



PRINCIPAL MODERATOR'S REPORT

ENTRY PATHWAYS PERSONAL AND SOCIAL DEVELOPMENT

SUMMER 2019

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General Comments

The work submitted for moderation this year showed that most centres had planned interesting and original courses for their candidates, using combinations of different units.

Most centres are now more familiar with the requirements of the course and the administration documents were generally well completed.

However, a few points do need to be emphasised again;

- Please use assessment records that have the assessment criteria printed in them, available as downloads from the WJEC Entry Pathways website.
- The assessment record sheets should clearly indicate the task/page number/witness statement etc. submitted as evidence for each assessment criteria.
- Please use 'title pages' or clear headings to indicate what the evidence is; and if appropriate, use the actual assessment criterion.
For example: in the unit Working as part of a group', the assessment criterion 1.3 is 'Identify their job role in the group'. The heading could simply be 'What is my job role in the group?'
- Please do not submit evidence on documents produced for and by another awarding body.
- If more than one teacher in a centre is delivering units, please conduct and submit evidence of internal moderation.
- It would be helpful for moderation, as well as being good practice, if all work submitted was appropriately marked and annotated in the centre.

Comments on individual units

Most centres had planned the units very carefully and the tasks accurately fulfilled the assessment criteria. However, in some instances the relevance of the activity to the assessment criteria was difficult to understand. Where witness statements are used to provide evidence for an activity in which a number of candidates had participated, each witness statement should give detailed information only about the contribution of that particular candidate. Witness statements cannot be used as evidence for a whole unit. There must be other supporting evidence such as written, photographic, video, etc. Information downloaded from the Internet must show evidence of some use by the candidate, such as annotation or the highlighting of relevant passages. There was a variety of supporting evidence including written work, worksheets, witness statements, diagrams, annotated photographic sequences, wall displays, etc. Some of these were group activities and some were individual tasks.

There was also an increasing use of IT to find and word process information and present diagrams or Power points. It is encouraging that centres are helping candidates to produce individual and original work, even when they are involved in group activities. Some centres had annotated the work with helpful and informative comments, which were very much appreciated during the moderation process. Most centres were accurate in their assessment of candidates against the Entry Level 2 and 3 criteria; but several centres could consider submitting future entries at Entry 3 level instead of Entry 2 level, as noted in the individual centre reports.

Summary of key points

It was obvious that most centres have a good understanding of how to fulfil the criteria using interesting, varied and relevant activities.

Overall, this was an excellent submission. Staff and candidates in the centres should be commended for their hard work and excellent results.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk