |
| **LO3**  
Be able to make a risk assessment. | | AC 3.1 Produce a risk assessment for a given situation. |
2. Amplification of Content

Further guidance

(Suggested) Amplification of Content

Amplification; this could be done by group work, question and answer, practical illustrations, exemplar material.

LO1 – Be able to assess a hazard or situation.

Learners should be made aware of hazards or situations that they are working in:

- General workshops have rules for everyone. Why?
- Areas where there are dangerous machines or hazards ie. Heat treatment areas.
- Using any tool is a hazard; students should be aware of the safe practice of any tool.
- Being able to understand signs and symbols.

LO2 – Be able to apply Health and Safety practices.

Learners should be able to apply safe working practices when working a workshop or specialist room:

- How to move safely in a workshop.
- Protective clothing.
- How to use various machines safely.
- Know about tool technology and that the can select the correct tool for the job.

LO3 – Be able to make a risk assessment.

Learners should be able identify and minimise any potential risks when working in a workshop environment.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

This unit is likely to be delivered along with:

Design and Technology – Making a product
Design and Technology – Health and Safety
Design and Technology – Design and Model a Product

This unit could also be linked to any other course that has elements related to Health and safety. i.e. Art, Motor Vehicle Maintenance etc.

3.2 Resources

- Magazines.
- Internet website.
- Photographs.
- Books related to focus area.
- Discussion with a third party.
4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

4.2 **Examples of Tasks**

(a) **Tasks specific to Health and Safety**

- There are no specific tasks required; however the candidate should relate their evidence of work, to the work that they are actually working on. You could also support their evidence by considering the following tasks:
  
  - Draw a simple map of the workshop and indicated any important signs or symbols.
  
  - Produce a general guide for a workshop.
  
  - On the map given of the workshop provided locate areas that are hazardous.
  
  - Write a simple guide to using a cutting knife or scissors.
  
  - Design sign to inform fellow students that they must use gloves.
  
  - Make a collage of photos showing good practice.
  
  - Write a list of precautions when using a machine.

This is not a definitive list. You may make up your own tasks to suit the evidence required.

(b) **Tasks Providing Evidence for Other Units**

Health and Safety is a focussed task. However, if a candidate writes a set of procedures for a process, or the setting up of a particular machine, this work could be used as evidence for the Planning unit.

4.3 **Recording**

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be differentiated and must be met at the relevant level.
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
### Design and Technology – Health & Safety

**Entry 2**

**ASSESSMENT RECORD**

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| LO1 | **AC1.1** Identify workshop areas where there may be hazard or risk.  
**AC1.2** Identify where there may be hazard or risk when using general tools such as hand tools.  
**AC1.3** Identify where there may be hazard or risk when using machines such as pillar drills, lathes etc.  
**AC1.4** Identify Health and Safety symbols and diagrams. |     |          |
| LO2 | **AC2.1** Select the correct tool(s) for the correct process of making.  
**AC2.2** Use equipment for making the product in a correct manner.  
**AC2.3** Be able to use general workshop machinery under guidance. |     |          |

**General Comments**

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________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ________________________

Moderator: ______________________________  Date: ________________________
Design and Technology – Health & Safety

Entry 3

ASSESSMENT RECORD

Candidate Name _____________________________________   Candidate No._________
Centre Name ________________________________________  Centre No.____________

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Explain why there may be a hazard or risk in specific workshop areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.2 Explain why there may be a hazard or risk when using general tools such as hand tools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.3 Explain where there may be a hazard or risk when using machines such as pillar drills, lathes etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.4 Explain Health and Safety symbols and diagrams.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Select the correct tool(s) for a particular process of making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.2 Select the correct equipment for making the product in the correct manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.3 Use general workshop machinery with limited guidance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC 3.1 Produce a risk assessment for a given situation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ________________________
Moderator: ______________________________  Date: ________________________
# Level 1 Qualification

## Preparing for Work

### Units available:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>6128</td>
<td>Introduction to the Physical Care of Young Babies</td>
<td>H/602/6314</td>
</tr>
<tr>
<td>6129</td>
<td>Provide Basic Manicure Treatment</td>
<td>R/601/3557</td>
</tr>
<tr>
<td>6130</td>
<td>Encourage Children and Young People to Eat Healthily</td>
<td>H/602/6328</td>
</tr>
<tr>
<td>6132</td>
<td>Basic Food Preparation and Cooking</td>
<td>K/502/5042</td>
</tr>
<tr>
<td>6133</td>
<td>Introduction to Catering</td>
<td>F/501/5780</td>
</tr>
<tr>
<td>6134</td>
<td>Introduction to the development of children and young people through play.</td>
<td>k/602/6315</td>
</tr>
<tr>
<td>6136</td>
<td>Introduction to the Hair and Beauty Sector</td>
<td>R/502/4784</td>
</tr>
<tr>
<td>6140</td>
<td>Introduction to the Catering and Hospitality Industry</td>
<td>J/500/9034</td>
</tr>
</tbody>
</table>
Title: Introduction to the physical care of babies and young children

Unit Ref. No.: H/602/6314
Entry Code: 6128/L1
Level: 1
Credit value: 3

Unit aim: The purpose of this unit is to assess the learner’s knowledge and understanding of the physical care of babies and young children.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| LO1  
Know the physical care needs of babies and young children. | AC1.1 Identify care needs for babies and young children’s  
- skin  
- hair  
- teeth  
- nappy area. |
| LO2  
Know how to support physical care routines for babies and young children. | AC2.1 Outline how to treat babies or young children with respect and sensitivity during physical care routines.  
AC2.2 List ways of engaging with babies or young children during physical care routines that make the experience enjoyable.  
AC2.3 Outline the principles of toilet training. |
| LO3  
Know how to support safe and protective environments for babies and young children. | AC3.1 Describe how to provide a safe and hygienic environment for babies and young children.  
AC3.2 Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills.  
AC3.3 Identify what to do if concerned about the well-being of babies and young children. |
| LO4  
Know the nutritional needs of babies and young children. | AC4.1 Outline the nutritional needs of babies  
Outline the nutritional needs of young children.  
AC4.2 Give examples of healthy balanced meals for young children.  
AC4.3 List nutritional allergies that may be experienced by babies and young children. |
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

The Learners need to acquire knowledge of:

**LO1: Physical Care needs:**

- **Bathing a baby and Topping and Tailing:**
  - What do you need?
  - Methods and procedures
- **Skincare – toiletries**
- **Care of teeth**
- **Nappies – Disposable and fabric nappies, Changing a Nappy, Nappy Rash causes and prevention.**
- **Care in different weathers / climates: clothing, sun protection etc.**

**LO2: How to Support physical care routines for babies and young children**

They need to:

- Know how to deal with care routines with care and sensitivity
- Be aware of how to make care routines fun and a valuable experience.
- Know the stages involved in Toilet training.

