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# **PRINCIPAL MODERATOR'S REPORT**

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**ENTRY PATHWAYS  
HUMANITIES**

**SUMMER 2019**

## **ENTRY PATHWAYS**

### **HUMANITIES**

**Summer 2019**

**Principal Moderator: Peter Corr**

#### **General Comments**

This summer centres submitted candidate work from all subject areas (Geography, History, Religious Studies, Humanities and French) within the Entry Pathways Humanities qualification. A number of centres entered candidate work from the new revised units as well as the existing units.

The work submitted for moderation by centers demonstrated very positive achievement on the part of the candidates. It is evident that the Entry Pathways Humanities course, when well-planned, well-resourced and delivered using a variety of teaching and learning approaches, offers good learning experiences and positive outcomes to candidates as well as much enjoyment.

It is pleasing to note that the vast majority of centres continue to take on board the specific comments made by the moderating team in their individual centre reports as well as the more general advice outlined in the Principal Moderator's reports for the course. Where necessary, centres that fail to heed comments and/or advice in their centre reports will be contacted by the WJEC Subject Officer.

#### **Comments on individual questions/sections**

##### **Administration**

The administration of the Entry Pathways Humanities course continues to improve and is often of a high standard.

Almost all centres submitted appropriate samples of candidate work within the specified time frame. The candidate work submitted for moderation by centres was presented in a professional manner, easy to follow and facilitated the moderation process.

The vast majority of centers completed the documentation required for moderation - Candidate Authentication Sheets, Assessment Record Sheets and Witness Statements (please take note of comments under Future Recommendations).

##### **Content, Tasks and Annotation**

The tasks set by centres were appropriate for candidates working at both Entry Level 2 and Entry level 3 and highlighted again that a wide variety of exciting and innovative teaching and learning approaches may be employed by teachers. The tasks set allowed individual candidates to demonstrate appropriate knowledge, understanding and skills related to the units being delivered by the centres.

The majority of teachers made good use of the content amplifications (existing specifications) and suggested unit content (new specifications) and exemplar tasks set out in the unit specifications.

It is recommended that teachers of this course, and especially non-specialist subject teachers of any of the units, should read the content amplification / suggested unit content provided in each unit specification. If teachers have any queries in relation to the course they should seek advice by getting in contact with one of the moderating team through the Subject Officer at WJEC (contact details on Humanities Pathways section of the WJEC web site).

In the majority of centres, candidate work was clearly labelled and annotated to show where and how the candidates successfully met specific Assessment Criteria across individual units. In many cases candidate work was annotated with supportive comments from the teacher and some centres used these comments to justify their judgements.

### **Assessment**

Almost all centres entered candidate work at the appropriate level – Entry Level 2 or Entry Level 3. The assessments clearly showed how candidates had achieved the assessment criteria.

It should be noted, that in general terms, for candidate work to achieve Entry Level 3 it needs to have some substance and detail, generally met by the use of sentences and paragraphs rather than single words or selective use of illustrations. It should also reflect the amount of time that is supposed to be spent on the completion of an individual unit.

### **Summary of key points**

#### **Recommendations for future submissions**

- Ensure that all candidate work submitted for moderation is fully marked and annotated, indicating whether or not it has been accepted as being correct and/or appropriate.
- Carry out internal standardisation / verification.
- Annotate completed candidate work with the relevant assessment criteria, e.g. AC 1.3 or AC 3.2, showing where and how the work presented has met the required assessment criteria.
- Check that ALL assessment criteria have been met for each unit by each candidate. Internal verification of work to be submitted for moderation by another teacher in the centre would be helpful in this respect. Such a practice is recommended for all centers.
- Do not submit candidate work for moderation if all assessment criteria have not been clearly and fully met by the candidate.
- Complete in full an Assessment Record Sheet for each unit for individual candidates, ensuring it is signed by the teacher. Take care to complete the appropriate Assessment Record Sheet, e.g. EL2 or EL3, existing specification or new specification
- Include as much detail as possible on Assessment Record Sheet on where and how assessment criteria have been met by the candidate.

- Use the 'General Comments' section of the Assessment Record Sheet to give useful background information about individual candidates.
- Where appropriate complete individual Witness Statements for candidates, following WJEC guidance on the appropriate completion of these. It is not sufficient to merely state that an individual candidate took part in a class discussion or activity. A Witness Statement should be used to outline the specific response of a candidate or describe precisely what the candidate contributed to a group or class activity. One Witness Statement for the whole class is not sufficient.
- When collating work to be submitted for moderation, arrange candidate work, in as far as is possible, in order of the assessment criteria.
- Submit all work by unit and not by candidate.
- Read guidance given to teachers in the unit specifications, e.g. amplification of content / suggested unit content, resources and examples of tasks and methods of assessment. This is particularly beneficial to none specialist subject teachers delivering specific units.
- Read previous Centre Reports from your Moderator and the Reports of the Principal Moderator and take note of all comments and recommendations.
- Contact the WJEC Subject Officer if you require advice or help with any matter relating to the Entry Pathways Humanities course.

### **Revised units for Entry Pathways Humanities**

Please note that revised units for Entry Pathways Humanities are currently available for teaching. These units have been updated and revised to allow co-teaching with new GCSE specifications where appropriate.



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