National/Foundation
Skills Challenge Certificate
(Welsh Baccalaureate)
Principal Moderators' Report
January 2022

Grade boundary information for this subject is available on the WJEC public website at:
https://www.wjecservices.co.uk/MarkToUMS/default.aspx?l=en

Administration

Entries

Continued disruptions and issues being faced in Centres had an impact once again on this January series. For the Enterprise and Employability Challenge and the Global Citizenship Challenge, entries were higher than submissions seen for January 2021, although remained lower than January 2020. Only 8 Centres made entries for the Individual Project, and 5 made entries for the Community Challenge. With entry numbers being so low, there will not be a Principal Moderators report on these two components. A significant feature of this series was the number of 'absent' Candidates included in the entries. This varied between Centres; some were unable to submit marks for a small number of individual Candidates, where with other Centres, absent numbers equated to whole teacher groups or even year groups. For the Enterprise and Employability Challenge, Global Citizenship Challenge and the Individual Project, more than 50% of the Centres that entered had absent Candidates.

Controlled Assessment

Revised controls for assessment continued under the adaptations for 2021-2022. Centres are reminded that they must use the updated controlled assessment documentation to record candidate marks, assessor and candidate signatures and the time management of the Challenges. These can be found on the Secure website.

Submitting Marks

Although faced with difficult circumstances, the majority of Centres are to be congratulated on submitting marks into the IAMIS system by the required deadline dates, which allowed the moderation series to move forward in a timely manner. Understandably, this series did see some Centres requesting extensions to submit marks beyond the deadline date, due to the extenuating circumstances being faced.

Submitting Work using E-Submission

The upload of candidate evidence was well managed by all Centres. Understandably, the organisation of Candidates' evidence within the uploaded folders was more of an issue than seen during previous series. For future series, Centres are reminded that the e-Submission guidance document requests the use of a single zipped file labelled with the candidate's name and number, containing a maximum of six documents of file types that are accepted (mp3, mp4, doc, pdf, xls, ppt and jpeg). Further guidance on uploading work and using the system can be found by visiting WJEC's e-Submission webpage: e-Submission (wjec.co.uk)

Individual Project

As entry numbers were below 10 Centres for this component, there will be no Principal Moderators report for the Individual Project for January 2022.

Enterprise and Employability Challenge

General Comments

Centres are to be commended for adopting and implementing the adaptations in place for 2020 – 2022. The Candidate Booklets provided by WJEC helped with the implementation of the adaptations and supported Candidates to 'house' their evidence in a logical way, clearly explaining the tasks required. However some Centres are still using their own 'booklets' which often include leading questions and limiting templates, restricting learners in the evidence they are producing. A selection of templates seen in some of these Centre booklets are very outdated.

With the introduction of more approved Challenge Briefs it is pleasing to see fresh ideas coming through. It is important that Candidates are enthused by the Challenge Brief set by the Centre to fully engage in producing the product or service required for the Enterprise and Employability Challenge.

Some Centres still need to address the administration involved in uploading the work to Surpass, despite this being mentioned in previous moderator reports. For these Centres, it is still common to see vast numbers of documents per candidate, rather than collating the evidence into a more manageable number of documents before uploading the folder.

Digital literacy and working collaboratively was a strength in this series (despite not always being face to face), as was evidencing individual work, group work and who had contributed which evidence.

The standardisation across Centres remains a strength of this component, however for a minority there remains an issue. It is important that all assessors are clear on the different band requirements and are part of an internal standardisation process to understand the standards. There are training videos provided by WJEC on the Secure Website to assist Centres with this process.

A reminder to Centres that Candidates can submit an oral Personal Reflection on a Candidates' own and team's performance for this Challenge.

Learning Outcome 1 – Be able to apply Creativity and Innovation

Strengths
- Examples of where development of an idea was clear included sketches at different stages. Candidates are not being assessed on their artistic ability, but the creative process of idea development, which is required to achieve the higher bands. Digital drawings are starting to be more common with Candidates using devices and styluses.
- The most successful Candidates decided as a group their top three ideas and took these a few stages further. In doing so they discovered the strengths and weaknesses of their ideas, which informed the next step. It also gave an opportunity for reflection of the process involved in developing a new concept.
- Where Candidates had chosen a service, it was pleasing to see that not only had some considered development of a logo but approached it from a branding angle. This included consideration to packaging, colour palette, typography, website and social media - all with the target audience in mind.

Areas for Improvement
- In the minority of Centres, this Learning Outcome continues to be marked over generously and is often confused with Learning Outcome 3. Learning Outcome 1 assesses ideas generated for an enterprise concept whilst Learning Outcome 3 assesses understanding of factors involved in developing a business proposal. There are clearly parts that interlink, but when assessing, it's the development of an idea that should be the focus - of which a screenshot from the internet is not an example.
- When generating ideas it is acceptable to use free copyright images from the internet in the first instance to illustrate a mind map for example. However there are often no further annotations or developments made to the screenshots to show creativity and innovation. Seeing how an idea evolves through discussion with the team is paramount to the task.
- Task 2a requires individuals to undertake market research of the Challenge Brief and develop their own ideas for a product or service to put forward to the team. This stage was often missed with Candidates producing a group mind map and deciding an idea straight away, which is not based on market research and doesn't take into consideration the strengths and weaknesses.
- Whilst the task doesn't require Candidates to invent a brand-new concept, combination and development of ideas as well as imagination and initiative is part of the creativity and innovation aspect. This could include personalisation or a unique selling point. Creation of a prototype can help identify design faults and help further develop an idea.

