



ENTRY PATHWAYS - JANUARY 2014
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.

The WJEC Entry Pathways Mathematics website includes example forms and the Unit and Guidance Booklet. The secure website also includes exemplar materials.

A number of centres have developed good practice for internal moderation. This includes the use of centre designed sheets attached to each unit as a checklist. These require a check that evidence is referenced, marked accurately and that every aspect detailed in the guidance for the assessment criteria has been evidenced by a sufficient number of correct examples.

Now that a number of centres have submitted evidence previously it is pleasing to see that advice from previous reports has been implemented, with any shortcomings addressed. However, a few centres had not acted upon advice and submitted evidence with errors, misinterpretations or omissions that had been highlighted previously in a detailed report to the centre. The reports to centres are drafted to offer comment and advice to aid the centre in the understanding of the requirements and the specific details of the assessment criteria. Consequently, it is important that centre leaders share reports with the internal assessors.

Again witness statements had been included for a number of oral or practical activities. The details were sufficient for the moderator to understand the nature of the activity, the type of questioning involved and the outcomes. Most of the witness statements were appropriate and thorough in the level of detail.

It was pleasing to see evidence of activities that included context. For example, in ordering whole numbers, the heights of mountains in Wales were considered and the lengths of world rivers. Many activities were also based on subjects of interest, such as talent competitions or music.

Jigsaw puzzles made specifically to recall knowledge within some units were also included. Evidence was photographic or pieces glued to an A3 sheet. These puzzles had clearly challenged the candidates, but had proved worthwhile in providing additional evidence for the assessment criteria.

Where answers are given to questions related to directions on a map, the map should be included within the evidence, enabling moderators to check the suitability and accuracy.

The Assessment Record sheets do not list the full requirement of the assessment criteria, this can be found within the Units and Guidance Booklet on the website. There is specific guidance with details of the minimum requirement in orders to meet each of the assessment criteria. Moderators check the evidence submitted against the full guidance, looking for evidence of all the aspects listed. Hence, it is important that centres do send sufficient evidence matching the guidance for the unit, not merely the flavour of the unit. Using the AC codes on the candidates work is a way of referencing. It is important to check the full requirements in the guidance.

Moderators appreciate the time that assessors in centres take in collating and referencing evidence. The organisation of evidence takes time to reference, this is much appreciated.