



PRINCIPAL MODERATOR'S REPORT

**ENTRY PATHWAYS
MATHEMATICS**

SUMMER 2016

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Principal Moderator: Linda Mason

The majority of centres presented evidence of units clearly referenced on the assessment sheet. A few centres only inserted ticks on the assessment sheet, with evidence not referenced, this does not demonstrate the assessor's understanding of the criteria.

The evidence should be arranged by unit not by candidate and in general this was the case for this series. Moderation is a process of looking at teacher understanding of each assessment criterion within each unit, not the moderation of candidates.

In general, moderators were able to agree with the teachers. Best practice included clearly numbered pages referenced to Assessment Criteria recorded on the Assessment Record, annotated and work marked accurately.

The WJEC website, Entry Pathways Qualifications in Mathematics Units and Guidance includes examples of forms, including those used by moderators as a checklist. The secure website also includes exemplar materials.

Generally centres are using the full details to meet the Assessment Criteria. On a few occasions, centres used the summary Assessment Record sheet to collate evidence. This sheet does not list the full requirement of the Assessment Criteria. There is specific guidance with details of the minimum requirement in order to meet each of the Assessment Criteria. Moderators check the evidence submitted against the full guidance, looking for evidence of all the aspects listed. The short statement on the Assessment Record is not the full content, it is important to check the full requirements in the guidance. This is of utmost importance to avoid a unit not being passed due to misunderstanding the breadth and depth of the assessment criteria.

When WJEC evidence worksheets as used, to show summarise evidence, it is important to check that all the required worksheets for the complete unit are included. There were occasions where centres had used these worksheets appropriately but had not referenced them against the Assessment Record, as a result there was not evidence for all the criteria. A missing summarised worksheet could result in a unit not being passed by moderators.

A number of centres have developed good practice for internal moderation. This includes the use of centre designed sheets attached to each unit as a checklist. These require a check that evidence is referenced, marked accurately and that every aspect detailed in the guidance for the assessment criteria has been evidenced by a sufficient number of correct examples. Accuracy of marking is important. A few centres did not indicate whether any internal moderation had taken place.

It is better to organise the evidence by skill in the order given in the Assessment Criteria if possible. This also helps with the internal moderation of the units.

Errors in marking were found on occasions, the accuracy of the work of candidates is checked during the moderation process. Where only minimal examples are presented for moderation this can impact on outcomes. It is acceptable to include incorrect work, provided there is sufficient correct evidence to meet the criteria.

A few centres submitted far more evidence than was required. There is no need to submit all evidence related to particular skills, usually two or three completed activities is sufficient, with skills clearly demonstrated on numerous occasions, perhaps in different contexts. It is recognised that candidates may need to practise skills, but not all of this evidence needs to be included in the sample. Providing sufficient evidence means including at least the minimum requirement, however for assurance it is better to provide a little more than this, as occasionally errors are found in the work of candidates or in the marking.

Witness statements had been included for a number of oral or practical activities. The details were generally sufficient for the moderator to understand the nature of the activity and the type of questioning involved, together with the outcomes. Most of the witness statements were appropriate and thorough in the level of detail. It should always be made clear what the objectives of the task were against Assessment Criteria and the candidate response to each element. Annotating photographs is good practice. Witness statements should only be included if written evidence is not appropriate for the candidate.

It was pleasing to see evidence of activities that included context, especially where activities were based on areas of the candidates' interest. The inclusion of cross curricula opportunities to aid the transfer of skills is good practice.

The effort and creativity that some teachers have shown in order to ensure tasks are accessible to candidates with specific difficulties is much admired and appreciated by moderators. The engagement of these candidates with tasks is clear, benefiting from practical activities, including the use of models when appropriate, information cards, individual white board activities and games, rather than a diet of repetitive worksheets.

The reports to centres are drafted to offer comment and advice to aid the centre in the understanding of the requirements and the specific details of the Assessment Criteria. Consequently, it is important that centre leaders share reports with the internal assessors. If advice is acted upon, there should be no issues with further submissions, this should ensure that teachers have greater confidence as to what evidence would meet the Assessment Criteria. It is important to act on any advice suggested for future submissions. There was evidence that a few centres had not read previous reports, with a repeat of previous issues and omissions.

Moderators are aware that assessors take time in collating and referencing evidence. The organisation of evidence takes time to reference, this is much appreciated. Many centres had clearly worked to engage candidates with stimulating activities, then annotating evidence with feedback to the candidate on next steps. This is good practice.

As a reminder to centres, January submission is an option. It may be worthwhile submitting any completed units in January rather than waiting until May, allowing confirmation of assessment, or for WJEC to provide feedback in a report in order for all the criteria to be met in a resubmission in May. Making greater use of the January moderation would benefit centres.



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