**LO3: How to support a Safe and hygienic environment**

This should include:

- **Hand washing**
- **Personal Protective Equipment**
- **Disposal of hazardous waste**
- **Clean equipment**
- **Physical environment and hazards**
- **Care of sterile equipment**
- **Safe storage of food and drink**
- **Safeguarding procedures**

When looking at "well being" all areas need to be considered:

- Emotional
- Psychological
- Physical

**LO 4: Nutritional needs of babies**

What nutrients are needed, sources of nutrients, what constitutes a balanced diet Reference should be made to the Baby Friendly Initiative

**Nutritional allergies** can include:

- Milk (casein protein)
- lactose
- wheat / gluten
- peanuts
- eggs
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 **Resources**

**Textbooks**

A Foundation Course in Child Care and Education – Alison Mitchell

Child Development (Revision Guide) by Judith Sunderland

Child Care and Development – Pamela Minnett
Murray 2001  ISBN 0719586100

Complete Baby Care and Child Care – Mirium Stoppard.
Dorling Kindersley  ISBN 0751312339

**Internet web sites**

www.nutrition.org.uk
www.virtualbaby.co.uk
www.sainsburys.co.uk/littleones
www.cowandgate.co.uk
www.tesco.co.uk/babyclub
www.smartdraw.com
www.safekids.co.uk
www.mychildsafety.net
www.csef.net
www.welephant.co.uk
www.netdoctor.co.uk
www.capt.org.uk
www.rospa.com/childsafety
www.childalert.co.uk
www.hygieneexpert.co.uk

**Magazines**

Practical Parenting
Nursery World
Mother and Baby.
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, power point presentations, DVD's, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

Task 1 Design a leaflet/ s for parents/carers to highlight the main points linked to bathing babies / caring for baby’s skin, hair and teeth. You can illustrate the leaflet/s with drawings and pictures.

Task 2 There are many different products for baby’s skincare in the shops. Make a list of the ones you would recommend are used, give reasons for choice.

Task 3 Design and make a poster to encourage toddlers to clean their teeth.

Task 4 Produce an illustrated leaflet to advise parents about protecting children from sunburn.

Task 5 Identify what you would need to do if concerned about the well-being of babies and young children.

Task 6 Describe the work of the following in relation to protecting children from harm: Police, NSPCC, Social Services

Task 7 Produce a PowerPoint giving tips and advice on toilet training.

Task 8 Investigate the range of child safety equipment available that could be used to prevent accidents in the home.

Task 9 Investigate the most common causes of accidents to young children in the home. Suggest how parents can help to prevent these from happening.

Task 10 Design a poster which explains how to handle food in a safe and hygienic way.

Task 11 Weaning’ babies have different needs to younger babies. Look at different ways in which parents could prepare meals for a ten-month old baby.
Task 12  Growing children have important nutritional needs. Find out about these needs and plan a day’s meals suitable for a four year old child.

Task 13.  Young children are often fussy eaters. Look at the different ways in which meals can be made more attractive to them. Cook and serve one of the dishes you have planned.

Task 14  Give examples of healthy balanced meals for young children.

Task 15  List nutritional allergies that may be experienced by babies and young children. Produce a leaflet to show how parents/carers can deal with food allergies.

4.3  Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criterion. All criteria must be met for the unit to be achieved and credit awarded.

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
## INTRODUCTION TO THE PHYSICAL CARE OF BABIES AND YOUNG CHILDREN - LEVEL 1

### ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
</table>
| AC1.1 Identify care needs for babies and young children’s  
- skin  
- hair  
- teeth  
- nappy area. |     |          |            |
| AC2.1 Outline how to treat babies or young children with respect and sensitivity during physical care routines. |     |          |            |
| AC2.2 List ways of engaging with babies or young children during physical care routines that make the experience enjoyable. |     |          |            |
| AC2.3 Outline the principles of toilet training. |     |          |            |
| AC3.1 Describe how to provide a safe and hygienic environment for babies and young children. |     |          |            |
| AC3.2 Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills. |     |          |            |
| AC3.3 Identify what to do if concerned about the well-being of babies and young children. |     |          |            |
| AC4.1 Outline the nutritional needs of babies |     |          |            |
| AC4.2 List nutritional allergies that may be experienced by babies and young children. |     |          |            |
| AC4.3 Give examples of healthy balanced meals for young children. |     |          |            |
| AC4.4 Outline the nutritional needs of young Children. |     |          |            |
### WJEC PATHWAYS - LEVEL 1 QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Providing Basic Manicure Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>R/601/3557</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6129/L1</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Credit value</td>
<td>3</td>
</tr>
<tr>
<td>Unit aim</td>
<td>This unit aims provides learners with the opportunity to carry out basic manicure treatments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td><strong>LO1</strong></td>
<td><strong>AC1.1</strong></td>
</tr>
<tr>
<td>Providing basic manicure treatment.</td>
<td>Prepare themselves, the client and work area for a basic manicure treatment.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.2</strong></td>
</tr>
<tr>
<td></td>
<td>Carry out a visual study of the hands and nails to identify factors that will influence the treatment.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.3</strong></td>
</tr>
<tr>
<td></td>
<td>Outline salon’s requirement for client preparation, preparing themselves and the work area.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.4</strong></td>
</tr>
<tr>
<td></td>
<td>State the importance of carrying out a visual study of the hands and nails to identify factors that will influence the treatment.</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td><strong>AC2.1</strong></td>
</tr>
<tr>
<td>Be able to provide basic manicure treatments</td>
<td>Identify typical nail shapes and basic nail structure.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.2</strong></td>
</tr>
<tr>
<td></td>
<td>Select and use products, techniques and equipment taking into account identified factors.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.3</strong></td>
</tr>
<tr>
<td></td>
<td>Carry out a basic manicure treatment.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.4</strong></td>
</tr>
<tr>
<td></td>
<td>State possible contra-actions and how to respond.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.5</strong></td>
</tr>
<tr>
<td></td>
<td>Follow safe and hygienic working practices.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.6</strong></td>
</tr>
<tr>
<td></td>
<td>Communicate and behave in a professional manner.</td>
</tr>
</tbody>
</table>
2. Amplification of Content

The following suggestions should be considered in the context of:
• the level the learner is working at;
• providing opportunities for progression;
• centre facilities and resources.

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

LO1 and LO2

During the last few years the nail industry has grown into a huge fashion industry. Technological developments have resulted in a wide range of nail treatments and products that are promoted by our celebrity culture. The general public demand these popular products and treatments to improve the appearance and the condition of their nails. To understand how these treatments can affect nails, it is important to have knowledge of the structure of the nail and the factors that can influence the appearance and condition of nails. It is also very important to be able to recognise the various conditions that may affect the nails or the skin surrounding them.

Students should have a practical or/and theoretical knowledge of:-

1. Factors that will influence the treatment:

   Allergies, nail length, skin condition, nail condition, surrounding cuts and abrasions, bruising and swelling, severe nail damage, treatment objectives.

2. Products:

   Nail varnish remover, cuticle cream, hand and arm lotion, base coat, top coat, nail varnishes.

3. Equipment:

   Nail file/emery board, orange wood sticks, manicure/finger bowl, cotton wool, towels.

