



PRINCIPAL MODERATOR'S REPORT

**ENTRY PATHWAYS
INDEPENDENT LIVING**

SUMMER 2017

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Principal Moderator: Sara Jones

Seventy-five centres submitted their work for moderation for the summer 2017 examination series.

Administration

Nearly all centres submitted their samples on time. All work was carefully packed and the majority of individual work was clearly labelled with the centre and candidate names and numbers correctly completed. The majority of work included the relevant documentation, including Candidate Authentication forms and Assessment Record sheets. Some centres had numbered all the pages with an index, which proved very useful during the moderation process and showed good organisation.

Range of units submitted

Samples of work were submitted for a wide range of units for all levels. It can be very beneficial to the candidates to cover a range of curriculum areas to enhance the learning experience.

Evidence provided

From the majority of centres, the evidence provided was very attractive, well-organised and followed the set criteria for assessment. The standard of work ranged from excellent to rather weak. The excellent work was reflected in not only the wealth of content but also in the quality of illustrations, graphics, worksheets, photographs and presentation. The use of ICT is still popular, and is a pleasing development in the presentation of the folios.

Inevitably, some of the work submitted was sparse, containing no real evidence, either written or photographic, and, although witness statements can provide a valuable source of evidence, these should not be the sole form of evidence as was the case from one or two centres. It is important to remember that work should be individual, and simply showing group photographs and identical work from all candidates is not sufficient for the work to be awarded a pass. Some of the handwritten work was very difficult to understand and these candidates might have found it easier to word-process their work.

It was evident from photographs and evaluations that candidates had really enjoyed many of the set tasks and had obviously gained a great deal of valuable skills.

Weaker candidates would really benefit from prepared pro-forma sheets which will help ensure that they meet each of the assessment criteria.

The majority of centres provided annotation in some form or other, some of which was very detailed. This was much appreciated during the moderation process. Many centres also used dates or page numbers in the 'evidence' column – this is preferable to simply using ticks, as it assists in cross-referencing where criteria has been met, and also demonstrates good practice.

Accuracy of centre assessments

The assessment of candidates was generally accurate this series by the majority of centres, with most candidates being entered at the appropriate level. However, some candidates had been entered for Entry 2 when their work would have met Entry 3 criteria. Care must be taken when entering candidates for future cohorts that candidates are entered for the correct level.

Comments/advice

Most subject teachers appeared to have a good understanding of the units and how to fulfil the criteria; however, some candidates were entered without fulfilling the assessment criteria in full. Most centres had worked hard in developing interesting, valid and relevant teaching resources and learning activities that provided both stimulation and enjoyment for their candidates. Many excellent pro-forma sheets had been prepared by a number of centres, resulting in some very pleasing work.

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

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

1. All folders must be accompanied by a Candidate Authentication form, signed by both the candidate and the teacher, and a completed Assessment Record sheet.
2. Check that the candidates have been entered for the appropriate units and levels.
3. Each piece of evidence in the folder should be carefully labelled to show exactly which assessment criteria it fulfils and the level. Also, page numbers and dates are helpful during moderation. This information could then be transferred to the Assessment Record sheet.
4. All work should be annotated within the centre. Whilst it is appreciated that this can be quite time-consuming, it is not only encouraging for the candidate but also extremely valuable for moderation purposes.
5. Please do not rely on witness statements alone as evidence.
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 – and has – proved confusing.
7. Centres are encouraged to use a wide range of different activities in the delivery and recording of the assessment criteria.
8. Candidates should be encouraged to produce individual and original work.
9. Work should be presented by unit rather than by candidate (i.e. all candidates' work for one unit together, rather than all units for one candidate together)
10. The deadline for submission of work to the moderator set by WJEC must be adhered to.



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