



PRINCIPAL MODERATORS REPORT

**ENTRY PATHWAYS
SCIENCE TODAY**

SUMMER 2016

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Principal Moderator: Sharon Moore

In summer 2016, 90 centres submitted a variety of units for moderation at both Entry level 2 and Entry level 3. A number of centres have previously submitted the same or different units for moderation, but there were also new centres submitting units for the first time.

General Comments

1. Good practice

- The majority of centres provided an excellent range of evidence for individual units; this included annotated photographs, reports, diaries, leaflets, posters, presentations and witness statements.
- A number of centres clearly demonstrated that they had acted on the comments from the previous moderators report and there were clear improvements in the quality of the evidence they submitted.
- In the best evidence submitted, centres had set tasks and activities which **clearly matched the required assessment criteria**, this meant that the work submitted could easily be moderated and approved. Centres should note it is best practice to annotate candidate's work to clearly show how evidence has been generated.
- The evidence submitted by centres was generally well organised, with evidence for each individual candidate easy to find. **Centres should note that it is essential to submit evidence per unit (rather than per candidate) as this is the way it should be assessed and the way it is moderated.**

2. Areas for further improvement

- A small number of centres had failed to address concerns and issues made in their previous moderator's reports—this resulted in a small number of centres having units rejected. It is imperative that all centres read carefully and act upon any issues raised in their moderators reports, failure to do so will result in units not being accepted. **Please ensure that you obtain the individual moderator report for your centre and act upon its recommendations.**
- **Centres are reminded that this qualification is assessed at Assessment Criteria (A.C) level;** it is through achievement of individual assessment criteria that candidates demonstrate knowledge/understanding/skill of a particular Learning Outcome (LO). The qualification is not assessed at LO level. Each A.C as written in the specification must be evidenced. The condition of all such qualifications is that in order to achieve a unit, a candidate must meet the requirements of every A.C within a unit, not some of the A.C's. or part of an A.C. A particular example to note where evidence is often not generated for each A.C is with unit 6207-Science and the plant world: **A.C1.1** requires candidates to identify the conditions needed for the growth of plants and **A.C1.2** requires candidates to identify the conditions needed for the germination. Evidence generated for these A.C's should clearly demonstrate that candidates appreciate the difference between the requirements for growth and the requirements for germination.

- Only evidence relevant to the Assessment Criteria should be submitted for moderation. There were instances where irrelevant or multiple copies of evidence for the same Assessment Criteria were submitted. This makes it very difficult for the moderator to locate evidence. Evidence submitted should be of **assessed work only**, i.e. particular tasks and activities that allow assessment criteria to be achieved. Only one piece of evidence for each assessment criteria is required to be submitted
- Centres need to read all the assessment criteria for a unit carefully to ensure that assessed activities do address the requirements of the criteria. **Centres should make use of the amplification of content provided for each unit** to help them develop assessment activities that accurately match the requirements of the assessment criteria. In particular centres should take notes of “plurals” in assessment criteria, such as body systems or natural factors. Centres should also make particular note of the command words used in assessment criteria—describe, requires more than just a list, compare requires more than just a table, and candidates must make some simple comparison. “Rasheed is the fittest person in the class as he had the lowest pulse rate after running”
- In some instances it was not clear how a particular piece of evidence had been generated, i.e. how had candidates “come up” with the answers? Did they use a text book? Watch a video etc? Did candidates answer questions on-line and print the answers out, or were pages printed directly from a website? In such instances, a simple annotation on the work such as “worksheet answered after candidate watched a class video” would ensure the validity and authenticity of the evidence.
- Centres should ensure the validity of evidence through annotation. This was particularly true with the use of photographs, where annotation by the candidate or teacher or an accompanying witness statement would have enhanced the evidence and made the achievement of assessment criteria much more obvious. **Photographs of a plant or of a garden are not sufficient on their own to demonstrate achievement of an assessment criterion**, particularly when the same photograph is used for all candidates. Photographs should show the **particular** candidate (in a group is acceptable-but annotated), carrying out a particular task specified in the assessment criteria –i.e. weeding, harvesting, completing an experiment.
- Witness statements are an acceptable form of evidence for a number of assessment criteria; however they need to be used correctly and appropriately. **Witness statements should be written for every individual candidate and whilst there would be some similarities between these for a group of candidates—they should not all be identical, as it is unlikely that candidates would complete an activity in exactly the same way, or produce identical outcomes.** Witness statements should **always identify which assessment criteria they are addressing** and the task/activity they are being used for should be described. Witness statements are generally most appropriate for A.Cs that relate to “be able to” Learning Outcomes. Witness statements work well together with other evidence, such as photographic evidence. A unit portfolio of only witness statements is not acceptable evidence. In some instances witness statement comments were inappropriate “Tom produced a power point presentation that gave a description” a copy of the power point should have been included.



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