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# **PRINCIPAL MODERATOR'S REPORT**

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**ENTRY PATHWAYS  
PERSONAL AND SOCIAL DEVELOPMENT**

**SUMMER 2018**

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The numbers being entered for this qualification increase each year, indicating the value of this flexible and accessible award.

**Administration**

Most centres submitted their samples on time, and had organised the work into individual candidate folders. However, it is far more helpful for the moderation process if the work from all the candidates **in each unit** is presented together.

Most centres correctly completed and enclosed all the relevant documentation, but a few omitted the Assessment Record Sheet – this is important and should be included with every sample.

**Range of units submitted**

Samples of work were submitted for the whole range of units in this award with centres choosing combinations of units that suited the needs of their particular candidates and learning programmes.

**Supporting evidence**

Centres used many different types of supporting evidence including written work, worksheets, witness statements, diagrams, annotated photographic sequences, DVD/video clips, wall displays, cartoons and card sort activities. Some of these were used as group activities and some were individual tasks. Many candidates used IT very competently to find and word process information and present diagrams or images.

Centres should try to ensure that the work of each candidate is individual and original. When all candidates use the same diagram or photograph, centres should ensure that the annotation is individual to each candidate. Similarly, Witness Statements should not be generic, but should make specific comments about the achievement of the individual candidate in that task.

Some centres had annotated the work with informative comments which were very much appreciated during the moderation process, and which are always a sign of good practice within the centre.

**Accuracy of centre assessments**

Centres were generally accurate in their assessment of candidates against the Entry Level 2 and 3 criteria.

Where there are several teachers in a centre delivering different units from this award, there should be evidence of internal moderation to ensure standardisation.

### **Chief Examiner's comments/advice**

This year's submission again confirms that most centres have a good understanding of the requirements of this award.

Staff and candidates should be congratulated for their hard work and excellent results.

#### **All centres are asked to bear the following in mind for the next submission:**

1. A Candidate Authentication Sheet and an Assessment Record Sheet must accompany all files.
2. Each piece of evidence in a file should be carefully labelled to show exactly which assessment criteria it fulfils **and** at which level. The evidence should be presented in Assessment Criteria order. It would be helpful also if pages in the files were numbered.
3. All work should be annotated; this is not only for the benefit of the candidate but it is also very helpful for moderation.
4. The centre decides the particular learning activities in each unit. It is suggested however, that tasks are designed specifically to fulfil the requirements of the assessment criteria rather than using or adapting work from a different specification.
5. Centres are encouraged to use a wide range of different activities in the delivery and recording of the assessment criteria; see supporting evidence section above.
6. Candidates should be encouraged to produce individual and original work.



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