4. Basic manicure treatments:

   File, soften cuticles, provide superficial hand and arm massage, varnish.
5. Contra-actions:

Erythema, irritation, swelling

How to respond during treatment if problems arise:

Stop procedure immediately, remove product, and report to supervisor.

After treatment: Remove product, apply soothing lotion.

6. Safe and hygienic working practices:

PPE (personal protective equipment), COSHH, methods of sterilization, relevant health and safety legislation, cleaned work area after finished treatment.

7. Communication Skills:

Speaking, listening, body language; what to say, how to say it, range of related terminology linked to basic manicure techniques and general hand and nail care.

8. Appropriate behaviour in a salon:

Working co-operatively with others, following salon requirements.

3.2 Resources

The following examples are provided merely to indicate the wide range of resources available

Books and magazines

Beauty therapy fact file second edition
VTCT Level 1 Foundation Diploma in Hair and Beauty Studies
The beauty salon and its equipment
Beauty therapy the basics

Internet sites

www.babtac.com (BABTAC – The British Association of Beauty Therapy & Cosmetology)
http://www.vtct.org.uk
http://www.habia.org
4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, PowerPoint presentations, videos, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 **Tasks**

**Task 1**

Practical Task
- Prepare yourself, the client and work area for a basic manicure treatment.
- Carry out a visual study of the hands and nails to identify factors that will influence the treatment. Then state the importance of carrying out a visual study of the hands and nails.

**Task 2**

Design a collage/mood board or a power point presentation or both, on the forms of nail treatment in the Nail industry.
- Within your presentation explain how technology has influenced the industry and what health and safety or environmental issues are relevant,
- Identify the key factors that can influence the health of nails,
- Research conditions that affect the appearance of nails, (use pictures) as well as written descriptions for your presentation.

**Task 3**

Produce a large diagram, collage or poster to:
- illustrate the anatomy of the nail
- Identify the functions of nails

**Task 4**

Joanne recently moved to the UK, and would like to visit a beauty therapist for a manicure, there are lots of different salons in her town, List what should Joanne look for when choosing a good salon.

**Task 5**

Imagine you are going into a salon for the first time
- How do you think the stylist should be dressed?
- What do you think the atmosphere should be like?
- Why do you think the salon and its employees need to follow basic hygiene and health and safety guidelines?
4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criterion. All criteria must be met for the unit to be achieved and credit awarded.

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
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
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<th>Evidence</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare themselves, the client and work area for a basic manicure treatment.</td>
<td></td>
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<tr>
<td>AC1.2</td>
<td></td>
<td></td>
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<tr>
<td>Carry out a visual study of the hands and nails to identify factors that will influence the treatment.</td>
<td></td>
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<tr>
<td>AC1.3</td>
<td></td>
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<tr>
<td>Outline salon’s requirement for client preparation, preparing themselves and the work area.</td>
<td></td>
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<tr>
<td>AC1.4</td>
<td></td>
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<tr>
<td>State the importance of carrying out a visual study of the hands and nails to identify factors that will influence the treatment.</td>
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</tr>
<tr>
<td>AC2.1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Identify typical nail shapes and basic nail structure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and use products, techniques and equipment taking into account identified factors.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AC2.3</td>
<td>Carry out a basic manicure treatment.</td>
<td></td>
<td></td>
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<td>---------------</td>
<td>--------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>AC2.4</td>
<td>State possible contra-actions and how to respond.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.5</td>
<td>Follow safe and hygienic working practices.</td>
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</tr>
<tr>
<td>AC2.6</td>
<td>Communicate and behave in a professional manner.</td>
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</tbody>
</table>

General Comments

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_______________________________________________________________________________

Teacher: ___________________________ Date: ___________________________
Moderator: ___________________________ Date: ___________________________
**WJEC PATHWAYS - LEVEL 1 QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Title</th>
<th>Encourage Children and Young People to Eat Healthily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>H/602/6328</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6130/L1</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Credit value</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim</td>
<td>The purpose of this unit is to assess the learner’s knowledge and understanding of encouraging children and young people to eat healthily.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1</td>
<td>AC1.1</td>
</tr>
<tr>
<td>Know about healthy eating for children and young people.</td>
<td>Identify healthy eating principles for children and young people.</td>
</tr>
<tr>
<td></td>
<td>AC1.2</td>
</tr>
<tr>
<td></td>
<td>Identify factors that influence food choice.</td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.2</td>
</tr>
<tr>
<td>Know about activities to encourage children and young people to eat healthily.</td>
<td>Outline a range of activities that encourage children and young people to eat healthily.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The learner will need to be able to:

1. Identify healthy eating principles for children and young people to include: Dietary goals, diet related illnesses, childhood obesity, balanced diet, healthy eating guidelines.

2. Identify **factors** that influence food choice

**Factors** could include:

- Peer pressure
- Climate
- economic conditions
- culture,
- religious influence
- age
- Availability and cost
- Presentation
- Family circumstances
- Marketing and advertising

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 **Resources**

WJEC support materials (Entry pathways and legacy Childcare)
Baby magazines
Virtual Infant Simulator
Visiting speakers

Internet websites:
www.virtualbaby.co.uk
www.sainsburies.co.uk/LittleOnes
www.CowandGate.co.uk
www.tesco.co.uk/babyclub
www.SmartDraw.com
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, Power point presentations, DVD's, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

Task 1 Plan and prepare a mid-morning low sugar, high fibre snack which may be served at a playgroup.

Task 2 Investigate the foods required to ensure the healthy development of babies and toddlers.

Task 3 Investigate the importance of fruit and vegetables and suggest interesting ways of including them in the diet. Prepare three dishes that would encourage young children to eat a wider selection of vegetables.

Task 4 Create a simple game that will help a four year old child learn about healthy eating.

Task 5 Prepare a checklist to identify the key points to consider when planning meals for young children.

Task 6 What is the eatwell plate? Explain how it can be used to plan healthy, balanced meals for young children.

Task 7 Plan a healthy eating campaign to encourage toddlers, children and young children to eat healthily.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded.
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
Encourage Children and Young People to Eat Healthily - LEVEL 1

ASSessment record

Candidate Name ________________________________________   Candidate No.____________
Centre Name ___________________________________________  Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify healthy eating principles for children and young people.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify factors that influence food choice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline a range of activities that encourage children and young people to eat healthily.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments
________________________________________________________________________________
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________________________________________________________________________________

Teacher: ___________________________ Date: ___________________________
Moderator: _________________________ Date: _________________________
# WJEC Pathways – Level 1 Qualifications

**Title**: Using Cooking Skills in a Domestic Kitchen  
**Unit Ref. No.**: J/500/5364  
**Entry Code**: 6131/L1  
**Level**: Level 1  
**Credit value**: 3

