

Progression in the Welsh Baccalaureate

	Foundation (Level 1)	Intermediate (Level 2)	Advanced (Level 3)
Key Skills	Four key skills at level 1, which must include one from the 'first three' i.e. Communication, Application of Number and ICT, and appropriate evidence of having pursued all six key skills.	Four key skills, two at level 2 and two at level 1, including the first three i.e. Communication, Application of Number and ICT. There must be appropriate evidence of having pursued all six key skills.	Three key skills at level 3, one of which must be from the first three key skills, together with the other key skills at level 2.
Options	Four grades D-G at GCSE, NVQ level 1, BTEC Introductory Diploma or equivalent.	Four grades A*- C at GCSE, NVQ level 2, BTEC First at pass level (6 units), or equivalent.	Two grades A-E at GCE Advanced, NVQ level 3, BTEC National Certificate at pass level (12 units), or equivalent.
Individual Investigation	<p>Plan and carry out an investigation over 20 hours. This should be either a written presentation with a maximum of 1000 words, an oral presentation of 5 mins or an alternative method. The student should choose an issue to investigate from one perspective e.g. local.</p> <p>Assessment criteria - plan, identify and use information, present findings demonstrating basic knowledge and understanding and reflect on outcomes and on plan.</p> <p>N.B. Please refer to specification for the detailed criteria.</p>	<p>Plan and carry out an investigation over 20 hours. This should be either a written presentation of between 1500-2000 words or an oral presentation of 7 mins. The student should choose an issue to investigate and illustrate their investigation with appropriate examples from Wales and from another perspective.</p> <p>Assessment criteria – plan, identify the relevance of information from several sources, present findings demonstrating mostly relevant knowledge and basic understanding, evaluate and draw conclusions.</p> <p>N.B. Please refer to specification for the detailed criteria.</p>	<p>Plan and carry out an investigation over 20 hours. This should be either 2000-2500 words or an oral presentation of 10 mins. The student should choose an issue to investigate and illustrate their investigation with appropriate examples from Wales and from another perspective.</p> <p>Assessment criteria – plan, identify the relevance of information drawn from a range of sources, present findings demonstrating relevant knowledge and good understanding, evaluate and come to well supported conclusions.</p> <p>N.B. Please refer to specification for the detailed criteria.</p>

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WEW Elements	<p>4 elements - political, social, economic and cultural. 60 hours.</p> <p>'Must consider each element'</p> <p>Diary – with teacher support a basic reflection of one of the 4 elements</p> <p>Foundation example: (Political issues) WEW could be teacher led with group activities and experiences based around a theme/s.</p> <p><i>e.g. a theme based around voting for reality TV shows could be used to illustrate the impact of voting.</i></p> <p>Students would have the opportunity to gain basic knowledge and understanding of a voting system and be encouraged to listen and participate in activities related to this and be encouraged to reflect on their work.</p>	<p>4 elements - political, social, economic and cultural. 60 hours.</p> <p>'Must consider each element'</p> <p>Diary – a more self directed basic evaluation of one of the 4 elements.</p> <p>Intermediate example: (Political issues) WEW could be less teacher led with greater student involvement. Students could take part in group and individual activities based on a theme, subject or issue in a vocational area.</p> <p><i>e.g. Students could investigate how elections are run and then have their own election for student representatives.</i></p> <p>Students would have the opportunity to gain knowledge and understanding of the election process through taking part in it, to form opinions, and evaluate what they discover through participating in the process.</p>	<p>4 elements - political, social, economic and cultural. 60 hours.</p> <p>2 compulsory key issues in each element</p> <p>Diary - evaluate 4 of the 8 Key Issues.</p> <p>Advanced example: (Political issues) WEW could be an enquiry into each of the key issues. This could be either individually or as a group with the teacher acting as a facilitator but with the students taking the lead.</p> <p><i>e.g. The WBQ Co-ordinator could arrange for a number of speakers to visit the centre, for example a local councillor and the local assembly member. Students could then debate issues with them.</i></p> <p>Students should be encouraged to take part in the discussion, to debate points of view, to form opinions and evaluate the issues discussed.</p>

