



PRINCIPAL MODERATOR'S REPORT

ENTRY PATHWAYS PREPARING FOR WORK

JANUARY 2017

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Although the number of entries for this session was lower than has been in previous years the quality of coursework moderated was maintained and in some cases improved which was most encouraging and once again confirming that there is a need for this type of qualification within this sector.

Administration

All centres submitted their samples on time. All work was carefully packed and the majority of 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 an index, which proved most helpful in the moderation process and showed good organisation, thank you. However a few centres omitted to add annotation throughout the work and comments given in the 'Evidence' column on the assessment record sheets were basic compared to other centres which were detailed and comprehensively documented. These are important and it is imperative that they are included.

Range of units submitted

Requested samples of work were submitted correctly for a wide range of units for all Entry Pathways 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 just sufficient 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 folders. There was also a considerable number of good hand written responses, which must have taken a great deal of time and effort by some learners, and these are to be congratulated on the quality of their work. Inevitably some folders were sparse with only basic evidence, written or photographic and although witness statements can provide a valuable source of evidence, these should not be the sole form of evidence.

Most of the centres gave annotation in some form or other. There was some, very detailed annotation 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 assists in cross referencing that criteria has been met, and is also good practice.

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. The majority of centres continue to develop interesting, valid and relevant teaching resources and learning activities that provided both stimulation and enjoyment. Once again this showed exemplary good practice.

The centres, their staff and the candidates should be commended for their hard work, commitment and excellent results and achievements.

All centres are asked to bear in mind for next submission session:-

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 and used on the assessment record sheets.
4. All work should be annotated within the centre. 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.
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 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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