**Unit aim**: This unit aims to help learners develop the skills needed to plan, prepare and cook a range of dishes.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| **LO1** Understand simple nutritional requirements and plan and cost suitable meals. | AC1.1 Plan a two-course meal, taking into account basic nutritional value and costs.  
AC1.2 Give reasons for choice of meal. |
| **LO2** Recognise and use a variety of fresh ingredients and convenience foods. | AC2.1 Identify a range of fresh ingredients and convenience foods and list the benefits of each.  
AC2.2 Cook a simple meal using: a) fresh ingredients  
b) convenience foods. |
| **LO3** Use a range of simple kitchen equipment and understand the care and maintenance of domestic kitchen equipment. | AC3.1 Identify the parts of a cooker.  
AC3.2 Select and use correctly simple equipment to produce a meal, for example, cutlery, hand mixers, chopping boards.  
AC3.3 Correctly clean and store the equipment used. |
<p>| <strong>LO4</strong> Use a variety of basic cookery methods. | AC4.1 Produce a simple dish using each of the following basic cookery methods: boiling, frying and grilling. |</p>
<table>
<thead>
<tr>
<th><strong>LO5</strong></th>
<th><strong>AC5.1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the confidence to progress to more advanced dishes.</td>
<td>Identify a range of dishes either combining simple cooking techniques or using other techniques, for example, roasting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LO6</strong></th>
<th><strong>AC6.1</strong></th>
<th><strong>AC6.2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the importance of basic health and safety in a domestic kitchen.</td>
<td>Identify the main health and safety risks in a domestic kitchen.</td>
<td>Carry out tasks safely and hygienically.</td>
</tr>
</tbody>
</table>
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The learner will need to gain an understanding of simple nutritional requirements.

This should include:

- An understanding of the current nutritional/dietary guidelines
- The eat well plate/food groups and value
  1. Carbohydrates (sugar and starch)
  2. Proteins
  3. Fats
  4. Vitamins and minerals
- Calories/dietary reference values (DVR).
- Nutritional disorders related to food/nutritional shortages.
- Health disorders in relation to poor diet and food habits.
- Water (as its vital to life).
- Salt (due to health implications).

The learner will need to use this knowledge gained to plan and cost a two-course meal showing evidence of the nutritional value of the meal.

- Learners will need to visit local supermarket or/and use online food shopping sites to correctly cost the ingredients used in the two-course meal.

This could be completed in the following ways:

- Group discussion (witness statements and notes would be required for evidence).
- Verbal discussion between teacher and student. (witness sheet and note will be required).
- Written format: students can give written detail for reasons of choice.

**LO2**

Students should be given the opportunity to create similar or the same dishes using fresh and convenience foods in order for the learner to understand the negatives and positive benefits of each.

For example: readymade short crust pastry V’s homemade short crust pastry. A jar of sauce (curry/bolognese) v’s freshly made etc.

(Please note: This list could be changed according to time, budget, ability and facilities within centre.)
**LO3 should be delivered with LO2, LO4 and LO5.**

Learners will be able to demonstrate the use of a range of simple kitchen equipment through practical sessions. These practical sessions could also be used to highlight "care and maintenance of kitchen equipment".

**LO4 and LO5**

Learners will need to gain experience of preparing foods using a variety of different basic cooking methods:

- boiling, frying and grilling.

Each practical session should be designed to build up the learners' confidence in order for them to demonstrate progression onto more advanced dishes.

More advanced dishes could include a combination of cooking techniques and/or use others: e.g. roasting and poaching.

**LO3 and LO6**

The learner will need to gain an understanding of the care and maintenance of basic kitchen equipment and to understand the importance of hygiene, health and safety within a domestic kitchen.

This should include a basic understanding of the following:

- Food storage (including temperatures of fridge and freezer).
- Personal hygiene.
- Safety within a domestic kitchen.
- General kitchen health and hygiene rules.
- Food poisoning/cross contamination.
- Cleanliness of food production area, equipment and utensils.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 **Resources**

Recipe books  
Text books as available in the centres.  
BBC Good Food magazine  
Internet websites : (Nutritional information)  
[www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)  
[www.eatwell.gov.uk](http://www.eatwell.gov.uk)  
[www.food.gov.uk](http://www.food.gov.uk)  
[www.food.gov.uk/healthyeating/](http://www.food.gov.uk/healthyeating/)  
[www.nutritionvalue.org.uk](http://www.nutritionvalue.org.uk)  
 (Recipes sites)  
[www.healthyrecipes.com](http://www.healthyrecipes.com)  
[www.bbc.co.uk/food/recipes](http://www.bbc.co.uk/food/recipes)  
[www.allrecipes.co.uk](http://www.allrecipes.co.uk)  
 (Internet food shopping sites)  
[www.waitrose.com](http://www.waitrose.com)  
[www.mysupermarket.co.uk](http://www.mysupermarket.co.uk)  
[www.tesco.com](http://www.tesco.com)  
[www.sainsburys.co.uk](http://www.sainsburys.co.uk)

4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment  
- coverage of assessment criteria for this unit  
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, PowerPoint presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.
4.2 Examples of Tasks

Task 1

Plan a two-course meal listing the basic nutritional value of the ingredients for the meal. The learner could place the ingredients into the correct food groups to demonstrate understanding of the basic nutritional requirements. The learner should show costings for the meal; equipment needed and give reasons for choice.

Task 2

Design a menu for a couple on a fixed/limited budget. The menu should include the breakdown of the nutritional value of the meal, cost of the dishes and equipment needed. This could be evaluated and reasons for choice given.

Task 3

Design a poster, leaflet or power point presentation of a plan for a two-course meal that would suit people who are on a low budget.

The learner will need to demonstrate their understanding of the basic nutritional requirements, and give costings.

Task 4

List the basic nutritional value of the ingredients used for a two-course meal, placing them in the correct food groups to demonstrate understanding of the nutritional requirements.

Practical/Cooking

Task 1

Produce a recipe book or diary of a selection of dishes that you have made. The recipe book should include the following: a selection of dishes made using fresh and convenience foods, a range of dishes using different cooking techniques, a list of equipment used and details of how to clean and store the pieces of equipment correctly.

Task 2

Plan and make a buffet including sweet and savoury snacks.

In order to save time the students should use a range of fresh and convenience foods. The students will need to demonstrate their skills by producing dishes using different cooking techniques. The students will need to demonstrate good practice at each stage of preparation, cooking, serving and clearing up after the buffet.
Task 3

Plan and make a variety of cold and hot snacks suitable for a teenage party. The dishes should include fresh and convenience foods to save time.

The learners should demonstrate their skills by producing dishes using a variety of cooking techniques. They should carry out this task safely and hygienically.

Health and Safety.

Task 1

Design 2 posters for the food room. One poster should show the main parts of a cooker, the other should be on health and safety risks in a kitchen.

Task 2

Design a leaflet informing year 7 of the Health and Safety risks in a kitchen.

