



# **EXAMINERS' REPORTS**

## **ENTRY PATHWAYS (QCF) PREPARING FOR WORK**

**JANUARY 2015**



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### **PREPARING FOR WORK**

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*Chief Examiner:* C.M.E. Henning

The number of centres submitting coursework in this January entry window was lower than over the past few years despite the number of centres delivering this course increasing. It appears that the May entry window is proving to be more suitable for centres to make the submissions and to enable the course to be delivered successfully. This continues to confirm that there is a need for this type of qualification within the sector and evidence has shown that there is a growing number of candidates following this specification and achieving qualifications.

#### **Administration**

All centres submitted the pre-selected samples on time. The work was carefully packed and the individual work was clearly labelled with centre name and candidate number. In most instances paper work had been correctly completed. Some centres had numbered all the pages with index, which proved most helpful in the moderation process and showed good organisation, thank you. Both the Candidate Authentication Sheets and the Assessment Record Sheets accompanied all the work. Some centres provided some extremely comprehensive Assessment Record Sheets, this is an essential piece of documentation and needs to be completed correctly, to the benefit of the student and team of moderators.

#### **Range of units submitted**

Samples of work were submitted for a wide range of units for all level awards.

#### **Evidence provided**

From the majority of the centres the evidence in the folders was most attractive, very well organised and followed the set criteria for assessment. The standard of work ranged from excellent to rather weak from one or two centres. This 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 most popular, and is a pleasing development in the presentation of the folios. There was also a considerable number of good hand-written responses, which must have taken a great deal of time and effort by some candidates, and these are to be congratulated on the quality of their work. Inevitably some folders were sparse with no real evidence, written or photographic and although witness statements are can provide a valuable source of evidence, these should not be the sole form of evidence and it was good to note that comments made to specific centres concerning this point had acted positively to improve this.

Most of the centres gave annotation in some form or other. There was some, very detailed, on Assessment Record Sheets and throughout the work but also some extremely brief and even non-existent. Those who had given comments were much appreciated during the moderating. It would also be useful if dates or page numbers could be inserted in Evidence column instead of "ticks", this assisting in cross referencing that criteria has been met, and also good practice. The standard of work completed by the candidates has been most impressive meeting all the set criteria but unfortunately the administration from some centres did not always meet the criteria to the same standard.

## **Accuracy of Centre Assessments**

All centres were mostly accurate in their assessment of candidates against the Entry 1, 2 and 3 criteria.

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

It became quite obvious throughout the moderation process that subject tutors have quickly gained a good understanding and knowledge of these new awards and how to fulfil the criteria. An increasing number of centres have developed interesting, valid and relevant teaching resources and learning activities that provided both stimulation and enjoyment. This shows exemplary good practice and excellent knowledge and understanding by the staff delivering it.

These 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 entries:-

1. All folders must be accompanied by the Candidate Authentication Sheet and 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 if pages were numbered or dated this would be most helpful. This information could then be transferred to Assessment Record Sheet
4. All work should be annotated within the centre, with sufficient explanations on the Assessment Record Sheets to fully meet the assessment criteria and support the evidence provided by the candidates. I understand that this can be quite time consuming but it is not only encouraging for the candidate but also extremely valuable whilst moderating.
5. Please do not rely on Witness Statements alone as evidence. Photographs can be used to support these.
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, resources to specifically fulfil the assessment criteria and suitable to 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.



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