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# **PRINCIPAL MODERATOR'S REPORT**

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**ENTRY PATHWAYS  
LANGUAGE UNITS (QCF)**

**SUMMER 2018**

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For the Summer 2018 Awards, evidence was submitted for the following languages:

**Cornish:**

Entry Level 3: Spoken – Communicating Personal Information  
Entry Level 3: Spoken – Social Activities  
Entry Level 3: Spoken – Education and Employment  
Entry Level 3: Spoken – Giving and Receiving Information and Instructions

**French:**

Level 1: Written – Education and Employment  
Level 1: Written – Communicating Personal Information

**German:**

Entry Level 3: Spoken - Education and Employment

**Italian:**

Entry Level 3: Spoken – Communicating Personal Information  
Entry Level 3: Spoken – Social Activities  
Level 1: Spoken – Communicating Personal Information  
Level 1: Spoken – Organising and Planning  
Level 2: Spoken – Communicating Personal Information  
Level 2: Spoken – Social Activities  
Level 2: Written – Communicating Personal Information

**Japanese:**

Entry Level 3: Spoken – Communicating Personal Information  
Level 1: Spoken – Communicating Personal Information  
Level 1: Spoken – Education and Employment  
Level 1: Spoken – Giving and Receiving Information and Instructions  
Level 1: Written - Communicating Personal Information  
Level 1: Written – Giving and Receiving Information and Instructions  
Level 1: Written – Education and Employment

**Mandarin:**

Entry Level 3: Spoken – Communicating Personal Information  
Entry Level 3: Spoken – Social Activities  
Level 1: Spoken – Communicating Personal Information  
Level 1: Written – Communicating Personal Information  
Level 1: Written – Education and Employment  
Level 1: Written – Social Activities  
Level 2: Spoken – Social Activities  
Level 2: Written – Organising and Planning  
Level 2: Written – Social Activities

**Spanish:**

Entry Level 3: Spoken – Communicating Personal Information

Level 1: Spoken – Communicating Personal Information

Level 1: Written – Communicating Personal Information

Level 2: Spoken – Social Activities

Level 2: Written – Social Activities

**ORGANISATION OF MATERIALS AND ADMINISTRATION:**

For the most part, the documentation submitted with the evidence from centres was completed in accordance with WJEC guidelines. The evidence was generally organised well, and this assisted with the moderation process.

With the sample, most centres included copies of the tasks, the Grade Collection Sheets and candidate declaration sheets which were signed by both the candidates and the assessors. Some centres included a sheet with the assessment criteria and evidence per criterion which ensured that there was appropriate evidence for all criteria. This is good practice.

Evidence submitted for the spoken tasks was for the most part clearly recorded and submitted either on CDs or on USBs. The majority were clearly labelled with the centre details, candidate names and numbers. For the most part assessors introduced the candidates by stating their name, candidate number, the language, level and topic area being assessed.

As required by the WJEC centres submitted evidence per unit rather than per candidate. This allowed moderators to moderate each unit individually, as a stand-alone qualification.

**Recommendations:**

- Centres are requested to send evidence for all candidates entered. The WJEC selects the sample required for external moderation.
- On the Grade Collection Form, the third box which is headed “Sample” is to be completed by the external moderator at the WJEC and not by the centre.
- Ensure that all candidate declaration sheets are signed by the candidates.
- The candidate’s name on the Candidate Declaration Sheet must be the candidate’s official and full name. It should match the name entered on the Grade Collection Sheet and on the CD/USB/video clip.
- At the beginning of each recording, assessors need to give the candidate’s full name and number, the topic area, the language and the level being assessed.
- For spoken tasks, it is required that centres submit details of the task (either the task scenario or the task set by the WJEC).
- Centres are to be reminded that pen should be used by the candidates to complete written tasks and that correction fluid is not permitted.
- Assessors are reminded that they can make annotations on the candidate’s work. However, marking of the response is not required. Annotations should include reference to the assessment criteria.