Task 3

Create a power point presentation of all the Health and Safety risks within the food room/domestic kitchen. The power point will be used at year 6 induction day.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criterion. All criteria must be met for the unit to be achieved and credit awarded.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

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- Post-Results Services
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<th>Evidence</th>
<th>Office Use</th>
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</thead>
<tbody>
<tr>
<td>AC1.1 Plan a two-course meal, taking into account basic nutritional value and costs.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AC1.2 Give reasons for choice of meal.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Identify a range of fresh ingredients and convenience foods and list the benefits of each.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Cook a simple meal using (a) fresh ingredients (b) Convenience foods.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Identify the parts of a cooker.</td>
<td></td>
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</tr>
<tr>
<td>AC3.2 Select and use correctly simple equipment to produce a meal, for example, cutlery, hand mixers, chopping boards.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AC3.3 Correctly clean and store the equipment used.</td>
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<tr>
<td>AC4.1 Produce a simple dish using each of the following basic cookery methods: boiling, frying and grilling.</td>
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<tr>
<td>AC5.1 Identify a range of dishes either combining simple cooking techniques or using other techniques, for example, roasting.</td>
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<tr>
<td>AC6.1 Identify the main health and safety risks in a domestic kitchen.</td>
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<tr>
<td>AC6.2 Carry out tasks safely and hygienically.</td>
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</tbody>
</table>

General Comments

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_______________________________________________________________________________

Teacher: _____________________________ Date: _____________________________

Moderator: ___________________________ Date: _____________________________
**WJEC PATHWAYS – LEVEL 1 QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Title</th>
<th>Basic Food Preparation and Cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>K/502/5042</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6132/L1</td>
</tr>
<tr>
<td>Level</td>
<td>Level 1</td>
</tr>
<tr>
<td>Credit value</td>
<td>3</td>
</tr>
<tr>
<td>Unit aim</td>
<td>This unit aims to introduce learners to the principles of cooking and help them to develop skills needed to prepare, cook and present simple dishes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
</tbody>
</table>
| LO1 | AC1.1  
Know the principal methods of cooking.  
AC1.1  
State the principal methods of cooking.  
AC1.2  
State typical cooking methods for different commodities. |
| LO2 | AC2.1  
Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods.  
AC2.2  
Clean work areas and equipment safely and hygienically during and after preparing and cooking food.  
AC2.3  
State safe working practices for different cooking methods.  
AC2.4  
Review own performance and make suggestions for future improvements. |
2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The learner will need to understand what the principal methods of cooking are and be able to demonstrate an understanding of the commodities that can be used with each of these different cooking methods.

This should include:

- Roasting
- Baking
- Frying (shallow and deep frying)
- Grilling
- Boiling
- Stewing
- Poaching
- Braising

They should be able to match different commodities with the different cooking methods. For example: Roasting, “Winter honey roasted vegetables” (Including red onion, garlic, potato, parsnip, sweet potato and carrot).

**LO2**

The learner will need to know how to make a variety of dishes using a range of wet and dry methods. The learner will need to: prepare, cook and present the dishes demonstrating safe working practice.

The learner should be able to understand and demonstrate the following:

- Health and safety within the food room.
- Food safety and Hygiene.
- Use different methods of cooking and know safe working practices for each.
- Use a range of wet and dry cooking methods and an understanding what methods fit into the dry or wet category.

The learner should be able to evaluate and reflect on their own performance and make suggestions for improvement.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

3.2 Resources

Recipe books as available in the centres.

Please note some of these sites are good for researching methods of cooking and different food commodities.

www.waitrose.com
www.mysupermarket.co.uk
www.tesco.com
www.sainsburys.co.uk
http://en.wikibooks.org/wiki/Cookbook:Cooking_techniques
http://culinaryarts.about.com/od/cookingmethods
http://www.enjoy-how-to-cook.com
http://www.cooksessentials.co.uk
http://www.foodsafetydirect.co.uk/acatalog/Food_hygiene_and_safety_books.html

Text books

Understanding Cookery by Margret Picton
S/NVQ Level 2 Professional Cookery (ProActive Hospitality & Catering) by Holly Bamunuge
The Essentials of Food Safety - A Guide for Food Handlers Author: Richard A Sprenger
Hygiene Sense by Richard sprenger
Good food magazine
What to Cook and How to Cook it by Jane Hornby

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, Power point presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.
4.2 Examples of Tasks

Task 1

Using the internet where available, Design a recipe book showing all the different methods of cooking and what commodities are traditionally used for each of these methods.

The learner could give a brief outline or introduction to each of the methods and include safe working practices for each.

Task 2

Create a scrap book of all the different recipes that use different methods of cooking. These recipes could be sourced from magazines/books/internet or family recipes.

The learner should add notes to the recipes showing and highlighting the different commodities that have been used for each. The learner will need to annotate each method with key safety points for each of the methods. This could also include photographs of the dishes made.

Task 3

Keep a diary of all the wet and dry methods that they have used during practical sessions, making note of the safe working practices and food commodities that they have used for each method.

In the diary they could sum up their own performance and make suggestions for improvement. This could also include photographs of the dishes made.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criterion. All criteria must be met for the unit to be achieved and credit awarded.

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
## Assessment Record

**Candidate Name:** __________________________  **Candidate No.:** ____________

**Centre Name:** _____________________________  **Centre No.:** ____________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State the principal methods of cooking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State typical cooking methods for different commodities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean work areas and equipment safely and hygienically during and after preparing and cooking food.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State safe working practices for different cooking methods.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review own performance and make suggestions for future improvements.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**General Comments**

______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________

**Teacher:** __________________________  **Date:** __________________________

**Moderator:** __________________________  **Date:** __________________________
<table>
<thead>
<tr>
<th>Title</th>
<th>Introduction to Catering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>F/501/5780</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6133/L1</td>
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<tr>
<td>Level</td>
<td>Level 1</td>
</tr>
<tr>
<td>Credit value</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim</td>
<td>This unit aims to give learners an understanding of the range and purpose of catering and the importance of food safety.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td><strong>LO1</strong></td>
<td>Identify and describe the features of catering businesses.</td>
</tr>
<tr>
<td>Understand the range and purpose of catering.</td>
<td>Identify and describe the range of different catering businesses.</td>
</tr>
<tr>
<td></td>
<td>Identify and explain the main resources that a catering business requires.</td>
</tr>
<tr>
<td></td>
<td>Identify and describe the main roles within catering businesses.</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>Explain why food safety is important.</td>
</tr>
<tr>
<td>Understand the importance of food safety in catering.</td>
<td>Demonstrate compliance with personal hygiene standards.</td>
</tr>
<tr>
<td></td>
<td>Identify and describe main categories of food hazards.</td>
</tr>
<tr>
<td></td>
<td>Identify and explain main food safety procedures.</td>
</tr>
</tbody>
</table>
2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The learners will need to build up a portfolio showing and / or describing the different types of Catering businesses within the industry and the main resources that they may require. The learner will need to look at both residential and non-residential Catering businesses.

- Residential; hotels, B&B’s, holiday parks etc.
- Non-Residential; restaurants, cafes, fast food outlets, pubs etc.

The learner should have the opportunity to research and investigate the features of some of these catering businesses within their local area, (where available) this should include; opening times, menu, pricing, staffing, layout and location.

