



PRINCIPAL MODERATOR'S REPORT

**ENTRY PATHWAYS
MATHEMATICS**

SUMMER 2018

ENTRY PATHWAYS

MATHEMATICS

Summer 2018

The majority of centres presented the evidence of each unit well, with many centres sending the summative evidence. It is important to realise that the Assessment Record is only a summary of requirements and that the evidence must fulfil the requirements of the amplification from the specification.

It is important that the evidence is arranged by unit not by candidate and in general this was usually the case for this series. Moderation is a process of looking at teacher understanding of each assessment criterion within each unit, not the moderation of candidates. This seems to be clearly understood by the vast majority of centres.

In general, moderators were able to agree with the teachers. Best practice included clearly numbered pages referenced to Assessment Criteria recorded on the Assessment Record. This helps with organisation for centre marking, internal centre moderation and external moderation.

The WJEC website, Entry Pathways Qualifications in Mathematics Units and Guidance includes examples of forms, including those used by moderators as a checklist. The secure website also includes exemplar materials.

Witness statements had been included for a number of oral or practical activities. The details were generally sufficient for the moderator to understand the nature of the activity and the type of questioning involved, together with the outcomes. Annotating photographs or other media evidence, such as screen shots from computer packages, is good practice and make useful witness statements. There was some particularly good evidence of witness statements with photo evidence submitted for this series. A number of centres have developed centre specific documentation for this that works really well.

Errors in marking were found on occasions. The accuracy of the work of candidates is checked during the moderation process. Unfortunately some work was found to be completely unmarked, indicating that the work of the candidate had not been checked prior to sending for external moderation. When minimal evidence had been sent, some of these marking errors did impact on candidates not meeting requirements.

Where accurate internal moderation has been evidenced, there were few issues in external moderation. This is an essential process.

There appears to be some misunderstanding in Data Handling Units. Candidates need to decide on categories for themselves. It was often seen, through worksheets identical for many candidates, that categories had been given to the candidates.

Within Working with Measure (6375), it is important to include evidence of estimation and comparison with actual measures. This is not specifically covered by the WJEC worksheets. Consequently, this was occasionally missing from the evidence supplied.

The reports to centres are drafted to offer comment and advice to aid the centre in the understanding of the requirements and the specific details of the Assessment Criteria. Consequently, it is important that centre leaders or Examination Officers share reports with the internal assessors. If advice is acted upon, there should be no issues with further submissions, this should ensure that teachers have greater confidence as to what evidence would meet the Assessment Criteria.

Moderators are aware that assessors take time in collating and referencing evidence. The organisation of evidence takes time to reference, this is much appreciated.



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