



PRINCIPAL MODERATORS REPORT

ENTRY PATHWAYS PERSONAL AND SOCIAL DEVELOPMENT (QCF)

JANUARY 2018

ENTRY PATHWAYS
PERSONAL AND SOCIAL DEVELOPMENT

January 2018

Administration

Most centres submitted their samples on time, and had organised the work into individual candidate folders. In some centres candidates had used task dividers and had numbered all the pages, which very much helped the process of moderation.

Most centres correctly completed and enclosed all the relevant documentation, but one or two had omitted the Assessment Record Sheet – this is important and must be included and fully completed.

Range of units submitted

Samples of work were submitted for a wide range of units.

Supporting evidence

There was an encouraging range of supporting evidence including written work, worksheets, witness statements, diagrams, annotated photographic sequences, wall displays, etc. Some of these were used as group activities and some were individual tasks. There was also effective use of IT to find and word process information and present diagrams or powerpoints.

Centres should try to ensure that, although candidates may be using the same information and/or worksheets, their work is individual and original. In some instances the same diagram or photograph was used by all candidates to illustrate their work.

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

Accuracy of centre assessments

All centres were very accurate in their assessment of candidates against the Entry Level 2 and 3 criteria.

Chief Examiner's comments/advice

It was obvious during the moderation process that subject teachers have a good understanding of how to fulfil the criteria using interesting, valid and relevant teaching/learning activities.

Overall, this was an excellent submission. The centres, their staff and the candidates should be commended for their hard work and excellent results.

Centres are asked to bear the following in mind for next year:

1. A Candidate Authentication Sheet and a fully detailed 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. It would be helpful also if pages in the files were numbered.
3. All work should be annotated within the centre; this is not only encouraging for the candidate but also is very helpful at moderation.
4. The delivery of learning activities relevant to each unit is entirely the choice of the centre. It is suggested however, that where possible, the centre designs tasks to specifically fulfil the requirements of the assessment criteria rather than use or adapt work from a different specification, which is not always successful.
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. Photographic evidence can be used in situations where it is difficult for candidates to produce written work.
6. Candidates should be encouraged to produce individual and original work.



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