



## **PRINCIPAL MODERATOR'S REPORT**

**ENTRY PATHWAYS  
SCIENCE TODAY**

**JANUARY 2024**

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**January 2024**

The evidence seen by the moderators was significantly less than that in the summer moderation, however, this January, there were entries for all of units 6200-6212 except for 6208E3.

The following observations were made from the moderation process.

#### **General Comments**

The evidence submitted by centres for moderation was suitably selected and in the vast majority of cases the moderator had no difficulty agreeing with a centre's overall decision. However, within the evidence there were some cases where the moderator was forced to give the 'benefit of doubt' to a centre's assessment of discrete assessment criteria. These will be commented on in the centre's moderator report although this report will contain some summary comments below.

#### **Good practice**

Good evidence need not be lengthy. It does not need to contain all the work produced by the candidate while undertaking the unit, but it should contain suitable evidence targeted at each assessment criterion. Good practice then requires centres carefully mould assessment tasks to each assessment criterion. Examples of this were seen by the moderators. When this was done, the centre was able to present the candidate work in an ordered arrangement and to match each AC in the assessment record to the evidence page number.

#### **Areas for further improvement**

Centres are reminded that this qualification is assessed using assessment criteria (AC) and not learning outcomes (LO). It is by the achievement of each assessment criterion that a candidate demonstrates knowledge/understanding/skills of a learning outcome. Failure to evidence every assessment criterion in a unit is the most common reason why a moderator is unable to agree with a centre. It is therefore important that centres ensure that the tasks used for assessment match the assessment criteria.

A good task will take into account the key command words in the stem, for example, list, state, describe, explain. Please pay particular attention to these words as changing them can change the demand of your assessment activity. The command words used may at times distinguish an E2 assessment criterion from a parallel E3 criterion. E.g. The unit 6202E2 AC1.1 requires candidates to '**list** a minimum of three basic 'animal needs' for survival' whereas the E3 criterion requires candidates to '**describe** a minimum of three basic 'animal needs' for survival'. Please note also that the AC also states a minimum of three requirements to be listed or described. The task written by the centre should ensure each candidate has the opportunity to hit these requirements.

To illustrate further the importance of paying attention to command words, consider the difference in the evidence required for ‘**describe** the care of an animal’ to ‘**demonstrate** the care of an animal’. The one requires the candidate to communicate some information but the other that the candidate do something. Thus suitable evidence for ‘demonstrate care for an animal’ (unit 6202E3 AC4.1) could include photographs or photographic diaries of a candidate caring for the animal supported by a brief commentary / annotation or a witness statement. Where witness statements are used, the centre should make use of the [WJEC form](#).

Finally, centres are reminded that they should be careful to check that candidates have been entered for the correct unit level (Entry 2 or Entry 3) and the evidence submitted matches the work produced in the classroom.

### **Summary**

The vast majority of the work submitted was judged by the moderation team to meet the required standard to award the unit submitted by centres.

All centres that have submitted work will have a moderator report, this should be read carefully and used as a guide to resolve any issues that might be raised.



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