From this research the learner could investigate the main job roles within the catering businesses.

For example;

**Operational staff:** chef de cuisine, commis chef, cook, waiter

**Supervisory staff:** chef departie, head waiter, bar manager

**Management:** head cook, head chef, restaurant manager, Catering manager.

**LO2**

Learners should demonstrate good personal and food hygiene skills and work safely during practical sessions.

The topic of “Food safety” should be highlighted and reinforced during all practical sessions.

Learners should have the opportunity to build up a diary/folder of notes and handouts on food hygiene and safety.

The folder/diary should be divided up into 3 sections, which should cover

1. **Why Food safety is important, including:**
   - Investigating different food poisonings, symptoms of food poisoning, long and short term effects on the body.
   - Bacteria-growth and critical temperatures.
   - High risk foods.

2. **The main food hazards**
   - Microbiological
   - Chemical
   - Physical

3. **Food safety Procedures**
   - Hazard Analysis Critical Control Point. Which should cover: The main food hazards, same as section 2.
   - Control: Good hygiene practices, cleaning, pest control, personal hygiene, prevention of cross contamination and storage.
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 **Resources**

WJEC Food Studies Resource booklet

**Text books as available in the centre**

The food hygiene handbook – Highfield
Videos e.g. Bad Food live (FSA publication)
WJEC Hospitality and Catering by Judy Gardiner and Jacqui Housley
WJEC GCSE Hospitality and Catering: Student Book by Lesley Woods, Scott Reynard

**Internet websites**

www.food.gov.uk
www.eatwell.gov.uk/healthissues/foodpoisoning/
www.nhs.uk/conditions/Food-poisoning

4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, Power point presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.
4.2 Examples of Tasks

Task 1

Create a leaflet to handout at year 9 option evening. The leaflet should be designed to promote Catering and should include; description, range and features of the Catering industry and the job opportunities available.

Task 2

Create a PowerPoint presentation to accompany a talk that you have written promoting the Catering industry. The information should include; description, range, features and main job opportunities within the Catering industry.

Task 3

Design and create 2 posters on the Catering industry. One poster should be on the main job opportunities available within the Catering industry. The 2nd poster should be designed to show the range, features and the main resources needed in the Catering industry.

Task 4

Using your notes/folder create a power point presentation/leaflet/posters about why food safety is important, including information on: personal hygiene standards within the kitchen, main food hazards and HACCP.

Task 5

Design a matching game that year 10 could use to learn about the following:

- HACCP
- Food Safety
- Personal Hygiene
- Main food hazards

Task 6

Using your notes, have a group discussion about the following: Why food safety is important, personal hygiene, main food hazards and HACCP. (Notes and witness statement/observation sheets could be provided as evidence for this task).

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criterion. All criteria must be met for the unit to be achieved and credit awarded.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

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- Internal Assessment and External Moderation
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<th>Office Use</th>
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<td></td>
<td></td>
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<tr>
<td>AC1.2 Identify and describe the range of different catering business.</td>
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<tr>
<td>AC1.3 Identify and explain the main resources that a catering business requires.</td>
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</tr>
<tr>
<td>AC1.4 Identify and describe the main roles within catering businesses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Explain why food safety is important.</td>
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<td></td>
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<tr>
<td>AC2.2 Demonstrate compliance with personal hygiene standards.</td>
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General Comments
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Teacher: ___________________________ Date: ___________________________

Moderator: _________________________ Date: _________________________
## WJEC PATHWAYS – LEVEL 1 QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Introduction to the development of Children and young people through play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>K/602/6315</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6134/L1</td>
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<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Credit value</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim</td>
<td>The purpose of this unit is to assess the learner’s knowledge and understanding of the development of children and young people through play.</td>
</tr>
</tbody>
</table>

### Learning Outcomes

**To be awarded credit for this unit, the learner will:**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
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<tbody>
<tr>
<td><strong>LO1</strong></td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td><strong>Know the importance of play for children and young people’s development and well being.</strong></td>
<td><strong>AC1.1</strong></td>
</tr>
<tr>
<td></td>
<td>Identify how play supports children and young people’s development and <strong>well-being</strong>.</td>
</tr>
<tr>
<td></td>
<td>AC1.2</td>
</tr>
<tr>
<td></td>
<td>Outline the difference between adult directed play and child initiated play.</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td><strong>AC2.1</strong></td>
</tr>
<tr>
<td></td>
<td>Outline what is meant by inclusive and stimulating play.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.2</strong></td>
</tr>
<tr>
<td></td>
<td>Describe an environment that supports inclusive and stimulating play.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.3</strong></td>
</tr>
<tr>
<td></td>
<td>Identify a range of activities that promote inclusive and stimulating play.</td>
</tr>
</tbody>
</table>
2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

LO1

The Learner will need to:

(i) gain an understanding of the different types of play: Physical, Social, Imaginative/Pretend, Creative, Environmental, Construction, Stories and rhymes, Sand and water play, Music.

(ii) show that they are aware of the areas of development that can be developed through play: physical, intellectual, social, emotional and language development

(iii) be aware of how play can support Well being

Well-being to include:
- Emotional
- Psychological
- Physical

(iv) Be able to discuss:

(a) The role of the adult in play: Choosing and preparing play activities,
Helping a child to feel valued: The importance of self-esteem
Being a good role model, managing a child’s behaviour during play

(b) The difference between adult directed play and child initiated play

LO2

Learners will need to be aware that:

Environments that are stimulating for babies and young children up to age 5 are filled with safe objects to explore, allow freedom of movement, and provide a variety of experiences. A stimulating environment can be created in one room of a home, in a home child care setting, or in a centre-based environment.

The most important aspect of a stimulating environment is a caregiver (or caregivers) who can create inviting, challenging play spaces in which to interact with babies and young children, can set limits and be emotionally available to babies and young children, and can read babies’ and young children’s cues and support them when they become over stimulated, fatigued, or bored.

Reference: www.brightfutures.org
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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

3.2 RESOURCES

Textbooks:


Child Development: An Illustrated Guide 2nd edition - Carolyn Meggitt

From Birth to Five Years: Children's Developmental Progress by Mary D. Sheridan Ajay Sharma and Helen Cockerill (Paperback - 26 Nov 2007)

Child Development (Revision Guide) by Judith Sunderland

Child Care and Development – Pamela Minnett Murray 2001 ISBN 0719586100

Complete Baby Care and Child Care – Mirium Stoppard. Dorling Kindersley ISBN 751312339

Internet website:

www.elc.co.uk
www.virtualbaby.co.uk
www.sainsburys.co.uk/littleones
www.tesco.co.uk/babyclub
www.smartdraw.com
www.safekids.co.uk
www.mychildsafety.net
www.csef.net
www.welephant.co.uk

Magazines:

Practical Parenting
Nursery World
Mother and Baby
Baby.
4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, Witness Statements, wall displays, posters, Power Point presentations, videos, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 **Examples of Tasks**

**Task 1** Investigate how children learn through play. Produce a leaflet explaining the different types of play and the value of a child experiencing a range of types of play.

