



PRINCIPAL MODERATOR'S REPORT

**ENTRY PATHWAYS
ADDITIONAL ENGLISH**

SUMMER 2016

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Principal Moderator: Marilyn Walters

Administration

All the samples received for moderation were correct and well presented. Most centres now use page numbers in the folders and reference these on the assessment record. Most of the assessment records were thorough and detailed, which is always very helpful in the moderation process. Work which is annotated, noting the assessment criteria in the margins, is also welcomed by the moderator.

The quality of the witness statements submitted was also of a high standard. Witness statements need to be very specific about what the candidate actually did and said; these can be time consuming for staff but sufficient evidence of achievement must be provided for moderation if there is no written or recorded evidence.

All centres should use the amplification documents to inform their teaching; without this, it is difficult to realise the different expectations of Entry 2, Entry 3 and Level 1. Many centres produce their own worksheets which are linked closely to the assessment criteria; worksheets on the website are used only as an initial step as these are often general. If centres can produce worksheets tailored to their own students' needs and the specific topic being studied, then these are often most successful. The most common error found by moderators is that work at Entry 3 is not sufficiently robust; students may have used Entry 2 worksheets which do not allow them to demonstrate Entry 3 assessment criteria. Some students have also had work submitted which is cursory: a line or two on a worksheet rarely gives substantial evidence of an assessment criterion. The credit value of each unit should be considered: each credit should be the result of about 10 hours' work. Examples of successful units are available on the website.

When two texts are studied, as in Unit 6353 Exploring Events and Characters in Audio/Visual Texts and Unit 6354 Exploring Narratives, then these should be organised as two separate texts in the folder and not organised according to the assessment criteria. Centres should also make the titles clear on the assessment record as well as ticking off the assessment criteria for each one; the texts should be equally weighted.

Unit 6350: Exploring Shakespeare

The most popular texts continue to be 'Romeo and Juliet' and 'Macbeth'. The method of study is usually by reading Graphic Shakespeare with some scenes from the original text and then viewing the film. Some centres teach E2 and E3 together, but it should be noted that the assessment criteria are different and the demands of E3 are more than just in length e.g. a sorting exercise or timeline is sufficient for AC1.1 at Entry 2 but a detailed account is required at Entry 3. One of the most common shortcomings in this unit was for AC2.1 where candidates need to list the main characters for Entry 2 but are expected to give some details of the characters at Entry 3; a list of importance is not enough at Entry 3 unless the candidate explains how they came to that decision.

Unit 6351: Communicating Experience

This unit can be split into two halves: the first should relate an event or experience which the candidate has had, the second should give different points of view with an explanation. These do not have to be linked. When giving different views, the most successful centres choose a topic which has clearly opposing viewpoints e.g. a school cook and a student talking about school meals, a headteacher and a student talking about the use of mobile phones in school; one school had local politicians from different parties speak to the students before the election. The more different the views, the easier it is to express and explain them. At Entry 2, the student must respond to questions on them and so the questions should be included in the folders.

Unit 6352: Creating Narratives

Preparatory work is usually included in the folders, which shows that the students can describe character and setting. However, not all then go on to include these in their narratives. Although not a requirement, the final outcome of the narrative would be improved if the individual components could be incorporated in the final piece. This continues to be a very enjoyable unit to moderate with a wide variety of subject and style at every level.

Unit 6353: Exploring Events and Characters in Audio/Visual Texts

The main difficulty with moderation of this unit is the difference in expectation at Entry 2 and Entry 3, as noted above in Unit 6350. Some centres prepare worksheets carrying stills from the films and this can stimulate more detailed writing from the students. Nearly all students enjoy this unit. Films studied include 'Kes', 'Billy Elliot', 'Slumdog Millionaire', 'Chicken Run' and 'Romeo and Juliet'.

Unit 6354: Exploring Narratives

As in Unit 6353, two texts must be studied and evidence for all the criteria must be found in both. Short stories are often chosen for this unit with the most popular being 'Lamb to the Slaughter'. This unit carries three credits and so should be the result of about thirty hours of work: it would be very difficult to study two novels in this time, but the choice is up to the centre.

The main stumbling block in many folders is the second learning objective i.e. understanding how narratives appeal to an audience; evidence for this is often sparse.

Unit 6355: Exploring Poetry

It is up to the centre to choose how many poems to study: whether they want to work on a theme such as war poetry or choose a lengthy narrative poem such as 'The Highwayman'. Illustrations are often used to good effect here. Some students have obvious difficulty with the third learning objective i.e. responding to the language used by a poet. At Entry 2 the amplification document asks for at least three adjectives/adverbs which are used and it was disturbing in some cases to find these being marked as correct when they were clearly not. If the candidate has not been able to explain on a worksheet how the poem makes him/her feel, the teacher could elicit this information by questioning and submit a witness statement. Evidence for all the learning objectives must be robust so some folders may need to have more work included than others.

It is a great privilege to moderate work for Additional English and also hugely enjoyable. The amount of work done by staff and students is often overwhelming and my thanks go to all of them with best wishes for continued success.



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