

Preparing for moderation



Some general points

- All Entry Level Pathways units are internally assessed (by the school) and externally moderated through sampling of candidate work (by WJEC moderating team)
- Assessment is criteria based and not mark based
- For credit to be awarded for the unit ALL the Assessment Criteria must be met in full at each level
- Candidates have to demonstrate that they have achieved the ACs through a range of activities completed in school
- Successful completion of tasks demonstrate achievement of Learning Outcomes at Entry Level 2/3

Purpose of Moderation

- To **validate** teachers' judgement of assessment
- To ensure standards are aligned **within** and **across** centres i.e. consistency and application of standards
- To provide **guidance** for schools in improving assessment processes, procedures and practices (individual Centre Reports & Principal Moderator Reports)

All these should develop professional confidence

Internal standardisation

- Process by which centres (schools) ensure all candidates are judged to the same standard across different teachers, teaching groups and from year to year
- All centres are encouraged to internally standardise candidate work
- Internal standardisation assists moderating team

Role of Internal verifier

- Ensure that all units entered are completed in full
- Ensure that all ACs for each LO in each unit are met in full
- Ensure that ACs are correctly and consistently applied across all teaching groups
- Ensure that all necessary documentation is completed for individual candidates
 - Candidate Authentication Sheet
 - WJEC Assessment Record
 - WJEC Witness Statement (where applicable)

Sample for moderation

- Following WJEC guidance, select the number of candidates required based on the size of the cohort
 - 1 – 10 candidates: **3**
 - 11 – 20 candidates: **5**
 - 21+ candidates: **10**
- Provide candidate work for all **units** entered
- Ensure it is sent to WJEC on time –deadlines are set out on WJEC website: Humanities Entry Pathways
- **Submit work by unit** and not by candidate

Preparing folders of candidate work

- Ensure that all candidate work submitted for moderation is **fully marked**, indicating whether or not it has been accepted as being correct and/or appropriate.
- Ensure that completed candidate work is **annotated with the relevant assessment criteria**, e.g. AC 1.3 or AC 3.2, showing where and how the work presented has met the required assessment criteria.
- Ensure that all **supporting documentation** has been completed and are included with sample
 - Authentication form
 - Assessment Record sheet
 - Witness Statement (where appropriate)

Annotations

- ‘ In the majority of centers, candidate work was clearly labeled to show where and how the candidates successfully met specific Assessment Criteria across individual units. In cases of best practice, candidate work was annotated with supportive comments from the teacher and some centers used these comments to justify their judgments. This approach facilitates the moderation process and is to be commended and encouraged.’ (Principal Moderator Report, Summer 2017).

Presentation of candidate work for moderation

- Take note of comments from previous PM Reports
 - Polly pockets
 - Treasury tags
 - Present by unit in folders – easy access for moderator
 - Ensure CD / DVD is included if French units have been entered
 - Check that candidate work can be accessed by moderator
- Present candidate work for each unit in order of ACs

Authentication form



WJEC CBAC
ENTRY PATHWAYS (QCF)
CANDIDATE AUTHENTICATION SHEET

THIS FORM MUST BE COMPLETED BY THE CANDIDATE AND SIGNED BY THE MODERATOR

CANDIDATE'S NAME: _____

CANDIDATE'S NUMBER: _____

CANDIDATE'S SIGNATURE: _____

MODERATOR'S SIGNATURE: _____

NOTICE TO CANDIDATE
The form is signed by the candidate and the moderator. It is a declaration that the candidate's work is authentic and that the candidate has not used any unauthorized materials or resources.

Declaration by candidate
I have read and understood the notice to candidate and I declare that the work submitted is authentic and that I have not used any unauthorized materials or resources.

Declaration by moderator
I have read and understood the notice to candidate and I declare that the work submitted is authentic and that I have not used any unauthorized materials or resources.

Assessment Record Sheet

Responding to a major technical event (volcano, earthquake or tsunami) – ENTRY 2

Y11/12 ASSESSMENT RECORD

Candidate Name: _____ Candidate No: _____
 Centre Name: _____ Centre No: _____

S.O.	Assessment Criteria	Met	Evidence
L01	AC1.1 Identify a range of technical events. AC1.2 Recognise a range of the world vulnerable to technical events.		
L02	AC2.1 Identify some effects of a technological event on people's health and wellbeing. AC2.2 Identify some effects of a technological event on the infrastructure of an affected area. AC2.3 Identify some effects of a technological event on the economy of an area affected by a technical event.		
L03	AC3.1 Identify how an individual in the UK can help people and countries affected by technical events. AC3.2 Explain some types of aid that can be given by the British government. AC3.3 Identify British agencies (NGOs) that can offer aid to people and areas affected by technical events. AC3.4 Identify a plan in which the help expected from a British agency can be assessed.		

General Comments

Teacher: _____ Date: _____
 Moderator: _____ Date: _____

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Assessment Record Sheet

- Complete in full the **appropriate** Assessment Record Sheet for each unit for individual candidates, ensuring it is signed the teacher (found at the end of unit specifications).
- Include as much detail as possible on the Assessment Record Sheet on where (e.g. page nos. or sub titles) and how assessment criteria have been met by the candidate.
- Use the 'General Comments' section of the Assessment Record Sheet to give useful background information about individual candidates (Such comments are for the moderator and not the candidate).

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Witness Statement

ENTRY PATHWAYS QUALIFIED Teacher Guide 2012-13

**WJEC
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**ENTRY PATHWAYS
WITNESS STATEMENT**

Qualification:

Candidate's Name: Candidate's Number:

Assessment of Candidate to be made:

Assessment of Candidate to be made:

Assessment of Candidate to be made:

Assessment of Candidate to be made:

I can confirm that the candidate has demonstrated evidence of all assessment of criteria to the standard set above

Signature: Date:

WJEC/CBAC/Entry Pathways/Teacher Guide 2012-13/40

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Witness Statement sheets

- Read the 2 exemplar witness statements

1. Why is one witness statement more useful than the other?

Witness Statement

'There was some inconsistency in the use of Witness Statements by centres. It is not sufficient to say that an individual candidate took part in a class discussion or activity. A Witness Statement should be used to outline the specific response of a candidate or describe precisely what the candidate contributed to a group or class activity. One Witness Statement for the whole class is not sufficient. Witness statements need to be specific to individual candidates.' (Principal Moderator Report, Summer 2018)

Moderating

1. Read through the sample of candidate work provided.
2. Moderate this piece of work using the Assessment Record Sheet for the unit
 - have all the Assessment Criteria for the unit been met
 - complete Assessment Record Sheet
3. How easy / difficult was the task?