**Task 2** Suggest toys and activities for the following age groups:
(a) Up to six months
(b) Between twelve and eighteen months
(c) Two to three years
(d) Four to five years.

**Task 3** Find out the difference between adult directed play and child initiated play. Give examples of different types of play under these two headings.

**Task 4** Produce a power point or poster which describes what an adult should do to encourage a child to develop through play.

**Task 5** Produce a poster to give advice to parents/carers on how to create a stimulating environment.

**Task 6** Identify a range of activities that promote inclusive and stimulating play, use the information to produce a leaflet, poster or PowerPoint presentation.

Design and make activities to further enforce learning of this topic area:

1. Design (and make) a toy suitable for a child under five years of age which is educational, attractive and safe. Produce a swing tag for the toy explaining its value to the child.

2. Young babies need toys to develop their senses. Design and make a suitable toy for a baby of 6-9 months which would achieve this aim. Produce a swing tag for the toy explaining its value to the child.
3. Toddlers love playing on the floor. Design and make a simple playmat which will help a child learn about colours and/or shapes.

4. Design a suitable game for a child to encourage intellectual development.

5. Design and make a simple book or chart to help a child learn to count.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criterion. All criteria must be met for the unit to be achieved and credit awarded.

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
## INTRODUCTION TO THE DEVELOPMENT OF CHILDREN AND YOUNG PEOPLE THROUGH PLAY - LEVEL 1

### ASSESSMENT RECORD

| Candidate Name ________________________________ | Candidate No. ____________ |
| Centre Name ____________________________________ | Centre No. ________________ |

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1. Identify how <strong>play</strong> supports children and young people's development and <strong>well-being</strong>.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AC1.2. Outline the difference between adult directed play and child initiated play.</td>
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<td>AC2.1. Outline what is meant by inclusive and stimulating play.</td>
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<td>AC2.2. Describe an environment that supports inclusive and stimulating play.</td>
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<tr>
<td>AC2.3. Identify a range of activities that promote inclusive and stimulating play.</td>
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### General Comments

________________________________________________________________________________
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________________________________________________________________________________

Teacher: ____________________________ Date: ____________________________

Moderator: ____________________________ Date: ____________________________

6134 - Introduction to the Development of Play L1/MLJ
# WJEC PATHWAYS - LEVEL 1 QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Introduction to the Hair and Beauty Sector</th>
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<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>R/502/3981</td>
</tr>
<tr>
<td>Entry Code</td>
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<tr>
<td>Level</td>
<td>1</td>
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<tr>
<td>Credit value</td>
<td>3</td>
</tr>
<tr>
<td>Unit aim</td>
<td>This unit aims to enable learners to gain an insight into the hair and beauty sector.</td>
</tr>
</tbody>
</table>

## Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment Criteria</strong></td>
</tr>
<tr>
<td>LO1</td>
<td>AC1.1</td>
</tr>
<tr>
<td>Know the career opportunities and working patterns within the hair and beauty sector.</td>
<td>Identify occupational roles in the hair and beauty sector.</td>
</tr>
<tr>
<td></td>
<td>AC1.2</td>
</tr>
<tr>
<td></td>
<td>Outline the working patterns in the hair and beauty sector.</td>
</tr>
<tr>
<td></td>
<td>AC1.3</td>
</tr>
<tr>
<td></td>
<td>Identify the main career opportunities available in the hair and beauty sector and related industries.</td>
</tr>
<tr>
<td></td>
<td>AC1.4</td>
</tr>
<tr>
<td></td>
<td>Give examples of sources of information on training and career opportunities in the sector.</td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1</td>
</tr>
<tr>
<td>Know the main hairdressing services and beauty treatments.</td>
<td>Identify different types of salon and the types of client they attract.</td>
</tr>
<tr>
<td></td>
<td>AC2.2</td>
</tr>
<tr>
<td></td>
<td>Outline the main hairdressing services offered by salons.</td>
</tr>
<tr>
<td></td>
<td>AC2.3</td>
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<tr>
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<td>Outline the main beauty treatments offered by salons.</td>
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</table>
2. Amplification of Content

The following suggestions should be considered in the context of:
- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.

This unit will allow the student to explore possible career opportunities once they are qualified to work in the hair and beauty sector. They will see how it is an exciting, fulfilling and rewarding future waiting for them in a constantly evolving industry. This unit shows them that, given the opportunity, they could become a successful hairdresser, beauty therapist, and become their own boss, have job security, meet interesting and new people and travel the world.

LO1

Provide opportunities for the learner to learn about the different types of jobs available in the hair and beauty sector and the training and careers opportunities within the sector.

LO2

Provide opportunities for the learner to gain an understanding of the different types of salons and the different clients they attract. They should be able to identify the types of treatments offered in different salons.

3.2 Resources

The following examples are provided merely to indicate the wide range of resources available.

Books and magazines

Hairdressing journal magazine
Begin Hairdressing: The Official Guide to Level 1
VTCT Level 1 Foundation Diploma in Hair and Beauty Studies

Inter web sites

http://www.vtct.org.uk
http://www.habia.org
4. **Assessment**

4.1 **Ways of demonstrating that the criteria have been met**

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, PowerPoint presentations, videos, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 **Tasks**

**Task 1**

Using evidence collected from a range of sources eg. Internet, visits to salons, text books design a poster highlighting 3 work roles in hairdressing and 3 work roles in the beauty sector. Each work role should include specific tasks to be carried out on a daily basis and working patterns for this job role. Each job role description should include the working hours, shifts and holiday entitlement.

**Task 2**

Create 2 spider diagrams or 2 charts to show the career opportunities and progression routes that are available once qualified as a hairdresser or beauty therapist.

**Task 3**

Use the internet to find information on 3 courses available for qualified hairdressers and 3 courses available for qualified beauty therapists. Explain briefly why you think Continuous Professional Development (further training) is important in both the hairdressing and beauty industry.

**Task 4**

**Comparative study**

For this task you will need to use the results from outside research activities and data collected from hairdressing and beauty salons.

The task requires you to produce 2 reports, one for hairdressing and one for beauty.

In each report you will compare three different types of salons, the services they provide and the types of clients they attract.

You may wish to include price lists, brochures or business cards in your report.
Task 5

Create 2 leaflets, one for a hairdressing salon and one for a beauty salon to show all services available within the salon and their cost.

You should list a minimum of 5 services/ treatments for each salon.

