



PRINCIPAL MODERATOR'S REPORT

**ENTRY PATHWAYS
ADDITIONAL ENGLISH**

JANUARY 2022

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January 2022

Administration

Despite the continuing restrictions and disruption in schools due to the ongoing effects of Covid 19, some outstanding units of work have been produced and uploaded again this year and have included some audio and visual files as well as written work.

Assessment records at the start of each candidate's unit of work were completed by all centres and most of these helpfully indicated the location of evidence of assessment criteria met, usually by reference to page numbers within the body of work. Some detailed annotation on written work, particularly when criteria referenced, also facilitated the moderation process.

Many centres either devised their own work sheets or adapted others for each unit, ensuring that tasks were interesting and relevant for their candidates, as well as being suitably criteria led. The amplification documents are a vital resource when devising centre generated work sheets and when marking completed work.

It was noticeable in this series that, for a number of candidates, oral responses provided important evidence for meeting some of the required assessment criteria. Witness statements are often the best way of presenting this evidence in support of written work, and, to be effective, they must include the candidate's name, the date, details of the context and activity, and a verbatim account of what s/he said, as well as the signature of the witness.

Please note that candidates need a separate authentication sheet for each unit of work, and that this should be submitted with the appropriate unit.

Unit 6350: Exploring Shakespeare

Macbeth and *Romeo and Juliet* were again this year the most frequently selected plays in this unit and it was clear that candidates had enjoyed both texts. One centre had chosen to study *A Midsummer Night's Dream*, producing some wonderful role play work on this theme.

Where there were candidates at both Entry 2 and Entry 3, centres had clearly used the amplification documents to good effect in differentiating by task and outcome.

Unit 6351: Communicating Experiences

For the first learning objective in this unit, candidates needed to describe an event or experience, by producing an outline or brief account at Entry 2, with far greater detail required at Entry 3. Candidates had written about a wide variety of interesting events, ranging from visiting a zoo to recounting their experiences of life during the pandemic. Learning objectives 2 and 3 are sometimes more difficult to tackle, as they deal with stating, understanding and responding to different points of view at Entry 2 and expressing, understanding and explaining different points of view at Entry 3.

Most centres had introduced controversial topics, such as the use of mobile phones in school, and this resulted in effective work which fulfilled the assessment criteria

One centre discussed the pros and cons of a marine wildlife centre and candidates were able to understand and explain a number of different opinions that might be held on this subject. Task setting by the individual centre, using the amplification documents, tends to produce the most successful outcome for LOs 2 and 3 in this unit.

6352: Creating Narratives

Candidates need to produce narratives, create characters and use descriptive language in this unit. Greater depth is required at Entry 3 than at Entry 2 and required criteria are detailed in the amplification documents.

In this series, candidates had produced some lively and entertaining narratives at both these levels. All entries here were a pleasure to read.

6353: Exploring Events and Characters in Audio/Visual Texts

Two audio/visual texts must be studied for this unit and need to be given equal weighting. It is important to note that work submitted must be from the film rather than from a study of the written text.

Some interesting and varied audio/visual texts had been selected by centres, and included *Wallace and Gromit*, *Mr Bean's Holiday* and *Of Mice and Men*. It is helpful when centres state clearly on the assessment records or work sheets which films have been studied. Understanding and enjoyment of the texts was evident in all submissions in this unit, both at Entry 2 and for the more demanding requirements at Entry 3.

6354: Exploring Narratives

At least two texts need to be studied for this unit and should be given equal weighting; centres had selected texts very sensibly, for example, studying one fairly long novel along with a well-chosen short story. Texts ranged from *George's Marvellous Medicine* to *The Boy in the Striped Pyjamas*. Assessment criteria were met competently by most candidates, but some had difficulty with AC2.1, where an appropriate audience was identified, but no reason for the choice had been given.

Some perceptive and thoughtful work had been submitted at both Entry 2 and Entry 3 in this unit.

6355: Exploring Poetry

At Entry 2, candidates must outline the content of a poem, selecting some details to demonstrate their understanding and must identify some poetic features and descriptive words. They need to respond to the language used by the poet. The criteria are far more demanding at Entry 3, as indicated on the amplification document, and require a deeper understanding of the poet's purpose, technique and use of language. It is important to remember, if centre generated worksheets are used, they must be produced to correspond to the relevant criteria.

Poems selected by centres for study in this unit included *Dulce et Decorum Est*, *In Flanders Field*, *Cousin Kate* and *Aberfan*. Responses to the war poetry and to *Aberfan* were particularly sensitive and perceptive; most candidates performed extremely well in this unit.

It has been a great pleasure to moderate the work submitted for this series. Thank you for all the hard work and commitment clearly demonstrated by staff and candidates in all the centres



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