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WEW Language Module	<i>A student may continue learning the same language as they progress through the levels of the WBQ, or they could choose to start another language.</i>		
	<p>20 hours of language learning at any level (MFL, Welsh, sign language).</p> <p>If currently following an examination course (pre-16) or a course (post-16) in MFL or Welsh can claim exemption.</p> <p>Self-assessment pro-forma Need a notification from the centre to claim the exemption.</p>	<p>20 hours of language learning at any level (MFL, Welsh, sign language).</p> <p>If currently following an examination course (pre-16) or a course (post-16) in MFL or Welsh can claim exemption.</p> <p>Self-assessment pro-forma Need a notification from the centre to claim the exemption.</p>	<p>20 hours of language learning at any level (MFL, Welsh, sign language).</p> <p>If currently following a level 3 course (post-16) in MFL or Welsh Second Language can claim exemption.</p> <p>Self-assessment pro-forma. Need a notification from the centre to claim the exemption.</p>
WRE Working with an Employer	<p>Working with an Employer for 30 hours in an external workplace or in a simulated work setting. (DELLS Framework requires 2 weeks work experience pre-16; this is statutory).</p> <p>Basic tasks and familiarisation with a workplace, including possibly work shadowing. Likely to be local or within a controlled environment.</p> <p>With teacher support, student self-assessment and employer evaluation.</p>	<p>Working with an Employer for 30 hours in an external workplace or a simulated work setting. (DELLS Framework requires 2 weeks work experience pre-16; this is statutory).</p> <p>If possible, more clearly defined tasks with a greater level of individual responsibility. Greater linkage into future plans for further education or career. May be local but could be outside the locality, if appropriate.</p> <p>Student self-assessment and employer evaluation.</p>	<p>Working with an Employer for 30 hours.</p> <p>Ideally linked to future career aspirations or the vocational area studied. Depending on career aspirations, the placement could take place outside the locality.</p> <p>Student self-assessment and employer evaluation.</p>

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WRE Team Enterprise Activity	<p>Enterprise related group problem solving for 15 hours.</p> <p>Group activities such as fund-raising linked to local, national or international issues and charities. Possible links to WWO and PS.</p> <p>With teacher support, student self-assessment and teacher evaluation</p>	<p>Team Enterprise Activity as a group for 15 hours.</p> <p>Preferably directly related to organising and running a 'business'. Students to take on specific roles and responsibilities within their enterprise groups. Definite links to WWO and PS</p> <p>Student self-assessment and teacher evaluation.</p>	<p>Team Enterprise Activity for 30 hours.</p> <p>Enterprise related activities directly related to organising and running a business, preferably linked to career aspirations and to gain higher level WWO and PS.</p> <p>Student self-assessment and teacher evaluation.</p>
PSE Elements and Key Issues	<p>4 elements - Positive Relationships, Good Health, Citizenship, Sustainable Development. 30 hours.</p> <p>Each has 3 Key Issues - choose 1</p> <p>Activities should be constructed around the students' personal experiences of the 4 elements.</p> <p>Diary – basic reflection on the key issue chosen with support from the teacher.</p>	<p>4 elements - Positive Relationships, Good Health, Citizenship, Sustainable Development. 30 hours.</p> <p>Each has 3 Key Issues - choose 1</p> <p>Activities should be constructed around the students' personal experiences of the 4 elements and the impact their actions have on others in the immediate community of the school/college.</p> <p>Diary – self directed basic evaluation of the key issue chosen.</p>	<p>4 elements - Positive Relationships, Good Health, Citizenship, Sustainable Development. 30 hours.</p> <p>Each has 3 Key Issues - choose 1</p> <p>Activities to look at the impact of the four elements on the wider community.</p> <p>Diary – an independent evaluation of the key issue chosen.</p>

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PSE Community Participation	<p>Community Participation of any kind for 15 hours, with teacher support and the centre as the community if pre-16.</p> <p>Key Ideas – with teacher support identifying issues and needs, planning, implementing and reflection.</p> <p>Group activities organised by the teacher such as fund-raising linked to local, national or international issues and charities or environmental projects within school. Simple tasks for each student to perform. Possible links to WWO and PS.</p> <p>With teacher support, student self-assessment and supervisor evaluation.</p>	<p>Community Participation of any kind for 15 hours (the centre as the community if pre-16).</p> <p>Key Ideas - identifying issues and needs, planning and implementing and evaluation</p> <p>Activities where the individual student takes the initiative, such as older students acting as mentors to younger students, participating in anti-bullying schemes, sports coaching, environmental initiatives within school. Possible links to WWO and PS.</p> <p>Student self-assessment and supervisor evaluation.</p>	<p>Community Participation of any kind for 30 hours.</p> <p>It is recommended that this takes place in the wider community and is initiated by the student (could be linked to the student's future career plan, and therefore to their 'Working with an Employer').</p> <p>Student self-assessment and external supervisor evaluation.</p>

In all parts of the Core there is progression from Foundation to Intermediate and to Advanced through students receiving less support and achieving greater autonomy. Outcomes should show greater ability to analyse and evaluate.