



PRINCIPAL MODERATOR'S REPORT

**ENTRY PATHWAYS
HUMANITIES**

SUMMER 2018

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General Comments

This summer centres submitted work from a wide range of units across all subject areas within the Entry Pathways Humanities qualification.

The majority of candidate work demonstrated positive achievement. 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 for candidates working at Entry Level. It is evident that the course provided many interesting and enjoyable learning experiences for the candidates.

It is pleasing to note again this summer that the vast 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. **Centres that have failed to heed comments and/or advice in their centre reports will be contacted by the WJEC Subject Officer and invited to contact a consultative moderator.**

Administration

The administration of the Entry Pathways Humanities course continues to improve with most centres completing all the documentation required for moderation - Candidate Authentication Sheets, Assessment Record Sheets and Witness Statements. The vast majority of centres submitted appropriate samples of candidate work within the specified time frame. Most of the work submitted for moderation by centres was presented in a professional manner and was easy to follow. It was clearly labelled with centre name and candidate numbers which facilitated the moderation process.

A small number of centres submitted work by candidate rather than by unit. Candidate work should be collated and submitted by unit and not by individual candidate. This is because the moderating team needs to see evidence of teacher understanding of the unit requirements, as well as the individual candidates. Submitting work in this way also helps centres as it provides a means to check that there is evidence for each assessment criterion and so assists internal moderation.

There was some inconsistency in the use of Witness Statements by centres. It is not sufficient to say 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. Witness statements need to be specific to individual candidates.

Sufficient detail should be provided on the Assessment Record Sheet to show exactly where in the work submitted by a candidate the assessment criteria have been met. Teachers must check that all assessment criteria for an individual unit have been fully met by a candidate before submitting the work to be moderated. **If all Assessment Criteria (as set out in the unit specification) have not been met and cannot be evidenced the work should not be submitted to WJEC for moderation.** Internal verification or standardisation within centres is very useful in this respect.

Content and Tasks

The majority of the tasks set for the units moderated were appropriate for candidates working at Entry Level. These tasks and content clearly met the Learning Outcomes for the units being taught.

Many teachers made good use of the content amplifications and exemplar tasks set out in the unit specifications. In the cases of best practice, candidate work had appropriate titles and sub-titles that related 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. A lot of the work submitted for moderation demonstrated good learning from the candidates and it was clear that considerable work had been put in to the completion of the tasks.

In a small number of cases the content was not appropriate and did not fit in with the Learning Outcomes. This has been highlighted to centres in their individual reports. It is recommended that 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 are on the Humanities Pathways section of the WJEC web site).

Assessment

Centres continue to use appropriate assessment tasks and in almost all cases are entering 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 labelled and annotated to show where and how the candidates successfully met specific Assessment Criteria across individual units.

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 the teacher.

- Include as much detail as possible on the Assessment Record Sheets 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. Avoid using plastic wallets.
- 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 non-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.

Revised units for Entry Pathways Humanities

Please note that revised units for Entry Pathways Humanities will be available for teaching from September 2018. These units have been updated and revised to allow co-teaching with new GCSE specifications where appropriate.

These units should be available on the Entry Pathways website in autumn 2018. It is recommended that teachers follow these revised units for teaching from September 2018.

The current units will also be available for entry until summer 2019 although no dual entry with the revised units will be possible.



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