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# **PRINCIPAL MODERATORS REPORT**

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**ENTRY PATHWAYS  
HUMANITIES**

**JANUARY 2018**

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**January 2018**

#### **General Comments**

Candidate work was received from 27 centres. This is in line with previous January series. Work was received from all main subject areas within the Entry Pathways Humanities qualification.

The work submitted for moderation by centres demonstrated very positive achievement on the part of the candidates. It is evident that the Entry Pathways Humanities course, when well-planned, well-resourced and delivered using a variety of teaching and learning approaches, offers good learning experiences and positive outcomes to candidates as well as much enjoyment.

It is pleasing to note that the majority of centres continue to take on board the specific comments made by the moderating team in their individual centre reports as well as the more general advice outlined in the Principal Moderator's reports for the course. Where necessary, centres that fail to heed comments and/or advice in their centre reports will be encouraged to contact WJEC.

#### **Administration**

All centres submitted the correct size of sample of candidate work and the vast majority was submitted as per the required timescale. The majority of candidate work submitted for moderation by centres was presented in a professional manner and was easy to follow. It was clearly labelled with centre names and candidate numbers which made moderation easier.

The majority of centres completed the necessary course documentation required for moderation - Candidate Authentication Sheets, Assessment Record Sheets and Witness Statements.

There was some inconsistency in the use of Witness Statements by centres. It is not sufficient to merely state that an individual candidate took part in a class discussion or activity. A Witness Statement should be used to outline the specific response of a candidate or describe precisely what the candidate contributed to a group or class activity. One Witness Statement for the whole class is not sufficient.

#### **Content and Tasks**

The vast majority of the tasks set for the units moderated were appropriate for candidates working at Entry Level and allowed for positive achievement. In the cases of best practice, candidate work was appropriately linked to the Assessment Criteria. The tasks set allowed individual candidates to demonstrate appropriate knowledge, understanding and skills related to the units being delivered by the centres.

In a small number of cases the content was not appropriate and did not fit in with the assessment criteria. This has been highlighted to centres in their individual reports available on the secure website.

All teachers of this course, and especially non-specialist subject teachers of any of the units, should read the content amplification provided in each unit specification. Teachers can also seek advice on any matter by getting in contact with one of the moderating team through the Subject Officer at WJEC (contact details on Humanities Pathways section of the WJEC website).

## **Assessment**

The vast majority of centres entered candidate work at the appropriate level – Entry Level 2 or Entry Level 3.

It should be noted, that in general terms, for candidate work to achieve Entry Level 3 it needs to have some substance and detail, generally met by the use of sentences and paragraphs rather than single words or selective use of illustrations. It should also reflect the amount of time that is supposed to be spent on the completion of an individual unit.

## **Annotations**

In the majority of centres, candidate work was clearly annotated to show where and how the candidates successfully met the specific Assessment Criteria across individual units. In cases of best practice, candidate work was annotated with supportive comments from the teacher and some centres used these comments to justify their judgements. This approach facilitates the moderation process and is to be commended and encouraged.

## **Recommendations for future submissions**

- Ensure that all candidate work submitted for moderation is fully marked and annotated, indicating whether or not it has been accepted as being correct and/or appropriate.
- Annotate completed candidate work with the relevant assessment criteria, e.g. AC 1.3 or AC 3.2, showing where and how the work presented has met the required assessment criteria.
- Check that ALL assessment criteria have been met for each unit by each candidate. Internal verification of work to be submitted for moderation by another teacher in the centre would be helpful in this respect. Such a practice is recommended for all centres.
- Do not submit candidate work for moderation if all assessment criteria have not been clearly and fully met by the candidate.
- Complete in full an Assessment Record Sheet for each unit for individual candidates, ensuring it is signed by the teacher.
- Include as much detail as possible on Assessment Record Sheet on where and how assessment criteria have been met by the candidate.
- Use the 'General Comments' section of the Assessment Record Sheet to give useful background information about individual candidates.

- Where appropriate complete individual Witness Statements for candidates, following WJEC guidance on the appropriate completion of these.
- When collating work to be submitted for moderation, arrange candidate work, in as far as is possible, in order of the assessment criteria.
- Submit all work by unit and not by candidate.
- Read guidance given to teachers in the unit specifications, e.g. amplification of content, resources and examples of tasks and methods of assessment. This is particularly beneficial to none specialist subject teachers delivering specific units.
- Read previous Centre Reports from your Moderator and the Reports of the Principal Moderator and take note of all comments and recommendations.
- Contact the WJEC Subject Officer if you require advice or help with any matter relating to the Entry Pathways Humanities course.



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