Learning Outcome 2 – Understand Personal Effectiveness

Strengths
- The most successful skills audits seen include a free text box allowing Candidates to acknowledge if this is an area to improve on or to give an example of how they have carried out this skill. Many Centres now include a separate skills improvement plan with Candidates highlighting specific steps on how they plan to improve during the Challenge.
- Whilst it wasn't always clear what the candidate had done to carry out their role, further annotations from the assessor were very helpful. Some group work can look impressive, but not all members of the team will have contributed equally. That vital communication between the assessor who is in the classroom and the moderator who is evaluating the Centre's ability to apply the assessment criteria, was a strong point in this sample with some Centres including cover letters, which helped to bring clarity whilst working with the adaptations in place.
- Candidates 'letter of application' saw significant improvement with clear links to the skills audit findings.

Areas for Improvement
- minority of Centres are using skills audits that do not make reference to the team-working skills relevant to the Challenge. It is an important part of the assessment so essential that any resources given to Candidates include this. Auto generated skills audits are fine to use, but it is not necessary to screenshot every page to evidence this has been carried out. Clicking through a series of questions is only part of the task. Candidates need to analyse the results and identify their strengths and weaknesses in their own words. For Level 1 learners it is appropriate to give further scaffolding for this. Often, plans to improve following a skills audit are carried out, but not revisited at the end of the process. Centres who choose to redo the skills audit at the end in order to identify what skills they have developed showed good practice. Candidates were able to use this task as a basis for reflection on the development and application of personal and team work skills to reach the higher bands for this strand of the Learning Outcome.
- Prior to meetings, it is important that Candidates prepare and after meetings it is important they carry out anything that has been actioned to them. Often in the minutes, comments were vague and brief, with no further evidence to show what the individual had done to undertake their role or responsibility to meet the requirements of the higher assessment bands. How minutes are recorded and revisited at the start of the next meeting is an area to focus on to improve the evidence produced for this Learning Outcome.
- Reflection outcomes on the development and application of personal and team work skills are mixed, with some Centres doing this well and others misinterpreting the assessment grid. Candidates should focus on explaining how they developed their skills during the process giving examples and not simply give a descriptive timeline of events. Many Centres would benefit from focusing more thoroughly on how to reflect effectively on the application of their skills when preparing the Candidates to undertake the Challenge.

Learning Outcome 3 – Understand factors involved in an Enterprise and Employability Challenge

Strengths
- This continues to be the strongest Learning Outcome. Even though under the adaptations Candidates are not required to carry out the pitch, the inclusion of a script with the visual display is an opportunity for Candidates to evidence their role and responsibility.
- The concept of the 5P's is clearly being covered well in the teaching and learning programme as the visual displays showed evidence of aims, objectives and details of the product, the target market and marketing materials. Candidates are also considering marketing strategies including social media and short adverts designed for media feeds, which is important in today's business digital climate.

Areas for Improvement
- If a visual display that has been submitted includes clear photographs of a display board, there is no need to send duplicate photographs in a separate document.
- Cost analysis remains the weaker area in the visual display with Candidates not researching costs correctly or producing unrealistic amounts.
- Questionnaires are now commonplace when carrying out market research. However it is how the information is used to drive the design / concept / advertising forward that is important, and this is sometimes missing.
- To achieve the higher band for Learning Outcome 3, Candidates need to show a well-structured and creatively developed visual display. Most visual displays tend to be PowerPoints or display boards. It is a common requirement at interviews and business pitches, therefore Candidates should be encouraged to explore different software and apps to help them do so. It is important when delivering a pitch to stand out so utilising all functions such as making a presentation interactive, considering transitions, video links and so forth shows creativity.

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Global Citizenship Challenge

General Comment

During this series it was evident that many Centres had started or continued with the Global Citizenship Challenge during periods of remote lockdown. This was clearly evidenced through, and impacted on, the range of raising awareness outcomes produced by Candidates e.g. there was a significant increase in the number of digital resources produced, with fewer hand-produced outcomes, which may be as a result of different levels of access to resources and materials. Nevertheless, overall, the Challenge Briefs set by Centres fulfilled the requirements of the Global Citizenship Challenge. Given the challenging circumstances that many Centres and Candidates found themselves in, it was very pleasing to see that the majority of Candidates and their work demonstrated that they had considered most/all aspects of the Challenge assessment.

The majority of Centres uploaded work in a logical manner for moderation, however a minority of Centres continued to upload work of multiple files which were not presented in order of Tasks. There was some evidence of internal standardisation included with some Centres, which is good practice and to be encouraged. Despite the difficulties faced during this last academic year, Centres must ensure that robust standardisation takes place so that all assessors are assessing work to the same level. During this series there were several examples where assessors within the same Centre were assessing work at different levels.

