



---

# **PRINCIPAL MODERATOR'S REPORT**

---

**ENTRY PATHWAYS  
PREPARING FOR WORK**

**SUMMER 2016**

**ENTRY PATHWAYS**  
**PREPARING FOR WORK**

**Summer 2016**

*Principal Moderator:* C M E Henning

The moderators continue to be impressed by the quality of worksheets made by the subject tutors specifically designed for the set criteria and the ability of the learners. There has been an increase in use of specialised software programmes to stimulate their responses and learning which was excellent to see.

**Administration**

Most of the centres submitted their samples on time. If for some reason circumstances require you to request an extension, please contact WJEC for verification. Also should you be unable to send a particular sample of coursework that has been requested, WJEC should be informed before sending a substitute.

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. Good practice from some centres and issues raised in last years' report have continually led to improvements in the organisation of the folios, with numbered pages, with an index and also tasks, worksheets etc. dated so these could be used as evidence on Assessment Record Sheets, which proved most helpful in the moderation process and showed good organisation, thank you.

All submitted coursework **MUST** be accompanied with the candidate authentication sheets and the assessment record sheets, whether centre or WJEC generated. These are important documentation and it is imperative that they are now always included.

As stated in last years' report, ticks in the 'Evidence Met' column is totally insufficient and it is also been agreed that page numbers alone similarly are not sufficient. This has improved immensely but a minority still persist. As stated before we have been lenient in the past but this will not continue, there should be some relevant comment or information to verify that the criteria have been met.

**Range of units submitted**

Samples of work were submitted for a full and wide range of units for all levels.

## **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. This was reflected in not only the wealth of content but also in the quality of illustrations, graphics, worksheets, photographs and presentations. The use of ICT is still most popular, and is a pleasing development in the presentation of the folios showing individuality and creativity. There were also a considerable number of good handwritten responses, which must have taken a great deal of time and effort by some candidates, this was appreciated by the moderators 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 can provide a valuable source of evidence, these should not to be the sole form of evidence as is continuing to occur in one or two centres and mentioned in the individual centre reports.

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. As mentioned before, a reminder that it would be useful if dates or page numbers could be inserted in the evidence column instead of "ticks", this assists in cross referencing to show criteria has been met, and also shows 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 qualifications and how to fulfil the criteria. It has been most pleasant to note that the majority of centres are continuing to develop interesting, valid and relevant teaching resources and learning activities that provided both stimulation and enjoyment, once again showing exemplary good practice.

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

However there still remains a few centres that, although the set criteria has been met, this does not always compare favourably with work submitted from other centres.

A few centres benefited from the leniency of moderators on this issue but this will not happen again.

Only one centre did not achieve awards in just one unit and this was due to lack of annotation on assessment record sheets which highlighted that assessment criteria had been met but no constructive evidence could be found in the folders to support this.

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

1. All folders must be accompanied by the candidate authentication sheet and completed Assessment Record Sheet, including some statement within the General Comments section.
2. Check that the candidates have been entered for the appropriate units and levels.
3. If there are several units being followed by the same group of candidates it would be more beneficial, when selecting the sample to be submitted, to choose work from the full range of entrants rather than the same 4 candidates. However this problem appears to be solving itself slowly.
4. 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 the assessment record sheet in the 'met' column.
5. 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. It would be more beneficial to move away from ticks or page numbers and a brief comment of type of evidence.
6. Where possible a brief statement in the General Comment section stating how candidates had progressed, coped with tasks etc. would be most informative.
7. Witness Statements are an ideal form of evidence and more centres using them expertly with detailed annotation, but some centres still continue to use them as the sole form of evidence which is not sufficient.
8. 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 which has been the case for an ever increasing number of centres, showing good knowledge and understanding and good practice.
9. Centres are encouraged to use, and are doing so, a wide range of different activities in the delivery and recording of the assessment criteria.
10. Candidates should be encouraged to produce individual and original work.
11. Should centres be unable to meet the deadline for a particular reason, and should you be unable to submit the requested work as a sample, WJEC must be informed and an extension may be requested in the first instance and a substitute be selected by WJEC as a substitute in the second instance.
12. I would like to thank the moderators for their diligence and hard work in submitting constructive reports for each centre, raising issues should they have occurred, continued advice to improve and more often than not complement on high standard achieved.



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)