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# **PRINCIPAL MODERATOR'S REPORT**

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**ENTRY PATHWAYS  
PREPARING FOR WORK**

**SUMMER 2018**

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### **PREPARING FOR WORK**

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The number of centres delivering this specification and submitting at this time continues to be maintained, along with the number of entries, following a full range of units. This has been most reassuring. The moderators continue to be impressed by the quality of worksheets made by teachers specifically designed for the set criteria and the ability of their learners.

#### **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 approval. Also should you be unable to send a particular sample of coursework that had been requested by WJEC. WJEC should be informed before sending a substitute or not sending it at all as this can cause delays in moderation.

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.

Once again a few centres did not include candidate authentication sheets with the coursework. It is a requirement that all submitted coursework **MUST** be accompanied with them. This has caused delays, after the deadline, waiting for the centres in question to send them. The assessment record sheets, whether centre or WJEC generated are important documentation too 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 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 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, presentation with reasonable tracking. 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 can provide a valuable source of evidence, these should not be the sole form of evidence as is continuing to occur in one or two centres and mentioned in the individual centre reports. With reference to units which have practical tasks it is extremely important to provide visual evidence of the activity to assist the moderator in assessing whether the criteria had been met.

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. As mentioned before, a reminder that it would be useful if dates, page numbers, tasks, titles of worksheets could be inserted in the 'Evidence' column instead of "ticks". This assists when cross referencing that criteria has been met, and also shows good practice.

### **Accuracy of Centre Assessments**

The majority of 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 teachers have 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 learners 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, does not always compare favourably with work submitted from other centres

A few centres did not achieve awards in a range of units and this was due in particular to lack of photographic evidence where on the assessment record sheets it was 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 learners have been entered for the appropriate units and levels.
3. If there are several units being followed by the same group of learners 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 3 or 4 learners.
4. Each piece of evidence in the folder should be carefully labelled to show exactly which assessment criteria it fulfilled 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 learner 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 learners 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 be suitable to their learners, 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. Learners 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.

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 the high standards achieved.



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