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# **PRINCIPAL MODERATOR'S REPORT**

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## **ENTRY PATHWAYS INDEPENDENT LIVING**

**JANUARY 2018**

**ENTRY PATHWAYS**  
**INDEPENDENT LIVING**

**January 2018**

Seven centres submitted their work for moderation for the January series, with most entered for unit accreditation only.

**Administration**

All centres submitted their samples on time. All work was packaged well and individual work was clearly labelled with the centre name and candidate number. All centres correctly completed and enclosed all the relevant documentation, including Candidate Authentication Sheets and Assessment Record Sheets. Some teachers had also provided very detailed descriptions of the work completed by each candidate and how the assessment criteria had been met. Some centres had numbered all pages and included an index, which proved most helpful during the moderation process and showed good organisation.

**Range of units submitted**

Samples of work were submitted for a range of units.

**Evidence submitted**

There was an encouraging range of supporting evidence, including written work, worksheets, annotated photographic sequences and experimental work, etc. Some of these represented group activities and some individual tasks. Most of the work, some of which had been word processed, was generally very well-presented. It was evident from photographs and evaluations that the candidates had really enjoyed many of the set tasks and had obviously gained many valuable skills.

Much of the work was very interesting to read and a pleasure to moderate.

The majority of teachers had annotated the work with helpful and informative comments which were very much appreciated during the moderation process, and which are a sign of good practice within the centre.

It is also useful if the centres tick and date the assessment sheet as learning outcomes are completed to show progression.

**Accuracy of centre assessments**

The assessment of candidates by the majority of centres was generally accurate this series, with all candidates being entered at the appropriate level. However, it is essential that all of the assessment criteria are fully met and that there is enough relevant and detailed information to meet the requirements of the unit. A few loose pages with a couple of sentences is not sufficient evidence for a pass.

## Comments/advice

It was obvious during the moderation process that the majority of subject teachers have a good understanding of these awards and how to fulfil the criteria. Most centres have worked hard in developing interesting, valid and relevant teaching resources and learning activities that provide both stimulation and enjoyment for their candidates.

The majority of centres, both staff and candidates, should be commended for their hard work, commitment and excellent results.

All centres are asked to bear in mind the following for future cohorts:

1. All folders must be accompanied by a completed Candidate Authentication Sheet and Assessment Record Sheet.
2. Candidates must be entered for the correct units at the appropriate levels.
3. Each piece of evidence in the folder should be carefully labelled to show exactly which level it is being entered for and which assessment criteria it fulfils. The inclusion of page numbers and dates would also be helpful. This information could then be transferred to the Assessment Record Sheet.
4. All work should be annotated within the centre. While this can be quite time-consuming, it is encouraging for the candidate and also extremely valuable for moderation purposes.
5. Witness statements should not be used as the only evidence that candidates have completed an activity.
6. The delivery of learning activities relevant to each unit is entirely the choice of the centre, but should be appropriate to the level. Centres should design tasks and resources to specifically fulfil the assessment criteria and be suitable for their candidates, rather than adapt work from other specifications, which can prove confusing – and has done in the submission from previous cohorts.
7. Centres are encouraged to use a wide range of different activities in the delivery and recording of assessment criteria.
8. Candidates should be encouraged to produce individual and original work.



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