Finally you will need to briefly explain your choice of services for each salon.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criterion. All criteria must be met for the unit to be achieved and credit awarded.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

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## ASSESSMENT RECORD

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**Centre Name** ________________________________________  **Centre No.**__________

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<td>AC1.4 Give examples of sources of information on training and career opportunities in the sector.</td>
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<td>AC2.1 Identify different types of salon and the types of client they attract.</td>
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<td>AC2.2 Outline the main hairdressing services offered by salons.</td>
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**General Comments**
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**Teacher:** ________________________________ **Date:** __________________________

**Moderator:** ______________________________ **Date:** __________________________
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<thead>
<tr>
<th>Title</th>
<th>Introduction to the Catering and Hospitality Industry</th>
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<tr>
<td>Unit Ref. No.</td>
<td>J/500/9043</td>
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<tr>
<td>Entry Code</td>
<td>6140/L1</td>
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<tr>
<td>Level</td>
<td>Level 1</td>
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<tr>
<td>Credit value</td>
<td>3</td>
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<tr>
<td>Unit aim</td>
<td>This unit aims to help learners gain an understanding of the catering and hospitality industry.</td>
</tr>
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<th>Learning Outcomes</th>
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<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
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<td>LO1</td>
<td>AC1.1 Explain the meaning of hospitality.</td>
</tr>
<tr>
<td>Know the different sectors of the catering and hospitality industry.</td>
<td>AC1.2 Explain the meaning of catering.</td>
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<td>AC1.3 Describe the hospitality and catering industry structure and sectors.</td>
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<td>AC1.4 List different types of hospitality and catering operations.</td>
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<tr>
<td>LO2</td>
<td>AC2.1</td>
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<tr>
<td></td>
<td>Identify the staffing structures for the different types of catering establishments.</td>
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<td>AC2.8</td>
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2. **Amplification of Content**

The following suggestions should be considered in the context of:

- the level the learner is working at;
- providing opportunities for progression;
- centre facilities and resources.

**LO1**

The learner will need to build up a portfolio of all different sectors within the Hospitality and Catering Industry. The learner should understand and show evidence within the portfolio of these different sectors at a local and national level, outlining a description for each and include examples of different types, sizes within each sector.

The learner will need to understand and research the types of settings at a national and local level. They will need to look at and understand the differences between:

- Commercial Sector (Profit making: Hotels, restaurants, pubs, cafes, fast-food outlets etc.)
- Catering Service Sector (Non profit making: Hospitals, prisons, armed forces etc.)

The learner will need to be aware of the different Hospitality businesses and what services they provide at a local and national level.

They will need to understand

- Hotels: from budget to 5 stars
- B&B
- Restaurants: from fast food to fine Michelin star.
- Pubs, clubs and bars
- Contract catering services (prisons, hospitals, schools, armed forces)
- Membership clubs (profitable and non profitable)
- Events (music, sporting and meetings)
LO2

Opportunities should be provided for the learner to build up another portfolio/diary of notes and examples of the following:

- Job advertisements from different types of catering establishments. (This could be obtained from a number of different sources: local/national newspapers, Catering magazines/Journal and/or the internet, which has a mass of information and data).
- Learners will need to research and make notes of job descriptions, job requirements in regards to qualifications, training and experience needed. (This evidence should be found on the job advertisements previously sourced.)

The next part of LO2 could be delivered holistically with the above. Learners could take notes and include handouts to place into their portfolios/diaries. A class discussion could expand on the research gathered and the following could be added and explained:

- A list of employment rights and responsibilities (Health & Safety at work, lifting safely, working time regulations, reporting of accident etc.)
- Associations related to professional cookery. (Institute of Hospitality, World Associations of Chefs Societies /WACS etc.)

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. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 Resources

Useful websites

- [www.bha.org.uk](http://www.bha.org.uk)
- [www.craftguildofchef.org](http://www.craftguildofchef.org)
- [www.peoples1st.com](http://www.peoples1st.com)
- [www.caterer.com](http://www.caterer.com)
- [www.bighospitality.co.uk](http://www.bighospitality.co.uk)
- [www.hospitalitystaff.co.uk](http://www.hospitalitystaff.co.uk)
- [www.catersource.com](http://www.catersource.com)
- [www.instituteofhospitality.org](http://www.instituteofhospitality.org)

WJEC Hospitality and Catering by Judy Gardiner and Jaqui Housley published by WJEC GCSE Hospitality and Catering: Student Book (WJEC Hospitality and Catering) by Lesley Woods (Author), Scott Reynard (Author) Hospitality published by Heinemann
4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, Power point presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 Examples of Tasks

Task 1  Your local careers centre has asked you to design a leaflet about the Hospitality and Catering Service Industry. The leaflet will need to include:

- What each of the following words mean: Hospitality/Catering.
- Show different examples from the commercial and service sector, describing their size, location and a brief description of each.
- The leaflet should include an example of the menu/price and services each of the settings provide.

Task 2  Option evening is approaching and you have been asked to talk to the students about the Hospitality and Catering Industry.

Create a power point presentation with notes defining Hospitality and Catering, briefly describing the structure and settings. Show examples from both sectors at a local and national level. Make sure you include a brief outline of the menu/price and services they each provide, highlighting any differences.

Task 3  Produce a map of your local area and highlight (where available) all the different commercial and services sectors in the Hospitality and Catering Industry. On the map include a description of the main features, size, location and a brief description of the services and products they provide. On the top of the map you will need to explain what the word “Hospitality” means and explain what the word “Catering” means.

Task 4  Design a “Heads and Tails” game for year 9. The head and tail game is a game that the player will need to match the correct word with the correct definition/explanation. The cards must include: The meaning of Hospitality and catering, different types of establishments from within the commercial and services sector.
LO2 (Jobs and structure)

**Task 1**  Create two posters: one poster showing 2 or more main job roles from a Catering establishment and the other poster showing the main jobs from the Hospitality service sector. The information on the posters should include: qualifications, training or experience required for each job. Each job role should include a brief outline of the job description, pay and hours of work. These posters could be used to compare the jobs between the two sectors.

**Task 2**  Create a leaflet for the job centre on Hospitality and Catering. The leaflet should show the staffing structure of two different types Hospitality and Catering establishments. The learner should then list 2 main job roles from each of these, listing job description, qualifications, training and/or experiences needed. This information could be used to compare the differences of the job roles.

**Task 3**  Create a PowerPoint presentation on Hospitality and Catering to show at year 9 option evening. The PowerPoint should be designed to show year 9 the staffing opportunities in the different catering establishments. The learner could show job advertisements that they have researched and show comparisons between the job roles in the different sectors.

LO2 (Training, rights and associations)

**Task 4**  Design 2 posters that could be place up in the new Hospitality and Catering college. One poster should be information of the training, qualifications and professional associations available for budding young chefs.

The second poster should be designed to make the training students aware of their rights and the responsibilities of the employer in the work place.

**Task 5**  Your school has a stand at the Hospitality trade fair. Design on information (Leaflet/ power point/posters) about training, qualifications and professional associations that may interest trainee and professional chefs. The stand should also have information highlighting their rights and the responsibilities of the employer in the work place.

**Task 6**  A new hotel has opened up in the area; the manager has asked you to talk to the new chefs about training, qualifications and professional associations that they may be of interested to them. The manager has also asked you to provide a pack of information on the rights and responsibilities of the employer to give to the head chef.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criterion. All criteria must be met for the unit to be achieved and credit awarded.
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
### INTRODUCTION TO THE CATERING AND HOSPITALITY INDUSTRY
#### LEVEL 1

**ASSESSMENT RECORD**

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