



PRINCIPAL MODERATOR'S REPORT

**ENTRY PATHWAYS
PREPARING FOR WORK**

SUMMER 2017

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The number of centres delivering this specification and submitting at this time has been maintained, along with the number of entries following a full range of units. This continues to be reassuring.

Administration

It was encouraging to see that nearly all of the centres submitted their samples by the deadline. If for some reason circumstances require you to request an extension, please contact WJEC for verification. 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 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. Submitted coursework must be accompanied with the candidate authentication sheets and the assessment record sheets for each unit. These are important documents and it is imperative that they are always included.

As stated in last years' report, ticks in the 'Evidence Met' column is totally insufficient and page numbers alone similarly are not sufficient. However centres are providing more detailed annotation and this has improved immensely but a minority still persist in doing as little as possible. It has been stated before that 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 and relevant evidence highlighted.

Range of units submitted

Samples of work were submitted for the full and wide range of units for all levels 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. 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 showing individuality and creativity. 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, 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 are can provide a valuable source of evidence; these should not to be the sole form of evidence as has continued to occur in one or two centres.

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 Met' column instead of 'ticks', this would assist in cross referencing that 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 2, Entry 3 and Level 1 criteria. Success rate of the moderators awarding passes was extremely high with just only 2 units failing to achieve an award.

This was due to the 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.

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 awards 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.

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 several units from the same 5 candidates. However this problem seems to be slowly eradicating itself.
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 general comment stating how the candidate had progressed, coped with tasks etc. would be most informative.
7. Witness statements are an ideal form of evidence and more centres using them 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.