



PRINCIPAL MODERATORS REPORT

ENTRY PATHWAYS MATHEMATICS

JANUARY 2016

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MATHEMATICS

January 2016

Principal Moderator: Ms Linda Mason

The majority of centres presented evidence of units clearly referenced on the assessment sheet.

It is important that the evidence is arranged by unit not by candidate and in general this was the case for this series. Moderation is a process of looking at teacher understanding of each assessment criterion within each unit, not the moderation of candidates.

In general, moderators were able to agree with the teachers. Best practice included clearly numbered pages referenced to Assessment Criteria recorded on the Assessment Record. The WJEC website, Entry Pathways Qualifications in Mathematics Units and Guidance includes examples of forms, including those used by moderators as a checklist. The secure website also includes exemplar materials.

Generally centres used the full and complete details to meet the Assessment Criteria. There was an example of evidence submitted where the Assessment Criteria listed on the second page of details was omitted, either not seen or by not turning over the page to see the complete list of the Assessment Criteria, this was in 6374/E3 Working with 2D and 3D shapes with AC5.1, AC5.2 and AC5.3

Very few centres did not indicate whether any internal moderation had taken place. Good practice should include checking the accuracy of marking and whether there is sufficient evidence to meet the minimum requirements of the Assessment Criteria.

Errors in marking were found on occasions, the accuracy of the work of candidates is checked during the moderation process. Where only minimal examples are presented for moderation this can impact on outcomes. Unfortunately some work was found to be completely unmarked, indicating that the work of the candidate had not been checked prior to sending for external moderation.

Providing sufficient evidence means including at least the minimum requirement, however for assurance it is better to provide a little more than this, as occasionally errors are found in the work of candidates or in the marking.

Witness statements had been included for a number of oral or practical activities. The details were generally sufficient for the moderator to understand the nature of the activity and the type of questioning involved, together with the outcomes. Annotating photographs or other media evidence, such as screen shots from computer packages, is good practice and make useful witness statements.

It was found that activities clearly labelled Entry 2 were used with candidates entered for Entry 3. It is important to read the criteria and assimilate the additional challenge required for Entry 3. Obviously if the Entry 2 activities were foundation activities for moving on to Entry 3, then this would be good practice, but this would not be suitable evidence for external moderation as it will not meet the more challenging Assessment Criteria for Entry 3.

The effort and creativity that a few teachers have shown in order to ensure tasks are accessible to candidates with specific difficulties is much admired and appreciated by moderators. The engagement of these candidates with tasks was clear as they benefit from practical activities, including the use of models, information cards, matching card activities, individual white board activities and games, rather than a diet of repetitive worksheets.

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 or Examination Officers share reports with the internal assessors. If advice is acted upon, there should be no issues with further submissions, this should ensure that teachers have greater confidence as to what evidence would meet the Assessment Criteria

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



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