Learning Outcome 1 – Be able to apply Critical Thinking and Problem Solving

Strengths

- There was clear evidence of assessor understanding of problem solving and decision-making techniques, as well as the teaching and learning of critical thinking problem solving skills. Where this had been done well Centres had uploaded Candidates' resource packs, which demonstrated and evidenced application of these skills.
- There were many examples in this series of class discussions which aid Candidates' development and understanding of alternative opinions and arguments. A variety of digital methods were seen in this series to record evidence of classroom discussions such as Padlets.
- The majority of Candidates had included a word count after their Personal Standpoint.

Areas for Improvement

- The source pack can provide evidence of Candidates' critical thinking and problem-solving processes. Where these are not submitted in the sample moderators may not have evidence of the application of these skills and therefore Candidates may be disadvantaged from achieving higher marks. It is therefore essential that Centres include annotated source packs when uploading their samples.
- In order to achieve marks into the higher bands Candidates must make direct reference to the source material, analysing and synthesising the information into a logical and coherent Personal Standpoint.
- Effective use of classroom discussions (mid-top bands) should also be evidenced in Candidates' Personal Standpoints, effectively synthesising this into their understanding of the global issue. Including only the class discussion without making any reference to it in the Personal Standpoint would only be considered a limited to basic skill.
- A minority of Candidates continue to write beyond the word count, limiting marks into the highest bands as this is not considered effective within the controls for this Challenge.
- Reflection on the critical thinking and problem-solving process continues to be an area for development for many Centres. A detailed and well-reasoned reflection on the critical thinking and problem-solving process could include commentary on to what extent Candidates were able to identify key information and factors such as similarities and differences in sources, as well as evaluating how well they were able to analyse and synthesise a variety of facts, opinions and viewpoints into a coherent Personal Standpoint. The bullet points from the teacher handbook regarding the aims and objectives for critical thinking and problem-solving skills could be used to aid understanding and reflection of this element.

Learning Outcome 2 – Be able to apply Creativity and Innovation

Strengths

- The majority of Centres have continued to effectively develop their understanding, teaching and learning of this Learning Outcome.
- It was pleasing to see several examples of incremental, developmental stages of implementing raising awareness outcomes in this series. Consideration of factors such as colour schemes, fonts, persuasive language, use of quotations, layout design for plans etc. enabled several Candidates to thoughtfully produce a first draft before subsequently making improvements, following feedback.
- The majority of Candidates now effectively use peer feedback of their initial drafts before improving and presenting a final outcome.
- Reflections on the process involved in developing a new concept continue to be of a better quality than reflections on the critical thinking and problem-solving process. Reflections which considered the processes involved in developing a raising awareness pack/outcome were of a better quality when Candidates had gone through the several stages of development mentioned above. This may be partly due to the fact that Candidates could reflect upon the stages of development that they went through in order to produce their final outcome and thereby reflect on and evaluate in detail their creative and innovative skills.

Areas for Improvement

- Some Candidates continue to only present a first draft and a final version following peer feedback. This will limit marks at the mid to lower end of the band range. In order to achieve marks into the mid to top end of the band range Candidates must demonstrate more development than this, as suggested above.
- In this series many Candidates had included ideas for raising awareness which were neither realistic nor feasible for them to produce, such as national TV adverts or national billboard advertising campaigns. In order to achieve marks towards the mid to top end of the band range, idea generation must be appropriate and/or realistic, as this subsequently impacts on the quality of Candidates' consideration of strengths and weaknesses of raising awareness ideas.

Learning Outcome 3 – Understand issues involved in a Global Citizenship Challenge

Strengths

- This Learning Outcome continues to be the most accurately assessed outcome for the Global Citizenship Challenge. The assessment of Candidates' understanding of the global issue, through both their Personal Standpoints and their raising awareness outcomes, continues to be a strength.
- Many of the raising awareness outcomes in this series were of a digital format, which may be as a result of the adaptations in place to the controls for this task, and the learning situation that many Centres and Candidates found themselves in. The majority of Centres continue to be confident in their assessment of these raising awareness outcomes. The most effective Centres either provided links for this digital work e.g., Powtoon's, or presentations were included as PowerPoint files rather than screenshots.

Areas for Improvement

- A minority of Centres continue to be a little generous in allocating marks into the higher bands without taking into consideration whether or not Candidates have transferred and commented on PESTLE factors within their Personal Standpoints. Centres are reminded that in order to achieve marks at the highest end of the bands Candidates must do more than highlight and annotate their sources with PESTLE factors. Direct reference must be made to these factors in Candidates' Personal Standpoints.
- Centres are advised that including screenshots of final outcomes may not display or evidence the full range of Candidates' creativity or the quality of the implementation of the idea.
- Candidate's final raising awareness outcomes must be uploaded as evidence, as where these are not presented, marks may be limited for this strand of this Learning Outcome.

Community Challenge

As entry numbers were below 10 Centres for this component, there will be no Principal Moderators report for the Community Challenge for January 2022.