



PRINCIPAL MODERATOR'S REPORT

**ENTRY PATHWAYS
LANGUAGE PATHWAYS**

SUMMER 2019

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Principal Moderator: Louise PEARCE

For the Summer 2019 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

French:

Level 2: Spoken – Communicating Personal Information
Level 2: Spoken – Social Activities
Level 2: Written – Education and Employment
Level 2: Written – Communicating Personal Information
Level 2: Written – Social Activities

German:

Entry Level 3: Spoken – Communicating Personal Information
Entry Level 3: Spoken – Social Activities
Entry Level 3: Spoken - Education and Employment

Italian:

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

Japanese:

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

Mandarin:

Entry Level 3: Spoken - Communicating Personal Information

Entry Level 3: Spoken – Education and Employment

Level 1: Spoken – Communicating Personal Information

Level 1: Written – Communicating Personal Information

Level 1: Written – Social Activities

Level 2: Spoken – Social Activities

Spanish:

Entry Level 3: Spoken – Communicating Personal Information

Entry Level 3: Spoken – Social Activities

Entry Level 3: Spoken – Education and Employment

Level 1: Spoken – Communicating Personal Information

Level 2: Spoken – Communicating Personal Information

Level 2: Written – Communicating Personal Information

ORGANISATION OF MATERIALS AND ADMINISTRATION:

This year saw a varied quality of written documentation submitted with the evidence from centres. Some centres completed the written documentation in accordance with WJEC guidelines, others did not. Centres who were well organised submitted evidence in task order and included all the appropriate paperwork, this greatly assisted with the moderation process. These centres had also ensured that the evidence submitted included copies of the tasks, the Grade Collection Sheets and Candidate Declaration Sheets which were signed by both the candidates and the assessors. A few centres omitted all or some of the required paperwork, which made moderating those centres more difficult.

Some centres sent in their own sample. It is important that centres send **all** of their work, as it is the moderator who selects the sample.

Evidence submitted for the spoken tasks was for the most part clearly recorded. Occasionally there was background noise and this needs to be avoided where possible. The majority of sound files were clearly labelled with the centre details, candidate names and numbers. However, a few centres did not replicate this on the recording.

As required by the WJEC centres submitted evidence per unit rather than per candidate. It was pleasing to see that this had been completed by all centres. This allowed moderators to moderate each unit individually, as a stand-alone qualification and eased the moderation process.

Most centres submitted their evidence by the set date of May 5th, which is a nominal date each year. A minority of centres did not meet the deadline, and this caused difficulties in the moderation process.

This year the revised specification had a reduced number of themes available. Centres must ensure that they are up to date with such changes by referring to the relevant sections on the WJEC website and the specification.

Moderators are required to moderate candidates' work against the units for which have been entered. It is vital that exams officers accurately enter students for the correct units to ensure that the candidates' evidence can be moderated and the correct qualification awarded.

Recommendations:

- Centres are requested to send evidence for all candidates entered by 5th May for the summer series. The WJEC moderators will then select the sample required for external moderation.
- For the recording of spoken assessments, assessors are reminded to state the candidate's full name and number, the centre name and number, the topic area, the language and the level being assessed.
- Assessors are reminded that marking of the response in written tasks is not required. Should assessors wish to make annotations it should include reference to the assessment criteria.
- Ensure that candidate names and numbers match the entry made.
- When completing the grade collection sheet, assessors complete the relevant box to indicate whether the candidate has passed the unit. The box entitled "sample" is for the WJEC moderator to complete.
- Centres which enter for multiple languages need to submit evidence in separate folders as different languages have different moderators.

QUALITY OF EVIDENCE

The majority of stimulus tasks used were appropriate for the level. It was pleasing to see that a variety of scenarios were used, allowing for authentic situations to be simulated. The use of support material such as menus enhanced the authenticity of the tasks. Some centres chose to devise their own tasks. Where this option is made it is imperative that the assessor ensures that the task provides the candidates with the opportunity to meet **all** of the assessment criteria required for the level being assessed. A few centres had not checked this.

Spoken Communication

There was evidence this year in spoken work of some very interesting and authentic conversations. The tasks for the most part, were appropriate and allowed candidates to demonstrate their competence at the required level. The timings of tasks were generally appropriate to the level tested. However, a few examples of overly long conversations were heard. Some candidates made use of effective repair strategies when realising that an error had been made.

Entry Level 3

Candidates performed well at this level. Often, candidates were able to provide responses giving some details. In some cases, candidates were able to provide detailed responses. They were able to use basic set phrases and state wishes and needs where appropriate. They were also able to ask questions to find out information and demonstrated understanding of the information provided. Pronunciation was generally clear at this level.

Level 1

Entries for this level were for the most part appropriate. At this level the present tense was frequently used by candidates. Candidates demonstrated that they were able to use a basic range of structures. Many were able to respond to and ask predictable questions. Candidates were often able to express a range of opinions.

Level 2

The majority of candidates were able to initiate and maintain conversations. A variety of tenses and structures were used, some of which were complex. Pronunciation on the whole was accurate as was intonation. Some candidates were able to speak with fluency and in detail. Many candidates at this level were able to ask for specific details. They were also able to ask and answer a variety of open questions. There were several examples of candidates giving spontaneous responses. The few candidates who did not meet the required standard for this level did not demonstrate their ability to ask questions, were hesitant and were unable to initiate conversations.

Written Communication

Level 1

At this level candidates demonstrated that they were able to use a range of information. For the most part candidates used the present tense. Candidates were able to express opinions. They were able to use a variety of questions to find out information.

Level 2

The majority of candidates entered at this level were able to show an understanding of a variety of written stimulus. Past and future tenses were used competently. Candidates could express a variety of opinions and made good use of questions. Work for the most part was accurate with minor errors. Many candidates attempted complex structures within which (as would be expected) were some errors. Many candidates were able to write at length, extending their expressions with some able to demonstrate that they were able to use idiomatic phrases. Most candidates were able to adapt sentences and phrases and respond to questions where set.

Recommendations

Spoken communication

- Ensure a variety of questions and information provided to the different candidates to test the candidates' ability.
- It is important for assessors to avoid correcting candidates during the spoken assessment.
- Check the timings of task to avoid overly long conversations in particular at Level 2.

Written communication

- Centres are asked to ensure that the tasks provide the candidates with the opportunity to demonstrate their competence for **all** of the assessment criteria.
- Ensure the task instructions indicate **all** the requirements to meet the criteria such as asking questions.

ASSESSMENT

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

Recommendations

- Centres must ensure that the evidence submitted shows the candidates' competence for **all** assessment criteria.
- As stated in previous reports, for spoken assessments it is good practice to provide verbal feedback to the candidate at the end of the recording on whether the standard has been met or not.



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