



ENTRY PATHWAYS - MAY 2012
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 reference to Assessment Criteria. Much of the evidence was clear. Best practice was from centres that included a variety of activities.

Moderators noticed a number of issues; these may be worth checking in future before sending a sample of candidates' work for external moderation by WJEC:

- Where a list of requirements is given within any Assessment Criteria (AC), then evidence of the entire complete list must be included. Full details can be found on the WJEC website www.wjec.co.uk/mathematicsentripathways in the 'Entry Pathways Qualifications in Mathematics Units and Guidance' booklet. If any aspect is missing, then the unit cannot be credited. For example:

Within 'Working with fractions', 6372/E2, LO2, AC2.2 states '..... fractions of a whole', this means evidence of, for example 4 quarters is the same as 1, $4/4 = 1$. A number of centres omitted this aspect completely, hence this credit for this unit could not be given.

Within 'Working with 2D and 3D shapes', 6374/E2, LO1, AC1.2, the identification of the 3D shapes gives a list, evidence of the complete list is required, so for example, evidence omitting the sphere would not be sufficient for this unit to be credited.

Where electronic, computer based interactive resources had been used, teachers completed a witness statement. However, when packages such as MyMaths are used the evidence should also include the summary progress page showing the achievement of the particular candidate. This evidence is available to the teacher so should be sent to moderators.

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.

Where calculations are required, particularly when a calculator is not being used, it is worth stressing to candidates that working should be shown.

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. It is units that are credited via moderation, not candidates.

CPD

Details of the 2012/2013 Entry Pathways Mathematics CPD events can be found by visiting www.wjec.co.uk/mathematicsentripathways.