

Entry Pathways Principal Moderators' Report

Mathematics

January 2025

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Introduction

Our Principal Moderators' report provides valuable feedback on the recent assessment series. It has been written by our Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with an overall summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides invaluable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with assessment preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

¹ *Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.*

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Executive Summary

The winter series is much smaller than the summer series.

The content and demand of Entry Pathways does not change from series to series so centres are familiar with the requirements.

This series both the administration and standard of work submitted was excellent. Authentication sheets, candidate record forms and evidence of internal moderation were included. All work submitted was judged to have met the required standard. There were a few errors in marking but there was enough correct work to meet the necessary criteria.

It is always lovely to see evidence of practical work e.g. measuring lengths, masses and capacities and reading the scales involved, feeling shapes within a bag to identify them. As per every series errors were found in identifying lines of symmetry in 2-D shapes. Folding paper shapes to find lines of symmetry is a tactile way for candidates to find the lines of symmetry.

MATHEMATICS

Entry Pathways

January 2025

UNITS

6370/E2 Introduction to whole numbers
6370/E3 Introduction to whole numbers
6371/E2 Working with whole numbers
6371/E3 Working with whole numbers
6372/E2 Working with fractions
6372/E3 Working with fractions
6373/E2 Using money
6373/E3 Using money
6374/E2 Working with 2D and 3D shapes
6374/E3 Working with 2D and 3D shapes
6375/E2 Working with measures
6375/E3 Working with measures
6376/E2 Working with angles and position
6376/E3 Working with angles and position
6377/E2 Data handling
6377/E3 Data handling

Overview of the Units

Teachers uploaded summative evidence of the work of candidates for each unit. The quantity of evidence varied, but typically there was 12 to 15 pages for every submission.

The process and requirements for external moderation were generally understood by teachers, with necessary documents to support the evidence included, such as the corresponding Assessment Record sheet and candidate authentication. Best practice was also seen with the inclusion of teacher designed detailed internal moderation documentation, including additional checks, annotation and notes.

Some good practices of including additional clarification to witness statements was seen on the Assessment Records.

Where there were omissions it was occasionally in not submitting the authentication cover sheets for every individual candidate in all units.

Good practice is when the candidate and the teacher complete authentication sheets at the time of working on each unit. Development of an internal system to ensure that authentication is an ongoing process is good practice.

Moderators were generally able to agree with the teachers in their understanding of the requirements for each of the units.

With photographic evidence, if not also accompanied by written evidence, teachers generally provided annotation or a witness statement with sufficient detail to explain what the skills are that are being demonstrated by the candidate.

It was pleasing to see evidence of practical activities, including ones linked to trips or work in other subject areas.

Generally, where there was accurate marking, annotation and careful internal moderation, there were very few issues found during the process of external moderation.

Moderators were aware that assessors had taken time in collating and referencing evidence. The organisation of evidence takes time to reference and upload; this was much appreciated.

Comments on individual questions/sections

Where written work was not appropriate, witness statements including photographic evidence was provided.

This included practical activities using:

- equivalent fraction blocks
- models of shapes
- coins
- weighing scales
- measuring tapes.

In measuring, it is important to include evidence of estimation and comparison with actual measures. This is not specifically covered on the WJEC worksheets.

Summary of key points

Common candidate errors include the following:

- recording lines of symmetry on 2D shapes
- reading scales with a variety of different divisions of the scale
- including incorrect units when estimating lengths.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 029 2240 4251

Email: mathematics@wjec.co.uk

Qualification webpage: [Entry Pathways Mathematics](#)

See other useful contacts here: [Useful Contacts | WJEC](#)

Please find details for all our courses here: <https://www.wjec.co.uk/home/professional-learning/>

WJEC Qualifications

As Wales' largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk