

# Entry Pathways Principal Moderators' Report

Science Today  
Entry 2/3  
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.<sup>1</sup>

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.

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<sup>1</sup> *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**

Candidates were entered for all units (6200-6212) at all levels. The number of entries was similar to 2024, with 6210 (Working with Electrical Circuits) and 6206 (Science and the Human Body) being the most popular units.

The pass rate was 100% for each unit and was broadly similar to previous series.

The Entry Pathways Science Today qualification is assessed at assessment criterion (AC) level. Candidates are required to demonstrate achievement of all ACs to achieve a unit. In some cases, centres entered candidates for Entry 3 units but provided evidence at Entry 2 level. In these cases, the moderators were able to find the 'extra' evidence in the work submitted, even though it had not been signposted by the assessor. Centres are reminded to look carefully at the 'units and guidance' document to ensure the correct ACs are being evidenced. The amplification of content for each unit gives further information on the detail that needs to be covered.

In some cases, additional work was provided, which was not part of the evidence for an AC. Centres only need to provide one piece of evidence for each AC, per candidate. Additional work is unnecessary.

Centres are encouraged to ensure that scanned work can be read by the Moderation Team. There were instances where work was missing, upside down or overlapping.

Centres are reminded that candidate and assessor authentication is a JCQ requirement. There were instances where moderators had to request authenticating signatures from centres. These should be uploaded as part of the candidate's work.

## **SCIENCE TODAY**

### **Entry Pathways**

**January 2025**

### **ALL UNITS**

#### **Administration**

The evidence submitted by centres was suitably selected in the vast majority of cases and the moderators were able to agree with the centres' overall decision. There were however a few cases where the moderator needed to give the 'benefit of doubt' to a centre's assessment of discrete assessment criteria. When this happened, the moderator will have commented in the centre report which should also be consulted, and any advice given acted upon in future assessments.

#### **Good practice**

Key to the successful completion of a unit by a candidate is the design of suitable tasks that clearly target the assessment criteria for the unit. Where the assessment activities were designed with this in mind, the moderator had very little difficulty in agreeing a centre's assessment decision. Problems only arose in cases where a centre tried to fit candidate activities to the AC when the activities were not designed with the AC in mind. Fortunately, in most cases this January, centres had thought through the assessment with the AC in mind.

Where the assessment activities were well organised, the centre was easily able to refer the moderator to the pages containing the evidence using the assessment record sheet. Good centres were also selective in the material sent for moderation. There is no need to send all the work the candidate did towards the unit, simply the evidence relevant to the unit's assessment criteria.

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

The moderator would like to emphasise that this qualification is assessed using assessment criteria. It is by the achievement of each assessment criteria that a candidate demonstrates knowledge/understanding/skill. Failure to evidence assessment criteria 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. Please design your tasks with the AC in mind, don't try to fit candidate work retrospectively to the tasks.

Good tasks 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

Sometimes the command word distinguishes an E2 and E3 assessment criterion. E.g. Unit 6208 E2 AC1.1 asks candidates to 'identify the properties of light'. 'Identify' requires a candidate to point to something, thus the candidate could select the properties of light from a list provided by the teacher, e.g. by circling the relevant properties. The E3 unit AC1.1 requires students to 'describe properties of light' which requires the candidate to use a few simple sentences (this could be done in writing, orally or in some other suitable way).

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 student 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](#).

Centres should also read the amplification of content to ensure they have correctly understood the scope of the assessment criteria. Unit 6202 is an important example where this needs to be done. The assessment criteria linked to LO2 must be responded to in light of the statement in the amplification of content "*In order to achieve LO2 learners must provide evidence that they have **met the criteria** by **describing the care for a particular animal**.*"

## Summary

The majority of the work submitted for moderation was judged to meet the required standard to award the units.

All centres that have submitted work will also have a moderator's report, which should be read and used as a guide to resolve any issues that the moderator might have raised.

## **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 4252

Email: [Science@wjec.co.uk](mailto:Science@wjec.co.uk)

Qualification webpage: [Science Today Entry Pathways](#)

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**

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