## **QUALITY OF EVIDENCE**

The tasks were appropriate for the level and gave candidates the opportunity to demonstrate their competence at the level required to fulfil all assessment criteria. Centres that devise their own tasks are advised to thoroughly check for accuracy of the assessed language in the stimulus that is provided to candidates, as there were errors found in the stimulus for a few centre-devised tasks.

### **Spoken Communication**

The tasks were appropriate and gave the candidates the opportunity to demonstrate their competence at the required level. All assessors had a pleasant manner and encouraged the candidates where applicable to extend their response. This is good practice. On the whole, the quality of recordings was good. There were a few recordings where background noise was too loud and where possible this is to be avoided. The pace of speaking tasks was appropriate for each level.

#### **Entry Level 3**

Candidates achieved well at this level. In the best cases, assessors presented questions clearly and varied the questions along with the order in which they were asked. Assessors presented the tasks in a realistic way and candidates responded well to this. Candidates were able to respond using basic set phrases in familiar situations. Candidates were confident and clear in their communication.

#### **Level 1**

Candidates were able to initiate simple conversations in a range of authentic contexts. Candidates communicated specific requests and preferences using a range of vocabulary. Candidates were also able to respond to and confidently ask questions. Candidates were able to express basic opinions. Most candidates were able to respond with good pronunciation and a few with very good pronunciation and intonation.

#### **Level 2**

Candidates at this level were able to engage fully in conversations on a variety of topic areas. Most candidates were able to maintain longer conversations and responded well to authentic stimuli. Candidates were able to use a wide range of vocabulary and demonstrated good pronunciation and intonation, with some candidates demonstrating very good pronunciation and intonation. Candidates were able to express their preferences, use a range of tenses and structures. Candidates dealt well with unpredictable questions and used language spontaneously. At times, the better candidates were able to lead the conversations. For the most part candidates at this level demonstrated a degree of fluency.

### **Written Communication**

#### **Level 1**

Most centres provided clear evidence that demonstrated the candidates' ability to extract specific information. There was evidence of candidates being able to express a range of facts and opinions as well as request information in the form of questions. For the most part, accuracy was good though it varied from candidate to candidate. Candidates were able to write successfully in the present tense. Candidates who did not meet the standard for this level either did not complete the written task or omitted to show evidence of being able to use questions as required in the assessment criteria.

## Level 2

Candidates at this level were able to express a wide range of tenses and used a wide range of expressions. Candidates were able to understand written information and were able to respond accurately to the stimulus provided by extracting specific details. Where there were spelling errors, communication tended not to be impeded. Sometimes where errors occurred in the use of tenses, communication was impeded. For the most part candidates at this level demonstrated a degree of fluency. Most candidates were able to use routine language, ask questions, express opinions and use complex structures. Some candidates were very accurate in their writing and produced excellent extended pieces of writing.

## Recommendations

### Spoken communication

- Some candidates may find it useful if the assessor gives a little more time after each question to allow the candidate to respond.
- Continue to encourage candidates to ask for clarification or repetition in the assessed language when needed and likewise the assessor needs to clarify or check their understanding where they feel the candidate's communication is unclear.
- Centres are to continue good practice in varying the questions asked to the different candidates and also to vary the information being provided.

### Written communication

- Candidates who are not so strong grammatically and where the language requires, would be advised to focus on checking for spelling errors, missing accents, incorrect genders, verb formation and agreements.
- Centres are asked to ensure that the tasks give the candidates the opportunity to demonstrate their competence for **all** the assessment criteria and that the task instructions indicate all the requirements to meet the criteria e.g. "You must ask some questions."

## ASSESSMENT

In some cases, moderators were not able to agree with the centres' assessment as the evidence submitted did not provide sufficient evidence of the candidates' competence for **all** of the assessment criteria.

In a few cases the moderators felt that the candidate evidence submitted did not meet the required level of competence.

### Recommendations

- Centres must ensure that the evidence submitted shows the candidates' competence for **all** assessment criteria. For example, Level 1 writing may require the candidate to show evidence of the use of questions.
- If an assessor feels that a candidate has not met the standards then the evidence should not be submitted. Candidates may need feedback and more practice.
- For spoken assessments it is good practice to provide verbal feedback to the candidate on the recording on whether the standard has been met or not.



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