



PRINCIPAL MODERATOR'S REPORT

**ENTRY PATHWAYS
INDEPENDENT LIVING**

SUMMER 2018

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Ninety centres submitted their work for moderation for the May 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 name and candidate number correctly included, and all relevant documentation, including candidate authentication sheets and assessment record sheets, enclosed.

The work should be organised by unit, rather than by candidate which makes the moderation process difficult. A minority of centres had sent Independent Living and Preparing for Work units together in the same parcel, which caused some confusion – please note that each unit should be sent to the moderator specified when outcomes are submitted on the internal assessment mark input system (IAMIS).

Some centres had numbered all the pages with an index, which is good practice and very helpful during moderation.

Range of units submitted

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

Evidence provided

The evidence in the folders seen from the majority of the centres was attractive, well-organised and followed the assessment criteria.

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. It was evident from photographs and evaluations that candidates had really enjoyed many of the set tasks and had obviously gained a great many valuable skills. Inevitably, some folders were sparse, with 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.

The use of ICT was popular, and is a pleasing development in the presentation of the work. There was also a considerable number of good handwritten responses, which must have taken a great deal of time and effort, and these candidates are to be congratulated on the quality of their work. Some of the handwritten work, however, was very difficult to decipher and these candidates might have found it easier to word process their work.

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 of the assessment record sheet, which is preferable to just using ticks, as it helps with cross-referencing where criteria has been met, and also demonstrates good practice.

Accuracy of centre assessments

The assessment of candidates by all centres was generally accurate this series, with most candidates being entered at the appropriate level.

Principal Moderator's comments/advice

It was obvious during the moderation process that 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, 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. Each folder must be accompanied by a candidate authentication sheet, signed by both the candidate and the teacher, and a completed assessment record sheet.
2. Candidates must be 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 very helpful. This information could then be transferred to the assessment record sheet.
4. All work should be annotated by teaching staff. While this can be quite time-consuming, it is not only encouraging for candidates but also extremely valuable for moderation purposes.
5. Witness statements alone do not provide sufficient 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 adapting work from other specifications, which can be – and has proved – confusing.
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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