



ENTRY PATHWAYS - JANUARY 2013

MATHEMATICS

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Many centres presented evidence of units clearly. Evidence was often referenced to a check sheet, and often moderators were able to agree with the teachers. Best practice included clearly numbered pages referenced to the Assessment Criteria recorded on the Assessment Record.

On the WJEC Entry Pathways website, the 'Units and Guidance booklet' can be found, as well as all the important forms needed. The secure website includes exemplar and CPD materials.

It is important that the evidence sent has been internally moderated within the centre. Evidence of this was often omitted. After internal moderation a second signature supporting and confirming the process of internal checking of the evidence against the Assessment Criteria would be sufficient.

The best practice for submission is to collate evidence by unit, rather than by candidate. This allows for ease of internal moderation, and checking that all necessary evidence has been included. Collating in candidate folders is not helpful for moderation, as individual units are moderated as a sample of typical evidence from the centre for a particular unit of entry.

On occasions the witness statements did not include sufficient details of the actual tasks and the outcomes. Details must be included to provide a description of the activity and the response of the candidate showing that the skill has been achieved. There was also evidence of good practice where centres developed feedback sheets for candidates that were also signed by an internal moderator.

Moderators noticed a number of issues, that may be worth checking in future, before sending a sample of candidates work for external moderation by WJEC. These include the following:

Occasionally candidates' work was marked as being correct, when it was not actually correct. Where a number of further examples were given this was not a problem. However, occasionally the Assessment Criteria requests a specific number of examples to demonstrate competence. For example, if only two opportunities are given and one is incorrect (although perhaps incorrectly marked) then the candidate does not then have the opportunity to meet the criteria of demonstrating a skill twice. It is worthwhile considering giving candidates more than the minimum requirement number of opportunities to demonstrate a skill, as sometimes errors or slips in calculations can occur.

The evidence within the sample should exemplify the actual skills for the unit without any omissions. There were occasions where evidence was included of similar skills instead. This is only acceptable if these skills relate to the ones required and are at a higher order, e.g. Multiply a two digit number by a single digit number as evidence of the skill to multiply a single digit number by a single digit number. However, if the similar skill is of a lower demand, or not related to the skill requirement this would not be acceptable.

Where calculations are required, particularly when a calculator is not being used, it is worth while stressing to candidates that working should be shown. 6371/E3 and 6371/E2, 'Working with whole numbers' is a non calculator unit, so candidates need to be encouraged to show working. However, if the candidate is able to calculate mentally then the teacher annotation should confirm that a calculator has not been used.

6370/E2 and 6370/E3, 'Introduction to whole numbers', AC 2.1 requires candidates to work with numbers with similar digits within matching activities. The importance of similar digits relates to the understanding of place value. On occasions, evidence submitted showed matching numbers written in words to the same number in digits but the choice of numbers did not contain sufficient choice. For example, two hundred and fifty, with a selection 52, 520, 250, 205, 25, 502, assesses understanding of 200 and 50 with the formation of 250.

Although a minimum requirement may have been met, the activities were not always sufficiently challenging. For example, when rounding whole numbers to the nearest 100 where all the numbers given were multiples of ten does not fully assess that the candidate can round **any** whole number less than 1000 to the nearest 100.

It is clear that centres who keep strictly to the guidance for the assessment criteria and then order the evidence in the same way for each unit, with clear reference to specific pages within the evidence usually meet all the requirements. The checklist showing the further guidance is essential to refer to alongside the Assessment Record as this indicates the minimum requirements that are used during the external moderation process.

Moderators appreciate the time that centres take in collating and referencing evidence.